

**Convention on the Rights of Persons
with Disabilities
(CPRD)**

**Replies to the list of issues
in relation to its initial report**

The Government of Japan

Annex 2

Basic Plan on Human Rights Education and Human Rights Awareness-Raising

(Cabinet Decision on March 15, 2002)

(Partial Amendment on April 1, 2011)

* Addition of (12) to 2. of Chapter 4

Chapter 1 Introduction

The Basic Plan on Human Rights Education and Human Rights Awareness-Raising (hereinafter referred to as the "Basic Plan") is formulated based on Article 7 of the Act on the Promotion of Human Rights Education and Human Rights Awareness-Raising (Act No. 147 of 2000; promulgated and enforced on December 6, 2000; hereinafter referred to as the "Human Rights Education and Awareness-Raising Promotion Act") with the aim of comprehensively and systematically promoting measures relating to human rights education and awareness-raising.

Under the Constitution of Japan, which guarantees fundamental human rights for all citizens, the national government has developed human rights-related systems and joined various international treaties and has taken other related measures. However, there still are incidents threatening lives or physical safety of individuals or cases of unjust discrimination, or other human rights violations on the grounds of social status, family origin, race, ethnic group, creed, sex or disabilities. In tandem with internationalization, informatization, population ageing, etc., new human rights problems are also arising in the Japanese society.

In order to achieve a peaceful and affluent society in which all people can coexist while respecting each other, it is indispensable to develop a spirit of respect for human rights and it is no exaggeration to say that education and awareness-raising for that purpose is highly significant. The national government is committed to promoting human rights education and awareness-raising comprehensively and systematically based on this Basic Plan for an early realization of a society in which human rights are equally respected and co-exist.

1. Developments up to the Enactment of the Human Rights Education and Awareness-Raising Promotion Act

The latest moves concerning the promotion of human rights education and awareness-raising include the efforts concerning the United Nations Decade for Human Rights Education. At the General Assembly held in December 1994, a resolution to designate the decade from 1995 to 2004 as the "United Nations Decade for Human Rights Education" was adopted. In response to this, the government of Japan set up the relevant headquarters headed by the Prime Minister based on the Cabinet Decision on December 15, 1995, and formulated and publicized the Plan of Action for the United Nations Decade for Human Rights Education (hereinafter referred to as the "Domestic Action Plan") on July 4, 1997.

In December 1996, the Act on the Promotion of Policies on Human Rights Promotion and Protection (Act No. 120 of 1996) was enacted as temporary legislation with a five-year term limit and was enforced on March 25, 1997. This Act provided for the responsibilities of the national government to promote measures concerning human rights education and awareness-raising, and the Council for

Human Rights Promotion was established within the Ministry of Justice. The Council studied and deliberated basic matters for comprehensively promoting measures concerning education and awareness-raising for the purpose of deepening mutual understanding of citizens on the principle of respect for human rights for over two years based on consultations of the Minister of Justice, the Minister of Education (Minister of Education, Culture, Sports, Science and Technology, at present), and the director general of the Management and Coordination Agency (Minister of Internal Affairs and Communications, at present). On July 29, 1999, the Council made reports to these Ministers.

In light of the Domestic Action Plan and reports by the Council, the national government had carried out various measures for comprehensively promoting human rights education and awareness-raising. However, it was considered indispensable to clarify the principle on human rights education and awareness-raising and responsibilities of the national and local governments and citizens, respectively, and legally stipulate required measures, such as the formulation of the Basic Plan and the submission of an annual report, in order to further promote relevant efforts. In November 2000, a bill was submitted to the Diet as lawmaker-initiated legislation and was enacted as the Human Rights Education and Awareness-Raising Promotion Act.

2. Formulation Policy and Structure of the Basic Plan

(1) Formulation Policy of the Basic Plan

The Human Rights Education and Awareness-Raising Promotion Act provides the fundamental principle that "the human rights education and human rights awareness-raising provided by the national government and local governments shall be carried out with a view to providing various opportunities, adopting effective methods, respecting the independence of citizens and ensuring the neutrality of implementing entities so that citizens deepen and gain an understanding of the principle of respect for human rights at various places, including schools, communities, households, and workplaces, depending on the developmental stage of citizens" (Article 3). With regard to the Basic Plan, it is provided that "the national government shall establish a basic plan on human rights education and human rights awareness-raising in order to comprehensively and systematically promote policies on human rights education and human rights awareness-raising" (Article 7).

The Domestic Action Plan and reports by the Council are the fundamental basis for promoting human rights education and awareness-raising, but it was decided to formulate the Basic Plan under the following policy in light of the purport of past examinations and recommendations, deliberations and incidental resolutions of both Houses in the process of enacting the Human Rights Education and Awareness-Raising Promotion Act, and the international trends in the field of human rights.

- (i) Each citizen needs to deepen and gain understanding of the principle of respect for human rights. From the viewpoint that persistent efforts are indispensable for that purpose, the plan should be formulated in a medium- and long-term perspective.

- (ii) The plan should be made rich in content in reference to the Domestic Action Plan.
- (iii) Based on reports on human rights education and awareness-raising by the Council for Human Rights Promotion, "the basic approach on human rights education and awareness-raising" and "means for comprehensive and effective promotion of human rights education and awareness-raising" should be discussed.
- (iv) When formulating the plan, due consideration should be given to the neutrality of the administration, and opinions of local governments, private organizations, and other relevant parties should be broadly collected.

(2) Structure of the Basic Plan

As the main substance of measures for comprehensive and systematic promotion of human rights education and awareness-raising, the Basic Plan first clarifies the developments up to the enactment of the Human Rights Education and Awareness-Raising Promotion Act and formulation policy and structure of the Basic Plan in Chapter 1 "Introduction," then refers to the current status and basic approach in Japan in Chapter 2 "Current Status of Human Rights Education and Awareness-Raising" and Chapter 3 "Basic Approach to Human Rights Education and Awareness-Raising," and presents means to promote human rights education and awareness-raising comprehensively and systematically in Chapter 4 "Means to Promote Human Rights Education and Awareness-Raising." Specifically, Chapter 4 examines efforts from universal perspectives concerning human rights in general, efforts for each human rights issue, training for personnel engaging in specific jobs closely related to human rights, and presents future directions for a system, etc. for comprehensive and effective promotion of human rights education and awareness-raising. Lastly, Chapter 5 "Promotion of the Plan" describes a system and follow-up activities for steady and effective promotion of the plan.

When promoting human rights education and awareness-raising comprehensively and systematically, efforts by local governments, public interest corporations, private organizations, etc. are very important in addition to efforts by the national government. The national government will further deepen collaboration with these other parties to promote concrete efforts listed in this Basic Plan steadily.

Chapter 2 Current Status of Human Rights Education and Awareness-Raising

1. Circumstances Concerning Human Rights

Under the Constitution of Japan, in which respect for fundamental human rights is positioned as part of the fundamental principles, the national government has developed various human rights-related systems and promoted relevant measures in the entirety of national politics. These efforts are not only in line with the Constitution but also in compliance with international human rights treaties and other international rules prepared by the United Nations that Japan has acceded to since the end of World

War II. In the meantime, however, there has been criticism of these systems and measures from the perspective of human rights from inside and outside of Japan and the existence of various human rights issues has been pointed out in the relationships between public authority and citizens or among citizens. In promoting human rights protection today and into the future, human rights issues involving women, children, elderly people, persons with disabilities, the Ainu people, foreign nationals, people living with HIV, and Hansen's disease patients, as well as the *Dowa* issue, in particular, are material, and the Domestic Action Plan states that upon promoting human rights education and awareness-raising, these significant issues should be addressed not only with approaches specific to each of them but also from universal perspectives of legal equality and respect for individuals. In recent years, the public is paying more attention to human rights issues of crime victims and their families. Consideration has come to be required for crime victims during criminal procedures and other problems such as privacy infringement, defamation, invasion of quiet private lives due to excessive media coverage have arisen. Regarding media coverage of suspects of juvenile cases and their families, similar human rights issues are pointed out, and other types of new human rights issues include those caused by the posting of discriminatory information on online bulletins or websites.

Behind such human rights issues, there lie Japanese people's tendency to prioritize homogeneity or uniformity and unreasonable traditional ideas, but rapid social changes such as internationalization, informatization, population ageing and falling birthrate, are also considered to be causes. More fundamentally, the fact that citizens lack correct understanding of the principle of respect for human rights and the attitude to realize this principle is the very problem and this causes problematic behavior as pointed out: some only assert their own rights and ignore others', do not fully understand and cannot properly claim their rights, or lack the attitude or habits to behave based on their reasonable judgment of the circumstances and merely act with a sense of discrimination or prejudice.

Various efforts have so far been made for human rights education and awareness-raising, but it is necessary to further activate such efforts in light of these circumstances concerning human rights.

2. Current Status of Human Rights Education

(1) Significance and Purpose of Human Rights Education

Human rights education means "educational activities to cultivate a spirit of respect for human rights" (Article 2 of the Human Rights Education and Awareness-Raising Promotion Act) and is provided "so that citizens deepen and gain an understanding of the principle of respect for human rights ..., depending on the developmental stage of citizens" (Article 3 of the same Act). Following the spirits of the Constitution of Japan, the Basic Act on Education, the International Covenants on Human Rights, the United Nations Convention on the Rights of the Child, etc., human rights education is promoted through school education and social education, while taking into account circumstances of respective regions, so that citizens properly learn a spirit of respect for fundamental human rights.

School education is provided in an organized and planned manner to cultivate each student's ability to learn and think by oneself and nurture humanity for the purpose of achieving specific goals and purposes of respective types of schools. Through the entirety of such educational activities at schools, students are to be educated to enhance their awareness of respect for human rights, depending on their developmental stage.

Regarding social education, diverse educational activities to enhance people's awareness of human rights are to be carried out outside schools, targeting broadly from young children to elderly people, not limited to juveniles, in accordance with their lifecycles, from the standpoint of lifelong learning. Through such human rights education through school education and social education, it is expected that people understand the significance of exercising their own rights and the need to fairly and impartially respect other people's human rights as well, learn about various human rights-related problems and practice a spirit of respect for human dignity in their everyday life.

(2) Implementing Entities of Human Rights Education

Implementing entities of human rights education include social education-related organizations, private organizations and public interest corporations, in addition to schools, social education facilities and boards of education.

Responsible authorities are the Ministry of Education, Culture, Sports, Science and Technology at the national level, prefectural boards of education and governors' branches that govern private schools at the prefectural level, and municipal boards of education at the municipal level. Public schools established by the national or local governments or municipalities and private schools established by incorporated educational institutions promote human rights education through school education, while community learning centers and other social education facilities established by municipalities, etc. promote human rights education through social education.

(3) Current Status of Human Rights Education

A. School Education

At schools, efforts have been made to enhance the content of education to value each student and raise awareness of respect for human rights through the entirety of educational activities, depending on students' developmental stage.

Recently, the National Curriculum Standards for Kindergartens, Elementary Schools, Lower and Upper Secondary Schools, and Special Schools for visually impaired, hearing impaired, physically disabled and mentally retarded persons were revised to further enhance education at respective schools, prioritizing the development of "the competencies for living" (the ability to learn and think by oneself and rich humanity, etc.).

The National Curriculum Standards for Kindergartens aims to make children aware of the existence

of others and act with respect for others through engagement with each other and to encourage them to deepen involvement with friends and have sympathy. At kindergartens, instructions are given in line with the courses of study through play and other activities to generate a spirit of respect for human rights. At day-care centers, childcare is provided under the guidelines formulated while ensuring consistency with the National Curriculum Standards for Kindergartens.

At elementary schools and lower and upper secondary schools, education to increase awareness of respect for human rights is provided through all aspects of educational activities at schools in accordance with the characteristics of each subject, Morality and Tokkatsu (Student-led activities) etc., depending on students' developmental stage. For example, in Social Studies, students are expected to deepen understanding of human dignity and guarantee of fundamental human rights while learning about the Constitution of Japan, and in moral education, they are guided to be fair and impartial toward everyone without discrimination or bias and endeavor to establish justice, and to abide by laws and regulations with a sense of public morality, cherish their own and other people's rights, and fulfill their obligations voluntarily. The new National Curriculum Standards that have been fully implemented since FY2002 emphasize a goal of reflecting a spirit of respect for human dignity and a sense of awe toward life in actual life and cite the creation of opportunities for exchange with diverse people as a matter to be considered in providing education. In addition, the School Education Act was amended in July 2001, and it is newly provided that elementary schools, lower and upper secondary schools, and special schools for visually impaired, hearing impaired, physically disabled and mentally retarded persons should endeavor to expand opportunities for volunteer activities and other social contribution activities and nature-based Experiential Activities. Respective schools are expected to make relevant efforts also from the standpoint of human rights education.

At special schools for visually impaired, hearing impaired, physically disabled and mentally retarded persons, education equivalent to that at elementary schools and lower and upper secondary schools is provided to help students with disabilities achieve independence and social participation, and at the same time, guidance is provided to help them overcome various difficulties due to disabilities. The revised courses of study require schools to further improve the content of guidance meticulously in accordance with each student's circumstances. These special schools have also carried out practical efforts such as exchange activities together with local people and students without disabilities with the aim of stimulating social development and fostering a rich humanity of students with disabilities and deepening correct understanding and awareness of the public in regard to persons with disabilities. The new courses of education encourage the enhancement of those practical efforts.

At universities, etc., human rights education is provided, for example, in relation to legal studies on the Constitution of Japan and laws in general. Some universities have a class on human rights education in liberal arts subjects.

As mentioned above, human rights education is being promoted throughout school education activities,

but problems in teaching methods have been raised, such as the fact that students only intellectually acquire knowledge but do not fully develop sensitivity to human rights or that teachers themselves do not necessarily have sufficient awareness on the idea of respect for human rights.

B. Social Education

In order to assist education at home, which is the starting point of individuals' learning in life, opportunities are provided for parents to learn about preferable education at home, and Education at Home Handbooks and Education at Home Notebooks, which explain discipline at home in an easy-to-understand manner, are delivered to parents with infants or elementary school students. These Handbooks and Notebooks state that it is important for parents themselves to be free from prejudice and show children their strong will not to tolerate discrimination.

Furthermore, community learning centers and other social education facilities hold classes and lectures or exchange events, thereby offering diverse learning opportunities so that local people can voluntarily learn about human rights depending on their life stages. Additionally, guidelines on human rights education for social education supervisors were compiled and various types of training sessions targeting social education supervisors and instructors are held to enhance their quality.

In July 2001, the Social Education Act was amended and it is clearly defined that as part of affairs under jurisdiction of boards of education, the latter should implement and encourage projects to provide juveniles with opportunities for volunteer activities and other social contribution activities and nature-based Experiential Activities. Boards of education are expected to promote relevant efforts from the perspective of developing people's attitude to respect human rights.

In this manner, human rights education is being promoted through various measures to encourage lifelong learning, but there is a criticism that learning opportunities are apt to be in a lecture style merely teaching knowledge to participants.

3. Current Status of Human Rights Awareness-Raising

(1) Significance and Purpose of Human Rights Awareness-Raising

Human rights awareness-raising means "awareness-raising activities including publicity (excluding human rights education) to disseminate the principle of respect for human rights among citizens and deepen citizens' understanding thereof" (Article 2 of the Human Rights Education and Awareness-Raising Promotion Act) and is provided "so that citizens deepen and gain an understanding of the principle of respect for human rights ..., depending on the developmental stage of citizens" (Article 3 of the same Act). In other words, the term refers to training, information provision, public relations activities, etc., excluding human rights education, being carried out for the purpose of broadly disseminating the philosophy of respect for human rights and raising the awareness of citizens. The ultimate purpose is to have each citizen correctly understand the significance of respecting human

rights and behave with full consideration to other people's human rights based on such understanding. Human rights awareness-raising aims to ensure that all citizens have the correct awareness concerning such questions as "What do human rights specifically refer to?" "What does it mean to respect human rights?" and "In the event of a human rights violation, what system has been put in place to eliminate the violation and provide a remedy?" and that such correct awareness most certainly takes firm root in citizens' behavior and actions in their everyday life.

(2) Implementing Entities of Human Rights Awareness-Raising

Implementing entities of human rights awareness-raising at the national level are the Human Rights Bureau of the Ministry of Justice, and its subordinate organizations, such as human rights departments of Legal Affairs Bureaus and District Legal Affairs Bureaus. Additionally, there are volunteers in the private sector, who are appointed by the Minister of Justice, under the Human Rights Volunteers System. These human rights bodies of the Ministry of Justice are coherently carrying out human rights awareness-raising activities. Furthermore, other ministries and agencies are engaging in various human rights awareness-raising activities in relation to affairs under their jurisdiction, respectively, and local governments, public interest corporations, private organizations and companies, etc. are also carrying out diverse human rights-related activities.

With regard to the human rights bodies of the Ministry of Justice, deliberations are underway for building a new system, including the establishment of the Human Rights Commission, based on the Report on the Framework of the Human Rights Remedy System (on May 25, 2011) and the Report on the Reform of the Human Rights Volunteers System (on December 21, 2011) by the Council for Human Rights Promotion.

(3) Current Status of Human Rights Awareness-Raising

A. Awareness-Raising Activities by the Human Rights Bodies of the National Government

As mentioned above, relevant ministries and agencies are carrying out various awareness-raising activities concerning human rights respectively in relation to the affairs under their jurisdiction. In particular, the human rights bodies of the Ministry of Justice, which are in charge of human rights awareness-raising as one of the human rights promotion and protection affairs, are carrying out various activities broadly targeting citizens in general to disseminate the principle of respect for human rights and raise their awareness. They set up priority goals for activities, make concrete efforts nationwide upon such opportunities as the Human Rights Week and Human Rights Volunteers' Day, hold the National Essay Contest on Human Rights for Junior High School Students, a human rights flower campaign targeting elementary school kids, and the Human Rights Awareness-Raising Festival, which aims to encourage a larger number of people to think about human rights in a joyful atmosphere while participating in various events, and also participate in regional events nationwide, thereby promoting

relevant activities throughout the year. Specifically, they prepare awareness-raising booklets, leaflets, pamphlets and posters on specific issues or on human rights in general and deliver them broadly, hold lectures, round-table talks, debate sessions and symposiums in accordance with then-current social circumstances concerning human rights, and organize film screenings and theatrical plays. They also use TV, radio and cable broadcasting and other mass media. In this manner, they use a large variety of means and exhibit their originality and ingenuity in specific activities. Formerly, the national government and many local governments conducted awareness-raising activities independently and their collaboration and cooperation were not necessarily sufficient. From the perspective of promoting human rights awareness-raising in a more effective manner, cross-sectional networks were created to enable miscellaneous institutions including prefectural and municipal governments to collaborate with each other and promote human rights awareness-raising networking project. In addition to the general awareness-raising activities mentioned above, the human rights bodies of the Ministry of Justice carry out awareness-raising activities specific to the parties identified through the process of counseling or investigation and processing of human rights violation cases.

The human rights bodies of the Ministry of Justice are thus promoting various human rights awareness-raising activities but some point out that the content and methods do not necessarily attract the attention, interest and sympathy of citizens, that mass media are not utilized effectively enough in activities, that the presence and activities of the human rights bodies of the Ministry of Justice are not widely recognized by citizens, and that the implementation system and the expertise of responsible personnel are not sufficient.

B. Awareness-Raising Activities by Local Governments

Prefectural and municipal governments are carrying out various awareness-raising activities depending on their regional circumstances, respectively. These activities range from the preparation and delivery of awareness-raising materials to surveys and studies on relevant means and holding of events and training sessions. Concrete content thereof varies by region. In particular, prefectural governments conduct projects to lead municipal governments, projects that are difficult for municipal governments to handle, and projects to assist municipal governments, depending on respective circumstances, from the broad-based standpoint of encompassing municipalities and from the perspective of complementing municipal governments. Municipal governments are promoting meticulous activities closely linked to local communities upon diverse opportunities from the standpoint of being closest to local residents and responsible for local administration necessary for their everyday life.

C. Awareness-Raising Activities by Private Organizations and Companies

Some private organizations are engaged in efforts significant for human rights awareness-raising, such

as public relations activities, surveys, studies and training on specific issues or on human rights in general, and participate in lectures and events held by the national and local governments. They are thus carrying out various human rights-related activities and are expected to continue playing significant roles as implementing entities of human rights awareness-raising.

Companies are also more or less carrying out voluntary human rights awareness-raising activities depending on their respective circumstances and policies. Some companies provide education and training concerning human rights to employees, and in more proactive cases, an organization to promote awareness-raising has been established, human rights-related guidelines have been formulated, or human-rights slogans are sought from employees.

Chapter 3 Basic Approach to Human Rights Education and Awareness-Raising

1. Principles of Respect for Human Rights

Human rights are inherent to human beings based on their dignity and are indispensable to all people constituting society for securing their existence and freedom as individuals and having a happy life in society.

In order to ensure human rights for all people and achieve a peaceful and rich society, citizens must mutually respect the human rights of others. For that purpose, human rights must be exercised in a harmonious way, or in other words, it is important to achieve the "coexistence of human rights." For the achievement of society based on respect for human rights in which human rights of all people coexist, individuals are required to deepen mutual understanding of the meaning of human rights and the importance of respecting and achieving coexistence of human rights both rationally and emotionally, be aware of the responsibility upon exercising their own human rights, and respect other people's human rights in the same manner as their own.

Therefore, as pointed out by the Council for Human Rights Promotion in its Report on Human Rights Education and Awareness-Raising, the philosophy of respect for human rights should be understood as the idea to correctly understand other people's human rights not limited to one's own, be aware of the responsibility upon exercising one's own rights and mutually respect one's own and other people's human rights, or the idea of coexistence of human rights.

2. Basic Approach to Human Rights Education and Awareness-Raising

Human rights education and awareness-raising should be promoted for the achievement of society based on respect for human rights in line with the Constitution of Japan, the Basic Act on Education and other domestic laws and regulations, and human rights-related international treaties, etc. Based on the fundamental principle prescribed in the Human Rights Education and Awareness-Raising Promotion Act (Article 3), the following can be cited as the basic approach to human rights education

and awareness-raising.

(1) Collaboration among Implementing Entities and Provision of Various Opportunities to Citizens

Human rights education and awareness-raising activities are being carried out by diverse implementing entities. However, as human rights issues are becoming more and more complicated and diverse, it is important to strengthen organic collaboration and cooperation among these implementing entities while ascertaining roles to be fulfilled by respective institutions in order to promote their independent efforts in a more effective and comprehensive manner and provide diversified learning opportunities to citizens.

Human rights education and awareness-raising targeting citizens will achieve larger effect if citizens are given learning opportunities throughout their lifetime in households, schools, communities, workplaces and various other locations. From that perspective as well, implementing entities are expected to strive to collaborate with each other to sufficiently and comprehensively promote human rights education and awareness-raising activities.

(2) Effective Methods Based on the Developmental Stage of Citizens

Human rights education and awareness-raising activities broadly target young children to elderly people. In order to promote these activities effectively, it is necessary to persistently carry them out in accordance with the circumstances of respective regions and based on the developmental stage of targeted citizens.

In particular, it is extremely important that citizens learn the meaning and significance of human rights as knowledge and at the same time sufficiently develop a sense to intuitively understand human rights issues and come to act and behave with due consideration to human rights in their everyday life. For that purpose, originality and ingenuity are required, such as citing concrete experiences in targeted citizens' everyday life in households, schools, communities, workplaces, etc. depending on their developmental stage. Consideration should be given so that a spirit of respect for human rights is generated as a sense from the early stage of personality formation. For human rights education and awareness-raising targeting children, it should be noted that they are in the course of their development. Regarding methods, there are two approaches: an approach from universal perspectives of equality under the law and respect for individuals, and an approach from specific perspectives depending on concrete human rights issues. Combined application of methods based on these approaches will deepen citizens' understanding of respect for human rights. That is, it is important to advocate the importance of respect for human rights from universal perspectives of equality under the law and respect for individuals, but additionally, it is necessary to devise methods with originality and ingenuity to pick up themes and expressions familiar to and easy for citizens based on concrete human

rights issues with the aim of truly obtaining their understanding and sympathy. When adopting an approach from specific perspectives, circumstances of respective regions should be taken into account, while aiming to encourage citizens to correctly understand human rights issues and cultivate a spirit to rationally judge things. The evaluation of the outcomes and methods of past activities should also be referred to.

Incidentally, careless use of foreign terms in the process of promoting human rights education and awareness-raising activities may rather hinder dissemination of correct understanding among citizens in some cases and should preferably be avoided. Relevant public offices should take note of this point and properly promote their activities.

(3) Respect for the Independence of Citizens and Ensuring of the Neutrality in Education and Awareness-Raising

Human rights education and awareness-raising closely relates to individuals' mindset and should not be intrusive, based on respect for their independence. Human rights originate from the idea that human beings are basically free. If human rights education and awareness-raising activities turn out to be an imposition on citizens, this does not make any sense and citizens' understanding cannot be obtained in a true sense. Considering that citizens have diverse opinions concerning human rights issues and ideal human rights education and awareness-raising, efforts should be made to develop an environment enabling free opinion exchanges based on a spirit of tolerance toward different opinions.

For sufficiently ensuring the effect of human rights education and awareness-raising, not only the content but also the implementation methods need to be broadly understood and accepted by citizens. In recent years, there are certain moves that may be referred to as "human rights fundamentalism" to justify one's wrongful opinions and acts or silence different opinions on the grounds of human rights, demand for unfair profits based on human rights issues, and excessive objections to persons who have allegedly committed problematic acts from a humanitarian point of view. These are all undesirable.

In light of these circumstances, administrative agencies in charge of human rights education and awareness-raising are strictly required to secure independence and neutrality, being free from any undue influence from specific organizations, etc. When carrying out relevant activities, they should clarify the distinction with political activities and social activities and should be careful not to confuse these activities with human rights education and awareness-raising activities.

Chapter 4 Means to Promote Human Rights Education and Awareness-Raising

Relevant ministries and agencies are making various efforts for human rights education and awareness-raising based on the Domestic Action Plan and reports by the Council for Human Rights Promotion. Needless to say, those efforts should continue to be promoted proactively and steadily in

light of the trends in domestic and overseas circumstances.

Based on the basic approach to human rights education and awareness-raising described in Chapter 3, and with the recognition that it is important to carry out various measures for strengthening efforts based on the Domestic Action Plan and for comprehensively and effectively promoting human rights education and awareness-raising as proposed in reports by the Council for Human Rights Promotion, this Chapter presents future directions for measures to be promoted concerning efforts from universal perspectives concerning human rights in general, efforts for each human rights issue, training for personnel engaging in specific jobs closely related to human rights and other problems, and explains a system, etc. for effectively promoting human rights education and awareness-raising.

1. Efforts from Universal Perspectives Concerning Human Rights in General

(1) Human Rights Education

Human rights education needs to be provided from the standpoint of lifelong learning, depending on the developmental stage from an early age and on circumstances of respective regions, in mutual collaboration between school education and social education.

A. School Education

Schools carry out educational activities for achieving their purposes and goals specific to respective school types. In the course of these activities, children and students are to be guided to firmly acquire knowledge and skills and develop the mindset necessary for social life, thereby cultivating a spirit of respect for human rights.

Elementary and secondary education aims to develop students' "competencies for living," such as the ability to learn and think by oneself and a rich humanity, based on the new National Curriculum Standards. Higher education is intended to further enhance students' intellectual, moral and applicative abilities based on their competencies for living developed through elementary and secondary education.

Based on such basic recognition, the following measures are to be promoted.

Firstly, the national government will collect information and conduct studies concerning effective education practices and materials and provide the outcomes to schools with the aim of improving teaching methods at schools. Additionally, assistance measures will be taken, such as the appropriate deployment of local personnel and preparation of teaching materials, thereby promoting more impressive moral education.

Secondly, opportunities for diverse experience-based activities are to be increased in school education to stimulate social development and foster a rich humanity of students, while seeking collaboration with social education. In light of the purport of the amendment of the School Education Act, model regions and model schools will be designated with the aim of proactively promoting students'

volunteer activities and other social contribution activities, nature-based Experiential Activities, working experiences, vocational experiences, artistic and cultural activities, and exchanges with elderly people and persons with disabilities, etc. Pioneering efforts of those model regions and schools are to be introduced and disseminated to all schools nationwide.

Thirdly, each school should strive to manage itself and provide education with due consideration to human rights in order to fulfill their significant roles to cultivate children's spirit of respect for human rights. In particular, as school violence and bullying have been causes of concern, schools must guide students to develop a sense of discipline while showing a strict attitude against any such acts, thereby securing a safe school environment in which all students can learn with peace of mind.

Fourthly, regarding higher education, universities, etc. are to be encouraged to pay further attention to human rights education in legal studies or other diverse fields, on a voluntary basis.

Fifthly, the national government will endeavor to enhance the quality of teachers, who play central roles in school education, through proper training and recruitment aiming to secure and develop personnel who have love for children, a sense of responsibility, practical ability to teach specific subjects, and an awareness of respect for human rights. Teachers are to be provided with increased opportunities to broaden their perspective through diverse experience. Furthermore, teachers themselves must not commit any act that would infringe children's human rights in class, etc. Therefore, strict guidance should be provided to teachers to prevent any careless problematic acts. The national government will also devise appropriate deployment of teachers so that education can be provided meticulously depending on each student.

B. Social Education

It is necessary to further enhance human rights-related content of social education through implementing various measures for promoting lifelong learning, as mentioned in a report by the Council for Lifelong Learning, which recommends the achievement of a society respecting all people's human rights and cites human rights as a contemporary issue, as well as in reports by various other councils that recommend the enhancement of functions of social education for assisting education at home and the promotion of a variety of experience-based activities, etc. It should be noted that social education should not only aim to provide knowledge on human rights but to have people develop sensitivity to human rights that naturally appears in their attitudes and behavior in everyday life.

Firstly, education at home should be enhanced as the starting point of all education, playing a significant role in individuals' personality formation from an early age, by such means as enriching emotions, nurturing compassion and respect for life, and developing the ability to differentiate between right and wrong. In particular, parents themselves need be free from prejudice and discrimination and show children this mindset in their daily lives. Therefore, opportunities are to be provided for parents to acquire relevant information and learn about preferable education at home so that parents and

children can both develop sensitivity to human rights. Fathers are to be encouraged to participate in education at home as well. Additionally, a consultation system should also be developed targeting parents who have worries and concerns over child rearing.

Secondly, local residents should have diverse opportunities to learn about human rights at community learning centers or other social education facilities, depending on circumstances of respective regions. Therefore, the national government will promote efforts, such as offering relevant learning opportunities, carrying out exchange programs, and preparing learning materials, to increase an understanding on human rights issues broadly among citizens. Furthermore, the national government will seek to increase opportunities for juveniles' volunteer activities and other social contribution activities, nature-based Experiential Activities, and other experience-based activities, as well as exchanges with elderly people and persons with disabilities, etc., in collaboration with school education, with the aim of stimulating social development and fostering compassion and humanity amongst juveniles. Additionally, efforts will also be made to develop an environment to facilitate volunteer activities and other social contribution activities of juveniles having completed elementary and lower secondary school education and adults in general.

Thirdly, the national government will develop experience-based learning programs that will foster motivation to learn and broadly disseminate the outcomes to relevant organizations. It is important to develop and provide learning programs that particularly focus on cultivating the awareness to intuitively notice any incident in everyday life that is problematic from a humanitarian point of view and developing sensitivity to human rights that ensures individuals' unconscious attitude and behavior based on respect for human rights, while referring to the outcomes of practical learning activities achieved by municipalities. For that purpose, methods to raise people's motivation should be devised by citing familiar examples or incorporating activities that facilitate development of sensitivity to human rights naturally through exchange with diverse people, and the outcomes of research and development on such teaching methods should be disseminated nationwide.

Fourthly, the national government will endeavor to train social education supervisors who lead human rights education in respective regions to enhance their quality, and will improve an instruction system for social education. It is necessary to devise the content and methods of instructor training sessions with originality and ingenuity by adopting practical and experience-based means.

(2) Human Rights Awareness-Raising

It is essential to ensure that not only the content but also the implementation methods of human rights awareness-raising are broadly understood and accepted by citizens. When considering efforts concerning human rights in general, such perspective is indispensable.

A. Content

From the perspective of gaining citizens' understanding and compassion, human rights awareness-raising activities should be carried out based on the current social circumstances relating to human rights. In particular, the following can be cited as concrete content.

i. Acquisition of Basic Knowledge on Human Rights

The poll conducted by the Prime Minister's Office (Cabinet Office, at present) in 1997 revealed a decreasing trend concerning citizens' awareness that fundamental human rights are guaranteed as inviolable and eternal rights under the Constitution of Japan. As symbolized with this fact, citizens do not sufficiently have basic knowledge on human rights. Therefore, it is necessary to promote awareness-raising to have citizens acquire basic knowledge on human rights by disseminating the details of the Constitution of Japan and other human rights-related domestic laws and international treaties.

ii. Preciousness of Life

In recent years, brutal crimes victimizing elementary school kids or other weak people often capture the attention of society. Not limited to these, there are cases of bullying, child abuse, stalking, trouble on trains or other transportation facilities, trouble between neighbors and so on, in which people are easily hurt or killed due to trivial reasons in all scenes of everyday life. As a background factor, weakening of respect for human life has been pointed out. It is required to promote awareness-raising to make people aware of the preciousness and importance of life and the importance of coexistence with and compassion towards others, while recognizing that they themselves and others are both irreplaceable.

iii. Respect for Individuality

The general tendency of the Japanese people to excessively worry about reputation and others' opinions and the persistent 'follow-the-others' mentality in society are apt to drive people to retreat to safe ground or overlook problems. This partially hinders the elimination of varied discrimination, and it is important to correct such tendency and mentality. Therefore, it is necessary to promote awareness-raising to appeal to citizens that mutual respect for human rights is the key value based on each person's individuality.

B. Methods

Major points to note regarding methods of awareness-raising from the perspective of gaining citizens' understanding and compassion are as follows.

i. Awareness-Raising Depending on Targets' Developmental Stage

Generally speaking, it is essential to carry out appropriate human rights awareness-raising activities in accordance with targets' level of understanding. For that purpose, methods should be devised depending on their developmental stage by citing their concrete experience in everyday life in households, schools, communities and workplaces, etc. from the perspective of respecting human rights, with the aim of having targets consider human rights issues as issues they face themselves. Methods should be adopted appropriately for each developmental stage. For example, for young children, effective methods include having them write an essay to help them deepen understanding on human rights as an issue they face themselves or having them consider a slogan on their own. The focus should be placed on developing their compassion towards others and enriching their sentiments to guide them to feel others' pain and behave with consideration to others' feelings. For juveniles with a certain level of understanding, it will be effective to provide them with opportunities for volunteer activities and other social contribution activities wherein they directly have contact with elderly people and persons with disabilities and would develop sensitivity to human rights.

ii. Awareness-Raising Using Concrete Examples

Citing concrete examples for free discussion is an effective awareness-raising method that can inspire targets. For example, if human rights promotion and protection organizations can attract the attention of society to specific human rights issues on a timely basis, this is expected to effectively help a broad range of citizens acquire correct knowledge and develop sensitivity towards respect for human rights. In particular, when a specific issue is closely related to a neighboring area, local people will become more interested and can deepen their understanding on the philosophy of respect for human rights. In that sense as well, community-based awareness-raising activities using specific examples are expected to be more effective.

When citing any past example, awareness-raising activities should incorporate the perspective of how to respond to a recurrence of a similar case in the future based on lessons learned therefrom. It should also be noted that due consideration should be given to relevant victims who were deeply hurt by the human rights violation, and activities are to be carried out from the standpoint of the victims.

iii. Participation/Experience-Based Awareness-Raising

Conventional awareness-raising activities such as the preparation and delivery of various booklets, holding of lectures and training sessions, and screening of films and videos, which have been led by implementation institutions, clearly exhibit certain effects in terms of broadly disseminating correct knowledge and information but have limits from the perspective of having each citizen acquire sensitivity and sensibility to human rights. Therefore, adoption of new methods to have targeted citizens actively and voluntarily participate in activities (such as workshops and experience to use wheelchairs) should be positively discussed and promoted.

2. Efforts for Each Human Rights Issue

Human rights education and awareness-raising should preferably be promoted not only through efforts from universal perspectives but also through efforts for each human rights issue to deepen people's knowledge and understanding and cultivate their practical attitude towards the resolution thereof. It is necessary to promote appropriate efforts based on the circumstances of respective regions, developmental stage of targets, and characteristics of relevant implementing entities.

(1) Women

The Constitution of Japan guarantees equality under the law, prohibits discrimination in political, economic or social relations because of sex (Article 14), and clearly prescribes gender equality in family relationships (Article 24). However, in reality, conventional gender bias persistently remains and women still often suffer disadvantages in various scenes in social life. Domestic violence by husbands or partners, sex crimes, prostitution, sexual harassment, stalking or other cases of violence against women frequently attract the attention of society, and it could hardly be said that a gender-equal society has been achieved.

Improvement of women's status is a worldwide problem. Looking at related international action centered on the United Nations, the United Nations designated the year 1975 as International Women's Year and positioned the decade from the following year (from 1976 to 1985) as United Nations Decade for Women to encourage each member country to carry out activities to deepen awareness on women's issues. The Convention on the Elimination of All Forms of Discrimination against Women was adopted in 1979 (enforced in 1981; Japan ratified the Convention in 1985), and the Declaration on the Elimination of Violence against Women was adopted in 1993. International conferences including the World Conference on Women have been held worldwide and efforts for improving women's status have thus been promoted on an international scale.

Also in Japan, the Prime Minister's Office (Cabinet Office, at present) took the initiative to promote efforts for achieving a gender-equal society, while paying attention to such international action. In June 1999, the Basic Act for Gender-Equal Society (Act No. 78 of 1999) was enacted for the purpose of promoting relevant efforts in a comprehensive and planned manner, and the Basic Plan for Gender Equality, the first plan based on the same Act, was formulated in December 2000. Upon reform of central government bodies in January 2001, the Council for Gender Equality and the Gender Equality Bureau were established within the Cabinet Office and the system to promote relevant activities was enhanced and strengthened.

With regard to violence against women, legal measures have been taken such as the enactment of the Anti-Stalking Act (Act No. 81 of 2000) and the Act on the Prevention of Spousal Violence and the Protection of Victims (Act No. 31 of 2001).

Based on these trends, the following efforts are to be promoted proactively.

- (i) Demonstrate leadership by expanding women's participation in the process of policy decisions and broadly encourage and support efforts for the expansion of women's social participation by local governments, companies, and various other organizations and bodies. (All ministries and agencies)
- (ii) Review various social systems and practices from the perspective of gender equality and actively carry out public relations and awareness-raising activities involving all citizens in order to change the mindset of people who have supported those conventional systems and practices. Additionally, endeavor to disseminate the content of domestic laws and regulations relating to women's rights, the Convention on the Elimination of All Forms of Discrimination against Women, the outcomes of the UN conference "Women 2000" and other international documents. (All ministries and agencies)
- (iii) Enhance and strengthen awareness-raising activities for disseminating the idea of respect for human rights and raising public awareness with the aim of eliminating prejudice and discrimination against women and erasing conventional social perception of dividing roles by sex. (Ministry of Justice)
- (iv) Enhance the content of education and learning to promote gender equality in all social aspects, including households, schools, communities, etc., to correct conventional social perception of dividing roles by sex and promote the development of a sense of gender equality based on respect for human rights. Additionally, strengthen measures to increase lifelong learning opportunities for women and promote women's social participation. (Ministry of Education, Culture, Sports, Science and Technology)
- (v) Carry out awareness-raising for ensuring non-discriminatory employment opportunities and working conditions for men and women and conduct programs to assist women's social participation focusing on jobs at "*Josei to Shigoto no Miraikan*" (Center for Women and Jobs). (Ministry of Health, Labour and Welfare; Ministry of Education, Culture, Sports, Science and Technology)
- (vi) Carry out awareness-raising for improving the status of women at home and communities in rural areas and promoting their participation in policy decisions in order to achieve a society in which women in rural areas can actively participate in various activities together with men. (Ministry of Agriculture, Forestry and Fisheries)
- (vii) Promote the use of gender-free expressions in publications and public relations materials made by the national government organizations and promote effective measures to ensure respect for women's human rights by mass media, while encouraging their voluntary efforts, in accordance with the characteristics of each medium and technological innovation. (Cabinet Office and other relevant ministries and agencies)

- (viii) Develop the basis for eliminating violence against women, such as domestic violence by husbands or partners, sex crimes, prostitution, sexual harassment and stalking, and comprehensively promote a wide range of efforts depending on each form of violence. (Cabinet Office)
- (ix) In order to eliminate all forms of violence against women, such as domestic violence by husbands or partners, sex crimes, prostitution, sexual harassment and stalking, not only crack down on crimes strictly but also develop a system for investigations, etc. from the perspective of protecting human rights of victimized women such as enabling them to choose the gender of investigators, and provide officials in charge of questioning or counseling with proper education and training. (National Police Agency)
- (x) Upon occurrence of a case of domestic violence by the husband or partner, sex crime, prostitution, sexual harassment or stalking, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them acquire and deepen correct understanding on the significance of respecting women's human rights. (Ministry of Justice)
- (xi) With the aim of facilitating the resolution of human rights issues concerning women, actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system including the telephone service, Women's Rights Hotline, established nationwide in 2000. Endeavor to make the counseling system more friendly to women, such as by ensuring that female Human Rights Volunteers or officials respond to consultations from women, and also seek close collaboration and cooperation with related organizations as necessary. (Ministry of Justice)
- (xii) Actively offer cooperation to international efforts for promotion and protection of women's human rights, such as the United Nations Trust Fund to End Violence against Women established within the United Nations Development Fund for Women, for which Japan played the leading role. (Ministry of Foreign Affairs)

(2) Children

The fundamental principles or ideas for respect for children's human rights and guarantee and promotion of children's mental and physical welfare have already been clearly described in the Constitution of Japan, the Child Welfare Act, the Children's Charter and the Basic Act on Education, etc. Internationally as well, the United Nations Convention on the Rights of the Child clarifies the criteria for guaranteeing relevant rights and declares various children's rights including the need to consider the best interests of children.

However, the environment surrounding children is also a concern in Japan. For example, juvenile

delinquency is currently in the fourth peak of increase after World War II and it is pointed out that juvenile delinquency is becoming more brutal and violent in nature. In addition, child abuse cases by biological parents are becoming more serious, and the number of children suffered damages from crimes is increasing. Child prostitution or pornography, drug abuse or other crimes harming children's health and welfare also happen frequently. At schools, school violence, bullying and non-attendance at school are still causes of concern.

In light of these circumstances, the Act on Regulation and Punishment of Acts Relating to Child Prostitution and Child Pornography, and the Protection of Children (Act No. 52 of 1999) and the Act on the Prevention, etc. of Child Abuse (Act No. 82 of 2000) were enacted and other legal measures have been taken. It is also necessary to reconsider child rearing at home and in local communities and ideal school education, and at the same time, to question adults' tendency to prioritize self-interest and place importance on money and other material things. Adults are required to respect the personality of individual children, who forge the future of Japan, and to fulfill their responsibility towards children, being fully aware of the importance of ensuring their sound development.

With such recognition, the whole society including local governments, local communities, schools, households, private companies and organizations, and mass media, not limited to the national government, are to collaboratively and proactively promote the following efforts for respecting and protecting children's human rights, in line with the purport of various domestic laws and regulations and international treaties relating to children's human rights.

- (i) Enhance and strengthen awareness-raising activities to disseminate the idea of respect for human rights and raise public awareness with the aim of creating a society in which children are respected at a maximum as individuals who enjoy fundamental human rights, not merely as subjects to be protected and guided. (Ministry of Justice)
- (ii) Endeavor to further promote education to raise awareness of respect for human rights in light of the spirits of the Constitution of Japan and the Basic Act on Education through school education and social education. Regarding school education, promote studies on teaching methods for enhancing human rights education and endeavor to ensure guidance and school management prioritizing individuals with due consideration to human rights of children and students. Students are to be guided to cherish both their own and other people's rights and to fulfill their obligations and responsibility in society. Also endeavor to increase and improve learning opportunities for social education, holding classes and lectures at community learning centers, etc. so that citizens can acquire and deepen correct understanding on the significance of children's human rights. (Ministry of Education, Culture, Sports, Science and Technology)
- (iii) Proactively promote volunteer activities and other social contribution activities, as well as experience-based activities such as nature-based Experiential Activities, at all elementary and lower and higher secondary schools from the perspective of stimulating social development and

fostering a rich humanity of children, based on the purport of the amendments of the School Education Act and the Social Education Act in July 2001. (Ministry of Education, Culture, Sports, Science and Technology)

- (iv) For resolving such problems as school violence, bullying or non-attendance at school, etc., facilitate the enhancement of the school counseling system, including appropriate assignment of school counselors. Provide guidance to children and students who are apt to have problematic behavior to have them understand that violence or bullying should never be permissible, and apply a suspension system as needed. Additionally, develop a community-based support system under which the relevant school, board of education and related organizations establish a support team to offer proper support to individual students. (Ministry of Education, Culture, Sports, Science and Technology)
- (v) Endeavor to enhance efforts for supporting education at home such as providing parents with learning opportunities and information concerning education at home, and developing a system for counseling on child rearing. (Ministry of Education, Culture, Sports, Science and Technology)
- (vi) Strengthen collaboration among relevant organizations, such as Child Guidance Centers, schools and the police, to promote comprehensive measures concerning serious problems such as child abuse that hinder sound development of children, and promote awareness-raising activities. (Ministry of Health, Labour and Welfare; Ministry of Education, Culture, Sports, Science and Technology; National Police Agency)
- (vii) Actively promote public understanding of the issue of commercial sexual exploitation of children such as child prostitution and child pornography as well as sale of children, which is a common task for the international community to tackle, through dissemination of the information on the Convention on the Rights of the Child and in other ways. (Ministry of Foreign Affairs)
- (viii) Offer counseling or other support to children suffering from damages due to crimes and promote efforts to crack down on crimes harming children's welfare, thereby rescuing and protecting child victims. (National Police Agency)
- (ix) Ensure that proper childcare is provided, based on the guidelines for day-care centers, depending on children's mental and physical development and circumstances of households and regions, in order to develop young children's mindset to respect human rights as prescribed in the guidelines. Additionally, promote human rights education and awareness-raising targeting nursery teachers and instructors for children, etc. (Ministry of Health, Labour and Welfare)
- (x) Upon occurrence of a case of child abuse or corporal punishment, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them deepen correct awareness and understanding on the significance of children's human rights. (Ministry of Justice)

- (xi) Enhance the quality of teachers and school staff through proper training and recruitment to raise their awareness of respect for human rights. Also improve the deployment of teachers so that meticulous education can be provided depending on each student. Furthermore, strictly guide teachers not to carelessly violate children's human rights. (Ministry of Education, Culture, Sports, Science and Technology)
- (xii) Enhance and strengthen the Children's Human Rights Expert Advisors System to resolve human rights issues concerning children. Actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system including the telephone service, Children's Rights Hotline. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

(3) Elderly People

Population ageing has been progressing rapidly worldwide. In Japan, it was expected that one-quarter of the population would be aged 65 and over by 2015. The pace of population ageing has thus been unprecedentedly fast and the Japanese society and economy as well as citizens have been unable to catch up with it. Proper measures have been urgently needed.

Looking at international measures for population ageing, the United Nations hosted a world conference in Vienna in 1982 as the first international conference and formulated the "International Plan of Action on Ageing." At the 46th United Nations General Assembly in 1991, the "United Nations Principles for Older Persons" were adopted. At the 47th United Nations General Assembly in 1992, further dissemination of the International Plan of Actions and the United Nations Principles were recommended and a resolution to designate the year 1999 as the "International Year of Older Persons" was adopted, while anticipating that each country would make various efforts in preparation for the ageing society.

In Japan, based on the Guideline of Measures for the Longevity Society (Cabinet decision in June 1986), the national government promoted comprehensive measures. Since the enforcement of the Basic Act on Measures for the Ageing Society in December 1995, the national government has taken measures based on the Guideline of Measures for the Ageing Society (Cabinet decision in July 1996) formulated under the same Act, while taking relevant international trends into consideration. In December 2001, the new Guideline of Measures for Ageing Society was decided at a Cabinet meeting with the aim of continuously promoting related measures.

Human rights issues involving elderly people include difficulties in social participation, in addition to physical and mental abuse and infringement of their property rights. In light of such tendencies, etc., support will be offered to elderly people so that they can live independently without worries and the following efforts are to be promoted proactively to ensure active social participation of elderly people

as significant members constituting society.

- (i) Deepen citizens' awareness and understanding on elderly people's human rights and enhance and strengthen awareness-raising activities to disseminate the idea of respect for human rights and raise public awareness with the aim of creating a society in which elderly people can live actively as significant constituent members. (Ministry of Justice)
- (ii) Broadly deepen citizens' interest in and understanding on welfare of elderly people through events for the Respect-for-the-Aged Day, a senior citizens' day and senior citizens' week. (Ministry of Health, Labour and Welfare)
- (iii) In light of the progress in population ageing, promote school education to foster students' respect and gratitude towards elderly people and deepen their understanding on basic knowledge on the aging society and problems of nursing care and welfare of elderly people through the entirety of educational activities, including each subject, moral education, special activities and integrated study classes. (Ministry of Education, Culture, Sports, Science and Technology)
- (iv) Promote the systematic development of learning opportunities for elderly people and the environmental development to help elderly people actively participate in social activities with their excellent knowledge and experience, etc. (Ministry of Labour and Welfare; Ministry of Education, Culture, Sports, Science and Technology)
- (v) Increase opportunities for intergenerational exchanges to deepen mutual understanding and a sense of unity between elderly people and other generations. (Cabinet Office; Ministry of Labour and Welfare; Ministry of Education, Culture, Sports, Science and Technology)
- (vi) Promote elderly people's social participation including volunteer activities so that elderly people can also play active roles in society. (Cabinet Office; Ministry of Labour and Welfare; Ministry of Education, Culture, Sports, Science and Technology)
- (vii) Make effort to ensure stable employment up to 65 years of age by raising retirement ages, and offer assistance for re-employment and carry out awareness-raising activities for securing diverse employment opportunities for elderly people with the aim of creating a society in which elderly people can continue working fully utilizing knowledge and experience they have obtained over years. (Ministry of Labour and Welfare)
- (viii) Offer support to elderly people in rural areas, where population ageing is especially rapid, so that they can actively engage in agriculture and community activities throughout their lives and continue living in their communities with peace of mind. (Ministry of Agriculture, Forestry and Fisheries)
- (ix) Upon occurrence of a case of physical, mental or financial abuse (infringement of property rights) of the elderly by caregivers, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them deepen

correct awareness and understanding on the significance of elderly people's human rights. (Ministry of Justice)

- (x) With the aim of facilitating the resolution of human rights issues concerning elderly people, actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system to make it more accessible for elderly people. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

(4) Persons with Disabilities

Article 3, paragraph (2) of the Basic Act for Persons with Disabilities provides that "all persons with disabilities are guaranteed the opportunity to participate in activities in society, the economy, culture, and other fields as constituent members of society." However, in reality, persons with disabilities are apt to face disadvantages due to various physical or social barriers and their independence and social participation are often hindered. Prejudice and discrimination against persons with disabilities are sometimes caused by a lack of understanding on causes or symptoms of disabilities.

Looking at international trend concerning issues involving persons with disabilities, the United Nations adopted the Declaration on the Rights of Mentally Retarded Persons in 1971 and the Declaration on the Rights of Disabled Persons in 1975, and thus presented the guidelines concerning fundamental human rights and issues on persons with disabilities based on the idea of normalization. Following this, at the 31st General Assembly in 1976, the United Nations adopted a resolution to designate the year 1981 as the International Year of Disabled Persons and also adopted the Plan of Action for the International Year of Disabled Persons, which was later approved in 1979. Additionally, a declaration to designate the decade from 1983 to 1992 as the United Nations Decade for Disabled Persons was adopted and each country was encouraged to promote welfare of persons with disabilities. After this decade, the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) adopted a resolution to designate the decade from 1993 to 2002 as the Asia Pacific Decade for Disabled Persons to further deal with issues involving persons with disabilities on an ongoing basis. In Japan as well, various efforts have been made in tandem with this international action. In March 1982, the Long-Term Plan for Persons with Disabilities was formulated, and the Headquarters for Promoting Measures for Persons with Disabilities headed by the Prime Minister was established in April of the same year (renamed as the Headquarters for Promoting Policies for Persons with Disabilities in January 1996), thereby endeavoring to promote employment and develop social facilities and infrastructure for persons with disabilities. In March 1993, the New Long-Term Plan for Persons with Disabilities was formulated by revising the original plan, and in December 1995, the Plan for Persons with Disabilities was formulated, covering the seven years from FY1996, the final year of the New Long-Term Plan, to FY2002, to further facilitate policies for persons with disabilities

from a long-term perspective.

Based on these trends, the following efforts are to be promoted proactively.

- (i) Further facilitate independence and social participation of persons with disabilities and promote awareness-raising and public relations activities to achieve the idea of normalization towards the goal of full participation and equality of persons with disabilities (awareness-raising and public relations activities, etc. intensively carried out on the International Day of Persons with Disabilities and during the Week of Persons with Disabilities). (Cabinet Office)
- (ii) Enhance and strengthen awareness-raising activities to disseminate the idea of respect for human rights and raise public awareness with the aim of creating a society in which independence and full participation of persons with disabilities can be achieved by eliminating prejudice and discrimination and broadly disseminating the idea of normalization. (Ministry of Justice)
- (iii) Enhance the content of education at special schools for visually impaired, hearing impaired, physically disabled and mentally retarded persons and promote awareness-raising activities targeting school teachers and other staff and guardians, such as the provision of exchange education at elementary or lower secondary schools or in local communities and the preparation and delivery of teaching materials for elementary and lower secondary school teachers with the aim of promoting their understanding and awareness towards children with disabilities. Additionally, promote school education to deepen students' understanding of persons with disabilities in general and problems of social support or nursing care and welfare of persons with disabilities through the entirety of educational activities, including each subject, moral education, Tokkatsu (Student-led activities) and Period for Integrated Study. (Ministry of Education, Culture, Sports, Science and Technology)
- (iv) Set the Disability Employment Awareness Month and hold a national meeting to facilitate employment of persons with disabilities, thereby stimulating persons with disabilities to aim to become vocationally independent and deepening citizens' understanding on the problem of disability employment. Additionally, hold the Abilympics, a skills competition for persons with disabilities, for enhancing their vocational abilities and deepening the understanding and awareness of society. (Ministry of Health, Labour and Welfare)
- (v) Provide training for mental health physicians designated by the Minister of Health, Labour and Welfare and mental health counselors to facilitate the dissemination of the idea of normalization and promote and protect the human rights of persons with mental disorders with the aim of eliminating discrimination and prejudice against them. (Ministry of Health, Labour and Welfare)
- (vi) Upon occurrence of a case of discrimination upon employment, infringement of property rights or poor treatment or abuse at facilities faced by a person with disabilities, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities

targeting related parties to have them deepen correct awareness and understanding on the significance of human rights of persons with disabilities. (Ministry of Justice)

(vii) With the aim of facilitating the resolution of human rights issues concerning persons with disabilities, actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system to make it more accessible for persons with disabilities. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

(viii) Offer cooperation for the United Nations Voluntary Fund on Disability to proactively support projects aiming to achieve the goals of the World Programme of Action concerning Disabled Persons adopted by the General Assembly of the United Nations. (Ministry of Foreign Affairs)

(5) *Dowa* Issue

The *Dowa* issue is a serious human rights issue unique in Japan and should be resolved as soon as possible as a national issue. The national government has made efforts and taken various measures, especially after World War II under three special laws. Developments in infrastructure in order to improve the impoverished environment of the *Dowa* districts have achieved steady results, and the regional disparity with other districts has become considerably smaller in terms of hardware. The vicious cycle in that a materially impoverished environment reproduces discrimination has been broken and education and awareness-raising for eliminating a sense of discrimination has been devised and promoted.

These efforts have worked to steadily decrease a sense of discrimination on *Dowa* issue but the sense more or less remains persistently in some areas (report by the Council for Human Rights Promotion on July 29, 1999), and discrimination mainly in marriage and other problems in such aspects as education, employment, industry, etc. are still observed. Additionally, so-called fake *Dowa* acts that hinder citizens' correct understanding on the *Dowa* issue are being committed, and the situation remains rather serious.

Specified regional improvement projects were all completed upon the abolishment of the Act on Special National Financial Measures for Specified Regional Improvement Projects in March 2002. Therefore, required measures are to be taken depending on needs and circumstances of each district in the same manner as in other regions. Future measures for resolving the *Dowa* issue will be carried out within the general framework, but with regard to human rights education and awareness-raising, the following efforts are to be promoted proactively based on the purport of the opinions of the Council on the Policy of Regional Improvement presented in May 1996 and the outcomes of efforts made so far, considering the *Dowa* issue as one of the significant human rights issues.

(i) Seek to eliminate the sense of discrimination on the *Dowa* issue by promoting human rights

education and awareness-raising projects based on the Cabinet decision on July 26, 1996, titled "Future Policy for Early Resolution of the *Dowa* Issue." (Ministry of Education, Culture, Sports, Science and Technology; Ministry of Justice)

- (ii) Encourage schools, households and communities to collaboratively raise motivation to learn and enhance academic abilities of students and people in general and promote efforts to resolve the *Dowa* issue through school education and social education. (Ministry of Education, Culture, Sports, Science and Technology)
- (iii) Enhance and strengthen awareness-raising activities to disseminate the idea of respect for human rights and raise public awareness with the aim of eliminating prejudice and discrimination against the *Dowa* issue and achieving early resolution of the issue. (Ministry of Justice)
- (iv) Provide guidance and carry out awareness-raising targeting employers so as to ensure the establishment of a fair recruitment system for securing equal employment opportunities for all people. (Ministry of Health, Labour and Welfare)
- (v) Carry out awareness-raising projects targeting industries closely related to small scale businesses with the aim of broadly disseminating the philosophy of respect for human rights and deepening understanding of the industries. (Ministry of Economy, Trade and Industry)
- (vi) Carry out education and awareness-raising activities targeting officials of agricultural or fisheries cooperatives or other related organizations by providing them with training on a broad range of human rights issues, including the *Dowa* issue, that have hindered efforts for promoting agriculture, forestry and fisheries. (Ministry of Agriculture, Forestry and Fisheries)
- (vii) Further promote comprehensive awareness-raising activities at open community centers called "*Rinpokan*," which serve as the base for exchange of local residents for the improvement of welfare and human rights awareness-raising in respective regions including the surrounding areas, based on the opinions of the Council on the Policy of Regional Improvement presented on May 17, 1996. Additionally, actively collaborate with community learning centers or other social education facilities, which are expected to play central roles in promoting human rights education in respective regions. (Ministry of Health, Labour and Welfare; Ministry of Education, Culture, Sports, Science and Technology)
- (viii) Promote awareness-raising for eliminating so-called fake *Dowa* acts that hinder the resolution of the *Dowa* issue. (Ministry of Justice and other related ministries and agencies)
- (ix) Upon occurrence of a case of discrimination in marriage or employment, discriminatory graffiti, or posting of discriminatory information on the internet, etc. in relation to the *Dowa* issue, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them deepen correct awareness and understanding on the *Dowa* issue. (Ministry of Justice)

- (x) With the aim of facilitating the resolution of human rights issues in relation to the *Dowa* issue, actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system to make it more accessible for persons who have allegedly been victimized by human rights violations in relation to the *Dowa* issue. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

(6) Ainu People

The Ainu people were historically the original inhabitants in Hokkaido, distinct from the mainland Japanese, until late medieval times at the latest, and have somehow maintained an original culture and traditions such as the Ainu language. However, their culture and tradition, which are the sources of their pride as the Ainu people, have not been sufficiently preserved or handed down as a result of the governance by the Matsumae clan during the Edo era and the assimilation policy in the process of the development of Hokkaido after the Meiji Restoration. Economic conditions and levels of living and education of the Ainu people have been steadily improved through the Hokkaido Utari welfare measures or other measures, but there remain gaps between the Ainu people and others in their settlements and prejudice and discrimination in marriage or employment are still observed.

Under such circumstances, the Expert Committee on the Utari Measures was established as a private advisory organ for the Chief Cabinet Secretary in March 1995 to promote discussions on relevant measures including legislation. Based on the purport of the report by this Expert Committee, the Act on the Promotion of Ainu Culture, and Dissemination and Enlightenment of Knowledge about Ainu Tradition, etc. (Act No. 52 of 1997) was enacted in May 1997. At present, measures are being taken under this Act to carry out comprehensive and practical studies on the Ainu, promote Ainu culture including the Ainu language, and disseminate knowledge on Ainu tradition.

Based on these trends, the following efforts are to be promoted proactively from the perspective of deepening awareness and understanding of citizens in general concerning the history, culture, tradition and current status of the Ainu people and having them respect human rights of the Ainu people.

- (i) Promote measures to promote Ainu culture, and broadly disseminate knowledge on Ainu tradition and culture and raise awareness of citizens in general. (Ministry of Education, Culture, Sports, Science and Technology; Ministry of Land, Infrastructure, Transport and Tourism)
- (ii) Enhance and strengthen awareness-raising activities to disseminate the idea of respect for human rights and raise public awareness with the aim of eliminating prejudice and discrimination against the Ainu people and deepening correct understanding and awareness towards unique Ainu culture and tradition, thereby creating a society in which dignity of the Ainu people is fully respected. (Ministry of Justice)
- (iii) Promote training of school teachers to ensure that they teach students about the Ainu people in

- social studies, etc. and continue providing education from the standpoint of respecting fundamental human rights. (Ministry of Education, Culture, Sports, Science and Technology)
- (iv) Give due consideration to the promotion of educational studies on the Ainu language and culture at higher education facilities, etc. (Ministry of Education, Culture, Sports, Science and Technology)
 - (v) Promote activities at facilities called "*Seikatsukan*" to improve living of the Ainu people and raise their awareness. (Ministry of Health, Labour and Welfare)
 - (vi) Upon occurrence of a case of discrimination in marriage or employment faced by an Ainu person, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them deepen correct awareness and understanding on the significance of human rights of the Ainu people and on Ainu culture and tradition. (Ministry of Justice)
 - (vii) With the aim of facilitating the resolution of human rights issues concerning the Ainu people, actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system to make it more accessible for the Ainu people. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

(7) Foreign Nationals

Reflecting internationalization in recent years, the number of foreign nationals residing in Japan is increasing year by year. The Constitution of Japan guarantees fundamental human rights equally for foreign nationals residing in Japan, except for rights that are construed to be vested only in Japanese nationals, judging from the nature thereof. The government of Japan is making effort to guarantee equal rights and opportunities to foreign nationals as well, respect cultures and values of other countries, and increase mutual understanding to achieve co-existence with foreign nationals.

However, in reality, there are problems concerning the Korean people residing in Japan, derived from historical developments. Various other human rights issues involving foreign nationals also arise frequently, such as discriminatory treatment in employment or rejection of applications for renting apartment rooms or entry to shops. Background factors include Japan's geographical characteristics of being an island nation, its history of long-term national isolation during the Edo era, and prejudice and discrimination against foreign nationals due to a lack of understanding concerning their languages, religions and customs. Such prejudice and discrimination are considered to be steadily decreasing as a result of rapid internationalization, development of citizens' spirit of respect for human rights, and various entities' efforts for human rights education and awareness-raising, but problems still remain partially.

With this awareness in mind, the following efforts are to be promoted proactively so that prejudice and discrimination against foreign nationals are eliminated and the Japanese people accept foreign cultures and diversity and respect human rights of individuals from an international perspective.

- (i) Enhance and strengthen awareness-raising activities to disseminate the idea of respect for human rights and raise public awareness with the aim of eliminating prejudice and discrimination against foreign nationals and cultivating Japanese people's sense of human rights suited to the age of internationalization to assume a mindset of tolerance and respect towards diversity in cultures, religions and customs of foreign nationals. (Ministry of Justice)
- (ii) In light of the rapid progress in internationalization, promote school education to encourage students to have a broad vision and respect different cultures and foster students' attitude towards living together with people with different customs or cultures through the entirety of educational activities, including the classwork, moral education, special activities and integrated study classes. Offer appropriate assistance to foreign children and students, including Japanese language tuition. (Ministry of Education, Culture, Sports, Science and Technology)
- (iii) Upon occurrence of a case of discrimination in employment, rejection of an application for renting an apartment room or entry to a shop faced by a foreign national, or violence or harassment towards a Korean student residing in Japan, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them deepen correct awareness and understanding on the significance of human rights of foreign nationals. (Ministry of Justice)
- (iv) With the aim of facilitating the resolution of human rights issues concerning foreign nationals, actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system for foreign nationals such as by opening counseling centers with interpreters. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

(8) People Living with HIV and Hansen's Disease Patients, etc.

Medically incorrect knowledge on diseases and excessive awareness of risks created prejudice and discrimination and have caused various human rights issues concerning present and former infectious disease patients and their families. For infectious diseases, medical treatment and preventive measures are obviously indispensable, but at the same time, it is necessary to give due consideration to human rights of present and former patients and their families and to eliminate prejudice and discrimination against them.

A. People Living with HIV, etc

HIV infection is a disease causing progressive immune dysfunction. The immune deficiency syndrome caused by HIV is called AIDS. Since its first case was reported in the United States in 1981, AIDS has spread worldwide and the situation is rather serious. In Japan, the first AIDS patient was found in March 1985 and the disease has come to attract people's attention as a familiar problem.

Lack of correct knowledge and understanding has created prejudice and discrimination against AIDS patients and people living with HIV and they have faced various problems in their social life. They are rejected at hospitals or inspected without consent, or rejected for employment or forced to resign. Their applications for renting apartment rooms are rejected or they are forced to move out, or are not allowed to use public baths. However, infection routes for HIV are clarified and HIV itself is not highly contagious. As long as people lead normal lives based on correct knowledge on HIV, there is no need to be afraid of becoming infected. Furthermore, it has become possible to delay the onset or mitigate symptoms of AIDS thanks to the accumulation of medical knowledge and development of new drugs, etc.

The national government will endeavor to disseminate the preciousness of life of all people and the importance of the existence broadly among citizens from the perspective of respecting fundamental human rights and will proactively promote the following efforts for deepening understanding on co-existence with AIDS patients and people living with HIV.

- (i) Promote awareness-raising activities to deepen understanding on HIV infection and people living with HIV by preparing and delivering relevant awareness-raising materials, carrying out various public relations activities and holding events on the World AIDS Day, thereby striving to disseminate correct knowledge and eliminate prejudice and discrimination against AIDS patients and people living with HIV. (Ministry of Justice; Ministry of Health, Labour and Welfare)
- (ii) Promote education on AIDS to eliminate prejudice and discrimination against AIDS patients and people living with HIV by having students acquire correct knowledge depending on their developmental stage, and also promote preparation of relevant teaching materials and training for school teachers. (Ministry of Education, Culture, Sports, Science and Technology)
- (iii) Endeavor to disseminate correct knowledge on AIDS with the aim of eliminating discrimination at workplaces caused by misunderstanding towards AIDS patients and people living with HIV. (Ministry of Health, Labour and Welfare)
- (iv) Upon occurrence of a case of discrimination in everyday life, at workplaces or hospitals, or violation of privacy faced by an AIDS patient or a person living with HIV, investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them deepen correct awareness and understanding on the significance of human rights of AIDS patients and people living with HIV. (Ministry of

Justice)

- (v) With the aim of facilitating the resolution of human rights issues concerning AIDS patients and people living with HIV, actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus and further enhance the human rights counseling system to make it more accessible for AIDS patients and people living with HIV such as by ensuring stricter confidentiality of the consulted matters. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

B. Present and Former Hansen's Disease Patients

Hansen's disease is caused by the bacteria *Mycobacterium leper*, but it is extremely rare to contract the disease only by being infected with the bacteria. Even if the disease is contracted, there is established effective treatment nowadays. It has also been proved that the disease is not genetic.

Therefore, it is not at all necessary to isolate Hansen's disease patients. Nevertheless, the disease had been considered to be peculiar due to the characteristic appearances of patients and an isolation policy had long been adopted in Japan to force patients to move into special sanatoriums. This isolation policy was maintained even in the Leprosy Prevention Act, which was amended in 1953, or even after errors in prior knowledge on the disease were revealed in 1955 onward. It was only after the enforcement of the Act on the Repeal of the Leprosy Prevention Act in 1996 that the isolation policy was abolished. However, many of those who had long been isolated in special sanatoriums faced difficulties in returning to society due to old age or having no connection with their families and relatives, even after they made a full recovery.

On May 11, 2001, a lower court made a ruling to hold the national government liable for compensation of damages sustained by Hansen's disease patients. This ruling called attention of society to the seriousness of the issue of Hansen's disease. The national government is now taking measures to compensate present and former Hansen's disease patients, restore their honor and promote welfare therefor.

The national government needs to further strengthen relevant efforts for eliminating prejudice and discrimination against present and former Hansen's disease patients, etc. and will proactively promote the following efforts.

- (i) Promote awareness-raising activities to deepen understanding on Hansen's disease by preparing and delivering relevant awareness-raising materials, carrying out various public relations activities and operating the National Hansen's Disease Museum, thereby striving to disseminate correct knowledge and eliminate prejudice and discrimination against Hansen's disease and Hansen's disease patients. Utilize awareness-raising materials appropriately in school education and social education. (Ministry of Justice; Ministry of Health, Labour and Welfare; Ministry of

Education, Culture, Sports, Science and Technology)

- (ii) Upon occurrence of a case of rejection of an application for renting an apartment room, discrimination and harassment in everyday life, or any hindrance in returning into society faced by a present or former Hansen's disease patient, etc., investigate or deal with the case as a human rights violation, provide counseling, or otherwise seek to resolve the case properly depending on the circumstances. Additionally, carry out awareness-raising activities targeting related parties to have them acquire correct knowledge on Hansen's disease and deepen understanding on the significance of human rights of present and former Hansen's disease patients, etc. (Ministry of Justice)
- (iii) With the aim of facilitating the resolution of human rights issues concerning present and former Hansen's disease patients, etc., actively offer counseling services at permanent human rights counseling centers of Legal Affairs Bureaus and District Legal Affairs Bureaus. In particular, provide counseling for those accommodated in special sanatoriums, while making effort to understand their feelings and heal their emotional wounds. When offering counseling services, seek close collaboration and cooperation among related organizations. (Ministry of Justice)

(9) People Released From Prison after Serving Their Sentences

People released from prison after serving their sentences often face persistent prejudice and discrimination and are subject to discriminatory treatment when getting jobs or renting apartment rooms. Even having a strong will for rehabilitation, they face difficulties in getting back into society. In order to have people released from prison after serving their sentences be rehabilitated and lead a peaceful social life as a member of local communities, understanding and cooperation from their family members, workplaces and local communities are indispensable, in addition to a strong will for rehabilitation on the part of those people. Therefore, the national government needs to continue promoting awareness-raising activities for eliminating prejudice and discrimination against people released from prison after serving their sentences and helping their rehabilitation.

(10) Crime Victims, etc.

Recently, human rights issues concerning crime victims and their families have been attracting social attention and consideration to crime victims and measures to protect them are urgently required.

Rights of crime victims have come to be better protected in judicial proceedings through a series of legal measures, including the enactment of the Act on Measures Incidental to Criminal Proceedings for Protecting the Rights and Interests of Crime Victims in 2000 and the amendments of the Code of Criminal Procedure, the Act on Committee for Inquest of Prosecution and the Juvenile Act. In 2001, the Act on Support for Crime Victims, etc. Such as Payment of Crime Victims Benefit was amended and efforts are to be made for proper application of these systems.

Serious problems involving crime victims include excessive media coverage, which may result in violation of privacy, defamation, and invasion of quiet private lives. Crime victims are usually in a position of being unable to make a complaint. Even if they intend to take legal action, the associated heavy burden often makes them hesitate and forces them to merely accept the situation.

Based on these trends, the national government needs to encourage voluntary efforts by mass media or otherwise promote awareness-raising activities that will contribute to promoting and protecting human rights of crime victims, etc.

(11) Human Rights Violations on the Internet

The internet enables not only communications using e-mail between specific persons but also information transmission targeting many and unspecified users such as through a website and repeated two-way communications of online news using a bulletin between many and unspecified users. In any case, senders are anonymous and information transmission is technically and psychologically easy. Such characteristics of the internet induce human rights violations such as posting of expressions disdainful of others, information harmful to specific individuals or groups that may promote discrimination, or names and photos identifying suspected juvenile delinquents, etc.

It is obviously necessary to respect freedom of expression guaranteed by the Constitution of Japan, but regarding vicious cases of human rights violation beyond permissible limits, measures have been taken on a case-by-case basis by encouraging voluntary regulations by the industry. When a sender is identified, relevant violation is to be eliminated through awareness-raising measures targeting the sender, and when a sender is not identified, the authority requests the suspension or deletion of the information to relevant providers.

Based on these trends, the following efforts are to be promoted proactively.

- (i) Promote awareness-raising activities targeting a broad range of citizens as it is indispensable to have general internet users and providers acquire and deepen correct understanding on privacy and honor of individuals. (Ministry of Justice)
- (ii) Enhance the content of information-related subjects in school education to teach students about the influence of progressing informatization on society, including problems caused by incorrect or biased information on the internet, and have them understand individuals' responsibility and morality when collecting or sending information on the internet. (Ministry of Education, Culture, Sports, Science and Technology)

(12) The abductions issue by North Korean Authorities and other issues

During the 1970s and 1980s, many Japanese citizens disappeared under unusual circumstances. As it was revealed that there was a strong possibility that these cases involved abductions conducted by North Korea, since 1991, the Government of Japan has brought up the abductions issue at every

available opportunity. North Korea had stubbornly kept denying any involvement, but, at the Japan-North Korea summit meeting held in September 2002, North Korea at last admitted for the first time that it had abducted Japanese citizens and apologized. In October of the same year, while five of the abductees returned from North Korea to Japan, North Korean authorities have taken no concrete actions since then to resolve the abductions issue involving the other abductees.

The Government of Japan has identified 17 Japanese citizens as victims of abduction by North Korean authorities by 2010 and has continued required investigations with the recognition that there are other cases where the possibility of abduction by North Korea cannot be ruled out. The abductions by North Korean authorities are human rights violations against Japanese citizens and a critical issue concerning the sovereignty of Japan and the lives and safety of Japanese citizens. The Government of Japan has been making its utmost efforts to realize the return of all the abductees as quickly as possible under its responsibility.

Moreover, at the United Nations, Resolutions on the Situation of Human Rights in the Democratic People's Republic of Korea, co-tabled by Japan and the EU, have been adopted every year since 2003. The Resolutions urge North Korea to achieve early resolution of the abductions issue, including the immediate return of abductees.

In light of the United Nations General Assembly resolution in 2005, the Act Concerning Measures to Address the Abductions Issue and Other North Korean Human Rights Violations (Act No.96 of 2006) was enacted in June 2006. This Act requires the national and local governments to raise public awareness concerning the abductions issue and other human rights violations committed by North Korea (hereinafter referred to as the "the abductions issue and other issues") as their responsibility. The Act also establishes North Korean Human Rights Abuses Awareness Week (December 10-16), which calls on the national and local governments to hold educational events on the topic during this week, aiming to deepen citizens' interests in and understanding of the abductions issue and other issues. In order to resolve the abductions issue and other issues, understanding and support from a broad range of citizens and the international community are indispensable, and it is required to make efforts to generate public interest and awareness.

Given these circumstances, the following efforts are to be promoted proactively.

- (i) Carry out projects suited to the North Korean Human Rights Abuses Awareness Week in order to deepen interest in and awareness on the abductions issue and other issues broadly among citizens.
(All ministries and agencies)
- (ii) Prepare and deliver awareness-raising materials and carry out various other public relations activities in order to disseminate correct knowledge on the abductions issue and other issues and deepen public awareness and interest. (Cabinet Secretariat; Ministry of Justice)
- (iii) Carry out awareness-raising events in collaboration with local governments and private organizations in order to deepen understanding of all citizens concerning the abductions issue

and other issues (Cabinet Secretariat; Ministry of Internal Affairs and Communications; Ministry of Justice)

- (iv) Promote efforts to deepen students' understanding on the abductions issue and other issues in school education depending on their developmental stage. (Ministry of Education, Culture, Sports, Science and Technology)
- (v) Make efforts to deepen interest in and awareness on the abductions issue and other issues, broadly targeting other nations. (Cabinet Secretariat; Ministry of Foreign Affairs)

(13) Others

Also with regard to human rights issues that are not categorized into any of the above, such as those relating to sexual orientation including discrimination against homosexual persons, and newly arising human rights issues, the national government will consider measures to resolve them depending on the circumstances.

3. Training for Personnel Engaging in Specific Jobs Closely Related to Human Rights

When promoting human rights education and awareness-raising, it is indispensable to provide training or take other measures for personnel engaging in specific jobs closely related to human rights.

The Domestic Action Plan for the United Nations Decade for Human Rights Education cites persons engaging in 13 types of jobs (those working for public prosecutors offices, those working for correctional institutions and those engaging in rehabilitation services, those engaging in immigration services, school teachers and those engaging in social education, those engaging in medical services, those engaging in welfare services, coast guard officers, those engaging in labor policies, fire-fighting personnel, police officials, uniformed self-defense forces personnel, government employees, and media workers) and requires efforts to enhance the content of human rights education and awareness-raising in training for these people. In response, relevant ministries and agencies are making required efforts and their efforts need to be further promoted proactively. They are expected to enhance the content of training programs and materials, respectively.

Additionally, the national government will endeavor to offer possible cooperation within its roles as the executive for any similar efforts by the legislature and the judiciary for lawmakers and judges, etc., such as the provision of information and introduction of lecturers.

4. System for Comprehensive and Effective Promotion

(1) Strengthening of Implementing Entities and Improvement of Their Recognition

In order to effectively promote human rights education and awareness-raising, it is necessary to enhance and strengthen the system of implementing entities both qualitatively and quantitatively. In particular, better utilization of approximately 14,000 Human Rights Volunteers located nationwide is

effective and indispensable for effective community-based human rights awareness-raising. The base of the Human Rights Volunteers System needs to be strengthened while securing and properly deploying appropriate volunteers.

The human rights bodies of the Ministry of Justice and other implementing entities have yet to be sufficiently known to citizens in general, according to the results of opinion polls, etc. Generally speaking, when the organization and activities of an implementing entity are well-recognized, its awareness-raising measures are expected to generate larger effects. Accordingly, each implementing entity should normally carry out positive public relations activities such as preparing PR pamphlets and opening websites.

(2) Collaboration among Implementing Entities

A. Strengthening of Existing Organizations

Implementing entities are endeavoring to make collaboration in various fields for promoting human rights education and awareness-raising and they should continuously enhance their efforts.

In particular, the High-Level Central Government Liaison Council for Human Rights Education and Awareness-Raising established by the national government and the network associations of human rights awareness-raising activities established locally are cross-sectional organizations for collaboration regarding human rights education and awareness-raising in general. The former was established on September 25, 2000, based on agreements of relevant Administrative Vice-Ministers. Regarding the latter, the Ministry of Justice has been promoting the establishment since FY1998 as part of the human rights awareness-raising networking project and network associations have already been established in all prefectures, and municipal-level networks are being established mainly in areas under jurisdiction of respective Legal Affairs Bureaus, District Legal Affairs Bureaus and branches. These organizations are playing significant roles in comprehensively and effectively promoting human rights education and awareness-raising and their organizational power and activities should further be strengthened and developed.

B. Creation of New Collaboration

For promoting human rights education and awareness-raising even more comprehensively and effectively, collaboration with new organizations needs to be considered in addition to the strengthening of collaboration among existing organizations. For example, for smooth human rights education and awareness-raising depending on developmental stage of targets, new collaboration should be sought between school and social education organizations such as kindergartens, elementary and lower and higher secondary schools, and community learning centers, and human rights bodies such as Legal Affairs Bureaus, District Legal Affairs Bureaus and Human Rights Volunteers.

With regard to human rights issues concerning women, children and elderly people, relevant

organizations respectively make various efforts in accordance with the characteristics of each organization. However, in order to promote these efforts more comprehensively and effectively, relevant organizations should collaborate with each other more closely and means to create flexible and broad collaboration should be devised depending on each issue and field.

Furthermore, in the field of promotion and protection of human rights, public interest corporations, private volunteer groups and companies are carrying out various activities and they are expected to continue playing significant roles as implementing entities. From this perspective, the possibility and extent of collaboration with these corporations, groups and companies should also be discussed. Needless to say, the neutrality in education and awareness-raising must be ensured when seeking new collaboration.

(3) Fostering of Responsible Personnel

It is important for the national and local governments to foster personnel for human rights education and awareness-raising by training, etc.

Additionally, the outcomes of projects promoted in social education and rich knowledge and experience of specialized organizations such as the Incorporated Foundation Center for Human Rights Education and Training should be fully utilized in formulating training programs for responsible personnel with the goal of fostering people who can act with sensitivity to human rights in everyday life. When the national and local governments use private specialized organizations in designing and providing training sessions, due consideration must be given to ensuring the neutrality in education and awareness-raising.

People engaging in human rights education and awareness-raising are to make constant efforts for self-improvement to further develop sensitivity to human rights as responsible personnel and their voluntary efforts should be encouraged.

(4) Compilation and Development of Reference Materials

Documents and materials concerning human rights should be developed as indispensable tools for effective human rights education and awareness-raising. Reference materials held by respective implementing entities should be shared and utilized effectively and efficiently, and from that perspective, networking of information for facilitating mutual use should be considered and environmental development needs to be promoted so that many people can have access to required information.

As domestic and international circumstances concerning human rights change over time, documents should be collected and updated domestically and internationally, and efforts also need to be made to positively collect materials in fields uncovered so far.

The Human Rights Library of the Incorporated Foundation Center for Human Rights Education and

Training, which collects and stores books and documents on human rights, as well as awareness-raising booklets, posters, videos, etc. prepared by local governments so far, should be improved to develop a better environment to facilitate the utilization of related documents and materials.

(5) Studies and Research on the Content and Methods

A. Utilization of Existing Studies and Research

Studies and research by private companies or organizations concerning the content and methods of human rights education and awareness-raising are often from unique and innovative perspectives (such as making analyses for specific targets intensively in detail) and better utilization of the outcomes of those studies and research is expected to enhance the effectiveness of awareness-raising activities.

Local governments have carried out awareness-raising activities in relation to various human rights issues and have also made significant achievements in studies and research of concrete methods, etc. they have adopted so far. The outcomes of their studies and research reflect diverse viewpoints to be referred to as their activities are generally focused on raising awareness of local residents on specific issues based on the circumstances and characteristics of respective regions.

The outcomes of studies and research on human rights conducted in foreign countries are also useful, in addition to those of domestic studies and research. Their utilization should also be worth considering from the following perspectives.

- (i) Comparison of concrete methods, while taking into consideration various institutional differences, will be helpful in creating new methods.
- (ii) The outcomes of foreign studies and research that reveal people's awareness on human rights in respective countries will help the understanding of the current status of human rights in Japan.

B. New Studies and Research

It is necessary to conduct studies and research anew with regard to more effective content and methods of awareness-raising. As part of the preparatory work therefor, staff in charge of development of new content and methods need to be fostered.

Private specialized organizations have excellent staff with rich knowledge and experience concerning know-how of awareness-raising, and it is highly likely that they can develop effective content and methods from diversified standpoints. Therefore, entrustment of development work to private specialized organizations or joint development should also be promoted.

C. Others

The content and methods of human rights education and awareness-raising thus studied or developed should be demonstrated on such occasions as the Human Rights Awareness-Raising Festival and a mechanism to verify the effects of new content and methods should also be discussed.

(6) Enhancement of the Incorporated Foundation Center for Human Rights Education and Training

The Incorporated Foundation Center for Human Rights Education and Training is expected to fulfill its roles as a national center that comprehensively carries out relevant activities while taking advantage of the characteristics as a private organization.

It is necessary to further enhance the functions of the Center through structural development and securing and fostering of staff with expertise on human rights issues to have it fulfill its expected roles. At the same time, projects implemented by the Center, including activities to promote the use of the Human Rights Library and preparation of leader training programs and human rights education and awareness-raising materials, should be enhanced.

The characteristics as a private organization should be taken into account in policies for enhancing the functions of the Center and it is also necessary to ensure consistency with the reforms of public interest corporations now being discussed by the national government.

(7) Utilization of Mass Media, etc.

A. Utilization of Mass Media

Mass media, which play prominent roles in promoting human rights education and awareness-raising, should be positively utilized for disseminating the significance of the idea of respect for human rights to a larger number of citizens in an effective manner.

Mass media include those using images, sound, letters, etc., each of which has different characteristics. Therefore, it is important to select optimal media to maximize the effects, in consideration of various factors including characteristics of each medium.

B. Utilization of Ideas of the Private Sector

The private sector has rich knowledge and experience concerning know-how of human rights education and awareness-raising and adoption of effective methods from diversified standpoints can be expected. Diverse ideas of the private sector should be utilized proactively. When utilizing the private sector, efforts should be made to increase effectiveness, such as concluding entrustment contracts, while giving due consideration to the neutrality in education and awareness-raising.

C. Cultivation of Citizens' Sense of Positive Participation

Encouraging citizens to naturally have interest in human rights issues would be most effective. At present, as part of such efforts, awareness-raising slogans or designs of awareness-raising posters are publicly sought every year. Excellent works are awarded and used in awareness-raising activities. These efforts should further be devised and promoted.

(8) Utilization of the Internet and Other Information Technologies

The advancement of the internet as a communication tool has been rapid and ongoing. The characteristics of the internet in a highly information-oriented society should be fully utilized to provide diverse information on human rights (such as related treaties, laws, reports, regulations and awareness-raising materials (booklets, leaflets, posters, videos, etc.)) broadly to citizens and to carry out activities to disseminate the philosophy of respect for fundamental human rights and raise public awareness (introduction of the details of the Universal Declaration of Human Rights, explanation of the current status of various human rights issues and efforts being made therefor, announcement of events during the Human Rights Week or other occasions, etc.).

Implementing entities should preferably open websites, enhance the content thereof, compile relevant links, and devise effective use of information terminals so that many people can easily have access to and utilize information concerning human rights education and awareness-raising.

Chapter 5 Promotion of the Plan

1. Promotion System

The national government will promote the implementation of this Basic Plan in close collaboration among relevant ministries and agencies, centered on the Ministry of Justice and the Ministry of Education, Culture, Sports, Science and Technology, in order to ensure comprehensive and systematic promotion of human rights education and awareness-raising. For concrete actions, the High-Level Central Government Liaison Council for Human Rights Education and Awareness-Raising and other frameworks for collaboration should be utilized effectively.

Relevant ministries and agencies are expected to fully understand the purport of this Basic Plan and develop and improve their systems respectively for measures under their jurisdiction, thereby striving to achieve steady and effective implementation of the Basic Plan.

2. Collaboration and Cooperation with Local Governments, etc.

Roles of local governments, public interest corporations, private organizations and companies are significant in promoting human rights education and awareness-raising. All these entities are expected to make voluntary efforts in line with the purport of the Basic Plan, while maintaining organic mutual collaboration as needed depending on their positions and fields of expertise. In the meantime, the national government should give due consideration to efforts and opinions of these entities when implementing the Basic Plan.

With regard to financial support for local governments, the national government is to take appropriate measures based on the provisions of Article 9 of the Human Rights Education and Awareness-Raising

Promotion Act: "The national government may take financial measures for local governments implementing policies on human rights education and human rights awareness-raising by entrusting activities relevant to those policies to the local governments or through other means."

Additionally, in consideration of international trends, the national government will endeavor to play active roles in international efforts in the field of human rights.

3. Follow-up and Review of the Plan

The national government prepares and submits an annual report on human rights education and awareness-raising (White Paper) to the Diet, thereby checking the implementation status of the relevant measures in the previous fiscal year and endeavoring to follow up the Basic Plan while properly reflecting the past outcomes to the future measures.

The national government will also strive to ascertain current status of human rights in Japan and actual conditions of and citizens' awareness on human rights education and awareness-raising, and will review the Basic Plan as needed in order to properly respond to changes in domestic society and the economy and in international trends, etc.