



Big Brothers and Sisters movement in JAPAN

Youth volunteers participating  
in offenders rehabilitations

The 3<sup>rd</sup> WORLD CONGRESS on PROBATION Tokyo JAPAN 2017

Session 4 Role of Community I

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# TOPICS

## **1 Outline of BBS**

- History
- Members and organization
- Activities

## **2 Current situation of children in Japan and challenges BBS face**

- Reduction of juvenile criminal offense
- Diversification of juvenile problems
- What local communities expect from BBS

## **3 Summary**

- The impact BBS has on children  
and the local communities



# 1 Outline of BBS

## History

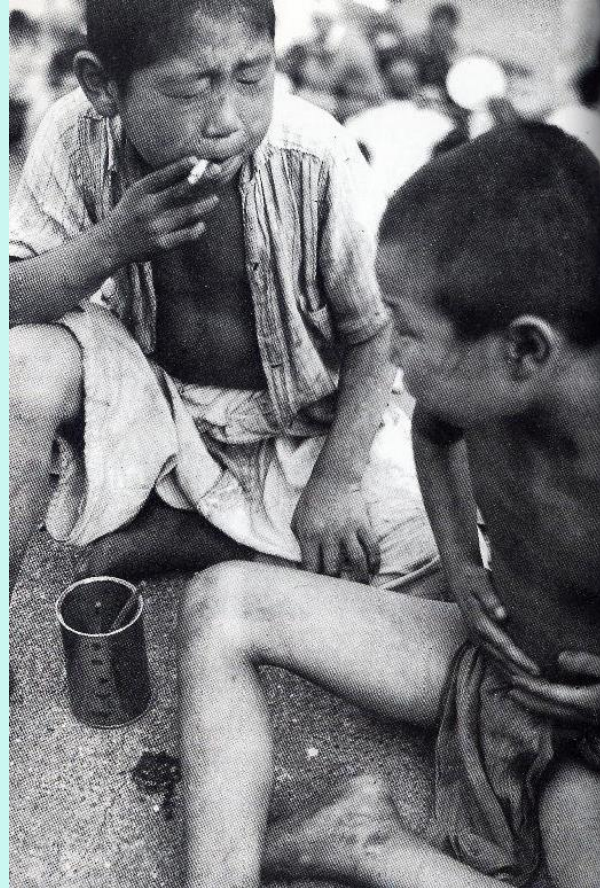
Person who triggered  
the start of BBS movement  
in Japan

Mr. Hirotoshi Nagata



Mr. Nagata talking enthusiastically  
to members of BBS  
Taken in Feb. 2014, at Kyoto

## Japan after World War II



Children smoking

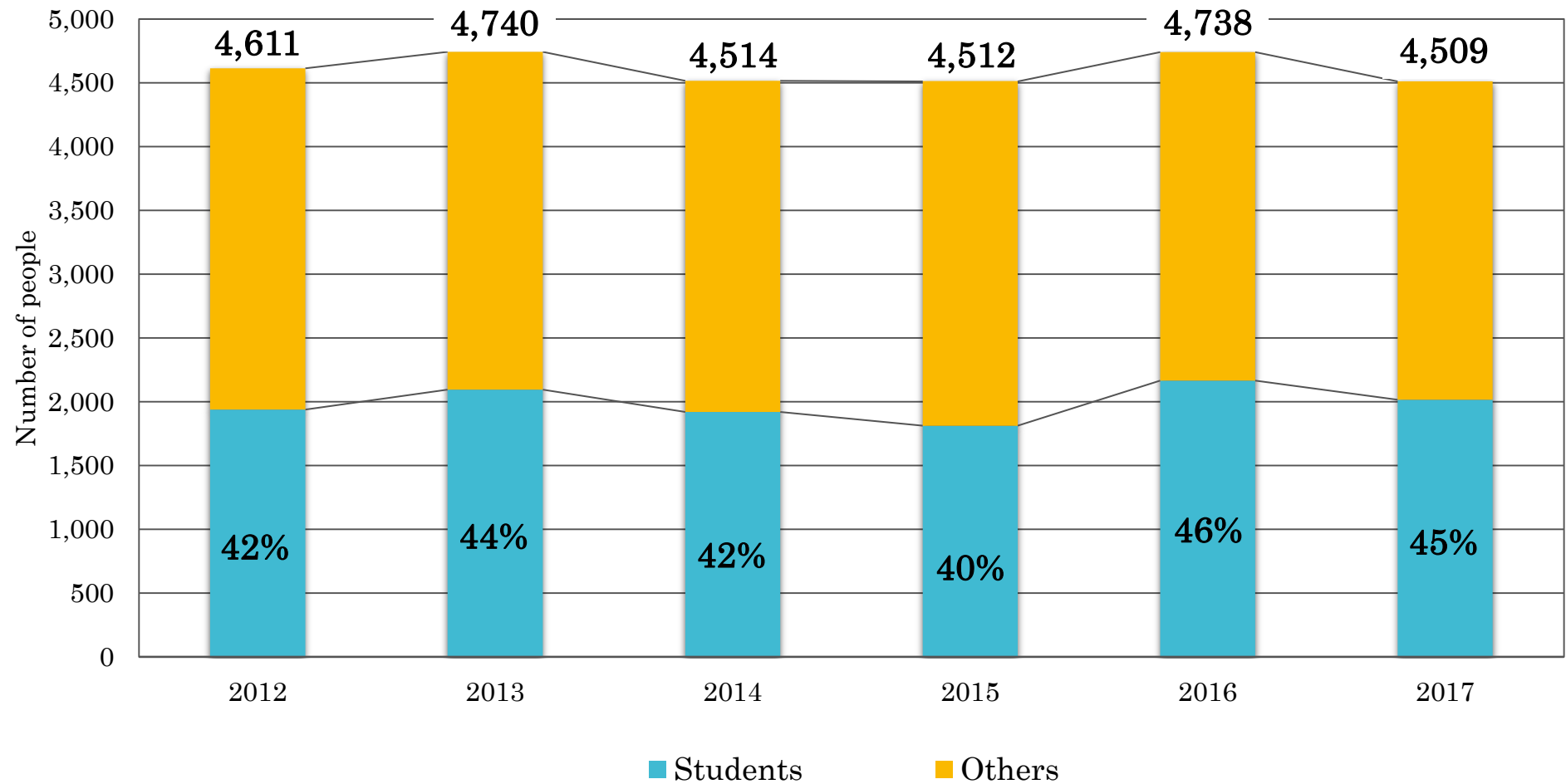


A boy polishing a shoe  
(Children had to work to feed themselves)

# Members and Organization ①



## Number of BBS Members in Japan and the percentage of Students



(Source : Ministry of Justice, Japan)

Fig. 1-1

# Volunteers participating in Offender Rehabilitation in Japan

## BBS

● Function like “big brothers” or “big sisters” in supporting the rehabilitation of boys and girls.

## Volunteer Probation Officers

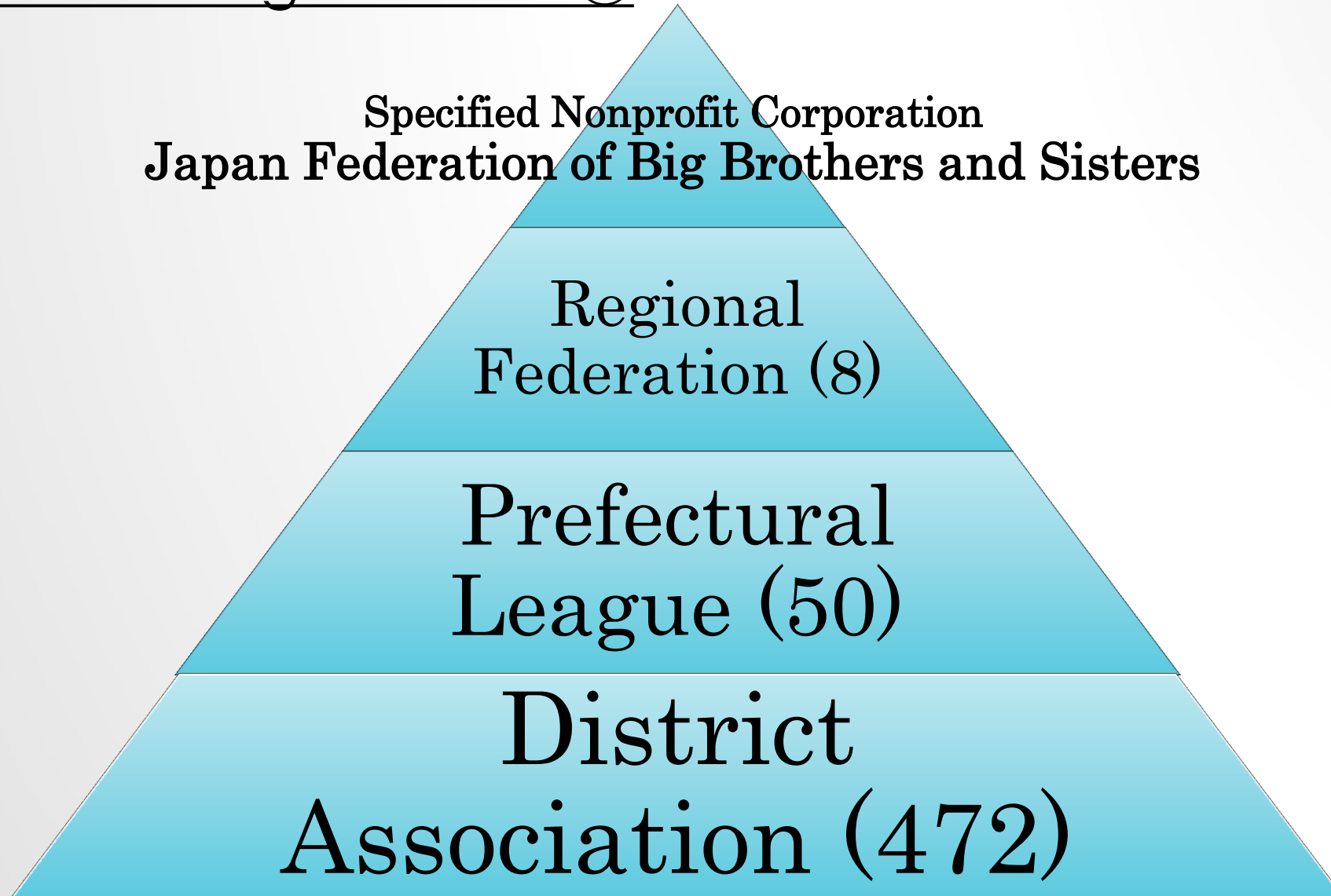
- Supervise and support juvenile delinquents
  - Give guidance to probationers
  - Part-time national government official
  - Approx. 48,000 officers throughout the country (as of Jan 2017)

## Women's Associations for Rehabilitation Aid (WARA)

- Functions like a mother-like being of juvenile delinquents
  - Supports the rehabilitation of offenders
  - Approx. 165,000 members (as of April 2017)



## Members and Organization ②

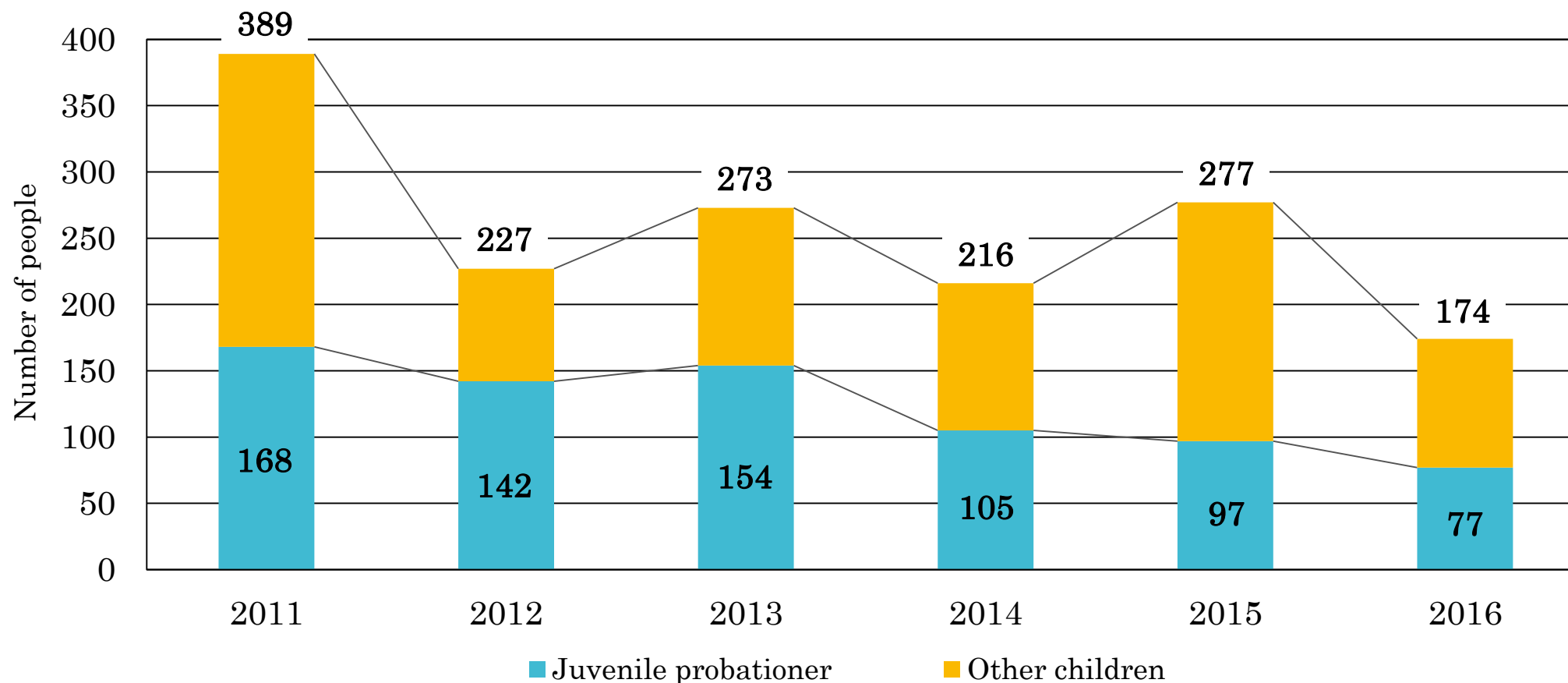




## **“Tomodachi (Friendship)” activities**

- A unique program of BBS movement in Japan
- The member is referred from various organizations (probation offices, family courts, childcare facilities, schools etc.) to form a “One to One” supportive relationship with a juvenile delinquent through interactive activities.
- The client organization will decide when to start and to end the activity.

### Number of juveniles engaged in “Tomodachi” activity



(Source : Ministry of Justice, Japan)

Fig. 1-2



# Activities ①— 3

## Referring Organizations

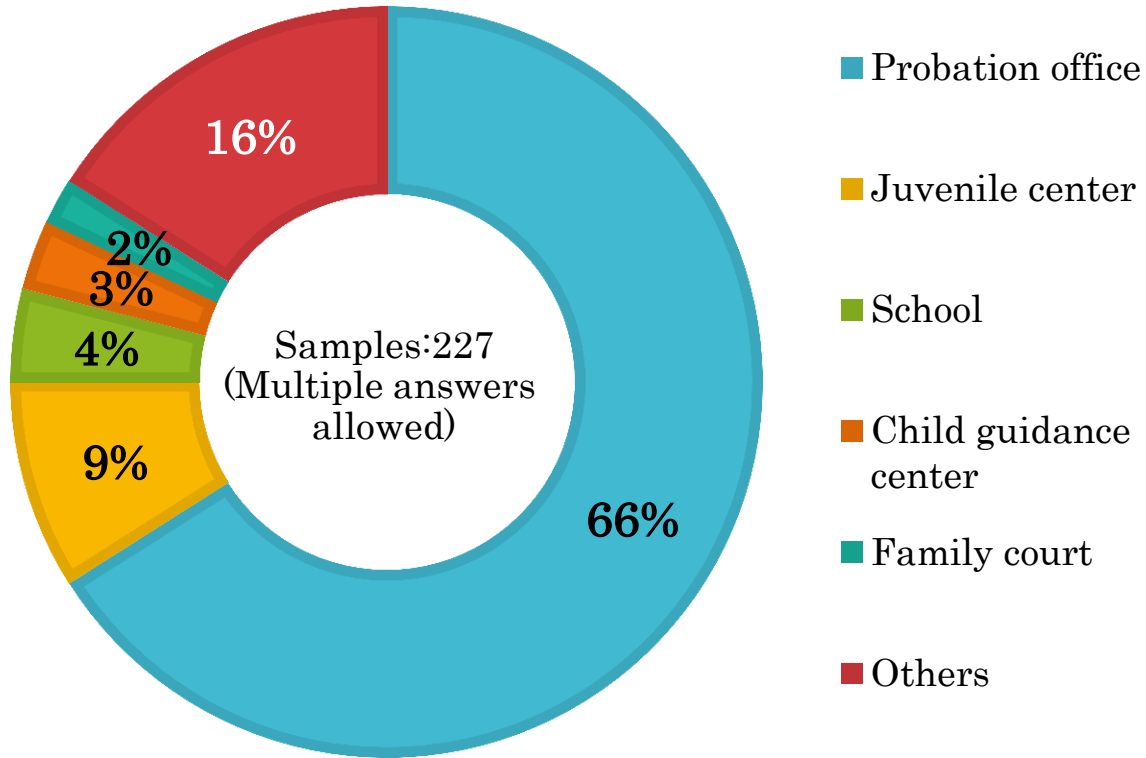


Fig. 1-3

## Types of activities

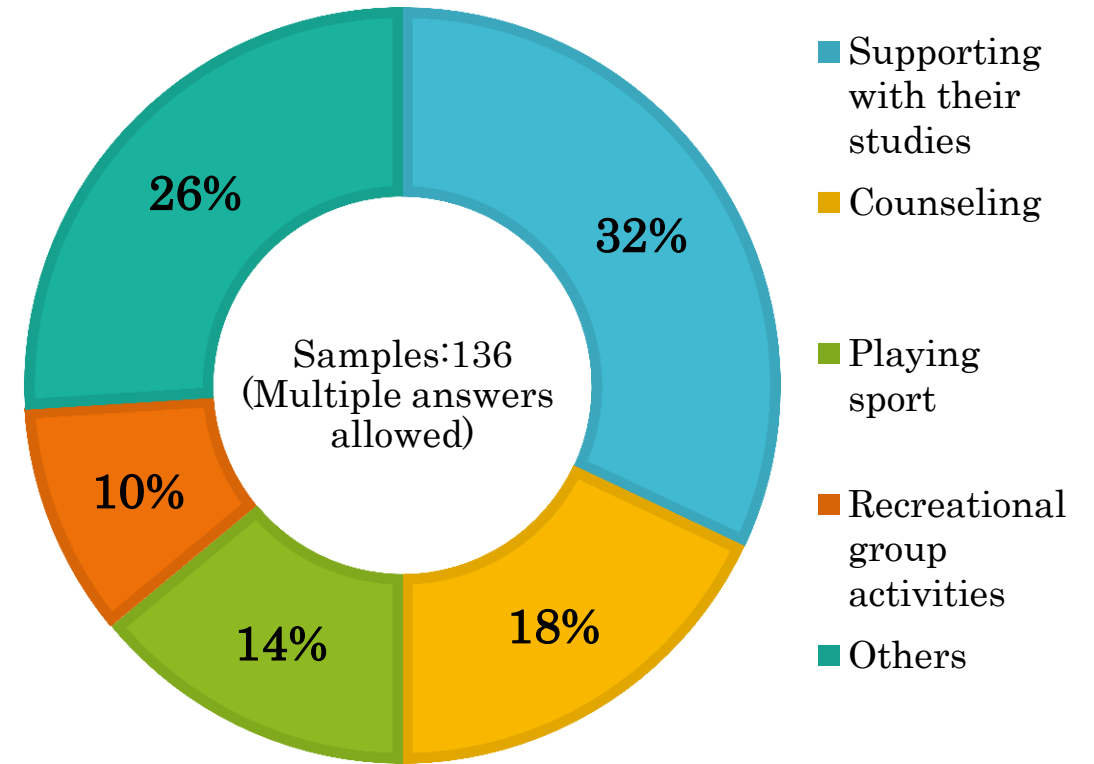


Fig. 1-4

(Source : “The role of “Tomodachi” activity in rehabilitation of juvenile delinquents  
– Focusing on the mutually beneficial aspect” Momoko Mano, 2015)

## **A case of “Tomodachi” activity**

Referred from : Probation officer

Subject : A female junior high school student on probation (age:14)

Status: Skips school, loiters at night, single-parent home, mother works at night, unhealthy eating-habits

Assigned to: A BBS member (Female, in her twenties)

The aims of the “Tomodachi” activity of this case:

1. Help overcome truancy and assist re-engagement in school
2. Improvement in academic ability
3. Be able to communicate with others appropriately for her age.

## **A case of “Tomodachi” activity**

Details of support:

- Regular study support once a week.
  - Increased up to 4 times a week before examinations.
  - BBS members were in charge of 1 subject per person.
- Attend the regular educative cooking class which the BBS association offered.

Duration : 1 year and 2 months

(She was early-discharged from probation after passing a high school entrance exam.)

Changes that happened—

- She overcame truancy and stopped skipping classes.
- Her relationship with her mother improved
- Her lifestyle improved (Stopped loitering at night, learnt to eat properly)
- Widening of interpersonal relationship

# What Probation Officers Expect from BBS ①

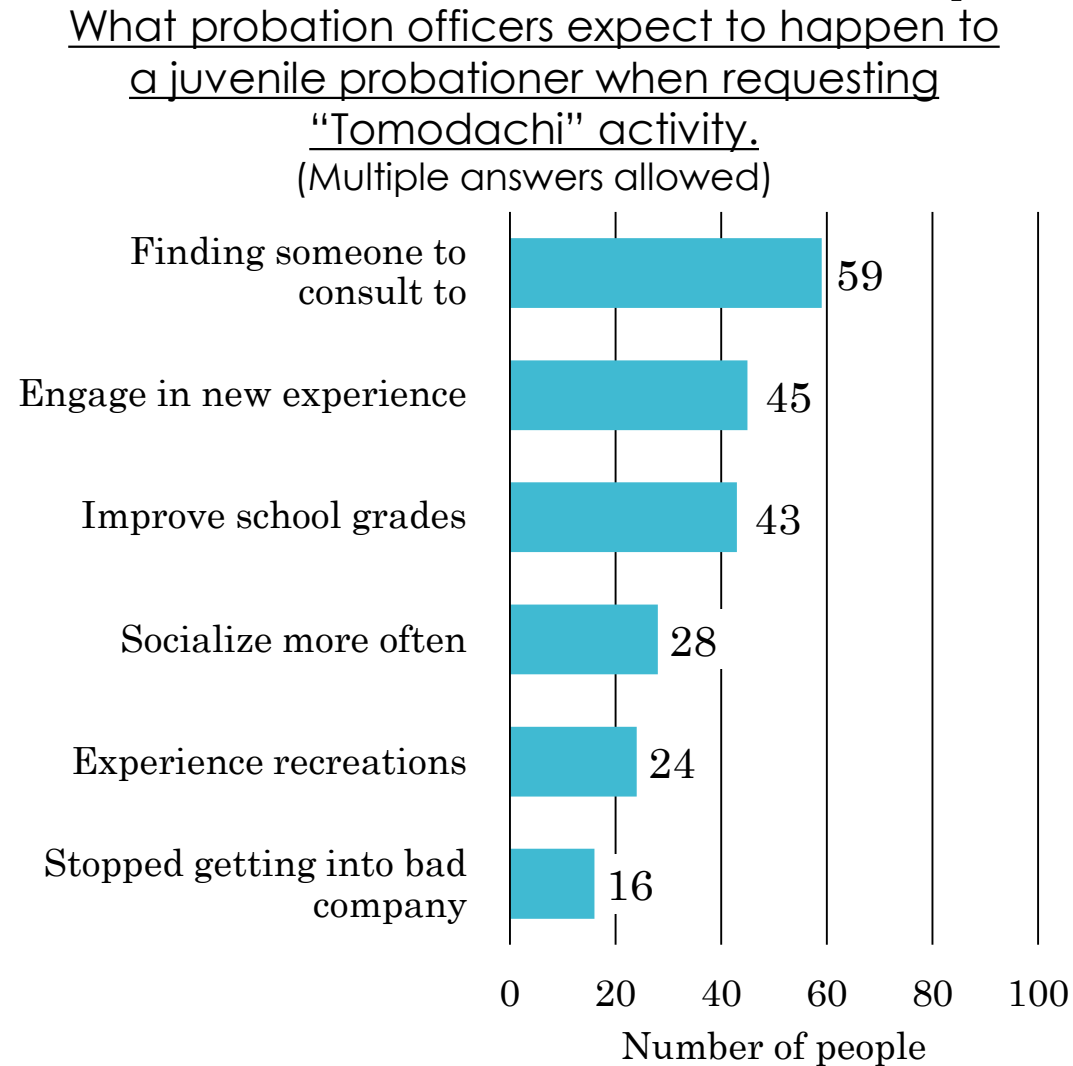


Fig. 1-5

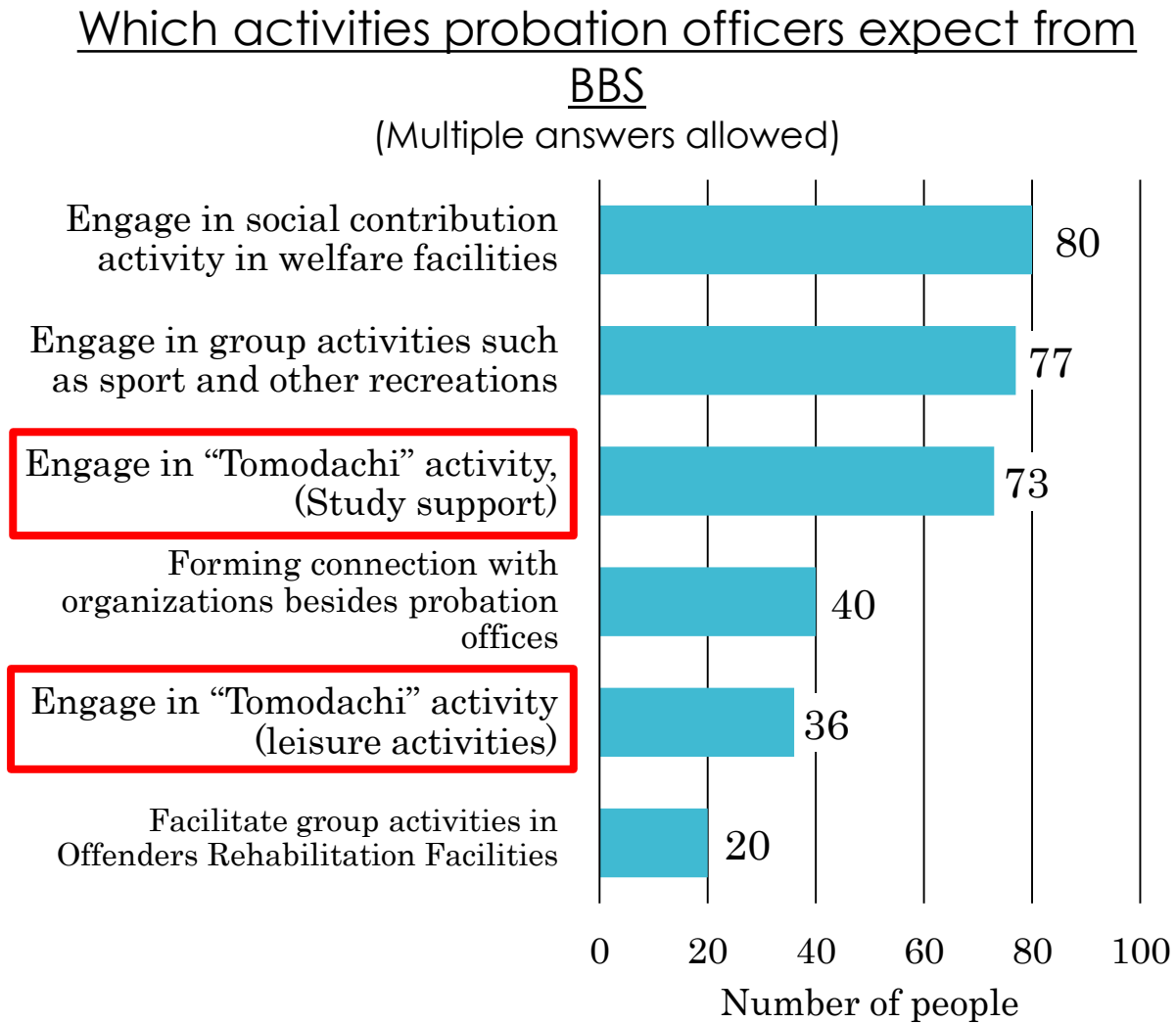


Fig. 1-6

(Source : “Research on how probation officers evaluate “Tomodachi” activity”, Rehabilitation and Crime Prevention No.154, Atsuo Kobayashi, 2012)

# What Probation Officers Expect from BBS ②

Would you like to refer  
“Tomodachi” activity to BBS?

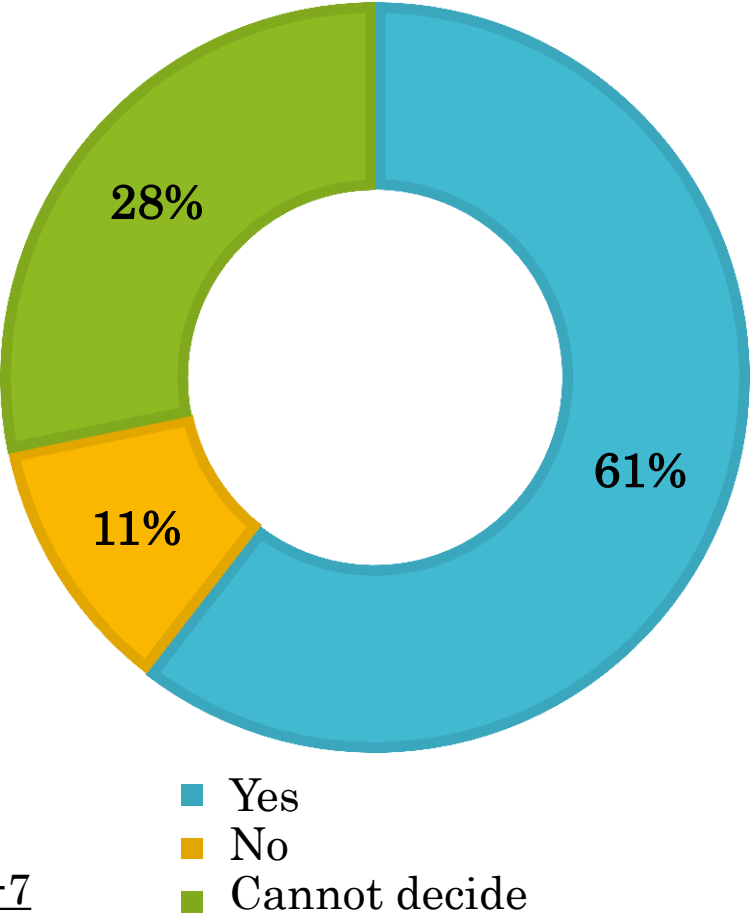


Fig. 1-7

Were you satisfied with the “Tomodachi”  
activity of which you referred?

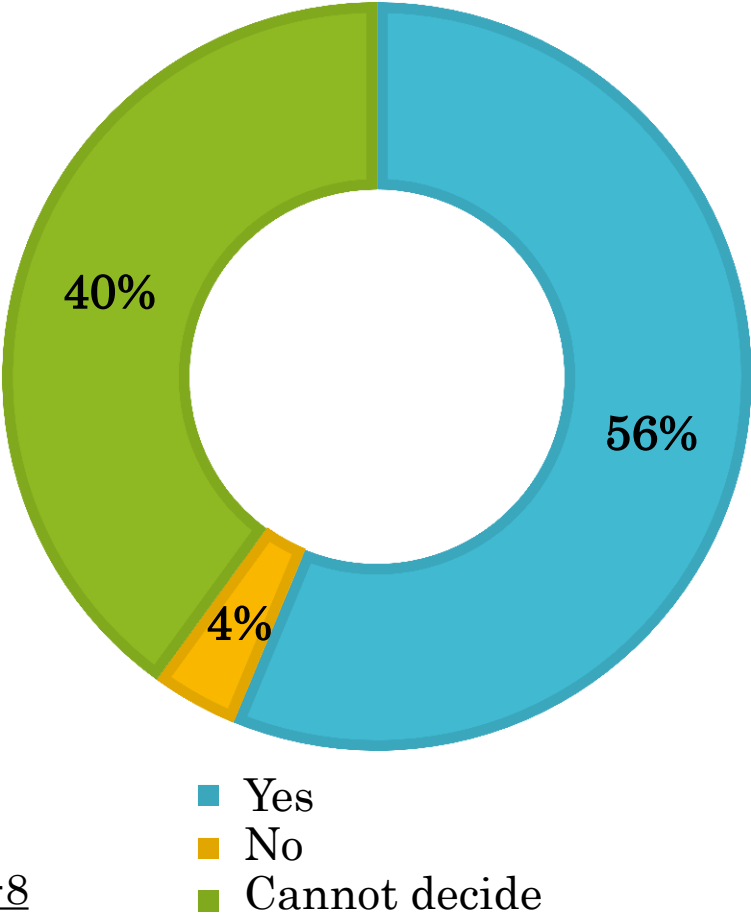


Fig. 1-8

(Source : “Research on how probation officers evaluate “Tomodachi” activity”,  
Rehabilitation and Crime Prevention No.154, Atsuo Kobayashi, 2012)

# The outcome of “Tomodachi” activity ①

## ●The impact to the juvenile probationer

(Samples: 52 probation officers, multiple answers allowed)

### 【Psychological changes】

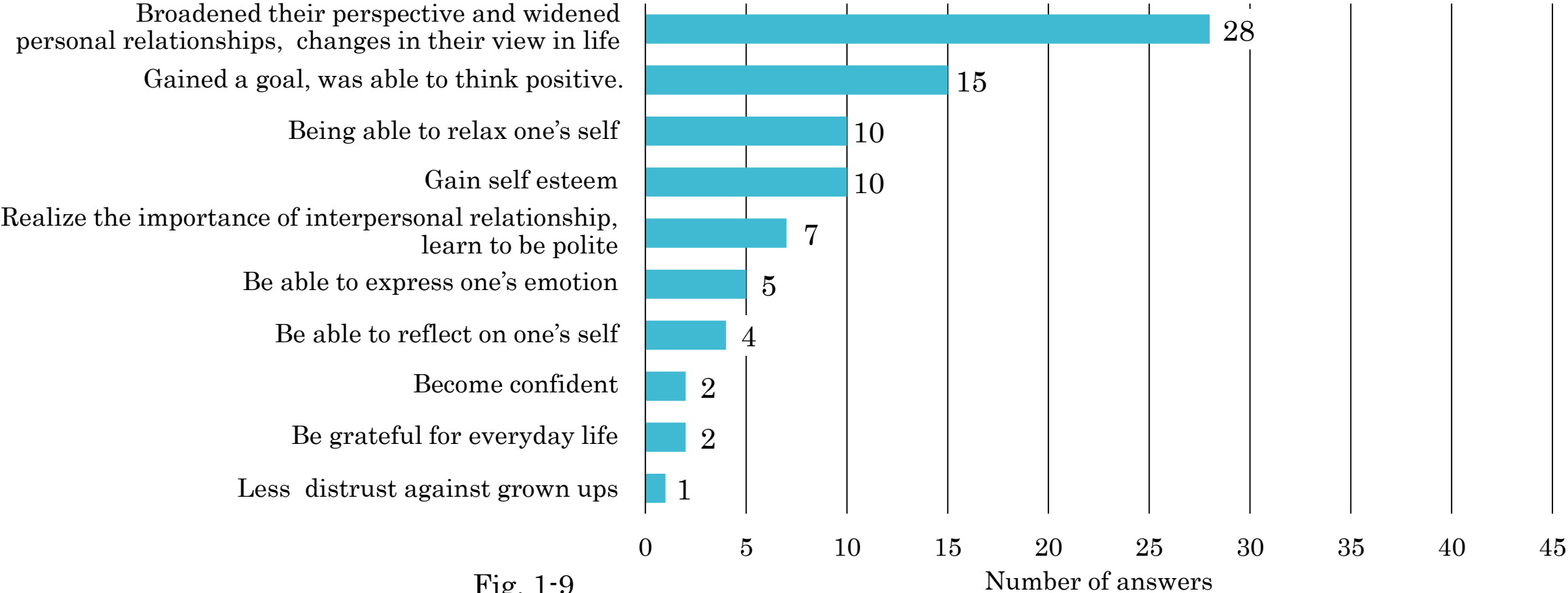


Fig. 1-9

(Source : “The role of “Tomodachi” activity in rehabilitation of juvenile delinquents – Focusing on the mutually beneficial aspect” Momoko Mano, 2015)

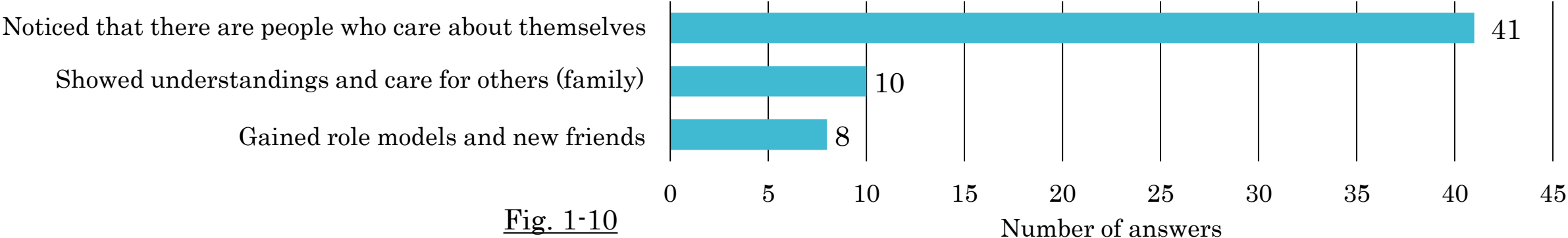


# The outcome of “Tomodachi” activity ②

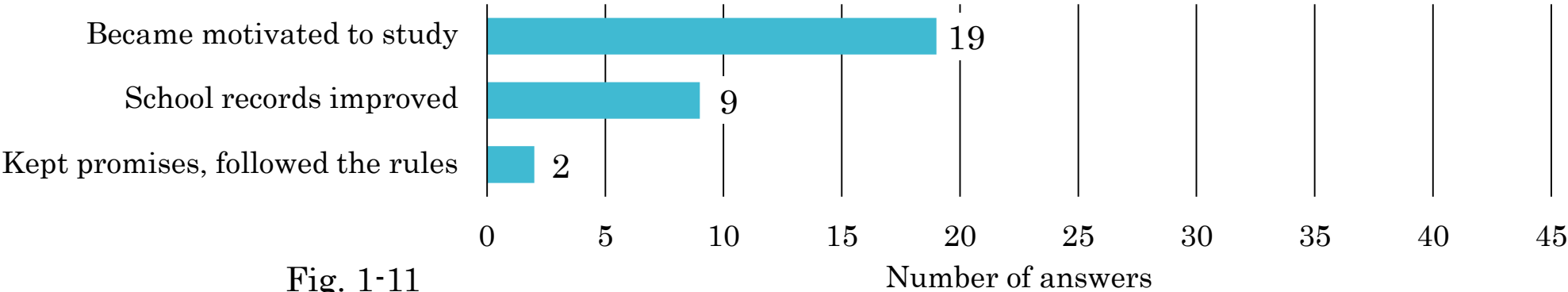
## ●The impact to the juvenile probationer (cont'd)

(Samples: 52 probation officers, multiple answers allowed)

### 【How the juveniles think about other people】



### 【Improvements in school life】



(Source : “The role of “Tomodachi” activity in rehabilitation of juvenile delinquents – Focusing on the mutually beneficial aspect” Momoko Mano, 2015)

## **Delinquency Prevention Activity**

Delinquency Prevention Activity includes, “Re-offending prevention activity” and “Development promotion activity” that promote healthy development of youths.

●Re-offending prevention activity : Prevents Juvenile Delinquents from re-offending.

●Development promotion activity : Activities that prevent children from falling into delinquency in the first place. Such activities include demolishing social factors that lead children to delinquency from the local community.

Activities ②－2

Delinquency Prevention Activity

(Source : Ministry of Justice, Japan)

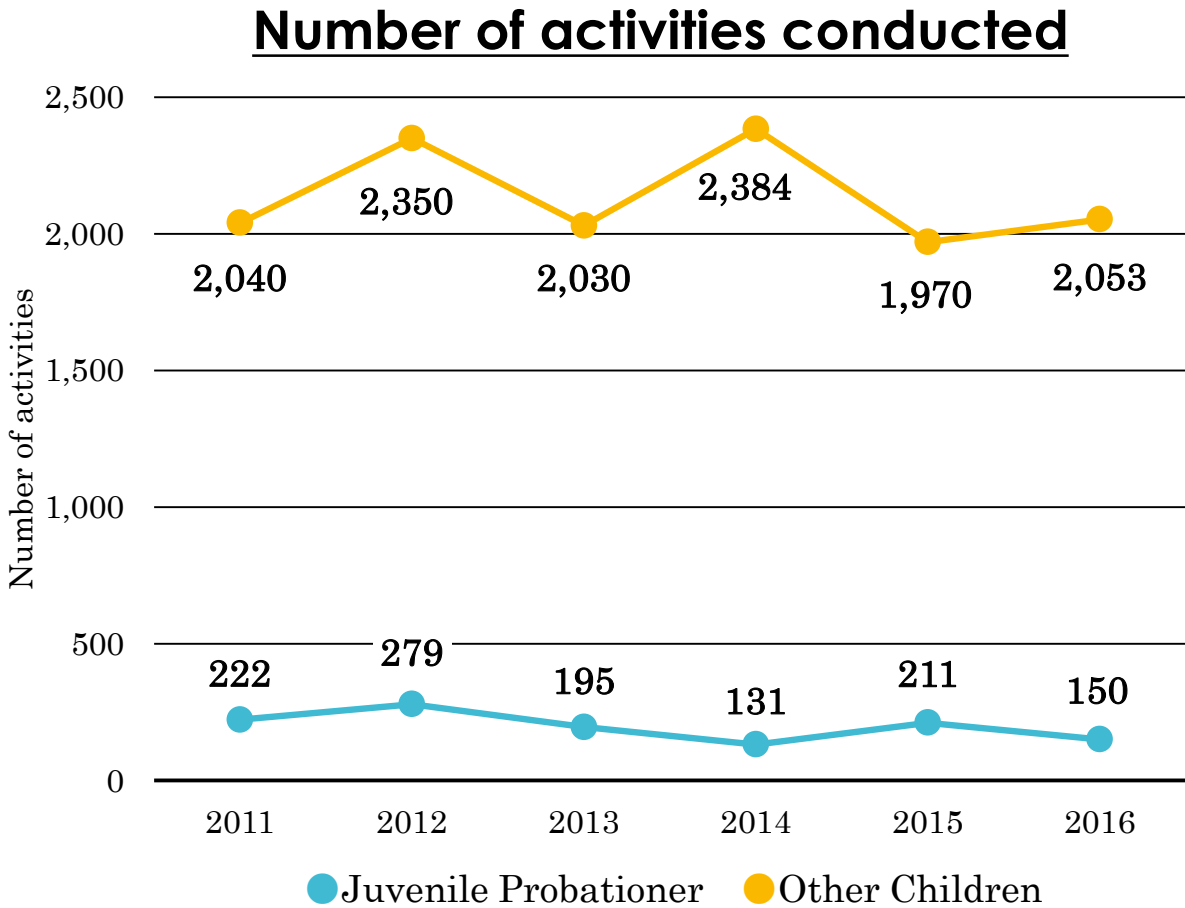


Fig. 1-12

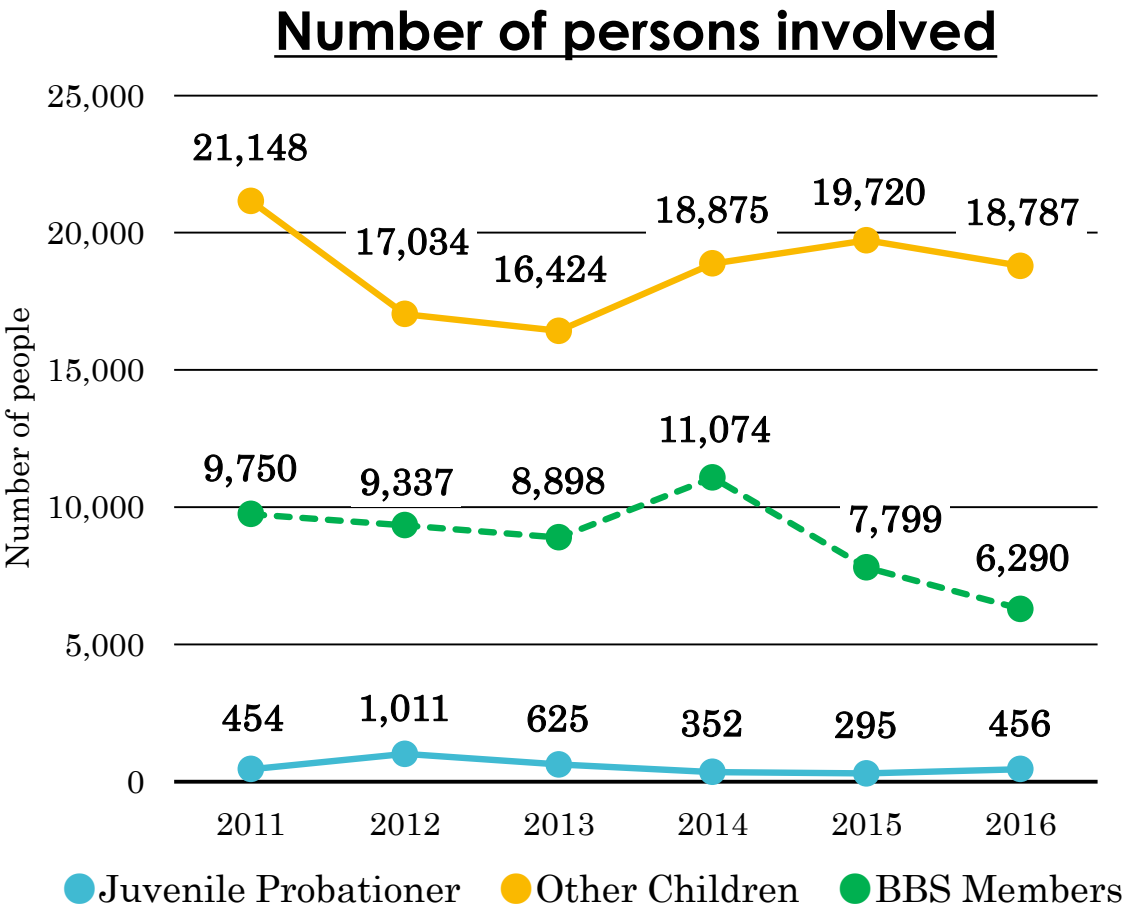


Fig. 1-13

## Activities ②— 3

# **Delinquency Prevention Activity (Re-offending prevention activity)**



### Example 1

Supporting with their studies in a children's self-reliance support facility  
(East-Hiroshima District BBS Association, Hiroshima pref.)





## Activities ②— 4

# **Delinquency Prevention Activity (Development promotion activity)**



### Example 2

“Terakoya” classroom activity (Kusatsu District BBS Association, Shiga pref.)



## Activities ③

# Training



Roleplay Training  
(Acting as juvenile  
delinquents and volunteer  
probation officers)



National BBS Student  
Training Course  
(During their final  
presentation)



Lecture from a probation officer



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## **3 Summary**

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## **2 Current situation of children in Japan and challenges BBS face**

### 1. Reduction of juvenile offense cases

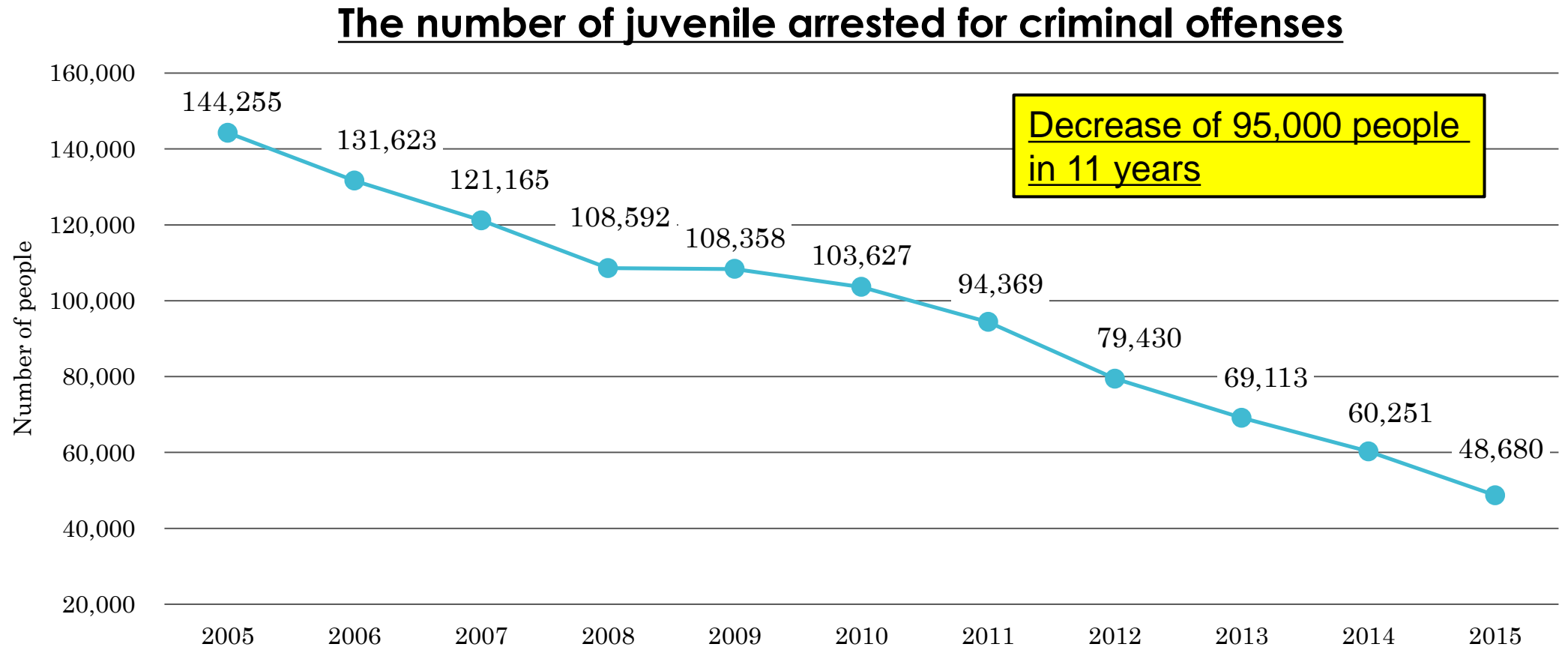


Fig. 2-1

(Source: White Paper on Crime, 2016)

## 2.1 Diversification of juvenile problems

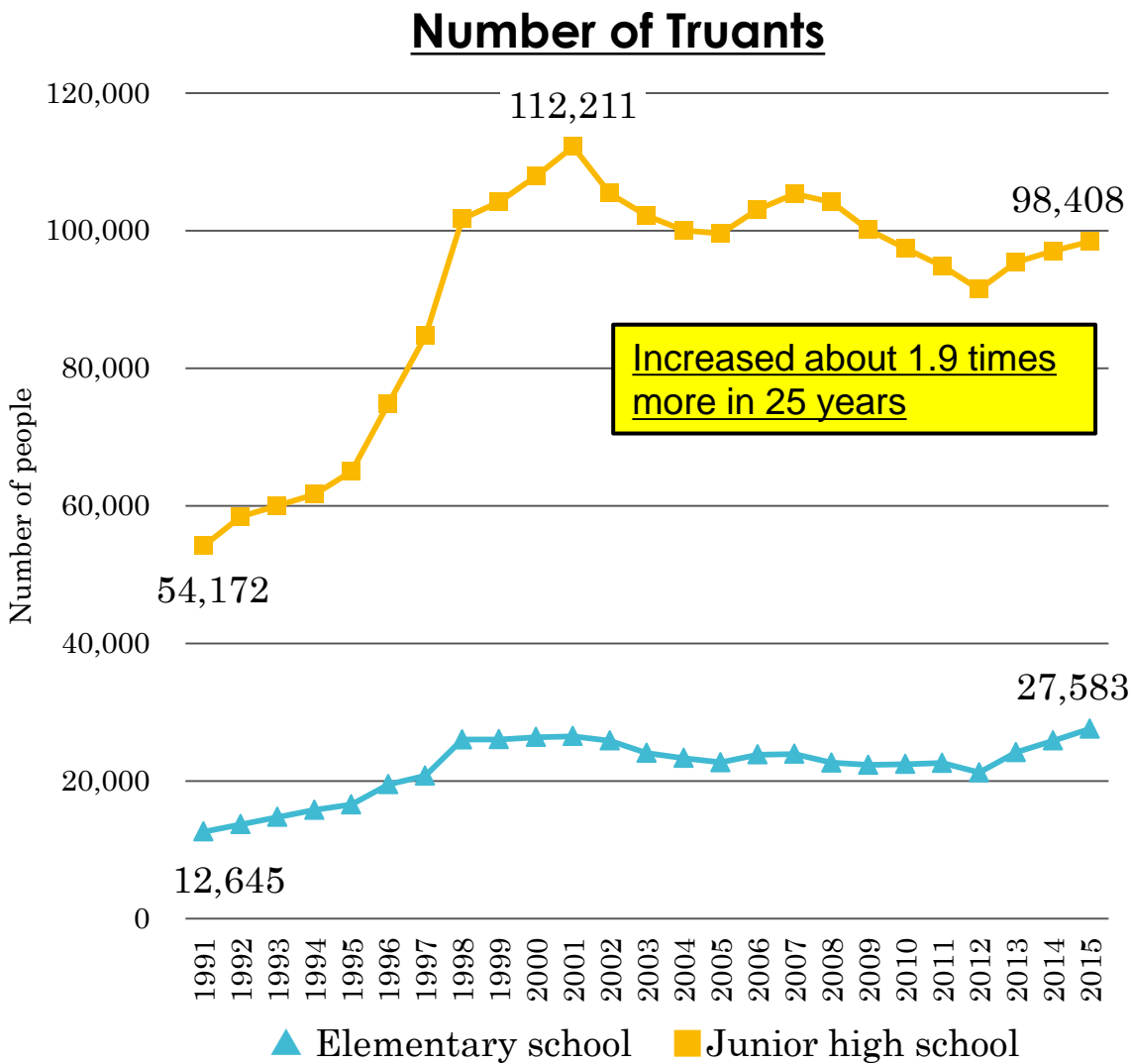


Fig. 2-2

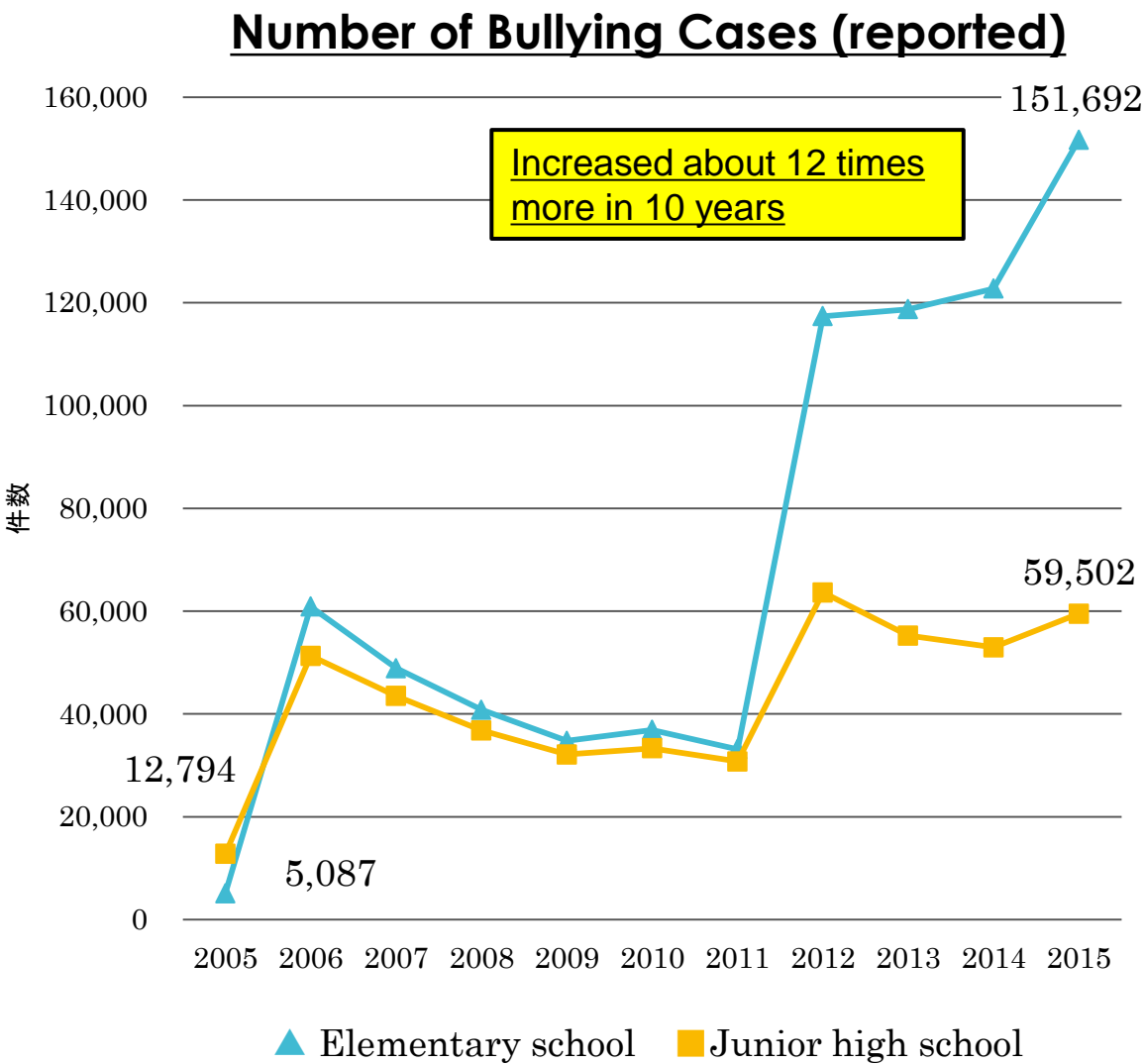


Fig. 2-3

## 2.2 Diversification of juvenile problems

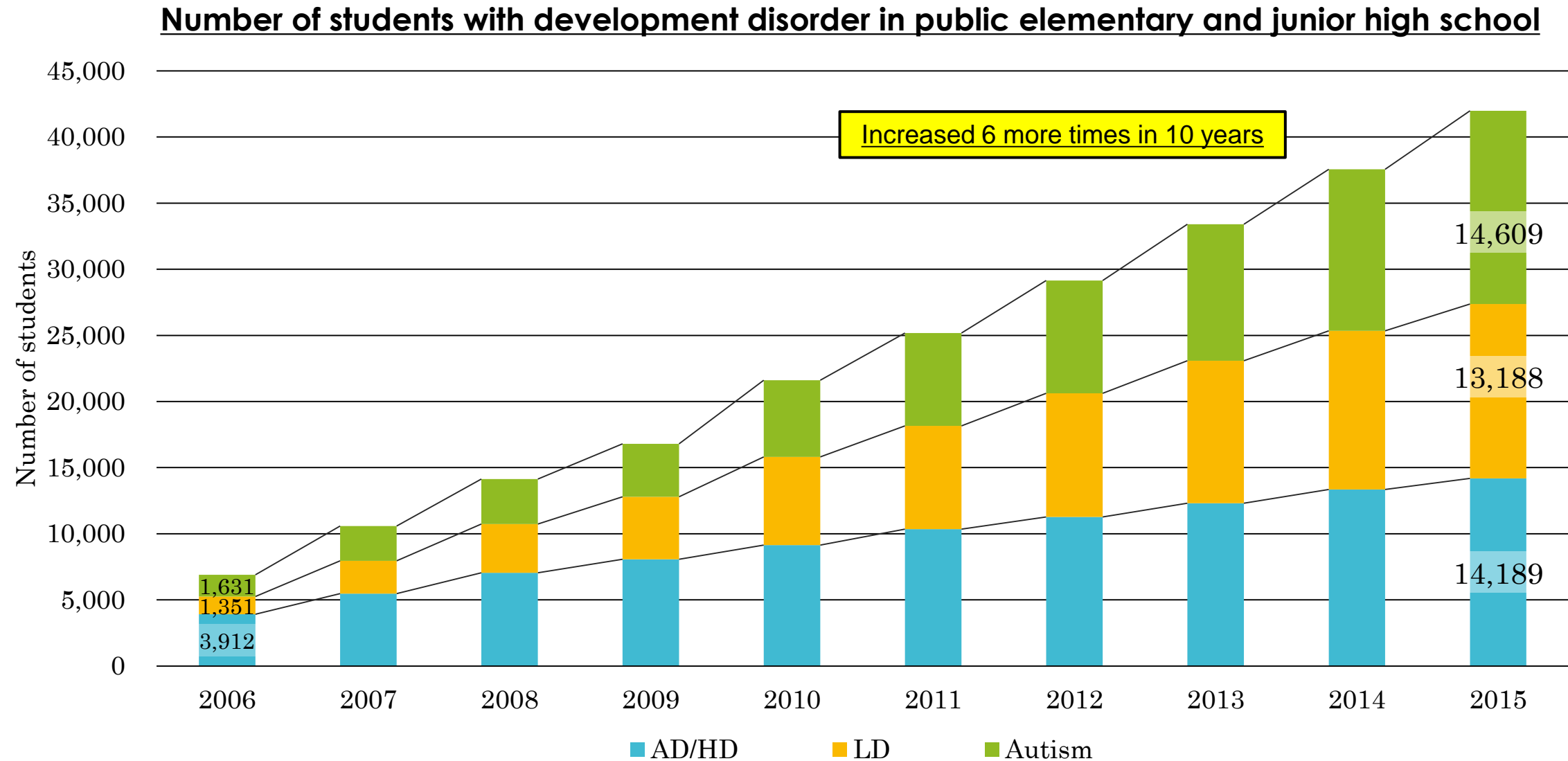


Fig. 2-4

### 3. What the local communities expect from BBS



▼ Subject of our activity : Juvenile delinquents → Juvenile delinquents + Children with difficulties adapting to the society

▼ Changes in social environment → Diversification of factors leading children to fall into delinquency.

We will strive to meet the needs of the local communities

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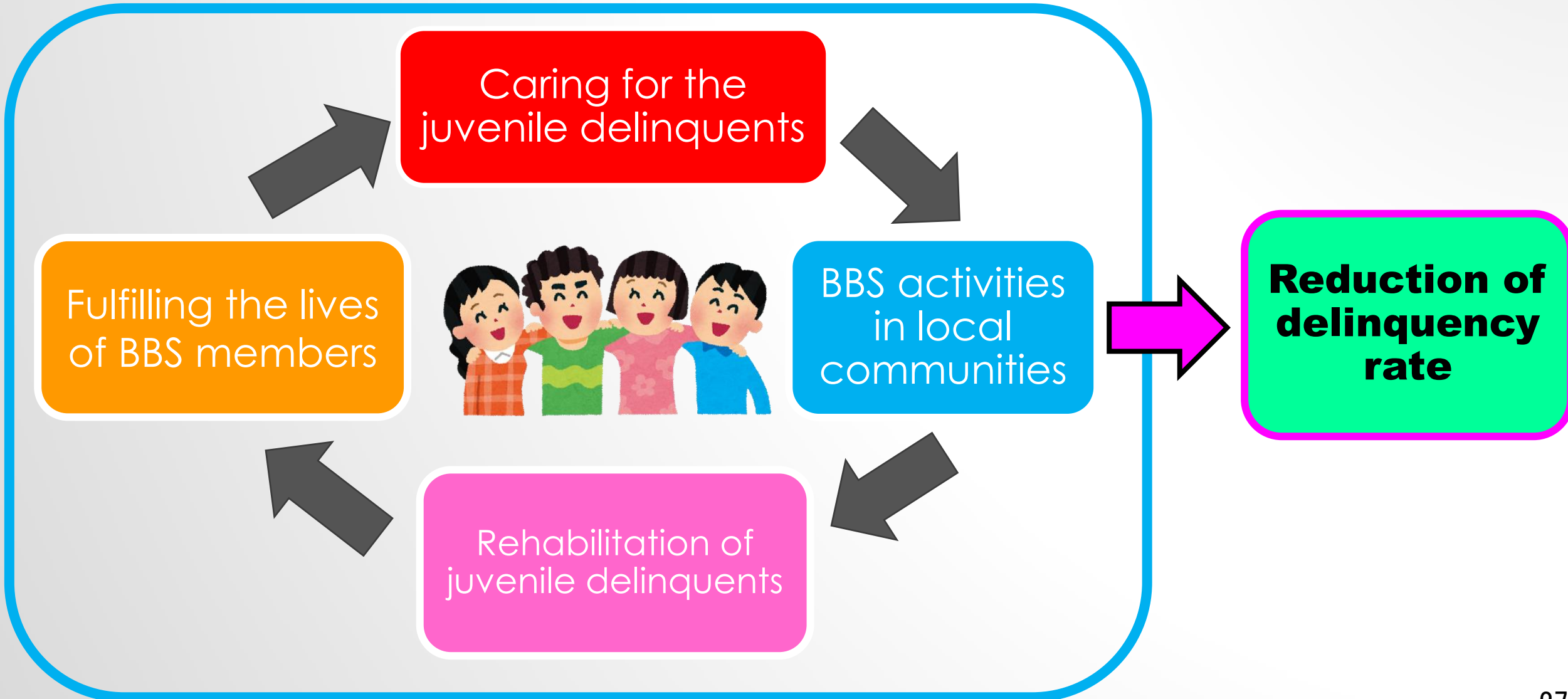
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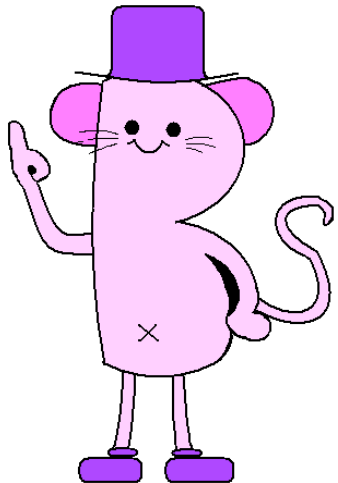


# The impact of BBS activities upon children and local communities in Japan





# Thank you for your attention.



“Chu-B kun”  
A mascot of Chugoku Region BBS Federation