

	Thrive
Day of visit	October 15, Thursday
Receivers	Ms. Bees Banmber, Manager Ms. Ellen Swygart, Coordinator
Address	Battersea Park, Albert Bridge Road Battersea, London SWLL 4NJ
Telephone number	(44)-10-7720-2212
URL	www.thrive.org.uk

Outline of the organization/institution:

This is a charity organization which works on supporting persons with disabilities to become employed and independent through horticulture therapy. Its office is in municipal Battersea Park. It has 40-year history and extends operation at 4 locations in London. Staff consists of 1 permanent member and 8 temporary members. They actively utilize volunteers. Staff includes ex-users of Thrive. Operation is funded by donation (private/company), collected contribution, sponsors, subsidy from local government and participation fee for their programs and certification acquisition courses. They have seedling planting tables in different heights so that one can work either standing or in wheelchair.

Major operations are:

1. Implementation of horticulture therapy programs for persons with psychiatric disorder, circulatory organ diseases and/or cerebral damages
2. Sales of own products, such as Christmas wreaths and flower seedlings, and items produced in collaboration with sponsor companies
3. Maintenance/Management of the municipal parks
4. Running courses for acquisition of horticulture therapist certificate (anyone can take the courses no matter with or without disabilities. Occupational therapists also take the courses)
5. Participation in gardening plans for the municipal parks, hospitals and facilities for person with disabilities
6. Implementation of programs for children receiving special needs education

Activities during the visit:

[Contents of explanation]

- Flow of the users' program in a day:

Time for activities is from 10 to 15. They carry out activities in respective working areas in the park. The rest station in the park has individual lockers and white boards with activity schedule and work contents are described.

1. Confirmation of activity contents of the day (morning meeting)
2. Choosing work by users themselves (cleaning the park, sweeping the fallen leaves, watering the garden, weeding, etc.)
3. Work
4. Review of activities of the day (closing meeting)

- Future perspectives

They set up a kiosk, start a business to grow seedlings procured from seed-and-seedling companies at a reasonable price and sell them at a kiosk, in order to secure funding for operation. They also take approaches to get continuously subsidized by local government. Considering to sell vegetables, they are trying to grow various types of vegetables.

[Exchange of opinions]

1. Matching of users, assessment to start using services
Potential users come to the facility referred to by case workers. Many of them start using the services after experiencing activities. One can experience activities not only once, but for several times. Judgement for admission is made not only by one's inclination, but also based on activity evaluation by the staff.

2. Collaboration with companies

Through accepting volunteer activities of companies, they try to enhance their visibility and credibility, to secure manpower, and to reduce the cost for necessary works. This led to continuous collaborative relationship with companies, and is further expanded to entrusted work for Old English Garden of a certain company and production and sales of seasonal goods utilizing sponsored products.

	Leonard Cheshire Disability, Community Resource Center
Day of visit	October 15, Thursday
Receivers	Mr. William J. Gallagher, Service Manager Ms. Rupa Bhatia, Volunteer Coordinator
Address	2 Randall Close Battersea, London SW11 3TG
Telephone number	(44)-20-7223-0350
URL	https://www.leonardcheshire.org/

Outline of the organization/institution:

This is a charity organization to support persons with disabilities, renowned in the UK. Triggered by support for disabled soldiers, the organization was established by Mr. Leonard Cheshire in 1948. After that, Mr. Cheshire, feeling the necessity to support persons with disabilities, developed to what it is now with financial assistance from his friends. With the belief that persons with disabilities should have opportunities to live independently with freedom and rights to receive necessary support, they carry out activities in 54 countries in the world for persons with physical and/or intellectual disabilities, in order to create a society where everyone is equally acknowledged.

They provide wide-range of support, such as care provision through leisure services at home of the target individuals, rented houses with support, paid home for elderly and day-service centers; employment; education; company-related; health-related; volunteer-related; and training for staff to improve skills through projects utilizing digital technology. Working with persons with disabilities, they carry out campaigns to challenge ignorance and unfairness of society and to establish better society.

Everyone has capability for self-determination and the rights to manage and make decision for own life. Considering that disabilities do not deprive capabilities but excessive protection deprives one's freedom, they provide many opportunities to persons with disabilities by letting these persons challenge.

Activities during the visit:

[Contents of explanation]

- Overview of Community Resource Center

Day-service used by community people. One can use this with referral by local government. Time for use is 9 to 17, from Monday through Friday. Persons with physical disabilities, infirm elderly persons, persons with intellectual disabilities, persons with psychiatric disabilities and persons with dementia can be users.

- Assessment for new users

They ask the individual about what capability he/she wants to acquire and set the goal. The more one can do by oneself, the less the one use community welfare services; which can contribute to the national finance.

- Service contents

They provide opportunities for cerebral stroke patients just after discharge from hospital and wheelchair users to receive rehabilitation services. They also deliver periodical classes to teach mathematics and English language for persons with intellectual disabilities who have not had the educational opportunity and learning classes to teach communication skills using PCs for users with linguistic disabilities. A Muslim girl with linguistic disabilities became able to communicate with her father using a PC, which improved parent-child relationship.

[Exchange of opinions]

- Assessment of users' capability

"Risk assessment" is conducted on the first day of use, utilizing an assessment sheet unique to the facility. Even if assessment information is provided by the referrer, a user is to be assessed following their original sheet.

- Effect by having users with various disabilities

A facility for only certain types of disabilities gives an impression that it is isolated from society, but this center, which a variety of people can use regardless of the type of disability, is acknowledged as part of society. Being accepted in society, users can feel safe and confident.

	The Fed
Day of visit	October 16, Friday
Receivers	Ms. Geraldine Des Moulins, Chief Officer Ms. Gwyn Chanlewis, Community link Specialist Ms. Lynne Thomas, Disability Awareness Trainer Ms. Mandy Crandale, Programme Facilitator Ms. Katharine Russell, Volunteer & Services Officer
Address	Montague House, Montague Place Somerset St, Brighton BN2 1JE
Telephone number	(44)-1273-894040
URL	http://www.thefedonline.org.uk

Outline of the organization/institution:

This is a consumer-centered charity organization to support independent living, carrying out activities mainly in Brighton area, and has a face of social company. They concluded a contract with Brighton City Government to continuously provide services for persons with disabilities. They also try to increase revenue through charitable activities to re-invest to improve their facility and social welfare. They have 35 paid staff members and about 100 volunteers.

They operate consultation center, consultation for Personal Payment and application reception service. They host hub-meetings, where community fire fighters, paramedics, police officers and social workers attend to exchange information and opinions for community collaboration. They also hold workshops for those who rarely have opportunity to interact with persons with disabilities to promote understanding to disabilities.

- Employment support

They carry out an employment support course for persons with physical or intellectual disabilities once a week, 6 times in total, as a pilot project. Persons with psychiatric disabilities are also provided with employment support. For those who have employment experience in the past, support for re-employment is provided. The contents of instruction are: 1) typing, 2) how to write CV, 3) what to do at an interview and 4) how to maintain health while working. Volunteer activities and practical training at companies are also included. Among 23 participants in the course; 5 are with paid employment, 8 are volunteers, and 2 are in internship at companies (with system to promote to permanent employees). They exchange information at Department for Work and Pensions once a week. They put users in the center and support the course participants to find jobs that individuals want to get.

Activities during the visit:

[Contents of explanation]

- Link Back

They conducted an experimental research and study on clinical community services for elderly persons as a model project of local government from May, 2015. Conventionally, guidance for living after discharge from hospital was given during hospitalization, but they changed it and give guidance one week or later after discharge from hospital. A general meeting is held in the hospital before discharge to decide the target individual. The Fed and medical institutions serve as initiators for the meeting. The assessment team consisting of OT, PT, nurses, social workers visit home of the target individuals to assess their needs. The target individuals also include elderly person aged 80 years or older living alone. Based on the assessment, support plans and action plans are to be made. After having interviews with 100 elderly persons and receiving consent from 80 of them, 27 persons became the target individuals. It is highly appreciated by hospitals, and makes it possible to understand available services in the community and needs of the target individuals in collaboration with other organizations, which brings out benefit to the target individuals.

- Workshop to promote understanding on disabilities

They provide education to eliminate prejudice and discrimination against psychiatric diseases and persons with disabilities, through simple quizzes and lectures on mental health including some work.

[Exchange of opinions]

- Support for those who are under employment training:

Persons in charge of job interviews and employment often make decision for employment based on candidates' motivation, cheerfulness and smiles.

As this program has just started, there is no good example yet, but if there is any problem, they are ready to take a prompt action to respond.

	Stay Up Late
Day of visit	October 16, Friday
Receivers	Ms. Kate Ogden, Coordinator of Gig Buddies Mr. Daniel Randall-Nason, Trustees
Address	9 Russell Place, Brighton, BN1 2RG
Telephone number	(44)-1273-468168
URL	www.stayuplate.org

Outline of the organization/institution:

Stay Up Late is a charity organization started by a consumer member of a punk-rock band, "Heavy Load," with a principle that "persons with intellectual disabilities should decide the time to go to bed by oneself and make choices to live in one's way by oneself." Their operation is supported by volunteers and funded by donation and sales revenue gained from selling relative goods. Their major activities are as follows:

- To conduct campaigns
- To implement training programs
- To support persons with intellectual disabilities to understand their own rights
- To operate Gig-Buddies Volunteer Service
- A project to introduce music performed by persons with disabilities in the world to people worldwide
- To hold an event, "Kiss My Disco"

It is said that UK has approximately 1.4 million persons with intellectual disabilities, and according to a study report, 47% of persons with intellectual disabilities stay at home, 51% feel lonely and 64% cannot meet their friends. To tackle this situation, it is necessary to have 1) support, 2) community and safety and 3) trust and motivation.

Activities during the visit:

[Contents of explanation]

- Gig Buddies

A person with intellectual disabilities and a volunteer without disabilities in a pair to gigs (performances) and other events together, share what the user can fully enjoy, such as live-music and drinking parties, and get

new pals. Candidates for buddies fill in the application form and submit it. They check what is described to consider individual interests, favorite music and/or musicians to do matching. The organization provide support for continuous activities.

- As of October, 2015, 60 pairs of Gig Buddies participated in about 600 events. More and more people and companies have become interested in this project, which led to positive outcomes, for example, PR cooperation where the logo of the organization was printed on the label on the beer bottles distributed at the general meeting of IPA, a beer company. This project is also expanding overseas.

[Exchange of opinions]

- Support for sexuality issues and dating
Highest needs for night-time leisure support. One becomes a buddy after training unique to the organization. A buddy learns about support during the training and sometimes gives advices to the user as a friend or a pal. They have a structure where buddies can easily consult with the secretariat.
- Support criteria or responsibility of buddies
Screening takes place upon an application submitted for a volunteer. They conduct training to prevent accidents and instruct where and what risks exist. They set up rules, such as prohibition of alcohol intake by buddies when participating in gigs, to assure safe program implementation. Beverage expenses for volunteers are paid by the organization.

	Alliance for Inclusive Education (ALLFIE)
Day of visit	October 19, Monday
Receiver	Ms. Tara Flood, Director
Address	336 Brixton Road, London SW9 7AA
Telephone number	(44)-20-7737-6030
URL	http://www.allfie.org.uk/

Outline of the organization/institution:

Ms. Tara Flood, Director, is a consumer with orthopedic disabilities and graduated from special needs school in the UK. With her own experience that education she received was not what she wanted, she established an organization to promote inclusive education aiming to have all children with disabilities get enrolled in ordinary school. The organization is engaged in activities appealing two aspects of the rights widely to society, namely; 1) All persons with disabilities have the rights to receive all kinds of education just as persons without disabilities do, and 2) All children have the right to receive necessary support.

Activities during the visit:

[Contents of explanation]

- Transition of special needs education

The “Education Act” in 1981 stipulated that children with disabilities also are included in the scope of education at ordinary school. The Special Education Needs and Disability Act in 2001 and the Children and Families Act in 2014 led to diversification of needs of the target individuals. There is not penalty provided for breach. Though much improvement was made compared to the situation 40 years ago, it can hardly be said that education at ordinary school is one responding to the needs of the disabled.

Due to the impact caused by administrative changes and national budget cuts, it tends to be difficult to receive sufficient support. In 2015, the system was changed from continuous assessment to assessment by the examination once a year. It is regarded unfair, as assessment for the year depends on health condition on the examination day.

In last couple of years, the number of children/students enrolled in special needs school has shown slight increase.

[Exchange of opinions]

- Tara’s perception on disability

Disability is nothing special. What a consumer experienced is no different from what a person experienced in general. Support for needs is necessary, and it is wrong to see it as “something special.”

At ordinary school education is given based on the curriculum, not on individual needs. Education is exercised irrelevantly to individual capabilities. Individual reasonable accommodation is necessary in school education. There is an educational program case in Iceland, where 10 teachers with expertise educate one class with 60 students.

- Perception on vocational education

In UK, the apprentice system was abolished in 1980s, but reconsideration for it took place 10 years ago and it was re-introduced. Training should be conducted no matter with or without disabilities.

	Headway East London
Day of visit	October 19, Monday
Receivers	Ms. Miriam Lantsbury, Chief Executive Mr. Ben Graham, Development Director Ms. Natasha Lockyer, Therapy Lead and Community Support Worker Service Manager Ms. Laura, Volunteer Mr. Oli, Volunteer Mr. Mathan, Member (Service user) Mr. Freddy, Member (Service user)
Address	Timber Wharf 238-240 Kingsland Road, London E2 8AX
Telephone number	(44)-20-7749-7790
URL	http://www.headwayeastlondon.org/

Outline of the organization/institution:

This was established in 1997 as a charity to support people with cerebral damage caused by sickness and/or accidents in the north-eastern part of London. Its aim is to create society where persons with cerebral damage are acknowledged, respected, without having their potential drowned out, and can live an active life in their own way. Services are provided 5 days a week, and there are about 140 members (users) who come to the facility once or twice a week. The organization has been secured funding by donations and events in the past several years and provided services. The organization implements; community support activities; case-work (advice and advocacy); family support services; activities with youths; psycho-therapy services and various vocational projects. Art studio, essay-writing program, cooking program to prepare meals for volunteers and staff members are carried out. Services to meet complicated and wide-range needs and inclination due to various causes are considered and provided. Support is provided to the users to enable them to become convinced that “this is my life,” and independent to decide their own life by themselves.

Activities during the visit:

[Contents of explanation]

- They provide one-to-one services upon appointment, having OT, PT and psychologic staff.
- Members choose work programs freely to participate. Doing nothing is also one of the options. It is up to individual users when to take a break. The environment of the facility is set up not to make users after long hospitalization remind themselves of their hospital lives.
- 40 users per week participate in the art activities. The dedicated staff is in charge of the activities to support creation of the users. Some users work on creation by themselves, and others work in groups. The advantage of art activities is that users can work together.
- The staff fully utilized methodologies to help consumers speak out, such as the process with acknowledgement and understanding of disabilities, family relationship and work, and change in life, in order for us to directly hear 4 persons with brain trauma talk to us.

[Exchange of opinions]

- There is no subsidy scheme for companies employing persons with disabilities, which make it difficult for persons with disabilities to get employed.
- Relation between Headway and NHS: Different regions have different NHS service contents and relationship with Headway, and some users directly contact Headway for consultation to know how to use the services. Some NHS staff leave everything to Headway, without collaborating. Headway is sometimes asked for consultation by users and/or hospital staff about service usage, when NHS does not follow-up after one’s discharge from hospital.

Learning the outline and practices of disability welfare in the UK, which respects decision-making of persons with disabilities, to consider disability welfare in Japan

Daisei Kinoshita, Delegation Leader

1. Foreword

The UK has been in the leading position in the world as a welfare nation since the establishment of their national welfare system under the slogan “from the cradle to the grave” proposed by the Beveridge Report in 1942. In addition, a global transition from the medical model to the social model for comprehension of disabilities, and the social model was originated in the UK. Their disability policy is designed and extended based on this social model, where a person-centered system for service provision is operated.

In their recent disability policy, the “Mental Capacity Act” was enacted in 2005 to introduce decision-making support prior to the UN Convention on the Right of the Persons with Disabilities (hereinafter CRPD). As for the CRPD, they ratified it in 2009, 5 years earlier than Japan, and currently, they have accelerated their approaches to promoting social participation of persons with disabilities before reporting their progress to the UN in 2016.

On the other hand, the coalition government of the Conservative and the Liberal Democrat under Prime Minister Cameron was formed in 2010 and the new social direction, “Big Society,” was indicated, where social security expenses are stringent while spontaneous activities in community are encouraged.

Considering all these, I found that we can expect to find many hints and tips in the UK, the country facing a new phase with stringent finance and expansion of community coalition while still leading as a welfare nation, to utilize for the disability welfare policy in Japan, which is still quite unstable just after ratification of the CRPD.

For my own self, I have a special feeling of attachment to the country, as I have contacted Birmingham University and the British Psychological Society since around 2009 for the current theme of my study on the support for persons with intellectual disabilities with dementia characteristics.

2. Delegation Theme and Individual Themes of the Members for FY 2015

7 youths were selected for the delegation to the UK this fiscal year program. As for their occupational background, the delegation consists of members with wide-range of occupational backgrounds; 3 occupational therapists, a teacher of special needs school, a psychiatric social worker, a supporting staff at support facility for persons

with disabilities, and an operator of a corporation.

The pre-departure training was held in June as previous years, where we learned characteristics of social welfare policies of Japan and the UK, shared specialties and interests of respective members, and then, decided the delegation theme and individual theme to clarify what to learn individually.

First, we received lectures from Mr. Koji Onoue (Policy Planning and Research Officer, Disability Policy Reform Office, Cabinet Office) and Mr. Yoshimichi Ogawa (Professor, Kanagawa Institute of Technology). From Mr. Onoue, we learned about the process for ratification and the contents of the CRPD, outline of the Basic Act for Persons with Disability, the Act for Comprehensive Support for Persons with Disabilities and the 3rd Basic Plan for Persons with Disabilities playing important role in the process for the CRPD ratification and the outline of the Act for Elimination of Discrimination against Persons with Disabilities, which would be enforced in 2016. Mr. Ogawa delivered a lecture on the disability welfare system in the UK. His lecture covered the differences in the disability welfare systems between Japan and the UK and overview of the disability welfare system in the UK. Precisely, explanation was made for the systems unique to the UK, such as Personal Assistance and Direct Payment, referring to the specific differences between two nations; while decision made for service provision in the UK is based on the social model, it is based on the medical model in Japan.

Based on the contents of the two lectures, we started working on setting up the delegation theme and individual themes, but, as mentioned above, the members were with various occupational backgrounds and their day-to-day interests and involvement for support were diversified. For this reason, we repeatedly worked to find out the commonalities among us to come up with the delegation theme, sharing information about individual work, specialties and interests.

Consequently, the first keyword we came up with was the “social model,” followed by “decision-making support,” a methodology for which is currently an issue for discussion in Japan, and then, other keywords related to individual works were raised; “inclusive education,” “community living,” and “approaches and employment support by companies.”

As previously mentioned, the UK is the country of

origin for the “social model” serving the bases for disability support, so, we agreed on the idea for the delegation theme, having this “social model” concept as the foundation to consider the contents of the CRPD, particularly decision-making support, and gradually formulate the theme. Eventually, the theme was set up as follows and shared among the members.

Delegation Theme

“To learn specific approaches for community collaboration based on the social model in the UK, in order to propose a community model in Japan where diversity is mutually recognized and everyone can live in his/her own way and practice the model in respective regions.”



Fig.1 Image of the Delegation Theme and the Individual Themes Combined

Individual Themes

To set individual themes of each member based on the delegation theme, we had a one-night-two-day meeting in August and a day meeting in September for each member to summarize his/her issues and report it to other members, and consequently, individual themes were finalized as follows:

Akiko Aoki	To learn the ways to outreach to people with invisible disabilities and community collaboration in the UK, in order to share and practice the learnings in Japan from the standpoint of an occupational therapist toward extension of community-living support for persons with HBD.
Shogo Iwahashi	To learn specific roles that social workers should play in practice of inclusive education, and to explore and sort them out to share for realization in Japan.
Noriko Sakagami	To learn the ways to support persons with personality disorder in community, and share its necessity in Japan aiming at realization of community support.
Hiroshi Setoyama	To create future where persons with psychiatric disabilities in Japan can live in community, through the program in the UK.
Mika Hayashi	To learn the principle and system of inclusive education in the UK, aiming at realization of independent community living of children/students with orthopedic disabilities.
Risa Matsuzaki	To learn hints and tips for community support for brain-damage patients and their families, including their hospital visits and outings.
Kunimasa Wada	To learn approaches and employment support by companies for persons with disabilities in the UK.
Daisei Kinoshita	To learn practices of person-centered decision-making support in the UK, in order to make proposals for decision-making support in Japan for the future.

3. The current status of disability welfare measures in Japan

Here the current status of the disability policy in Japan is going to be overviewed and sorted out. As well-known, Japan signed the CRPD in 2009, and ratified it in 2014. This ratification means that the disability policy in Japan should be in line with the provision of the CRPD. Having ratified the CRPD also means that the domestic laws in Japan will be monitored both domestically and internationally to see if they are in line with the CRPD, and Japan should report its progress to the UN.

Japan has been preparing its domestic laws toward ratification of the CRPD, and it is still in process. Major approaches taken are: first, “the Basic Act for Persons with

Disabilities” was amended in 2011. The amendment was made to meet the requirement for the CRPD, for example, it is clearly described that the purpose of the law includes the aim to realize cohesive society; in “cohesion, etc. in community” of Article 3 prescribes security of opportunities for participation and opportunities for making choices, etc.; in Article 4, new clause concerning prohibition of discrimination is added; and reasonable accommodations are also mentioned. The 3rd Basic Plan for Persons with Disabilities from FY2013 to 2017 has its basic principles as cohesion in community, etc., prohibition of discrimination and international harmonization.

In addition, other laws, such as “the Act for Prevention of Abuse against Persons with Disabilities” enacted in 2011

and “the Act for Elimination of Discrimination against Persons with Disabilities” in 2013, have been prepared according to the provision of the CRPD. However, it is not always true that preparedness of the legal framework directly means establishment of a society required by the CRPD; for example, concrete ways for implementation of reasonable accommodations and decision-making support are still under consideration by the Cabinet Office playing central role. As aforementioned, the current disability policy in Japan is mainly driven by the CRPD.

I considered that it would be valuable to focus on the ways for decision-making support in the UK during the program this time. The reason is that the UK enacted the “Mental Capacity Act” with provision on decision-making support for persons with disabilities in 2005, prior to the CRPD. Concerning decision-making support, Article 23 of the CRPD requires consideration for decision-making from a nation and a local government for persons with disabilities and/or their use of adult guardians. In Japan, though consideration is being made at national council, etc. how to provide decision-making support, a direction for establishment its methodology is still unclear. For this reason, I set my own individual theme related to decision-making support.

4. Direction of “Big Society” and its impact to welfare services

Let us confirm the current situation in the UK as a whole before getting into details of its system. The Cameron administration formed in 2010 as a coalition government by the Conservative and Liberal Democratic Parties announced establishment of “Big Society” and policies have been extended to realize it. “Big Society” aims to mitigate/solve social issues, such as poverty and unemployment, by strengthening collaborative structure in community through devolution of authorities to local government and voluntary sectors, etc. At the same time, austerity measures have been implemented in all fields except a few, such as education and National Health Service (NHS). This is also happening in the welfare services. According to the information by the Department of Health, while the budget for NHS for health and medical services is 115 billion pounds, budget for social care of welfare service is only 1/10 of NHS’s; 15 billion pounds, and further budget cut is under consideration.

To structure this “Big Society,” the government raises 5 factors, namely; 1) devolution of authority to communities; 2) support to enable people to take active role in their community; 3) devolution of authority from the central

government to local government; 4) support for voluntary sector (cooperatives, intermediary organizations, charities, social corporations); and 5) disclosure of governmental dataⁱ. However, fiscal austerity is imposed also to the voluntary sector mentioned as 4). During the program this time, we heard voices from intermediary organizations and charity organizations, such as The National Council for Voluntary Organizations (NCVO) and The Fed, saying that they have to find a way for fund-raising by themselves, because their funding for operation has become tighter year by year and they will not be able to survive in the way as they did in their operation.

Roughly speaking, the current direction of policies and welfare polity in the UK aim to mitigate / solve issues by enhancing capabilities to respond to social issues through devolving authorities to communities to further increase and strengthen connection of social resources in communities, while fiscal austerity is the bases for funding cuts in various fields. I understood this situation through lectures and self-study before the visit, but I could comprehend more specific status quo by listening directly to respective ministries/agencies and charity organizations.

5. Characteristics of disability policy in the UK – based on information obtained at entities/facilities we visited

Based on the information obtained at entities/facilities we visited, I am going to sort out the disability policy in the UK. First, the principle for welfare measures for persons with disabilities in the UK contains 3 major points: 1) the concept of rehabilitation and personalization serve as the base to realize as much as possible independent living in community, 2) there are various personal benefits, such as personal independent allowance which is a general allowance to support living costs, participation allowance and employment assistance allowance, 3) local government are playing central role, collaborating with NHS, educational bodies, volunteer organizations, etc., to provide various services including daycare, home-help services, facilities, meal services, provision of assistive devices, housing renovation and vocational trainings, and charity organizations supplement the services of local governmentⁱⁱ. Let us focus on 6 topics to see their contents based on information obtained at entities/facilities we visited during the program as follows:

1) Personalization

The concept of personalization is introduced in the UK not only for disability welfare but also for welfare for elderly persons, etc. Personalization means “to individualize,”

and, when applied to welfare services, it means to provide services according to individual needs and inclinations to those who need support, and such individuals



choose support and manage the budget by themselves. In other words, person-centered welfare services where “one decides whatever about oneself” is realized. And Person-centered Approach, where a consumer is put in the center to structure support based on his/her will and inclination is also originated in the UK. It can be said that the idea of personalization has been nurtured and deepened in the UK.

Embodiment of this principle is supported by personal budget calculated with necessary amount of support needed by target individual for living, direct payment which is a cash benefit system for community care enabling individual to purchase whatever services he/she wants, and personal assistance for individual to have necessary human resources to get out of a facility and live in community.

2) Allowances such as personal benefit

I would explain in more detail about personal budget. It is a system where individual inclination and needs are surveyed so that a person with disabilities can live in a way he/she intends to, set up budget according to individual situation, and support is provided within that budget. It means that this system is to calculate necessary amount of services based on accumulated individual living needs, instead of conventional perspective for welfare service provision where consideration is rather made how individual can be adjusted to existing services.

It is direct payment that enables individual to directly purchase services needed for his/her living in a person-centered manner in the person-centered personal budget scheme. This system was established by the “Community Care (Direct Payments) Act” in 1996 as a cash benefit system where the amount assessed necessary to fill the needs of a target individual is paid to the individual. To receive personal budget, evaluation has become severer since August, 2015. In addition, when one received personal budget as direct payment, cash was provided previously, but pre-paid card system was introduced. (This is information received at The Fed, a charity organization in Brighton, and not yet confirmed if it is extended nationwide.) And if one purchase something not on the previously-made support plan, a local government managing personal budget can

ban the purchase upon its own discretion. We could also get information that introduction of this system means some restriction on self-determination and users are quite resistant as they feel controlled.

3) Personal Assistance

By enactment of the “National Health Service and Community Care Act” in 1990, social rehabilitation related facilities were set up in order for each local government to promote deinstitutionalization and community living. This has been driving so-called deinstitutionalization from large-scale facilities to community living, and it has been promoted that persons with disabilities live in a community instead of facilities.

The ways to live in a community are diversified, such as being with family at home, living alone, and living in group homes, and one of the systems to support such diversified community living is personal assistance. This is a system where an individual hire personal assistant (PA) using cash provided under direct payment scheme. It was born from an idea of two people living in a home at Leonard Cheshire Disability Randall Close Resource Center we visited this time, as they did not want to receive personal care from a stranger or one without chemistry.

Those who need assistants for their community living employ PA using direct payment to receive necessary support in their daily life. One can employ one assistant or, if necessary, more than one. There is also a rule to define personal relationship (ex. spouse, parent, child, siblings) excluded from the scope of employment.

On the other hand, as there is no specific certification for PA, support within a scope of daily living was mostly required in the past, but recently, needs of users have become more specified and complicated which led to enhancement of knowledge and skills required for PA. This causes issues that finding PA is difficult due to imbalance between required knowledge/skill and the wage.

4) Collaboration between charity organizations and government

Government and charity organizations are playing central role in provision of services to support individuals. It is one of the specific characteristics of welfare policy in the UK that government and charity organizations cooperate and collaborate for implementation.

Charity organizations fall under 4 conditions: 1) being independent from government or businesses; 2) not distributing profit to financial supporters; 3) rendering benefit not only their members but in wider area in

society; 4) not being churches or religious groups. It seems appropriate that they are compared to social welfare corporations or specified non-profit organizations (NPO organizations) in Japan.

In the UK, they have “Compact,” which is an agreement providing roles shared by the government and volunteer sector. This was concluded in 1998, as government acknowledge the importance to efficiently collaborate with private organizations, coming up with 5 basic principles for collaboration between government and voluntary organizations. The Compact is positioned as guidance without any legal binding power, and serving as a good guideline to connect private organizations and communities. Currently, there are four major domains at the Office for Civil Society, which is positioned in the center of governmental entities, and it will not be extreme if I say that these four domains have roles to embody the five basic principles for collaboration between government and voluntary organizations. The four domains are: 1) Voluntary and Community Sector Support to support intermediary support organizations, 2) Social Investment to invest to charity organizations, etc., 3) Social Action to stimulate volunteer activities, and 4) Youth National Citizen Service to promote commitment of youths for social actions.

The current administration particularly emphasizes collaboration with independent activities in communities, such as ones by charity organizations, and promotes it as its policy. We could see the policy of the Cameron administration has been promulgated, as collaboration with government was more emphasized as ever at the Council for Disabled Children and The Fed we visited during the program.



5) Approaches taken by the citizens – Lobbying and donation

As significant features related to welfare policy in the UK, lobbying activities and donation were also mentioned both by the governmental entities and charity organizations. We heard at the Department of Work

and Pension (DWP) that they take lobbying activities in a positive manner, through lobbying is a challenge to the government. Currently, they negotiate almost all the organizations engaged in lobbying activities, and 80% of discussions with them bring about certain outcomes.

When we talked about fund-raising of charity organizations, we often heard many people say, “We, the British, are generous people.” Here shown the fact that the culture of donation by individuals has taking strong hold in the UK and the donated money is playing a significant role in fund for operation at charity organizations, etc. According to a material of the Cabinet Office of Japan, there is a huge difference between Japan and the UK: the ratio of total donation to GDP in Japan and the UK are 0.11% and 0.80% respectively, with total amount of 591 billion yen and 1081.2 billion yen. And the proportions of personal donations and corporate donations are: 19.1% personal donation and 80% corporate donation in Japan, while 94.2% and 5.8% in the UK, which shows that the culture of individual donation is much more popular in the UK than in Japan.

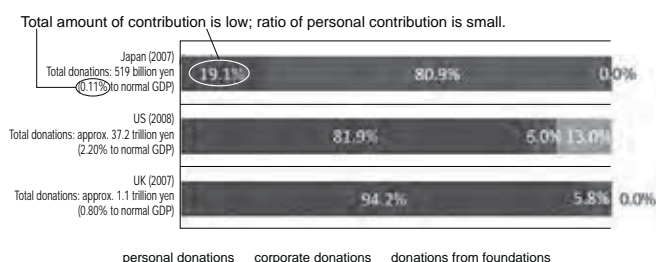


Fig 2. From the Statistic Agency under Ministry of Internal Affairs and Communications, the National Tax Agency, AAFRC Giving USA2009, NCVO UK Voluntary Sector Almanac 2008

Source: Cabinet Office NPO website ⁱⁱ

6) Employment of persons with disabilities

As employment support for persons with disabilities, 3% statutory quota was mandated to companies with 20 or more employees by the “Disabled Persons (Employment) Act” enacted in 1944. However, it was pointed out that the law itself was not effective, as there was no punitive clause prescribed. After that, the statutory quota was abolished by enactment of the “Disability Discrimination Act” in 1995, based on the idea that the employment framework for persons with disabilities itself was discrimination against them. This also meant that the government expected respective business operators to employ persons with disabilities at their own initiative rather than aimed at increase of employment rate pushed by the employment quota. The Disability Discrimination Act was absorbed in the Equality Act, which was established newly later,

and the employment quota system, the abolition of which consumer organizations opposed to, was not revived.

DWP started the “Disability & Health Employment Strategy” in December, 2014 and is making effort for employment of persons with disabilities. At the same time, it provides workplace retention support for person with disabilities after getting employed and re-employment support for the employed. However, as what the government can get involved is limited, it rather works on infrastructure improvement for relevant organizations to get connected and function better.

In the first place, approaches taken by the DWP for employment promotion also targeting persons with disabilities started when the Cameron administration aimed at employment reform during the election in 2010. Such mind-set partially flourished that not working was preferable because the unemployment-related allowance was higher than income gained through work. It was recognized that provision of allowances under such circumstances was preposterous and working has an effect to raise self-dignity in addition to gaining income. It is also perceived that getting work helps health condition improved, and this idea is now integrated into a policy in progress.

7) Decision-making support

In the UK, the Mental Capacity Act is enacted underpinned by five statutory principles; 1) presumption of capacity - every adult has the right to make his or her own decisions and must be assumed to have capacity to do so unless it is proved otherwise; 2) the right for individuals to be supported to make their own decisions - people must be given all appropriate help before anyone concludes that they cannot make their own decisions; 3) that individuals must retain the right to make what might be seen as eccentric or unwise decisions; 4) best interests - anything done for or on behalf of people without capacity must be in their best interests; and 5) least restrictive intervention - anything done for or on behalf of people without capacity should be an option that is less restrictive of their basic - as long as it is still in their best interests. Based on these principles, concrete examples are also presented in the action guideline.

During this program, we could not encounter any specific example or practice, but received information from Headway East London that “Quick reference guide to assessing mental capacity and to acting in a person’s best interests under the Mental Capacity Act 2005” is available.

This guideline consists of six sections; 1) Principles; 2) What is meant by lacking capacity; 3) Steps for assessing mental capacity; 4) Best interests decisions; 5) Deprivation of Liberty Safeguards<DOLS>; and 6) Further guidance, resources and support. In this way, they have the guideline for decision-making support issued by government in the UK, which made me understand the progress and deepness of their decision-making support. However, when I asked about the Mental Capacity Act or “best interest” in actual practice sites, “do not know as there is no actual case” was the answer in many cases, though they have the law and the guideline prepared. I could not validate whether there were still a little cases related to the Mental Capacity Act, or the Act was not yet widespread in practice sites. I felt it necessary to deepen validation on that.

6. Consideration

I am going to share my proposal to Japan based on information obtained at entities and facilities we visited about disability welfare in the UK.

1) Person-centered decision-making system planning

In the UK, they plan their systems for consumers by consumers, where a consumer decides and purchase what he/she needs, such as personal assistance and direct payment. These systems to embody the principles of “person-centered” and “self-determination” are greatly different from the current support system for persons with disabilities in Japan. In Japan, a contract system has been introduced step by step in each domain triggered by the social welfare basic structural reform in 1997 to shift from the long-lasting safeguard system after the war to “person-centered services,” which has led to formation of services that consumers chose themselves. Overviewing its historical background, the current welfare services for persons with disabilities in Japan are the same in the concept of “person-centered services” as in the UK. However, service provision under the Comprehensive Support for Persons with Disabilities Act is in the system where one chooses and combines disability services within the prepared options, which means the scope of options is much narrower compared with the system in the UK where one can choose necessary services for his/her living out of non-restricted market. The basic principle of the 3rd Basic Plan for Persons with Disabilities (2013-2017) announced by the Cabinet Office in 2013 provides that; persons with disabilities are “individuals to participate any social activities based on their own decision.” I think consideration is needed for a system where persons with

disabilities can choose services freely, shifting from the current system where ones choose services within a pre-set package.

However, there are some persons who have difficulty in decision-making by themselves, for whom support is an issue also in the UK. So, it should not be forgotten that consideration on the limit in practice is also required.

2) Relation between government and charity organizations

The UK has a structure established where government and charity organization are very closely related and voices of charity organization can directly reach to government. For example, aforementioned Compact conclusion and the facts that charity organizations are actively engaged in lobbying and government tries to listen to their lobbying as much as possible. Lobbying is a very important activity in an aspect that voices of persons with disabilities can be directly delivered to government and it is a social action to advocate to government with consumers participating.

In Japan, there is no official agreement between government and private organizations as the Compact in the UK. Lobbying does not take place as actively as it does in the UK neither. Opportunities for charity organization close to persons with disabilities and consumers to raise voices directly to government are extremely important to establish cohesive society in a real sense, thus, an approach to create such opportunities is considered a matter to actively work on for the future in Japan.

3) Employment of persons with disabilities

A thought particularly provoked in myself through this program to the UK was about employment of persons with disabilities. As mentioned earlier, they abolished the statutory quota triggered by enactment of the Disability Discrimination Act in 1995, considering that that statutory quota itself was a discriminatory treatment. On the other hand, the statutory quota in Japan was raised in 2013 to 2.3% for national or local public entities and 2.0% for private companies, and the scale of a company mandated to employ persons with disabilities was changed from one with 56 or more employees to 50 or more, which means a raise of a level for mandatory employment of persons with disabilities. Intention to continue the statutory quota scheme in Japan can also be seen in the draft for the report on progress of the CRPD to submit to the UN. There described that; the government of Japan partially amended the Act on the Promotion of Employment of Persons with Disabilities to prohibit unreasonable discriminatory

treatment on the ground of disabilities in employment by business operators, in order to concretize prohibition of discrimination against persons with disabilities in the field of labor and employment; and reasonable accommodation is mandated in workplace unless it is an excessive burden when a person with disabilities works there.

The equal opportunity type employment with the statutory quota abolished in the UK is contrasting to the mandatory employment in Japan with the statutory quota provided legally. It will be necessary to consider which one is closer to the principle to secure the rights of persons with disabilities in the future. However, the current status of employment of persons with disabilities I observed during this program in the UK did not convince me that it is making significant progress, and I heard many opinions from practitioners saying that the Japanese statutory quota is a good system. Considering these, I thought that the principle is advanced in the UK, but mandatory employment could be effective to surely increase employment of persons with disabilities in actual labor market.

4) Decision-making support

Learning from actual cases of support in decision-making support practice sites was not realized due to time constrained, though I had put it as my individual theme. However as mentioned before, the UK legally institutionalized decision-making support prior to the CRPD and Japan can learn lots from them as it is now considering how to implement it.

Adult guardian system is the one to be scrutinized and contemplated for its contents as a system related to decision-making support in Japan. In the adult guardian system, an adult guardian is a surrogate decision-maker for an adult ward, but interpretation in the CRPD is not to accept surrogate decision-making in principle and the current adult guardian system might infringe the provision of Article 12-3 of the CRPD. This discussion has not yet reached to conclusion and I think the current adult guardian system is not enough for decision-making support and system reform should take place referring to approaches in the UK taking a lead in practicing decision-making support. For this issue, I am going to follow personally and hopefully contribute to establishment of decision-making support in Japan with information I will obtain.

7. Summary

Japan is supposed to submit a report by the government of Japan concerning the CRPD in 2016. However, currently, it is difficult to say that sufficient methodology

has been established to practice new concepts generated from the CRPD, namely, “reasonable accommodation,” “decision-making with support” and “inclusive education.” Of course it’s not only about Japan, but trials-and-errors will continue in whole society, with the Cabinet Office playing the central role, to realize society where the new concepts presented by the CRPD are provided normally.

It can be said that structuring a method according to our own society is required for as-early-as-possible establishment of cohesive society, while learning from approaches taken in various countries. This doesn’t only mean that Japan learns from approaches of other countries, but also Japan inspires other countries sharing its good practices. This idea came into my mind when I was informed by the Cabinet Office emphasizing that the “Dementia friends” scheme is implemented in the UK learning from the “Dementia supporter” system in Japan. In any form, it is necessary to continuously exchange information with respective countries in a positive manner and diverse channels should be utilized for such purpose.

The other day, “The 1st report by the government of Japan to UN: the Convention on the Rights of Persons with Disabilities (tentative translation)” was publicized. Description of this program was found there as follows:

“The Cabinet Office implements international exchange, where Japanese youths engaged in social activities such as activities related to persons with disabilities are sent overseas and foreign youths are invited to Japan under the “Young Core Leaders of Civil Society Development Program,” in order to enhance capability of youths to play a central role in social activities in Japan and to form network.v”

Though it is still a draft, it can be confirmed that this program is positioned as a program serving to establishment of cohesive society in Japan. Approaches taken by participants of this program are expected to function as one of channels to realize such society. It is my sincere hope that the participants will meet such expectation in the future.

8. Closing

To conclude my report, I would extend my heartfelt gratitude for the officials of the Cabinet Office, members of the Center for International Youth Exchange, staff at entities/organizations who received us in the UK, consumers, the interpreter, and the delegation members making utmost effort for learning in teamwork till the end of the program.

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- i Material by the Cabinet Office, UK: Building the Big Society, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/78979/building-big-society_0.pdf (last browse on December 10, 2015)
 - ii Distributed material, Embassy of Japan to the UK, (last browse on December 10, 2015)
 - iii Cabinet Office NPO website
<http://www.NPO-homepage.go.jp/kifu/kifu-shirou/kifu-hikaku/> (last browse on December 10, 2015)
 - iv Available with the following URL
<http://www.suffolk.gov.uk/assets/suffolk.gov.uk/Care%20and%20Support/Adult/Mental%20Capacity/2014-09-19%20MCA%20SCC%20Reference%20Guide.pdf> (last browse on December 10, 2015)
 - v Cabinet Office “(draft) the 1st report by the government of Japan: the Convention on the Right of Persons with Disabilities (tentative translation in Japanese)”
http://www8.cao.go.jp/shougai/suishin/seisaku_iinkai/k_27/pdf/s1_1.pdf (last browse on December 10, 2015)

For Expansion of Community-living Support for Persons with Higher Brain Dysfunction in Japan

Akiko Aoki

Foreword – Support for Persons with Higher Brain Dysfunction (HBD) in Japan

I, an occupational therapist (OT), currently work for a specified non-profit organization to support community-living for persons with HBD, after quitting work at a hospital 6 years ago. The organization I work for started its operation as an outpatient facility for persons with HBD, and additionally started home-visit living support for persons with HBD in 2010 entrusted by the local government. The major characteristic of our services is that anyone diagnosed as HBD can use our services, regardless of disability certificate or disability category. Particularly, home-visit support can also be used by people who are not eligible for welfare services or nursing care services provided under the Act for Comprehensive Support for Persons with Disabilities, and we provide various kinds of support for them.

HBD has symptoms of cognitive disorder expressed in various ways caused by acquired brain damages due to diseases, such as apoplexy, or injuries, for example, by traffic accident. According to the official definition by government, it is regarded as cognitive disorder causing difficulties in adjustment to daily life and social life, such as “memory disorder, attentional disorder, execution functional disorder, and social behavioral disorder.” According to a research by Tokyo Prefecture, the number of people with HBD is 49,508 in Tokyo and 500,000 nationwide as of 2008, which is not certain. Such uncertainty is due to that fact that many people with potential HBD are not recognized in society as one him/herself is hardly aware of this invisible disability, or symptoms that is difficult to detect during hospitalization and expressed after leaving hospital. As the disability is invisible for others and also hardly recognized by persons with HBD themselves, many of them have various challenges and difficulties in community-living after discharge from hospital. Aside from persons with HBD, their families and people around them also often get confused how to deal with them because they became different from what they used to be. So, to enable them to live in their own way in community, it is necessary to have several processes where appropriated outreach and continuous support are required based on individual needs. The concept of person-centered support/care to position persons with disabilities as the driver of his/her life is considered the prerequisite for this approach,

which is the core element in occupational therapy. For the program this time, to learn as an OT during the visit to the UK, which has the concept of personalization as its base, I set up my individual theme as follows:

“To learn the ways to outreach to people with invisible disabilities and community collaboration in the UK, in order to share and practice the learnings in Japan from the standpoint of an occupational therapist toward extension of community-living support for persons with HBD.



Medical Model and Social Model (The Fed material)

In addition, during the pre-departure training, we set up the delegation theme, confirmed that the ground of our learning during the program in the UK is decision-making support based on the idea that; “decision-making by oneself is necessary for individuals to live in their own ways,” and came up with the following 3 keywords referring to respective individual themes of the members:

- Inclusive education
- Community support for persons with disabilities
- Approaches/Employment support by companies

Learning in the UK

Social Model is adopted in the UK as a way to comprehend disabilities. Office for Disability Issues mentions that utilization of Social Model helps to find solution for barriers experienced by persons with disabilities. I could learn various approaches taken for consciousness reform among general public about disabilities following provision of the Equality Act enforced in 2010, with recognition that it is essential for people themselves to establish cohesive society.

Approaches to promote understanding of disabilities are also taken in community, and I experienced a training to promote understanding of disabilities for volunteers and companies during our visit to The Fed, a charity organization, in Brighton. That occasion also made me re-recognize that it is important to communicate about disability in an easy-to-understand manner using Social Model.

I am going to report what I learnt about disability support during the program in the UK as follows:

1. Choice and Decision-making

In the UK, Mental Capacity Act was enforced in 2005 and it is recognized that support should be provided based on the idea that every person has capability to make judgement. I asked in various occasions how they confirm will and intension of their target/consumers to provide support in actual situation.

(A) Approaches taken by Thrive, which provides support for “invisible disabilities”



Flowerbed accommodating wheelchair

Thrive is a charity organization established 40 years ago and currently carries out activities at 4 establishments. They provide support mainly for persons with mental disabilities through horticulture. Viewing that horticulture therapy is effective for physical/mental health, Thrive provides safe environment and creates occasions

for persons with disabilities and others to exchange. Persons with disabilities can acquire new skills and even get horticulture-related certificates. They also set up horticulture therapy program courses, which are participated by OT and others. They recently started new programs for people who had apoplexy or who are with cardiac diseases.

Their programs take place from 10:00 to 12:00 and 13:00 to 15:00 and users choose work they want to get engaged among work-options written on the whiteboard. For those who cannot choose by themselves, the staff members recommend appropriate work for them. Each user fills in diary every day, and reviews once every 6 months with a horticulture therapist. They also sell herbs they grow at “kiosk” started in February. In addition, they are entrusted by the local government to do maintenance work for the public park, where Thrive is located, with their users.

Operation of this organization is mainly funded by subsidy from the local government, donation, tuition of training courses and companies. They are also entrusted by a certain company to do maintenance for its Old English Garden, which horticulture therapists are handling.

(B) Approaches taken by Headway East London, which provides support for people with brain damage

Headway East London is a charity organization established in 1997 to support persons with brain damage. Their members are people who experience wide and complicated impact from brain damage by various causes. They provide services according to situation, needs and inclinations of individual users. Services they provide are; daycare, therapy (rehabilitation), advocacy, family support and community support. They also carry out other programs, such as art studio, composition (writing), and cooking.

During the visit, I was very much impressed with the free, cheerful and safe atmosphere all around in the facility. We were divided into 3 groups for facility tour, and I participated in the team to prepare lunch. There were several volunteers and



Pizza making for lunch

other members around the working table in the kitchen, but involvement in work varied from person to person, for example, some worked sitting at the nearby table, enjoyed chatting while working, joined only work he/she is interested in, and told he/she would take a break after working quietly. Preparation of lunch was in progress in individual paces and by their own inclination. It seemed that the members, volunteers and staff respected one another to get engaged in respective work/activities in a relaxing manner surrounded by safe environment. Ms Miriam Lantsbury, Chief Executive of the facility, also told us that she is making consideration for proper environment setting.

We could also have a chance to listen to Mr. Ben Graham, Development Director, in the other occasion than the visit. As one of their programs, there is an approach to send out life-stories of the users on the Internet. Writing an article for this also serves as an opportunity for the users to have a fresh look at themselves, and thus, their wills are often confirmed through this process. For example, when staff repeatedly asks for sure about the contents to a person who writes only criticizes about own family in the article, eventually, there comes a moment when one becomes aware of one's own disabilities and support by the family. That awareness often led the one to consider own thoughts and future to summarize in the article, so we heard.

(C) Stay Up Late, as leisure support

One of the organizations with very interesting activities we visited during the program is Stay Up Late. It is a charity organization which provides leisure support, aiming to respect and support the rights of persons with intellectual disabilities to choose and decide their own lives. A questionnaire survey for persons with intellectual disabilities in the UK about how they spend time other than commuting/working revealed that the half of the responders spend time at home and more than half feel lonely without meeting their friends. Time to provide support for persons with disabilities usually ends at 22 o'clock, so, no matter how enjoyable event they are participating, they often have to leave at latest 21 o'clock. So, a member of a rock-band, who is also a person with disabilities, established this organization to resolve loneliness of persons with intellectual disabilities and to protect their own rights, and set up a volunteer program called Gig Buddies. They do volunteer matching from unique viewpoints, such as match a volunteer with a person with intellectual disabilities who shares the same musical interest. Volunteers have to follow the rules, for example, to participate in at least one event with the buddy with intellectual disabilities and to receive a specific training. Actually, after receiving explanation on Stay Up Late, we went to a pub with the members and enjoyed music, the meal and conversations together till late. Their support for simple enjoyment to spend good time with friends help increase of choices for persons with intellectual disabilities to pursue their own ways, which made me feel a wide range of supports by a charity organization in the UK.

(D) The Fed, which actively creates support programs in community

We received explanation at The Fed telling that, in the UK, enforcement of the Health and Social Care Act enables service to be provided not only physically, but also as software for elderly persons and persons with disabilities, which resulted into expansion of service contents. The scope of support provision covers not only consumers but also their families. The prerequisite is the concept that consumers have deserved rights as human-beings to make choices and decisions for places to live, foods, education, support and leisure, without having their lives determined by others. Usage of Personal Budget and Direct Payment was also explained.

Personal Budget is a budget scheme for individuals with respect for needs of persons with disabilities. Usage ratio of Personal Budget differs among local governments,

where social workers of local governments and consumers clarify individual needs together and make plans, then, local governments calculate budgets for individuals. Direct Payment is part of Personal Budget scheme, where one doesn't receive care services but receives cash equivalent in value instead. As for use of the provided cash, users can purchase necessary social services and employ assistants with their own responsibilities. In principle, users are supposed to calculate the amount to be provided and apply for it.

This organization provides consultation services for users who are going to receive Personal Budget, and support them with the process to open their bank accounts. Consumers can directly employ their personal assistants (PA), but for users who may have difficulties to employ and manage PA, the organization recruits PA collaborating with such users. In addition, it also provides matching support in this regard. The organization also offers this service to other regions with charge.

2. Community and charity organizations/intermediary organizations

The word "charity" is often used to mean "philanthropic programs/organizations" in Japan, but in the UK, it means organizations particularly designated by The Charity Act among all volunteer organizations. Japan also recognizes that non-profit organizations (NPOs) responding to community needs play an important role for community development. But I felt that charities exist more for communities having close relationship with various businesses in community in the UK.

During our visit to Office for Civil Society, we heard that the base of their policy is the concept of "bottom-up" that big things can be realized for people's living by devolving much authority to people and community and collaborating together. There are intermediary organizations following this concept to backup charities, such as National Council for Voluntary Organizations, NCVO and Council for Disabled Children, CDC. These intermediary organizations help government and charity organizations positioned equally and give influence to the governmental policy. On the other hand, they also have functions as research organizations, such as provision of advices and education to charity organizations and issuance of periodic reports of statistical data. We can think of some organizations which coordinate relevant organization also in Japan, but there is not any to serve as an intermediary organization for NPOs providing analysis or proposal. I found such intermediary organizations are one of very

specific features in the UK.

3. Collaboration and outreach in community

Charity organizations in the UK are very significant, and as mentioned previously, government also supports charity organization in respective regions. For example, government provides support and subsidies for various activities under the Our Place scheme and the First Step program implemented by Department for Communities and Local Government, such activities as; recruitment of and training support for volunteers to improve and activate community; and provision of consultation and support in a form of community café to prevent anyone to be isolated or margined. Now, how was the situation at each facility we visited?

At The Fed, they hold “Hub Meeting” as a countermeasure for isolation issues. While the partnership board with government is a conference body for the management, hub meeting is for cross-field connection also participated by players in other fields, such as companies not engaged in welfare or medical services, fire department and the police. The meeting is held 4 times a year and every participant should set own action plan and report its progress at the next meeting. This makes individual roles and tasks clarified to proceed with concrete support/measures.

As for Thrive and Headway East London, they actively visit private medical doctors in community and National Health Service (NHS) to introduce their services to prevent isolation of the patients after discharge from hospital. They also visit community groups, other charity organizations, consultation bodies, small facilities for socializing, care home for persons with mental disabilities, etc., and schools. At Headway East London, some volunteers and staff members also work at hospital and they introduce support of their organization to the hospitalized patients to extend their services in a word-of-mouth manner. Thrive appealed their organization and activities by doing gardening work in hospitals. In some facilities, we found some ex-users of the facilities now working as staff members or volunteers. In this way, they provide continuous opportunities for social participation and are engaged in collaboration and peer support in various ways.

Summary

The adult guardian system in Japan has its basic principle as respect for self-determination, utilization of remaining ability and normalization. It may be possible to confirm one’s will/inclination depending on his/her

guardian or assistant, but it is hardly a system with respect for self-determination when compared to the system in UK where proxy cannot be executed easily. According to the Mental Capability Act in the UK, the scope of decision-making also includes decision on realistic actions, such as; place to live; contents of rehabilitation to receive; who to have relationship with; and who to spend leisure time with. Focus and value are put on “action” and its “process,” rather than “decision” itself.

I found also at the places we visited during the program that focus is put on the “process” in actual provision of support to help consumers express their thoughts and wills. There were many occasions where I noticed the similar approaches are taken also in Japan. However, I strongly felt the influence of the culture and values of “One makes decisions on what about oneself” as the fundamental concept, which made me convinced that it is necessary to seek for an appropriate way for support provision unique to Japan, which as different climate from the UK.

As mentioned before, HBD expresses various symptoms depending on location of brain damage, and expression of symptoms fluctuates according to environment, time and/or condition. A symptom in the frontal lobe often influences one’s motivation and decision-making capability, so, it is necessary to provide support according to individual condition in the decision-making process. The keyword essential for support is “awareness.” With awareness, persons with HBD sometimes are able to recognize their own conditions and environment to take actions. Awareness is to be brought about through various experiences including failures, not to be understood through explanation about disabilities made by medical doctors or other medical professionals. Support to prevent failures often takes place not only in Japan, but also in the UK. It can be regarded as deprivation of opportunities for awareness. At the facilities we visited, I found diversity of their programs and staff members created various occasions for awareness.

To outreach, any effect cannot be expected unless the target consumer is motivated. Mr. Edward L. Deci says, “One with higher self-determinative traits has higher motivation, and one with less self-determinative traits has lower motivation.” Spontaneous motivation to raise motivation is said to be affected by 3 desires, namely, desire for effectiveness, desire for autonomy, and desire for relations. This indicates that support for decision-making is greatly relevant to motivation of individuals. At some of the facilities we visited, all users, staff members and volunteers were vigorously enjoying their activities. This

is connected to motivation to live in their own ways, and I keenly felt that we have much in common between the UK and Japan in our thoughts for support provision.

Approaches to take after returning to Japan

We still have heap of challenges in support for persons with HBD in Japan. Though each prefecture has a support center for HBD, it is not permanent and possibly closed due to change in the policy. I think it is a long way to make society understand not only persons with HBD but invisible disabilities as a whole and there are lots to put in practice. For solution of these challenges, I'm going to take actions for the following points:

1. To communicate about importance of home-visit type support for persons with HBD to OTs and society in Japan

Most of OTs in Japan work at medical institutions, but I think they can contribute a lot in community, as they are good at assessment and intervention for environment and non-verbal “work,” “behavior,” and “activity” based on ICF (International Classification of Functioning, Disability and Health), in collaboration with people of other responsibilities to intervene in the function-related matters.

Currently, the Act of Comprehensive Support for Persons with Disabilities permits home-visit during ADL training and home-visit ADL training without commuting to facilities became available in 2015. Monthly limit for number of training was also eliminated, which makes me think that necessity for home-visit ADL training is becoming more recognized. However, assessment and methodology are still under studying process, so, I intend to present example cases and let society know about importance of home-visit type support as an OT. By doing so, I want to make a step forward to establish outreach network for persons with “invisible disabilities,” not limiting to HBD.

2. To create occasions to consider programs to expand scope of leisure support for persons with disabilities together with operators in community

Some users I am involved currently don't know what to do on holidays or after leaving the facility and wonder around the town or turn to snacks or alcohol. There are various reasons, for example, they cannot put their interest into practice, or it is difficult for them even to find what interests them. To solve such situation, I'm going to make consideration on creating services to give choices for occasions to enjoy, such as leisure activities, in community for not limiting to persons with HBD but for all people including elderly persons and children, and then, sending out such information through as many as possible channels.

Participating in this program also gave me a chance to give a fresh look at Japan. I aim to have opportunities actively to interact with people and organizations in and out of Japan to proceed further with my activities in the future.

Lastly, I express my deepest appreciation for; Cabinet Office of Japan and Center for International Youth Exchange, which made much effort for the program; lecturers who helped us during the training; ex-participants



With Kate, my host family

of the program; Mr. Yoshimichi OGAWA, who provided us with knowledge and advice from pre-departure training to self-learning after the program; Mr. Jim R. Cuthbert, who did wonderful interpretation filled with humors and gentleness; coordinator, who made quick adjustment to sudden schedule changes; Ms. Kate Ogden, my wonderful host for home stay; and all those who accepted us at the places we visited. And my heartfelt gratitude also goes to members of my workplace, my family and relevant bodies.

i “Estimated Prevalence of Higher Brain Dysfunction in Tokyo” by Shu WATANABE, Takekane YAMAGUCHI, Keiji HASHIMOTO, Yuuji INOYUCHI, Makoto SUGAWARA; Journal of Japan Association of Rehabilitation Medicine 6 (2), 118-125, 2009

ii “Community-living Support for Persons with Disabilities in UK” by Yoshimichi OGAWA; hearing material for a review session on community-living support for persons/children with disabilities, August 26, 2003 (<http://www.mhlw.go.jp/shingi/2003/08/s0826-2c.html#mokuji>)

iii “Legal System to Support Self-determination-learning from the Mental Capability Act, 2005 in UK” by Fumie SUGA; Magazine of Ohara Institute for Social Research, Hosei University No.622, 2010

iv “Self-Determination Theory” by Edward L. Deci, et al; (extracted from the speech material of Dr. Miki HASEGAWA at “Final Reporting Meeting of Case Study by 25 Members” November 7, 2015)

【Reference Material】

“Nothing about us, without us” by Katunori FUJII; Yadokari Publishing, 2014

3. Austria (Activities for Youth Course)

Date	Weather	Time	Activity
October 11 Sunday	Rain	11:20 16:00 17:30-19:45 19:45-21:30	Departure from Narita International Airport by OS052 Arrival in Vienna International Airport Orientation at the hotel Delegation meeting (Stay in Vienna)
October 12 Monday	Cloudy	9:40-12:00 14:10-15:40 15:50-17:00 18:00-19:00 22:00-22:30	Visit to Federal Ministry of Families and Youth (BMFJ) Visit to Youth Information Center Guided city tour Visit to Scout Group Vienna 51 "Robert Lebner" Delegation meeting (Stay in Vienna)
October 13 Tuesday	Cloudy	9:30-12:30 13:30-14:00 16:00-17:00 19:00-21:30 23:30-23:50	Visit to the Institute for Leisure Time Pedagogics Courtsey Call on Mrs. Sophie Karmasin, the Minister for Families and Youth Visit to the Embassy of Japan in Austria Welcome Reception Delegation meeting (Stay in Vienna)
October 14 Wednesday	Rain	9:15-12:00 11:40-13:00 15:00-19:00 21:30-22:30	Presentation by youngCaritas Visit to Gymnasium Brigittenau Visit to Spacelab Delegation meeting (Stay in Vienna)
October 15 Thursday	Rain	9:20-10:00 10:38 15:05-16:30 16:30-17:30 18:00-19:30 19:30-22:00 22:30-23:00	Visit to Family Day Center Transfer to Salzburg by train Visit to Akzente Salzburg Guided city tour Visit to YOCO Youth Centre Welcome Party Delegation meeting (Stay in Salzburg)
October 16 Friday	Cloudy	9:05-11:00 11:45-13:00 15:10-17:15 22:30-23:15	Visit to Spektrum Lehen Visit to Radiofabrik Visit to the Live-in-project, Save the Children Salzburg Delegation meeting (Stay in Salzburg)
October 17 Saturday	Fair	10:00 10:15 14:00	Transfer to Vienna by train (Group 1) Homestay matching in Salzburg (Group 2) Homestay matching in Vienna (Group 1) (Homestay)
October 18 Sunday	Fair	14:52 16:30-18:00 18:30-22:00	Homestay Transfer to Vienna by train (Group 2) Assemble at the Hotel Reflection and Evaluation (Stay in Vienna)
October 19 Monday	Fair	13:20	Departure from Vienna International Airport by OS051 (Overnight Flight)
October 20 Tuesday	Fair	7:30	Arrive at Narita International Airport

Organizations and institutions visited (reported by the delegation members)

	Federal Ministry of Families and Youth (BMFJ)
Day of visit	October 12, Monday
Receivers	Mr. Andreas Schneider, Head of International Youth and Family Policies Ms. Birgit Klausser, International Youth and Family Policies
Address	Untere Donaustrasse 13-15, 1020 Vienna
Telephone number	(43)-1-71100-3276
URL	http://bmfj.gv.at

Outline of the organization/institution:

The Ministry administers the issues of families and youth of the Republic of Austria. It manages a number of family- and youth policies and provides financial benefits, allowances, child care facilities and related services, youth publications and updates on current issues, child protection, youth services and much more.

The Austria Federal Youth Council, Bundes Jugend Vertretn (BJV), is consisted of young persons under 30 years of age, who are assembled from 53 youth organizations of national scale. The aim of the council is to deliver voices of youth to EU as well as national policy makers. They have a record of dealing with a number of issues, such as the employment opportunities, voting right for 16 year olds, human rights, gender equality, children's rights, etc.

Activities during the visit:

[Contents of explanation]

- The explanation involves the history and the story of nation-building of the Republic of Austria, being situated at the center of EU. A number of different regions used to have their own languages and cultures; however, the

German language was decided as the official language after the First World War. Austria has similar social issues like the low birthrate or longevity.

- A legal framework of ensuring protection means for youth has been set up for each province in such details; for instance, time to return home, eligibility to take alcohol drinks and smoke are designated to suitable ages.
- The network among youth organizations has been developing in recent years.
- When activities are carried out with youth, "Respect & Fun" has been the motto. Organizing personnel should have an encouraging and motivating attitude for youth when dealing with them. Young persons and issues of youth are not problems so do not need to treat them like so. Rather, let's talk to them at the same eye level.

[Exchange of opinions]

- There is no certificate or license for youth workers now, but the training system is well-organized. It has already been established as an occupation, even though the issuance of youth worker certificate or license has not been progressed at the national level.

	Youth Information Center
Day of visit	October 12, Monday
Receiver	Viktoria Weissgerber, Consulter
Address	Babenbergerstrasse 1/Ecke Bugring, 1010 Wien
Telephone number	(43)-1-4000-84-088
URL	www.jugendinfowien.at

Outline of the organization/institution:

The center has information on everything about young people and offers it to meet with diversified needs of young people, while raising public awareness for youth activities. It also provides counselling services through which users may be introduced to more specialized institutions

for their needs. The center was established in 1987 as a verein (an association) by consolidating what several youth organizations were doing previously. One of these kinds of information centers is available in 9 federal provinces. The one in Vienna is the largest by scale. Since the city of Vienna supports the center financially, their services are

offered free of charge. The technically specialized inquiries can be dealt with by ten specialists among staff, such as social workers, lawyers, computer specialists, etc. The center works closely with the Federal Youth Information Centre (BOJI) and joins in the European Youth Information and Counselling Agency (ERYICA), where information center of EU members are member of.

Activities during the visit:

[Contents of explanation]

- It provides so called One Stop services for young persons with all information they seek, including leisure, welfare, social education, etc. The largest number of users access to information about tickets of all kinds as well as concerts.
- Provision of information: The center collects and provides diverse information by using various networks in Vienna, without disproportionately introducing about certain groups or organizations. The validity of the information is also before making it available.

- The choice of information is entirely up to users. The staff offers information, explains about the information, and assists users to retrieve the information that he/she is seeking. It is the users who make decisions based upon the information they make access to and the staff empowers them.
- Sometimes, participation to volunteer works and/or holiday plans are introduced by specialized staff from perspectives on welfare, such as drug related or psychological counselling. The number of such cases is relatively small.
- Many users do not come to get a continuing counselling. When difficult issues arise, the center introduces more specialized organizations.
- The center tries to raise the public awareness for social and youth issues by issuing newsletters or organizing workshops about refugees and displaced persons as well as sex, etc.

	Scout group Vienna 51 "Robert Lebnner "
Day of visit	October 12, Monday
Receivers	Ms. Catherine Graff, Group leader Mr. Simon Irmleitner, Group leader
Address	Große Sperrgasse 38 (Karmeliterviertel, Nähe Augarten), 1020 Wien
Telephone number	(43)-69912345606
URL	http://www.wien51.at/

Outline of the organization/institution:

This group was founded in 1929 and is one of the oldest scout groups in Austria. Its target age group is between 7 and 20. There are four group leaders, who take shifts. Their programme involves some excursions and three outdoor camps every year. The participating boys, girls and young persons are divided into five age groups of between 5 and 7, 7 and 10, 10 and 13, 13 and 16, and 16 and 20. The aims of group activities as well as gender roles are decided suitable to their ages.

- 7-10 year old group

The group aims to encourage children's character-shaping through playing various games and so to discover their skills and special abilities. Their activities are physically active in outdoor environment to unharness their creativity and imagination.

- 10-13 year old group

Each team takes some sort of responsibility, in order to

make children realize necessary credentials and to use it to help their group as a whole. They understand the role of leaders and decisions are made by themselves in collaboration with each other.

- 13-16 year old group

The activity plan is drawn and realized by group members. They learn to make things happen together and experience a sense of unity, regardless national borders and/or racial differences.

- 16-20 year old group

The group members chose and work on collaborative projects among various topics. They learn responsibilities and roles to be played by dedicated individuals in society.

Activities during the visit:

1. Origami: Folding sheets of papers into shapes like Japanese warrior's helmets, cranes, etc.
2. Aims of group activities: a) help each other, b) gain

interests towards wider world, and c) learn to be fair without discrimination

3. Training for group leaders: A series of seminars are provided on weekends for the first several months, followed by annual training sessions. Once obtained,

successors may take exams to check their skills. There are seminars for them to equip themselves with knowledge and skills of planning and organizing over-night camps.

	Institute for Leisure Time Pedagogics
Day of visit	October 13, Tuesday
Receivers	Mr. Karl Ceplak, Director of the Youth Department in Vienna Mr. Aldo Perez, International Youth Worker
Address	Albertgasse 35/II,1080 Wien
Telephone number	(43)-4000-83415
URL	http://www.ifp.at/about-us/

Outline of the organization/institution:

The institute qualifies youth workers and offers training courses and seminars. It is managed and operated by the wienXtra, an intermediate support organization which works for the City of Vienna and in close cooperation with the MA 13 – Department of Youth. Being financed by the department and federal provinces, the 93% of the institute’s staff are regular staff and the rest is contracted (55% of which is female employees). There are some employees (21%) who work only during summer, and others work for 20 hours a week as part-timers. Approximately 12 to 15% of all the employees work 40 hours a week.

Activities during the visit:

[Exchange of opinions]

- It is possible for the employees with working hours of 30 per week to make their living, though they are not very well-paid.

- Qualification and training system: In the year 2014, there were 389 kinds of specialist seminars. As of October 2015, 7,500 persons completed the training. The training is largely divided into 6 courses. Among those 6 courses, four of them last one full year, whereas other two are consisted of seminars that are offered only every other year. For those who take the latter, their training period last for 10 months and the total of 210 hours worth of seminars should be taken. The seminars of basics should be taken first and practical ones afterwards.
- The institute makes policy proposals through youth assembly as a platform. Some politicians attend the platform and forward their suggestions. At the same time, the members of the institute pay visits to municipal offices and communicate with politicians and thus create a friendly environment whereby they can deliver their voices.

	Embassy of Japan in Austria
Day of visit	October 13, Tuesday
Receivers	Mr. Makoto Taketoshi, Ambassador Mr. Tsuyoshi Kawahara, Director Mr. Taketsugu Ishihara, Third Secretary
Address	Hessgasse 6, 1010 Vienna, Austria
Telephone number	(43)-1-531-92-0
URL	http://www.at.emb-japan.go.jp/jp/index.html

Outline of the organization/institution:

As a diplomatic mission abroad representing Japan in Austria, the Embassy protects life and estate of Japanese living abroad, promotes Japan as well as earns the understanding towards the certain circumstances that Japan deals, with through close communications and dialogues at all levels with partner governments, other official institutions, private sectors, and public, and obtains and analyzes the information regarding politics, economy and others.

[Policy and Economy Group] The group communicates and negotiates with the Austrian government, deals with any political and economic issues found with social partner organizations in Austria as well as major research institutions including think tanks, and promotes Japanese business with the headquarters in Vienna.

[Counseling Group] The group proceeds administrative matters or offers counselling services for Japanese nationals and deals with any other consular services.

[Public Relations Group] The group promotes and broadly advertises Japanese policies and culture, etc. through some events.

Activities during the visit:

[Contents of explanation]

Austria: a) is a tourism- and culture-oriented country, b) is politically neutral, c) has the city of Vienna with full of international institutions, d) has a firm economy, e) has historical and geographical connections with middle and east European regions, and f) has a long tradition of the grand coalition.

[Discussion remarks]

Recognition level towards Japanese culture: Among traditional culture of Japan, calligraphy, Koto (Japanese harp), Shamisen (a string instrument), and tea ceremony are quite well-known. Science and technology as well as manga and animation are also very popular. The workshops were very successful and well-received. Those workshops were “Sakura no Mori Matsuri (Cherry Woods Festival),” “Aki Matsuri (Autumn Festival),” “Shamisen & Taiko (Japanese drums),” “Shodo no Tenji (Calligraphy)” and were held at the Japanisches Informations- und Kulturzentrum (PR and culture center).

	youngCaritas
Day of visit	October 14, Wednesday
Receivers	Ms. Agnesa Isufi, Director Ms. Karin Moor, Coordinator
Address	Gürtelbogen 349 Heiligenstädter Straße 31, 1190 Wien
Telephone number	(43)-1-367-25-57
URL	http://http://wien.youngcaritas.at/

Outline of the organization/institution:

The youngCaritas is an organization that promotes what young persons want to do. Being a part of the caritas, it has members of between 4 and 29 years of age. Caritas means “selfless love,” “grace,” “charity,” “care for each other,” etc. in Latin. The Caritas Internationalis was founded in 1951 and was incorporated in 1976 as a body to realize social and aid works of catholic churches. The headquarters are located in Vatican. It is an international NGO with the General Consultative Status at UN Economic and Social Council. It has 165 member countries. The Magdas Hotel, which was the accommodation this time, was once an elderly care facility but has been reformed by Caritas’ cloud funding as a hotel, and now it also offers OJT (On the Job Training) opportunities for refugees. The organization also opened a center nearby the Vienna West Train Station

to provide foods and clothes for refugees to travel safely, play grounds for children, shower and toilet facilities, computers to retrieve information of various kind, cell phones’ recharge units, and more services.

Activities during the visit:

[Contents of explanation]

Their activities are to encourage young people to get involved with social issues through enjoyable and meaningful ways.

- They put emphasis on education, social education in particular.
- They teach young people about state of the world, national affairs of other countries, refugee issues, etc.
- They guide young people’s interests and wish of solving problems well and let them experience that.

- There are programmes of various kinds for children and young people, while encouraging self-organized projects. The organization provides the appropriate volume of assistance to young people for what young people are less experienced with, such as fund raising, etc. They support to improve the quality of their projects by closely communicating with hosting facilities.

[Exchange of opinions]

- The young Caritas is 100% funded by Caritas, and Caritas raises its funding from national grants, donations, CSR and charities, and facility management, and so on. It is important to assert the importance of their projects.
- It was lucky to learn the possibility to work as a volunteer staff without special knowledge about volunteering.

One can participate to voluntary works so long as he/she can communicate with children, even if he/she does not hold any qualifications. Their flexible attitude is very agreeable.



	Gymnasium Brigittenau
Day of visit	October 14, Wednesday
Receiver	Mr. Elmar Wiesmann, Professor
Address	Karajangasse 14, 1200 Wien
Telephone number	(43)-1-330-31-41
URL	http://www.borg20.at/index.html/

Outline of the organization/institution:

This gymnasium is located in the 20th district of Vienna (Brigittenau), with approximately 1,050 students and 135 teaching staffs. It is a combination of junior and senior high schools and lasts for 4 years. One must pass the graduation exam called Matura for officially completing senior high school level of education, and then he/she receives an admission to a university. The primary school is for students of 6 to 9 years of age (4 years). When they finish the primary education, they decide whether to go to Hauptschule, a type of preparatory school for vocational schools, or to Gymnasium, another type of preparatory school for universities.

Activities during the visit:

[Contents of explanation]

The themes of their programmes are specific to 20th district, such as poverty, work, etc. For the district has the high immigration rate, unlike other districts, the school pays special attention to religious differences as well as income standard. Generally speaking, family awareness toward education here is low.

The school does not limit their cooperative effort within academic facilities and institutions.

- Youth Coaching Team: National programme for work and psychological specialists to assist eligible young people attending schools or getting jobs. The total of three such specialists are assigned to one school where issues are identified.
- Consulting teacher: System for specialized staffs to be in charge of dealing with family and social issues. They are assigned to every school.

Furthermore, the school works closely with consultation offices for children, street workers, and also refugee aid organizations. The representatives of every involved organization get together at school for discussion and update necessary information.

	Spacelab
Day of visit	October 14, Wednesday
Receiver	Ms. Monika Rinner, Manager
Address	Dr.-Albert-Gebmann-Gasse 38, 1210 Wien
Telephone number	(43)-676-89-70-60-412
URL	http://www.spacelab.cc

Outline of the organization/institution:

It is a body to help young people at between 15 and 20 years of age to get jobs as well as promote their participation to society in general. Spacelab is facilitated with a workshop space, a music room, a pool table, a table for table tennis, computer games, a kitchen, PCs, and a tunnel with walls full of young people's creative drawings. There are four Spacelabs in Vienna, and one of them is designated for the use of women only. Grants are available also for changing jobs, providing by job placement offices and the Board of Education. Each project enjoys cooperation from 5 different organizations, and those organizations recruit supporters for the project. The participation of several organizations has been a great encouragement and support for young people to get jobs. The number of days to visit Spacelab as well as the volume of subsidy correspond the level of the training.

Activities during the visit:

[Contents of explanation]

- Training programmes are also available for people who are older than the target age groups, but he/she is not eligible to receive any grants.

- Regarding a support to young people who successfully found a job, his/her contact person continues to communicate with his/her employer, pay a visit to see the working site deal with some troubles, etc. This facility has 16 supervisors, who can see up to 32 young persons in total.
- Many users here are the type of young people who does not have adequate self-confidence or some kind of social skills, who find it difficult to trust other people, or who have dropped out from school. Those young people require some special assistance. As of October, the total number of users reached 1,000 so far this year.
- The municipal offices have expectations towards Spacelab to make 1,800 phone calls, confirm 250 NEET and connect those NEET with appropriate institutions.



	Family Day Center
Day of visit	October 15, Thursday
Receivers	Mr. Michael Wolf, Youth Worker Mr. Okpata Francis, Kindergarten Staff
Address	Europaplatz 2, 1150 Wien
URL	http://connect.kinderfreunde.at/family-day-center

Outline of the organization/institution:

The center is located at the Vienna West Train Station. It leased a parking structure (2500m²) and manages it with several organizations in cooperation, including Austrian Railways, police, firefighters, Caritas, etc. It also cooperates with kindergarten organizations. It opens at 7 o'clock in the morning and closes at 12 midnight. The target users are

“family members of a refugee(s),” so principally, they do not accept a refugee(s) without family. Approximately 250 persons use the center on the most crowded day. The aid food, clothes, and other supplies are stored at the storage of Caritas at the station. Those supplies will be sorted according to cultural and religions needs.

[Facilities]

- Provision of breakfast and resting room (napping space)
- Showers and toilets
- Baby nursing space
- Playing space for children
- PCs (with internet access), cell phone rechargers

Activities during the visit:

[Contents of explanation]

- The facility is not for lodgment. If it is absolutely necessary for someone to find a place to stay, he/she will be led to an accommodation by using public transportation or even ambulance.
- The Austrian Railways too does not wish to have refugees hung about around their stations.
- There is specially arranged train(s) for refugees on the expenses of Austrian Railways. The majority of refugees wish to travel to Germany or Sweden and

neither countries have not refused their coming into their countries yet as of October 2015.

- The Republic of Austria accepted 85,000 refugees and the number in 2015 was double of that of the other years.
- The existence of language barrier is the issue now. So youth workers are much valued as they have very high communication skills.
- Two of the volunteer staffs are paid, and others are not. Those staffs are registered through internet and take shifts to work.
- There is a mutually complementary system among them. Caritas is excellent to collect aid supplies and donations. They send their message of seeking specific items through SNS and corporations deliver them by trucks. On the other hand, such a way of procurement of goods is not what volunteer staff is particularly good at, so it works well together. The center sorts and creates supply units attractive to deliver to people in need.

	Akzente Salzburg
Day of visit	October 15, Thursday
Receivers	Mr. Alexander Mitter, Manager Ms. Marietta Oberrauch, Marketing, Vice manager
Address	Glockengasse 4c, 5020 Salzburg
Telephone number	(43)-662-84-92-91
URL	www.akzente.net

Outline of the organization/institution:

This organization offers opportunities for young people to make the first access in the province of Salzburg to youth related information of all kinds. Counselling services are provided in an unconfined manner through telephones and e-mails so that they can offer appropriate assistance for young people, who are exposed to chaos of information, without much destruction. Some events as well as seminars are held between 12 noon and 5 pm from Monday through Friday. Young people also organize some events and/or workshops themselves as well. (e.g. Work Swap in Summer, Babysitter Matching, Summer Film Festival, etc.)

History

- It was established by the province of Salzburg. It has been a verein, an intermediate support station, since 1986.
- It takes a different stance from that of municipality.

Funds

- It is funded by the province of Salzburg.

Programmes

- It is not a youth center, although there are many projects that are organized by young people as well.
- Some of their programmes are political, since it is a part of a regional municipality office and has a close relationship with the federal government.
- There are 5 sections related to young people's activities.
 - a) Young people and their culture, such as classical as well as modern music.
 - b) Graphic designing, such as designing websites or flyers.
 - c) Provision of information for teachers and guardians about smoking, alcohol drinks, drug dependency, etc. (seminars, etc.). Advices regarding lotteries as well as internet dependency are also given.
 - d) Issuance of ID cards with age information and facial photos for young persons between 12 and 26 years of age.
 - e) Youth Information Centers are set up in different regions, offering services for young people to obtain information about classified ads, study abroad programmes, or EU youth programmes. The center also

supports programmes organized by other organizations as well as youth centers.

Activities during the visit:

[Contents of explanation]

Issues and challenges for youth in Salzburg

- The alcohol and smoking dependency among young people has been a serious issue. Some assistance for this problem has been tackled together with sports project foundations. There are a number of actual countermeasures as well as succeeded cases.
- Some workshops were held for teachers to obtain some information, in regard to projects to raise the motivation of young people. They put emphasis on preventing any sort of addiction.

Cooperation with other organizations, systems to forward policy suggestions to municipal offices and the record

- The Salzburg Youth Council (16 youth organizations, 10 of which are members of youth centers). This organization has been reporting for the council, but since they are not a member organization, they do not have rights to vote or make decisions. The audiences of the council include staff of youth centers and provincial officials, governmental officers, staff of Akzente, Youth Advocacy Association, and provincial assembly members (no voting right). On representative from each political party also participates in its meetings.
- There are two meetings held every year with the contact persons with government offices

	YOCO Youth Centre
Day of visit	October 15, Thursday
Receivers	Ms. Barbara Baumgartner, Trainer Ms. Verena Hausr, Staff Mr. Christian Bachinger, Volunteer
Address	Gstättengasse 16, A-5020 Salzburg
Telephone number	(43)-0662-8047-8017
URL	www.yoco.info

Outline of the organization/institution:

This youth centre has a catholic church as a main organizing body. The former monastery has been used as a venue and opened the centre, so it is located next to the church. For its central location, young people find it easy to visit. The aim of Yoco Youth Centre is to provide a space for young people to get together and offer some assistance when they need help to organize their self-motivated projects. Their operation cost is covered by grants from the province of Salzburg, the church and by leasing the space, while labour cost is covered by the owner of the building, which is the church.

- Target age: between 14 and 20 years old.
- Values: a) cooperativeness, b) proactive participation to society, c) equality, d) justice
- Themes: religion, education, culture, art
- Main programmes: workshops, bands, readings, exhibitions, festivals, parties, a café

The former monastery has been reformed and now there are spaces where young people can play table tennis, games, pool etc. Young people can use those spaces freely,

and the café opens on Friday. There is also a big hall with the capacity of 200 people, where young people sometimes organize some events, etc. The hall is leased to anyone and lease fee is used also for the operation cost of the youth centre. The staff offer assistance to young people in an appropriate manner and at the level they require to meet with their needs.

Activities during the visit:

[Contents of explanation]

- In regard to PR, the staff pays visits to schools and explains about them to principals and vice-principals. Sometimes, they do so in classes. The best PR method is by word of mouth of young people themselves and SNS.
- As for human resource development, study groups have been organized through Open Youth Work Association (Bundesweiten Netzwerk offene Jugendarbeit Austria: BOJA). There are also other kinds of seminars held by specialists (new media & mobility, etc.).
- If required counselling, the centre introduces the young person a specialist(s).

	Spektrum Lehen
Day of the Visit	October 16, Friday
Receivers	Mr. Thomas Schuster, Managing director Ms. Martina Hauser, Staff
Address	Schumacherstraße20, Postfach67, A-5014, Salzburg
Telephone number	(43)-662-43-42-16-12
URL	www.spektrum.at

Outline of the organization/institution:

- The services are for children in the Lehen district, which has the largest number of immigrants in Salzburg. The large population of children, young people, and elderly people is also found in this district.
- The service is available for anyone for free of charge.
- The free will of young people is well respected.
- It opens 5 days a week. Approximately 50 to 70 children use the facility per day.

Activities during the visit:

[Contents of explanation]

Facility Observation

- (1) Bar: Users manage items there so they learn a sense of the value of money out of school environments and also earn a sense of responsibility.
- (2) Play room (equipped with a pool table(s), a table tennis table(s), game boards): The staffs play with children and build a good relationship.

- (3) Entrance: The next week's schedule is posted for anyone to participate. Two schedules are posted (one for children between 6 and 12 years old and another for young people between 12 and 20 years old).
- (4) Rooms under renovation works: Children and young people work on renovations of some rooms so that their sense of responsibility to use those rooms appropriately is developed. They also become to seek for solutions themselves, which in the end lead them to build their own identities and also bring them some employment opportunities.
- (5) Garden: Children and young people wished to have a hummock(s), so they helped to make a space to install it (them).
- (6) Craft workshop: There is an assistance provided by specialized personnel.
- (7) Basement studio: It is used for many different kinds of activities.
- (8) Kids' space (Sports room, kitchen, etc.)

	Radiofabrik
Day of the Visit	October 16, Friday
Receiver	Ms. Carla Stenitzer, Management Workshops & Trainings
Address	Ulrike-Gschwandtner-Straße 5, A - 5020 Salzburg
Telephone number	(43)-662-84-29-61-23
URL	http://www.radiofabrik.at/home.html

Outline of the organization/institution:

It is the only community radio station in Salzburg. Anyone can make a radio programme without any special certificates, once he/she receives a lesson through workshops. There are currently around 300 programmes. Approximately 500 to 600 school students use the facility, since it began cooperative projects with schools in 2000.

- Their original programme contents focus on local culture, civil society, and music.

- It teaches children about skills and literacy of media, as an educational body.
- It tries to lead certain social groups, left behind of a main stream, back to the community. The station is accessible by wheelchairs. The equipment is marked also in Braille.
- Funds come from the radio association, the city and the province, and EU projects.
- The budget can be applied according to the number of

workshops and programmes.

- The issue of copyright is to be discussed with the copyright association and dealt by the package fees.
- There is no need for advertisement since there is no need for PR. The content is quite free of choice and the number of listeners is not an important issue either.
- It is prohibited to make and broadcast any programmes to threaten political and religious identity of anyone as well as democracy (also gender and racial discrimination, and admiration for violence).
- It is possible to promote communication between different generations as users are at all ages. There are programmes also for refugees.

Activities during the visit:

[Contents of explanation]

- They tell schools that it is important for children to understand the importance of media. For instance, a same scene of interview may be received differently for the way interviewer delivered his/her question(s) or the way the scene is edited. It recommends audience to be more critical and sincere to media in general. If schools show interests, the budget and other necessary matters are discussed and programmes are proposed for quick acceptance.

	Live-in-project (Save the Children Salzburg)
Day of the Visit	October 16, Friday
Receiver	Mr. Oliver Wolf, Social worker
Address	Aigenerstrabe46, 5020 Salzburg
Telephone number	0662-62-7162
URL	http://www.rettet-das-kind-sbg.at/

Outline of the organization/institution:

This is a shelter for young people to live away from home to escape from domestic violence or some sort of dependency that his/her/their parent(s)/guardian(s) suffer(s) from. It opened in October 2011 and 8 young persons from 11 to 18 years of age are currently living together. 7 staff members take shifts to manage the facility for 24 hours a day.

Activities during the visit:

[Contents of explanation]

A farmer’s house was reformed for this shelter, so there are still small plots of gardens and a brood of chickens. Lodgers can enjoy fresh eggs from time to time. It is facilitated with a living room, a kitchen, and a computer corner. There are 6 facilities similar to this one in Salzburg.

- The children’s consultation centers are the ones to make the final decision whether one is ready to leave the shelter. It is principally for young people up to 18 years old, for the 18 year old is regarded as an adult in Austria. One is to decide either to be completely independent or to return his/her home/original place.
- There are many fights while a number of young persons share the house, but older ones are to be good examples of younger ones. Ideally speaking, older ones take care

and look after the younger ones.

- It is important to build the trust-base relationship with them. There are many rules to be obeyed by everyone.
- Generally speaking, the salary of social workers are said to be low, but it is enough to make living. Work regulations and conditions are reasonable and the salary will get improved gradually.
- They have built a network between themselves and the Open Youth Work Association (BOJA), children’s consultation centers, children and youth association, etc., so that they have a good support system.
- They also cooperate with partner corporations to offer young people a working environment as a part of job hunting support for young persons with disability and/or disorder of some kind. Such work experiences include being a trainee as sales personnel at supermarkets to obtain related knowledge, a gardener, a tourist, in a service sector, at a restaurant, clearing snow, chopping fire woods, and so on. These experiences will be credited as some sort of credentials.
- This facility is designated only for young people who have problems at home. There are different facilities for persons with physical challenges.

Youth workers — their necessity, development framework and future outlook for Japan: Different perceptions of youth workers between Japan and Austria

Isao Akagi, Delegation Leader

Introduction

In Japan, there is no established definition or positioning of youth workers, and development programs for the youth workers are provided individually by youth organizations. Youth organizations individually issue certificates and diplomas for their youth workers, but there is no collaboration between the organizations. Further, the youth workers' social recognition is low in Japan as indicated by the result of a survey of all teachers in Ikoma city in Nara prefecture, where “the recognition of the youth workers” was 8%.

Taking account of the circumstances, we, as the delegation on the Sending Program this year spent a good amount of time sharing a common understanding of the youth workers and youth work. Based on that, we decided to place the focus of their institutional visits on the importance of youth work, the need for the positioning of the youth workers and the development framework of the youth workers. My delegation members also confirmed that they would collect basic information, such as school system and youth legislation in Austria, prior to the visit so that they would be able to learn more deeply about the theme when they got there. It was agreed that, during our visits to the institutions, emphasis would be placed on the discussions with the people working there rather than the facility tours or observations. We decided so, because we believed that face-to-face communication would be the best way to listen to the real voices of the youth workers and the people engaged in youth administration at the government and that this was one of the key benefits of the Sending Program.

This report describes the individual themes set by my delegation members, our preparation prior to the

departure and findings and learning from the institutional visits, and it also discusses the present issues and future recommendations for the Japanese youth workers in light of our institutional visits and the youth policies in Austria.

Delegation members

The delegation members representing Japan are all actively working in the frontline of their respective fields. The eight members are: a government worker dealing with families and children with issues; a staff member of the board of education who is also engaged in the activities of an NPO; a person working to create a free space for young people in collaboration with the government; a person working in an NPO supporting the families in the neighborhood and the local community; a person seeking ways to promote collaboration between the youth support NPOs and major corporations; an employee of a youth facility; a person involved in youth programs while collaborating with the EU; and a school teacher. All of them joined the program with a strong motivation to apply their learning from this program to their respective fields of activities. They decided to take this opportunity to think about the approaches and methods necessary for them to manage their programs and organizations in the future and the necessity of youth work not only in a local context but also in the national framework.

In formulating the delegation theme, we paid particular attention as to how to produce output from the information and learning we would gain from the program and how to put it into practice after the program. The delegation theme and the individual themes reflect our enthusiasm for the output.

Delegation theme: Framework for the development of youth workers.	
Delegation theme: To learn about the Austrian frameworks for human resource development, collaboration between the youth organizations and collaboration between the youth workers and society, in order to develop the youth workers playing a central role in the organizations. To put our learning into practice in the members' respective organizations and disseminate the practices in society.	
Hidetoshi Ishikawa	To learn the mechanism of collaboration between NPOs, private and public sectors and their respective roles, as well as the mechanism and elements of the development of coordinators. To put such a collaboration model into practice in my own organization.
Kohtaroh Ichiyama	To understand the differences in the youth development system between Japan and Austria. To seek directions for the methods to develop youth development leaders. To put the concepts/models into practice and disseminate to related organizations.

Kanako Kumamoto	To learn how civic activity organizations can collaborate with schools and how to develop human resource promoting the collaboration. To put the concepts/models into practice with educational institutions in Japan.
Ayako Sasaki	To learn the systems, roles, collaboration and human resource development of youth umbrella organizations in Austria. To put the concepts/models into practice in my local community mainly through my organization's activities.
Marie Shirayanagi	To learn and disseminate the concept, mechanism and operation of a system for collaborating with related organizations and incorporating the voices of community residents into our activities, so that I can successfully take the role in the local government to promote collaboration between organizations related to youth and work on policies, measures and programs at the local government level.
Yoshihiko Hakuta	To learn about social function and human resource management of the youth-related facilities, particularly the youth centers. To put the concepts/models into practice in my organization and disseminate the results to the related organizations.
Akiko Yagi	To understand the roles of the youth workers and learn about the framework for necessary collaboration. To clarify the roles of the youth workers, learn the ways to develop human resource for building better partnerships with the umbrella organizations and related organizations and work on them, so that the importance of youth development can be shared by society as a whole and meaningful collaboration can be made.
Keiko Yusa	To learn about collaboration in the youth field between the schools and other organizations (e.g. youth organizations, corporations) and the development of the youth workers playing active roles in this field in Austria, and use my learning to initiate collaboration in schools in Japan.

(A list of the delegation theme and the members' individual themes)

Activities up to departure

In the Preparatory Session in June, my delegation members first shared their perceptions of youth work and the youth workers. We had different views and perceptions, which reflected the present situation of the youth workers in Japan. The objectives of this two-night, three-day Preparatory Session in June were to get to know each other, to understand the current situation of youth work and the youth workers and to decide on the directions of individual research and learning during the self-study period. We set two categories, i.e. "about Japan" and "about Austria," and agreed that we would individually work on the assigned themes until the Interim Session (voluntarily held by the delegation) in September.

<p>(About Austria)</p> <p>16-year-old voting age; formulation of youth policy; youth employment policy; school education system; laws related to young people.</p> <p>(About Japan)</p> <p>Definition of youth work; youth worker development system; current youth work system.</p>
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In September, we got together again to present our individual research results on the above topics and had a review on our respective individual themes. In this

session, we identified some issues in Japan, for example: there is no policy or organization (umbrella organization) supporting the youth workers, there is no network of the youth organizations, there is no established system for developing the youth workers and there is no qualification for the youth workers.

Each member put a lot of thoughts into and did research about these issues until they left for Austria. Then in the Pre-departure Session, we discussed what questions should be asked at each institution by carefully analyzing the visits and decided specific questions to be asked in order to collect information needed to effectively tackle these issues.

Preparatory Session in June, self-study, Interim Session in September and Pre-departure Session — as we proceeded with the preparation process, we had clearer views of the issues concerning the youth workers and youth work in Japan and were more able to share their themes. This preparation process enabled us to have a meaningful visit to Austria as we were always able to make sure that we were collecting the information we needed without being distracted from the themes. The following part of this report summarizes our findings and learning from the institutions we visited.

Key findings and learning in Austria

The Austrian Federal Ministry of Families and Youth

The following are some impressive topics about the concepts and systems concerning the people working for young people in Austria.

Network of youth organizations

Youth organizations have various histories and backgrounds. Initially, there was a concern that networking of the organizations could create a situation where “the more organizations in a network, the less grant (funding) each organization gets.” To address this concern, the government took the initiative in developing the network and promised to distribute the grant in a fair manner depending on the size of the organization and the programs/services it delivered, and the concern was eventually resolved. As the level of information sharing (networking) improved, the member organizations started to see significant benefits of networking — the organizations realized that a problem they had thought to be their unique problem was actually common to all organizations or they found out that a youth worker development program developed by one organization could be utilized by other organizations. Today, this network is not developed directly by the government anymore but by the umbrella organizations working collaboratively with the government.

Verein

Verein is translated as “association” or “mutual help group.” Three or more individuals sharing the same interest can file an application as a group, and depending on the contents of activities, Verein can receive grants. In the field of youth development, Verein’s activities can provide young people with a sense of belongingness and can also contribute to society at the same time. By getting certified as Verein, the groups feel a sense of responsibility, and this system also allows the government to better understand the situations of the youth groups and form a network for them. Verein is similar to the NPOs in Japan in terms of history and concept, but what is important about Verein is that it is easier to start up than the NPOs in Japan and that young people are the main players in many Verein.

Youth facilities

“The facilities have rules, but they are filled with a welcoming attitude, offer fun activities and have a youth-centered environment which makes young people feel like going.” This statement proved to be true as we visited various youth facilities in Austria. Each of these facilities

has rules that are comparable to those in Japan. It is the responsibility of the facility users to follow the rules, and the young people who use the facilities follow the rules. This may sound like a natural thing, but it actually isn’t. The Japanese youth facilities place emphasis on making sure the users follow the rules, and there are often some users who complain about the rules. By contrast, at the facilities we visited in Austria, when the rules are not followed, the staff will discuss with the young people to find out whether the rules are not good or there are reasons why this user cannot or do not follow the rules. The users (young people) come before the rules. Also, there is a strong sense among the young people that they are the ones to develop their own facility and they love their facility. This attitude is also shared by the youth workers working there, which gets the young people to feel like going to the facility.

RESPECT & FUN

This is an important concept when you are going to make a proposal to the young people. It is necessary to think what the young people want, not what the adults want to say. In doing this, the adults stand by the young people talking with them at the same eye level, as opposed to treating them as issues. To do that, it is important to create an environment of RESPECT (for the young people) and FUN (with the young people). I heard the phrase RESPECT & FUN at many places we visited in Austria.

Youth Information Center

What I saw at the Youth Information Center was an environment where young people can casually drop in. The services provided by this center include: selling concert tickets (users can get discount when purchasing here), assisting the users in finding homes and jobs, providing consultation and counseling services, recruiting participants in various gatherings and band members and giving suggestions as to how to spend a day off. It was shocking to find condoms on the counter for selling concert tickets with an aim to raise awareness about AIDS. The center also raises issues like drugs and sexual violence, and to cope with these issues, professionals with various expertise, such as legal experts, youth workers and case workers, are working at this center, and a lawyer comes once every month. As the Youth Information Center covers all aspects of the needs of young people, it is visited by about 200 people every day and receives about 80 requests for consultation every month. The consultation service is provided free of charge and the cost is covered by the government budget. Consultation can be provided even

without reservation and also by e-mail and telephone. In Japan, various services and programs for the young people are provided by different organizations and companies: employment assistance by the public employment security offices, housing support by real estate agencies, counseling services by medical institutions and specialized counseling centers and awareness-raising activities about drugs and sexual violence issues by the police and youth facilities as part of their youth programs. Also, the young people rarely seek consultation from the lawyers as their services are not approachable to young people. The issues concerning young people can be varied in terms of how the information is provided and where the services can be received, depending on the jurisdiction.



Condoms on the counter.

Youth issues are diverse, and sometimes the young people are involved in crimes. Therefore, they need someone who they can casually talk to about their problems. Today in Japan, some schools have full-time school counselors, but the environment is not really good for the students to casually use the service, because they worry about how other students think of them if they seek help. The Youth Information Center is precisely the place for young people. They come in to buy concert tickets and at the same time talk about their problems or learn about the danger of crimes and drugs from the posters and leaflets they see there. They can also get assistance in finding homes and jobs, they can talk and seek advice about almost anything — from the problems about their friends or relationships to their future visions. A facility like this is an important place for solving the issues with growing complexity and for sound development of young people.

Girl Scouts

The visit to Girl Scouts reversed my stereotypical image. There were one male and one female instructors, who were also engaged in boy scouts. Japanese girl scouts do not have male instructors, and it is not common that boy

scouts and girl scouts collaborate with each other.

As some of the instructors at the scouts we visited also work at boy scouts, it is easy for the boy and girl scouts to collaborate and exchange opinions on common issues. Further, the scouts I visited during the homestay used a kindergarten as the base of their activities (I had coffee and some snacks there after Sunday service), making it easier for the kindergarten, the church and the scouts to closely collaborate with each other. There was a sense of fellowship among these organizations and groups engaged in youth development. This visit reminded me of the importance of collaboration between different organizations at the community level.



Light-meal meeting after church service. The church is also the base of the girl scouts' activities.

Institute for Leisure Time Pedagogics

The Institute for Leisure Time Pedagogics serves as an umbrella organization for the youth organizations and is operated by the government funds. Their activities are:

building a network of youth organizations, lobbying the government and general public, quality control of the projects and services, leader development program and distribution of funds to the member organizations. What is worth noting is that this institution provides management and advice on the programs/services, develop leaders and build a network for its member organizations. Power of one organization may be small, but when such organizations work together, they can have bigger power and can effectively make themselves heard by the national and local governments. They can also maintain a consistent level of training. If these organizations have consistent training programs, completion of a training program can be regarded as a certificate which remains valid even after a youth worker moves from one organization to another. Further, if a youth worker received a training program unique to one organization and this program is authorized by the Institute for Leisure Time Pedagogics, the youth worker is recognized as having completed an equivalent

program offered by the network. As there is no qualification for youth work in Austria, the completion of these training programs is considered as a qualification. Japan does not have youth work qualifications either, but unlike Japan, Austria has a publicly-recognized system, which is the completion of the training courses offered by the Institute. For reference, in the UK, which is an advanced country in terms of the youth workers, there are specialized courses on the youth workers offered at universities/colleges as well as qualifications.

Major factors enabling such a system are an established network of youth organizations and collaboration with the government. In Japan, as there is no umbrella organization collaborating with the government and coordinating the organizations, the youth organizations offer training programs and qualifications individually and, as a result, their activities are not publicly recognized. This Austrian model means a lot to Japan. Even before creating a qualification for youth workers, we need to establish a network of the youth organizations and find ways to maintain a consistent level of knowledge and skills while achieving consensus among the organizations. It is desirable that the coordinator of these efforts is an organization which can collaborate with the government and not the government itself. Once the training system is established, it is important to create a youth worker qualification to get socially recognized. The Institute for Leisure Time Pedagogics offers a model which is one step ahead of Japan on the path we should take and is very useful information for us going forward.

I would like to close this section with an impressive statement by Mr. Ceplak of the Institute for Leisure Time Pedagogics: “When we develop leaders, we tend to focus on the leaders because we want to develop better leaders. However, what is fundamentally important is to develop leaders who can think together with the young people how the adults can meet the needs of the young people, because that is what the leaders are for.”

youngCaritas

youngCaritas is a part of Caritas, an international NGO carrying out programs and services based on Catholicism targeted at young people between 4 to 29 years old. What is unique about this organization is that anyone can become a member, and as a member you can participate in activities when you have time and can also support what young people want to do (i.e. social contribution programs). At youngCaritas, everyone enjoys activities on the same eye level, regardless of disability, religion and background. Caritas also provides education, particularly

social education, and information about world affairs, situations in different countries and refugee issues. Besides its important mission to motivate young people, the organization offers them the opportunity for “social service activities,” which is an alternative to military service. The organization’s program budget is funded by the Caritas headquarters (which is funded mainly by donations). As of 2015, it has 1,500 members (it was 200 five years ago) and the number is growing every year. The young people coming to youngCaritas have participated in volunteer activities many times on a continuous basis. To ensure a sustainable operation, the organization places importance on the following three points:

Young people do not have to decide on one particular volunteer activity.

The young people have not decided their future plans, so it is important for them to take part in various different activities. If they like one venue, they can stay with it for long time, and if they do not feel this venue is right for them, they can try somewhere else.

Have a thorough discussion with the venues.

youngCaritas receives requests for volunteers from various venues. In that case, the staff members always go out to the actual venue to explain the purpose of youngCaritas and have a thorough discussion about details of the volunteer work before recruiting the volunteers.

Make sure to assign an adult staff member to support the young volunteers.

Each venue has one person supporting the volunteers. youngCaritas learned from their past experience that young volunteers tend to quit soon if there is no one to support them at the venue. Therefore, it is necessary to have the adults who support and develop the young volunteers.

From these three points, we can see that there are more important things than just offering the volunteering opportunities to the young people and referring them to the venue. These are to make sure that: the young people find their activities valuable, the activities give motivation to the young people and there are people who support the young volunteers at the venue. These are important points to the youth workers who have many opportunities to work together with many volunteers and they also made me think about some basic things again.

Gymnasium (secondary school for general education)

We visited a gymnasium located in the 20th District of Vienna with 1,050 students from 15 to 19 years old, 135 teachers (10% of these teachers also work at other schools and are equivalent to the instructors in Japan) and 46 classes. Since the time was limited, we had a discussion focusing on how the youth workers working there were involved with young people, rather than a tour inside the school. In the introduction, we learned that this district was not really an affluent area and had a lot of issues. After that, we were introduced to three teams of youth workers working at the school.

Youth coaching team (three staff members)

These staff members are knowledgeable about employment and psychology and are assigned to this team to approach the students who may potentially drop out of school and assist them with their employment and study. The team is actively involved with the students in different ways, such as making a school room available for the students who cannot study at home due to issues concerning housing environment, providing support to students who have difficulty graduating and accompanying the students who wish to get jobs in their visits to potential employers, in order to help each of the students build his/her own future.

Consulting team (three staff members)

This team supports the students with issues concerning their families (domestic violence), livelihood and economic conditions. This team collaborates with the youth coaching team and provides support mainly in the students' everyday lives and living environments.

Backbone (number of staff members unknown): a Verein

The members of this team usually walk around the town, interact with the young people on the street and listen to their problems. The team comes to school every Thursday for casual consultation in the cafeteria or in the lobby. There is no obligation to report the content of consultation to school.

Beside these three teams, when students have conflicts, youth workers intervene instead of teachers to provide support so that the students can solve the issues themselves and learn from each other based on the philosophy of peer education.

In the Japanese context, all of the above three roles are the responsibilities of the teachers. Besides teaching school

subjects, the Japanese teachers go out on the street giving the students lifestyle guidance, visit students' homes, look for and offer employment information and hold meetings with the students and their parents in case of trouble between the students, and the teachers are always expected to deliver results. However, the students often do not open up to the teachers and talk about their problems, because the teachers are the ones who give them grades.

So, I asked a question: "How far are the teachers involved?" The answer was: "They teach school subjects. Of course, the teachers are sometimes provided with information about the students, but basically their responsibility is teaching subjects. We see many cases where the youth workers give advice to the teachers."

There are youth workers with different roles working inside the school, and the students can choose who to talk to. This system allows the school to find out and offer the best way for each of the students while standing by them.

The teachers can focus their energy on teaching subjects, which is their primary job. We heard that this system of having the youth workers in school was introduced in Austria about four years ago. This system of student support by the youth workers with different fields of expertise and their approach to the students are very useful information for us working on the development of diverse young people.

Spacelab

Spacelab is an institution providing employment support to the young people between 15-20 years old. They are funded by the public employment office and the board of education, and various experts, including social workers, youth workers, psychological counselors, music and factory experts, work together here. What surprised me about Spacelab was how the users started coming to this facility. There are many employment support centers in Japan, but in most cases the users are brought to the centers by their families or people around them or are referred to by the school or other institutions. At Spacelab, the staff members go out on the street talking to the young people or visit youth centers and approach the users. Sometimes, the users are referred to by the counseling teachers (i.e. school counselors) in schools. Then, rather than just recruiting the users for Spacelab, the staff members determine the best option for each individual young person — whether to support him/her by Spacelab or to refer him/her to another institution. When approaching young people on the street, the staff members provide information about the introduction meeting of Spacelab held every Tuesday and

encourage them to come.

Spacelab's approach to young people is proactive, not reactive. Young people often do not know about facilities like this or they cannot be bothered to go there, but if they are approached by the staff members on the street and get to know them, they start to take an interest in checking out the facility. They come to the introduction meeting, learn about the facility and services, become the users if they like it and eventually find jobs. This method has saved many young people. Also, Spacelab continuously provides support even after the users get jobs by contacting and visiting the companies and checking the facebook pages of the young people. Ms. Rinner who gave us the presentation of the institution said, "Professional expertise is necessary, but what is important here is to work together with the young people with respect while catering to their individual needs according to the circumstances." Her statement made me keenly aware that this attitude should be valued by all youth workers. At the institution, the delegation members had a brief time to interact with the users (young people), when the members' faces turned into those of youth workers.

Caritas

On the day we headed for Salzburg, the delegation was given a special opportunity to visit a refugee support facility operated by Caritas located by the Vienna West Train Station. At that time, the refugee issue was covered by the Japanese media every day, and we asked the organizer to arrange our itinerary to include this visit because we thought that it was important to learn about a part of the current situation of refugee support in Austria.

The facility we visited was a shelter for the refugee families operated by Caritas in cooperation with the national railway service, fire department, the police and other organizations. The shelter provides light meals, nap space, shower booths, PCs, baby room and play space. These facilities and services are provided partly to secure a space for the refugees who stay in the train station buildings. There is no facility for overnight stay, but if someone needs lodging he/she is occasionally referred to other public facilities. When we were watching the news in Japan, the issue was perceived as something happening far away from us, but in Austria, we were able to recognize the issue as reality that was happening right in front of our eyes. This experience made us think that we should let as many people as possible know about this reality when we returned to Japan.

Akzente Salzburg

Akzente Salzburg was established in 1986 as a Verein. Initially, the institution started as a non-governmental entity targeted at the young people who did not want to go directly to government-run institutions. Today, the institution is positioned in between the youth and the government and serves as an umbrella organization to build a network of the youth organizations.

Akzente Salzburg also provides information and advice to the youth committee consisting of 16 youth organizations and coordinates experts' services for them as necessary. This state youth council can make policy proposals to the government so that opinions of the young people can be quickly incorporated into politics. The committee also does research on various topics regarding youth.

A staff member of the Salzburg state government told us that the youth council cannot cover the entire operations alone and therefore it collaborates with Akzente, which is actually working well. There is a system where the state government develops policies, Akzente realizes them and the youth organizations implement them. Akzente also has a function to collect and summarize the opinions of the member organizations and individuals and submit them to the government and to support the members in making recommendations. This institution seems precisely to be an ideal umbrella organization.

YOCO Youth Centre

YOCO is a youth centre providing a free space for the young people between 14-20 years old. It operates a café every Friday, and on other days of the week young people come to the free space and spend their own time.

The users, even after they turn 20, continuously come back to YOCO as volunteers to develop young people in the next generation. The youth center also collaborates with schools by providing spaces for school events and introducing its activities at school, and it is recognized as a place where young people gather. In Japan, many youth organizations are creating free spaces for young people, but not many of these organizations collaborate with schools and these free spaces are used as shelters for students who have problems at school. Also, YOCO always seeks the best care for the young people in need of help by referring them to experts or collaborating with Akzente depending on the issues they have.

We learned that YOCO provided services by making use of its network and that it was not a closed space. When holding events like workshops and concerts, the young people plan independently with the support of YOCO. The

youth workers who support the young people are provided with the opportunity to improve their skills and expertise by participating in study seminars organized by an external open youth work association.

Through the visit, I realized that YOCO's success as a free space for young people was due to its network with various organizations and groups including schools. Free spaces and free schools in Japan tend to operate alone. Many of them do not have established networks with the government, schools and other organizations and end up enclosing young people within themselves. When we were having a meal with the YOCO staff, I asked one of the members, "How would you feel if a young person who stayed with YOCO for many years left YOCO to join another organization and gathered many young people there?" Then, this person answered, "I would expect that it would allow us to create a new network with other organizations and share new ways and views with them," and went on to say, "I think this organization would also look forward to getting connected with YOCO." I really felt that the youth workers should have this open attitude.

Spektrum

Spektrum is a youth center for the children and young people living in Lehen district in Salzburg. In Salzburg, this district particularly has many underprivileged children. Spektrum is a "children's living room" open six days a week except Monday with no charge and is used by about 50-70 young people every day. The children acquire social skills here through free activities based on free thinking. There are no written rules, and the rules are decided by the children through discussion. However, the center is thorough in making sure that the users use some basic social phrases, such as "hello," "thank you" and "please," because they form the foundation of their social skills. When there is a fight between the children, they are first advised to talk with each other and only if the problem cannot be solved by talking, the staff will come in. Behind this approach is a philosophy that "young people need to develop themselves so that they can take their own responsibility." The programs offered by Spektrum comprise the children's program (for 6-12 years old) and the youth program (for 13-20 years old), and these programs are also developed by the children belonging to the respective groups. Currently, there is a group called Club 13, which is developing a program connecting the children's group and the youth group. The children also refurbish the rooms and paint the walls and sell juice in the room. It is definitely a facility of the children, by the children,

for the children. Further, Spektrum holds an annual event called "the Children's Town," which no adult is allowed to enter. These events are actively publicized as part of the lobbying of the institution. One of the staff members told us, "If the children do things themselves, they can gain confidence and a sense of responsibility, which leads to the establishment of their personal identity." Although it is not always easy to determine, the staff members of Spektrum distinguish between the areas where the adults' assistance is needed and where the children's independence needs to be respected and, based on the philosophy of RESPECT & FUN, they carry out activities trusting the children.

Radiofabrik (community radio station)

Radiofabrik is a community radio station used by 500-600 children and young people every year. Anyone can make radio programs based on free thinking after participating in a workshop on program production. In the past, there was a program created with six-year-old children. This radio station also collaborates with schools, some of which introduced the radio program production into their school curricula. It is important, not just for the young people but for everyone, to learn through real experience of the importance and influence of broadcasting. The programs are created not only by the professionals. Program production by people in different age groups and with different religions and nationalities gives them new perspectives and allows a wider variety of programs to be produced. Radiofabrik is indeed a radio station serving as an open forum, which is an advanced form of the Japanese community radio stations we can learn a lot from.

Live-in-project

Live-in-project operates a home where young people at different ages live together as an extended family and learn how to communicate with each other. The staff members include people who studied psychology and other relevant subjects so they can also provide mental care for the children. The residents have private rooms, and the facility is separated into the private space and the common space. Since the children go to schools in different districts from here, the staff members also collaborate with different districts. There are similar facilities also in Japan, but I have the impression that they place more emphasis on the group-oriented lifestyle. From the conversation with the staff members, I had the impression that their focuses are on how they can stand by the young people and support their personal growth and how they can make sure that the young people acquire social skills in a group-oriented

environment. Their considerations can be seen partly in the fact that the staff members who studied psychology are assigned to this project. The staff members were not the facility employees but the facility counselors.

Conclusion: Not-so-distant future of Japan

The sending program in Austria made me keenly aware of the need to build a network of youth organizations, schools, local community, youth facilities, government and youth workers and to have an umbrella organization capable of making policy proposals to the government. Such a network and an umbrella organization need to be realized in Japan in the not-so-distant future. To develop young people of a wide variety, it is important to knock down the walls between the sectors and organizations and look at the young people as they are. Many young people belong to various organizations and groups. If these organizations and groups do not know about each other, they cannot look at the young people they deal with in a collaborative manner. Another necessary element of youth development is the youth workers, who always stand by the young people, deal with the young people per se as opposed to dealing with them through the curriculum and support them in deepening understanding about themselves, about others and about society and forming their own identity. Further, it is important to create a network information center for the young people, which is accessible to them and has no boundaries between disciplines, based on the Austrian model as soon as possible.

There are many challenges we need to tackle in making a policy proposal for the establishment of an umbrella organization and a network information center and the development of youth workers who work there. Having said that, I would like to begin by taking actions while building a better network with the participants in the past editions of the Young Core Leaders of Civil Society Development Program, people outside Japan who are connected by this program and the delegation members of this year's program. I would like to end this report by expressing my hope that, in the not-so-distant future, many more youth workers will be actively working for the young people.

In conclusion, I would like to extend my heartfelt gratitude to the Cabinet Office of Japan, the Center for International Youth Exchange, the Japanese Embassy in Austria and all other people who gave us such a wonderful opportunity.



With Ms. Sophie Karmasin, Federal Minister for Family and Youth.

Social Function Expected from Youth Centers and Development of Leaders

Yoshihiko Hakuta

1. My own activity and reason for participation in the program

I am engaged in the operation of a facility specialized in offering a free space service for junior and senior high school students with the aim of developing social skills of young people and supporting them as they grow into independent adults. Today, young people are born and grow up in the information society, and there is very little opportunity for them to develop social skills as they do not have much chance to directly interact with people except for limited personal relationships at school and at home. On the other hand, these young people have a potential desire to do new activities like hobbies and sports, even though they are already busy with their school club activities and cram schools. In light of such circumstances, my organization formed a partnership with the government and operates the facility for young people as a contract program, with a belief that we need to provide the young people with a “space” where they can release their energy, can casually come by and get together and can do activities without constraints and a “stage” where they can expand their possibilities by meeting various people in the community and through inter-generational communication programs. Before joining this organization, I was a staff member of a community children’s hall supporting the development of children from 0 to 18 years old, and from that experience, I have always wanted to help young people, especially those in junior and senior high schools, form their identities.

Driven by this aspiration, I gained experience in the field of youth support and came to be aware of some challenges. The first challenge is that the importance of supporting the independence of young people of junior and senior high school age is undervalued in society. There has been some progress in the development of a legal framework in recent years, such as “the Act on Promotion of Development and Support for Children and Young People.” However, there are not enough places offering various values to the young people, not enough measures supporting their independence and not enough opportunities promoting their social participation, even though all of them are important elements for the growth of the junior and senior high school students. I consider it a major social issue that the development of children is influenced by the environment they were born and raised in. As young people go through the process of gaining independence, youth workers play an important role of supporting them in taking on challenges.

In Europe, there are many youth centers as part of the functions of youth support, but in Japan there are not many of them. The second challenge is that there is not enough support for the development of leaders in the field of youth support. For example, staff members of an organization who are responsible for human resource development need to supervise the volunteers working in the field to a certain extent in order to ensure their quality, but in Japan, the level of accumulation of academic expertise and the development of network of youth organizations is still poor in the field of the youth space service. As a result, the methods and quality of supervision/guidance tend to depend on each staff member’s experience. At my organization, several dozens of college students and working adults work as volunteers, and two to six of these volunteers each day are actively working with the junior and senior high school students. The staff members provide preparatory training and feedback to the volunteers and promote their development by facilitating dialogue among them, but these development programs were actually created by the staff members themselves through trials and errors. In order to ensure the diverse perspectives needed in youth support, I think it is critical to establish a systematic concept of youth work and to develop staff members who can manage human resource development. Now that I am about to take on a managerial position after having gained experience as a staff member, I have felt the need for a network which I can seek specific advice from and share the knowhow about the concept of youth work and the methods for human resource development.

2. My individual theme

Based on the challenges I had recognized, I set the following individual theme:

To learn about social function and human resource management of the youth-related facilities, particularly the youth centers. To put the concepts/models into practice in my organization and disseminate the results to the related organizations.

Through my job working with young people, I often heard the term “youth centers” in the European context. The term “social function” in my individual theme is about what social missions the Austrian youth centers have and what kinds of spaces and opportunities for challenge they offer to children. I also set my goal to learn how the workers engaged in youth support acquire the concept

of “youth work,” which has not been established as a systematic discipline in Japan, as well as some elements of human resource development, so that I can use my learning to promote youth work in Japan.

The following part of this report will first give a high level overview of the concept and system of youth support in Austria in general and will then discuss the topics of youth centers and human resource development in reference to my individual theme.

3. My learning in Austria

(1) RESPECT & FUN: Attitude towards youth support

Austria has a similar demographic structure to that of Japan, and the decline in the youth population with the declining birth rate is recognized as a social issue. On the other hand, the situation of the national government’s support for youth support is different from that in Japan in many aspects. What underlies the Austrian system is a spirit of “RESPECT & FUN,” which is a fundamental attitude towards youth support. It is important to offer fun and attractive programs/services to young people so they feel like coming to the facility without being urged. People do not participate in youth activities for financial incentives, and because of this, the Austrian youth facilities place importance on how they can make their activities rewarding and fun for young people. Also, they consider it important that the supporting staff talk with the young people at the same eye level and work “together with them” not “for them.” The spirit of respect for young people has taken root in all of the youth organizations and facilities I visited. Such a youth-centered approach can be seen in the bottom-up opinion formation which I will describe later. It was impressive that in Austria, the culture of “matters concerning young people should be decided by the young people” was firmly established as the foundation of society and people were practicing it as naturally as breathing.

(2) “The principle of subsidiarity” and the structure of the non-profit sector for youth support

In Austria, multiple youth services are provided based on the abovementioned philosophy. Before going into specific services, I would like to refer to the term “Verein.” Verein is a German word meaning “association,” and they have similar characteristics to those of the NPOs in Japan. Verein exist in almost all fields, such as sports, social welfare, education, economy, culture and politics, and in Austrian society, Verein refers in general to organizations and groups providing the services which cannot be covered by the public and private sectors. The guidelines for the

establishment of Verein, including the requirement to formulate the rules called “Statuten” and the number of members needed to form a Verein, were stipulated in a law created in 1867. The benefit of Verein is that it allows a voluntary group to obtain a status equivalent to that of a “corporation” in Japan and to operate as an organization with a corporate status. The system of service provision by Verein is based on a universal concept in Europe called the “principle of subsidiarity.” This principle stipulates that the national and local governments should not provide the services which can be provided by the NPOs and the government should rather support the NPOs in providing these services. According to this concept, the role of the public agencies/institutions is to complement the private sector based on a clear division of roles between the non-profit and the public sectors.

Verein in the field of youth support are classified into two types by characteristics. One type of Verein is so-called “youth groups,” such as boy scouts and Red Cross, operated by paid or unpaid young volunteers. This type of Verein is voluntarily organized by the young people under 30 years old, and the organization is planned and operated by the young people who support the cause of the group. Besides the scouts and Red Cross, there are hobby groups like brass band and computer games and youth groups of political parties, and about one-third of all young people belong to youth groups of some kind. The Austrian school system is very different from that in Japan. The students of gymnasium, a school for children over 10 years old, go home between 2 to 4 pm, and for their after-school activities they belong to the youth groups like the Japanese students belong to school clubs. The Austrian students choose the groups which fulfil their needs and join them of their own free will.

The other type is called “youth organization.” A major difference between the youth groups and the youth organizations is that the youth organizations are operated by the employees of the organizations who do the job as their occupation, and their salary standard is guaranteed by law. This type of organizations include the youth center and the youth information center that will be described in the later part of this report, and they operate programs/services which can be used by young people at no cost. In Vienna, there are a total of 26 youth organizations, and they are funded by the youth department of Vienna.

There is one youth organization I would like to introduce since its history of establishment is worth mentioning. Wien Xtra, an umbrella organization for multiple youth organizations in Vienna, was originally established as

Verein under the initiative of the government. From the 1970s to the early 1980s, many youth organizations were established and the government had to shoulder a heavy operational burden of paying out grants to those organizations and auditing their operations. To cope with such a situation, Wien Xtra was established with an aim to consolidate the functions of multiple youth organizations into one Verein and to centralize the budget execution and support functions. As a result of consolidating the functions of multiple youth organizations, accumulation of know-how and training function were improved, and subsequently Wien Xtra began to serve as an umbrella organization.

As explained, there are Verein for youth support in Austria, some of which were formed voluntarily and some of which were established as government initiatives. In Japan, the designated manager system was introduced into some facilities in 2003 with a view to introducing the principle of market mechanism prevalent in the private sector. Unlike this Japanese system, the youth organizations in Austria form clear partnerships with the government as service operators to complement each other.

(3) Youth support programs helping young people have various choices

In recent years, there is a trend in the youth support programs in Japan towards approaching young people with problems. On the contrary, in Austria, the national government offers a variety of values and options of youth support based on the spirit of RESPECT & FUN, with a view to assisting young people in gaining independence. Youth Information Center consolidates all kinds of information related to young people and carries out information dissemination according to the diverse needs and awareness raising activities; mobile youth work and street workers carry out outreach youth work for young people who currently do not belong to the youth facilities; Spacelab provides youth employment support incorporating some youth work expertise — I saw various forms of youth support at many different institutions I visited in Austria. All of these support programs/services are encompassed by the term “youth work” and are used in a consistent context.

What is particularly worth mentioning is the scheme and projects supporting youth participation. The Erasmus+ is an EU-wide initiative and a scheme for funding children’s spontaneous activities with an annual budget of 4 million euro. Any youth group whose application has been accepted can receive a grant of 10,000 euro.

Behind this EU-wide funding support for the youth

groups is a system that allows the voices of young people to be heard by the government at the EU, federal and state levels. One of the organizations we had a discussion with was Bundes Jugend Vertretung (BJV), which is a council consisting of 53 youth groups selected from around Austria, and its role is to make the voices of young people heard by the EU and the federal government. In order to make their voices heard by the government, the young people themselves lobby politicians to tell them the importance of listening to the voices of young people. The strong message, “Young people need to speak up for themselves in order to draw public attention to the young people leading the next generation,” sounded to me like a wake-up call to the Japanese people, who are said to be uninterested in politics.

BJV has twelve members and four presidents who serve as the secretariat to operate the council. They run the secretariat with no pay, but the council is funded by the grant from the federal government. The attitude of the federal government providing a certain level of guarantee to the umbrella organization is a proof that it places high value in listening to young people’s opinions. Also, it is mandatory at the state level to establish a youth council consisting of multiple organizations/groups engaged in youth support, such as youth groups, youth centers and people from the government, and the young people can make their voices heard by belonging to these organizations/groups. I found this system of bottom-up opinion formation very valuable as it provides young people with opportunities to participate while encouraging their spontaneity within a certain framework.

(4) Social function of youth centers

Youth centers in Austria are free spaces for young people provided by the municipal governments and churches. Many of these facilities can be used at no cost and no membership fees. They are equipped with tools for leisure activities like ping pong tables, music studios and board games and spaces where young people can spend time with their friends. There are many youth centers in Austria, and they belong to the Austrian Network for Open Youth Work (BOJA) providing them with opportunities to communicate with each other and to receive various training programs. Also, the centers have youth workers supporting young people with their development. In the following section, I would like to describe some characteristics of the two facilities we visited in Salzburg.

YOCO Youth Center

YOCO is a youth center targeted at young people

between 14 and 20 years old. They renovated a monastery building into a youth center and provide a space for young people to spend time freely. One of the facilities worth mentioning here is the hall with a standing capacity of 200, which is used for various purposes, such as performances of school music bands, charity concerts and practice of theatrical companies. A young person whom I talked with during the visit told me that he was thankful not only that the center provided the hall as a place for self-realization but also that its staff supported him with PR and operation of his event. The YOCO's staff members think together with the young people how to use the rooms and support them in running events, and this is a form of youth support they provide on a daily basis. I learned that such involvement of the youth workers creates chances for the young people to take a small first step, which powerfully reminded me of the importance of youth work.

Spektrum

Spektrum is a youth center in Lehen district in Salzburg. It is a "children's living room" and is used by about 50-70 young people every day. The facility has a room for the children between 6-12 years old and another room for the young people between 12-20 years old, and these rooms are free spaces used by young people in various age groups. Young people are the main actors of the facility, and the staff's roles are to develop rules of the space with the young people, collect their voices and implement events.

One of the rooms had a masking sheet spread on the floor and freshly painted walls. The room was in the middle of refurbishment jointly done by the staff and the users who had asked for a "girls' room." After painting the walls, they would restore and place the furniture. The staff members made very impressive comments: "A process is about completing something," "If young people do things themselves, they will gain confidence and acquire a sense of responsibility, which leads to the establishment of their identity." These comments reflected their approach to young people where they actively wait (for the young people to change/take actions) and respect their spontaneity.

Youth center is a space for young people and a place for them to confirm where they stand today and where they are going in the future through relationships with others. The youth centers in Austria were functioning as a place for young people to know about themselves through the existence of others and to prepare themselves to get involved in society. The youth workers interact with the young people as leaders, where their primary role is to

watch over the young people accepting them as they are rather than leading them to a particular goal. Therefore, the challenges that are created in the "space" for the children and the tasks they perform on their "stage" are never meant to "make" them participate. I think that the social role of the youth centers supporting the independence of young people is to "encourage" them to spontaneously take on challenges and take the next step of their lives while watching over the feelings and thoughts that develop inside of them through their relationships with their friends and the staff at the "space."

(5) Systems for the development of human resources in youth work

There are two major systems to develop human resources in youth work: the first system is to provide systematic knowledge about youth work through training and other opportunities; and in the second system, staff members of youth groups and youth centers responsible for human resource development actually show junior members how to practice RESPECT & FUN.

An example of the first system is a training program for the youth workers provided by the Institute for Education in Leisure Time. A wide variety of training themes include psychology and law, and the institution implements the programs while receiving academic advice from experts and professors. There is an advanced course for the youth workers with instructing experience of two and a half years or more. The youth centers offer training courses and workshops run by BOJA. On the other hand, I also learned that, in Austria, a qualification system for youth workers has not been systematically organized because there are big differences between the skills required by different types of youth work.

There was a discussion among the delegation members about qualifications during our stay in Austria. Qualifications can significantly increase social recognition of youth work. Also, having a systematic method of knowledge acquisition ensures consistent quality of youth work throughout the country. However, what I realized in Austria was that it is more important to acquire the spirit of RESPECT & FUN through non-verbal experience in the field of youth work than to gain expert knowledge. There is no doubt that the experience of working with young people as a youth worker or receiving support as a young person based on the spirit of RESPECT & FUN is a critical element for anyone engaged in youth work. If we are to introduce a qualification system as part of human resource development, one of the potential challenges will be how

to incorporate the spirit of RESPECT & FUN, which is cultivated through practical work in the field, into the system. Actually, a college-student scout leader whom I met at the girl scouts in Austria told me that what made her want to become a youth worker was her childhood experience as a user of youth work programs, through which she acquired the spirit of RESPECT & FUN. The key to broadening the base of human resources is how the staff currently working at youth organizations can communicate their passion for youth work to other people.

4. How can I utilize my learning?

(1) Creation of a youth center which provides a space for young people to spend time freely and is full of ideas to encourage them to take on challenges.

In Japan, we have many practices that are similar to those in Austria. To utilize my learning in Austria, I would like to put RESPECT & FUN into practice at a deeper level, with an attitude of “implementing programs with the young people, not for the young people.” What I would like to particularly emphasize here is “RESPECT.” In creating the opportunities for challenge, I should ask myself, “Are the adults involved in this task ‘for’ the young people or ‘with’ the young people?” This is about creating a place for young people around the pillars of youth-centered judgment and patience. I am willing to serve as a poster boy myself to disseminate the value of youth spaces and youth work.

(2) Development of managers who never fail to practice the spirit of RESPECT & FUN, even when they are with staff members.

I would like to actively disseminate the spirit of RESPECT & FUN among the people leading the future of youth support. Staff members responsible for human resource development need to provide junior staff with opportunities for challenge while respecting them and valuing their interests. I learned in Austria that, for the development of junior staff members, it is necessary to place emphasis on the challenges they take on and their output in the field of youth work instead of putting too much emphasis on the input of information. This output-oriented approach allows one to think about and adjust one’s ideas and thoughts through the process of communicating them to others. I would like to apply this perspective to the management of college-student volunteers.

(3) Towards network building

As we saw in the case of BOJA, one of the benefits of collaboration and networking is that multiple organizations can collectively accumulate knowledge and complement each other. The challenge is how to have the value of networking recognized by the national and local governments. If we, the non-profit sector who knows what is happening in the field, told the government the need for networking in a one-sided manner, the government would probably not listen to us. Instead, I would like to approach the government by advocating networking of the youth organizations in a timely manner while carefully considering what matters to them. In approaching the government, I would also like to consider utilizing outside resources, such as active use of media, besides the approach from within the organization.

5. Conclusion

During our visit, we had a chance to play with the users of a youth facility. We played table tennis, board games and pool — the young Austrians whom we played with were somehow like the Japanese young people we are working with every day and made me feel a little nostalgic. We were in a different country with a different culture and language, but the young people were exactly the same. Having realized this truth, I confirmed my determination to create a wonderful activity base for young people under the common concept of youth work and also by incorporating some good Japanese practices.

In conclusion, I would like to express my deepest gratitude to the Cabinet Office of Japan and the Center for International Youth Exchange for giving me such a wonderful opportunity and to all other people who took part in the implementation of this program. Also, my special thanks go to the International Youth Exchange Organization (IYEO) for the generous support, to the people at my workplace for encouraging me to participate in the sending program, to the people at the organizations in Austria for the warm welcome, to my host family Ms. Monika Rinner for her gracious hospitality, to our delegation leader, Mr. Akagi, for his leadership and, last but not least, to my fellow delegation members for working with me towards our goals and sharing problems, a lot of brainwork and occasionally some growing pains as well as the joy of achievement with me.