

**MISSION PERMANENTE DU JAPON**  
AUPRÈS DES ORGANISATIONS INTERNATIONALES  
GENÈVE-SUISSE

MM/UN/224

The Permanent Mission of Japan to the United Nations and Other International Organizations in Geneva presents its compliments to the United Nations Office of the High Commissioner for Human Rights and, with reference to the latter's note verbal No. NG/EI/PT dated 28 January 2010, has the honour to transmit herewith the answer to the questionnaire from the Government of Japan according to the Resolution No. 12/4 on the World Programme for Human Rights Education, adopted on 1 October 2009.

The Permanent Mission of Japan to the United Nations and Other International Organizations in Geneva avails itself of this opportunity to renew to the United Nations Office of the High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 29 March 2010

Enclosure mentioned.



**OHCHR REGISTRY**

**30 MAR 2010**

Recipients : E.I. [RRDD]

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**Part 1 : BASIC INFORMATION**

1. Date : **March, 26, 2010**
2. Institution responsible for completing this questionnaire :  
**Ministry of Foreign Affairs**  
**Ministry of Education, Culture, Sports, Science and Technology**  
**Ministry of Justice**
3. Responsible department : **Human Rights and Humanitarian Affairs Division**
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- **National sectoral plans for primary and secondary education**

The **Basic Plan for Promoting Education** (approved by the Cabinet on July 1, 2008) aims to “promote education which raises awareness of respect for human rights both inside and outside of school”.

- **National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)**

With regard to domestic implementation plans relating to Education for Sustainable Development (ESD), policies formulated in the “Project for Research Studies on Promotion of Human Rights Education” and the “Project for Development of Human Rights Education” are implemented as a prioritized item for the early stages of the Decade of Education for Sustainable Development (DESD).

12. Has a national implementation strategy been developed to implement any human rights education policy objective?

(Answer)

“The **Basic Plan for Promotion of Human Rights Education and Encouragement**” (approved by the Cabinet in March 2002) was formulated in which promotion measures for human rights education and encouragement are prescribed.

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?

(Answer)

With regard to “the collection of information and the conducting of research studies on effective educational practices and learning materials and providing the schools with the outcomes of such research in order to ensure improvement of the guidance methods of schools” as stated in the “**Basic Plan for Promotion of Human Rights Education and Encouragement**”, research-designated schools and designated regions are being established and research studies are being conducted in the actual places where children participate in educational activities.

Further, at the time of formulating the Plan, the Government of Japan collected a wide range of opinions and information from the general public including young people.

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

(Answer)

The **Basic Plan for Promotion of Human Rights Education and Encouragement** is posted on

the Ministry of Justice website.

<http://www.moj.go.jp/JINKEN/JINKEN83/jinken83.html>

13. Is human rights education present in the national curriculum and educational standards? If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

(Answer)

As an example, respect for fundamental human rights, the significance of international law relating to human rights and non-discrimination are all topics which should be covered in the social studies courses of elementary schools, the social studies courses of middle schools (civics field), the civic studies courses of high schools and the morals courses of elementary and middle schools. In addition, the social studies courses of elementary and middle schools and the civic studies courses of high schools are compulsory subjects. Although morals activities are not an established class subject, they are required as compulsory educational activities in elementary and middle schools.

As described above, the Courses of Study incorporate human rights education into various subjects within the curriculum.

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?

(Answer)

Textbooks are not especially produced for human rights education and the textbooks which are generally used in the subjects are developed based on the Courses of Study.

Have textbooks been prepared according to these guidelines?

(Answer)

Textbooks are not especially produced for human rights education and the textbooks which are generally used in the subjects are developed based on the Courses of Study.

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.

(Answer)

In the "Ideal Guidance Methods for Human Rights Education (Third Compilation)" (March 2008) compiled by the Experts' Meeting established by the Ministry of Education, Culture, Sports, Science and Technology, guidelines are set for the promotion of human rights education in the overall educational activities of schools such as the formulation of an

educational curriculum aiming for the creation of schools based on the spirit of human rights and the improvement of human rights education and student guidance based on the principle of respect for human rights.

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?

(Answer)

The prefectural boards of education are, for the most part, implementing training relating to human rights education on the occasion of the new teachers' training in which the newly employed teachers of public schools participate for one year from the day of their employment and the experienced teachers' training which is conducted in accordance with the number of years of experience such as training for teachers with 10 years' experience.

Moreover, in order to further enhance human rights education in school education, the National Center for Teachers' Development conducts training on human rights, which should be implemented by the state, for the teachers and staff who play a central role in the prefectures.

In addition, the "Ideal Guidance Methods for Human Rights Education (Third Compilation)" (March 2008) gives guidelines on the implementation of training aimed at the boards of education and school teachers and staff.

B. Learning environment

17. Are human rights integrated into the learning environment of schools including school governance and management? Please mark on a scale from 1 to 5 ( 1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1  2  3  4  5  Not at all

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values education, multicultural education, global education, education for tolerance or education for sustainable development? If yes, please explain.

(Answer)

Please refer to Answer 11 with regard to Education for Sustainable Development (ESD).

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests? Please mark on a scale from 1 to 5 ( 1 = Comprehensive



(Answer)

As main examples, human rights education is covered in the social studies courses of elementary and middle schools and the civic studies of high schools.

How many hours are taught and at what grade levels?

(Answer)

- Standard classroom hours for social studies in elementary schools (the length of one unit is 45 minutes)

Third year students: 70 hours, fourth year students: 85 hours, fifth year students: 90 hours and sixth year students: 100 hours,

- Standard classroom hours for social studies in middle schools (the length of one unit is 50 minutes)

First year students: 105 hours, second year students: 105 hours, third year students: 85 hours

- With regard to high schools, the Course of Study only stipulates the standard number of units for subjects and does not stipulate the number of classroom hours for each year.

\* The above standard classroom hours are for the fiscal year of 2009.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centered and encourage participation? Please mark on a scale from 1 to 5 (1 = Yes, comprehensive, 5 = Not at all):

Yes, comprehensively 1  2  3  4  5  Not at all

25. Which institution(s) has/have the authority to develop, approve and change curricula?

(Answer)

From the perspective of ensuring uniform educational standards throughout the country, the state establishes the Courses of Study which form a broad outline for the educational curriculum formulated by each school. Each school formulates their educational curriculum based on the curriculum standards of the Courses of Study.

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles? Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1  2  3  4  5  Not at all

Are materials not produced by your Government being used in schools? If so, who produced them?



(Answer)

Other than the textbooks which have been developed by private publishers and have been approved by the government, there are some cases where textbooks which have been developed by the school establishing body, which is the local authority, or the school itself are used.

D. Training of school personnel

27. Is human rights education included in the following?

- Pre-service teacher training    yes     no
- In-service teacher training    yes     no
- Head teacher training    yes     no

Is participation voluntary or mandatory?

(Answer)

The new teachers' training and the training for teachers with 10 year's experience are both provided for by law and their implementation is mandatory. In addition, whether or not to include human rights education in the contents of the training is left to the discretion of the prefectural board of education which is the implementing body but the Ministry of Education, Culture, Sports, Science and Technology gives guidance with regard to the contents of new teachers' training including human rights education.

Further, with regard to the "Training for Development of Human Rights Education Instructors" implemented by the National Center for Teachers' Development, the guidance directors of the boards of education of prefectures/designated cities and central wards and the headmasters, deputy headmasters or teachers of elementary, middle and high schools recommended by the boards of education of prefectures/designated cities participate.

How many hours are offered?

(Answer)

With regard to the new teachers' training and the training for teachers with 10 year's experience, circumstances differ depending on the implementing prefectural boards of education. With regard to the new teachers' training, the prefectural boards of education which are the implementing bodies of the training are instructed to give two or three hours of human rights education.

"The Training for Development of Human rights Education Instructors" implemented by the National Center for Teachers' Development is conducted over three days of lectures and practices.

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?

(Answer)

**"The Ideal Guidance Methods for Human Rights Education (Third Compilation)"** includes case examples and referential documents of advanced schools relating to the contents and methods of guidance for human rights education and the development of effective learning materials.

**"The Ideal Guidance Methods for Human Rights Education (Third Compilation)"** is distributed to the boards of education and schools all around the country, is posted on the Ministry of Education, Culture, Sports, Science and Technology website and is easily accessible for use by teachers promoting human rights education.

29. To what extent do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?

(Answer)

Public school teachers are selected based on employment selection standards, without regards to gender or nationality. In addition, the boards of education of eight prefectures/cities out of 65 expressed a desire for teachers with a strong awareness of or respect for human rights, as published in their image of the desired ideal instructor. (Gunma Prefecture, Mie Prefecture, Tottori Prefecture, Shimane Prefecture, Yamaguchi Prefecture, Kumamoto Prefecture, Sakai City, Kobe City)

Furthermore, promotions/advancements/etc. of headmasters/teachers/etc. are administered in accordance with principles of equality and non-discrimination as stated in the Local Public Service Act, which stipulates that all people must be treated equally, without regard to race, creed, gender, social status, etc.

30. How are human rights trainings for teachers assessed?

(Answer)

The prefectural boards of education conduct appraisal of the training through questionnaires which are sent to the participants of the training and through interviews with the headmasters of affiliated schools with regard to the new teachers' training and the training for teachers with 10 year's experience.

Further, in the "Training for Development of Human Rights Education Instructors" implemented by the National Center for Teachers' Development a questionnaire on an appraisal of the contents of the training is distributed to the participants of the training directly after the training has been completed. The appraisal results acquired through the questionnaire are reflected accordingly in the contents of the training in the following year.

In addition, by requesting the drafting of a report before the training and in the middle of the training, efforts are being made for self-appraisal by the participants of the training.

**Part 3: CHALLENGES AND GENERAL COMMENTS**

31. To what extent has the Plan of Action for the WPHRE 1<sup>st</sup> Phase contributed to improving the integration of human rights education into schools systems?

(Answer)

By mailing the "Ideal Guidance Methods for Human Rights Education (Third Compilation)", which was drafted and published fully reflecting the objectives and actual contents of the Action Plan, to the prefectural boards of education and to schools during the first phase of the World Programme for Human Rights Education, a preparatory foundation for promotion of human rights education with regard to the local authorities and schools was advanced to a certain degree.

32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1<sup>st</sup> Phase of the World Programme in your country on a scale from 1 to 5 ( 1 = No obstacle, 5 = Major obstacle):

- Lack of awareness of WPHRE at central government level 1 2 3 4 5
- Lack of awareness of WPHRE at local government level 1 2 3 4 5
- Lack of interest in WPHRE at central government level 1 2 3 4 5
- Lack of interest in WPHRE at local government level 1 2 3 4 5
- Teachers do not have sufficient training 1 2 3 4 5
- Insufficient tools available to implement the programme 1 2 3 4 5
- Insufficient financial resources to implement the programme  
1 2 3 4 5
- Other (please specify):

33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst (1) education officials, (2) teachers and (3) young people.

(Answer)

(1)

For the purpose of correct understanding and encouragement of human rights, the "Training Group on Human Rights for Officials" is being convened aimed at officials of the Ministry of Education, Culture, Sports, Science and Technology and, by including lectures on human rights in the training curriculum of newly employed officials of the Ministry of Education, Culture, Sports, Science and Technology, efforts are being made to deepen understanding of human rights.

Further, the officials are encouraged to participate in training groups relating to human rights organized by other Ministries.

(2)

As reference materials for the "Ideal Guidance Methods for Human Rights Education (Second Compilation)" (January 2006) and the "Ideal Guidance Methods for Human Rights Education (Third Compilation)" (March 2008), the World Programme for Human Rights Education has been printed and distributed to the boards of education and the elementary, middle and high schools around the country.

In addition, the prefectural boards of education, for the most part, implement training relating to human rights education on occasions such as the new teachers' training attended by newly employed public school teachers for one year from the day of employment and the experienced teachers' training, which is implemented in accordance with the number of years of teaching experience, such as the training for teachers with 10 years' experience.

Further, the "Training for Development of Human Rights Education Instructors" conducted by the National Center for Teachers' Development, which should be implemented by the state, alludes to international trends in human rights education.

(3)

Education is being implemented to promote respect for human rights in school educational activities for children attending elementary, middle and high schools.

In addition, the Human Rights Organs of the Ministry of Justice emphasize the importance of respecting human rights through their various awareness-raising activities.

34. Please indicate on a scale from 1 to 5 ( 1 = Used often, 5 = Not used ) the usefulness of the following publications and/or tools available at

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

• WPHRE Plan of Action for the 1<sup>st</sup> phase    1  2  3  4  5

• ABC – Teaching Human Rights: Practical activities for primary and secondary schools

1  2  3  4  5

• Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice (joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)

1  2  3  4  5

35. (Optional). Please describe the methodology and process adopted in preparing your national

evaluation report:

(Answer)

**No particular comment to be made.**

36. Please make any other comments not provided elsewhere: