

“Action for Children’s Futures” Summary Version

What “Action for Children’s Futures” means is:

“Current Position” of policy reexamined from the children’s points of view and “Guidance for Continuous Version Upgrading” through dialogue with children

【Promotion of Policy for Children based on Children’s Views】

Visualization of “what children really think” by regarding children not as “Objects” but as “Subjects”

Continuous agility by making use of “Action for Children’s Futures” as a dialogue tool with children

Formation of policy based on children’s views and evidence

Primarily targeting children and child-rearing generation, from user’s perspective, describing the policy in an easy-to-understand way

Creating “Present” and “Future” with Children

Toward achieving the society filled with children’s smiles, based on the dialogue with children, the Tokyo Metropolitan Government has summarized initiatives from children’s point of view for “Action for Children’s Futures”.
The following 17 pages are described by using the words easily understood by children.

~Examples of pages where the policies are described in an easy-to-understand way from user’s perspective primarily targeting children and child-rearing generation~

We will value the views of children as main characters

We will create the society filled with children’s smiles.

The Tokyo Metropolitan Government Basic Ordinance on Children

Promotion of “Play” Leading to Children’s Smiles

Chapter 1. Children's views heard by using various methods

Not merely inviting views formally but hearing what children really think by trying various measures

- ✓ Devising the contents of questions
- ✓ Making use of digital tools in which a wide range of children can participate
- ✓ Visiting lectures at school
- ✓ Conducting hearings by visiting third places* in the region

*Third place other than in school and at home

Upon establishing "Action for Children's Futures", by using the following methods, views and proposals were heard from **over 2,500 children whose ages are from 4 to 18.**

Conducting hearings in third places for children

12 places, approximately 100 children

- Having friends who think about the same thing close to me makes me feel comfortable.
- I want to ask for creating a lot of places where I can spend time freely or free spaces.
- Playing makes me happy because I can imagine something. Construction play is a fun for me.
- I can concentrate when being engaged in doing multiplication at home, which makes me feel comfortable. I can feel comfortable when I can find how to do what I cannot do.
- I hated the quarrel between my father and mother.

Questionnaire by making use of SNS

Approximately 2,000 junior high school and high school students

- I think it ideal that I have close friends around me and help each other in need.
- I would like to have more people whom I can feel free to consult everything.
- If I were the Governor of Tokyo, I would create a park by incorporating children's requests.

Visiting lectures

Approximately 500 students in total from one elementary school, one junior high school and one high school

- I can make friends through play.
- My idea has shifted from the one that accidents cannot help being prevented to the one that they can be prevented.
- It was beneficial for me that I could enhance knowledge about young carers.
I hope we should have more opportunities to know about that.

Chapter 2. Toward realizing society of Children First

Future vision of Tokyo : society of Children First

Children can grow up healthily and in their own way.

We will provide support for children across society.

People can raise children with confidence.

Action for Children's Futures

"Current Position" of policy reexamined from the children's points of view and "Guidance for Continuous Version Upgrading" through dialogue with children



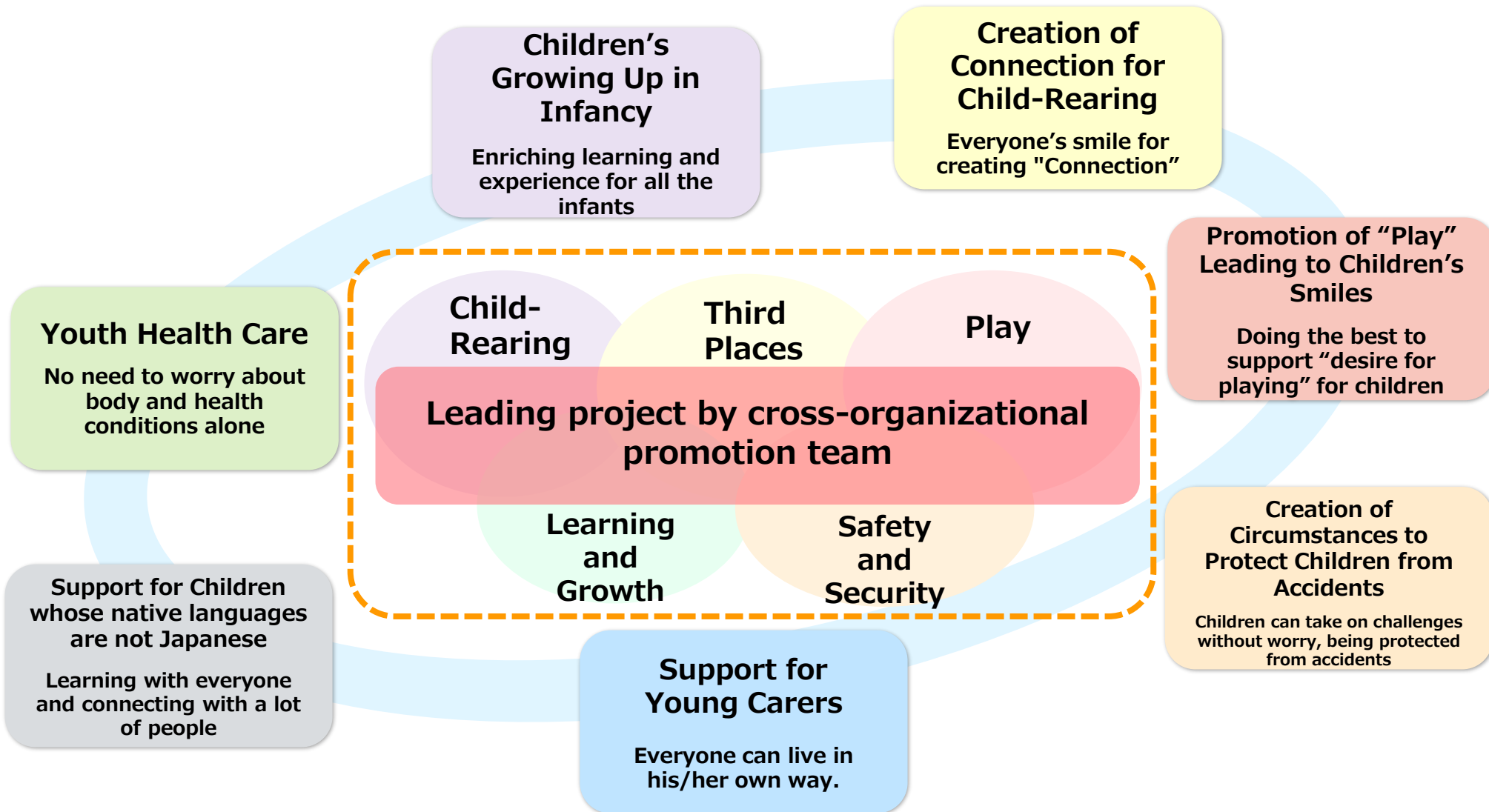
Tokyo Metropolitan Government Comprehensive Plan for Child and Child-rearing Support (Phase 2)

Statutory Comprehensive Plan concerning support for child and child-rearing

Chapter 3. Toward accelerating Children's policy to foster smiles of all children

1. Leading project by cross-organizational promotion team

For each theme which is difficult to address in the existing framework, the a cross-organizational promotion team has been formed, with the Liaison Office for Child-Oriented Policies being at the core



Children's Growing Up in Infancy

Developing measures to provide **common support for kindergartens and day-care centers from the viewpoint of children**

Conclusion of agreement with "Cedep" in December of 2022

※Cedep: The Center for Early Childhood Development, Education and Policy Research, Graduate School of Education, Tokyo University

[Enhancement of early childhood education and day care]

Going beyond the boundaries of kindergartens and day-care centers, **establishing a common program** where infants can have the advantage of a wide variety of experiences

Concept of "Infants' Growing Up" Support Program

Support for all infants' "Spirit of Inquiry" ~making the whole world surrounding infants the place for "Inquiry"~

Infants are growing up while gaining more "Inquiry" unconsciously, during their daily plays.

By making use of the program, implementing "Inquiry" with aim and purpose and improve the entire quality of "Inquiry" process

Increase the opportunities to have curiosity

Expand the loop of thought

Deepen the loop of thought

Formation of Base for Lifelong Development

By accumulating the process for "inquiry" independently, cultivating **non-cognitive skills** such as willingness, self-improvement and sociability etc.

[Provision of Place to Interact with a Wide Variety of Other People for Every Infant]

From the viewpoint to focus on "the Best Interests of Children", by acceptance of infants in kindergartens and day care centers etc. on a regular basis, establishing **vertical, horizontal and diagonal(※) connection with a wide variety of other people and circumstances where all infants can grow up healthily such as improvement of non-cognitive skills** etc.

※vertically structured human relationship (with adults), horizontal one (with the infants of the same age), diagonal one (with the ones of different ages)

Creation of Connection for Child-Rearing

Sense of isolation and anxiety that children and families raising children has been increasing due to influences by COVID-19 pandemic etc.

➔Creating new form of support in accordance with the situations of all child-rearing families from both real viewpoints and virtual ones

Creation of Circumstances to Protect Children from Accidents

The types of accidents change according to the ages and development of children

➔Developing **evidence-based measures to prevent accidents through industry, government, academia and private sectors collaboration**

Support for Young Carers

Children's feelings and the situations of the families that need care could vary

➔Conducting **multifaceted support** according to **individual needs** through collaboration between **multiple organizations**

Support for Children whose native languages are not Japanese

Difficulties that children whose native languages are not Japanese face are becoming diversified and complicated

➔Multifaceted development for further enrichment of **Japanese language education and instruction, enhancement of consultation system, creation of places for children to meet and interact with people**

Youth Health Care

Adolescence is the period when children tend to have anxieties and concerns as well as to face various changes in their mind and bodies

➔Support the efforts for **health promotion looking ahead for the future while cultivating the base for appropriate health management**

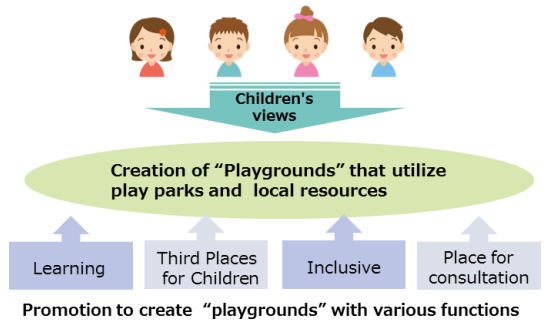
Launch of Promotion Team relating to **Growing Up of Children in School Age**

Planning, proposing and implementing policies from children's points of view, through **outreach hearing to children going to "free school" (as in a type of educational institution) etc.** and **support groups and research of advanced cases both in and out of Japan** etc.

Promotion of "Play" Leading to Children's Smiles

[Creation of Playgrounds for Children]

While reflecting children's views, strongly supporting the efforts toward **creation of playgrounds of municipalities**, such as the ones that utilize local resources including play parks, public space and facilities etc.



[Enrichment of opportunities to experience "Play" for children]

Children can experience **various plays at the places that they are familiar with**
Training up the play leaders as the experts for plays along with conducting events as "**Promotion Project for 'Play' for Children**" and **communicating the appeal of "Play"** etc.

2. Efforts based on “Strengthening of Policy” for the Future

【Policy Pillar 4】Development of actions to coordinate with various subjects and bring children’s smiles

Strategic development of the efforts toward encouraging a spirit to cherish children in the entire society through collaboration with industry, government, academia and private sectors

- ① Further promotion of “Smile Movement for Children”
- ② Support for pioneering and cross-organizational efforts by municipalities
- ③ Interactive communication with children, information transmission and children’s participation

【Policy Pillar 1】 Strengthening support for Children from the viewpoint of “No one left behind”

Further enrichment of support for the children under difficult circumstances or who have been affected in their mind and bodies due to prolonged COVID-19 pandemic

- ① Anti-bullying measures
- ② Measures for children and students who are unable to attend school
- ③ Measures to prevent child abuse
- ④ Suicide countermeasures
- ⑤ Support for children who need medical care etc.
- ⑥ Consultation system for children that utilize digital technologies
- ⑦ Measures to fight poverty for children
- ⑧ Creation of third places for various children
- ⑨ Support for disabled children
- ⑩ Social Support
- ⑪ Support for sexual abuse victims and prevention of sexual abuse
- ⑫ Efforts to improve physical strength in schools
- ⑬ Development of regional environment where people can enjoy sports

【Policy Pillar 3】 Improving quality for education, focusing on the personality and ability of each child

Providing delicate support by “Tokyo-Type Education Model”

- ① Learning that makes use of strengths of Tokyo and value children’s points of view
- ② Learning that develop the personality and ability of each child to the maximum extent
- ③ Attentive education for “No one left behind”
- ④ Development of human resources that can play an active role globally

【Policy Pillar 2】 Providing full support for pregnancy, childbirth and child-rearing, providing support that is tailored to the need of child-rearing generation

Strengthening seamless and multilayered support so that people in child-rearing generation can feel secure about having childbirth and raising children under all circumstances

- ① Support for people who consider pregnancy etc.
- ② Support for pregnancy and childbirth
- ③ Securing quality and quantity of childcare services
- ④ Support for child-rearing from various viewpoints
- ⑤ Support for single-parent family

Supporting the efforts by municipalities leading to children’s smiles