

## **Section 4. Assisting the lives of children of single-parent families**

### **1. Promoting support for single-parent families**

#### **1) Parenting and life support**

When a temporary problem arises in nursing care, child care or daily life on account of the parent's illness or commuting to the school for job training, the dispatched helper assists the single parent household with domestic chores.

#### **2) Employment support**

To ensure the economic independence of the single parent, a variety of support services for employment have been carried out, such as counselling and information provision.

In addition, as a special measure of FY 2012, the period of skills training benefit was extended and improvement of environment for work at home was promoted through using the Child Relief Fund.

#### **3) Enhancement of economic support**

In addition to the provision on child-rearing allowance, the government is lending welfare loans for fatherless families and widows.. From August 2010, (the start of payment from December of the same year) to see in view of such living conditions of motherless family that child-rearing allowance has not been paid, the coverage of child-rearing allowance was expanded to include father of motherless family.

#### **4) Securing educational expenses of the child**

In the amendment to the Civil Code, which was promulgated in June 2011, meeting of the parent-child exchange and sharing of child support is clearly mentioned as specific examples of 'matters necessary for the custody of the child' which should be defined in the uncontested divorce. Therefore, in the 2012 budget, improvement of consultation and support arrangements is to be promoted through the newly added services for smooth implementation of a visitation exchange arrangement (i.e. consultations, adjustment of schedule, attendance), as part of Employment and Independence Support for Fatherless Families, etc. services.

## **Section 5. Helping children with special needs to grow healthy**

### **1. Committing to supporting children with disabilities**

#### **1) Headquarters for the Promotion of Institutional Reforms for Disabled Persons**

At the 'Promotion of Institutional Reforms for Disabled Persons Council', based on the 'second opinion for the promotion of reform Persons with Disabilities', compiled in December 2010, the government gave consideration regarding the Basic Act for Persons with Disabilities for students with disabilities to be educated along with non-disabled students as much as possible, to be able to receive an adequate education, as well as for children with disabilities to receive treatment and education in familiar surroundings, while incorporate the 'Bill on the Partial Revision on the Basic Act for Persons with Disabilities' in March 2011, determined at the 'Headquarters for the Promotion of Institutional Reforms for Disabled Persons', established in July 2005, and enacted (with some exceptions) in August of the same year.

## **2) Enhancement of consistent support according to life stage**

For children with disabilities, based on the Child Welfare Act, to strengthen the development of child welfare facilities and functions to implement the treatment or therapeutic care professionals, along with preventing the failure to discover as soon as possible due to health checkups, treatment and education system for children with disabilities is being developed.

## **3) Childcare for children with disabilities**

In order to train children with disabilities and ensure the place for them, we provide training program to manage their daily activities, temporary assistance projects in which children with disabilities stay during the day, and so on. At the nursery, projects for remodeling for barrier-free are conducted when it accepts children with disabilities.

Table 2-2-5:

The number of toddlers and schoolchildren who receive special education

(1) Special needs schools

Approximately 126 000 people Unit: People (As of May 1, 2011)

Classification	Kindergarten Section	Elementary School Section	junior high school Section	High School Section
Vision impairment	246	1,794	1,042	2,800
Hearing impairment	1,189	3,177	1,937	2,357
Intellectual disability	222	32,475	24,857	53,914
Physical Disability	177	13,639	8,076	9,720
Poor health, physical weakness	30	7,508	5,379	6,672
Total	1,543	36,659	28,225	59,696

※ Conjunction number of multiple disabilities for toddlers and schoolchildren contains the type of each disability. Therefore, it may not match the "Total" sum for each type of disability.

Source: "School Basic Survey" Ministry of Education, Culture, Sports, Science (FY 2011)

(2) Special needs classes at elementary and junior high schools

Approximately 155,000 people Unit: People (As of May 1, 2011)

Classification	Elementary School	junior high school
Intellectual disability	55,352	28,419
Physical disability	3,221	1,079
Poor health, physical weakness	1,608	662
Amblyopia	292	93
Hearing difficulty	913	369
Speech impediment	1,373	118
Autism - Emotional disturbance	44,838	16,918
Total	107,597	47,658

Source: "School Basic Survey" Ministry of Education, Culture, Sports, Science (FY 2011)

(3) In-class guidance at elementary and junior high schools

Approximately 65,000 people Unit: People (As of May 1, 2011)

Classification	Elementary School	junior high school
Speech impediment	31,314	293
Autism	9,007	1,335
Emotional disturbance	5,218	1,114
Amblyopia	111	19
Hearing difficulty	1,710	341
Learning disability	6,455	1,358
Attention-deficit hyperactivity disorder	6,312	714
Physical Disability	6	3
Poor health, physical weakness	31	19
Total	60,164	5,196

Source: Ministry of Education, Culture, Sports, Science "In-class Guidance Implementation Status Survey" (FY 2011)

At kindergarten, development of system for accepting children with disabilities is promoting. For example, conducting the projects of appointment of special needs education coordinator to develop a support system, and promoting the allocation of special needs education assistant by local fiscal measures in public kindergarten.

#### **4) Enhancement of support for children with developmental disabilities**

Based on the Act on Support for Persons with Development Disabilities (Act No. 167 of 2004) which came into force in April 2005, for supporting children with developmental disabilities, at each stage of life, from early childhood to adulthood, for the promotion of consistent help in response to developmental disabilities, the government is committed to cross-related measures regarding health system, medical care, welfare, education, and employment etc.

In 2011, the employees with specialized knowledge of developmental disabilities visited the facilities and locations for children and their parents gathered nursery municipalities, for parents and staff, such as the creation of facilities, assistance to support advice for the early detection of developmental disorders 'Development Project Support Specialist Patrol' was established in order to enhance the development of support systems for people with disabilities in the regions.

#### **5) Promotion of Special Needs Education**

Training on special needs education commissioned by universities with efforts to enhance the professionalism of teachers involved in special needs education, along with implementation of various projects through 'Comprehensive Promotion of Special Needs Education', special needs education is promoted to expand the public high school of the local fiscal measures (measures from FY 2011) regarding the allocation of 'special needs education assistant' to provide support, such as life and learning support assistants in schools for children with disabilities.

In addition, in order to review the status of special needs education that takes into account the principles of the Convention on the Rights of Persons with Disabilities of building inclusive education systems, deliberations line in the 'Special Committee on Reform of Special Needs Education' of the Central Council for Education has been divided, where the report has been compiled by 'Reasonable Working Group on Sustainable Development' in February 2012.

## **2. Preventing child abuse and enhancing social fostering**

### **2-1 Preventing the occurrence of child abuse, early detection and early response, commitment to supporting the protection and independence**

The Act concerning the prevention of child abuse, which came into force in November 2000 (Act No. 82 of 2000, hereinafter referred to as "Child Abuse Prevention Act"), amended in 2004 and 2007, for responding to child abuse, has been aiming for enhancement of institutional support. However, since serious cases of child abuse did not cease, the government will continue to increase the number of support consultations on child abuse in child guidance centers nationwide, such as 56,384 locations in fiscal 2010 (aggregated number with the exception of Fukushima Prefecture, due to the impact of the Great East Japan Earthquake), being an important issue to be addressed by society as a whole still. In addition, looking at the abusers among married couples, most are mothers amounting to 60.4%, while fathers amount to 25.1%.

#### **1) Public Awareness to Prevent Child Abuse**

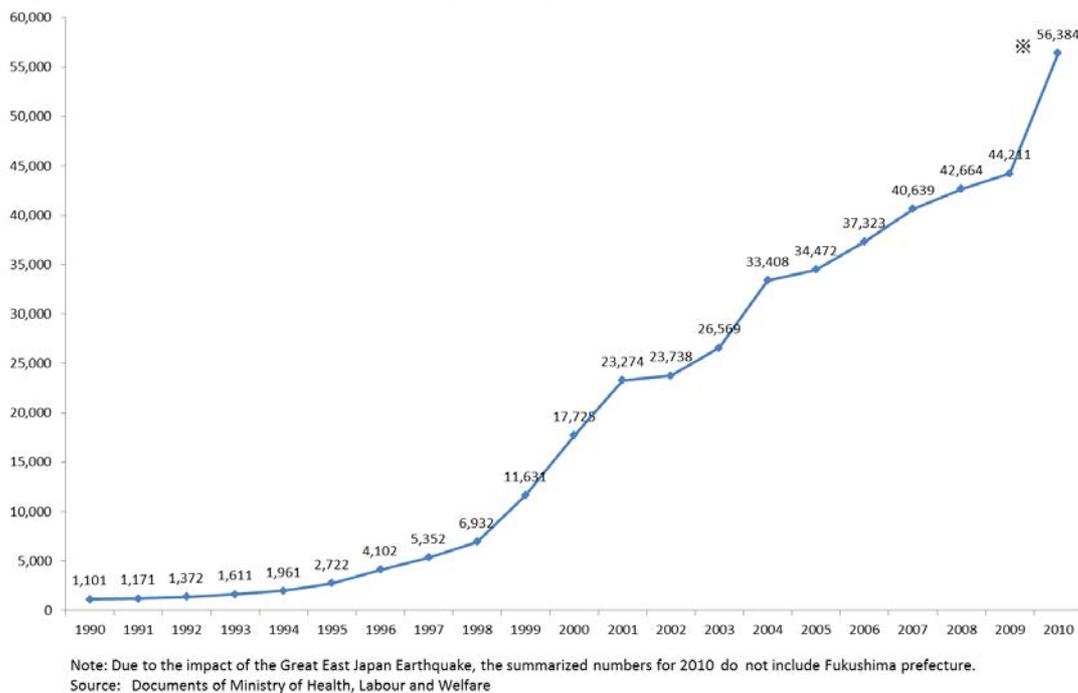
The November is positioned as the month for promoting the prevention of child abuse from 2004 in which the public awareness activities such as orange ribbon campaign are implemented by the private organizations in coordination with related ministries, local public entities and affiliates for measuring the arousal of social concerns related to the child abuse problems. Also "Orange Ribbon Campaign" sponsored by private organizations plays a central role in the implementation.

## 2) Status of the Initiatives of the Countermeasures to Prevent Child Abuse

For the prevention of child abuse, the initiatives for addressing the development and enhancement of unbroken comprehensive support system for of the following are being promoted:

1. Preventing the occurrence of child abuse
2. Early detection and support for the child abuse
3. Security and independent support for a child who has undergone abuse

Figure 2-2-6: Annual trends corresponding to the number of child abuse consultations



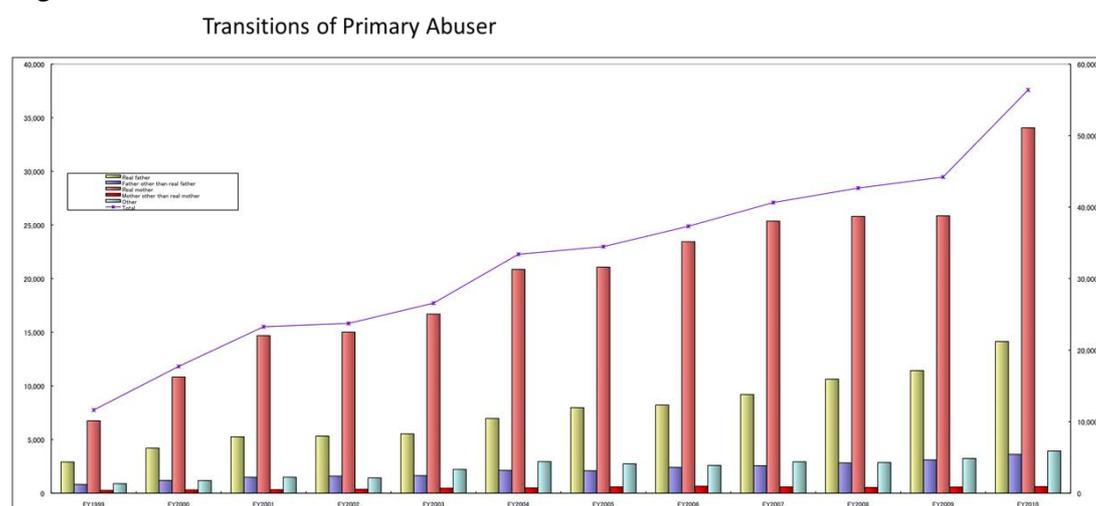
### (2) Review of the system regarding custody

To promote the prevention of child abuse, from the standpoint of defending the rights and interests of children, a system of custody arrest is established and revision on the Civil Code in order to take measures, such as to be able to appoint a guardian of a minor, or to be a director of a child guidance center that has custody of the children do not have legal custody of foster parents in the consignment is done with more than one legal entity, for the revision on the Child Welfare Act to take measures, such as parents and that such holders shall not unduly interfere with the measures of care facilities or take long time for the welfare to reach children (Effective from April 2012).

### (3) Verification for cases of death due to child abuse

For cases of death due to child abuse a proposal to specific countermeasures of the issue has been put together, problem analysis in the ‘Expert Committee on the validation of cases in need of protection child abuse,’ validated and apparent from the case. In fiscal 2011, the 7th report was compiled, recommending a system that can enhance discussion of undesirable pregnancies, with regard to the promotion of the development of cooperative system for families that need help nurturing from early pregnancy.

Figure 2-2-7: Transition of Main abusers



※ In FY 2010, not including Fukushima.  
Source: Ministry of Health, Labour and Welfare

#### (4) Efforts by schools

From March 2010, the Board of Education introduced the basic idea of the mechanism for sharing information between the schools and the child guidance centers, aiming to disseminate information about important points in achieving early detection of child abuse and providing necessary support, including the enhancement of training for staff, and coordination with relevant agencies after notification, considerations in order to further promote the rapid notification of child abuse through the prefectures was made well-known to those involved in school education in March 2012.

### 2-2 Enhancing both the quality and quantity of social fostering

#### 1) Promotion of family-like care

In the Child Welfare Act amendment, which came into effect in 2009, distinguishing from foster parents who assume adoption, as well as the ‘foster parenting’, the dissemination of ‘small-type residence based child fostering work(family group home)’ is foster parents consignment, has been positioned as a recipient of new social care applied to institutionalization is being promoted. Establishing the principle of foster parents consignment priority with explicitly a ‘the Guideline on a Child ‘s Entrustment to Family-based Care’ , while developing a system of foster parents support and preventing isolation of foster parents, in March 2011 and promoting foster parents consignment.

#### 2) Measures to support the expansion of the independence of older children

In the Child Welfare Law revised in 2009, prefectures mandated the implementation and decided to pay bear the costs, regarding the implementation of children's self-reliant living assistance services (self reliant assistance homes),

In FY 2010, in addition to supporting the independence of community life and left there after the facility, among people who were left there gathered and conducted to provide a forum, 'aftercare children leaving facilities business' ,that enables exchange of ideas and information,and dissemination of information,.

### **3) Feature-rich social fostering-related facilities**

In order to improve the quality of facility management, minimum standards for child welfare facilities were revised in September 2011 and admitted the 'the Subject and a Future View of Social Fostering ', while training facilities were being obliged to third-party evaluations. In addition, in March 2012, operational guidelines with established guidelines for nurturing foster family homes were developed by third-party evaluation criteria for five types of facilities: foster homes, infant homes, short-term therapeutic institution for emotionally disturbed children, children's self-reliance support facility, and material and child living support facility.

Furthermore, in order to accommodate the increased number of abused children, improve the quality of care, increasing the staffing and other fundamental nursery-tutors of the social fostering facilities for the first time in 30 years, the appropriate budget was incorporated in FY 2012.

### **4) Measures aiming for the prevention of child abuse**

In order to include matters relating to the prevention of child abuse into appropriate measures, in order to defend the rights of children under measures, in the Child Welfare Act amendments of 2009, a mechanism for appropriate action was developed.

## **3. Promotion of Support for Children in Special Needs such as Children of Foreign Residents**

### **1) School support for children of foreign residents**

It is possible for foreigners to send a child to school at no cost to the child, such as public elementary and junior high schools, if desired by the parents, and various measures to support the school have been carried out.

### **2) Assistance to orphans due to suicide**

Support for orphans due to suicide, based on the anti-suicide basicact, which went into effect in October 2006, to soften the serious psychological impact for families of those who committed suicide or attempted suicide, and in order to perform the appropriate support for the relatives, the regional support organizations, such as self-help groups for the bereaved, in coordination with local governments, are working on the promotion of related measures in suicide survivor support programs.

## **4. Efforts against the percentage of child poverty**

### **1) About the percentage of child poverty**

Relative poverty percentage according to the latest National Livelihood Survey 2010 has become 16.0% as total, with 15.7% for children. On the other hand, relative poverty percentage of the working households with children is 14.6%, among them, relative poverty percentage of households with one adult person is 50.8%, relative poverty percentage of households with two or more adults have become 12.7%.

In addition, according to the relative poverty percentage of OECD member countries until the mid-2000s data published by the OECD, the relative poverty percentage of our country is # 27 out of 30 countries being at a high level among the OECD member countries, being the highest among member countries especially for relative poverty percentage of households with one person adult households out of active duty with children. These indicators suggest that certain homes raising a child with one adult, such as single-parent families are suffering economic hardships. Considering such a situation, employment support have been enhanced and strengthened for economic independence of single parent. In order to expand the economic support for single-parent families, the coverage of child rearing allowance became to include father of motherless families from August 2010 (payment started from December of the same year). In addition, extra welfare benefit to single mother families is continuously paid.