

Efforts made by Ministries and Agencies

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I . Convention on the Rights of the Child

(International Cooperation)

1. Japan has contributed to education and health and medical care for children by building numerous schools, wells, and other facilities using Grant Assistance for Grass-Roots Human Security Projects and providing technology cooperation, such as accepting interns and dispatching experts and volunteers.

For education, Japan announced the “Learning Strategy for Peace and Growth,” its policy for educational cooperation, in September 2015. The policy lists supports for education of girls as a priority initiative area (aimed at rectification of the gender gap in education), and Japan intends to continue its support for educating girls. For health, Japan is actively contributing to realization and continuation of universal health coverage.

2. Japan provides financial cooperation to Japanese NGOs, which conduct assistance activities at the grass-roots level in developing countries for medical and health care, and educational areas that widely benefit the health of mothers and children, improve welfare, and broaden education of children through Grant Assistance for Japanese NGO Projects, the Japan Platform, and other mechanisms. Japan has extended assistance totaling 8.89 billion yen via Grant Assistance for Japanese NGO Projects and 15.15 billion yen via the Japan Platform during the period from Fiscal Year 2006 through December 2016 and supplied 1.8 billion yen through the JICA Partnership program during Fiscal Year 2015 through December 2016 (total for mother/child and regional health care and educational projects).

3. Making use of experience in the education sector, Japan supports child education through dispatching JICA volunteers. Above all, expanding and promoting the Special Program for School Teachers, Japan encourages practicing teachers to take part in the program.

4. Japan arranges training programs for representatives from ASEAN countries with the aim of promoting mutual understanding and effective regional collaboration related to measures against human trafficking (including children; promotion and establishment of related systems for protection of human-trafficking victims and aid in achieving self-autonomy).

5. Japan conducts cooperation in educational areas described below through the United Nations Educational, Scientific and Cultural Organization (UNESCO).

(1) To achieve the goal of Education for All (EFA), it contributed to the “Japanese Funds-in-Trust for Education for All Programme” that supports literacy education and human resource training for elementary education (292 million yen during fiscal 2006-08) and the “Japanese Funds-in-Trust for the Promotion of Education in Asia and the-Pacific Region” that supports efforts to expand and improve the quality of education in the Asia-Pacific region (411.99 million yen during fiscal 2009-15).

(2) To support initiatives on Education for Sustainable Development, it contributed to the “Japanese Funds-in-Trust for Education for Sustainable Development” (2.25 billion yen during fiscal 2006-14) and the “Japanese Funds-in-Trust for the Promotion of the Global Action Programme on Education for Sustainable Development” (152 million yen during fiscal 2015). See Paragraph 63-64 of the third periodic report for other assistance activities.

6. The Cabinet Office’s PKO Secretariat has implemented international peace cooperation activities (East Timor, Nepal, Sudan, Haiti, South Sudan, and others) and supplies cooperation (Sri Lanka, Sudan, Iraq, and Palestine, as well as the United Nations Haiti Stabilization Mission, the International Organization for Migration (IOM) to support Syrian refugees, and the United Nations Mission in the Republic of South Sudan).

(Dissemination, awareness-raising and training)

7. As follows.

(Dissemination, awareness-raising)

Entity	Description
MOJ	<p>The human rights bodies of MOJ have sought to raise awareness on the “Convention on the Rights of the Child” through lectures and workshops on the topic of children’s rights as well as “Human Rights Lectures” primarily for elementary and junior high school students.</p> <p>For coping with gender-based discrimination, ensuring the enjoyment of rights by children with disabilities and children belonging to minorities or indigenous peoples and tackling other human rights issues, the bodies have set “Protect Children’s Rights”, “Protect Women’s Rights”, “Eliminate Prejudice and Discrimination on the Grounds of Sexual Orientation”, “Eliminate Prejudice and</p>

	<p>Discrimination on the Grounds of Gender Identity Disorders”, “Eliminate Prejudice and Discrimination on the Grounds of Disabilities”, “Respect for the Rights of Foreign Nationals” and “Deepen Understanding of the Ainu People” as the priority targets of activities for human rights awareness-raising, and conducted various awareness-raising activities such as holding lectures and workshops, distributing promotional brochures and leaflets, and producing and lending out promotional videos.</p> <p>To protect the human rights of children who are responsible for the future and including those who in disadvantaged or vulnerable circumstances, the human rights bodies of MOJ have set “Protect Children’s Rights” as a priority target of activities for human rights awareness-raising and conducted various awareness-raising activities. Moreover, to spread the concept of respect for human rights including the prevention of bullying among young people, the bodies have conducted awareness-raising activities in cooperation with sports organizations and other private-sector associations.</p>
Cabinet Office	<p>The Cabinet Office is incorporating publicity for, and education on, this Convention among the items to be addressed during “Children and Young People’s Development Support Month” (held every November) and undertaking other activities aimed at a host of relevant parties.</p> <p>(Violence against women)</p> <p>The Cabinet Office has launched an annual campaign for the elimination of violence against women which is to be held from November 12th to the 25th, the International Day for the Elimination of Violence against Women, aimed at raising public awareness and strengthening efforts to tackle violence against women (including spousal violence, sexual crime, stalking, prostitution, human trafficking, sexual harassment, etc.) through partnership with local governments and NGOs.</p> <p>To raise awareness on strategies to combat human trafficking, the Cabinet Office distributes posters and leaflets, which are created in cooperation with relevant ministries, local governments and others, to local governments, air and sea ports, the Japan Association of Travel Agents (JATA) and others.</p>

MOFA	<p>MOFA has made efforts toward dissemination through setting up a special feature on its web page titled “The Convention on the Rights of the Child”, which includes the full text of the Convention as well as OPSC, OPAC, the related periodic reports, the Concluding Observations, the digital data for leaflets of the Convention and other related information.</p> <p>Additionally, MOFA and UNICEF co-hosted the “Symposium on the Convention on the Rights of the Child: Challenges for the Rights of Children” in March 2010.</p>															
MEXT	<p>(Schools)</p> <p>Schools provide guidance on the significance and the role of the Convention and other international laws related to human rights, respect for basic human rights, and child growth and formation as a person. The updated learning guidance principles from 2008 stipulate discussion on respect for basic human rights, the significance of international laws related to human rights, and a stance against discrimination in social studies at elementary schools, social studies (civics) at middle schools, modern society studies (politics and economics) at high schools, and the moral studies at elementary and middle schools.</p> <p>(University)</p> <p>While each university independently decides how to organize education majors based on its ideas and goals and takes responsibility for running the program, a greater number of universities than at the time of the previous report now provide education on protecting the rights of children and fostering conditions so that each child can participate in society with their own character.</p> <p><Number of universities with courses on the human rights of children></p> <table border="1" data-bbox="443 1704 1369 1886"> <thead> <tr> <th></th> <th>national universities</th> <th>public universities</th> <th>private universities</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY 2003</td> <td>34</td> <td>7</td> <td>61</td> <td>102</td> </tr> <tr> <td>FY 2013</td> <td>56</td> <td>26</td> <td>243</td> <td>325</td> </tr> </tbody> </table>		national universities	public universities	private universities	Total	FY 2003	34	7	61	102	FY 2013	56	26	243	325
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(Training)

Target	Description
Judges	The Legal Training and Research Institute, which is responsible for the training of judges, seeks in its training programs for judges who have been appointed to new duties or posts to deepen these judges' understanding of child trafficking and other human rights issues through lectures by officials from institutions engaged in human rights protection as well as lectures on various problems pertaining to international rules such as International Covenants on Human Rights and the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography. Other training programs seek to deepen the judges' understanding of the rights of children through joint research on problems pertaining to criminal cases involving juveniles and the custody of children and curricula addressing issues pertaining to the rights, protection, and welfare of children.
Legal apprentices	We are conducting classes at the Legal Training and Research Institute on a whole range of international human rights issues, including the Convention on the Rights of the Child, as part of the legal training that must generally be completed to be certified as a legal professional, including training on criminal cases involving juveniles and on cases in which the custody of the child is at issue and, to deepen understanding of these issues among interested apprentices, arranging opportunities to learn about the rights, protection and welfare of children.
Prosecutors	Prosecutors learn the provisions of the Convention on the Rights of the Child in various occasions including classes on the Convention in training programs tailored to their years of experience.
Correctional officers	We provide staff members of correctional institutions with training at the Training Institute for Correctional Personnel and its branch institutes (eight nationwide) that includes training classes on the Convention on the Rights of the Child and other international rules governing the human rights of inmates to familiarize these officers with the provisions of the Convention and other rules.

<p>Probation officers and volunteer probation officers</p>	<p>We provide training for probation officers in line with their years of experience to ensure that they give due consideration to the rights of children on probation.</p> <p>In particular, the training for newly-appointed probation officers offers a curriculum designed to help them better understand the rights of children, learn about the development of children, and acquire counseling knowledge and skills of counseling, and opportunities are arranged for them to learn the importance of encouraging juveniles on probation to express their own views and of according due consideration to these views.</p> <p>The training programs for volunteer probation officers conducted by probation offices are also designed to urge them to consider the rights of children when assigned to the supervision of juveniles on probation.</p>
<p>Officials involved in administering human rights protection</p>	<p>The Ministry of Justice provides specialized training each year on human rights for personnel serving at the Human Rights Department in the Legal Affairs Bureaus and the District Legal Affairs Bureaus nationwide, including a course on children’s rights incorporated into the curriculum, and holds a human rights workshop for personnel working at bureaus responsible for human rights promotion in local governments including lectures on children’s rights and on this Convention. The Legal Affairs Bureaus and the District Legal Affairs Bureaus nationwide also conduct a human rights workshop for personnel in the Human Rights Department that includes a lecture on children’s rights including this Convention.</p>
<p>Immigration officials</p>	<p>Personnel at the Immigration Bureau are provided with education by outside instructors (university professors, etc.) on the Convention on the Rights of the Child and other human rights-related treaties in a variety of training programs.</p>
<p>NPA</p>	<p>The National Police Agency (NPA) implements education related to the protection of children’s rights for managing police officers at Prefectural Police Headquarters and others in specialized courses at NPA and regional police academies.</p> <p>The police conduct education on human rights, including children’s rights, as well as human rights education regarding juvenile protection and other activities for newly hired police officers and promoted police officers at police academies. It also provides specialty education for</p>

	<p>employees involved with juvenile police activities to ensure appropriate job execution that gives sufficient consideration to the protection of children’s rights and implements guidance based on the Convention’s principles and rules for employees serving in detention management roles.</p>
Educational institutions	<p>Schools at all levels are providing instruction on the rights of children and respect for these rights across the full range of school education activities. Some prefectural boards of education have included human rights-related content in legally-mandated beginning teachers’ training and in training for in-service teachers tailored to their years of teaching experience. The National Center for Teachers’ Development, which carries out training deemed the responsibility of the national government, offers training incorporating human rights-related content for faculty members and others who play central roles in their communities to further enhance human rights education within school education. We are also endeavoring to make the Convention’s provisions more widely known through various training sessions and meetings for board of education members and other personnel.</p>
Child guidance centers and other welfare departments and agencies	<p>The Child Welfare Act was revised in June 2016 to mandate training for child welfare officers (including supervisors) at child guidance centers and specialist personnel at coordinating institutions for measures to aid children in need (these revisions went into force in April 2017).</p>
Personnel at counseling offices	<p>Counseling services on juvenile issues have been established, with specialist personnel, to promote the sound development of children, prevent violations of human rights and discover any such violations as soon as possible. A variety of institutions offer such counseling services, including Legal Affairs Bureaus, child guidance centers, education centers, juvenile guidance centers, juvenile classification homes, the Juvenile Divisions of prefectural police headquarters, and police stations.</p> <p>Given the importance of enhancing/strengthening these counseling services and advancing mutual collaboration between counseling offices in promptly and suitably handling consultations via these services, liaison conferences for personnel from counseling offices are held in</p>

each of six blocs nationwide.

(Best interests of the child and respect for the views of the child)

8. The police promote comprehensive measures related to juvenile delinquency prevention and juvenile protection based on the “Guidelines on Comprehensive Measures for Juvenile Delinquency Prevention and Protection” prepared in April 2004.

9. The police take steps to directly confirm the safety of children when they become aware of information that suggests child abuse, including having police officers go to the site, making inquiries to nearby residents, and checking various information sources. They assess the urgency and severity of the situation and pursue cases appropriately. They also notify child protection and child consultation centers and pursue responses with a top priority on confirming and securing the safety of children.

(Right to life, survival and development)

10. The police take several measures to protect children from crime such as the following:

- (1) promotion of monitoring and other activities on school routes and in other locations and quick and appropriate actions when crimes occur,
- (2) quick acquisition of information on suspicious persons and timely provision to local residents and others,
- (3) support for self-efforts to prevent crime, including “Child 110 Homes” for emergency evacuation of children and joint patrols with volunteer groups,
- (4) promotion of local monitoring activities via cooperation with related entities and groups, and
- (5) promotion of education on preventing victimization using participation- and experience-type formats in order to give children the skills to avoid dangers.

They also work with municipalities and others on “building safe and sound living areas” by developing environments that help prevent criminal victimization, such as increasing visibility by pruning trees along roads, in parks, and at other public facilities and installing crime-prevention lights, cameras, and other tools.

Additionally, NPA created a new version of the child crime-prevention text utilizing animated characters that are popular mainly with elementary students in March 2008. NPA promotes crime-prevention education by distributing the text to elementary schools, police stations, and other sites nationwide and making the text data available on the NPA’s web site.

The police make efforts to take preventive measures against sexual crimes, etc. forming teams to protect the safety of children and women, which conduct proactive and preventative activities such as identifying perpetrators through analysis and other means, making arrests or giving guidance or warnings at the stages of propositioning and stalking, precursors of sexual crime, at the Police Headquarters in April 2009.

Since June 2005, NPA has been receiving information from MOJ on released individuals who had been imprisoned for forcible indecency and other violent sexual crimes with children under the age of 13 years as victims and confirming the whereabouts of these former prisoners through prefectural police. Additionally, since April 2011, it has been having interviews with subject former prisoners as necessary with their consent.

11. The human rights bodies of MOJ have set “Protect Children’s Rights” as one of the priority targets of activities for human rights awareness-raising and conducted various awareness-raising activities such as holding lectures and workshops on the topic of child bullying and abuse, distributing promotional brochures and leaflets, and producing and lending out promotional videos. The bodies also hold “Human Rights Lectures” aimed at children to teach them about compassion and the preciousness of life by providing them with opportunities to think about bullying and other human rights issues, mainly for elementary and junior high school students.

In addition to operating the human rights counseling centers, the bodies have distributed “Children’s Rights SOS Mini Letters” which are pre-stamped and addressed sealable postcards to elementary and junior high school children nationwide since 2006. Furthermore, the bodies switched the counseling telephone service “Children’s Rights Hotline” to a toll-free service in 2007 and established the human rights counseling service on the Internet called “SOS E-mail”. Through these services, the bodies respond to consultations related to the children’s rights and give a suitable advice or introduce related entities. When become aware of alleged children’s rights violations such as violence or abuse against children, the bodies investigate each case without delay and take appropriate measures depending on the case.

(Protection of privacy and protection of image)

12. The police handle summons and interrogations taking into account the characteristics of juveniles such as the following:

- (1) When it is deemed more suitable for a police officer to visit the person’s home or summon the person to a facility other than a police station than to summon

them to a police station, this method can be used.

- (2) The timing of interrogations as much as possible should avoid times when the juvenile is attending school or working and late night hours, and efforts should be made to avoid prolonged interrogations.

(Access to information and protection from harmful material)

13. To facilitate juvenile use of the Internet safely and without concern, ministries and agencies cooperate toward the promotion of related measures, including assistance from private-sector groups, such as education and awareness-raising activities for suitable Internet use by juveniles and performance improvement, and wider use of filtering of information harmful to juveniles, based on the Act on Development of an Environment that Provides Safe and Secure Internet Use for Young People and the Basic Plan.

14. Prefectures implement regulations defined by ordinances on juvenile development to address harmful environments facing juveniles. The Cabinet Office supports efforts by prefectures through provision of the latest information on ordinance enactment by various prefectures, and designation of harmful books and other materials.

15. METI supports private-sector research regarding rating standards for harmful information on the Internet and filtering methods by holding liaison meetings for formulation and revision of rating standards and formulation of judgment standards on the format of desired filtering.

16. Additionally, METI has been holding seminars for juveniles, guardians, school-related persons, and others; training sessions for guidance personnel for educating and raising awareness among juveniles; and Internet safety classrooms for general Internet users with the goal of contributing to safe and trouble-free Internet usage.

17. Private-sector guidelines that present assessment standards and other principles to help providers and others quickly and appropriately eliminate illegal and harmful information on the Internet were prepared in November 2006 and have been continuously updated since then, and the Ministry of Internal Affairs and Communications (MIC) supports the preparation and updates of these guidelines.

18. MIC promotes use of filtering on mobile phones used by juveniles based on the “Act on Development of an Environment that Provides Safe and Secure Internet Use for Young People” enacted in June 2008 with the aim of protecting children from harmful contents and aiding their healthy development.

19. MIC has developed and is lending out educational materials for elementary, lower secondary, and upper secondary school students to improve their media literacy, and it is providing packages of practical teaching materials for teachers on MIC’s website.

20. To protect juveniles from harmful information that interferes with the healthy development of juveniles, the police stay abreast of sales practices at bookstores, convenience stores, rental video stores, and other stores and operating conditions for vending machines that sell magazines, videos, and other materials that are harmful to juveniles; provides guidance and make requests to business operators to promote voluntary measures, such as confirming the buyer’s age and ensuring that shelving is properly separated; and issues warnings and conducts crackdown activities.

Additionally, the Act on Control and Improvement of Amusement Business, etc. stipulates that authorities can order operators of businesses selling or renting adult DVDs and other related materials to halt business operations if they commit crime that include distribution of lascivious materials and distribution of child pornography. The police implement the measures based on this act.

21. The police conduct crackdowns on illegal information using various legal regulations and also promotes cyber guidance that advises children on inappropriate entries, requests to remove illegal and harmful information, operation of an Internet Hotline Center for reports to police, and other initiatives in light of the flood of illegal and harmful information on the Internet and rise in welfare crime victims related to Internet use.

22. To prevent criminal victimization of children related to Internet use, the police implement initiatives aimed at safe usage of the Internet by children through collaboration with related entities, such as guidance and requests to mobile phone operators related to filtering recommendations, awareness-raising activities for guardians, and promotion of information morals education to children, in light of the “Third Basic Plan on Measures for Providing Safe and Secure Internet Use for Young People” formulated in July 2015.

23. MEXT works with local government entities, private-sector groups, and others on initiatives that promote measures for dealing with the harmful environment facing juveniles, such as holding learning and participation symposiums on filtering and Internet usage rules, supporting innovative efforts in various areas, implementing nature and overnight-stay experience programs for juveniles exhibiting Internet dependency, producing and distributing awareness-raising materials, and holding national forums.

24. The Welfare and Culture Working Group under the Social Security Council established in 2001, which consists of experts and academics, recommends healthy child cultural materials. Recommendations in fiscal year 2015 included 38 items under publications, 14 items under performing arts, and 20 items under images and media.

(Helpline)

25. See Paragraph 329 of the third periodic report for the Youth Telephone Corner (juvenile consultations) run by police.

(Children with disabilities)

26. As of May 2015, there were 90,270 schoolchildren in elementary and junior high schools being provided resource room programs for students with disabilities, 201,493 schoolchildren enrolled in special needs classes at elementary and junior high schools, and 137,894 kindergarten students and schoolchildren enrolled in special-needs schools (from kindergarten through upper secondary department). In light of Article 16 of the Basic Act for Persons with Disabilities, which states “The national government and local public entities must promote mutual understanding between children and students with disabilities and children and students without disabilities by proactively facilitating their interaction and joint studies,” efforts are being made to ensure that schoolchildren enrolled in special-needs schools enjoy interaction and joint studies with schoolchildren without disabilities enrolled in elementary, junior high and other schools. In FY2015 there were 40 schoolchildren in Japan excused/exempted from compulsory school attendance at the request of their guardians for reasons of invalidity or deficient development.

27. Provisions in the Ordinance for Enforcement of the School Education Act regarding the determination of schools that children are to attend were amended in August 2013, with the traditional scheme for assigning children with disabilities who satisfy the

school attendance criteria to attend special-needs schools being revamped to allow school assignment from a more comprehensive perspective that takes into account such factors as the nature/degree of disability, the educational needs of the student, the views of the student and his/her guardians, pedagogical, medical, psychological and other specialist viewpoints, and school/local circumstances, and with opportunities to hear the views of guardians and experts being expanded. School assignments have thereafter been determined by boards of education, with the wishes of students and their guardians respected as far as possible.

28. Support is provided at elementary and junior high schools, etc., by such means as assigning special-needs support assistants to provide assistance in performing routine daily and school tasks. Local allocation tax grants to enable the assignment of special-needs education support assistants have been enhanced year-after-year, and in FY2016 assistants were assigned for 53,800 students, representing a year-on-year increase of 4,100.

29. See paragraph 352 in the 3rd Government Report with regard to promotional grants for school enrollment on special needs education.

30. The national curriculum guidelines for elementary and junior high schools call on schools to make systematic innovations to instructional content and instructional methods in accordance with the nature/degree of the disabilities of individual schoolchildren by preparing individualized education support plans, etc., for schoolchildren with disabilities, to arrange opportunities for interaction and joint study between students with disabilities and students without disabilities, to endeavor to produce a society fair and equitable to all without discrimination or prejudice, and to take steps to enhance interactions with people with disabilities.

31. The government's educational guidelines for special-needs schools stipulate items of consideration for each type of disability. As items for consideration at special-needs schools that educate visually-impaired schoolchildren, the guidelines' elementary and junior high school section stipulates that "schools are to methodically instruct and have students become proficient in the reading and writing of braille and ordinary characters in keeping with the nature/degree of the child's visual impairment. Suitable instruction tailored to the child's stage of development, etc., is also to be provided that encourages the understanding of kanji characters and words of Chinese origin by children who

ordinarily use braille for learning,” and instruction is provided in accordance with this stipulation. As items for consideration at special-needs schools that educate hearing-impaired schoolchildren, the guidelines’ elementary and junior high school section stipulates that “schools are to appropriately utilize communications means such as voice, written characters, and sign language in accordance with the nature/degree of the child’s hearing impairment and utilize innovative instructional methods to ensure vigorous and mutual conveyance of ideas,” and a variety of communications means such as a sign language are selected/used in providing such instruction. When providing resource room programs for students with disabilities special or organizing a special educational curriculum for special needs classes, schools are to refer to the national educational guidelines for special-needs schools and flexibly organize the educational curriculum in line with their particular circumstances.

32. Act on Promotion of Distribution of Specified Books, etc. Used as Textbooks for Disabled Children and Students has been enforced. The Act states that the government seeks to promote the issue of textbooks with enlarged lettering/diagrams, Braille textbooks, etc., for students with disabilities, and the widespread use of specified textbooks, etc. by taking necessary measures to foster their use, etc.

33. It is stipulated in the Education Personnel Certification Act and elsewhere that a person wishing to acquire an ordinary license for teaching at kindergartens and elementary, junior high and high schools must complete courses that include special-needs education in their coverage. Faculty members at special-needs schools as a general rule must be licensed to teach at special-needs schools.

34. In keeping with the spirit of the Basic Act on Education, the government’s Basic Programme for Persons with Disabilities stipulates that consideration be given to encouraging schoolchildren with disabilities to attend upper secondary education and that efforts be made in collaboration with welfare/labor organizations and others to enhance job assistance. It also stipulates that students with disabilities are to be assisted in pursuing higher education by guaranteeing them access to information, according them due consideration in communications, giving them barrier-free access to facilities, making suitable accommodations for them in university entrance examinations, etc., and publicizing information at universities and elsewhere.

35. (Concluding Observations paragraphs 8, 58, and 59(d)(e)(g)) Given that the level of competition has risen in sports for the disabled, oversight responsibility for matters closely tied to promoting sports was transferred as of fiscal 2014 from the Ministry of Health, Labour and Welfare to the Ministry of Education, Culture, Sports, Science and Technology. The Sports Agency established in October 2015 has been working both to boost the competitive level of sports for the disabled and to broaden their reach. Parties involved with sports and/or with the welfare of persons with disabilities have developed systems for collaboration/cooperation in broadening the reach of sports for the disabled, and are working in concert to promote sports for the disabled in communities.

36. The Support Centers for Persons with Development Disabilities created through the Act on Support for Persons with Development Disabilities are striving to discover development disabilities in their early stages and promptly provide development support through such approaches as offering specialist consultations/advice to children or other persons with development disabilities and their family members, and conducting training for local government personnel, welfare workers, etc.

37. See paragraph 349 of the 3rd Government Report with regard to support systems for persons with development disabilities.

38. The “Development Cooperation Charter” formulated in February 2015 lists ensuring equity and consideration to the socially vulnerable as principles for securing the appropriateness of development cooperation, and in implementing development cooperation, Japan pays full attention to the social impact and gives full consideration to ensuring equity, while making efforts for the participation of wide-ranging stakeholders in every phase of development cooperation, with a view to consideration of the socially vulnerable such as persons with disabilities.

39. Japan contributed a cumulative total of approximately US\$365,000 to the United Nations Voluntary Fund on Disability during the ten years between 2006 and 2015, and it has been making financial contributions nearly every year toward disability-related support projects to the UN Economic and Social Commission for Asia and the Pacific (ESCAP) (an earmark of US\$50,000 was approved for FY2015).

(Health and healthcare services)

40. Health checkups are conducted when students enroll in schools, and health checkups

and health consultations are offered at school in accordance with the School Health and Safety Act.

41. A “Nursing/Weaning Support Guide” touting the advantages of breast-feeding in infancy was formulated for healthcare providers in Japan in 2007 to support efforts to maintain maternal and infant health and to form healthy mother-child and parent-child bonds by presenting key points in support of breast-feeding to help create environments in which mothers wishing to breast-feed their children can do so naturally without problem.

42. As part of the administration of maternal and child health, city/town/village healthcare centers have been conducting health education projects for adolescent females, etc., to disseminate knowledge on sex and birth control and offer consultation and guidance on the impacts of elective abortion, etc., and implementing measures to support voluntary birth control on the part of women, including providing guidance and information on sex education, birth control, and the impacts of elective abortion via public health nurses at healthcare centers and reproductive health supporters.

43. The percentage of babies with low birth weights (less than 2,500g) has been in an uptrend over recent years due to an increase of multiple pregnancies resulting from widespread introduction of assisted reproduction technologies. The death rate for low-birth-weight infants has been in a downtrend due to the establishment of perinatal care systems.

44. “Healthy Parent-Child 21 (Phase II),” a national campaign for maternal and child health started in April 2015, aims to reduce the percentages of infants/students who tend to be excessively underweight/overweight and of children who skip breakfast, and this plan is being implemented through the concerted efforts of interested persons/organizations, the general public, local governments, and the national government.

45. Welfare-oriented and medical-oriented living support facilities for children with disabilities have been set up as locations admitting children with disabilities and providing them with guardianship, instruction in day-to-day tasks, knowledge and skills, etc.

46. Group guidance classes for mothers (parents), etc., at public health centers, as well as one-on-one in-home health guidance visits, are being provided in response to consultations from children with disabilities and their guardians, and instruction on medical care and childcare is offered so that children with physical disabilities or children in danger of developing physical disabilities in the future can receive suitable medical treatment or welfare measures as soon as possible. Support to allow children with disabilities to live at home is also provided through in-home nursing care in accordance with the Comprehensive Services and Support for Persons with Disabilities Act and child development support in accordance with the Child Welfare Act.

[1] Provision of equipment for daily living

We supply or lend equipment for daily living to make life more convenient for children with disabilities that hinder day-to-day living.

[2] In-home nursing care

We are promoting the independence and social participation of children (or other persons) with disabilities to enhance their welfare through such measures as bathing assistance and other assistance spanning the full spectrum of day-to-day living so that children (or other persons) can live at home.

[3] Child development support, etc.

Children with disabilities are directed to child development support centers, etc., and offered instruction in the basic tasks of day-to-day living, provided with knowledge and skills, and given adaptive training for communal living to help children with disabilities to be more independent and more adaptive to social life.

47. A new subsidy system to partially offset medical treatment expenses for specified chronic pediatric diseases that covers part of the self-pay portion of these medical treatment expenses has been implemented since January 2015 to reduce the burden of medical treatment expenses on the families of children with specified chronic pediatric diseases for the sake of the children's sound development.

48. We have conducted a survey on health management in school life (FY2013) and a survey on mental health care for children during emergencies/disasters (FY2012) to ascertain current health issues among schoolchildren as part of our efforts to resolve today's mental health issues, and we are holding symposiums and workshops for faculty members, etc., to disseminate information on, and educate them in, useful approaches to health management and health guidance in schools.

We are also carrying out projects to support efforts aimed at resolving issues relating

to school health in communities and training teachers and other instructors, and we are preparing/distributing reference materials for teachers and pamphlets for guardians regarding mental health care.

(Drug abuse)

49. To prevent youth drug abuse, the police have been taking steps to intercept the drug supply and eradicate demand by cracking down on drug-related offenses and by engaging in publicity and educational activities concerning harmful effects and hazards of drugs.

We are also striving for closer collaboration with schools and other relevant institutions, and working through street patrols, etc., to uncover and offer guidance to young drug abusers.

50. In 2015, 119 juveniles were arrested for stimulant drug-related offenses while 144 were for cannabis, and 7 were for thinner or other organic solvents.

51. To prevent juveniles from having ready access to alcohol and cigarettes, the police are collaborating with relevant organizations to offer guidance to, and make requests of, concerned groups and business operators on consistent age checks in accordance with the Act for Prohibiting Minors from Drinking and the Act for Prohibiting Minors from Smoking, and are engaged in other efforts for the protection and sound development of youth, such as cracking down on bad business operators through pro-active enforcement of laws and ordinances, promoting voluntary measures by relevant groups and business operators to prevent recurrences, and undertaking publicity and educational activities aimed at young people regarding the adverse effects of alcohol and tobacco consumption.

52. Education on preventing drug abuse is being provided at schools across the full range of school educational activities, especially in physical education and health education classes, in accordance with the government's guidelines for education. Guidance is also being provided to prefectural boards of education, etc., to arrange classes in junior high and high schools on preventing drug abuse that offer guidance by former police officers, school pharmacists, and other outside experts. We are also preparing/distributing teaching materials that offer comprehensive commentary on drug abuse and other problems facing schoolchildren, utilizing large displays at sports arenas and similar locations for publicity and educational purposes, and holding symposiums.

53. Japan actively engages in measures against illicit drug trafficking in Southeast Asia, Afghanistan, Central Asia and other regions through contributions to the United Nations Office on Drugs and Crime (UNODC). In particular, it continues to support countermeasures against synthetic drugs such as New Psychoactive Substances (NPS), abuse of which has become a growing concern in recent years, and demand reduction projects that offer education and medical treatment for drug users, including juveniles.

54. The Ministry of Health, Labour and Welfare established the elimination of tobacco and alcohol consumption by minors as one of its goals in the “Healthy Japan 21” program that began in 2000 and “Healthy Japan 21 (Part 2)” launched in 2013, and has been engaged in awareness-raising efforts on the health impacts of tobacco and alcohol consumption by minors through symposiums and training for relevant officials in local governments. Japan also signed the World Health Organization Framework Convention on Tobacco Control in June 2004, and has been holding liaison conferences for the ministries/agencies connected with smoking countermeasures with the aim of promoting anti-smoking measures in close collaboration with the relevant ministries/agencies.

We also hope to utilize pamphlets, the Internet and other means to provide accurate information on the health impacts of alcohol and tobacco consumption and spark a broader national debate, all the while working toward our goal of eliminating alcohol and tobacco consumption by minors.

55. We provide guidance for overcoming drug addiction at penal institutions as one of the “special guidances for persons deemed likely to face difficulties in reforming/rehabilitating or smoothly reintegrating into society due to specific circumstances”, and we are working in cooperation with private-sector self-help groups that focus on drug addiction recovery to offer guidance for these persons to consider specific ways of desisting from drugs in the future.

56. In 2011 a correctional educational program on drug abuse prevention was developed for juvenile training schools and, after trials at four selected priority instructional facilities started in 2012, this program was introduced into all juvenile training schools from 2013; we are reviewing the progress made in order to enhance our guidance.

57. Specialized treatment is being provided to persons on probation for drug offenses to teach them specific methods of avoiding re-abuse of drugs, and we are working more

closely with medical institutions and self-help groups for drug addicts so that we enhance local support for them.

(Social security and childcare services and facilities)

58. As of April 2015, after-school child sound development services have been made available to children up to elementary-school age to expand the number of children accepted, and facility operating standards and operating guidelines have been formulated to ensure a certain minimum level of quality. The services were being provided at 22,608 locations to 1,024,635 registered children as of May 2015. The national government, prefectural governments, and city/town/village governments are contributing one-third each of the funding for this project (Children and Childrearing Support Subsidies).

(The right to education)

59. The police have assigned retired police officers to police stations and other locations to be dispatched as school supporters upon requests from schools in order to deal with bullying and other problem youth behavior in schools, conduct patrols, offer counseling, provide advice on ensuring child safety, etc.

60. We have been preparing/distributing Japanese-language instructional materials and guidance materials, assigning additional instructors to schools that accept foreign schoolchildren, training teachers responsible for foreign schoolchildren, and implementing projects to support local governments that are establishing systems to accept foreign schoolchildren. We have also partially amended the Ordinance for Enforcement of the School Education Act so that special curricula for schoolchildren needing Japanese-language instruction can be compiled and implemented.

61. With regard to Paragraph 397 of the 3rd Government Report, Japan requires children to attend elementary and junior high school from age 6 to 15. If foreign-national guardians wish to enroll their children in public compulsory education schools, these children will be accepted without charge and are guaranteed the opportunity to receive the same education as Japanese students, including free supply of textbooks and assistance for school attendance.

62. With regard to Paragraph 397 of the 3rd Government Report, approximately 54% of five-year-olds were enrolled in kindergartens as of 2013.

63. With regard to Paragraph 398 of the 3rd Government Report, 77% of students are receiving assistance of up to 100% of tuition through income-based tuition assistance provided by the national and prefectural governments. Grant-type scholarships not requiring repayment and loan-type scholarships are available for educational expenses other than tuition.

64. With regard to Paragraph 402 of the 3rd Government Report, there were 541 integrated junior high and high schools nationwide as of 2014.

(Rest, play, leisure, recreation, and cultural/artistic activities)

65. Japan formulated a “Sport Basic Plan” in March 2012 for comprehensively and systematically pursuing policies relating to sports, and policies relating to sports have been pursued in line with this Plan since fiscal year 2012.

It is absolutely essential that people engage in sports activities suited to their life stages in order to enjoy lifelong physical and mental health and culturally-enriched lives. In accordance with the Sport Basic Plan, we are seeking to ensure that at least one comprehensive club is set up in each city/ward/town/village, and we are now engaged in supporting the creation of comprehensive clubs and networks; as of July 2014, comprehensive clubs had been established in 80.1% of cities/wards/towns/villages with comprehensive community sports clubs.

As of fiscal year 2014 there were 34,036 youth sports associations providing community-based sports venues for children nationwide.

(Economic exploitation)

66. Police when consulted are endeavoring to give due consideration to the location of the consultation and the language used in order to recognize/ascertain victims of human trafficking.

(Sale, trafficking and abductions)

67. In November 2014, Japan and ASEAN adopted the “ASEAN-Japan Joint Declaration for Cooperation to Combat Terrorism and Transnational Crime,” which listed “Trafficking in Persons” as one of eight priority areas for cooperation.

68. As part of the follow-up process of the “Regional Ministerial Conference on People Smuggling, Trafficking in Persons and Related Transnational Crime” (“Bali Process”)

co-chaired by Indonesia and Australia, Japan is working to enhance information sharing on the issues of people smuggling and trafficking in persons among the countries concerned, by dispatching experts to working groups and by contribution to the Bali Process website.

69. Japan is actively supporting capacity-building projects to countries that are not equipped with sufficient anti-trafficking measures. For example, it offers support for capacity-building projects in local communities which include measures against trafficking in persons through the UN Trust Fund for Human Security established on Japan's initiative, and also supports projects which provide training to law enforcement officials in Southeast Asia and Africa to enhance their law enforcement capabilities through the Crime Prevention and Criminal Justice Fund managed by the United Nations Office on Drugs and Crime (UNODC).

(Other exploitation)

70. Law Concerning Prevention of Unjust Acts by *boryokudan* (“organized crime syndicates”) Members prohibits actions by designated *boryokudan*, such as compelling youth to join *boryokudan*. We are seeking to protect juveniles from *boryokudan* by applying these provisions in issuing administrative orders against designated *boryokudan* members who have compelled juveniles to join designated *boryokudan* or have hindered their withdrawal from designated *boryokudan*.

(Administration of juvenile justice)

71. (Concluding Observations 85(g)) To enable juvenile offenders to be reintegrated into society and to encourage them to take constructive roles in society, we have begun a new business skills course (introductory PC skills) in order to enhance occupational training in juvenile prisons. We also actively provide occupational instruction in juvenile training schools; 1,345 of the 2,879 juveniles released from juvenile training schools in 2015 had obtained qualifications or licenses via a variety of occupational instruction courses. Academic instruction is also actively provided in juvenile training schools; in 2015, 184 juveniles got junior high school diplomas or certificates of completion during their incarceration.

72. “Juvenile probationers” include children put under probation by a family court judgment, children paroled from juvenile training schools or from juvenile prisons, and children under probation with suspension of execution of the sentence. These forms of

probation are carried out with supervision and assistance by probation officers and volunteer probation officers to ensure that the juveniles on probation comply with conditions and, in setting conditions and carrying out probation service, the most suitable methods are adopted so that juveniles become good members of society, with sufficient consideration for the age, background, mental and physical health, families and associates, and other environmental factors affecting the juveniles on probation.

We are also suitably addressing modes of delinquency and the problems facing individual juveniles by, for instance, having them engage in social contribution activities designed to acquire their sense of self-efficacy and develop greater moral awareness as well as social skills.

73. We have organized support teams comprising responsible school officials as well as police and child consultation center personnel to suitably respond to the problems of individual juveniles, and these team members provide juveniles with guidance and advice as specialists in their respective areas of endeavor.

The police are collaborating with relevant institutions to support juvenile rehabilitation, particularly at the youth support centers set up by prefectural police, by providing guidance and advice to juveniles facing problems relating to misconduct, criminal harm, etc.

74. We recognize that attorneys are engaged in the following activities:

(1) The December 2010 issue of *Jiyu to Seigi* (“Liberty & Justice”), the journal of the Japan Federation of Bar Associations, compiled a special feature on the concluding observations of the UN Committee on the Rights of the Child and on the Basic Act on the Rights of the Child. A pamphlet entitled “The Status of the Rights of the Child in Japan from a UN Perspective” was prepared, explaining recommendations made by the committee to conform to UN standards under the section on children who have committed crimes, and this was followed up with the publication of the book *Human Rights of Children in Question*.

(2) To guarantee the procedural rights of children who come into conflict with the law, the Japan Federation of Bar Associations has set up a “Central Board on Realization of Court-appointed Attendant System for All Detention Cases” to put into place a nationwide system to assign official attendants and attorneys for juveniles paid by the national government, and each year it holds training based on UN rules governing juvenile justice at a nationwide exchange meeting of people with experience as official attendants and training for bar associations and attorneys across the country, being sure

to cover the Convention on the Rights of the Child in these training sessions. Japan Federation of Bar Associations and local bar associations are also preparing manuals for official attendant activities in line with the Convention on the Rights of the Child.

(3) The Japan Federation of Bar Associations compiled a “Statement of Position Requesting the Eradication of Corporal Punishment or Other Cruel or Degrading Punishment for Children” dated March 19, 2015 and presented it to the relevant ministries and agencies.

II.OPSC

(Dissemination, awareness-raising and training)

75. As follows

<p>NPA</p>	<p>(Introducing Service on Internet)</p> <p>NPA distributes leaflets that address the dangers of using opposite-sex introducing sites, which can easily lead to child prostitution, child pornography, and other criminal victimization, and content from the Act on Regulation on Soliciting Children by Using Opposite Sex Introducing Service on Internet to middle schools and high schools nationwide through prefectural police, also makes these leaflets and measures to prevent victimization available on NPA’s web site, and conducts educational and awareness-raising activities. It distributes awareness-raising DVDs that advise against use of opposite-sex introducing sites to prefectural police as well.</p> <p>Furthermore, in response to a growing volume of child welfare crime victims linked to community sites in recent years, NPA is promoting various initiatives to improve the information morals of children, such as strengthening awareness-raising activities for guardians (including distribution of leaflets to guardians), strongly requesting that mobile phone operators recommend filtering usage, and boosting awareness of Internet features and dangers at delinquency prevention classes and other venues.</p> <p>The police educate police employees about measures to address human trafficking crimes at a wide range of opportunities, including various seminars.</p> <p>(Child Pornography, Child Abuse)</p>
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NPA discloses statistical materials and incident overviews for child pornography crimes and child abuse cases on NPA's web site and implements educational and awareness-raising activities to prevent victimization.

Additionally, it cooperates with related ministries and agencies to display posters related to the prevention of child abuse on bulletin boards at police stations, distribute leaflets, and conduct other educational and awareness-raising activities during the "Month for Efforts to Prevent Child Abuse."

(Child Abuse)

For child abuse, the police provide guidance and education from the perspective of early discovery of child abuse and on the content of the Act on the Prevention, etc. of Child Abuse utilizing opportunities such as hiring education and training to improve expert knowledge and skills related to child abuse issues, such as understanding the characteristics of abused children and collaboration with related entities, to police employees giving support to child protection and guardians. In particular, NPA conducts training on the guidelines for dealing with child abuse, including the format of action collaboration with related entities, for police employees involved with prevention of child abuse at prefectural police headquarters.

(Human Trafficking)

NPA has been creating leaflets in multiple languages that appeal for victim reports to the police or other authorities annually since 2005 with the goal of discovering human trafficking victims, and distributes the leaflets to related ministries and agencies and locations where they can be readily seen by victims.

NPA has posted educational and awareness-raising videos on its web page with subtitles in Japanese, English and Thai to prevent human trafficking crimes since January 2015.

NPA makes efforts to disseminate information on the OPSC and an outline of the amendment to the Act on Regulation and Punishment of Acts Relating to Child Prostitution and Child Pornography, and the Protection of Children to police officers at the national congress and

	<p>other occasions and to crack down on those crimes, etc.</p> <p>(Victims)</p> <p>Police academies provide newly hired or promoted police officers with education on the human rights of women and children and classes on the outline of investigating violence against women, with education designed to have the officers understand consideration for the human rights of victimized women. Specialized education is also provided to personnel engaged in investigating sex crimes or child abuse incidents or in protecting/supporting victimized children to train them in the knowledge, skills, etc., necessary to carry out their duties properly with due consideration for the human rights of the victimized children.</p> <p>The police are endeavoring to raise awareness among employers through on-site investigations of adult entertainment businesses, etc.</p>
MOJ	<p>To protect the human rights of the children who are responsible for the future, including coping with those instances pertaining to child prostitution and child pornography, the human rights bodies of MOJ have set “Protect Children’s Rights”, “Eliminate Human Rights Violations on the Internet”, and “Stop Trafficking in Persons” as the priority targets of activities for human rights awareness-raising, and conducted various awareness-raising activities such as holding lectures and seminars, distributing promotional brochures and leaflets, posting Internet advertisements.</p> <p>As part of those activities, the bodies produced promotional materials on the topic of “the Internet and human rights” and distributed them to first-year high school students across the country, and have used them for awareness-raising activities.</p> <p>(Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, Concluding Observations, paragraph 39(c)) Graduate school professors researching forensic interviews give lectures on methods of questioning children in the training programs for prosecutors tailored to their years of experience.</p> <p>Courses on human rights problems, including the problem of child abuse, continue to be offered to personnel at correctional institutions as part of the training at the Training Institute for Correctional Personnel</p>

	<p>and its branches (eight nationwide), with the aim of further familiarizing them with the content of the Protocol, etc.</p> <p>In the training programs for probation officers in line with their years of experience, we have established a curriculum that teaches about the psychology of crime victims, including children, so that probation officers undertake their duties with due consideration for the victims of crime.</p> <p>The training programs for Immigration Bureau personnel include classes taught by outside instructors (university professors) on human rights-related treaties, including the Convention on the Rights of the Child.</p> <p>The Legal Training and Research Institute, which is responsible for training judges, conducts training on consideration for the victims of crime, including children, to heighten the awareness of judges.</p>
MHLW	<p>The Act on the Prevention, etc. of Child Abuse defines sexual abuse as obscene behavior toward children by their guardians, and prohibits such behavior. The Ministry of Health, Labour and Welfare is actively engaged in publicity and education efforts to prevent child abuse.</p> <p>We have prepared a “Child Abuse Response Manual” as a compendium of know-how on dealing with cases of child abuse, and we offer support that enables personnel at child consultation centers and child welfare facilities to respond appropriately toward abuse by explaining in detail approaches to responding to requests for protection by children themselves and to allegations of sexual abuse.</p>
MEXT	<p>School education venues provide student guidance, human rights education, and other guidance to help children avoid becoming either the perpetrators or victims of child prostitution or child pornography. In addition to addressing the need for respecting the opposite sex, appropriately processing information, and choosing the right behavior in line with the government’s educational guidelines, we conduct training for teachers’ consultants as well as prepare guidance materials for teachers and distribute them to boards of education nationwide to enable better guidance on information ethics.</p> <p>We also prepare educational materials to promote public awareness among young people and distribute them to elementary, junior high, and high schools, etc., nationwide.</p>

<p>Japan Tourism Agency</p>	<p>The Japan Tourism Agency, the Ministry of Land, Infrastructure, Transport, and Tourism, took action to prevent human trade in Japan by sending notifications to the travel industry to respond suitably to prevent child prostitution and other activities in light of the Government’s adoption of the “2009 Action Plan to Combat Trafficking in Persons.”</p> <p>Japan worked with the UN World Tourism Organization (UNWTO) to promote domestic awareness of the UNWTO’s Global Code for Ethics in Tourism, which stipulates various points to realize responsible tourism such as eradicating tourism-related exploitation of children. The UNWTO issued a Japanese version of the Global Code for Ethics in Tourism in fiscal 2014 and the Government assists activities to boost awareness in Japan’s private sector.</p>
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(Prohibition of sale of children, etc.)

76. See paragraph 20 in the third periodic report with regard to the addition of human trafficking offenses to the reasons for rescinding the license of an adult entertainment business.

77. To prevent the use of opposite-sex introducing sites or community sites in facilitating child prostitution and other child victimization, the police check on whether the operators of opposite-sex introducing sites have taken the necessary steps stipulated by law to prevent use by children, offering guidance or cracking down on misbehavior as necessary, and urge community site operators to strengthen their voluntary measures to prevent harm to children. The police also undertake publicity and educational efforts directed toward children, guardians, school officials, etc., crack down on crimes against child victims on the Internet, offer protection and guidance online, and conduct cyber patrols for illegal and harmful information such as child pornography.

78. The police are working to familiarize victims of human trafficking with the protective measures available, to adequately explain the legal procedures for special residence permission, and to brief them as far as possible on the progress of investigations. In cases in which a victim of human trafficking commits a crime as part of, and incidental to, the trafficking, steps are taken to give due consideration to that person’s victim status.

79. We recognize that attorneys are engaged in the following activities:

(1) Compilation of “Statement of Position Requesting Introduction of Forensic Interview System for Children” dated August 19, 2011

In keeping with paragraph 39(a) of the Concluding Observations on the Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, a statement of position recommending the introduction of a system for forensic interviews of children was prepared and submitted to the relevant ministries/agencies.

(2) The Japan Federation of Bar Associations Criminal Defense Center Study Group Meeting on Deposition Analysis, March 23, 2015

Professor Makiko Naka of Hokkaido University’s Graduate School of Letters, a psychologist and researcher on forensic interviews, gave a guest lecture presentation entitled “Appraisal of Children’s Depositions and Forensic Interviews.”

80. Incidents of child prostitution occurring overseas are punished through application of the international criminal punishment provisions of the Act on Regulation and Punishment of Acts Relating to Child Prostitution and Child Pornography, and the Protection of Children.

III. OPAC

(Dissemination, awareness-raising and training)

81. As follows.

MOD	The Ministry of Defense conducts education on the Convention on the Rights of the Child, etc., at the National Defense Academy and Self-Defense Forces’ schools, and will endeavor to enhance and extend these educational efforts in the future.
PKO	The Cabinet Office’s PKO Secretariat provides pre-dispatch training on the Convention on the Rights of the Child for headquarters personnel, military unit personnel, and liaison and coordination personnel being dispatched to take part in international peace cooperation operations.
Police	Police academies are providing newly hired or promoted police officers with human rights education on the rights of children and, in classes on combatting crimes deleterious to the welfare of children, with education based on the provisions of the Child Welfare Act and the Labor Standards Act that correspond to prohibitory provisions in the Protocol.

Police officers involved in fighting crime harmful to youth welfare are also given specialized education designed to train them in the knowledge and skills necessary to carry out their duties properly in investigating criminal cases and protecting children.

(End)