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**2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES**

**Japan-EU Seminar on Youth**

**Opening remarks by Pierre Mairesse,**

**European Commission, DG Education and Culture,**

**London, 23 November 2005**

**Welcome**

- First of all I would like to welcome you all on behalf of the European Commission. I would like to particularly welcome our friends from Japan who have done the long journey from Japan to meet with us today. Thanks a lot for your effort and for being with us today.
- 2005 is the Year of EU-Japan People-to-People exchanges. It offers a good opportunity to meet and get in contact with each other.
- Youth and those working with young people are considered a very relevant and important target group for people-to-people exchanges to be promoted in the year 2005.
- The seminar gives us the opportunity to initiate a first dialogue between youth administrations, youth organisations and youth researchers on youth policy and youth work. We would like to have an exchange of views and best practices which would mutually benefit both sides.
- In this sense the EU and Japan have a lot in common: they consider youth as an important part of policy-making and of the future development of their societies.

**Youth at EU level**

- At EU level youth is a rather “young” policy field with a relatively weak legal basis. In fact, according to Article 149 of the Treaty the EU can (only) encourage cooperation between Member States by supporting their actions while fully respecting the responsibility of Member States for the content of teaching, the organisation of education systems and their cultural and linguistic diversity.

- However the same article allows the EU to develop various Community actions which directly or indirectly concern young people. This has been possible in the fields of education, youth exchanges and mobility, employment and training, languages and, more recently, access to information technology.

### **Youth Programme and White Paper on youth**

- In 1988, the EU launched the programme 'Youth for Europe' in order to support youth exchanges. Some years later, in 1996, the Commission proposed a programme of Community action concerning a European Voluntary Service for young people. Both these programmes were incorporated into the Youth programme for the period 2000-2006.
- The Youth programme prepared the ground to encourage a debate between Member States on drafting a proper youth policy. A major step was reached in 2001 with the publication of the White Paper on Youth. The White Paper was the result of a wide-ranging consultation at national and European levels. Following enlargement, Europe has around 75 million young people in the 15-25 age-group and its population has undergone economic and social changes which bring about qualitative and quantitative changes in relations between generations. The White Paper was thus a response to young people's strong disaffection with the traditional forms of participation in public life, and it calls on young Europeans to become active citizens.
- Active citizenship is possible only in an institutional framework which is attentive to the needs of young people, capable of responding to their needs and able to provide them with the means to express their ideas and to make a greater contribution to society. In order to help the Member States and the regions of Europe to take action for young people in Europe, the White Paper proposed a new framework for cooperation, consisting of two components: increasing cooperation between Member States in 4 priority areas (participation, information, voluntary activities and better understanding and knowledge of youth) and taking greater account of the youth factor in other sectoral policies.
- The White Paper is also the result of a 'legislative process' in which the European institutions, and the Council of Ministers in particular, have been active in drawing up resolutions, such as those on the participation of young people, social inclusion of young people, and development of a sense of initiative, entrepreneurship and creativity, which are an innovative factor in European youth policy.

- The Commission's proposal for a new "Youth in Action" Programme of July 2004 foresees a new Action 3 "Youth of the World" which is addressed to partner countries that have signed association or cooperation agreements with the EU. Action 3 will support activities in the field of training of youth workers, development of partnerships, networks of youth organisation and multilateral exchanges linked to a specific theme. We are open to discuss the possible cooperation with Japan in the framework of the new Action 3.

### **European Youth Pact**

- In spring 2005 a new important step was reached: the Heads of State and Government adopted the European Pact for Youth which highlights youth in core areas of the European strategy for growth and jobs (called 'Lisbon strategy'), in recognition that this strategy can only be achieved by fully realising the potential of young Europeans.
- In November 2005 the Council of Ministers adopted a resolution which updates the European framework for cooperation in the youth field established by the Council in May 2002. The new framework comprises the following three strands:
  - Supporting the active citizenship of young people by implementing common objectives in the 4 priority areas of 'participation' and 'information' of young people, 'voluntary activities' and 'improving knowledge about youth issues'.
  - The 'European Pact for Youth', which highlights youth issues in core areas of the Lisbon partnership for growth and jobs ('employment and social inclusion', 'education', 'training and mobility' and 'reconciling family life and working life').
  - Including a youth dimension in other relevant European policies such as 'anti-discrimination', 'health including sport', and 'research on youth issues'.

### **European Youth Week and Plan D**

- Another important event before the end of 2005 is the European Youth Week in December under the slogan "Youth takes the floor". This event is a contribution to the Commission's "Plan D" on democracy, dialogue and debate after the problems with the non-ratification of the European Constitution. Plan D has prepared the ground for a profound public debate on Europe's future in the months to come. Young people must be fully integrated into this action as their contribution will enrich the outcome of the wide-ranging discussions that take place in each Member State. Young people are not a

problem but a precious resource; they provide the basis for a new political consensus on policies that will equip Europe for the challenges of the 21st Century.

- The European Youth Week 2005 will focus on three main objectives. 1) to bring Europe closer to young people by giving them the opportunity to ‘make their voice heard’; 2) to promote their active citizenship; and 3) to highlight the results of outstanding projects funded by the European YOUTH Programme.

## **Conclusion**

- The “Japan-EU Seminar on Youth - *Enhancing young people’s participation in society through non-formal education*” that will take place in the next 2 days will be a very good opportunity to start the dialogue between the EU and Japan on future cooperation in the field of youth.
- My wish is that we have interesting and fruitful discussions and, if possible, adopt common recommendations on potential future cooperation in the framework of the new EU Youth in Action Programme (2007-2013).
- I am very pleased with our cooperation on this event, a key new initiative contributing to the overall Objectives of the 2005 EU-Japan Year. This is a brand-new area for EU-Japan cooperation; I hope that its legacy will be the establishment of longer-term cooperation in this field.

Thank you for your attention!

# **2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES**

## **Japan-EU Seminar on Youth, London 23-24 November 2005**

### **Opening Greeting**

by

**Junichi Maruyama**

**Deputy Director-General of the European Bureau  
Ministry of Foreign Affairs**

#### 1. Introduction

As representative of the Japanese participants, please allow me to make the opening greeting of the Japan-EU Seminar on Youth. I would like to first express my deep gratitude for the UK in its role as EU Presidency for providing the venue for this seminar and for everybody at the British Council, especially Mr. Blakeley for his warm welcome of our participants. Next, I would like to thank the initiative of everybody at the European Commission Directorate-General for Education and Culture, especially Mr. Mairesse for proposing the idea of holding this seminar during a special year for Japan-EU relations, namely the “2005 Japan-EU Year of People-to-People Exchanges.” Finally, I would like to give a warm welcome to everybody who will be participating during the two days of this seminar.

#### 2. Japan-EU cooperation: Promoting the exchange of people and culture between Japan and the EU

The promotion of the exchange of people and culture between Japan and the EU is one of the major goals of the four pillars of the “Action Plan for Japan-EU Cooperation” that was adopted at the 10<sup>th</sup> Japan-EU Summit in 2001. To achieve this goal, we have so far held the inaugural Japan-EU Symposium on Further Promoting People-to-People Exchanges in November 2002 in Tokyo, and a second one in Athens in June 2003, which also included a conference for university presidents from Japan and EU countries.

Today’s seminar was organized to provide room for deepening exchange between Japan and the EU regarding youth policy, and as such is the third Japan-EU Symposium for Furthering People-to-People Exchanges to fulfil the major goal of the promotion of the exchange of people and culture in the previously mentioned action plan. If we take a look at the list of seminar attendants, we can see the effects of EU expansion reflected in the list of EU participants. Government officials, working professionals and NGO officials have come here from over 10 countries, including founding members such as Belgium, Germany and France; new members such as Malta and Hungary; and nations such as Bulgaria that are scheduled to join the EU in 2007. This doesn’t even include the experts from the European Commission and European Council who have joined us for the seminar. We will have a chance to listen to the opinions of these participants from EU countries and EU organs during the official gatherings and session meetings that will take place afterwards, which I believe will prove to be a great opportunity for our Japanese participants to understand the multiple faces of the EU.

Our team of participants includes professors Sato and Miyamoto, who are experts on youth issues; the psychiatrist Dr. Sato; representatives for seven NGOs that are active with youth issues; and officials from the Ministry of Foreign Affairs, Cabinet Office, Ministry of Education, Culture, Sports, Science and Technology and the Japan Foundation. Also participating will be the president of the National Olympics Youth Memorial Centre, an important organization in the training of youth groups dispatched to Japan from abroad, including Europe. It is my wish that participants from both Japan and the EU will use the coffee breaks, dinner party, receptions and other opportunities to deepen exchange with participants from as many different countries as possible.

### 3. Youth issues and youth policy in Japan

The goal of the Japan-EU Seminar on Youth—through the participation of Japanese and EU government officials responsible for planning youth policy; NGOs and other private organizations that have initiated extracurricular activities for boosting youth participation in society; researchers; and experts—is for information on youth policy to be exchanged, along with examples of success from both sides, and to form a proposal regarding future cooperation.

Both Japan and the EU countries share the problems (e.g. decreasing birth-rates and increasing elderly population, pensions, unemployment) that are common among industrialized nations. However, the problem of youth unemployment emerged comparatively earlier in the EU. In Japan, the problem of youth employment has worsened only recently, and the issue has rapidly gained interest among the public. I would like to introduce some of the aspects of this problem as well as some of the methods that have been employed to support young people.

The first is related to the work ethics of young people. In Japan, young people who are neither students nor working or training are referred to as NEETs, a phrase coined by UK labour policy. Then there are what we call freeters, young people who only work in part-time or temp jobs without wanting to work in a full-time job. According to estimates, there are more than 600,000 NEETs and over 2 million freeters in Japan, and the fact that these figures keep increasing is a big problem. Therefore, the Japanese government has studied and implemented strategies for supporting the independence of young people to encourage them to start working, leave the comfort of their parents' protection, get involved with the public and lead a self-sufficient lifestyle as a member of society.

The next problem is the increase of young people involved in risky behaviour, drug addiction and other problems, as well as young people with asocial outlooks such as truants and those who live in social seclusion. The Japanese government believes this category of young people to be a particularly serious problem as they are, for example, more likely to become socially maladjusted. To tackle the problem, the government has focused on improving the environment or conditions which may be causing the problems, such as by implementing advice from experts and providing work support and social security benefits to low-income or single-parent households.

Experts have often pointed out that the major factors contributing to these problems are the decreasing size and stability of households due to, for example, decreasing birth-rates and increasing number of divorces and remarriages, and young people having fewer opportunities for human interaction due to, for example, weakening ties within local communities and the rapid spread of the Internet. Therefore, the Japanese government has implemented support systems for households with children, and has also implemented systems for nurturing a sense of social duty in children from a young age (e.g. by offering

opportunities for creative playtime, developing communication skills, promoting volunteer activities).

To respond to these youth problems and to ensure the healthy development of the children who will be forming our nation and society in the 21<sup>st</sup> century, the Youth Development Promotion Headquarters—led by the prime minister and composed of all Cabinet members—in 2003 established the Youth Development Platform Network. For details on the basic philosophy, major topics and basic orientation of each platform set by this network, please take a look at the document that will be passed around. Finally, two experts on Japanese youth policy will be participating in this seminar: Mr. Sakamoto, who is a director-general for policy planning in the Cabinet Office, and Mr. Yamanaka, who is deputy-director for international youth exchange at the cultural ministry.

#### 4. Conclusion

This seminar is an official event of the “2005 Japan-EU Year of People-to-People Exchange.” Several exchange activities have been organized in a wide variety of areas (e.g. politics, economics, society, culture, science and technology, sports) to achieve the goal of this year: To further promote people-to-people exchange and deepen our mutual understanding. Currently, there have been over 1,600 events registered in Japan and the 25 EU countries to fulfil this goal, from cultural events such as concerts and operas to people-to-people exchanges at the grass-root and local government level. A number of these events are related to youth exchange.

These include the 4<sup>th</sup> Japan-EU Cultural Exchange Symposium, which discussed the effects on society and role of youth exchange programs; the Japan-Europe High School Exchange Program and the Japan Studies Program for European Youth in which young people in high schools and universities in all European countries are invited to Japan and participate with Japanese in the same age group in exchange programs and traditional and cultural experiences; and the Japan-EU Youth Volunteer Exchange Program where young volunteers are dispatched from Japan to an EU country and vice versa so they can take part in cultural exchanges with local communities while working in volunteer activities. There really are too many to mention.

The environment in which young people find themselves is not necessarily the same in Japan as it is in the EU, because of different cultural and social systems. However, there is no doubt that young people, no matter where they are from, are responsible for the future of their country. I would like to conclude my speech by voicing my hope that the lively discussions of everybody at the seminar will help pave the way for the future by promoting the independence of young people in both Japan and the EU.

**2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES**

**Japan-EU Seminar on Youth, London, 23-24 November 2005**

**Introductory Presentation:**

**Learning, Inclusion, Citizenship - challenges for Europe**

by

Prof Howard Williamson

*Introduction*

Learning, Inclusion, Citizenship - These are big concepts, big challenges. They are easy to invoke for political soundbites. The first challenge is to get beneath the rhetoric. What we do know is that learning is the greatest protective factor against exclusion and the most likely basis for more active 'citizenship'. Quite how this is to be achieved is another matter!

- What kind of learning?

The Lisbon strategy aspires to making Europe the most advanced knowledge-based economy in the world, but - how is this to be achieved; what kinds of learning strategies do we need; what kind of 'knowledge' do young people need; what balance is to be struck between the needs of the economy and the needs of civil society?

(1) Active/didactic; formal/non-formal.

For 20 years or so, there has been a debate about the balance to be struck between active and didactic learning, between 'formal' and 'non-formal' learning. These are, in fact, false dichotomies. There is a case for both/and, not either/or - different learning styles are required for different purposes and contexts. Young people need to develop both the skills of enterprise/initiative/self-direction, and 'compliance'/acceptance.

(2) Learning for what?

Broad pathways/highways for learning are required, incorporating academic, vocational, social elements. What knowledge and skills are we trying to engender? There are very different labour markets, demanding different combinations of 'hard' and 'soft' skills: creative industries, trade skills, McJobs. This is complex territory, with shifting balances. Bland generalisations conceal the need for calibration if we are to avoid unintentionally disadvantaging already disadvantaged groups of young people.

- Inclusion?

What is 'social exclusion' (poverty, unemployment, 'underclass'). Little evidence of fixed and sustained exclusion: there are 'permeable boundaries' between the included and those on the margins.

(1) Most young people have very 'ordinary', conventional aspirations. Those unable to achieve them often face a clustering of interrelated barriers to inclusion (personal, educational, health, economic). Their behaviours are often 'conduct normative' given the circumstances they face, though they may be considered 'conduct problematic' by the wider society in which they live.

(2) But if inclusion/exclusion are defined *in relation to* each other, then there remain huge disparities that are mediated significantly through race, gender, 'class', and region. There are huge political challenges about constructing 'opportunity focused' and trans-sectoral youth policies to address such divisions.

- Citizenship?

The idea of 'citizenship', once simplistically associated with passports and nation-states, or with Marshall's notion of political, civic and social rights, is now peppered with a multitude of meanings and interpretations, to the point where it almost becomes meaningless.

(1) Citizenship is, however, fundamentally associated with the idea of 'community' but not necessarily linked to the idea of 'participation'. Active participation may, indeed, fall foul of formal designations of 'citizenship'.

(2) A key question is how we engage young people across the generations and with their immediate and wider communities. What kinds of strategies do we need to adopt? Is the idea of 'community service' enough? How can, and should, we involve young people in public decision-making. What is the balance between young people's expression of their wants, and others' view about what they need? How far should young citizens be 'empowered' and vested with greater 'autonomy', as against greater regulation and support?

#### *Youth transitions - individualisation and life management*

The theoretical youth research position is instructive in understanding, if not resolving many of these issues and challenges.

(1) The metaphor of the shift from 'train journeys' to 'car journeys', and the different ideas around trajectories, niches, pathways and navigations. Youth transitions are increasingly: Complex (multiple), protracted (extended), non-linear (reversible).

(2) The centrality of both formal and non-formal learning, but a wider picture required: 'Extending Entitlement' and the promotion of opportunity and experience.

(3) Young people do have greater choice and opportunity, but they face corresponding risk and vulnerability. There is a public policy imperative to do with supporting the development of 'life management'.

#### *Mainstream learning pathways - staying 'in good shape' - the 'exclusion' challenge*

There are six key questions which need answers if young people are to be supported in mainstream pathways to adulthood. They are applicable on all topics, at all levels.

- (1) how big a 'problem'?
- (2) differentiating the problem
- (3) identifying the causes

- (4) calculating the consequences
- (5) building fences
- (6) building bridges

*Citizenship and 'community'*

Cognitive, affective and spatial components of 'citizenship'

'Belonging'

Social dislocation and psycho-social disorders

*Conclusion*

The heterogeneity of young people ('post-modern Finns; 'pre-modern' Romanians)

Ordinary aspirations of ordinary kids (neither active citizens nor spectacular deviants)

Camelot model: safety, engagement, justice

Avoiding polarisation - and the 60/20/20 society (Dieleman)

Targets, measurement and 'perverse behaviour'- hitting targets, but missing the point

Critical people at critical moments

The principles of 'security management': a protective shield; a sufficient alarm; an appropriate response....

## **2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES**

**Japan-EU Seminar on Youth , London, 23-24 November 2005**

### **Keynote report on the “Transition Period” for Young People in Japan and How to Support Them Towards Independence and Social Inclusion: The Advancement of Non-formal Education and the Activities of NPOs and Volunteer Groups**

by

**Prof. Katsuko Sato**

**Tokyo University Graduate School of Education**

( **Keywords** )

**Employability and Social Inclusion, Family Sufferings in the Japan Educational System, Non-formal Education and Volunteer Network for/by the Young People.**

#### **Introduction**

In Japan, the subject of creating employability in young people and providing them with opportunities for social inclusion was not fully recognized as a social issue until the late 1990s. If anything, the subject was relegated as a special interest in the study of relationships between children and schools and the home. However, Japan is currently experiencing sudden changes in its social structure which have made it increasingly difficult for young people to make the transition from school to society. To combat this problem, research is being conducted in the field of non-formal education as to how to support young people towards achieving social independence and inclusion. The difficulty of this “transition period” cannot be cut off from the issues related to socioeconomic globalization.

We are very interested in the methods used in Europe to deal with youth issues. It would be extremely productive for both the EU and Japan to use this seminar to create an exchange of ideas as to how to combat this problem, and in the process deepen our mutual understanding of the youth issues that we face. I would like to thank those organizations that helped prepare this seminar, and hope that it will produce positive results.

#### **1 Changes and Characteristics of Transition Issues for Young People in Japan**

##### **1-1 Pathology of a mass education-based society**

Until the late 1990s, the transition from school to society was based on single-mindedly hierarchical academic competition where the goal was to get into a university of as high a standing as possible. This created a steady stream of new graduates who had high employability and high academic grades. However, the pressure created by competition in society as a whole has led to a general trend of rapidly increasing numbers of young people who have no appetite for learning. Problems include students avoiding school (100,000 high school dropouts, 130,000 truants in primary and middle schools), bullying and violence among children, and children suffering psychological problems such as social seclusion where the children are unable to communicate with others (some estimates put the number of such children in the hundreds of thousands).

Increasing enrolment into higher education has meant that children need to not only be able to compete in schools but also have a family that can provide resources to support such competition, and the emergence of so-called “education families”—those families that put all kinds of efforts into their children’s education—has also created serious problems (e.g. domestic violence). Within this transition problem in Japan, we can observe the pathology of a mass-education society where numerous socio-psychological problems are tangled in a complex web. These problems include children with lowered self-esteem due to low values attached to social and human evaluation that encourage students to be independent in anything but schoolwork, an over-dependency on the household income of one’s family and the care of one’s parents, and a sense of stagnation or repulsion towards society. There is an increasing number of young people who feel scared or alone and cannot find their place in society, and are getting involved in the dangers of sexual violence, buying and selling sex, HIV and drug dependency within the context of a highly-anonymous IT society. As affluence in Japanese society is coming to a standstill, the generation of our current youth are increasingly becoming socially vulnerable.

## 1-2 Changes in the types of transition problems

With the bursting of the economic bubble in the early 1990s and the increasing globalization and IT-dependency of society, new problems have emerged in this transition period. Enrolment in higher education continues to increase, but at the same time employability has decreased for new graduates. Among people between the ages of 15 and 34 who are not in school, over 30% are unemployed or irregularly employed, a problem that could create an unprecedented level of uncertainty in Japan.

1. Falling birth-rates have decreased competitive pressure, creating an environment where more than 3 out of 4 students move on to a higher institute of education. We are about to witness an era when all students can get into higher institutes of education. (See: Graph 1)
2. However, employability is down for high school and university graduates, and their career courses now take variable forms. “Freeters,” part-time workers who have yet to embark on a career path, in particular have increased in number since the late 90s, and now constitute over 30% of young people. (See: Graphs 2 and 3)
3. Freeters—defined as those between the ages of 15 and 34 who are students, unmarried women, part-time workers or unemployed who do not attend school or do household chores and instead seek only part-time work—numbered 2.06 million in 2001, several times bigger than the corresponding number for the early 1990s. (See: Graph 4)<sup>2</sup>
4. Of those between the ages of 15 and 29 who found work after graduating or dropping out of their highest achieved school level, 31% were irregularly employed, of which 49.4% have since changed jobs or quit. Of those surveyed who were not students at the time, 53.06% of men said they had worked in nothing but full-time jobs, while the figure was 43.5% for women. Those who said they worked in nothing but part-time jobs numbered 15.1% among men and 23.5% among women. These statistics indicate social stratification occurring among our youth. (Source: *Seishonen no Shakaiteki Jiritsu to Ishiki* [Social independence and awareness among young people], Cabinet Office survey, 2005)

This transition period for young people has become longer since the early 1990s. Recruitment systems for new graduates at the front door of the labour market do not work anymore, and the number of irregularly employed or unemployed young people is

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<sup>2</sup> There seems to be some discrepancy between these statistics and those in Koorogi’s speech.

accelerating. However, society in general has a low understanding of how to increase an individual's employability. There are many young people who live with their parents and value their lifestyles over work, but at the same time it is expensive to increase one's employability, and those who do want to work inevitably find themselves needing their parents' support. Recruiters themselves complain of a lack of good human resources, and of the low professional awareness, lack of effort, low grades and lack of a sense of crisis among students. The sudden restructuring in the economic fabric has created an environment where part-time and temp work is increasingly favoured by young people, who despite the growing popularity of higher education live with their parents for a long period of time after completing school, put off marriage till later and end up becoming socially vulnerable. This structure, of a life with no clear end in sight and of social rejection, can be said to be the major form that is taken by these transition period problems. The question of how we can create a society that, as a whole, supports the independence of young people has become a pressing policy issue.

## **2 Coordinating Schools and Social Education, and the Emergence of Non-formal Education**

### **2-1 Advancing policies for practical activities and career-based education**

The pillar of educational policy in the 1990s was the incorporation of practical studies that focused on working with the local society to nurture a strong sense of being alive. Beginning in this decade, educational policy began incorporating, in cooperation with ministries and agencies related to labour, a career-based education that involved nurturing a career-oriented outlook, the creation of employability and job assistance.

1. Beginning in 1992, the government promoted an educational policy that focused on comprehensive studies and practical activities that were integral towards creating a strong sense of being alive. Fruits of this policy included support of the schools from local organizations, youth activity programs created cooperatively by schools and social education institutions, and the introduction of workplace experience activities for middle and high school students. A model for cooperation between schools and local societies was created, and since then several programs have been implemented, such as Hyogo Prefecture's Toraiaru Week, where middle school students from across the prefecture participate for a week in practical activities, such as working at local businesses. However, several problems came about because of the structure of this model, which required the school to take the lead in all such activities. For example, school employees were burdened with a large part of the responsibilities for these programs, emphasis was placed on improved grades, and such programs did not ultimately help students after they left school.
2. In 2002, the Youth Independence and Challenge Strategy Council was formed—following agreement by the Education, Science and Technology Ministry, Health, Labour and Welfare Ministry, Economy, Trade and Industry Ministry and four Cabinet ministers—and the Youth Independence and Challenge Plan was established. About ¥50 billion was budgeted for the plan in fiscal 2004, which has gone to various activities such as nurturing career-oriented views in primary and middle school students; internships for university and vocational college students; re-education for freeters; establishing local job centres (job cafes that use the government's Hello Work job-finding network to provide counselling, offer internships and introduce jobs to visitors); and to pursue further cooperation between schools, local public organizations, businesses, non-profit organizations and other bodies. It is the first time for such a cooperative model to be used, and several methods, such as management by youth volunteers, are being tested to find the best way to offer these services to young

people. (Document 1: Major points of the action plan for the independence and challenging of young people)

## **2-2 The introduction of non-formal education based in the community**

Non-formal education for young people (social education, extracurricular education) originally was based on activities by independent youth organizations, but since the 1970s, its focus has switched to cooperation between schools and social education, allowing volunteer programs to be set at youth facilities.

1. As part of local government policies, youth facilities in a community have been designated as locations that offer children activities such as practical programs, cultural and sports activities and a place that gives them a sense of belonging. Children's participation in local activities has somewhat improved thanks to the support of such educational policies, but there is not enough participation in social education and youth facilities by young people who are 18 years old and older. This is where volunteer and non-profit organizations are expected to come in to play a major role.
2. Support for truant students and young people suffering social seclusion has been dealt with since the mid 1980s by primarily volunteer and non-profit organizations, who have provided several positive results including the creation of so-called free-spaces, pressure-free socializing zones designed to make young people feel relaxed and confident. The culture ministry policy regarding such youths became active after the 1990s, and in the time since public extracurricular education institutions have been established and school counselling has been implemented. Because job support and help towards becoming independent for long-term truants and secluded youths is required to be provided on a case-by-case basis, NPOs are more effective than public organizations in this role. Thanks to their success, such NPOs are also now provided with public funding, even if it is inadequate.
3. It is becoming increasingly important to help young drug addicts and criminals return to society, and the latent spread of AIDS among young people has also been pointed out. However, none of these indications have led to the sufficient use of non-formal education to tackle these problems. There are over 1.2 million foreigners living in Japan. Over half of these are descended from Koreans who came to Japan before World War II, and there have been civil rights movements promoting literacy education, respect for human rights and job security for such people. Japanese residents of Asian ancestry are burdened with human rights, residency, school and employment problems. Non-formal education has played a role in improving literacy for foreigners living in Japan, such as through literacy classes.

## **3 Volunteer and NPO Activities and Social Inclusion for Young People**

### **3-1 The spread of volunteer groups and NPOs**

Volunteering emerged in the mid 1970s as a new development in social participation. Three million people volunteered their support after the 1995 Great Hanshin-Awaji Earthquake, and the Law to Promote Specified Non-profit Activities was passed in 1998. There are currently 21,000 NPOs in Japan, and 100,000 other volunteer groups. By age group, the highest percentage of volunteers are in their 40s. Among 10 to 15 year-olds, the volunteer rate is 38%, but the participation rate is the lowest among those in their 20s. (See: Graph 5) One

issue that needs studying is to find ways to help young people become independent financially and at work by increasing their awareness of voluntary participation.

1. Most volunteer and NPO activities are directed towards social welfare and care for the elderly; urban development and environmental issues; and support for parents raising children. Also noticeable is the large number of young people who volunteer in NGO activities related to international exchange and assisting developing countries. Participation in volunteer activities by young people between 10 and 20 years old is often required of them under their school's curriculum. The meaning of this is quite significant, and we must explore how to tie these activities with the idea of being a voluntary participant once these children are in their 20s. Some attempts at creating this link have included study tours where students learn the realities of globalization by experiencing its effects firsthand in another country, and workshops that encourage voluntary participation.
2. There are NPO activities organized by youths themselves to provide job support for young people. An increasing number of groups hire young people as interns to give them the opportunity to explore their career options through volunteer and NPO activities that allow them to apply their specialized knowledge from high school or university to local issues. And finally, there is an increasing amount of NPO activities conducted together with businesses closely tied with the local economy. In this way, NPOs and volunteer groups are increasingly playing the role of a place of work and social participation for young people. There have been many recent examples of NPOs and volunteer groups cooperating with local governments in operating public organizations or zones and conducting public works projects. We can expect the use of young human resources in such areas, but there is still no adequate roadmap to show how to make the transition from paid volunteer work to full-time labour.

### **3-2 Youth workers**

1. Public facilities that can be used for youth activities include the homes of young people, child centres, various athletic facilities, public centres, job centres and job training centres. NPO facilities for such use include YMCA buildings and free-spaces. Libraries have also introduced children's corners and young adults' corners, and each local government actively works to encourage reading among young people. Youth facilities have also become very well equipped. However, there are very few examples of such facilities being used for activities by those youth groups affiliated with workplaces or the local area (e.g. farming, labour, and sports and culture), and the autonomous operation of such facilities has been given as a reason for this. There are now some child centres where middle and high school students apply to participate in their operation, and run activities as a planning committee.
2. Meanwhile, questions have been raised as to whether youth workers should be classified as professionals. Many in this category (e.g. child centre employees, librarians, sports instructors, recreation leaders, camp counsellors and school counsellors) do indeed work after having received certification. However, there is no system in place for retaining or hiring such workers. In recent years, job support centres have implemented programs that recognize career counsellors and career advisors as new types of professionals, but the details of what such an occupation entails and ways in which it could be recognized and taught are still under examination.
3. There are quite a large number of workers in free-spaces, youth volunteer organizations and youth groups who attempt to tackle youth problems in a

professional manner. However, there is as yet no official title or system of recognition for such workers, and most of them can be said to either be qualified in a field related to social education or teaching, or are working without any qualification and are attempting to become proficient in their work simply through experience. As these groups are not very well funded and receive inadequate public support, they have to train employees completely on their own time. Other issues that need consideration include working with local governments, the professional nature of such professional roles and the establishment of a financial base.

### **Summary: Subjects to consider during the seminar**

1. To place in a global perspective the issue of youth education in an environment where the “transition period” from school to society and the workplace has become prolonged, deepen awareness of the importance of non-formal education, and promote globally an action program to support young people during their transition period and provide ways for them to create the ability to voluntarily participate in society.
2. To construct a model for placing within the context of society the burden of a household in gearing young people towards independence and social inclusion, and for providing the household with social support in such an endeavour. To clarify the role community volunteer groups and NPOs should play in forming an appetite for social inclusion among young people and imbuing them with civic awareness.
3. To consider the following: ways to clearly define the goal of non-formal education as that of creating employability; the form a support program for such education should take; and what form of aid should be provided by whom to students during the “transition period” after they finish schooling.
4. To clearly define the position within development-based education and training policies that should be played by: the consideration of ways to operate extracurricular educational facilities and organizations; the formation of a network of citizens groups; and the social recognition of the professionalism of youth workers.

**(End of Speech)**

### **Document 1: Major points of the action plan for the independence and challenging of young people**

- On facilities related to the culture ministry’s plan for the independence and challenging of young people (chart)

( [http://www.mext.go.jp/a\\_menu/ikusei/wakamono/index\\_h17.htm](http://www.mext.go.jp/a_menu/ikusei/wakamono/index_h17.htm) )

- Points of the action plan for the independence and challenging of young people
  1. Promote career-oriented education from an early age, and strengthen cooperation with local organizations needed for an effective practical application of such education.
  2. Promote a comprehensive policy for heightening the appetite for and ability to work in young people with insufficient will to work and non-workers.
  3. Accelerate the implementation of in-house personnel training to develop and strengthen industry human resources who form the foundation of industrial competitiveness.
  4. Improve business results as based on a precise evaluation system by promoting the use of, for example, job cafes and the so-called Japanese dual system, which

allows employees to work and study at the same time.

5. Create public interest in youth problems while actively conducting advertising and educational activities to promote a model for tackling such problems that involves citizens from all walks of life.

## 2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES

Japan-EU Seminar on Youth, London, 23-24 November 2005

### Working Group 1: Youth Employment in Japan and Non-formal Education

by

Prof Michiko Miyamoto, University of the Air

#### 1. Summary

In Japan, interest increased in the importance of non-formal education only in this decade as the government began to issue policies to tackle problems related to the employment of young people. We can say that the appearance of such policies was delayed due to employment problems emerging in Japan about 20 years after they had done so in EU countries. In recent years, however, methods for encouraging young people to gain social and work experience have been initiated not just by the government, but by private organizations as well. This report will summarize the condition of youth in Japan and tie it with youth employment problems, and spend some time on non-formal education and how it has been applied in recent years.

#### 2. The Japanese youth employment system created during the period of high economic growth

Japan has up till now been referred to as the finest example of youth employment. While other industrialized capitalist nations found themselves busy tackling youth unemployment from the end of the 1970s, Japan maintained an unusually good employment situation. The transition from school to work was smooth, and a standardized life pattern managed to survive there longer than it had in the EU nations. This began to change in the mid-1990s. Particularly noticeable from the late 1990s are a youth unemployment rate of over 10%, a rapid increase of irregular workers and an increase of unemployed young people.

The employment system established during Japan's period of high economic growth was composed primarily of three elements: the bulk hiring of new employees; permanent employment; and a seniority-based wage system. Under this system, the school in which a student attained his highest academic level would secure a workplace for the student before he graduated, students entered the workforce immediately after graduating, and new recruits received in-house training. This system, however, has been crumbling away since the mid-1990s. The advantage of permanent employment is long-term job security, but on the other hand it makes it difficult for one to further one's career by leaving or changing jobs. When recruiting, companies were more interested in what high school or college one graduated from, and not in what one could do. Job training was provided at work once one was employed, so school education was general and impractical and lacking in focus on career-related education. Both at school and in the home, moving on to a good school was the main goal, and any other interest was significantly belittled. Furthermore, because the job market for young people continued to perform well, nobody seemed to recognize the importance of

teaching proactive job-selection skills, independent skills-improvement or family resource management, in case the job market encountered a period of instability. There were certainly vocational high schools and some high schools that offered vocational courses, but these in general were unpopular, with students strongly preferring to enrol into regular high schools.

### 3. The bubble economy and the weakening of young people

At home, parents prioritized graduating from a good school into a good company and did not put much emphasis into teaching their children about life activities. For example, children were rarely asked to help with household chores and spent an average 10 minutes a day taking part in such activity. Many pointed out the problems of being overprotective and overbearing towards one's children, but there appeared to be little reason to change such practices.

In the mid-1980s, experts rang warning bells by forecasting a decline in the job market. Unfortunately, Japan turned into a bubble economy from the late 1980s to the early 1990s, creating a serious labour shortage. The youth labour market became extremely tight, and so young people were allowed to begin working without any preparation. In this bizarre economic boom, young people embarked on a trend towards preferring pleasure over work, spending over saving and depending on their parents over becoming independent. This trend could be said to have had a huge impact on the progressive debilitation of young people.

### 4. The worsening youth job market and debilitation of young people

Enrolment into institutes of higher education continued to increase in the 1990s, with over 70% of young people moving on to university, junior college or vocational college after graduating high school. An increasing number of young people were growing into their 20s without any opportunity to learn how they wanted to grow up. Increasingly evident among such people were uncertainty at what they wanted to do, inability to set future goals and a lack of motivation for achieving goals. They were also noted as having weaker communication skills. The debilitation of young people immediately created problems in the late 1990s, as the youth labour market began to shrink. Major corporations and organizations began downsizing and outsourcing the necessary labour power, increasing the need for adaptability in job seekers. A harsh war erupted in the job market, creating an increasing number of frustrated young people. They had been forced to enter the job market without any knowledge or clear insight they could apply in the workplace and now found themselves facing a harsh reality they increasingly dealt with by leaving their jobs, remaining jobless or suffering emotional damage and cutting themselves off from society. Students with low grades or from low-income households were more directly affected, and after graduating found themselves needing to work for long periods in unstable low-wage jobs. Those in Japan currently needing the most urgent support are those between 20 and 40 years old who work irregularly or not at all. Those in this age range spent their school lives in the bubble period, entered society with no particular urge to work, suddenly found themselves directly hit by a shrinking job market and were unable to make the transition from school to the workplace. They are even referred to as the "forgotten generation" because the government acted too late to help them deal with the transformed economy. This ends the summary of the condition of young Japanese people in recent years.

### 5. The emergence of youth employment policy and the move towards the application of non-formal education

Youth employment measures were officially commenced with the establishment of the Young People's Independence and Challenge Plan in June 2003. This was the first inter-

ministry and inter-agency program for dealing with youth employment, and was fully deployed from 2004. The stated goal of the Plan is, "To reverse the trend of worsening youth employment problems (e.g. increasing youth unemployment) in three years by arousing an appetite for work in young people through the strengthening of human resources measures, and by promoting occupational independence to those who have the will." Concrete measures that are currently being implemented as part of this Plan include, in order of implementation: Shaping the career path of a child from the educational stage till he settles into a job, and providing help towards finding employment; improvements in the youth labour market; improving skills of young people and offering them a wider selection of job choices; and the creation of new markets and job opportunities.

Much research has been conducted into youth issues in recent years, and further concrete measures are being implemented by the national and local governments and private organizations. In this environment, there is increasing recognition of the necessity of a variety of social experiences in the formation of young people's careers, and several measures have been implemented to that end. An increasing number of career-oriented educational programs (e.g. career search programs and internships) are being offered at schools. Job experience programs have in particular become common across the nation, and a program scheduled for implementation in fiscal 2008 would have primarily middle school students spending 5 days or more in a work environment. Naturally, such a program would require cooperation between schools, industries and private organizations (i.e. NPOs), and progress is being made to that end.

Support (e.g. workplace experience, opportunities with simple work, daily life guidance and counselling) is also now available for job seekers, non-workers and especially young people who would have difficulty jumping into the job market.

Another initiative that has been started by the government is the issuance of a "job passport" which would allow participation in non-formal education activities to be evaluated as part of one's work experience. The passport is designed to contain information on the various activities (e.g. workplace experiences, volunteering) that young people, including students, have participated in and the results of such experience, along with other information pertaining to job hunting (e.g. academic background, qualifications). It is hoped that companies will use such passports as a fundamental part of their evaluation of job candidates.

Furthermore, this year, so-called Youth Independence Schools were established in 20 locations around the country as a program to support the independence of young people who have been without work for a year. Those who enrol in these schools spend three months rooming and living together with the other students, learning basic lifestyle disciplines and rules of society, practicing agriculture and forestry, volunteering and participating in seminars on receiving qualification, among other activities designed to develop basic skills and a readiness for work. Even after the course ends, the group organizing the course will help those who attended in their search for work.

## 6. Conclusion

The age in which one could safely transit from school to work by following the beaten track has completely come to an end. Japan is also moving into an age of universal university education, but to prepare young people to become independent in such an age, we must not trap them within the context of school. One cannot survive in a society with unstable employment without developing one's self through meeting many different people and gaining actual social experience, in which non-formal learning plays a significant role. One could interpret recent attempts to solve the youth employment problem as a re-evaluation of

non-formal education, which is looked down upon under the Japanese employment model. One could even say that Japanese education itself is being transformed. However, non-formal education has only just started being widely applied, and it is too early to make a definitive judgment on its impact.

## 2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES

Japan-EU Seminar on Youth, London, 23-24 November 2005

### Working Group 1: The Contribution of Non-Formal Education to Young People's Employability

by

Prof Anthony Azzopardi, University of Malta

*You cannot teach a man anything  
You can only help him to discover for himself.  
Galileo Galilei 1564-1642*

Three premises need to be considered at the outset:

- (a) Non-formal education, characterised as it is by voluntary participation and experiential engagement, does not replace formal education. The two forms of education are complementary to each other and both require flexibility, rigour and security. Both are an integral part of the learning process.
- (b) A young person's employability does not depend solely on his/her individual skills, aptitudes and experiences. Without the availability of employment opportunities within the labour market, a young person's competence and possible entry into the world of work will be jeopardised.
- (c) The transition from school to the labour market is not the only transition a young person goes through. Gaining independence from parents, living on one's own, participating in societal decision-making, taking part in consumerism and youth culture and establishing relationships are some of the other transitions that bear on a young person's lifeworld.

While the formal system of education is best adapted for the learning of 'hard' skills in the form of academic subjects – languages, physical and social sciences – it is unable to provide the necessary platform for the learning of 'soft' skills and experiences. The formal system is constrained by its own institutional ethos – an ethos governed by timed passages throughout, both in terms of curricular choices and age limitations. Open learning situations in which individuals have scope and freedom to make choices and discoveries are hard to come by.

This lacuna in the formal system can, to a large extent, be filled by the bundle of opportunities non-formal learning is able to provide. Non-formal learning is a powerful instrument of social integration because, in its best form, it is able to use a variety of situations and opportunities through which, among others, the unemployed and prospective school leavers may set themselves occupational goals in order to learn practical skills and competencies needed to apply for a job. Such skills, and others that contribute to a fuller strain of social integration, may be acquired through:

- (i) voluntary work; (ii) youth exchanges; (iii) training schemes; (iv) peer learning; (v) activities within youth organizations; (vi) family trades; and (vii) project management.

A more specific list of non-formal education programmes would include the following:

- (1) “New Start / Services” in France, and
  - (2) “Connexions” in the UK,
- both of which aim towards a coalition between educationally-based counseling and enterprises;
- (3) “Youthreach” in Ireland
  - (4) “Confindustria” in Italy, and
  - (5) “Careers advisors pilot project” in the Netherlands,
- a threesome which attempts to integrate education, training and work experiences;
- (6) Community Lifelong Learning Centres, Youth Empowerment / Information Centres and Employment Training Agencies found in a number of EU countries – all of which contribute to the enhancement of a young person’s attitude towards further education, basic personal and life skills, media and information technology know-how, and arts and crafts;
  - (7) the EU YOUTH Programme - which includes some of the activities listed in (i) to (vii) above; and
  - (8) the Extracurricular Credits System used at the University of Malta – a system which gives undergraduate students the opportunity to obtain credits for work done outside the curriculum of the course of studies they would be following. Activities incorporated within this system include philanthropic, political, sport, cultural and research options.

All the eight foregoing “projects” can be seen to provide a compendium of opportunities and experiences in a non-formal manner and in a manner which links the social needs of the individual with the ‘system’ needs, that is, with the needs and prospects of the labour market and the training provided by employment agencies.

In conclusion, it needs to be emphasised that non-formality does not preclude the provision of a rigorous and clearly-managed curriculum and time-frame. The distinction also needs to be made between a ‘product’ curriculum as provided for in the formal system of education and a ‘process’ curriculum which, in the non-formal realm of education, would gradually translate into a framework for making decisions on the evaluation of both previous and current experiences of both practitioner and participant. As pointed out earlier, entry into the world of work is circumscribed both by the biographical needs of the individual and the needs of the ‘system’. Grounded evaluations and evidence-based processes may well lead to the recognition, validation and accreditation of non-formal learning by policy-makers and employers as they come to terms with the additional, though different possibilities, that young people have for adding value to their *curriculum vitae*.

# 2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES

Japan-EU Seminar on Youth, London, 23-24 November 2005

## Working Group 2: Inclusion of youth at risk

### Risks in youth transitions in Europe:

#### Constellations of disadvantage and policy dilemmas

by

Prof Siyka Kovacheva, University of Plovdiv

The European Pact for Youth adopted in spring 2005 identifies the social integration of young people as a means for sustainable and inclusive growth in Europe. It builds upon the first cycle of implementation of the White Paper 'A New Impetus for European Youth' which launched policy initiatives for enhancing young people's participation and active citizenship. At the same time European youth policy is faced with numerous *challenges* arising from the fact that youth transitions to adulthood have become more risky, complex and often contradictory. The period in which young people complete their passages from education to employment, from family of origin to the formation of their own family and from parental home to independent household has been significantly prolonged. Transitions themselves have become de-standardised, as a result of a growing individualisation of young people's trajectories, matched with a loss of the traditional sequence between transition steps. These trends are strengthened by the deepening European integration, speeding globalisation and rising youth mobility. While the changes have affected all young people, it is clear that some are more vulnerable than others to the risks of social exclusion.

In this intervention I present results from a comparative thematic study<sup>3</sup> commissioned by DG Employment and Social Affairs in 2004. The study aimed at enhancing the understanding of disadvantage in young people's transitions from school to work and the policy approaches developed, applied and evaluated within the enlarged EU context.

In the study *disadvantage* is conceptualised as a result of the interplay of socio-economic structures, institutional measures and individual strategies. Risks of exclusion arise at various points of youth transitions such as school problems, leaving school before the obligatory age or without qualifications, encountering a lack of access to training or mismatch between qualifications and labour demand, lack of entry routes into the labour market, falling into poverty, losing housing security, breaking partnerships, and as a result limited citizenship. All these barriers to social inclusion are produced and reproduced by individual, structural and institutional deficits. Disability and type of motivation feature most prominently among individual factors. Socio-economic inequality, poverty rates, labour market situation and economic development more generally, rates of unemployment and long-term unemployment,

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<sup>3</sup> The study made use of three main sources: national reports devised along a common questionnaire, data from the Eurostat Labour Force Survey, and descriptions of policies presenting good practices according to a common structure. It provided comparative analysis of risks in youth transitions and policy interventions for social inclusion in 13 countries. For more details see A. Pohl and A. Walther 2005 'Tackling Disadvantage in youth transitions. A thematic study on policy measures concerning disadvantaged youth', report funded by EC, Contract No. VC/2004/0139.

gender and ethnic inequalities, migration status are all structural factors that affect the social integration of young people. Institutions such as school and training systems, employment offices and social security systems themselves can support youth transitions or enforce misleading trajectories.

These factors act in complex interrelationships creating different patterns in different countries. Depending on the national context there are different *constellations of disadvantage* with regard to early school leaving, unemployment and precarious employment. Obviously, these constellations of disadvantage are linked to each other and create a complexity of disadvantage in each country and in Europe as a whole. The study identified one group at particular risk of social exclusion in most European countries. It is formed by young people not in education, training or employment and not registered as unemployed in the labour offices, often referred to as ‘*status zero*’ group. Potential factors are a limited access to benefit entitlements, low trust in the effectiveness and integrity of public employment service, experience of bad treatment by institutional actors, alternative options such as informal work.

National policies toward disadvantaged youth represent different combinations of strategies and measures along two main dilemmas:

- *individualised versus structure related approaches* - aiming to adapt individuals to the demands of education, training and labour market or oriented toward making structural opportunities more accessible and relevant to young people’s motivation,
- *preventive versus compensatory measures* – addressing risk factors which create disadvantage or trying to alleviate accumulated problems.

The policy mixes that appear in the different national contexts however have one common trend – toward activation of young people, that is, mobilizing individuals to engage more actively in the process of their own labour market integration and wider social inclusion. A key mechanism of activation policies are the individual action plans (IAP). The national approaches to IAP can be broadly placed on a continuum between:

- *limiting activation to labour market integration* based on restricted choices and reliance on negative incentives and extrinsic motivation,
- *broadening activation to social inclusion* based on offering a wide range of educational and training options and individual counselling and reliance on positive incentives and intrinsic motivation.

Comparative analysis of national constellations of disadvantage and policy solutions shows that ‘good practices’ are not directly transferable as they are imbedded in the particular socio-economic, institutional and cultural factors in the nation-state. Rather than transmitting successful models from one context to another, the effective use of the ‘good practice’ tool is possible on the basis of a comprehensive process of *mutual learning*.

Policy measures for disadvantaged youth can have the desired lasting effect on youth transitions when part of a *coordinated and integrated youth policy*. The coordination of policies starts with the definition of holistic objectives of youth programmes and measures, proceeds with the cooperation among partners and is realised through the integration of activities. Crucial factors for success of such policies are the consideration of young people’s motivation, institutional reflexivity based on a balance of power, and flexibility of programmes.

In conclusion, it is necessary to underline the importance of the integration of economic and youth policies if the latter are to have a sustainable effect on youth social inclusion. Inclusion has to become a hard criterion in European, national, and local economic policies in the same way as coordinated and integrated policies for disadvantaged youth aim at economic effect among others.

# 2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES

Japan-EU Seminar on Youth, London, 23-24 November 2005

## Working Group 2: Inclusion of youth at risk

### Asocial problems amongst adolescent Japanese

by

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Key Words

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asocial problem

non school attendance

Social withdrawal

NEET

The problem of maladjusted youths exists all over the world. In matured societies such as the US and Japan, the late maturation of young people tends to be the biggest problem. In general, one's maturity is inversely proportional to society's maturity, and there are many reasons for this. A reason shared by all industrialized nations is the psychological issue of identity diffusion. The loss of rites of passage into adulthood and the difficulty of sharing obvious values regarding duty (e.g. working, paying taxes) and taboos (e.g. murder) are also bound to leave a sizable impact. On a social level, as the education period gets prolonged, so does the period spent sheltered at home; and the maintenance of an economic infrastructure allows even immature individuals to have a heightened potential for adjusting to society.

However, if strictly speaking of industrialized nations, the existence of such maladjustment problems—that is, the existence of young people with problems—reflects a socioeconomic disparity. The most remarkable disparity between Europe and the US, as one group, and Japan can be seen in the state of crime and homelessness. For example, Prof. Mariko Hasegawa of Waseda University stated in the April 4, 2003, issue of the Asahi Shimbun newspaper that, “Among the young people of the world, Japanese youths murder the least.” Normally, the largest ratio of murders are committed by people in their 20s, a trend shared by almost all the world and even Japan until the 1970s. However, since the 1980s, this ratio has dropped and is currently not even in the top three age ratios of murderers (the top three in 2002 where people in their 30s, 50s and 40s). Certainly, Japanese youths are involved in delinquency and drug addiction, but as a whole, we cannot say that there is a growing, strong antisocial trend among them. Even when it comes to young homeless people, a big

problem in Europe and the United States, there are hardly any in Japan and is rarely considered a problem.

On the other hand, one thing that has often been pointed out about Japanese youths since the 1970s is their trend towards anaemia, or their problematic asocial conduct.

What should be recognized as the biggest sign of this trend is the problem of truancy. Reports on truancy climb back to as late as the 1950s, but it was initially referred to as “a fear of school,” among other names, and truant children were treated as psychological patients. However, as the number of truancy cases increased, it became clear it was a problem that could happen to anyone, and was eventually given its current non-appellative, non-judgemental name: *futoko*.<sup>4</sup> The cultural ministry attempted to combat this problem in numerous ways, including through the introduction of the Yutori educational system<sup>5</sup> and school counsellors, but the number of truants continued to rise. The trend finally began to decrease in 2002, but by then the number of truants had already hit a peak of 139,000. The problem of social seclusion I will discuss later is mostly an extension of truancy.

In the 1980s, there was a rapid increase in the number of young adults who continued to immerse themselves in what was until then considered children’s culture (e.g. anime, comic books, games), and they were nicknamed *otaku*. There was a period when such people were viewed as socially impoverished and mostly as a bunch of paedophiles, but this lifestyle is now quite common amongst young people in Europe and the United States. If anything, this generation is considered a prime mover of the economy thanks to their sizable purchases of game software, and is even viewed positively as leaders in introducing Japanese culture abroad. According to research results published by the Nomura Research Institute in August 2004, there are an estimated 2.85 million otaku in Japan.

In the late 1980s, it became clear that there was an increasing number of young people who jumped from one irregular job to another instead of holding down a steady job. They were nicknamed “freeters” in 1987, which was defined as “young people, excluding students and housewives, between the ages of 15 and 34 who work part-time (including through temping) or are unemployed and have no will to work.” The number of freeters has rapidly increased. They numbered 500,000 in 1982, but according to estimates published by the Cabinet Office in 2003, the number of freeters—now extended to include Self-Defence Force reserves—was 4.17 million. A reason for this trend is believed to be that young people no longer feel much resistance towards changing or losing jobs, and even businesses, which have to deal with a recessive economy, are increasingly hiring freeters over full-time workers because of their low labour costs.

In 1997, the sociologist Masahiro Yamada coined the term “parasite single,” defined as “single people who still live with their parents after finishing school and rely on them for their basic living requirements.” With the recent rise in the ratio of single people, it is no longer unusual to see single people continuing to live with their parents into their 30s. Lately, single women past the age of 30 have been branded with such names as “loser.” According to a 2000 Internal Affairs and Communication Ministry report, about 6.512 million single men in their 20s or 30s live with their parents, while the figure for single women was 5.686

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<sup>4</sup> Literally means, “not attending school.”

<sup>5</sup> An educational system designed to make students feel comfortable at school, by putting less emphasis on workloads than on personal growth.

million, a total of about 12.197 million. It is possible to consider this trend as yet another indication of the emergence of an asocial trend among young people.

Social seclusion has rapidly become a social problem since the 1990s. The term refers to young people who have not participated in society for six months when mental illness is not the primary reason. Such youths are not mentally handicapped, but as a result of having shut themselves away in their rooms for several years while rarely going outside, they may suffer from secondary mental diseases such as anthropophobia and paranoia, or even obsessive-compulsive disorder and depression. In such cases, the person will require psychological treatment. In some cases a frustrating experience, such as failure at school or work or a problematic human relationship, can act as a catalyst to social seclusion, there are also many cases where there is no clear reason. At this point, what is pertinent here is the same as what is pertinent with truancy: to figure out what kind of child in what kind of a household the problem occurs in.

Currently, various restrictions make it difficult to study the scale at which such problems exist among young people. However, a research team at Okayama University led by Norito Kawakami—who attempted to create a mental health index sorted by region as part of scientific research conducted by the Health, Labour and Welfare Ministry in fiscal 2002—surveyed 1,600 randomly selected citizens, and estimated, based on the results, that there were socially secluded young people living in 410,000 households around Japan.

Furthermore, according to data collected by a research team led by Junichiro Ito of the National Institute of Mental Health—conducting a study for the Health, Labour and Welfare Ministry into the methods of intervention that could be used in the course of local mental healthcare activities—public health centres and mental health and welfare centres around the nation were consulted 14,000 times between January and December 2002 regarding cases of social seclusion. The average age of the person on whose behalf the consultation was made was 26.7; 32.3% were 30 years old or older, 76.4% were male, and 33.5% were truants in either primary or middle school.

Based on the above results, Ito and his research team compiled a set of guidelines for local mental healthcare activities related to social seclusion among people between 10 and 30 years old, and sent them out as professional reference materials to select cities in Tokyo and every prefecture. Since then, the local health centres and mental health and welfare centres run by each local government have been designated as places for discussing social seclusion issues. Furthermore, many local governments—including Sapporo, Yokohama, Tanabe, Kobe and Kyoto—have independently decided to work together with private NPOs and other organizations to tackle social seclusion.

Another recent problem among young people, the so-called Japanese version of NEET (Not in Education, Employment or Training), is very similar to social seclusion. However, unlike young people suffering the latter who completely cut themselves off from everybody but their family, NEETs sometimes do preserve their human relations, and often maintain a minimum level of social interaction. However, as NEETs grow older and reach their 30s, they may possibly become socially secluded if they lose their social network as their friends spend more time at work or get married. If we consider that one major factor that creates NEETs is the existence of human interaction in a working environment, it is possible that NEETs will also need some form of mental support or care.

The most effective way to support victims of social seclusion is to develop a comprehensive support policy that includes professionals from numerous fields (e.g. doctors, teachers, counsellors). Also, as we can see from the success of the social seclusion study

committee in Tanabe, Wakayama Prefecture, composed mostly of health outreach workers, small support networks with close ties to the area are the most flexible and are also very effective. Such a system could reasonably be thought to work with truants and NEETs as well. However, in either case, the victim often does not at first actively pursue help, requiring a focus on support that mainly comes from the victim's family. It is imperative to build a flexible network that can use family meetings and discussions as a start to setting up a support plan specifically tailored to the victim, and then offer a varied list of treatment choices (e.g. induction into a treatment centre, at-home counselling, day-care and so-called free-spaces, introduction to group activities such as self-help groups and group homes, work support). In creating such a network, the volunteer-run community care model flourishing in Europe and the United States may serve as a good example.

## 2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES

Japan-EU Seminar on Youth, London, 23-24 November 2005

### Working Group 3: Volunteering and intercultural dialogue

by

Hiroshi Koroki, Setagaya Volunteer Association

#### **The Children in Japan's Crib**

In a warm household, a baby is being raised in its crib. It's an image bound to bring a smile to anyone's face. But would you have the same impression if that baby continued living in that cradle even after it became 20 or even 30 years old, forever in its parents' care?

Japan's family unit is bound to be small. According to research by the Health, Labour and Welfare Ministry, Japan's birth rate has continued to fall since 1967, when it was 4.32, to 2004, when it was 1.29. Falling birth rates means fewer children have brothers or sisters. The trend towards nuclear families means few households have three generations of a family living together, which has reduced the opportunities for interacting with one's relatives.

I believe that Japanese society is beginning to lose the basic abilities it needs to live. Many of Japan's educational experts warn that children are becoming increasingly weak in their ability to interact with society. According to a Cabinet Office study, about 70% of young people in their 20s live with their parents. On the other hand, about 70% of parents are happy to be living with their children. According to a cultural ministry study, about 60% of Japanese youths go on to attend universities and vocational colleges after graduating high school. These young people are dependent on their parents for a large part of their fees for such higher education. Such a phenomenon has even produced a new phrase to describe such young people: parasite singles. But the children are not the only parasites. In fact, 70% of parents accept their children's lifestyle.

The image of a typical Japanese household, in fact, is that of a gradually shrinking crib in which parent and child alike spend their lives, dependent on each other.

However, as warm and fuzzy as the original image may seem, several problems will come into this picture as the child enters adolescence. Children grow up constantly conflicted between their urge to be dependent on their parents and the need to be independent. Therefore, they end up clashing with their overly controlling parents, who can never quite learn to live without their children. Parent and child come into conflict in their crib of a household, building stress in each other.

Personal relationships within neighbourhoods have also begun to fade. A Cabinet Office study found that 66.1% of people are not on close terms with their neighbours. Therefore, children have increasingly fewer opportunities to interact with others in their local community. Japanese youths are also marrying later than ever. Among young people in their 20s, about 70% of men and about 50% of women have not married. Today, it takes a long time before young people begin thinking about social participation, to become aware that they play leading roles of responsibility in society.

## Children become adults as soon as they feel their worth

It is important for young people to leave the crib that is their home into society, interact with many different types of people and learn how to form human relationships. It is important for them to encounter foreign worlds and experience different cultures to discover universal values that go beyond differences in time and social systems, to expand their perception of human rights and awareness of the sanctity of life by interacting with various people and the natural environment. Nothing offers such experiences as does volunteering.

Volunteering allows one to discover one's worth through working together with others and society as a whole, and develop in people a civic awareness that is the realization and awareness of one's responsibility as a leading player in society. Being needed by others and society also allow one to view one's self more positively, which indubitably leads one to discover new possibilities.

In its partial amendment of the School Education Law passed in July 2001, the cultural ministry included the clause that the government should "promote practical activities including social service activities and nature experience activities, such as through volunteer activities at primary schools and other educational institutions, to develop in children a sense of social inclusion and a rich humanism." As a result, a "comprehensive studies" hour was implemented in curricula in public primary, middle and high schools across the nation from 2001. Each school could now independently choose volunteer and practical activities—dealing with social welfare, the environment, global understanding and information processing, among other issues—to conduct with their students.

Between 2001 and 2003, the ministry also set up in 1,500 centres across Japan to support volunteer and practical social activities by young people. The ministry in 2004 began a three-year plan to create, with the help of local governments and volunteer organizations, about 10,000 "places of belonging" for children—in schools, community centres and other local venues—where they can participate in various practical social activities.

The term "freeter," coined by the Japanese to refer to young people who have not yet got onto a career path, is now widely used in society. Private research companies have found that unemployment among young people has risen to over 10%, and that the number of people between 15 and 30 years old—excluding students and housewives—who live on part-time work was 4.17 million in 2001 and rising each year.<sup>6</sup> Meanwhile, young people not working or in school referred to as "NEETs"—an acronym for Not in Employment, Education or Training—numbered 750,000 in 2000. This number had risen to 850,000 by 2005, and is expected to grow to about 1.2 million by 2020.

In Japan, young people first get to participate in politics when they receive their right to vote at the age of 20. In the House of Representatives election held in 2003, voter participation among people between the ages of 20 and 29 was only 35.4%. This is less than half the 79.09% participation rate of those between the ages of 65 and 69. In Japan, an effective policy has yet to be created to cure such young people of their indifference to politics.

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<sup>6</sup> There appears to be some discrepancy between these statistics and those in Sato's speech.

Using as a reference the Cabinet Office's "7<sup>th</sup> World Youth Awareness Survey," conducted in 2003 of people between the ages of 18 and 24, let us take a look at the differences in awareness between young people in Japan and in other countries.

Of those surveyed in various countries, Japanese youths scored the lowest on whether they had any interest in the politics of their country (See Graph 1).

They also had the lowest participation rate in volunteer activities (Graph 2), and tied with German youths as having the lowest rate of satisfaction with the society of their own country.

### **Students who seek themselves through volunteering**

In 2007, Japan is expected to enter an age where higher education will be provided for all. Numerical data indicates that all students will be able to get into a university as long as they wish to do so. The independent government body Japan Student Services Organization (JASSO) in 1998 surveyed 10,000 students in 98 universities across the nation on their experiences with volunteer activities. According to the survey results, 7.2% replied that they were currently volunteering and 33.5% said they had volunteered in the past. A total 40.7% of students, then, had had some kind of volunteering experience.

I conducted a survey into students' motivation behind volunteering. The following chart (Graph 4) shows the results of this survey, conducted from 2003 to 2004 of 1,650 students from six national and private universities around Tokyo.

The results indicated a noteworthy characteristic of students' motivation to volunteer, especially in the fact that 64% of students said they participated "for themselves." Of these, 48% selected results that indicated their motivation was related to self-discovery.

My conclusion is that many young Japanese people seek the truth about themselves in volunteering.

For Japanese youths, it is more important to feel protected by a period of active seclusion than to become integrated into society. It is important to make social experiences at home and abroad, before attending school, while attending school, and after finishing school. It is necessary for them to leave their daily routines and experience the unusual in order to recover their humanism from the alienation they feel from their competitive, controlled society and to reclaim their identities that have become controlled by the market economy society. For these reasons, young people need experiences that provide them with social power.

### **Expectations for the numerous possibilities of volunteering**

In 1979, I launched Japan's first full-time volunteer program me, in which young people volunteer around the country for a full year. Following a month of living together during pre-training, the group of youths between 18 and 30 years old are dispatched all over the country to private NPOs that tackle social problems. These include organizations that aid the homeless; support groups for pollution victims; organizations that protect minority rights and cultures; groups developing depopulated towns to revive local industries; groups developing welfare and education systems on remote islands; social welfare facilities that utilize novel approaches; support groups for volunteer experience studies at schools; groups that help the handicapped become socially independent; group supporting children's theatre

and local orchestras; and groups supporting the visual recording of ethnic cultures. My model for this programme was the UK Community Service Volunteers.

I also began a programme where volunteers were invited from abroad to work in Japan over a long period of time. In this programme, I ask organizations that promote volunteer activities in seven Asian nations to recommend me a number of youth volunteers, who then come to work in Japan for a year. The scope of the programme has expanded to include UK students who come to volunteer in Japan during their gap year. Through this programme, I have created an environment where youth volunteers from nine different countries work full-time with each other. As a result, networks have been created not just between Japan and other Asian nations, but between those Asian nations as well, in effect establishing a multinational exchange of volunteerism.

To conduct volunteer activities at home and abroad over a long period in such a manner, there needs to be a social environment that supports such activity. Since the 1995 Great Kansai-Awaji Earthquake, Japanese universities have begun incorporating mechanisms for supporting students' volunteer activity. At present, over 50% of Japanese universities have on-campus centres for consultations and providing information on volunteering. To support student activities, there is a need to spread a system where a student is allowed—for a temporary period before beginning university, while attending university, or after graduating—to focus on volunteering while remaining technically enrolled at the school.

Today's young people are very interested in volunteering abroad. There are currently over 400 overseas cooperative NGOs in Japan which plan and provide international work camps and study tours in other countries. There has also been an emergence of NGOs composed of young people who work with foreign NGOs to expand, for other young people, their network of international work camps. Volunteering is the most effective tool towards promoting communication and exchange between different cultures. This is because volunteering is the fruit of communication and mutual trust based on a contract of goodwill.

In Japan, there continues to exist a bureaucracy-led social mindset that has been constructed since the Meiji period (1868-1912), and there is less trust placed in civil society than in government. This is a huge obstacle towards developing a volunteer organization that creates and provides various volunteering opportunities for young people. The traditional youth organization, which played a huge role in youth education after World War II, is in poor condition, but in its place we should expect to see the emergence of all types of volunteer organizations that can offer a menu of volunteer activities that is flexible enough to appeal to the various natures of today's young people.

My heartfelt wish is that mutual exchanges between volunteer groups in Japan and the EU will be accelerated, allowing the groups to teach together, learn together, share ideas and skills, and together face the challenge of realizing the dreams and conquering the problems that relate to a global society.

Chart 1

Very interested	Somewhat interested	Not very interested	Not interested	
Japan	6.5%	40.2%	37.1%	14.1%
South Korea	9.6%	43.7%	32.3%	13.3%
USA	30.7%	38.5%	17.8%	11.9%
Sweden	13.6%	30.0%	36.5%	19.2%

Germany	8.1%	37.3%	34.6%	19.3%
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Chart 2

	Currently involved	Have had experience	No experience	Don't know
Japan	3.3%	31.7%	63.2%	1.8%
South Korea	5.0%	42.6%	50.8%	1.7%
USA	21.0%	40.4%	36.1%	2.5%
Sweden	19.9%	23.4%	52.3%	4.5%
Germany	8.2%	14.4%	72.9%	4.5%

Chart 3

Satisfied		Somewhat satisfied	Bit unsatisfied	Unsatisfied
Japan	4.2%	31.3%	42.0%	17.4%
South Korea	6.3%	32.9%	43.9%	14.3%
USA	35.7%	40.8%	14.3%	7.5%
Sweden	11.3%	64.0%	18.4%	4.6%
Germany	4.2%	28.4%	36.8%	28.9%

Chart 4

For society (external motivation) {34%}	Contributors to society < 34% >	To help people in need
		To learn more about my local society
		Angry at the injustices and contradictions directed at society
		Want to make use of skills/knowledge by solving social problems
For self (internal motivation) {64%}	Looking for self < 48% >	To meet new people
		To apply own experience and abilities
		To have a new, moving experience
		To discover what I want to do
	Looking for career < 11% >	It's part of my studies/work
		It's encouraged by my university/workplace
		It's necessary for credits/qualifications
		To help me advance at school/work or find a job
	Looking for spiritual therapy < 7% >	I fear I'm losing sight of myself
		I'm unable to feel confident about the way I live
		To cure myself of uncertainties or emotional pain
		I'm unable to feel confident about communicating with others and living in a group

(Respondents were allowed to choose up to 3 of the 16 displayed motivations.)

## 2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES

Japan-EU Seminar on Youth, London, 23-24 November 2005

### Working Group 3:

#### Working Group 3: Volunteering and intercultural dialogue

by

Nigel Watt, Youth Action for Peace

The modern international voluntary service movement began in the aftermath of the 1914-18 war. The Swiss pacifist, Pierre Ceresole, walked out of a conference after making the point that mere talk would never break down the barriers between nations. The answer was that people should work together. This way real and deep friendships would be created which political propaganda would not be able to break. Ceresole went on to organise the first "international service" where a group of volunteers helped the villagers of Esnes, in eastern France, rebuild their houses. This was the origin of *Service Civil International* (Ceresole's creation which promoted civilian rather than military service), of Youth Action for Peace, which I represent here, and of the wider "workcamp" movement.

In these early days, international volunteers were not necessarily young - and even today many older people still take part in international voluntary projects. However, as the idea of the international workcamp spread in Europe, especially in the aftermath of the Second World War, more and more young volunteers participated, particularly students during their vacations. Links with other continents developed. (Ceresole himself had organised a project in India in 1934). By the 1960s workcamps were to be found in countries as diverse as Mexico, Ghana, Lesotho, Morocco, Sri Lanka and, of course, Japan. I leave it to the Japanese delegation to talk about developments in Japan but I think and hope we shall agree that this form of contact is a very fruitful one for developing understanding and intercultural dialogue.

Looking at today's scene, we see a large exchange of young volunteers within Europe and, as travel costs decrease and some people's income rises, an increase in the number of young volunteers taking part in volunteer projects in different continents. Of course there are also other contacts between young people at cultural and sporting events, for example, and we should not be as critical of these as Ceresole was. They can be very beneficial. But my experience is in the field of voluntarism and I would like to raise a few questions for discussion about the problems encountered by these programmes.

- 1) Who takes part in volunteer projects in another continent? Europeans going to Japan for a workcamp need to have enough money to pay for their participation and travel costs, so they tend to be from relatively well-off families. Such people are more open to other cultures than those less well-off and less well educated.
- 2) How superficial is the contact made during a two or three week camp? Can volunteers be well orientated and prepared in a way which will significantly deepen their experience when they travel? The excellent Asia Europe Young Volunteers Exchange (AEYVE) organised by the Coordinating Committee for International Voluntary Service at UNESCO (of which I used to be director) and the Network for Voluntary Development in Asia and funded by the Asia Europe Foundation tries to build in a very thorough process of learning to know each other, but this programme can only

benefit a tiny number of young people. How can such orientation be made more widely available?

- 3) What about the development of longer term volunteer exchanges. The European Voluntary Service (EVS) programme is well established inside Europe. European countries and Japan both recruit cooperation volunteers for developing countries. Cannot a Europe-Japan long or medium term programme be developed (6 months plus)? This would enable participants to get over the major stumbling block of language. Many young Japanese learn English but do not find it easy. Very few Europeans learn Japanese. It's time they started.
- 4) What sort of prejudices exist? Among older British people there remains some residual prejudice resulting from some people's experiences in the Second World War. Younger people may have generalised impressions, sometimes false: images of the Tokyo metro, of groups of tourists constantly taking photos of each other, of people working very hard, of urban pollution, of the *shinkansen*...these harmless ideas need to be turned into something more coherent and culturally respectful. And of course young Japanese need to have their own false impressions corrected, a harder job when Europe consist of 25 very diverse countries!
- 5) What is the constraint? Obviously, funding is what limits the scale of exchanges and limits it in most cases to those who can pay their way. It is often argued that paying for travel and for what appears to be young people having fun is not a priority for any nation's budget. I would argue that paying a few thousand (or million) now to ensure that there is understanding between nations is a great deal cheaper than the obscene sums which nations pay for so-called defence. One method which has been used by CCIVS to help develop new exchanges is the "solidarity fund". Participating organisations can apply for grants for specific, usually "south-south" or "south>north" travel. The model can, of course, be modified to provide for other types of volunteer exchange and any funds raised for the development of volunteering could be kept in such a trust fund.

We are fortunate that my colleague, Shinichi Kaizawa, from NICE, the Japanese workcamp organisation, who is also the current President of CCIVS and actively involved since the beginning in the Asia Europe Young Volunteers Exchange, is in the Japanese delegation and he will be able to comment authoritatively on most of these questions.

**2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES**

**Japan-EU Seminar on Youth, London, 23-24 November 2005**

**Presentation of “Web-based information tools in the EU in the field of youth”**

by

Dr. Dietrich Rometsch, DG EAC, Brussels

**Introduction**

- A scheme on major information and communication tools that exist at EU level in the field of youth
- Not comprehensive -> many other portals and websites exist at EU level (Ploteus, e-learning, Eures) and national level (national youth portals)
- Objective here: to give an overview and show what exists and how the different tools are complementary to each other; this is also a mirror of our activities/structures in the field of youth at European level

**European Youth Portal (<http://europa.eu/youth>)**

- 3 sections: information, news, interactive channel in 20 languages + search tool
  - information: 4 themes, portals for young people, travelling Europe, info on Europe
  - news: new articles on results of youth events, competitions, conferences, youth consultations etc.
  - interactive channel “get involved”: discussion forums, opportunities to develop “active citizenship”, tell us your story, ask a question on the EU, get access on funding
- important features:
  - practical information on mobility via “Travelling Europe”

- easy possibility to ask questions and get answer from national and regional Eurodesk partners
- interactivity and participation of young people in contents (EYF etc.)
- list of all portals in EU member states
- around 250.000 users a month

**Salto Recource Centres (<http://www.salto-youth.net/>)**

is a more professional tool addressed mainly to NA and youth work experts

- links to the 8 geographic/thematic SALTO Resource Centres that exist:
  - Cultural Diversity (United Kingdom)
  - Eastern Europe & Caucasus (Poland)
  - Euro-Med (France)
  - Inclusion (Belgium, nl)
  - South East Europe (Slovenia)
  - Training & cooperation (Germany)
  - Youth initiatives (Belgium, fr)
  - Information (Sweden & Hungary)
- main site offers information on horizontal services such as the training calendar, the tool box for training, trainer online, newsletter and latest news:
  - **Training calendar:** offers training opportunities for disseminators, group leaders, mentors and other specialists as well as young people being active in international youth work; allows National Agencies, youth councils, youth NGOs who are registered to present own offers online.
  - **Tool box:** is a kind of on-line bookshelf full of training methods, simulation games, background texts, presentations, course reports etc. that can be used by

trainers, youth workers, youth leaders etc. for their own needs; avoids reinventing the wheel; a search function allows to find the tools via keyword or type of tool; users can also add their own training methods and give comments on training tools and in this way enrich the existing tools

- **Trainers online for youth (TOY):** is an easy way to find a trainer for an international youth training activity. Training organisers can find a trainer via the search or launch a call for trainers. New trainers can register themselves and promote their trainer skills via the TOY database.
- Other important features:
  - News on training offers, publications, new trainers, updates etc.
  - Use of extra services via “my SALTO” (toolbox, TOY etc.)
  - access to partner finding databases
  - glossary
  - 37.000 visitors / month or around 450.000 visitors / year (2005)

### **Youthnet (<http://youthnet.ungdomsstyrelsen.se/9/1137.asp>)**

is basically an intranet tool to link NAs and the Commission and improve information and communication between them

- Not open to the public; only Commission, NAs and SALTO have access
- It offers the following information sections:
  - News and links to SALTO, Youth Portal, Eurodesk, Partnership COM/CoE)
  - The youth unit (staff, structure etc.)
  - calendar of events (management meetings, conferences etc.)
  - information on actions of the Youth Programme, the new Youth in Action Programme and on youth policy

- information on NA and their staff
- discussion forums of the different actions of the YOUTH Programme and a chat room
- Library that gives access to important documents (legal basis, User's guide, Handbook, forms, assessment grids, contract models, etc.)
- search of databases on offices + working hours, staff + their phone-numbers etc. and other support services (faq, linguistic help etc.)

**Eurodesk (<http://www.eurodesk.org>)**

- this site aims to offer a range of concrete services to professionals working with young people and European information.
- Eurodesk is present in 27 countries and has also a regional and local dimension
- it is seen as a complementary resource to the European Youth Portal, with which Eurodesk is also heavily involved. The Youth Portal is targeted specifically towards young people, whereas the Eurodesk site intends to provide a complementary source of on-line help and support to any professionals working with young people and European information at any level
- The new site will improve the accessibility of information from the Eurodesk database, but will also offer many different support services to its users.
- It offers the following information sections (left to right):

The European Info Centre offers:

**Search for funding:** gives easy access to information on funding programmes (national and EU funding) from the Eurodesk database. There are three different searches for European and national funding programmes (by theme, by promoter, by alphabetical index).

**Information on Europe:** is designed to help the user to find background information about Europe and how the European Union works, to find European news or other European information sources.

**Fast access to EU info:** gives access to a list of EU funding programmes on selected themes from the top banner for immediate results.

**Eurodesk Support Centre:** is targeted towards all professionals working with young people in any context - youth organisations, schools, libraries, sports clubs, social work centres, neighbourhood projects, training organisations, and so on.

Through this new service, Eurodesk offers on-line support to those, who wish to help young people to access European information. In the Support Centre you can find information and tools as follows:

- Working with young people and European information
- How to ...
  - ...answer European questions
  - ...search for European information
  - ...apply for funding
  - ...find partners
- Monthly focus on organisations and funding programmes
- Eurodesk Toolbox for the Support Centre
- On-line professional Discussion Forum (in the Communication Centre).

**Eurodesk Toolbox:** contains resources and tools relevant to the European Info Centre such as links to EU level youth organisations, animation tools on the EU for youth workers, "glossary" gives access to different specialised dictionaries on EU-jargon and the EU multilingual terminology database, "Useful materials" gives access to documents, publications, leaflets, videos, training packs, web sites, etc. in the field of education, travelling, working, volunteering, environment, culture etc.

**Deadline Reminder:** This tool lists application deadlines, which are coming up in the next three months, for European programmes.

**Communication Centre:** This section of the Eurodesk web site offers two new services to any professionals working with young people and European information - an on-line Professional Forum and a live help service.

**On-line Professional Forum:** The purpose of the Eurodesk Forum is to stimulate professional communication between the network members in 27 countries participating in the Eurodesk Network. The forum is used to share experiences and to ask for help. Users can ask for help on any topic related to their information work with young people and can post news items or announcements for events.

A classic example of how it works: **At 10h32 a message was posted from Italy:** "*Hallo - I'm looking for addresses for student's accommodation in Barcelona, can anybody help me?*" **At 10h41, a reply was posted** (not from Barcelona, but from the Balears!) with the necessary web addresses.

This can be a real time tool to find help and support from colleagues working in the same field.

**Live help:** This will be a service where members of the Eurodesk Network are available to help you in real time. At present the live help service has not yet been implemented.

**Calendar:** highlights annual days, weeks, months relevant for international youth work

**DG EAC Youth** ([http://ec.europa.eu/youth/index\\_en.html](http://ec.europa.eu/youth/index_en.html))

- is the youth unit's official homepage covering youth policy and the youth programme
- is addressed to visitors of the Europa-server which are mainly national administrations, stakeholders in the field of youth (civil society organisations, youth NGOs, researchers) but also the public at large
- The following sections can be browsed:
  - News from our DG's activities
  - Information on the Youth Programme:
    - central part:* basics and insurance forms; *left:* legal basis, particular actions, priorities 2005, open calls, glossary, list of granted projects, evaluations,;
    - right:* User's Guide contact list, forms
  - White Paper on youth policy: information what it is, how the WP was prepared, what has happened since then, publications, facts & figures (studies, opinion polls etc.)
  - Documentation on official EU decisions, evaluation of the Youth Programme, COM's proposal for the new Youth in Action Programme, link to studies.

**European Knowledge Centre on youth policy** (<http://www.training-youth.net/INTEGRATION/EKC/Intro/index.html>)

- is a knowledge management system that provides the youth field with a single entry point to retrieve accurate up-to-date research based information on the realities of youth across Europe.
- was developed within the framework of the Youth Research Partnership between the Council of Europe and European Commission.
- is a tool for the implementation of the White Paper on Youth and in particular the *common objectives on a Better Understanding of Youth and the Council of Europe monitoring of youth policy*.
- should contribute to an evidence based policy making and practice and be a place for the exchange of information and dialogue across the youth field.
- is primarily addressed to policy-makers and researchers in the field of youth; but is also open to any other youth experts and youth work practitioners.
- The content is mainly provided and updated by correspondents from EU Member states on the basis of questionnaires
- The main features of the database are:
  - ABC on youth policy allows to search for statistics, actors, legislation, programmes, action plans, budget in Member States; data can be compared (e.g. number of young people per country)
  - core content gives information on main policy areas, i.e. participation, information, voluntary activity and better understanding of youth in Member States; multiple country search is possible to compare data from different countries
  - database search allows to find publications, policy texts, articles, educational material, good practice related to youth; search can be done via key-words or full text search
  - expert database allows to search for experts in the field of youth research

- database on good practice allows to check practices in other countries and compare with own experiences; will be main tool for Member States to learn from each other and compare their situation
- glossary on main terminology allows to understand main concepts / wording related to youth and non-formal learning

## **Conclusion**

- Challenge is to develop a comprehensive, coherent and coordinated youth information service at EU and national level
- Challenge is also to update the quality of these portals in terms of content, languages and IT-technology
- For the future development of the EU-Japan relations in the field of youth the European Youth Portal and the Database of the EKC on youth policy could be used.

**2005 EU-JAPAN YEAR OF PEOPLE-TO-PEOPLE EXCHANGES**

**Japan-EU Seminar on Youth, London, 23-24 November 2005**

**"Enhancing young people's participation in society through non-formal education"**

**London, 23-24/25 November 2005**

**Results of the evaluation<sup>7</sup>**

From which delegation are you?

EU: 12

Japan: 15

What is your background?

Administration: 10

Research: 5

NGO: 10

Which was your Working Group?

WG1: 8

WG 2: 8

WG 3: 8

Please describe briefly the objectives you had with regard to the seminar:

*(See list of comments below)*

Taken all together have these objectives been met?

fully: 4 (16%)

to a large extent: 13 (54,1%)

partly: 7 (29,1%)

not at all: 0

How do you assess of what you learnt in the following parts of the seminar:

	<b>very low</b>	<b>Low</b>	<b>satisfactory</b>	<b>Good</b>	<b>very good</b>
Opening 0		1 (4,5%)	6 (27%)	9 (40,9%)	6 (27%)
introductory presentations	0	1 (4,5%)	2 (9%)	11 (50%)	8 (36,3 %)
keynote speech WG 1	0	0	7 (31,8%)	9 (40,9%)	6 (27%)

<sup>7</sup> Please note that out of a total of 46 participants 27 returned the evaluation form; those who filled in the evaluation did not always answer to all questions. This explains some of differences when comparing the absolute figures per question.

keynote speech WG 2	0	0	4 (20%)	5 (25%)	11 (55%)
keynote speech WG 3	0	0	4 (20%)	8 (40%)	8 (40%)
working group sessions	0	2 (8,3%)	5 (20,8%)	10 (41,6%)	7 (29,1%)
reports from WGs	0	0	3 (13,6%)	14 (63,6%)	5 (22,7%)
internet presentation	0	1 (4,5%)	6 (27%)	7 (31,8%)	8 (36,3%)

What should be improved according to you for future seminars of this type?

*(See list of comments below)*

Would you recommend such a seminar to your colleagues?

fully: 10 (40%)      to a large extent: 12 (48%)      partly: 3 (12%)      not at all: 0

Should a seminar of this type be repeated?

yes, every year: 12 (52,1%)    yes, every two years: 6 (26 %)    yes, every three years: 5  
(21,7%)      not at all: 0

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**Comments on “Please describe briefly the objectives you had with regard to the seminar”**

- cooperation opportunities, youth work promotion
- very much wishes to development for youth volunteering, exchange between Japan and EU
- to have a global viewpoint and new ideas of youth exchange
- 1) transnational policy of non-formal education and youth work; 2) typology of the process of the project in the European countries in the context of cultural differences
- to recognize difference between Japan and EU; to know possibility for sharing experience and support system
- if we can make a project with people from other countries or not
- to support the Japanese delegation

- learn about youth policy and participation in Japan, build up contacts and make concrete steps for EU-Japan youth exchanges
- learning; discovering of concepts and realities; co-operation
- 1) to contribute to the understanding of the importance of non-formal learning; 2) to learn about the views of social actors from diverse contexts
- to get a comprehensive idea of youth policy of EU & Japan and their differences
- learn on both EU and Japanese youths' problems
- to learn the realities of youth policies in Japan; to develop contacts with Japanese NGOs
- find out the potential of EU-Japan people exchange and take first steps for common ongoing
- represent the voluntary service movement and assist development of useful EU-Japan relations
- to have an exchange of knowledge regarding certain issues
- examine youth policy reality in EU and Japan and possibility for future cooperation
- to learn more about Japanese society and the problems they face in the process of globalization; to establish contacts with Japanese researchers

**Comments on „What should be improved according to you for future seminars of this type?“**

- bit more time, more information in advance, more youngsters
- I am very much hope to organise every year and move each country, include Japan
- good practice
- to create more occasions to introduce EU cases concretely
- construction of common introductory presentation at the preparatory stage; not only at the level of topics but also competence and roles of every subject, association, local government, global network etc.
- more time for discussion; more visual information and larger screen
- 1) framework, 2) concrete 3) do act practically
- participation of more young people, youth leaders and youth workers
- 1 day longer; some policy statements; better understanding of Japan's and Europe's role in the world
- time management; participation of representatives of young people, e.g. National Youth Councils
- wider range of participation (more variety of people)
- translation facility in the working groups (if possible better to have simultaneous interpretation for all WGs)
- one topic of focus would allow for greater results
- after having a first round of discussion this time there should be a more concrete description of the targets of the seminar
- more concrete methods to discuss and not so much “identifying”
- match of participants (similar sending organisations), should be longer, more specific
- more time for reflection, more time for informal conversations

## **Evaluation Cards filled in by participants and pinned on boards during in the final plenary session**

### **Recommendations**

- Exchange of knowledge and experience
- Monitoring of realisation process of the pilot policy between EU and Japan
- In the future: co-organise the youth volunteering programme between EU and Japan, like a work camp and full-time volunteer projects
- Establish dialogue on youth policy through engagement of EU-Japan Youth NGOs (seminar-conference)
- Exchange experts and specialists to exchange different experiences
- Start exchange by training teamer / multipliers
- Study visits for today for participants from government, NGOs, local level experts to visit all areas of youth policy structure
- Permanent platform on youth policies in Japan-EU to follow up and develop
- Compile information of participants (mail address, home-page etc.) and build a network of the participants

### **Organisation**

- WG must be organised after Key speaker because each person has different needs
- Well prepared programs to make it more fruitful.
- Not enough information before the seminar
- Good accommodation, little lunch, but good food
- Great simultaneous translation
- Short time for such a huge issue so a bit busy schedule
- Basically well-organised
- More information beforehand could be better
- More working group session instead of long breaks
- Interpreters worked well
- Very good overall organisation, but need for better time management

## **Interaction**

- Satisfied with the "bridge"
- Too many presentations in a row the first day
- good moderators
- Not many young people
- Group very good interaction
- More presentation on good practices by the EU side participants could be better.
- We received many hints useful for further activities.

## **Content**

- More time for discussion could be nice.
- Life-wide learning different perspectives
- Content good ... not enough time to discuss
- More presentation on good practices by the EU side participants could be better.(2 opinions of same meaning)
- More information of EU member states situation were needed for further discussion.