

Child well-being in rich countries

Comparing Japan

This version of *Report Card 11* is jointly authored by Aya K. Abe and Junko Takezawa with the support of the Social and Economic Policy Section at the UNICEF Office of Research. The original version of *Report Card 11* was written by Peter Adamson.

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PART 1

A LEAGUE TABLE OF CHILD WELL-BEING

The table below shows the ranking of Japan among 31 developed countries according to the overall well-being of their children. Each country's overall rank is based on its average ranking for the five dimensions of child well-being considered in this review.

A light blue background indicates a place in the top third of the table, mid blue denotes the middle third, and dark blue the bottom third.

		Overall well-being	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5
		Average ranking	Material well-being (rank)	Health and safety (rank)	Education (rank)	Behaviours and risks (rank)	Housing and environment (rank)
1	Netherlands	3.2	2	5	2	3	4
2	Finland	5.0	1	3	5	10	6
2	Iceland	5.0	4	1	10	5	5
4	Norway	5.4	3	8	7	6	3
5	Sweden	6.0	5	2	12	2	9
6	Japan	9.8	21	16	1	1	10
7	Germany	10.4	10	13	4	11	14
8	Switzerland	11.0	11	12	17	13	2
9	Luxembourg	11.4	6	4	24	16	7
10	Belgium	11.6	15	11	3	17	12
11	Slovenia	12.0	8	6	6	18	22
11	Ireland	12.0	17	15	18	9	1
13	France	12.6	9	10	15	12	17
14	Denmark	12.8	13	24	8	4	15
15	Czech Republic	14.4	14	7	13	19	19
16	Spain	15.4	26	9	27	7	8
17	United Kingdom	17.6	12	17	25	23	11
18	Poland	18.0	20	19	11	15	25
18	Portugal	18.0	25	14	19	14	18
20	Hungary	18.4	16	21	9	22	24
21	Austria	19.2	7	27	23	26	13
22	Italy	19.4	24	18	26	8	21
23	Canada	19.8	18	28	16	21	16
24	Estonia	21.2	19	23	14	24	26
25	Slovakia	21.4	23	22	22	20	20
26	Greece	24.2	22	20	29	27	23
27	Lithuania	25.8	27	25	21	28	28
28	Latvia	26.4	28	30	20	25	29
29	USA	28.0	30	26	28	29	27
30	Bulgaria	30.2	29	29	31	31	31
31	Romania	30.4	31	31	30	30	30

Lack of data on a number of indicators means that the following countries, although OECD and/or EU members, could not be included in the league table of child well-being: Australia, Chile, Cyprus, Israel, Malta, Mexico, New Zealand, the Republic of Korea, and Turkey.

Introduction

About this Report

This report is a Japanese version of the UNICEF *Innocenti Report Card 11*. In the original report, Japan was not included in the league table of child well-being because data on a number of indicators were missing.

Using national data sources from Japan and matching these carefully with the data used in the original *Report Card 11*, this report manages to include Japan in the league table and subsequent ranking in each of five dimensions in order to assess Japan's performance in child well-being among developed countries.

Maintaining as much as possible the original framework of the Report Card, the analysis is based on indicators that are strictly comparable between Japan and the other countries. Thus, the report uses only indicators that are available for Japan and in doing so dropped six from the original set of indicators in *Report Card 11*: 'Low family affluence' in the 'Material well-being' dimension and 'Eating fruit', 'Taking exercise', 'Smoking',

'Cannabis' and 'Fighting' in the 'Behaviours and risks' dimension. In doing so, the number of countries which could be included in the list increased from 29 to 31 including Japan and Bulgaria.

Japan's performance in the league table

Japan's overall ranking is 6th among the 31 countries, placing it among the top performers in child well-being. Japan's performance is mainly driven by achieving top ranking in the 'Education' and 'Behaviours and risks' dimensions and fairly good performance in the 'Housing and environment' dimension.

The country achieves middle ranking in the 'Health and safety' dimension, but is found in the bottom third of countries in 'Material well-being'.

The mixed performance of Japan is perplexing because countries, especially those with high overall performance, tend to have a similar ranking between dimensions. For example, the top five countries,

Finland, Iceland, the Netherlands, Norway and Sweden, are in the top third in all five dimensions, except for the 'Education' dimension for Sweden. Japan's poor performance in 'Material well-being' is puzzling given the excellent performance in 'Education' and 'Behaviours and risks'.

One explanation of this mixed result for Japan may simply be the choice of indicators used to create the table. Choosing appropriate indicators which represent the well-being of children in all countries is a challenging task in any international comparison.ⁱ

However, the fact remains that there tends to be a correlation across a country's performance in the five dimensions, and for that reason, this report should be taken as a warning that Japan's high performance in dimensions such as 'Education' and 'Behaviours and risks' might suffer in the future.

Box 1 How child well-being is measured

The table below shows how the overview of child well-being has been constructed and sets out the full list of indicators used. The score for each dimension has been calculated by averaging the scores for each component. Similarly, component scores are arrived at by averaging the scores for each indicator.

Dimensions	Components	Indicators	Figure no.
Dimension 1 Material well-being Figure 1.0	Monetary deprivation	Relative child poverty rate	1.1a
		Relative child poverty gap	1.1b
	Material deprivation	Child deprivation rate	1.2
Dimension 2 Health and safety Figure 2.0	Health at birth	Infant mortality rate	2.1a
		Low birthweight rate	2.1b
	Preventive health services	Overall immunization rate	2.2
	Child and youth mortality	Death rate, age 1 to 19	2.3
Dimension 3 Education Figure 3.0	Participation	Participation rate: early childhood education	3.1a
		Participation rate: further education, age 15–19	3.1b
		NEET rate (% age 15–19 not in education, employment or training)	3.1c
	Achievement	Average PISA scores in reading, maths and science	3.2
Dimension 4 Behaviours and risks Figure 4.0	Health behaviours	Being overweight	4.1a
		Eating breakfast	4.1b
	Risk behaviours	Teenage fertility rate	4.2a
		Alcohol	4.2b
		Being bullied	4.3
Dimension 5 Housing and environment Figure 5.0	Housing	Rooms per person	5.1a
		Multiple housing problems	5.1b
	Environmental safety	Homicide rate	5.2a
		Air pollution	5.2b

Dimension 1 Material well-being

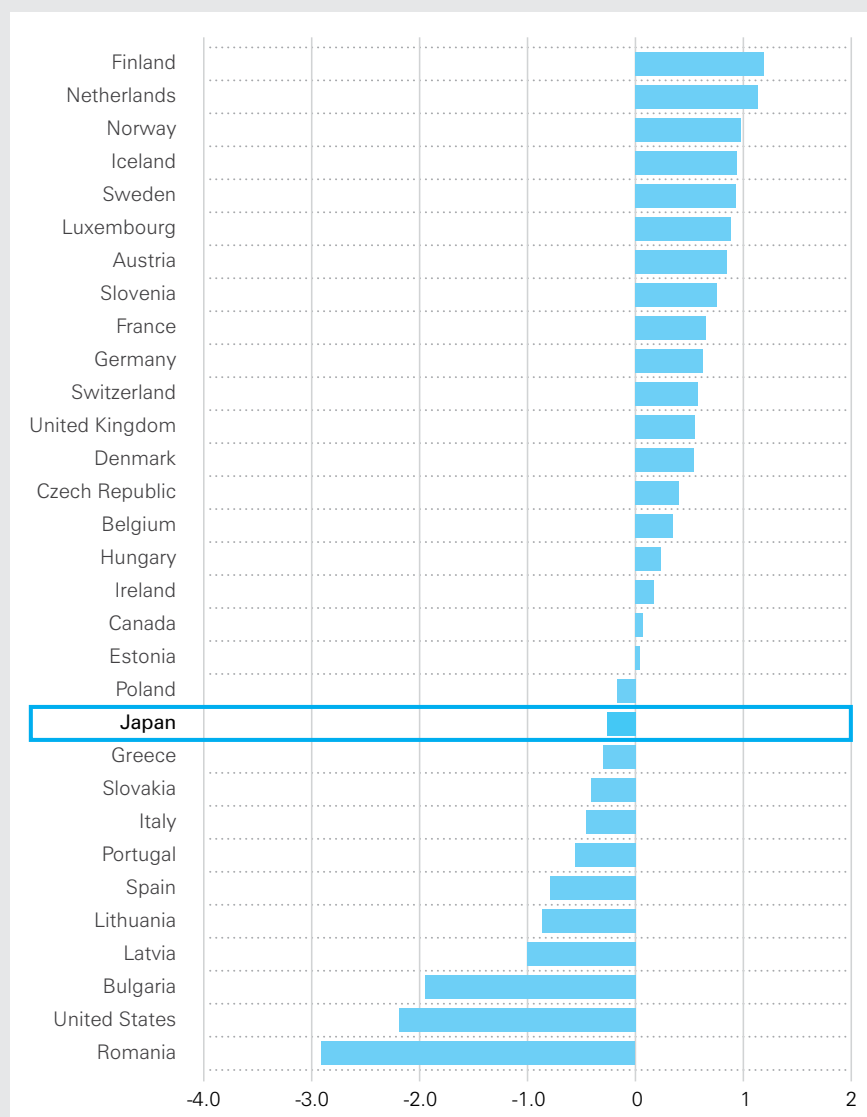


Figure 1.0 An overview of children's material well-being

The league table of children's material well-being shows each country's performance in relation to the average for the 31 developed countries under review. The table is scaled to show each country's distance above or below that average.

The length of each bar shows each country's distance above or below the average for the group as a whole. The unit of measurement is the 'standard deviation' – a measure of the spread of scores in relation to the average.

Findings

- » Japan ranks 21st among 31 countries in the overall rating of material well-being. The negative position on the scale indicates that the material well-being of children in Japan is below the average of the 31 countries being compared.
- » Across the 5 dimensions, Japan's performance is the worst in this dimension.
- » Japan's performance was below the median for both the components of income poverty and material deprivation.

Assessing material well-being

COMPONENTS	INDICATORS
Monetary deprivation	Relative child poverty rate (% of children living in households with equivalent incomes below 50% of national median)
	Child poverty gap (distance between national poverty line and median incomes of households below the poverty line)
Material deprivation	Index of child deprivation (% of children lacking specific items)

Children's material well-being

To arrive at this overall rating of children's material well-being, two components have been considered – relative income poverty and material deprivation. It is believed that both measures are necessary to achieve a rounded view of children's material well-being.

Relative poverty: child poverty rates

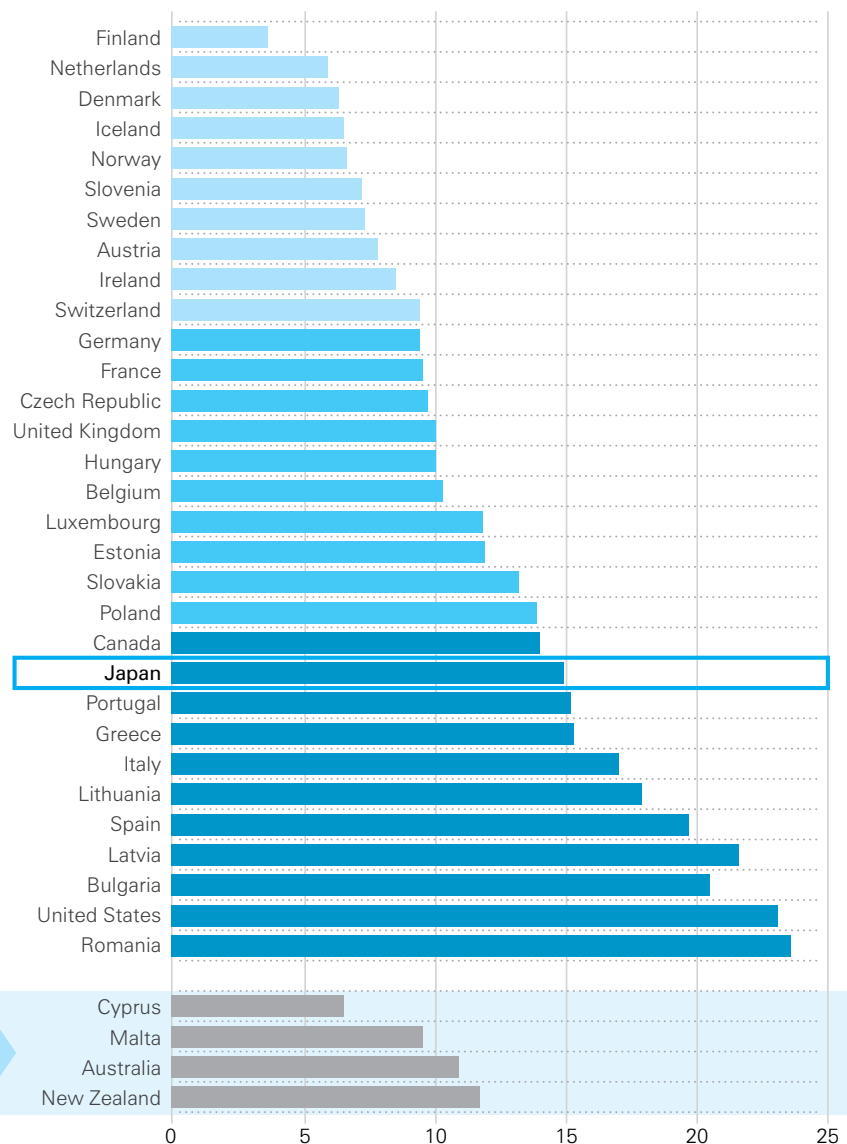
Two separate indicators have been used to measure monetary deprivation. They are the relative child poverty rate (Figure 1.1a) and the 'child poverty gap' (Figure 1.1b). The relative child poverty rate shows the proportion of each nation's children living in households where disposable income is less than 50% of the national median (after taking taxes and benefits into account and adjusting for family size and composition). This is the definition of child poverty used by the majority of the world's developed economies and also by the Ministry of Health, Labour and Welfare in Japan. Broadly speaking, it shows the proportion of children who are to some significant extent excluded from the advantages and

Countries with grey bars have not been included in the overall ranking tables, or in the overall league table of child well-being, as they have data for fewer than 75% of the total number of indicators used.

opportunities which most children in that particular society would consider normal. The data for Japan used here was derived from the same database (2010 Comprehensive Survey of Living Conditions) as the Ministry of Health, Labour and Welfare in Japan, but because of a slight difference in the equivalent scales used to adjust for household size, the child poverty rate here is slightly different from the one published by the Ministry.

Figure 1.1a Relative child poverty rates

% of children aged 0-17 living in households with equivalent incomes below 50% of the national median.

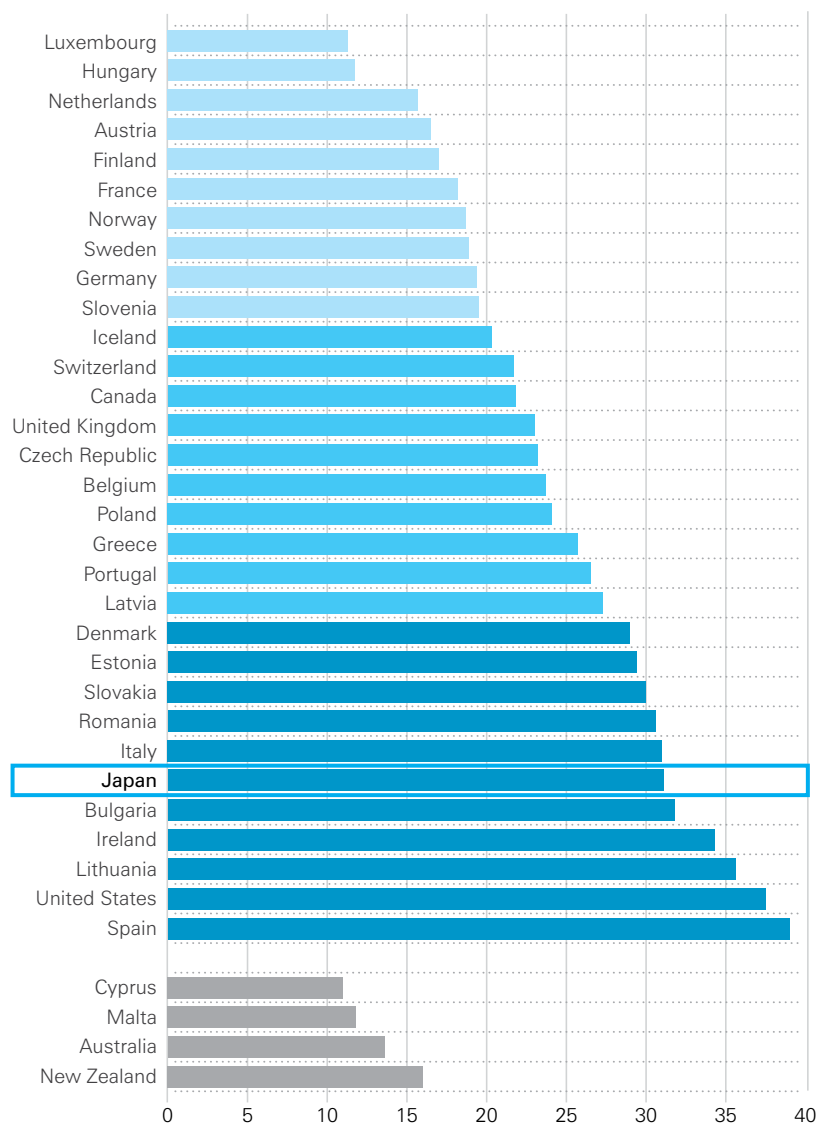


Findings

- » Finland shows a relative poverty rate of less than 5% and heads the league table by a clear margin of more than two percentage points.
- » Japan's relative child poverty rate is 14.9% which is 22nd among the 31 countries.

Figure 1.1b Child poverty gaps

Gap between the poverty line and the median income of those below the poverty line – as % of the poverty line.



Findings

- » Hungary and Luxembourg have the smallest child poverty gap.
- » Japan ranks 26th out of 31 countries, indicating that not only is the proportion of children in Japan living in poverty high, but also that the depth of the poverty they live in is severe.

Japan ranks 22nd indicating it has one of the highest child poverty rates among 31 developed nations in terms of relative child poverty rates.

Relative poverty: the poverty gap

The relative child poverty rates in Figure 1.1a show what percentage of children live below each nation's relative poverty line. But they reveal nothing about how far below that line those children are being allowed to fall. To gauge the depth of relative child poverty, it is also necessary to look at the 'child poverty gap' – the distance between the poverty line and the median incomes of those below the line.

Figure 1.1b shows this 'child poverty gap' for each country.

Japan ranks 26th out of 31 countries, even lower than its ranking for the child poverty rate. Together with Italy, Lithuania, Romania, Spain and the United States, Japan is one of six countries that appear in the bottom third in both tables. By contrast, there are also six countries that feature in the top third of both tables – Austria, Finland, Netherlands, Norway, Slovenia and Sweden.

In Japan, nearly 15% of children aged 0-17 years old live in households whose incomes fall below the relative poverty line and they fall over 30% below that line. In the Netherlands or Austria, on the other hand, 6% to 8% of children fall below the relative poverty line and, on average, they fall approximately 16% below.

Taken together, these two child poverty indicators – the rate and the gap – make up the relative income component of children's material well-being.

Material deprivation: the *Child Deprivation Index*

Relative income measures, though highly indicative of the relative position of children in the society in which they live, have little to say

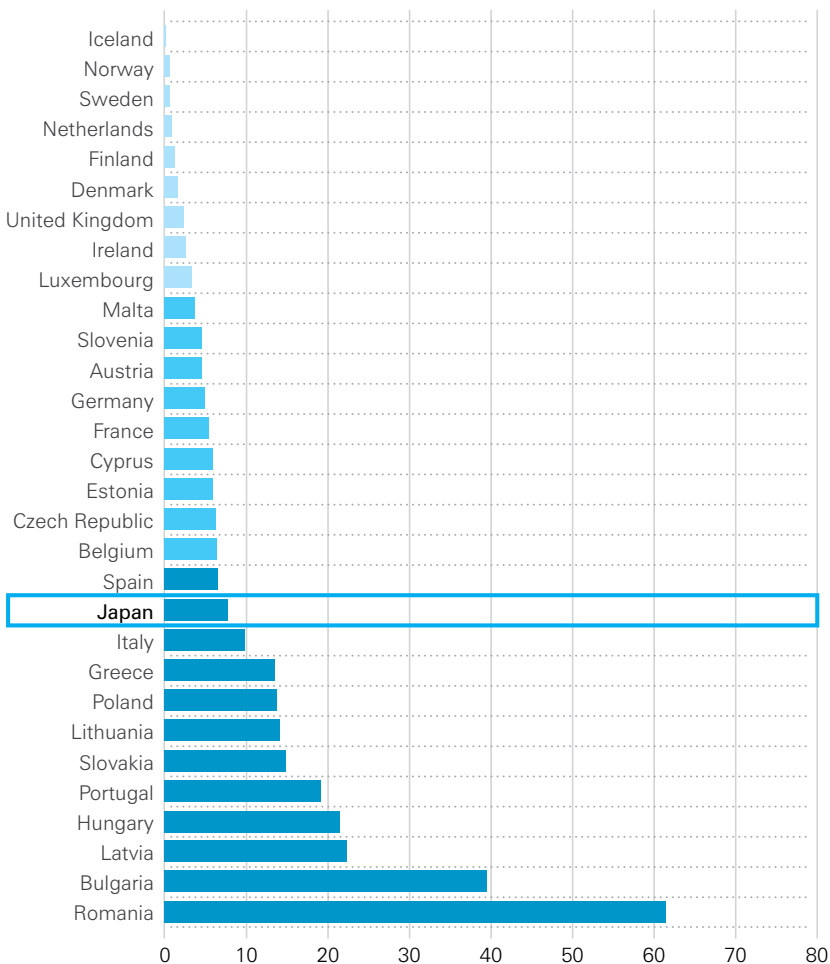
about the actual living conditions of children in different countries. We also need a perspective to include the relative positions of each country with different living standards. In order to arrive at a more complete

picture of child poverty, a measure of actual material deprivation has therefore also been included. Material deprivation is a widely used method of measuring actual living conditions and is increasingly used by international organizations and governments. In the original *Report Card 11*, two indicators were used, the UNICEF Child Deprivation Rate and the Family Affluence Scale. Because of limited data availability for Japan, a modified version of the Child Deprivation Rate is used in this report. The rates for countries other than Japan are mostly calculated using the European Union *Statistics on Income and Living Conditions*. The rate for Japan was calculated using the *2008 Social Living Survey (Shakai Seikatsu Chosa)*. Figure 1.2 shows what percentage of children (aged 1 to 12) in each nation lack two or more of the following 8 items:

1. Books suitable for the child's age and knowledge level (not including schoolbooks)
2. Outdoor leisure equipment (bicycle, roller-skates, etc.)
3. Indoor games (at least one per child, including educational baby toys, building blocks, board games, computer games, etc.)
4. Money to participate in school trips and events
5. A quiet place with enough room and light to do homework
6. An internet connection
7. Some new clothes (i.e. not all second-hand)
8. The opportunity to celebrate special occasions such as birthdays, name days, religious events, etc.

Figure 1.2 Child deprivation rate

% of children aged 1-12 lacking two or more specific items – see text.



Findings

- » The material deprivation differs quite drastically depending on the overall level of economic development in each country.
- » While many long-established high-income countries have material deprivation rates below 5%, non-OECD countries, such as Bulgaria, Latvia and Romania have much higher deprivation rates.
- » Japan's child deprivation rate is 7.8%, higher than most long-established high-income countries.

Figure 1.2 presents the child deprivation rate for 31 countries; Japan ranks in 20th place. The item most often lacking for children in Japan was 'an internet connection', followed closely by 'a quiet place with enough room and light to do homework' (see Annex).

Real and relative

The differences between the two components of children's material well-being – relative poverty and material deprivation – are often misunderstood. It is not the case that one is a relative measure and the other absolute. Both are relative measures. Deprivation rates may appear to measure absolute poverty because they are based on a specific list of possessions rather than the median income of each nation. But those possessions are chosen to represent what most people consider normal for a child growing up in any wealthy country in the early 21st century. They are therefore relative to both time and place. The true difference between the two approaches is that one measures poverty in relation to an income norm that varies from country to country (the national median income) whereas the other measures poverty by a common standard for all of the countries under review.

Dimension 2 Health and safety

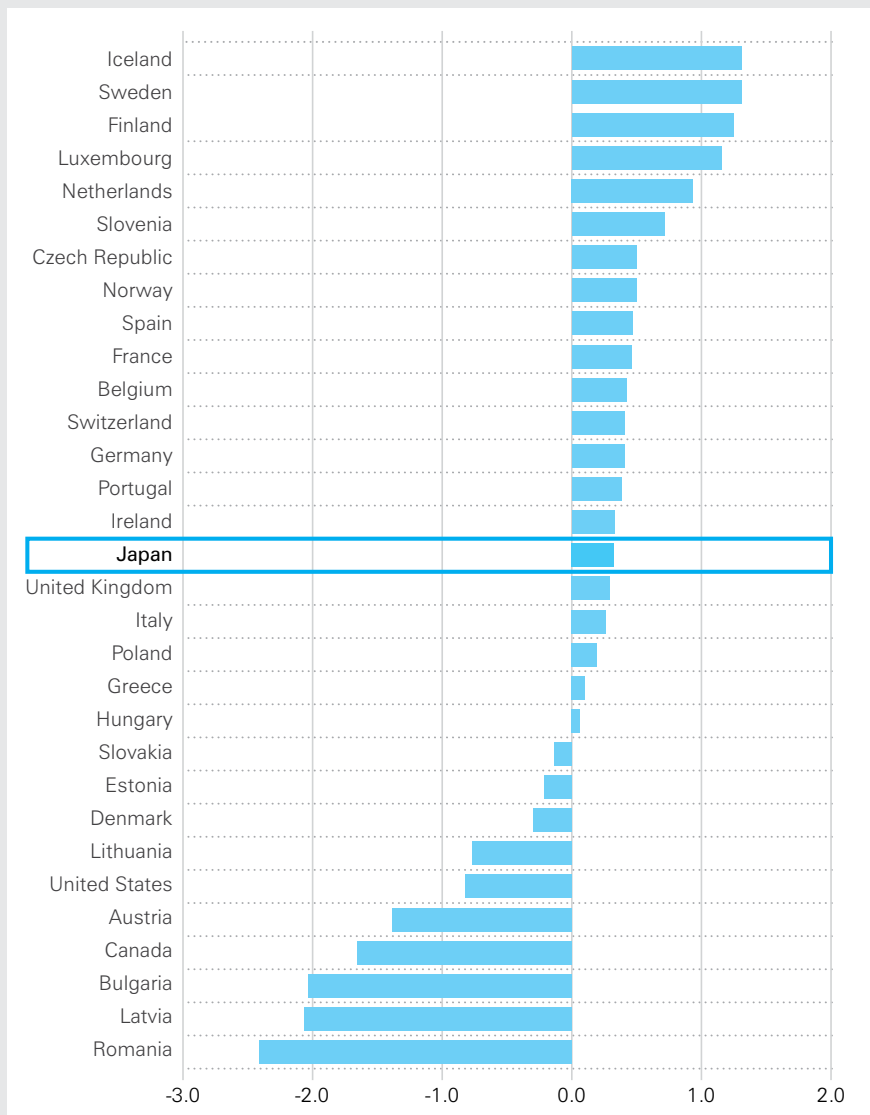


Figure 2.0 An overview of child health and safety

The league table of children’s health and safety shows each country’s performance in relation to the average for the 31 developed countries under review. The table is scaled to show each country’s distance above or below that average.

The length of each bar shows each country’s distance above or below the average for the group as a whole. The unit of measurement is the ‘standard deviation’ – a measure of the spread of scores in relation to the average.

Findings

» Japan ranks 16th, a little better than the average. The fairly good performance in infant and child mortality rates was offset by a poor performance for the low birthweight indicator. The differences in the immunization rate among the countries analysed were small.

Assessing health and safety

COMPONENTS	INDICATORS
Health at birth	Infant mortality rate (death under 12 months old per 1,000 live births)
	Low birthweight rate (% babies born below 2,500 grams)
Preventive health services	National immunization rate (average coverage for measles, polio and DPT3 for children aged 12 to 23 months)
Child and youth mortality	Overall child and youth mortality rate (deaths per 100,000 aged 1 to 19)

Health and safety

The health dimension of children's well-being is based on three components for which internationally comparable data are available.

The components are:

- health at birth – as measured by the infant mortality rate and the percentage of babies born with low birthweight (below 2,500 grammes).
- the availability of children's preventive health services – as measured by national immunization levels for measles, polio and DPT3.
- child health and safety – as measured by the death rate of children and young people (aged 1 to 19) from all causes.

The chart on the previous page (Figure 2.0) combines these three components into a league table of child health for the 31 developed countries under review.

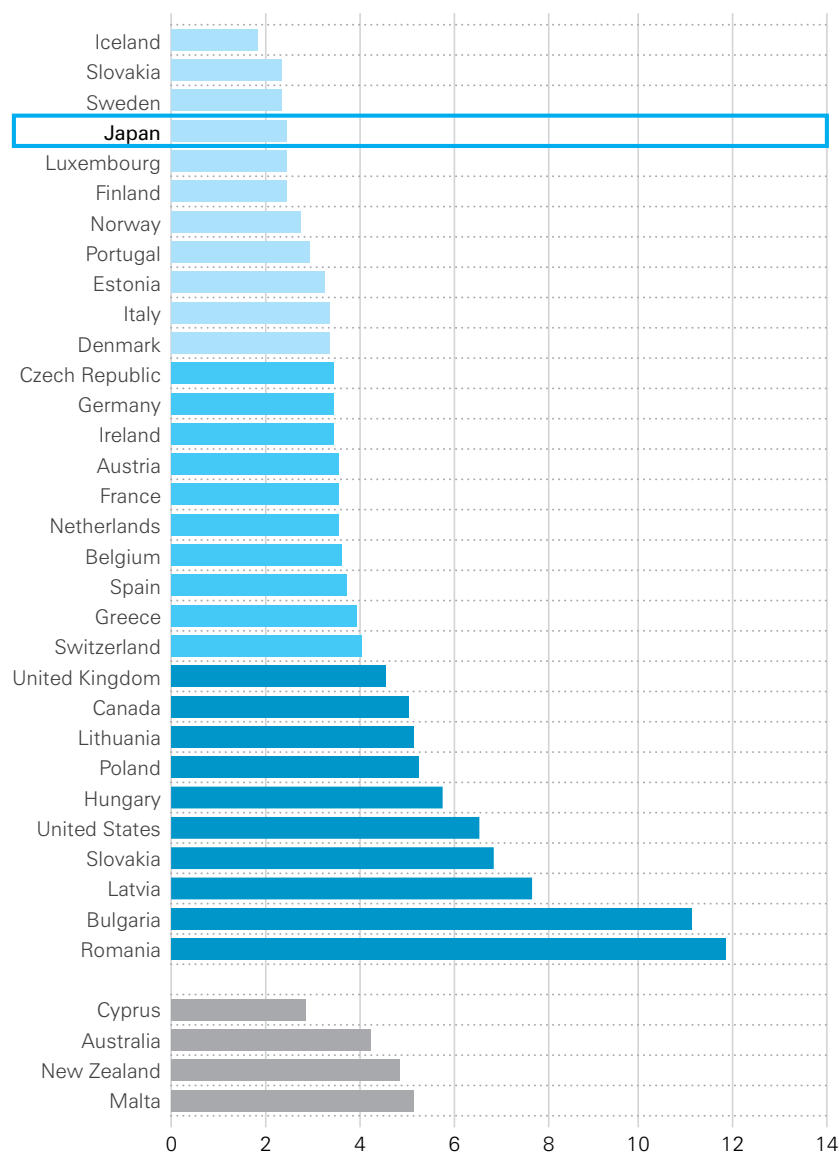
Health at birth: infant mortality

In all developed countries, infant mortality rates (IMRs) have been reduced to fewer than 10 infant deaths per thousand live births. The relatively small differences between countries therefore reflect not variations in the fundamentals of public health such as safe water and sanitation, but variations in the commitment and the capacity to deliver whatever services are necessary to protect every mother-to-be, every birth, and every infant in the earliest days and weeks of life. The IMRs set out in Figure 2.1a may therefore be read as a measure of commitment to maternal and child health for all – including the mothers and children of the poorest and most marginalized families.

The infant mortality rate of Japan is 2.4 per 1,000 births which is the 4th lowest among the 31 countries.

Figure 2.1a Infant mortality rates

Deaths under 12 months old per 1,000 live births.



Findings

- » 26 of the 35 countries have reduced infant mortality to 5 or fewer per 1,000 births.
- » Japan's infant mortality rate was 2.4 per 1,000 births, among the top 5 countries with the lowest rates.

Health at birth: low birthweight

The second indicator used to measure health at the beginning of life is the proportion of babies who are born with low birthweights (below 2,500 grams).

According to the United States Centers for Disease Control and Prevention, *“The birthweight of an infant is the single most important determinant of its chances of survival and healthy growth.”*ⁱⁱ

It is also a guide to the general health, and health behaviours, of pregnant women and mothers, both of which are important to every other dimension of child well-being. Low birthweight is also known to be associated with increased risk across a range of health problems in childhood and on into adult life.

Figure 2.1b shows the percentage of babies born with low birthweight in each of the 27 countries for which data are available.

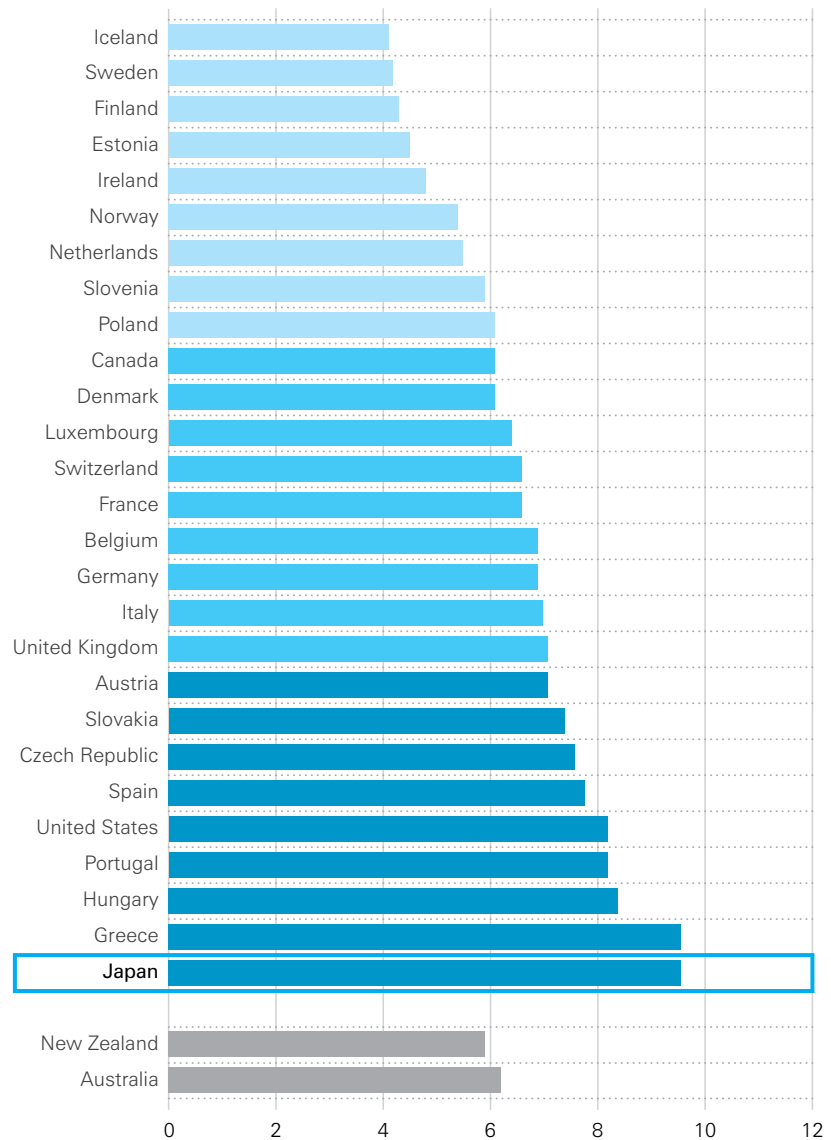
Japan ranks last indicating that the rate of children born underweight is the highest among the 27 countries. Japan is unique among developed countries in that the low birthweight rate has almost doubled in the past three decadesⁱⁱⁱ passing from 5 per cent in the late 1970s to almost 10 per cent in the late 2000s. Experts point out many causes for the increase, including an increase of women with low weight, an increase in smoking among young women, a tendency for stricter diet control during pregnancy, and an increase in income disparity.

Preventive health services: immunization

The second component chosen to evaluate child health is the availability and effectiveness of each country’s preventive child health

Figure 2.1b Low birthweight

% of babies born below 2,500 grams.

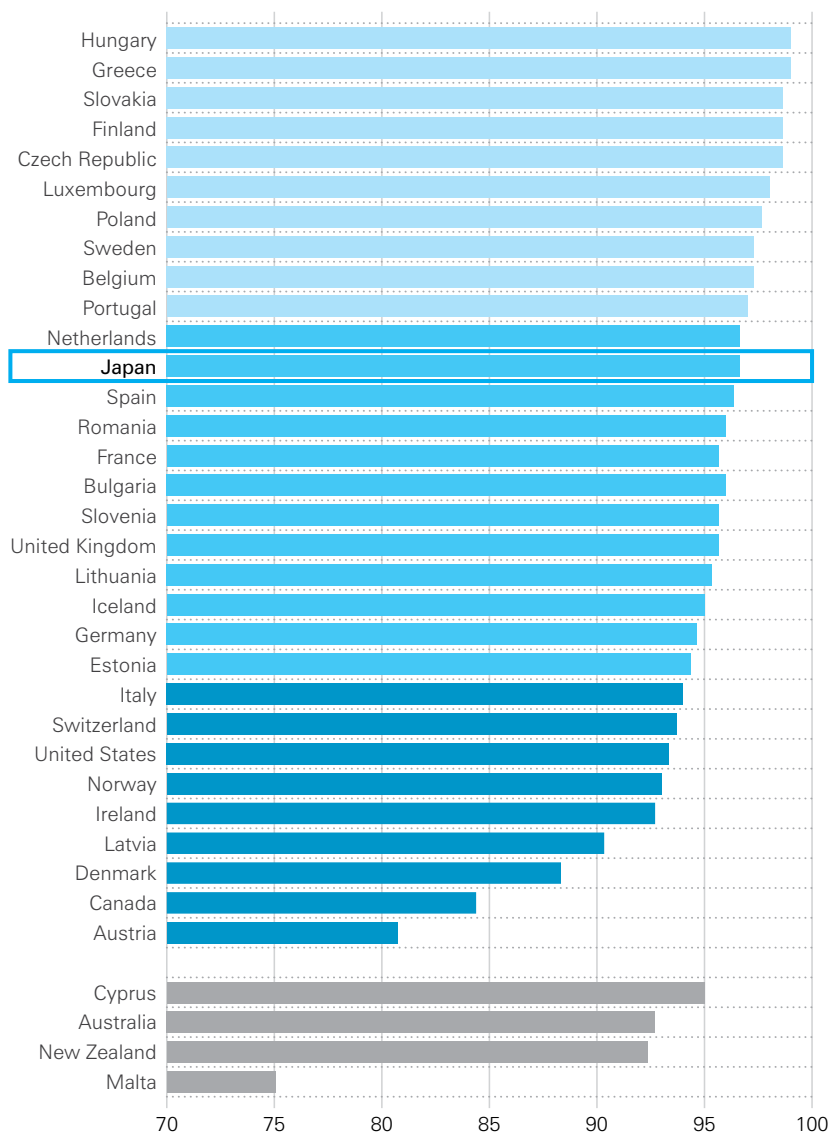


Findings

- » Nordic countries tend to have low incidence of low birthweight.
- » The low birthweight rate for Japan is the worst of all the 27 countries compared.

Figure 2.2 Immunization rates

Average coverage for measles, polio and DPT3 for children aged 12 to 23 months.

**Findings**

- » Greece and Hungary head the table with 99% immunization coverage.
- » Japan ranks 12th among the 31 countries.

services. This has been measured by each country's immunization rate (average vaccination coverage for measles, polio and DPT3).

Routine immunization rates in the developed nations are generally maintained at high levels, averaging close to 95%. As with infant mortality rates, the relatively small differences between countries can therefore be said to mirror commitment to the ideal of reaching out to every single child, including the most marginalized, with an essential preventive health service to which all children have a right.

Figure 2.2 presents an immunization league table for 31 countries.

It might be suspected that low immunization rates in countries such as Austria, Canada and Denmark have been affected by rumours, based on discredited research, linking the triple MMR vaccine (measles, mumps and rubella) with autism. This would not really be an 'excuse' for low coverage rates, as running a first class immunization programme means making sure that the public is well informed and that false information is not allowed to put children at risk. But in fact the MMR scare would not appear to be the major cause of low immunization rates in Austria, Canada and Denmark – all of which have low rates even when measles vaccination is excluded from the calculations (in Canada, the measles immunization rate is higher than for DPT3 or polio).

Japan is the 12th ranking country in this Figure. The lowest rate was for measles at 94%, while for polio and DPT3, the immunization rate was 98%.

Child health: the 1 to 19 death rate

The third component used to build an overall picture of child health is the death rate among children and young people between the ages of 1 and 19.

Deaths in this age group are rare in advanced economies and the causes go beyond disease and the efficacy of health services to include deaths from suicide, murder, traffic injuries, drownings, falls and fires. Differences between countries in the death rate for children and young people in this age group may therefore be said to reflect overall levels of health and safety throughout childhood and adolescence.

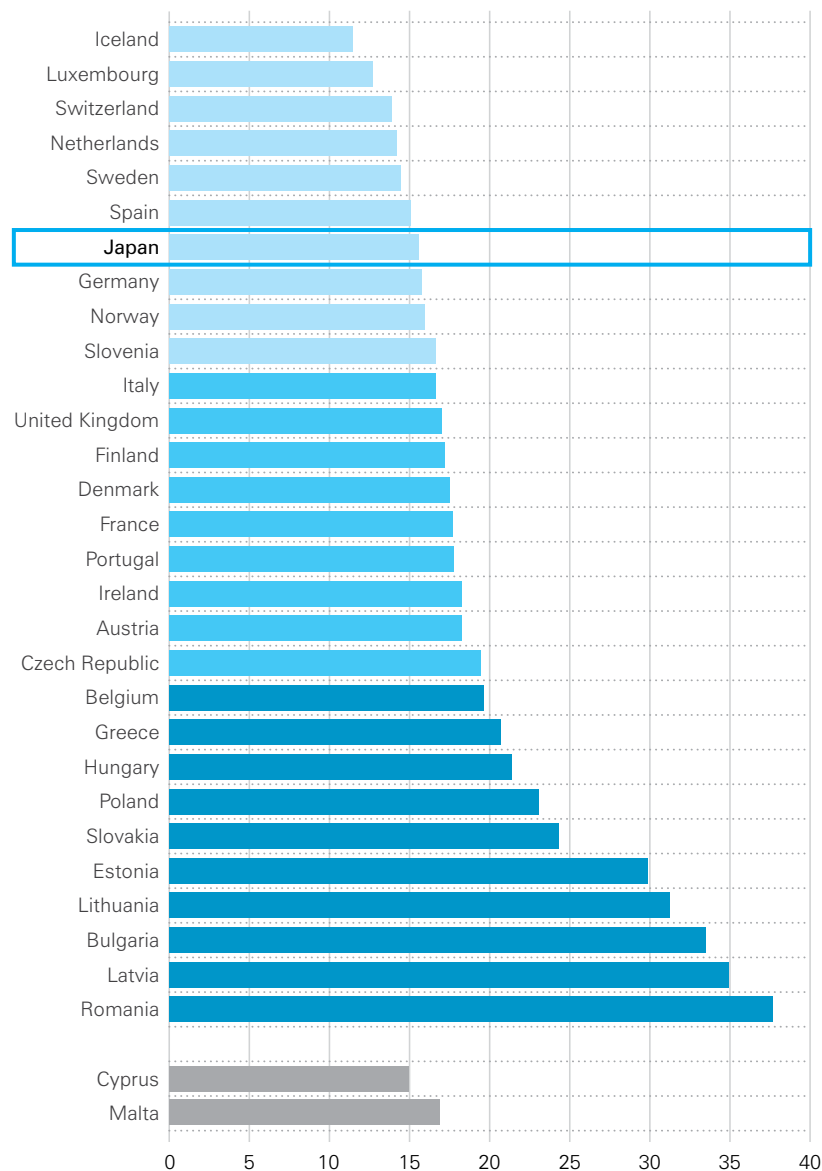
Figure 2.3 presents the 1- to 19-year-old death rate for each country. In absolute numbers, the differences between countries are clearly small. But it is worth noting that if all European countries had the same child death rate as Iceland or Luxembourg then over 8,000 child deaths a year could be prevented – each one representing unimaginable anguish for the family concerned.

The death rate for children aged 1 to 19 in Japan is 15.5, 7th from the lowest.

Taken together, the three components set out above provide an approximate guide to the health dimension of children's well-being. Ideally, such an overview would also have included some indicator of children's mental and emotional health, and of the prevalence of child abuse and neglect. But such issues are difficult to define and measure even within an individual country; internationally, no comparable data are available.

Figure 2.3 Child and youth mortality rates

Deaths per 100,000 aged 1 to 19.



Findings

- » Iceland, Luxembourg, the Netherlands, Spain, Sweden and Switzerland head the table with child death rates below 15 per 100,000.
- » Japan follows next with 15.5 deaths per 100,000.

Dimension 3 Educational well-being

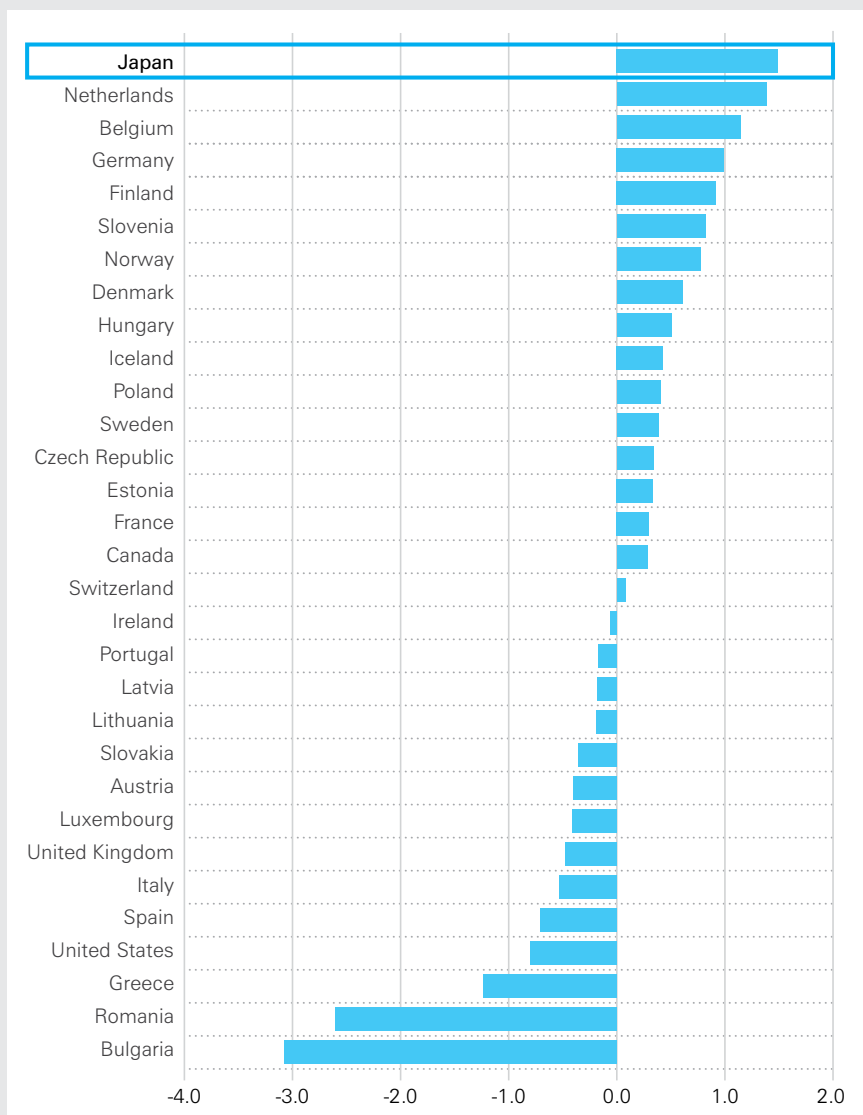


Figure 3.0 An overview of children’s educational well-being

The league table of children’s educational well-being shows each country’s performance in relation to the average for the 31 developed countries under review. The table is scaled to show each country’s distance above or below that average.

The length of each bar shows each country’s distance above or below the average for the group as a whole. The unit of measurement is the ‘standard deviation’ – a measure of the spread of scores in relation to the average.

Findings

- » Japan ranks the highest in terms of educational well-being of children, followed by Belgium, Finland, Germany and the Netherlands – each of which achieves an overall score significantly above the average for the 31 countries.
- » Japan’s high ranking is mostly driven by the high score in PISA tests.

Assessing educational well-being

COMPONENTS	INDICATORS
Participation	Preschool participation rate (% of those aged between 4 years and the start of compulsory education who are enrolled in preschool)
	Further education participation rate (% of those aged 15 to 19 enrolled in further education)
	NEET rate (% aged 15 to 19 not in education, employment or training)
Achievement	Average score in PISA tests of reading, maths and science literacy

Educational well-being

In gauging educational well-being, two main components have been considered – participation rates and achievement levels. Taken together they provide an approximate guide to both quantity and quality of education. Figure 3.0 combines the two into a single overview of children’s educational well-being for 31 developed countries.

Participation: early childhood education

The first component – participation – has been assessed by three indicators:

- » participation in early childhood education
- » participation in further education
- » the proportion of young people, aged 15 to 19, who are not participating in education, training or employment.

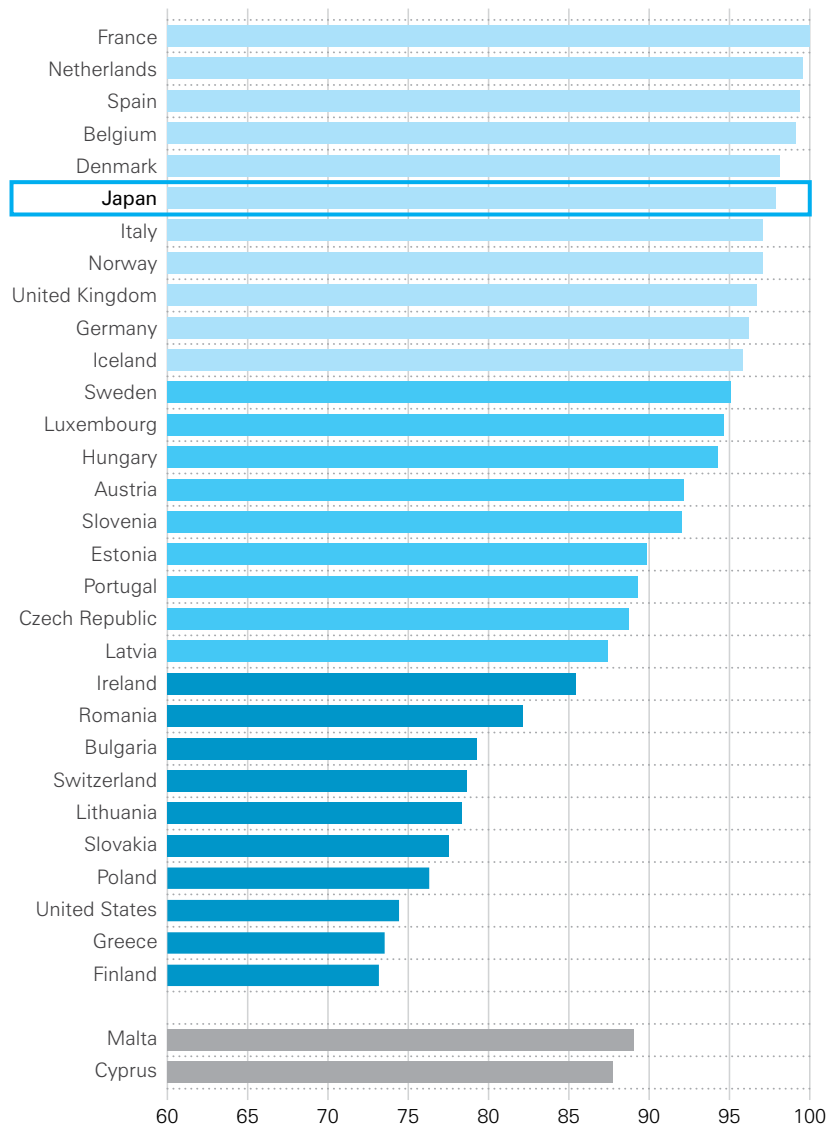
In recent times it has been widely acknowledged that the foundations of educational success are laid down before formal education begins.^v In response to this and other pressures, all governments in developed countries have invested to a greater or lesser degree in free or subsidized preschool education.

Figure 3.1a presents the preschool participation rate for 32 developed countries.

The age at which compulsory education begins varies between 4 and 7. The preschool participation rate is here defined as the percentage of children between the age of 4 and the beginning of compulsory education who are enrolled in preschools. The low enrollment rate for Finland is partly due to the fact that compulsory schooling in Finland does not begin until a child is 7 years old.

Figure 3.1a Preschool enrollment rates

% of children aged between 4 years and the start of compulsory education who are enrolled in preschool.

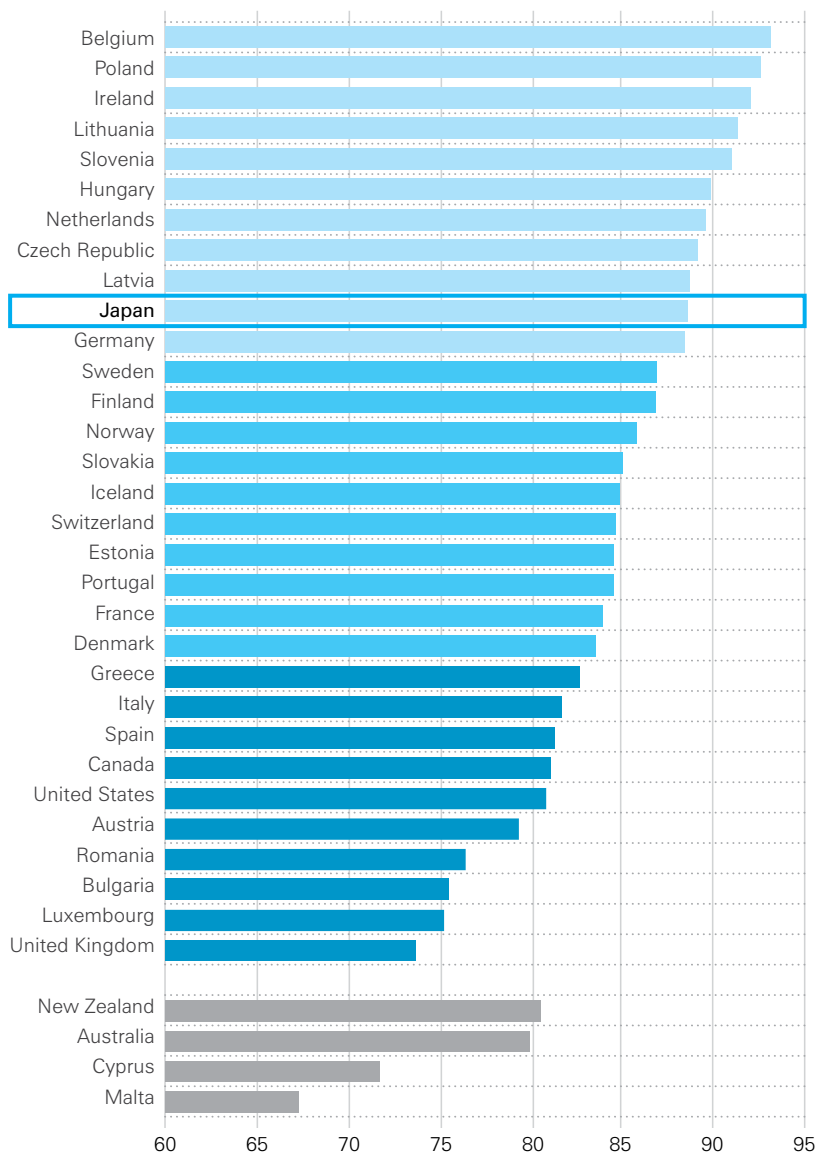


Findings

- » Early childhood education is virtually universal in Belgium, France, the Netherlands and Spain.
- » While not quite as high, Japan’s preschool enrollment rate is 97.9, almost reaching 100 per cent.

Figure 3.1b Participation in further education

% of children aged 15 to 19 in education.



Note: It is possible that some countries with very small populations, for example Luxembourg and Malta, may show low rates of participation in further education because a proportion of the relevant age group are continuing their studies outside their own countries.

Further education

At the other end of the educational ladder is the further education participation rate (Figure 3.1b) which shows the percentage of young people aged 15 to 19 who are enrolled in schools and

colleges. Participation in further education reflects 'educational well-being' in as much as it indicates successful passage through the years of compulsory schooling. It is also, of course, associated with a wider range of opportunities at the beginning of adult life.

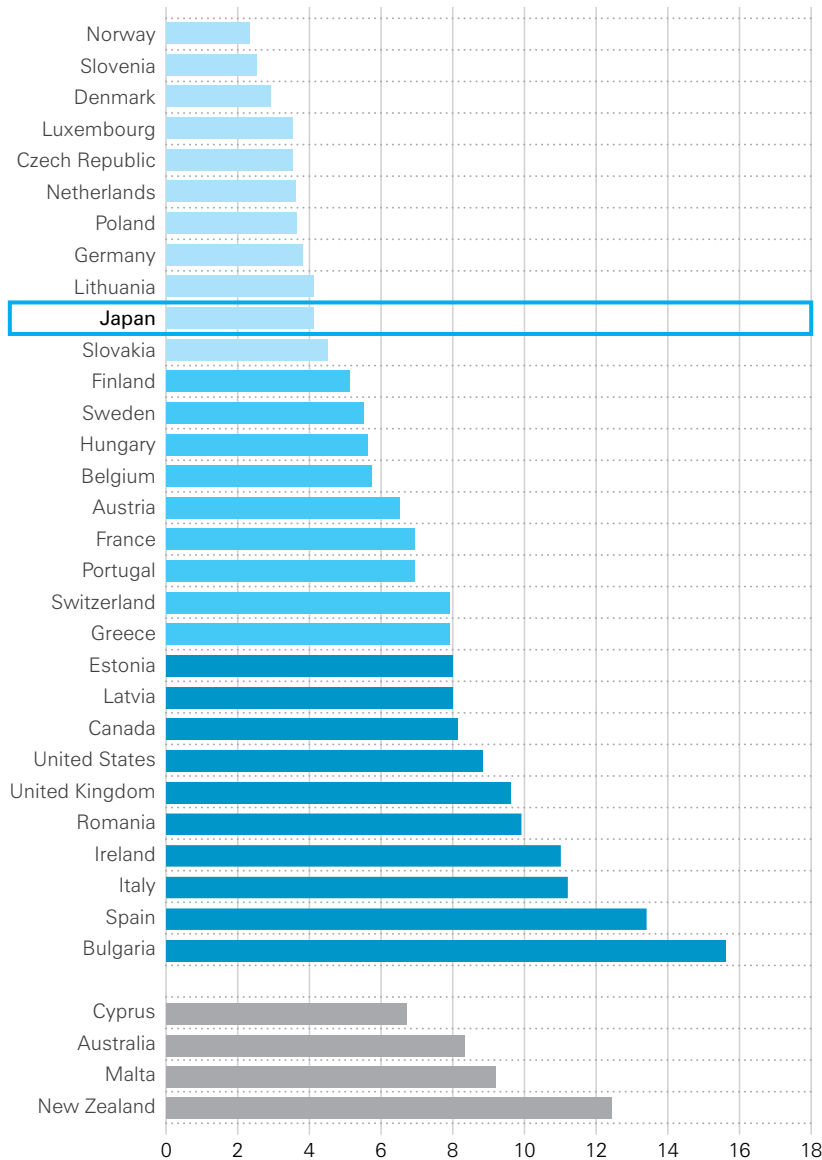
Findings

- » Five countries enroll 90% or more of their young people in further education – Belgium, Ireland, Lithuania, Poland and Slovenia.
- » Japan's ranking is 10th among the 31 countries.

Japan's ranking is 10th among the 31 countries with 88.6% of young people being in further education.

Figure 3.1c NEET rate

% of children aged 15 to 19 not in education, employment or training.



NEET rate

The third indicator of educational well-being looks at participation from a different perspective – the percentage of young people (aged 15 to 19) who are not participating in either education, employment or training (the so-called ‘NEET’ rate).

In all countries, NEET rates are affected by economic conditions

and employment opportunities as well as by the effectiveness of education systems in preparing young people for the transition to work. Equally obviously, a high NEET rate represents a threat to the present and future well-being of young adults, a disincentive to those still in the education system, and a waste of educational investment and human resources.

Findings

- » At the top of the table, Denmark, Norway and Slovenia have NEET rates below 3%, but at the bottom, Bulgaria, Ireland, Italy and Spain have NEET rates above 10%.
- » Japan’s NEET rate is 4.1% and is the 10th among the 30 countries.

Research in different countries has also shown associations between NEET status and mental health problems, drug abuse, involvement in crime, and long-term unemployment and welfare dependence.^{vi}

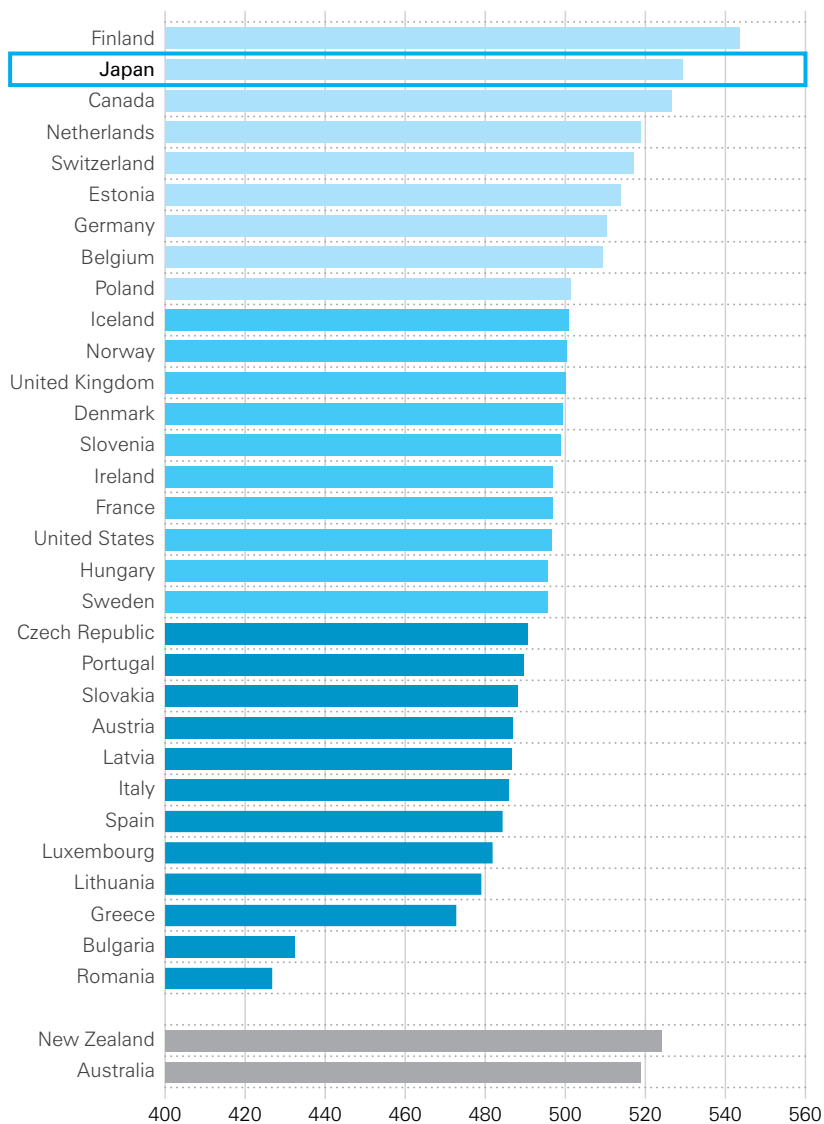
Figure 3.1c records the NEET rate for advanced economies.

To make international comparisons fair, the data must refer to a similar period of time. Unfortunately, the latest available common year for NEET rates is 2009–2010. Figure 3.1c may therefore not reflect the current situation. It does however reflect the major impact of the current economic downturn on youth unemployment rates in OECD countries (which reached a peak of 18.3% in November 2009 and were slightly below that level in 2012). In total, more than 23 million young people in OECD countries now fall into the NEET category and more than half of this total are reported to have given up looking for work.^{vii}

Japan’s data was calculated using Ministry of Health, Labour and Welfare’s *Comprehensive Survey of Living Conditions 2012*. It shows the percentage of population aged 15 to 19 years old who are not employed nor in school to be 4.1%.

Figure 3.2 Educational achievement by age 15

Average score in PISA tests of reading, maths and science literacy.

**Educational achievement**

The second component of educational well-being is the quality of the education received.

This key element of child well-being is of course difficult to define and measure on an internationally comparable basis. Ideally, the concept of 'quality' in education would embrace a broad range of

factors such as the development of social understanding and value formation (including education for citizenship) as well as the opportunity to develop the diverse abilities and potentials of young people. But this lies in the future. At present, the only practical measure of quality in education is provided by the OECD's *Programme of International Student Assessment*

Findings

- » Finland is a remarkable outlier – registering a score almost 20 points clear of the second placed country.
- » Japan shows the 2nd highest performance, closely followed by Canada.
- » Three of Europe's wealthiest countries, Austria, Luxembourg and Sweden, find themselves in the bottom half of the educational achievement table, as do all four countries of southern Europe.

(PISA) which measures pupils' abilities in three basic competences – reading, maths and science.

Repeated every three years, the tests are administered to representative samples of 15-year-olds and are intended to measure knowledge and skills in relation to the demands of managing lives and careers in the modern world. In total, 34 member countries of the OECD, plus non-member partner countries, participate in this evaluation of educational achievement.

Figure 3.2 presents an overview of the results of the latest PISA survey for the countries under review. In each case, the scores shown are an average of results in reading, maths and science. All scores have been re-presented on a common scale based on an unweighted average score for all participating countries (re-set to 500 to make interpretation easier).

Disadvantage

The indicators used here to measure children's overall educational well-being broadly reflect each nation's commitment to fulfilling every child's right to be adequately prepared for the demands of the world in which he or she will live. Managing and negotiating that world – making decisions about jobs and careers, families and homes, finances and pensions, citizenship and community participation – demands a highly developed ability to acquire and analyse new information and to adapt to changing circumstances.

In such a society, the educationally disadvantaged are likely to be very much more disadvantaged than in the past. They are also likely to find it ever more difficult to benefit from, and contribute to, the complex societies in which they live.¹ As with the other dimensions of child well-being considered in this report, educational well-being is therefore a critical measure both for children today and for their societies tomorrow.

¹ Report Card 9 in this series focused on this issue, showing that some countries do much more than others for their lowest-achieving pupils (i.e. have a much smaller 'educational achievement gap' between the lowest-achieving 10% and the national average).

Dimension 4 Behaviours and risks

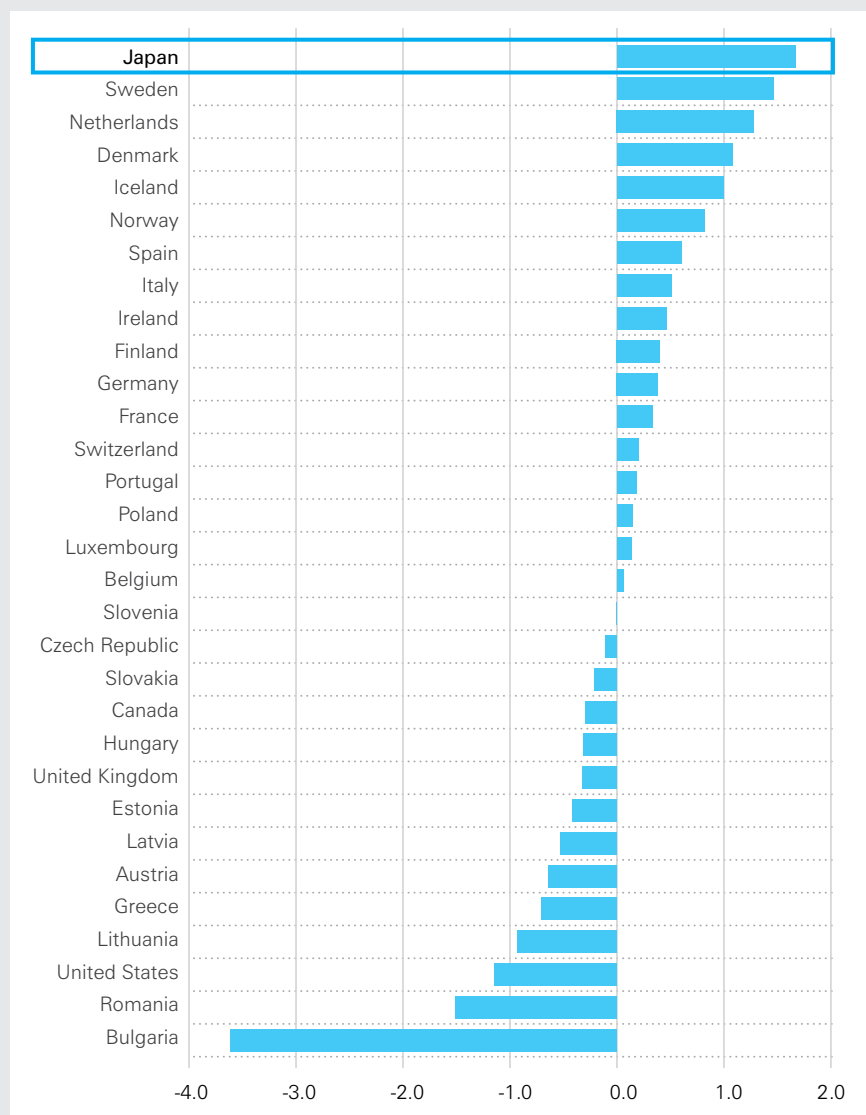


Figure 4.0 An overview of behaviours and risks

The league table of children’s behaviours and risks shows each country’s record in relation to the average for countries under review. The table is scaled to show each country’s distance above or below that average.

The length of each bar shows each country’s distance above or below the average for the group as a whole. The unit of measurement is the ‘standard deviation’ – a measure of the spread of scores in relation to the average.

For this Japanese version, 5 out of the 10 indicators used in the original *Report Card 11* were omitted due to non-availability of data for Japan. In addition, the indicator for alcohol was revised to fit Japanese data.

Findings

- » Using the 5 indicators that are available for Japan, the country ranks at the top of the ‘behaviour and risks’ dimension.
- » Japan’s performance is among the top five in all of these indicators.

Assessing behaviours and risks

COMPONENTS	INDICATORS
Eating and exercise	% overweight
	% eating breakfast daily
Risk behaviours	Teenage fertility rate
	Alcohol
Exposure to violence	Being bullied

Behaviours and risks

The fourth dimension of child well-being incorporated into the overall league table is more difficult to pin down than material well-being or health or education. The dimension labeled 'Behaviours and risks' includes a range of habits and behaviours critical to the present and future well-being of children.

Three separate components are included. The first is the extent to which children in each country are forming healthy, well-informed habits of eating. This has been measured by two individual indicators:

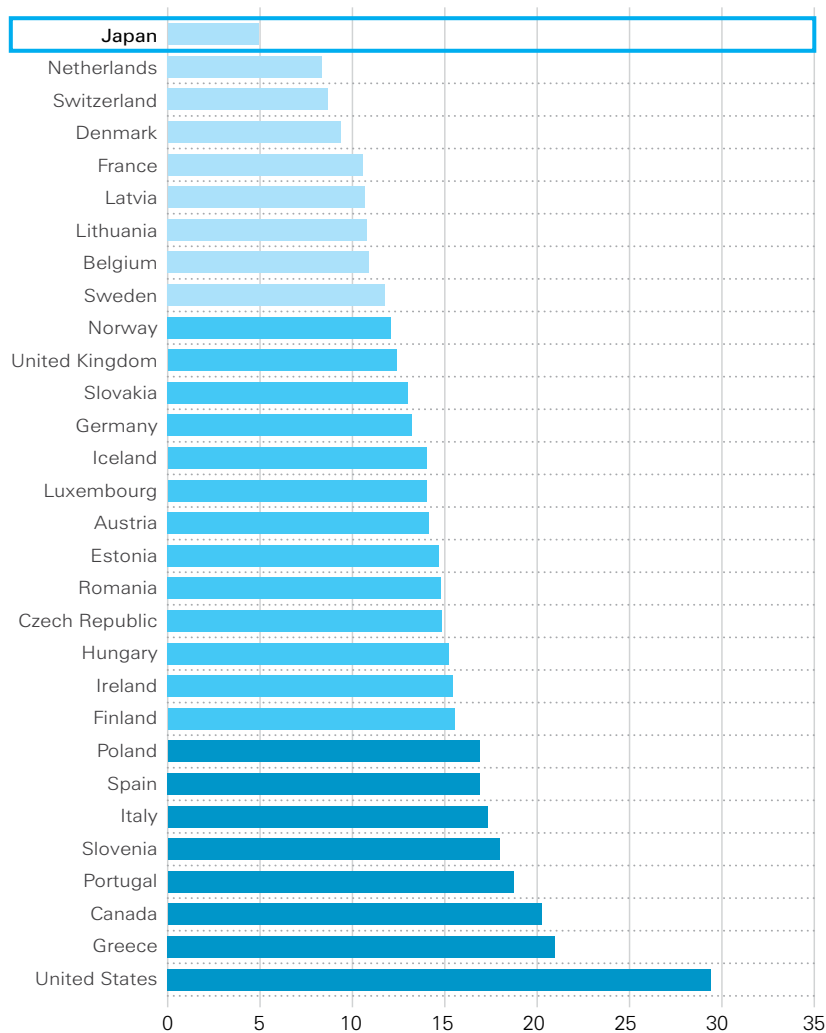
- the percentage who are overweight (as measured by body mass index (BMI) computed from self-reported height and weight)
- the percentage of children in each country who report eating breakfast every day.

The percentage of children who report eating fruit every day and the percentage who report engaging in physical exercise – included in the original *Report Card 11* – were omitted because data is not available for Japan. It is regrettable that no indicators on exercise behaviour were included since regular exercise is linked not only to physical and mental health but to the prevention and/or treatment of such specific problems as asthma, obesity, anxiety and depression. Unhealthy eating patterns in the early years have also been shown to increase the risk of later-life health problems including diabetes, heart disease and cancer.^{viii}

Figures 4.1a and 4.1b show country rankings for being overweight and eating breakfast. For Japan, the data on being overweight is calculated from the *School Children Health*

Figure 4.1a Being overweight

% of children aged 11, 13 and 15 who are overweight by BMI.



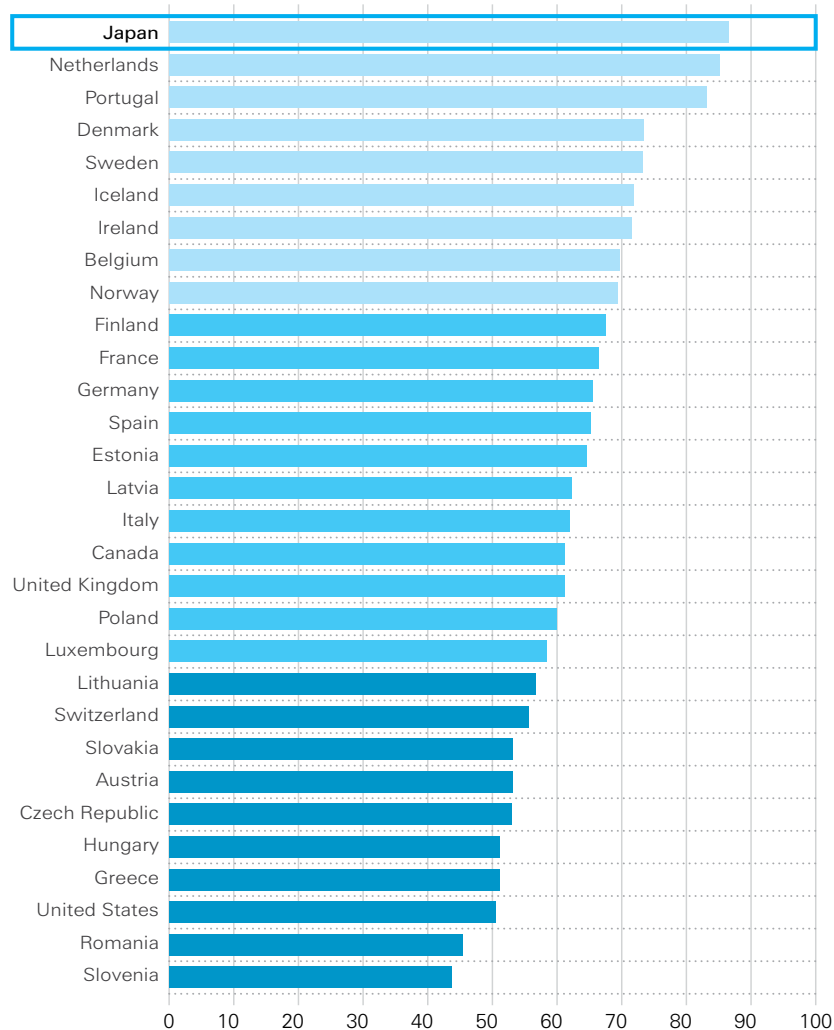
Findings

Obesity

- » Childhood obesity levels are running at more than 10% in all countries except Denmark, Japan, the Netherlands and Switzerland, and are higher than 20% in Canada, Greece and the United States.
- » The rate of obesity among children in Japan is very low at less than 5%.

Figure 4.1b Eating breakfast

% of children aged 11, 13 and 15 who eat breakfast every day.



Findings

Eating breakfast

- » More than 50% of children eat breakfast every day except in Romania and Slovenia.
- » Japan has the highest rate of children eating breakfast every day at 86.6%.

Survey 2010 by the Ministry of Education, Culture, Sports, Science and Technology which surveys weight and height as well as other health aspects of school children measured at schools. The data for breakfast was drawn from the *2010 Child Dietary Life Survey* by the Japan Sports Council, a questionnaire-based survey completed in part by parents. For countries other than Japan, both indicators are drawn from questionnaires completed by young people themselves.

In both indicators, Japan is the top performer among 30 countries for which the data was available.

For the 'overweight' indicator Japan has the lowest rate at 4.9%, more than three percentage points lower than the Netherlands, in second place.

For eating breakfast, Japan is again the top performer showing nearly 87% of children eating breakfast every day.

Risk behaviours

The second component considered under 'Behaviours and risks' is the prevalence of a second set of behaviours that represent immediate dangers to children as well as serious threats to longer-term well-being. Within the limitations of the available data, two such risk indicators have been chosen:

a) the teenage fertility rate (annual number of births per 1,000 girls aged 15 to 19)

b) the alcohol abuse rate (percentage of children aged 11, 13 and 15 who report having alcohol more than once a week).

The cigarette smoking rate and cannabis use rate which were included in the original *Report Card 11* were omitted due to non-availability of data for Japan.

Giving birth at too young an age puts at risk the well-being of both mother and child. The mother is at greater risk of dropping out of school, of unemployment, poverty, and welfare dependence – thus contributing to perpetuate disadvantage from one generation to the next. The child is also at greater risk – of poverty, poor health, and under achievement at school.

Japan has the 4th lowest teenage fertility rate among 31 countries.

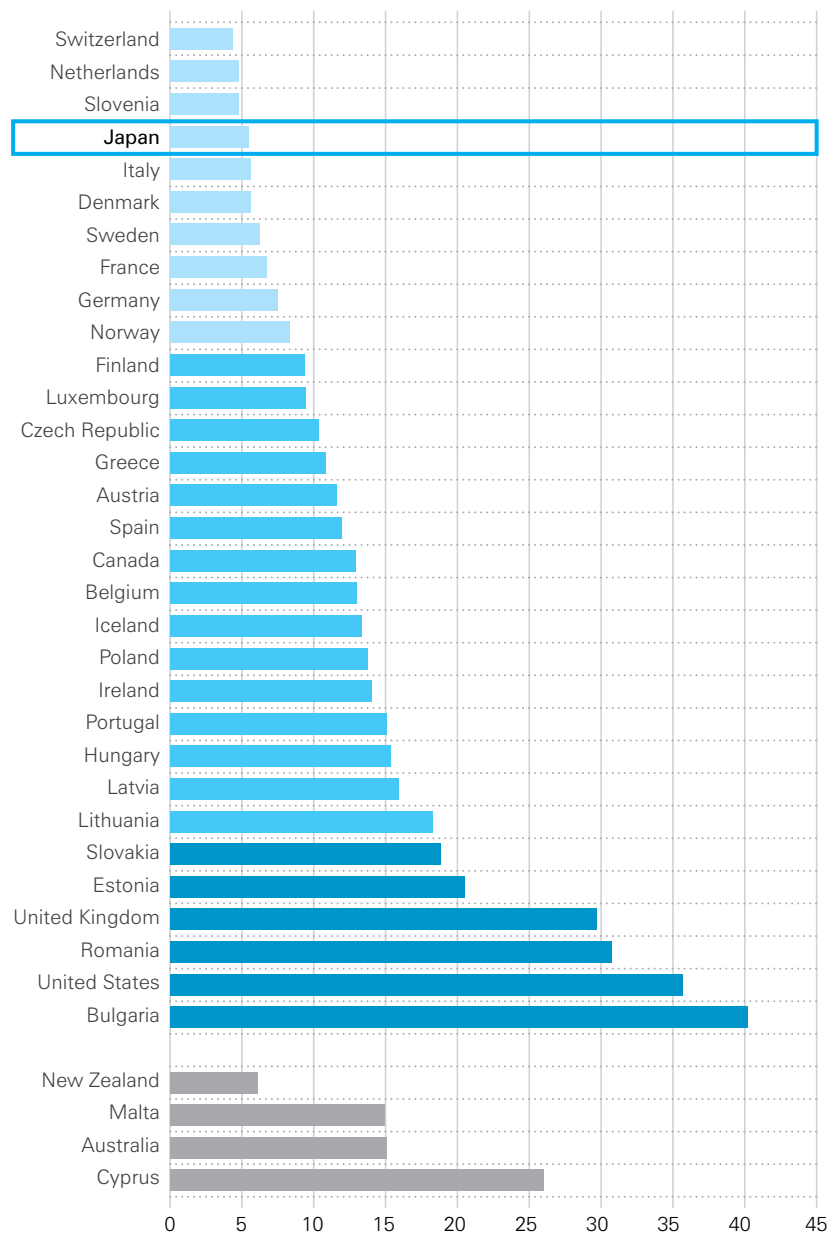
Threats posed to physical and mental health by alcohol are well established. Figure 4.2b shows the percentage of children aged 11, 13 and 15 who report having alcohol more than once a week. This indicator differs from the one originally included in *Report Card 11* (the percentage of children aged 11, 13 and 15 having been drunk at least twice), since this data was not available for Japan. Thus the ranking of all countries are different from the original *Report Card 11*. For Japan, the data is from the National Survey of Underage Drinking and Smoking 2010 funded by the Health and Labour Sciences Research Grant by the Ministry of Health, Labour and Welfare. The survey covers junior high school students aged 13 to 15. The data for other countries are from the *Health Behaviour in School-aged Children* survey (HBSC).

Violence

The final component of the 'Behaviours and risks' dimension of child well-being is the degree to

Fig 4.2a Teenage fertility rate

Births per 1,000 girls aged 15 to 19.



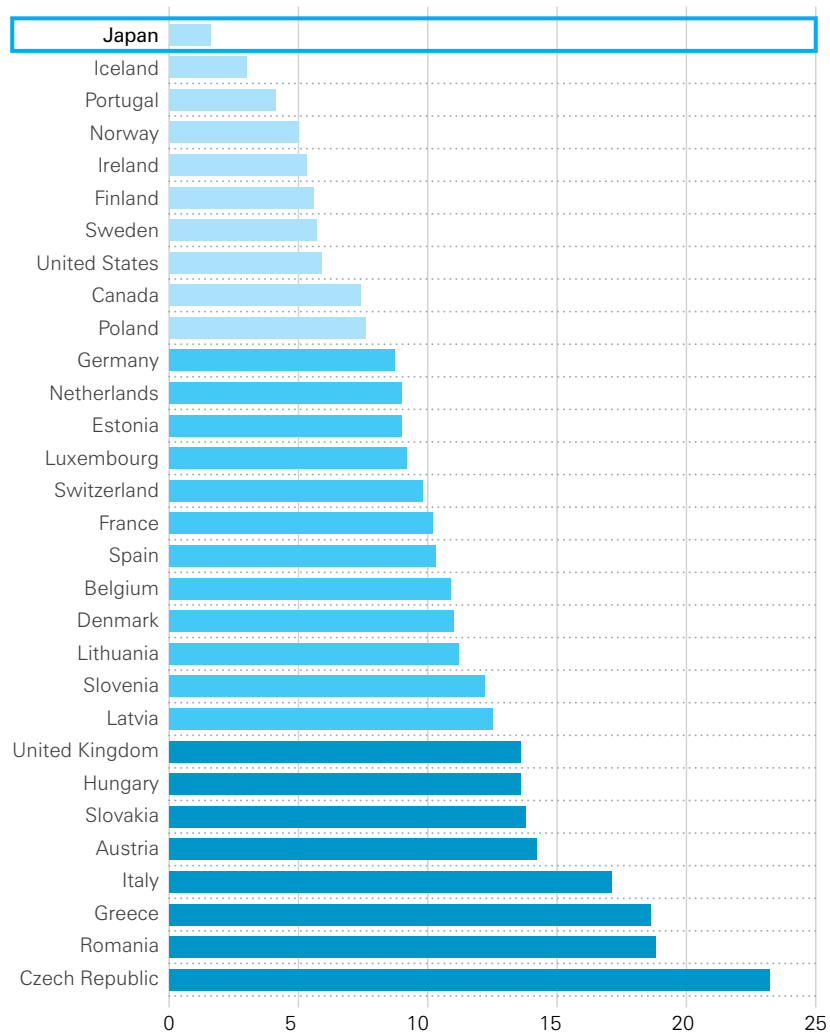
Findings

Teenage births

- » The Netherlands, Slovenia and Switzerland have the lowest rates of teenage births (below 5 per 1,000), as opposed to Romania, the United Kingdom, the United States and Bulgaria which have the highest rates of teenage births (above 29 per 1,000).
- » Japan ranks 4th, closely following the top 3 countries.

Figure 4.2b Alcohol

% of children aged 11, 13 and 15 who report having alcohol more than once a week.



Findings

Alcohol

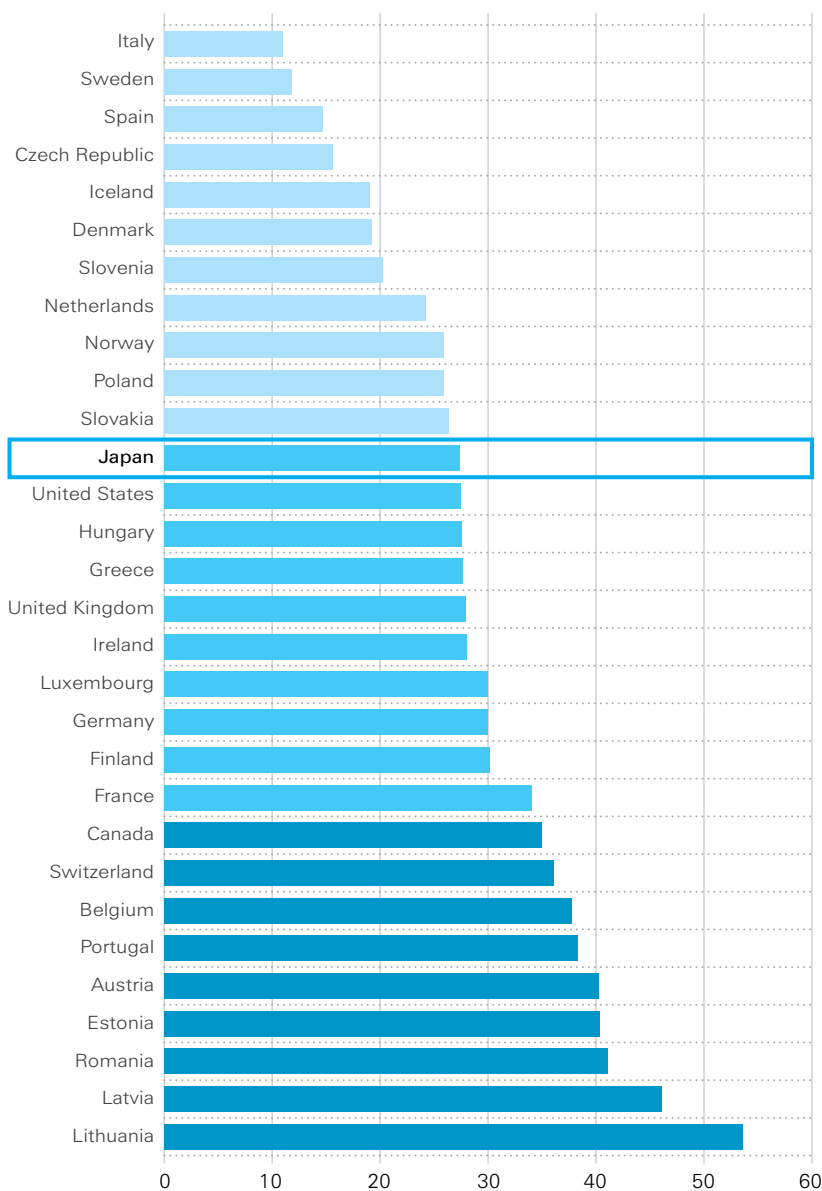
- » Alcohol abuse by young people is lowest in Japan.
- » While 15 countries out of 30 report the percentage of children aged 11, 13 and 15 drinking more than once a week to be more than 10%, the rate for Japan is 1.6%, considerably lower even than the 2nd ranking country (Iceland).

which children and young people experience violence in their lives. Given the known dangers of growing up in a violent environment – from immediate suffering and injury to longer-term problems of anxiety, depression, behavioural problems, and propensity to use violence^{ix} – it is unfortunate that few data are available to compare children’s exposure to violence either as victims or as witnesses. For Japan, data from the *Longitudinal Survey of Bullying 2009* by the National Institute of Educational Policy Research was used. This survey reports on the percentage of children aged 13 to 15 experiencing different types of bullying. For this report, the item with the largest percentage of children being bullied, i.e. “left out of groups, ignored and backbiting from classmates in the last three months” was used. For the other countries, data come from the *Health Behaviour in School-aged Children* survey^x and the percentage of children who experienced being “bullied at school at least once in the past couple of months” was used. The age brackets and phrasing of question are slightly different between the two datasets, but it was deemed satisfactory for comparison.

Figure 4.3 shows the percentage of children who reported being bullied. Being bullied can make a misery of a child’s life for weeks, months or even years. It can also contribute to emotional and behavioural problems, including anxiety and depression, impaired school performance, and increased absenteeism and truancy.^{xi} Japan ranks 12th out of 30 countries, showing 27.4%, more than a quarter of children aged 13 to 15, reported being bullied. While far behind many countries, such as Lithuania which report more than 50%, it is a much bigger problem than other areas in the behaviour and risk dimension.

Figure 4.3 Being bullied

% of children aged 11, 13 and 15 who report “being bullied at school at least once in the past couple of months.



Findings

Being bullied

- » Japan ranks 12th out of 30 countries.
- » More than a quarter of children aged 13 to 15 in Japan report being bullied.

Dimension 5 Housing and environment

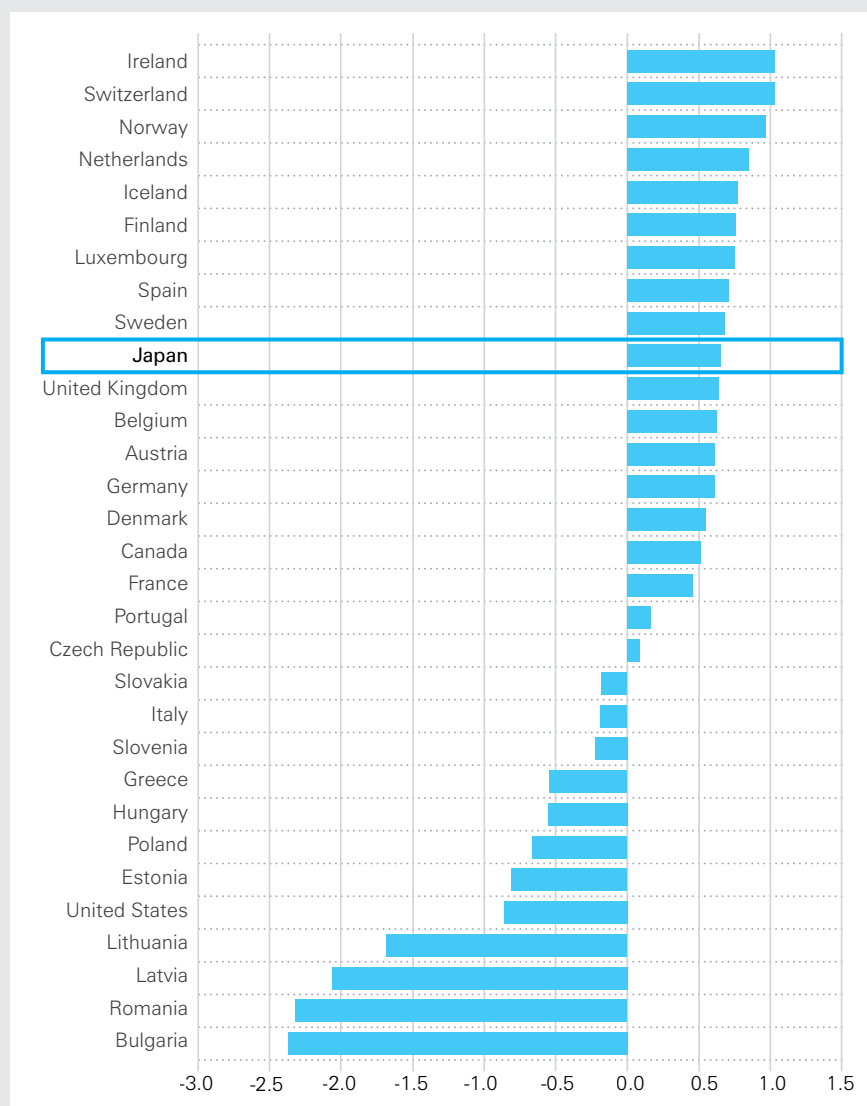


Figure 5.0 An overview of housing and environment

The league table of children's housing and environment shows each country's performance in relation to the average for the 31 developed countries under review. The table is scaled to show each country's distance above or below that average.

The length of each bar shows each country's distance above or below the average for the group as a whole. The unit of measurement is the 'standard deviation' – a measure of the spread of scores in relation to the average.

Findings

» Japan is the 10th among the 31 countries in this dimension. Japan's performance in housing and environment appears mediocre, however the very low homicide rates may provide some comfort.

Assessing housing and environment

COMPONENTS	INDICATORS
Housing	Rooms per person
	% of households with children reporting more than one housing problem
Environmental safety	Homicide rate (annual number of homicides per 100,000)
	Air pollution (annual PM10 [$\mu\text{g}/\text{m}^3$])

Housing and environment

An acknowledged weakness of the first UNICEF overview of child well-being (*Report Card 7*) was the lack of any measure of children's environmental well-being. This has now begun to be remedied by drawing on recent data from the European Union^{xii} and the World Health Organization. Two components have been considered:

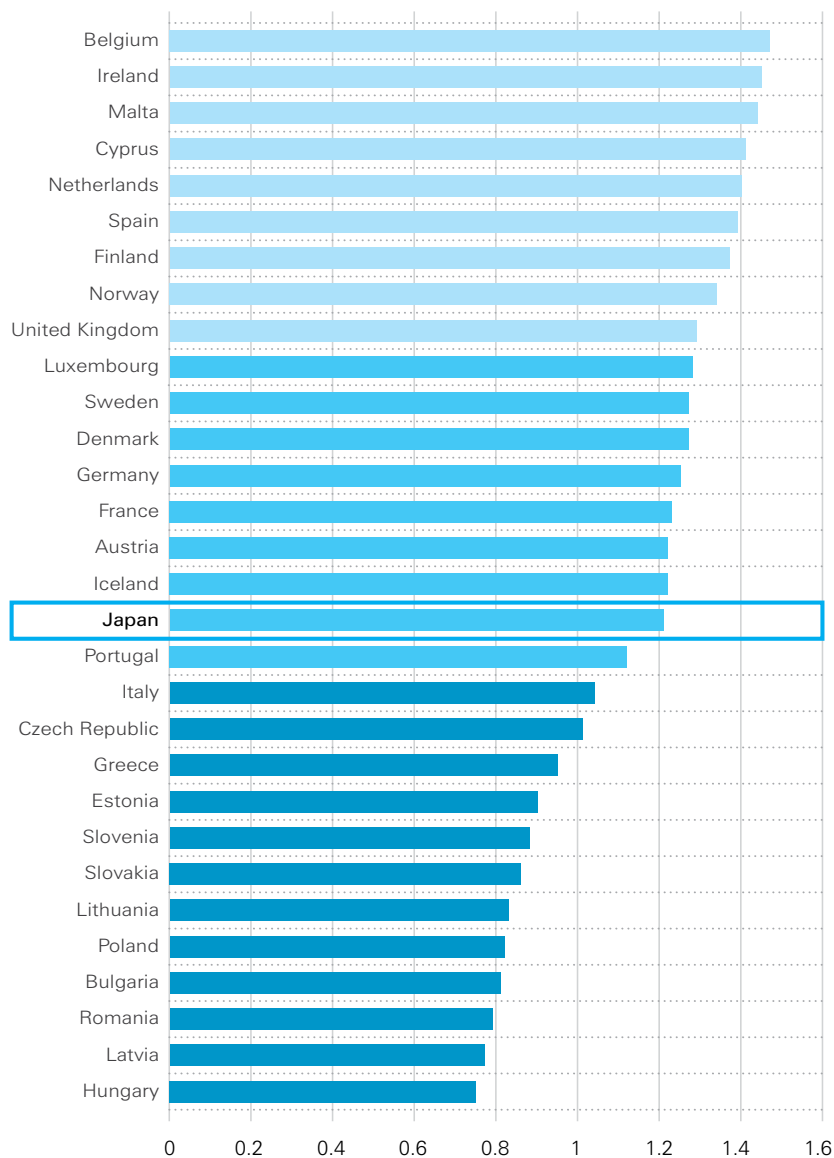
- a) housing – as measured by overcrowding and reported housing problems
- b) environmental safety – as measured by children's exposure to crime and pollution.

Overcrowding

In many families, the modern era has seen an emptying of children's lives and homes. Instead of having four or five siblings, today's child more commonly has one or none. At the same time, rising divorce and separation rates, changes in family structure, and the rise of out-of-home child care mean that many children live in homes that are significantly less crowded than in the past. Nonetheless, where overcrowding remains, it is a significant factor in children's well-being. Apart from the loss of opportunity for privacy, and for quiet time and study, overcrowding has also been linked to adverse effects on parenting behaviours and on children's cognitive and emotional development, including increased risk of stress and behavioural difficulties.^{xiii}

Given the available data,^{xiv} the most significant variable appears to be rooms-per-person and this is the measure used in Figure 5.1a. For Japan, the data on number of rooms except kitchen, toilet and dining kitchen, from the 2008FY Social Living Survey was used.

Figure 5.1a Rooms per person



Findings

- » The number of rooms per person varies from 1.47 (Belgium) to 0.75 (Hungary).
- » Japan ranks 17th from the top.

Japan's ranking is 17th from the top of the table, a little below the median.

Multiple housing problems

Figure 5.1b complements the overcrowding indicator by attempting an assessment of the physical quality of children's homes. Specifically, it shows what percentage of households with children report more than two of the following problems (the phrases in brackets are translations of the Japanese terms used):

1. leaking roof, damp floors/walls/foundations/rot in windows [rain leaks in or chill seeps in]
2. dwelling too dark [dwelling does not get any sun]
3. no bath or shower [no bath or shower for family's own use]
4. no indoor flushing toilet for the sole use of the household [no toilet for family's own use].

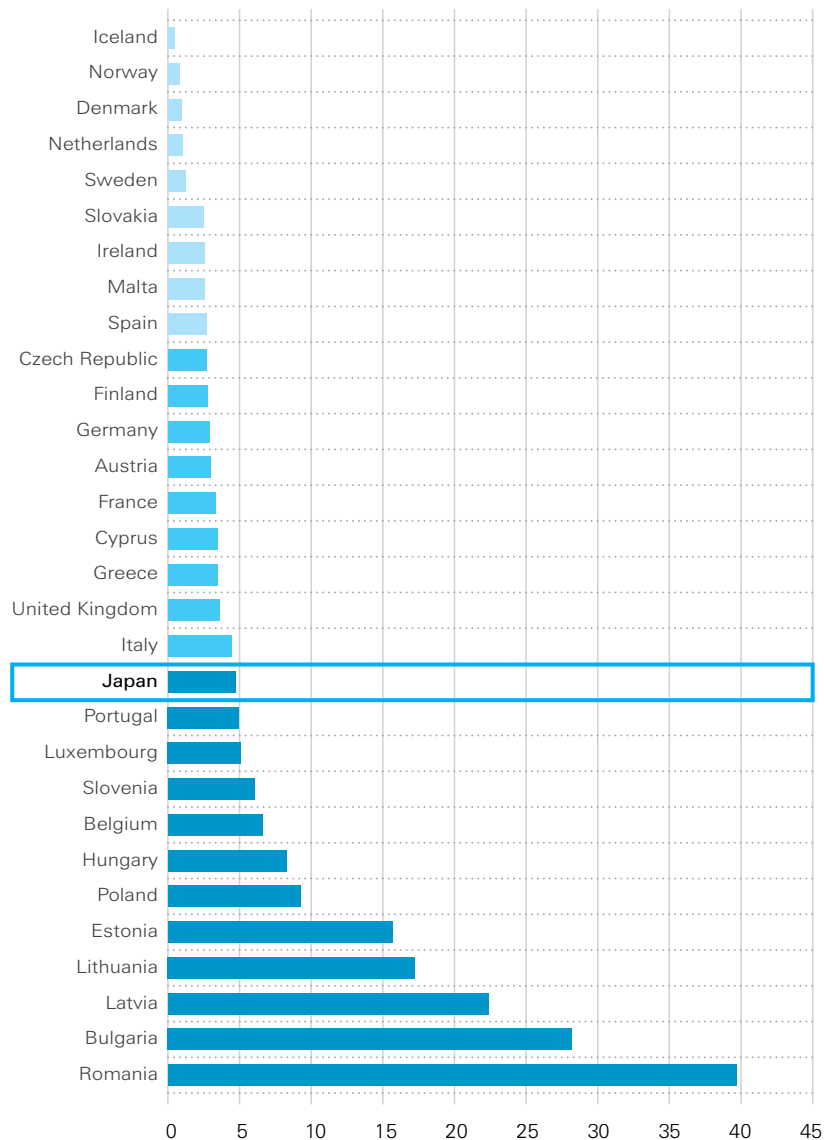
Japan is 19th from the top, showing 4.7% of households with children have more than two of the four housing problems listed above. The problem most often faced by households with children in Japan is "dwelling does not get any sun", followed by "rain leaks in or chill seeps in".

Crime and pollution

The second component of children's environmental well-being is the safety of the environment as measured by two quite different indicators: the level of crime and the level of pollution.

Figure 5.1b Multiple housing problems

% of households with children reporting more than two housing problems.



Findings

- » Nordic countries lead the table with fewer than 1% of households reporting multiple housing problems.
- » Japan's ranking is 19th among 30 countries, showing a rather mediocre performance.
- » Most countries ranking below Japan are eastern European countries.

Crime

Suffering violence, witnessing violence, or fearing violence should not be part of growing up. And although it seems that early exposure to violence affects some children more severely than others, the risk for all children is that an environment of violence may disrupt normal development and affect well-being in both the short and long term. Consequences may include behavioural disorders such as aggression and an inability to relate to others, emotional disorders such as depression and anxiety, and health-related disorders such as sleep disruption and nightmares.^{xv}

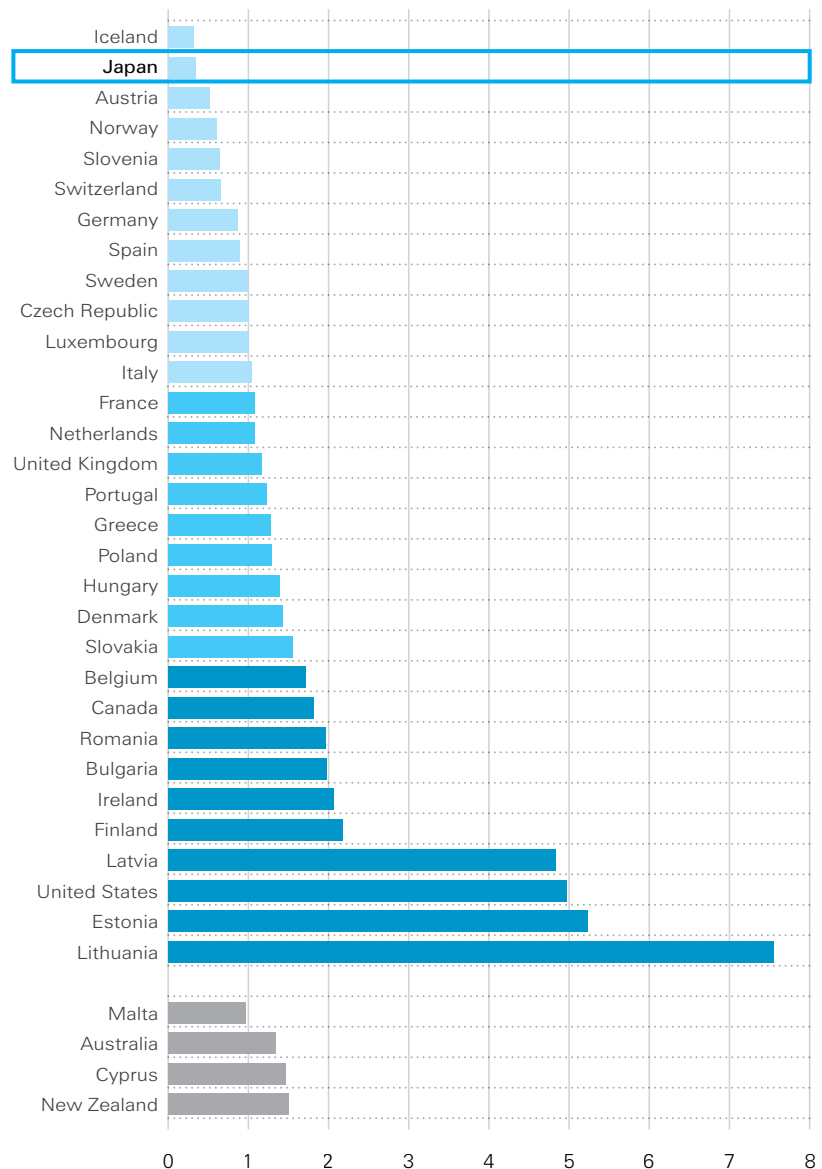
According to the *Safe Start* initiative in the United States, exposure to violence “can interfere with a child’s ability to think and learn and can disrupt the course of healthy physical, emotional, and intellectual development.”^{xvi}

Measuring and comparing violence in the child’s environment is obviously problematical. Crime and victimization rates would be a possible measure, but variations in methods of defining and recording crimes in different legal systems make it impossible to make reliable cross-national comparisons. The one available indicator that eliminates most of the potential for bias is the homicide rate for each country. Rather than omit altogether the important issue of violence in the environment of the child, it was decided to accept the homicide rate as an approximate guide to the overall level of violence in the society (Figure 5.2a).

Japan has the second lowest homicide rate among 35 countries.

Figure 5.2a Homicide rates

Annual number of homicides per 100,000.

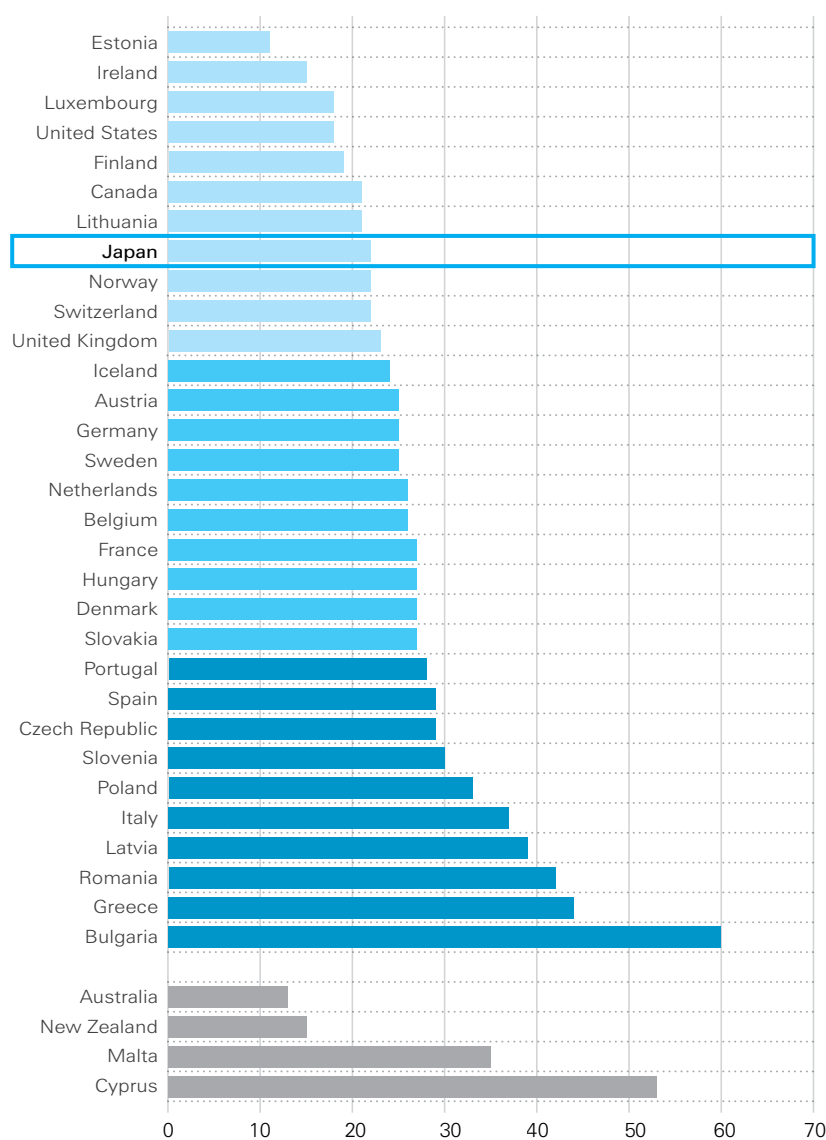


Findings

- » Estonia, Latvia, Lithuania and the United States are the only countries in which the homicide rate rises above 4 per 100,000. Almost all other countries fall into the range of 0 to 2.5 per 100,000.
- » Japan’s ranking is 2nd among 31 countries.

Figure 5.2b Air pollution

Average annual concentration of fine particulate matter in the atmosphere.

**Findings**

- » The lowest levels of air pollution are found in Estonia, Finland, Ireland, Luxembourg and the United States (all below 20 parts per million).
- » Japan's air pollution level is 22 parts per million, making Japan's ranking 10th among the 31 countries.

Pollution

The second component of children's environmental well-being – the extent of environmental pollution – is also difficult to compare internationally. One common standard for which data are available is the level of outdoor air pollution and this has been used to construct the league table presented in Figure 5.2b.

Japan ranks 10th among 31 countries and 12th among 35 including 4 countries which are not in the league.

Concluding remarks about data

In June 2013, Japan enacted the 'Law on Measures to Counter Child Poverty', which mandates the government to enact policy to combat, and to establish means to monitor, child poverty. It is our hope that this report contributes to the debate on what measures are taken both in policies and monitoring of child poverty and child well-being in Japan. However, choosing a set of indicators appropriate for monitoring child poverty and child well-being in general is a difficult and controversial process. The five dimensions of child well-being considered here – material well-being, health, education, behaviours and risks, and housing and environment – contribute equally to the league table of overall child well-being on page 2. But as will be obvious from the comments on each of the indicators used, the measurement and comparison of child well-being levels across different countries is an imperfect exercise with significant gaps and limitations. Ideally, it would also require better and more child-oriented data on such critically important indicators as:

- » the quality of parenting
- » the quality as opposed to quantity of early childhood education
- » children's mental and emotional health
- » children's exposure to violence in the home (both as victims and as witnesses)

- » the prevalence of child abuse and neglect
- » the quality and safety of children's specific environments including the opportunity for safe, unsupervised play
- » the well-being of children being brought up in the care of the state
- » the well-being of children with disabilities
- » the commercialization and sexualization of childhood
- » the exposure to, and effect of, media of all kinds in children's lives.

The earliest years

In addition to these gaps, there is one other weakness in almost all current attempts to monitor the well-being of children, whether internationally or within individual countries. That weakness is the lack of data about children's developmental well-being in the earliest months and years of life.

It is perhaps no longer necessary to argue the case for the importance of the early years. Advances in both neuro-science and social science have repeatedly confirmed that it is at this time that genetic potential interacts in infinitely complex ways with early experience to construct the neural pathways and connections that quickly become both the foundations and the scaffolding for all later development.

It is therefore at this time that the child's well-being, health and development are most in need of society's concern and protection.

Yet in practice most of the available data on children's lives relate to older children and young teenagers. The two major international surveys on which this report draws, for example, are the *Health Behaviour in School-aged Children* survey (focusing on children aged 11 to 15) and the *Programme of International Student Assessment* (examining the educational progress of pupils at age 15).

The almost total absence of nationwide data on the developmental progress of very young children may reflect the fact that the importance of early childhood development has only relatively recently been brought to public and political prominence. In part, also, it may reflect the traditional view that the collection of data on the lives of the very young is impractical, potentially intrusive, and of limited relevance to public policy. But in part, also, the problem has been the lack of any widely applicable means of measuring and monitoring children's developmental progress in the earliest years of life. Without such a measure, policy is blind, expenditure difficult to justify, goals impossible to set, and progress incapable of being monitored.

This may now be beginning to change as two countries – Canada

and Australia – become the first in the world to begin the regular monitoring of early years development for all children.

In essence, the method deployed in both countries is a teacher-completed checklist for every child at about the age of five years (a few months after entry into formal schooling). The checklist includes approximately 100 items covering five domains of early child development – physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication skills. *“We now have community-level information about early childhood development for all of Australia,”* says the foreword to the first issue of the Australian Early Development Index (AEDI).^{xvii} *“In the same way that the GDP is a measure of our economic status, the AEDI is a national measure of how well we are supporting our children’s development.”*

There is a long way to go before any nation can say that it has adequate information about the early years development of all its children. But a start has been made in Australia and Canada towards making known the proportion of the nation’s young children who are developmentally ‘on track’, ‘at risk’ or ‘vulnerable’. Capable of being aggregated and mapped for a specific geographic community, for an electoral ward or administrative district, for a State or Province or for the nation as a whole – such data are beginning to assist

parents, communities, children’s organizations, the academic community, and government at all levels to become involved in knowing more and doing more in support of ensuring the best possible start in life for every child.

No one should claim that supporting child development in the early years is a simple proposition, or that all the answers are available if only the resources could be found. But it has become equally clear that properly directed investment in these years can have very substantial and sustained effects on the well-being of children today, on their lives tomorrow, and on the long-term well-being of their societies as a whole.^{xviii}

In the future, therefore, it is hoped that the UNICEF overview of child well-being will be able to also take into account data on child development in the critical early months and years of children’s lives.

DATA SOURCES

The data for countries other than Japan, and also for some indicators for Japan used for this report, are mainly from UNICEF Child Well-being in Rich Countries: A comparative overview (*Innocenti Report Card 11*) and its background papers.

The data for Japan which were not included in the original *Innocenti Report Card 11* are gathered and calculated by Aya Abe and Junko Takezawa (National Institute of Population and Social Security Research). Data from public

statistics were used primarily, but in indicators where public data is not available, survey data conducted by researchers was used.*1 The sources of data are as follows:

Dimensions	Indicator	Original Data Source	
Material well-being	Relative child poverty rate, poverty gap	Ministry of Health, Labour and Welfare 2010 Comprehensive Survey of Living Conditions	厚生労働省「2010年国民生活基礎調査」
	Child deprivation rate	National Institute of Population and Social Security Research 2008 Social Living Survey	2008年社会生活調査 *2
	Low family affluence	Not available	
Health and safety	Infant mortality rate	The World Bank, World Development Indicators	
	Low birthweight	OECD StatExtracts	
	Immunization	Immunization Summary for 2010 data (the 2012 edition) jointly produced by the United Nations Children's Fund (UNICEF) and the World Health Organization (WHO)	
	Child death rate	Ministry of Health, Welfare and Labour 2010 Vital Statistics and Ministry of Internal Affairs and Communication National Census 2010	
Education	Participation rate: early childhood education	OECD, Education at Glance (2011)	
	Participation rate: further education	Ministry of Internal Affairs and Communication National Census 2010	2010年国勢調査
	NEET rate	Ministry of Health, Labour and Welfare Comprehensive Survey of Living Conditions 2012	平成24年国民生活基礎調査
	PISA score	OECD, PISA (2009) reported in EdStats World Bank	
Behaviours and risks	Overweight	NIPSSR's calculation based on Ministry of Education, Culture, Sports, Science and Technology School Children Health Survey 2010	2010学童学校保健統計調査
	Breakfast	Japan Sports Council 2010 Child Dietary Life Survey	平成22年度児童・生徒の食事状況等調査
	Eating fruit	Not available	
	Exercise	Not available	
	Teenage fertility rate	The World Bank, World Development Indicators	
	Smoking	Not Available	
	Alcohol	Nihon University, National Survey of Under Age Smoking and Drinking 2010	2010年未成年の喫煙・飲酒状況に関する実態調査 *3
	Cannabis	Not Available	
	Fighting	Not Available	
Housing and environment	Being bullied	National Institute of Educational Policy Research Longitudinal Survey of Bullying 2009	文部科学省教育政策研究所「いじめ追跡調査」
	Rooms per person	National Institute of Population and Social Security Research 2008 Social Living Survey	2008年度社会生活調査 *2
	Housing problems	National Institute of Population and Social Security Research 2008 Social Living Survey	2008年社会生活調査 *2
	Homicide rate	NIPSSR's calculations based on Ministry of Health, Labour and Welfare Vital Statistics 2010 and Ministry of Internal Affairs and Communication National Census 2010	厚生労働省「人口動態統計」、2010年国勢調査
	Air pollution	WHO database	

*1 The calculations were done for the 8th meeting for the Working Group of Women and Economy, Cabinet Office Gender Equality Bureau (2011.12.20.) 内閣府男女共同参画会議基本問題・影響調査専門調査会 女性と経済WG 第8回資料3. 2011.12.20. *2 This survey was conducted as a part of Health Labour Science Research Grant Research on Policy Planning and Evaluation Project "The Status of Low-Income People and Social Security System" (2007-2009, Project Head: Aya Abe). 厚生労働科学研究費補助金(政策科学推進研究事業)「低所得者の実態と社会保障のあり方に関する研究」(平成19年~21年、研究代表者:阿部 彩)の一環として行われたものである。*3 This survey was conducted as Health Labour Science Research Grant Research on Circulatory Diseases and Life Style Project "Research on Smoking and Drinking of Adolescents" (2008, 2010, Project Head: Takashi Ohida). 厚生科学研究費補助金(循環器疾患等生活習慣病対策総合事業)「未成年者の喫煙・飲酒状況に関する実態調査研究」(平成20、22年度、研究代表者:大井田隆 日本大学)の一環として行われたものである。

ANNEX

Proportion of children deprived in each indicator

A light blue background indicates a place in the top third of the table, mid blue denotes the middle third, and dark blue the bottom third.

	Books suitable for age	Outdoor leisure equipment	Indoor games (blocks etc.)	Money to participate in school trips	A quiet place to do homework	Internet connection	Some new clothes (not all second-hand)	Celebrate on special occasions	Lacking 2 or more
IS	0.00	0.00	-	0.01	0.01	0.00	0.01	-	0.00
NO	0.00	0.00	0.00	0.01	0.03	0.01	0.00	0.00	0.01
SE	0.00	0.01	0.00	0.01	0.03	0.00	0.00	0.01	0.01
NL	0.00	0.00	0.00	0.00	0.04	0.01	0.01	0.01	0.01
FI	0.00	0.01	0.00	0.01	0.03	0.01	0.03	0.00	0.01
DK	0.01	0.01	0.01	0.01	0.03	0.01	0.02	0.00	0.02
UK	0.00	0.01	0.01	0.03	0.02	0.06	0.02	0.01	0.02
IE	0.01	0.01	0.00	0.03	0.03	0.12	0.03	0.01	0.03
LU	0.01	0.02	0.01	0.03	0.08	0.03	0.02	0.03	0.03
MT	0.01	0.04	0.01	0.01	0.05	0.04	0.06	0.04	0.04
SI	0.01	0.00	0.01	0.02	0.06	0.04	0.10	0.02	0.05
AT	0.01	0.02	0.01	0.04	0.04	0.06	0.03	0.04	0.05
DE	0.02	0.03	0.01	0.02	0.07	0.04	0.03	0.03	0.05
FR	0.02	0.02	0.01	0.04	0.05	0.06	0.06	0.03	0.05
CY	0.04	0.03	0.02	0.01	0.05	0.07	0.01	0.04	0.06
EE	0.04	0.07	0.02	0.05	0.04	0.06	0.05	0.04	0.06
CZ	0.01	0.05	0.02	0.04	0.08	0.09	0.05	0.02	0.06
BE	0.03	0.04	0.02	0.03	0.07	0.08	0.07	0.03	0.06
ES	0.01	0.02	0.01	0.05	0.03	0.16	0.03	0.04	0.07
JPN	0.01	0.02	0.03	0.01	0.10	0.11	0.07	0.02	0.07
IT	0.06	0.04	0.04	0.07	0.12	0.07	0.06	0.06	0.10
GR	0.06	0.05	0.03	0.06	0.12	0.18	0.01	0.09	0.14
PL	0.07	0.09	0.07	0.11	0.05	0.18	0.03	0.10	0.14
LT	0.08	0.10	0.07	0.08	0.07	0.14	0.12	0.10	0.14
SK	0.11	0.13	0.07	0.13	0.09	0.16	0.14	0.07	0.15
PT	0.12	0.07	0.10	0.13	0.14	0.18	0.14	0.11	0.19
HU	0.13	0.18	0.12	0.13	0.08	0.21	0.22	0.09	0.21
LV	0.12	0.19	0.11	0.14	0.07	0.13	0.24	0.14	0.22
BG	0.29	0.48	0.34	0.41	0.23	0.29	0.35	0.26	0.40
RO	0.34	0.58	0.52	0.55	0.28	0.37	0.25	0.34	0.61

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and the rest of the world and encourage development of a comprehensive policy to support children.

November 2013

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