

The Protection Policy for Youth Online in Japan

Nagayuki Saito

Ochanomizu University, Japan

Madoka Aragaki

Business Breakthrough University, Japan

INTRODUCTION

In recent years, Internet use among young people has been associated to various social problems in many different countries. Examples include miscommunication by text, billing fraud, access to illegal content, and contact with ill-intentioned people. Especially in Japan, the use of smartphones has spread very rapidly among teenagers and young adults since 2012, generating tremendous changes in their online environment. These changes have triggered the abovementioned problems.

To tackle these problems, “the Act on the Development of an Environment that Provides Safe and Secure Internet Use for Young People” (Act No. 79 of 2008) was enforced in April 2009 in Japan. Because Article 3 defines the skills needed to use the Internet efficiently, it is important to empower teenagers and young people to develop risk management skills by using Internet effectively.

For this reason, it is crucial to optimize educational policy to meet the needs of young people. Doing so will require criteria on which to review the current policy. It is also important to evaluate the Internet literacy of teenagers and young people, and to reform educational policy and its implementation to reflect the results of this assessment.

This study aims to develop ILAS, the Internet Literacy Assessment Indicator for Students, making it a more effective and visible tool for developing young people’s coping skills, reducing their online risks, and enabling them to use the Internet

more safely. This indicator will be evidence based and designed to optimize educational policy; it can play an important role as a decision-making system for designing effective educational policy.

BACKGROUND

Review of Evidence Based Policy Making

OECD (2012a) advised all stakeholders to reduce online risks and provide a safer Internet environment. This recommendation obliges every stakeholder to provide a safer online environment for teenagers and young people. To provide effective protection, it is important to implement a youth protection policy at every level of government, as well as in the private sector and educational organizations. Without clear role definitions, it will be difficult to implement a concrete protection policy.

The most effective way to solve these problems is to think about each problem separately, clarifying the political tasks each sector should deal with. One tactic that can help to achieve this is to adopt an Evidence Based Policy (EBP).

An EBP is an approach derived from Evidence Based Medicine; it was proposed by Gordon Guyatt at Manchester University in Canada (Tsu-tani 2000). EBP is used in areas such as social policy, educational policy, and welfare policy (Sowaki 2010). The OECD (2007) has argued

that EBP-based policy making enables people and organizations to choose clear and simple evidence from among many options. EBP has been widely adopted in various policy areas for evidence based policy making.

Nishimura (2005) pointed out that evidence should be based on “objective and politically neutral statistical indicators.” Such evidence would gain public understanding and help to establish trust between government and society (OECD 2004). In addition, the OECD (2012) has emphasized the need to set indicators as metrics of the evidence, allowing people to visualize the actual condition of each political area.

From these discussions, it seems clear that EBM can be effective in supporting rational decision making for effective educational policy implementation. One key measure to promote the policy will involve establishing an indicator to evaluate the evidence.

Review of the Indicators Adopted in Each Educational Policy Area

In reviewing previous studies related to EBP, this section will focus on studies carried out at the level of government. Examples include the “Flash Eurobarometer” implemented for EU member countries and the “Fact-finding Survey on Young People’s Online Usage Environment” carried out by the Japanese Cabinet Office. In addition, this study will clarify the differences between these earlier studies and ILAS, touching on the social and academic impact of this study.

1. Review of the International Situation

The EU has been a pioneer in conducting research on this problem, launching the “Safer Internet Program,” which conducted actual condition surveys on Internet use in member countries. The EU also carried out quantitative research on children in 2003 and 2004. In 2005, the European Commission conducted a face-to-face questionnaire survey of children from member countries (European

Commission 2005); in 2007, the group interview method was used (European Commission 2007). In the following year, the EC conducted an actual condition survey of children’s Internet use and guardian control policies (European Commission 2008).

These studies focused on children’s actual usage of the Internet, geographic features, psychological conditions, parental controls, and educational policies at home. Their results offered insight into the Safer Internet Program and provided basic data to both InSafe, an international organization that advocates information literacy and morals, and INHOPE, an international hotline against harmful content (European Commission 2009).

In the UK, former Prime Minister Tony Blair appointed Dr. Tanya Byron (2008) to study children’s Internet use and address the emerging related social problems. Her results produced detailed policy proposals aimed at clarifying the different roles of the government and private sector. Following Byron’s review, the Office of Communications released “Ofcom’s Response to the Byron Review” in March 2008, highlighting the need to enhance the media literacy of children and their guardians as well as to implement self-regulation by industry groups. This report also identified the regulation of content delivery and user access as crucial methods for the self-regulation of industry groups (Office of Communications 2008).

In the United States, additional surveys were conducted by private and non-political organizations and think tanks. For example, the Family Online Safety Institute (2013), which advocates online safety for children and their families, conducted qualitative and quantitative studies on 558 children between the ages of 13–17, living in the US. Their results showed that the number of children connecting online through mobile phones increased from 43% in 2012 to 64% in 2013. The Pew Research Center (2012) researched the experience of parental control, surveying 802 guardians of children aged 12–17. Their results revealed that women (51% vs. 49% of men) under 40 years old



11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/the-protection-policy-for-youth-online-in-japan/184199

Related Content

Strategies to Adopt Information Technology in SMEs

P. Srinivas Subbarao and P. Suseela Rani (2015). *Encyclopedia of Information Science and Technology, Third Edition* (pp. 6705-6714).

www.irma-international.org/chapter/strategies-to-adopt-information-technology-in-smes/113133

Methodological Considerations of Qualitative Email Interviews

Kimberly Nehls (2013). *Advancing Research Methods with New Technologies* (pp. 303-315).

www.irma-international.org/chapter/methodological-considerations-qualitative-email-interviews/75952

The Influence of Digital Currency Popularization and Application in Electronic Payment Based on Data Mining Technology

Xiaoyuan Sun (2023). *International Journal of Information Technologies and Systems Approach* (pp. 1-12).

www.irma-international.org/article/the-influence-of-digital-currency-popularization-and-application-in-electronic-payment-based-on-data-mining-technology/323193

Teaching in Visual Programming Environments

Wilfred W. F. Lau and Allan H. K. Yuen (2015). *Encyclopedia of Information Science and Technology, Third Edition* (pp. 2600-2608).

www.irma-international.org/chapter/teaching-in-visual-programming-environments/112676

Team Characteristics Moderating Effect on Software Project Completion Time

Niharika Dayyala, Kent A. Walstrom and Kallol K. Bagchi (2021). *International Journal of Information Technologies and Systems Approach* (pp. 174-191).

www.irma-international.org/article/team-characteristics-moderating-effect-on-software-project-completion-time/272765