

III Japanese Social Education

- 1 Social Education Facilities 1 (Citizen's Public Halls)
- 2 Social Education Facilities 2 (Libraries)
- 3 Social Education Facilities 3 (Museums)
- 4 Supervisors for Social Education
- 5 Houses for Youths and Children's Natural Houses
- 6 Social Educational Organizations
- 7 Social Correspondence Education
- 8 Social Physical Education and Life-long Sports
- 9 Cultural Centers (Private Profit Social Education Businesses)

1 Social Education Facilities 1 (Citizen's Public Halls)

Social Education Facilities 1 (Citizen's Public Halls)

- What are citizens' public halls?
 - Social education facility established by the municipal orders of education.
 - There are about 18 thousand in Japan.
 - They are a regional integrated educational facility.
- Objects of the citizens' public halls.
 - Education
 - Recreation
 - Health

1

Social Education Facilities 1 (Citizen's Public Halls)

2

Social Education Facilities 1 (Citizen's Public Halls)

Year	1995	1996	1997	1998	1999	2000
Open buildings	15,000	15,100	15,100	15,100	15,100	15,100
Work buildings	8,200	8,200	8,200	8,200	8,200	8,200
Total	23,200	23,300	23,300	23,300	23,300	23,300

The number of citizens' public halls

3

Social Education Facilities 1 (Citizen's Public Halls)

4

Social Education Facilities 1 (Citizen's Public Halls)

5

Social Education Facilities 1 (Citizen's Public Halls)

6

Social Education Facilities 1 (Citizen's Public Halls)

7

2 Social Education Facilities 2 (Libraries)

Social Education Facilities 2 (Libraries)

- Regulation of libraries (the Library Law passed in 1951)
 - public libraries
 - libraries of prefectures
 - libraries of municipalities
- Library specialties
 - libraries
 - library assistant

8

Social Education Facilities 2 (Libraries)

Year	1995	1996	1997	1998	1999	2000
Public	1,950	1,950	1,950	1,950	1,950	1,950
Prefecture	2,172	2,172	2,172	2,172	2,172	2,172
Municipality	2,200	2,200	2,200	2,200	2,200	2,200
Total	6,322	6,322	6,322	6,322	6,322	6,322

Number of libraries

9

Social Education Facilities 2 (Libraries)

Year	1995	1996	1997	1998	1999	2000
Public	1,950	1,950	1,950	1,950	1,950	1,950
Prefecture	2,172	2,172	2,172	2,172	2,172	2,172
Municipality	2,200	2,200	2,200	2,200	2,200	2,200
Total	6,322	6,322	6,322	6,322	6,322	6,322

Number of staff

10

Social Education Facilities 2 (Libraries)

11

Social Education Facilities 2 (Libraries)

12

Social Education Facilities 2 (Libraries)

13

Social Education Facilities 2 (Libraries)

14

3 Social Education Facilities 3 (Museums)

Social Education Facilities 3 (Museums)

- Regulation of museums (the Museum Law passed in 1981)
 - public museums
 - private museums
- Museum specialties
 - museums
 - museum assistant

15

Social Education Facilities 3 (Museums)

Year	1995	1996	1997	1998	1999	2000
Public	700	700	700	700	700	700
Private	1,177	1,177	1,177	1,177	1,177	1,177
Total	1,877	1,877	1,877	1,877	1,877	1,877

Number of museums

16

Social Education Facilities 3 (Museums)

Year	1995	1996	1997	1998	1999	2000
Public	141	141	141	141	141	141
Private	1,036	1,036	1,036	1,036	1,036	1,036
Total	1,177	1,177	1,177	1,177	1,177	1,177

The number of museum staff

17

Social Education Facilities 3 (Museums)

18

Social Education Facilities 3 (Museums)

19

Social Education Facilities 3 (Museums)

20

Social Education Facilities 3 (Museums)

21

4 Supervisors for Social Education

Supervisors for Social Education

- Legal evidence of supervisors for social education (Social Education Law Chapter 2 (2) to 8 Article 3)
- Duties of supervisors for social education
 - Formulating, planning and programming of subjects
 - Supporting learning information and counseling
 - Supporting organization of study groups
 - Flow of learning

22

Supervisors for Social Education

Year	1995	1996	1997	1998	1999	2000
Public	475	475	475	475	475	475
Private	1,000	1,000	1,000	1,000	1,000	1,000
Total	1,475	1,475	1,475	1,475	1,475	1,475

Number of supervisors and assistant supervisors for Social Education

23

Supervisors for Social Education

24

Supervisors for Social Education

25

5 Houses for Youths and Children's Natural Houses

Houses for Youths & Children's Natural Houses

- Objectives of natural houses for youths
 - To nurture youth's health through group learning/training
- Objectives of natural children's natural houses
 - To nurture children's health through group learning/training in nature
- Types of establishments: natural and local administrative bodies
- Types of functions: learning type and non-learning type (houses for youths only)

26

Houses for Youths & Children's Natural Houses

Year	1995	1996	1997	1998	1999	2000
Public	125	125	125	125	125	125
Private	1,000	1,000	1,000	1,000	1,000	1,000
Total	1,125	1,125	1,125	1,125	1,125	1,125

The number of youth educational institutions

27

Houses for Youths & Children's Natural Houses

28

Houses for Youths & Children's Natural Houses

29

Houses for Youths & Children's Natural Houses

30

Houses for Youths & Children's Natural Houses

31

6 Social Educational Organizations

Social Educational Organizations

■What are Social Educational Organizations and (Social Education Law Article 10)

These organizations are both revenue bodies and non-revenue bodies that do not have other official activities and the entire income proceeds are used for social education.

■Typical Social Educational Organizations

- Boy Scouts, Girl Scouts, Boy Scouts Clubs
- Youth Associations
- English, French, American Associations
- Cultural Associations
- Sports Associations

30

Social Educational Organizations



Activities of youth associations

31

Social Educational Organizations



32

Social Educational Organizations



33

7 Social Correspondence Education

Social Correspondence Education

■What is social correspondence education? (Social Education Law article 10)

Under the law, "correspondence education" is education carried out under a regular educational plan meeting teaching intensity and correspondence methods in the practice by using the correspondence method. Some of them have no entry, junior-high, senior-high and transfer of the university, graduation and courses are included. The correspondence method is called social correspondence education.

■Methods of correspondence

Mail, Fax, Computer correspondence, broadcast, etc.

■Social correspondence educational associations

Schools, corporations, other private associations

34

Social Correspondence Education



The special system of social correspondence education

35

Social Correspondence Education



in a correspondence school room, September 2008

36

8 Social Physical Education and Life-long Sports

Social Physical Education & Life-long Sports

■Basic Plan on Promotion of Sports

Part of the health and Physical Education Council, established in 2000

The Development Plan of a Sports Promotion Measure

1. The consolidated plan of the local environment supporting achievement of a life-long sports society
2. The systematic improvement plan for Japan's international competitive sports
3. The plan for practice cooperation among life-long sports, competitive sports and Physical Education

■Institutions and people who encourage local sports

- Japan Amateur Sports Association
- Integrated local sports clubs
- Physical education centers

37

Social Physical Education & Life-long Sports



38

Social Physical Education & Life-long Sports



39

Social Physical Education & Life-long Sports



40

9 Cultural Centers (Private Profit Social Education Businesses)

Cultural Centers (Private Profit Social Education Businesses)

■What is a private profit social education business?

■Types of private profit social education businesses

■Relationship between private profit social education businesses and public social education

41

Cultural Centers (Private Profit Social Education Businesses)

The administration supporting operation of private profit social education businesses

■Private profit social education businesses

- ① Educational, cultural, sports and leisure facilities (including sports centers, gymnasiums, etc.)
- ② Cultural centers (including community centers, etc.)
- ③ Youth centers (including youth centers, etc.)
- ④ Sports centers (including sports centers, etc.)
- ⑤ Other facilities (including facilities, etc.)

■Relationship between private profit social education businesses and public social education

① Support for the operation of public social education facilities

② Support for the operation of public social education facilities

③ Support for the operation of public social education facilities

④ Support for the operation of public social education facilities

⑤ Support for the operation of public social education facilities

42

Cultural Centers (Private Profit Social Education Businesses)



43

Social Education Facilities 1 (Citizen's Public Halls)

■ What are citizens' public halls?

- Social education facility established by the municipal boards of education
- There are about 18 thousand in Japan
- They are a regional integrated educational facility

■ Officials of the citizens' public halls

- director
- supervisor
- clerk

(Ⅲ-1)

1

The citizens' public halls (Kominkan) are an original social education facility in Japan. They were promoted in Japan through the "Establishment and Administration of citizens' public halls", that was based on a notice from a subordinate officer of the Ministry of Education in 1946. As the Social Education Law was enacted in 1949, citizens' public halls (Kominkan) were registered as a social education facility established by municipalities.

At present, there are about 18,000 citizens' public halls in Japan (Kominkan) whose form, scale and equipment are different. From the viewpoint of functions of citizens' public halls, however, there are similarities. These halls function as a local comprehensive educational and

cultural facility, and as a center for meeting, learning and social interactions for citizens.

Full-time or part-time curators and citizens' public hall officers are assigned to each citizens' public hall (Kominkan). Social Education Officers qualify as citizens' public hall (Kominkan) officers in some municipalities. There are also some citizens' public halls to which clerks and part-time Social Education Leaders are assigned.

Social Education Facilities 1 (Citizens' Public Halls)



(Ⅲ-2)

Disposition of citizens' public halls (central – regional hall system)

2

According to the regulations of the Law on Social Education, citizens' public halls are to be established by municipalities. However, establishment styles differ largely among municipalities. Some municipalities establish citizens' public halls in each elementary school district, some in each secondary school district, and others establish a large one (with around 1500 square meters) serving a wide area.

The disposition of citizens' public halls can be divided into two systems: 1) Main Building System (Central – Regional Hall System) and 2) Central – Branch Hall System. The difference between them lies in the establishment of a citizens' public halls management councils through which people in local communities get involved in the management of the halls. Under the Main Building System, the management council can be set up at each

citizen's public hall, whereas under the Central – Branch Hall System, it is enough to set up the council only at the Central Hall. Therefore in terms of the participation of people from local communities, the Main Building System guarantees more participation.

Social Education Facilities 1 (Citizens' Public Halls)

Classifications	1990	1993	1996	1999	2002
Main Buildings	11,005	11,188	11,446	11,418	11,354
Branch Buildings	6,342	6,374	6,373	6,839	6,593
Total	17,347	17,562	17,819	18,257	17,947

(Ⅲ-③)

The number of citizens' public halls

3

halls are the closest to local communities in Japan's social education facilities.

The total number of citizen's public halls in Japan was approximately 18,000 in 2002, and the percentage of municipalities with citizens' halls was 91.7%.

There were approximately 58,000 personnel who worked for citizen's public halls in 2002. Among them, 19,000 supervisors of citizens' public halls played a leading role.

The number of citizens' public halls established in Japan is higher than the number of museums (approximately 1,000) and libraries (approximately 2,500) in terms of Japan's social education facilities. The number is larger than that for lower secondary schools, and smaller than that for elementary schools. Citizens' public

Social Education Facilities 1 (Citizens' Public Halls)



May 2005

July 2005

(Ⅲ-4)

4

Civic citizens' public halls

Social Education Facilities 1 (Citizens' Public Halls)



①

(Ⅲ-5)

June 2006

5

Citizens' public halls conduct various activities related to meeting, learning and gathering of people within communities given their function as municipality social education institutions. They arrange classes and courses to offer opportunities for self-development. Among the classes and courses they offer, there are culture-oriented programs, sport recreation, skill development courses for daily life and courses to learn about the local community in order to deepen understanding of it.

In addition, citizens' public halls provide places and rooms for independent group or club activities for communities, and are utilized as venues for various events and meetings of the community.

① Taisho-goto (Japanese modern harp) course

Social Education Facilities 1 (Citizens' Public Halls)



①

(Ⅲ-6)

Sep 2004

6

Citizens' public halls conduct various activities related to meeting, learning and gathering of people within communities given their function as municipality social education institutions. They arrange classes and courses to offer opportunities for self-development. Among the classes and courses they offer, there are culture-oriented programs, sport recreation, skill development courses for daily life and courses to learn about the local community in order to deepen understanding of it.

In addition, citizens' public halls provide places and rooms for independent group or club activities for communities, and are utilized as venues for various events and meetings of the community.

① Sado (tea ceremony) course

Social Education Facilities 1 (Citizens' Public Halls)



(Ⅲ-7)

September 2004

7

Citizens' public halls conduct various activities related to meeting, learning and gathering of people within communities given their function as municipality social education institutions. They arrange classes and courses to offer opportunities for self-development. Among the classes and courses they offer, there are culture-oriented programs, sport recreation, skill development courses for daily life and courses to learn about the local community in order to deepen understanding of it.

In addition, citizens' public halls provide places and rooms for independent group or club activities for communities, and are utilized as venues for various events and meetings of the

community.

Picture: senior citizens are visiting the relics of a city. The instructor with a red cap is a retired school teacher. This program is named "longevity university".

① study tour to visit the relics in the city

Social Education Facilities 2 (Libraries)

■ Regulation of libraries

the Library Law(issued in 1951)

■ Kinds and the number of libraries

- public libraries libraries of prefectures
 libraries of communes
- private libraries

■ Library specialists

librarian, librarian assistant

(Ⅲ-8)

8

Under the Library Law enacted in 1951, a "library" is defined as an institution whose objective is to collect books, records and other necessary materials, to assemble and preserve them, and to make them available for public use so that they can contribute to culture, research and recreation of the people. Also under the law, libraries are divided into two categories according to how they are established. It defines public libraries as those established by a prefecture or a municipality, and private libraries as those established by private entities such as the Japanese Red Cross or corporations defined under Article 34, the Civil Law. In terms of the numbers of libraries established,

more than 90% of all the libraries are public libraries.

Specialists assigned to libraries are librarians and librarian assistants.

Social Education Facilities 2 (Libraries)

Classification	Total	Prefecture	City	Town	Village	Union	Corporation
1990	1,950	70	1,275	521	48	3	33
1993	2,172	66	1,392	619	59	2	34
1996	2,396	66	1,473	745	74	5	33
1999	2,592	65	1,548	856	89	3	31
2002	2,742	64	1,616	927	99	8	28
Main building	2,040	55	947	904	99	7	28
Branch	702	9	669	23	—	1	—

(Ⅲ-9)

Number of libraries

9

prefectures, there are around 30 staff each, whereas for libraries set up by cities, the figure is around 7.6 staff, and for libraries set up by towns or villages, the average goes down to 2.4.

There is a gap between differing administrative levels of municipalities in the provision of public libraries in Japan.

By the year 2002, around 2700 libraries had been established in Japan. Of those 2700, 64 libraries were established by prefectures. Since Japan has 47 prefectures, this means there are 1.4 libraries per prefecture on the average. On the other hand, since there are about 3300 municipalities, the number of libraries established by municipalities averages 0.75 per municipality. This figure shows that around 3 in every 10 municipalities do not have libraries in their municipal area.

As for the number of library staff, about 6 people work at a library on average. In terms of the administrative levels of municipalities, differences in the number of staff assigned to libraries is recognizable. For libraries set up by

Social Education Facilities 2 (Libraries)

Classification	Total	Prefecture	City	Town	Village	Union	Corporation
1990	13,097	1,913	9,934	1,073	24	10	143
1993	14,444	1,928	10,890	1,442	48	3	133
1996	15,754	1,934	11,706	1,906	68	14	126
1999	16,118	1,922	11,776	2,228	90	8	94
2002	16,291	1,899	11,805	2,378	94	18	97
	(1,685)	(21)	(633)	(862)	(137)	(15)	(17)
Directors	1,417	54	1,053	287	10	2	11
	(897)	(5)	(341)	(468)	(70)	(6)	(7)
Librarians	7,317	1,090	5,013	1,123	45	5	41
	(168)	(9)	(56)	(92)	(8)	(-)	(3)
Assistant librarians	253	17	188	45	2	-	1
	(12)	(-)	(3)	(7)	(2)	(-)	(-)
Others	7,304	738	5,551	923	37	11	44
	(608)	(7)	(233)	(295)	(57)	(9)	(7)

Note) they are numbers of full-time staffs. Numbers inside () are of part-time staffs and not included as full-time staffs

(Ⅲ-10)

Number of staff

10

for libraries set up by towns or villages, the average goes down to 2.4.

There is a gap between differing administrative levels of municipalities in the provision of public libraries in Japan.

By the year 2002, around 2700 libraries had been established in Japan. Of those 2700, 64 libraries were established by prefectures. Since Japan has 47 prefectures, this means there are 1.4 libraries per prefecture on the average. On the other hand, since there are about 3300 municipalities, the number of libraries established by municipalities averages 0.75 per municipality. This figure shows that around 3 in every 10 municipalities do not have libraries in their municipal area.

As for the number of library staff, about 6 people work at a library on average. In terms of the administrative levels of municipalities, differences in the number of staff assigned to libraries is recognizable. For libraries set up by prefectures, there are around 30 staff each, whereas for libraries set up by cities, the figure is around 7.6 staff, and

Social Education Facilities 2 (Libraries)



(Ⅲ-11)

July 2004

11

The building of a civic library

Social Education Facilities 2 (Libraries)



July 2004



July 2004

(Ⅲ-12)

12

As prescribed in the Library Law, libraries collect mainly books to be used by local people in order to cultivate their minds, as well as for research recreation. Needless to say, with possessions of numerous materials, such as books, it is important as well as necessary for libraries to have facilities where people can study comfortably and engage in recreation.

Picture: facilities in a library.

Social Education Facilities 2 (Libraries)



(Ⅲ-13)

Jul, 2004 **13**

As prescribed in the Library Law, libraries collect mainly books to be used by local people in order to cultivate their minds, as well as for research recreation. Needless to say, with possessions of numerous materials, such as books, it is important as well as necessary for libraries to have facilities where people can study comfortably and engage in recreation.

In addition, libraries have outreach program, for example, reading stories for children. Members of a civic voluntary group registered at a library are reading a picture book in a room at the library in the above photograph.

Social Education Facilities 2 (Libraries)



(Ⅲ-14)

Jul, 2004 **14**

As prescribed in the Library Law, libraries collect mainly books to be used by local people in order to cultivate their minds, as well as for research recreation. Needless to say, with possessions of numerous materials, such as books, it is important as well as necessary for libraries to have facilities where people can study comfortably and engage in recreation.

In addition, libraries have other outreach programs, for example operating mobile libraries that are for people who cannot come to the library because of geographic or life conditions. The municipal library in the above picture owns two mobile libraries that visit 48 fixed places in the city twice a month, hauling about 3,000 books.

① A mobile library car stopped at an elementary school.

② A mobile library car carries about

3,000 books.

③ Books are operated with a computer.

Social Education Facilities 3 (Museums)

■ Regulation of museums

regulation of "museum" by the museum law(issued in 1951)

In this facility, the aim is to collect information about history, art, folk, industry, natural science, etc., and to keep and preserve them, then to exhibit them for use by the public under educational considerations. Museums perform projects that are necessary for education, investigation, recreation and so on.

■ Kinds of museums

- public museums
- private museums

■ Museum specialists

- technical staff of museums

(Ⅲ-15)

15

curators.

Under the Museum Law enacted in 1951, a "museum" is defined as an institution whose objective is to collect materials related to history, art, folklore, industry and natural science, to preserve and to display them, and then to make them available to the public for educational use so that the museums can contribute to local culture, research and recreation of the local community, and also to provide opportunities for research on collected materials.

Under the law, public museums are those established by prefectures or municipalities while private museums are those established by corporations defined under Article 34 of the Civil Law including religious corporations.

Specialists assigned to museums are

Social Education Facilities 3 (Museums)

Classification	Total	National	Independent administrative institution	Public	Private
1990	799	28	—	387	384
1993	861	28	—	423	410
1996	985	29	—	518	438
1999	1,045	26	—	549	470
2002	1,117	21	10	608	478
Comprehensive Museum	141	—	—	—	—
Science Museum	102	—	—	—	—
History Museum	382	—	—	—	—
Gallery	381	—	—	—	—
Others	111	—	—	—	—

(Ⅲ-16)

Number of museums

16

Excluding national museums, there were around 1,100 museums in Japan as of 2002, including both public and private museums which are registered under the Museum Law. On the average, there are about 21 museums per prefecture.

Social Education Facilities 3 (Museums)

Category	Total	National	Independent administrative institution	Public	Private
1990	8,995	314	—	4,202	4,479
1993	9,944	320	—	4,841	4,783
1996	10,674	334	—	5,474	4,866
1999	10,934	352	—	5,522	5,060
2002	11,428 (1,412)	158 (43)	448 (24)	5,888 (500)	4,934 (845)
Curator	549 (282)	4 (17)	7 (3)	296 (115)	242 (147)
Technical Staff of Museum	2,904 (235)	20 (10)	56 (-)	2,039 (104)	789 (121)
Assistant	309	1	2	83	223
Technical Staff	(20)	(3)	(-)	(1)	(16)
Other Staffs	7,666 (875)	133 (13)	383 (21)	3,470 (280)	3,680 (561)

Note: The number means full-time staff numbers. The number in parenthesis is concurrent staff number.

(Ⅲ-17)

The number of museum staff

17

About 10 staff are assigned to each museum in the year 1999.

Social Education Facilities 3 (Museums)



(Ⅲ-18)

Jul, 2004 18

A prefectural natural museum building.

Social Education Facilities 3 (Museums)



Jul, 2004

(Ⅲ-19)

19

A natural museum offers various courses. This is a family nature observation course titled "Let's watch the natural environment with fireflies".

- ① Visiting a pool and observing the environment. The pool is located on the natural museum's premises.
- ② Listening to a lecture about fireflies.
- ③ Observing fireflies after dark.

Social Education Facilities 3 (Museums)



(Ⅲ-20)

20

A natural museum offers various courses. This is an in-service training course for teachers titled "the integrated science education utilizing nature at hand".

- ① The keynote speech
- ② Workshop in a forest: listening to sounds of nature
- ③ Workshop in a bamboo forest: making bamboo charcoals

Social Education Facilities 3 (Museums)



(Ⅲ-21)

July 2004 **21**

A natural museum offers various courses. This is a family nature observation course titled “the observation of Hakone salamanders.”

① Picking of Hakone salamanders, ② Observation

Supervisors for Social Education

■ Legal evidence of supervisors for social education

Social Education Law
Chapter 2 (2 to 6 in Article 9)

■ Duties of supervisors for social education

1. Formulating, planning and programming of subjects
2. Supplying learning information and counseling
3. Supporting organization of study groups
4. Role of adjusting

(Ⅲ-22)

22

Supervisors for social education are professionals in social education. Duties are defined in the Social Education Law.

Supervisors for social education are assigned to the secretariats of each board of education. Supervisors' roles include planning social education, and coordinating interactions with other social education groups for social education projects.

(Supervisor, Supervisor for social education → II - 29)

Supervisors for Social Education

Classification	Supervisors			Assistant supervisors			Sent social education supervisors
	Total	Prefecture	Municipal	Total	Prefecture	Municipal	
1990	4173	870	3303	457	31	426	1645
1993	3983	792	3191	431	34	397	1623
1996	4000	785	3215	454	49	405	1643
1999	3599	740	2859	340	33	307	1326
2002	3279 (653)	756 (14)	2523 (639)	264 (87)	46 (-)	218 (87)	1056

Note) these are numbers of full-time supervisors. Numbers in () are those of part-time supervisors and not included as full-time staff

(Ⅲ-23)

Number of Supervisors and Assistant Supervisors for Social Education

23

Supervisors for social education are full-time staff specialized in social education. Assistant supervisors for social education assist work of the supervisors and work during periods stipulated by the law. Persons are qualified to be supervisors if they have taken classes for subjects on social education.

There were 4,599 supervisors and assistant supervisors in 2002. (These included visiting-supervisors for social education.) The system of visiting-supervisors for social education began in 1974 with a subsidy from the National Treasury in order to address the problem of a lack of supervisors for social education in some municipalities.

Supervisors for Social Education



(Ⅲ-24)

July 2004

24

Picture: this lecture is offered by universities for people who want to become supervisors for social education held.

Houses for Youths & Children's Natural Houses

■ Objectives of national houses for youths

To nurture youth's health through group lodging training

■ Objectives of national children's natural houses

To nurture children's health through group lodging training in nature

■ 2 types of establishers: national and local autonomous bodies

■ 2 types of functions: lodging type and non-lodging type (houses for youths only)

(III - 25)

25

Houses for Youths and Children's Natural Houses are social education institutions for youths and children. The number established increased especially after the 1970's. In terms of types of establishers, there are national institutions as well as public institutions established by local autonomous bodies (municipalities). Also, in terms types of functions, there are lodgings located in remote areas and non-lodging facilities located in daily-life areas.

In 1959, the Central House for Youth was established in Gotenba, Shizuoka as the first national house for youth, and 13 have been established up to the present. The first national children's natural house was opened in Muroto, Kochi, as the Muroto Children's

Natural House. Currently there are 14 children's natural houses nationwide.

At first, the lodging-type houses for youths and children's natural houses focused on group lodging training. However, today, they allow small groups and families to use the facilities. From the perspective of supporting lifelong learning, these houses strengthen and support opportunities for independent activities by users.

Houses for Youths & Children's Natural Houses

Classifications	Total	Children's Natural House	House for Youth	House for Youth (Day Care)	Cultural Center for School Children	Others
1990	1,154	278	254	168	61	393
1993	1,225	294	249	162	71	449
1996	1,319	304	248	161	99	507
1999	1,263	311	229	176	75	472
2002	1,307	326	223	171	105	482
Prefectures	213	106	78	5	—	24
Cities or Wards	735	162	91	119	94	269
Towns and Villages	346	53	47	47	11	188
Associations	13	5	7	—	—	1

Note: National House for Youth, National Children's Natural House and Private institutions are not included.

(III - 26)

The number of youth educational institutions

26

There were 1,307 public youth facilities in Japan as of 2002: 213 prefectural facilities (16.3%), 736 city (56.2%), 346 town or village (26.5%) and 13 union (1.0%) facilities respectively. According to their targets and functions, Children's Natural Houses total 326 (24.9%), Houses for Youths total 223 (17.1 %), Houses for Youth s(Day Care) total 171 (13.1 %), Cultural Centers for Children total 105 (8.0 %), and other types of facilities total 482 (36.9%).

Houses for Youths & Children's Natural Houses



A Central Youth Center building in Ibaraki Prefecture

(Ⅲ-27)

July 2004 **27**

Houses for Youths & Children's Natural Houses



Inside facilities in a House for Youth

Lunch Room

Work Shop Room

July 2004

(Ⅲ-28)

28

Houses for Youths & Children's Natural Houses



July 2004

(III-29)

29

Various programs in the Houses for Youths.

- ① Morning meeting (radio gymnastics)
- ② Outdoor cooking
- ③ Candle performance

Social Educational Organizations

■ What Social Educational Organizations Are (Social Education Law Article. 10)

Social organizations are both corporate bodies and non-corporate ones that do not come under official control and that aim to provide services related to social education

■ Typical Social Educational Organizations :

- Boy Scouts, Girl Scouts, Boys Sports Clubs
- Youth Associations
- Regional Women's Associations
- PTAs
- Cultural Associations
- Sports Associations

(III-30)

30

Social educational organizations are registered as organizations that "may be either corporate bodies or non-corporate ones that do not come under official public control and that aim to provide services related to social education" under the Social Education Law. Typical social educational organizations comprise PTAs, Culture Associations, Sports Associations, Boy Scouts, Youth Associations, Women's Associations and Boys Sports Clubs.

Social educational organizations are registered under the Social Education Law. This implies that there is a close relationship between Japanese social educational administration and social educational organizations. At the present, many regional bodies support diverse social educational organizations including learning (study) circles that are committed to activities in local

communities.

There is a need to structure a new relationship between social educational organizations and Japanese social educational administration considering the diversity of circles or clubs that are committed to local communities and NPOs that are committed to social education.

Social Educational Organizations



- ① ② ③ National Youth Meeting, Nov. 2004
- ④ Youth Association annual meeting, May 2004
- ⑤ Regional activity: attendance at a local festival, 2003
- ⑥ Regional activity: discussion about peace activities, 2003

(Ⅲ-31)

Activities of youth associations

31

Social Educational Organizations



- ①② Boy Scouts' activity: Camping
- ③④⑤ Cub Scouts' activity: Fishing

(Ⅲ-32)

32

Social Educational Organizations



(Ⅲ-33)

In the farm village environment improvement center, July 2005

33

This regional Women's Association holds a convivial meeting every month inviting mothers/lower secondary school students/members of this association as a type of activity to assist parenting mothers (①~⑤). There are 108 members of the association. All activities are carried out based on membership fees (1,000yen/year) and other income sources, for example selling vegetables and foods.

- ① Mothers enjoy themselves talking with other participants while their babies and children are playing.
- ② Some members and lower secondary school students are cooking for lunch.
- ③ The meeting closes after taking lunch.
- ④ Lower secondary school students take part as volunteers to support this activity for parenting mothers.
- ⑤ A supervisor for social education from the townhouse lectures lower secondary school students in order to train them as rural junior leaders.

④ Lower secondary school students take part as volunteers to support this activity for parenting mothers.

⑤ A supervisor for social education from the townhouse lectures lower secondary school students in order to train them as rural junior leaders.

Social Correspondence Education

■ What is social correspondence education? (Social Education Law article 50)

Under the law, "correspondence education" is education carried out under a regular educational plan sending teaching materials and supplementary materials to the students by using the correspondence method. Based on these materials, problem solving, correction and transfer of instructions, questions and answers are conducted. This educational method is called social correspondence education.

■ Methods of correspondence

Mail, Fax, Computer correspondence, broadcast, etc.

■ Social correspondence educational associations

Schools, corporations, other private associations

(Ⅲ-34)

34

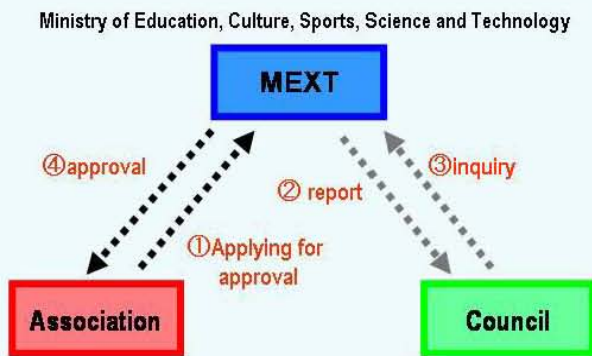
Under the Social Education Law, correspondence education is approved when conducted using regular educational plans, involving sending of teaching materials and supplementary materials to students through the correspondence method. Based on these materials, students solve problems, teachers make corrections and give instructions, and questions and answers are corresponded. (Article 50)

The major correspondence methods and mediums comprise mail, fax, computers, broadcasts, and other types. By using these methods, videos and sound materials can be used efficiently. For evaluation purposes, social correspondence education should be associated with schools and vocational training institutions.

There are four types of correspondence courses : 1) qualifications,

2) business, 3) hobby · language and 4) liberal arts.

Social Correspondence Education



(Ⅲ-35)

The approval system of social correspondence education

35

Bodies or associations which intend to start social correspondence educational programs (schools or public corporations that are non-profit organizations such as foundations) apply for approval and authorization through the Ministry of Education, Culture, Sports, Science and Technology. The Ministry judges their financial ability to undertake the correspondence education business, the appropriateness of the contents of their teaching materials and correction and guidance, and the adequacy of the number of teaching advisors available. MEXT then decides whether such correspondence courses are needed to encourage and promote social education and then authorizes the courses.

Social Correspondence Education



(Ⅲ-36)

In a university's lecture room, November 2004

36

A social welfare course held by a corporate body contains home-study/schooling/practice teaching, and is completed in two years. The recruitment number is 2,000 persons every year, with 21,600 persons having passed through this course.

- ① Schooling in a social welfare course: A lecture titled the introduction of social education, Nov 2004
- ② A practical guide for teaching of nursing care

Social Physical Education & Life-long Sports

■ Basic Plan on Promotion of Sports

(Report of the Health and Physical Education Council, September 13, 2000)

The Developmental Plan of A Sports Promotive Measure

1. The consolidated plan of the local environment supporting achievement of a life-long sports society
2. The synthetic improvement plan for Japan's international competitive ability
3. The plan to promote cooperation among life-long sports, competitive sport and Physical Education

■ Institutions and people who encourage local sports

1. Japan Amateur Sports Association
2. Integrated local sport clubs
3. Physical education advisors

(Ⅲ-37)

37

In recent years, there have been increasing numbers of people who participate in sports in daily life to the accompaniment of expanding interests in sports, increasing leisure time and improvements in the standard of living in Japan. MEXT attempts to consolidate local sports environments with the objective to promote a life-long sports society in Japan that allows every citizen to enjoy sports and to improve physical abilities. The idea is based on the "Basic Plan for Promotion of Sports", that was enunciated in September 2000 as a 10-year plan starting from 2001. Currently, the state provides assistance to establish integrated sports clubs and to promote sport centers that service wide areas where people can gain familiarity

with sports and where the training of sport instructors can be conducted. By this measure the state attempts to promote sports in the wider society including staging of sports events.

Social Physical Education & Life-long Sports



Prefectural park

- ① Multi-purpose area
- ② Gymnasium
- ③ Baseball ground
- ④ Indoor pool
- ⑤ Tennis court

(Ⅲ-38)

38

Social Physical Education & Life-long Sports



(Ⅲ-39)

July 2004

39

Soccer festival for lower grades of an elementary school at a soccer field in municipal sports park July, 2004

[example]

① Warming up and exercise, ② Cheering families, ③ game

A rental fee for a multi-purpose area at this place: whole space = 3000 yen for 2 hours for 2 soccer fields

The number of registered boys sport clubs in Tsukuba city. (in terms of sport events, May 20, 2004)

Baseball 19 clubs - 434 members (students), 140 instructors

Soccer 20 clubs - 969 members (students), 128 instructors

Judo 4 clubs - 71 members (students), 10 instructors

Social Physical Education & Life-long Sports



(Ⅲ-40)

Boys and Girls Judo Tournament July, 2004

July 2004

40

Boys and Girls Judo Meeting at a Martial Arts Hall, University of Tsukuba, July 2004

The 5th Tsukuba Boys and Girls Judo Meeting (Sponsorship: Tsukuba City Board of Education and Judo club of the University of Tsukuba; Meeting Place: Martial Arts Hall, University of Tsukuba)

The main host of a Juvenile Judo Tournament <Tsukuba Central Judo Club>

Supported by the Judo club of the University of Tsukuba, Board of Education of Tsukuba

Cultural Centers (Private Profit Social Education Businesses)

■ What is a private profit social education business?

■ Types of private profit social education businesses

■ Relationship between private profit social education businesses and public social education

(Ⅲ-41)

41

Recently, especially in urban areas, private companies such as newspaper firms, broadcasters, or department stores, have opened cultural centers to provide opportunities for education, culture, and sports businesses (courses) to the public with a charge. Private social education businesses such as cultural centers offer diverse and creative learning opportunities with flexible ideas. Although they differ in degree between regions, private social education businesses play extremely important roles in supporting diverse lifelong learning activities for residents.

Under the the notice by the head of the lifelong learning department of MEXT, "Interpretations regarding private profit social education businesses in the

Social Education Law" issued in September, 1995, MEXT announced its view that "social education" defined in Article 2 of the Social Education Law includes organized educational activities by private businesses and the use of citizens' public halls by private profit social education businesses.

Cultural Centers (Private Profit Social Education Businesses)

The circumstances supporting expansion of private profit social education businesses

Although there have been great increases in the numbers of boards of education, citizens' public halls and social physical educational facilities, in terms of percentages of the total number of works, each is below 10%.

- ① Boards of education keep increasing to 18,000
(17,000 up compared to previous period)
- ② Citizens' public halls keep increasing to 6,500 (4,000 up)
- ③ Social physical educational facilities increased to 6,600 (2,000 up)
- ④ The largest proportion of the total number is the boards of education (9.1%), followed by social physical educational facilities (4.0%), and then citizens' public halls (1.3%).

(Ⅲ-42) Cooperative work of private profit social education businesses and citizens' public halls

42

Cultural Centers (Private Profit Social Education Businesses)



(Ⅲ-43)

2005年7月

43

- ① Children's atelier course
- ② Flamenco course
- ③ This cultural center which is located in a downtown area is administrated by a newspaper company.
- ④ Front of this cultural center. Every course will finish in 3 months. The center prepares 230 courses and about 1,000 persons are taking courses. The proportion of females who take courses is more than 80%, and the proportion of female lecturers is more than 70%. Among the elderly, higher numbers of males take courses.
- ⑤ Leaf lets of various courses: courses concerning obtaining qualifications, languages, playing instruments, dances, health, cooking, general knowledge, and hobbies