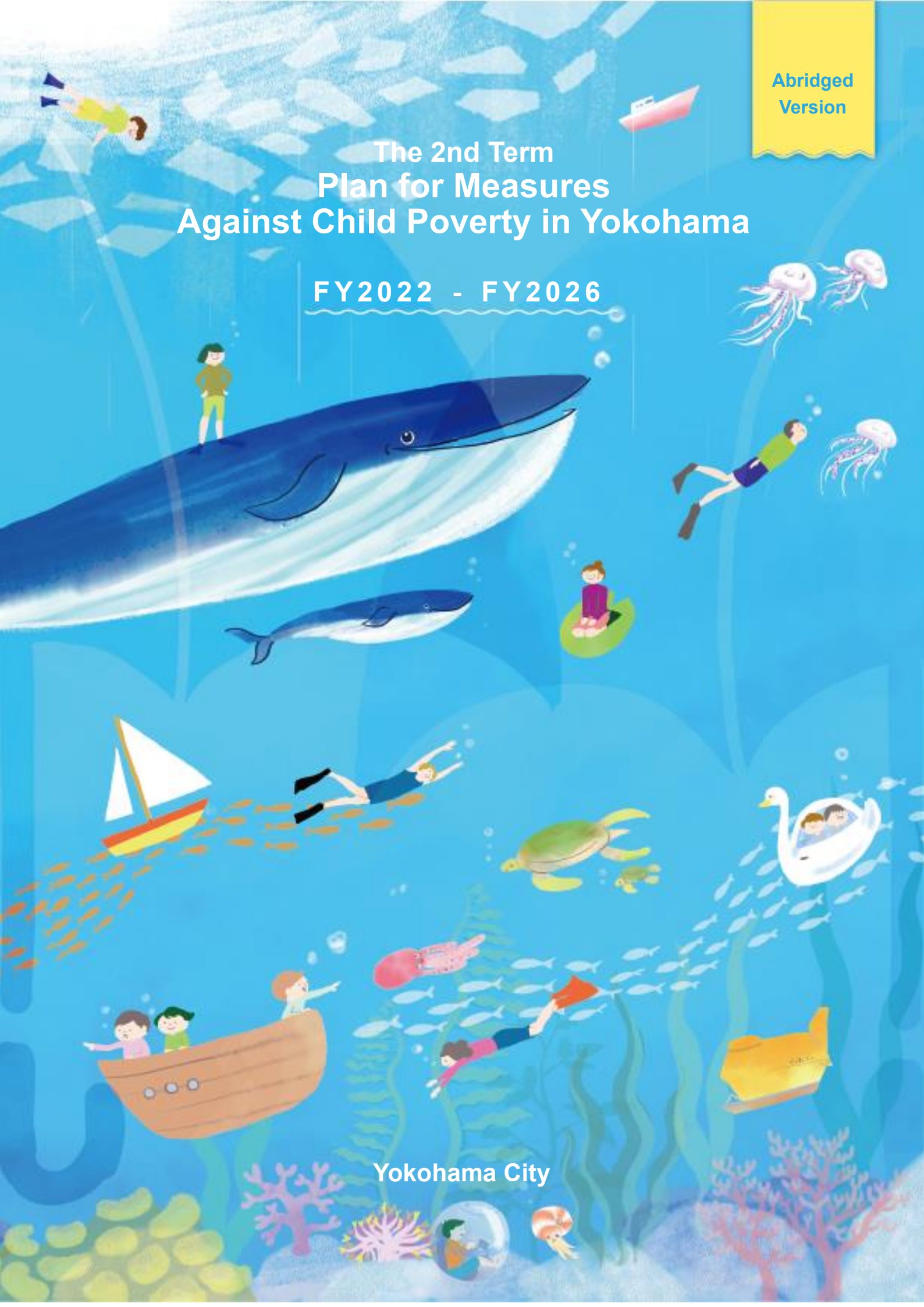


Abridged  
Version

# The 2nd Term Plan for Measures Against Child Poverty in Yokohama

FY2022 - FY2026

Yokohama City



### 1 Background behind the creation of the plan

#### (1) National measures against child poverty

The “Partial Revision to the Act on Promotion of Policy on Child Poverty (Act No. 41 of 2019. Hereinafter, “revised act”.) was announced in June 2019, 5 years after the enactment of the “Act on Promotion of Policy on Child Poverty” (Act No. 64 of 2013). It was enacted in September of the same year for the purpose of achieving equality in educational opportunities and establishing an environment so that children in poverty can grow up healthy and have a future not affected by the environment into which they were born.

##### [Main points of the revised act]

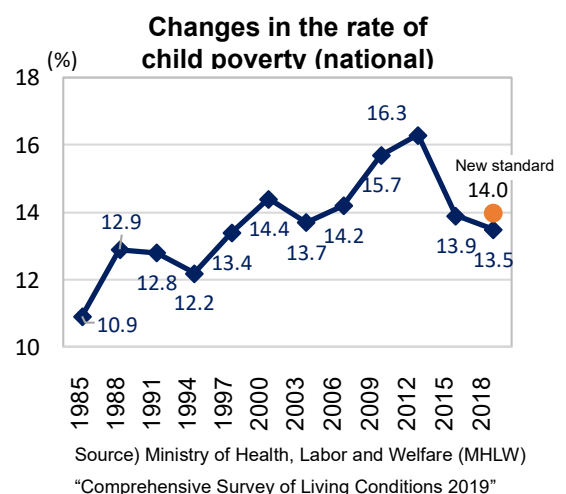
- ◆ In order to fulfill the goals of the act, the following items were clarified.
  - Measures shall target a child's “present” in addition to their future.
  - In order to eliminate poverty, the act is now in line with the spirit of the Convention on the Rights of the Child.
- ◆ In order to fulfill the basic principles of the act, the following items were clarified:
  - Opinions shall be weighed in relation to the child's age, etc. and the measures that provide the greatest benefit shall be given priority so that children grow up healthy.
  - Policies shall be comprehensive, prompt, and in accordance with the child's situation.
  - Measures shall be based on the idea that there are various social factors behind poverty.

The “Outline of Measures Against Child Poverty” was established in August 2014 and revised in line with the revised act in November 2019, and a new outline (Hereinafter, “new outline”) was established through a cabinet decision. The new outline adds indicators of child poverty such as “experienced an inability to buy food or clothes”, and the improvement of such indicators is still considered a key policy.

#### (2) Rate of child poverty

According to OECD standards, the rate of child poverty is the percentage of all children ages 17 and under in a household with an equivalent disposable income\*<sup>1</sup> that is below the poverty line\*<sup>2</sup>.

The national child poverty rate published by the MHLW in 2018 was 13.5% (14.0% under the new standard\*<sup>3</sup>), and around one in every 7 children was living in relative poverty in a household making less than half of the median standard of living.



\*1: Adjusted income where the take home income, i.e., after taxes, social insurance, etc., have been subtracted from the household income, is divided by the square root of the number of members in the household.

\*2: The poverty line is half the median of equivalent disposable income, when arranged from low to high, based on data from the Comprehensive Survey of Living Conditions.

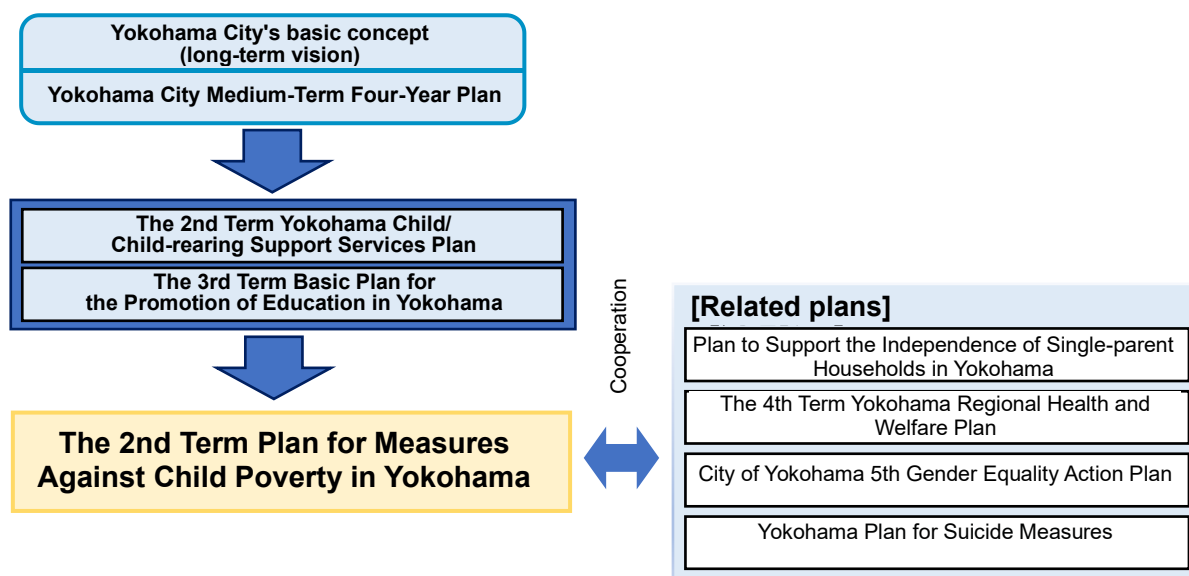
\*3: Rate of child poverty calculated with the new standard, i.e., the 2015 revision to the OECD definition of income (which also subtracts automobile taxes, premiums for corporate pensions, allowances, etc., from regular disposable income).

## 2 Purpose of the plan

The plan has been established with the goal of developing highly actionable policies and creating a framework that ensures the provision of support in order to prevent the cycle of poverty and prevent a child's future being limited by disparities in academic opportunities or in the environment into which they were born.

## 3 Position of the plan

This plan is based on the “Act on Promotion of Policy on Child Poverty”. It outlines initiatives that will contribute to measures against child poverty based on the “Outline of Measures Against Child Poverty” established in 2019 by the national government and the underlying issues and basic approach of the “Yokohama City Medium-Term Four-Year Plan”, “The 2nd Term Yokohama Child/Child-rearing Support Services Plan”, and “The 3rd Term Basic Plan for the Promotion of Education in Yokohama”. It also describes the policies that will be taken during the next 5 years.



## 4 Duration of the plan

The duration of the plan is the 5 years from FY2022 through FY2026.

## 5 Targets of the plan

Children, young people, and families who are currently facing difficulties, including unborn babies and university graduates through their early 20s who need support with independence, and children, young people, and families who are more likely to face difficulties due to sick or disabled guardians, who are a part of a single-parent household, etc.

# Chapter 2

## Conditions of child poverty in Yokohama

### 1 Ascertaining the actual conditions of child poverty

#### (1) Ascertaining the actual conditions of child poverty

- In 2020, a survey (municipal survey) was administered on the living conditions of children and families. It targeted guardians living in the city with children of age 5 (4,000 guardians), 5th grade children and their guardians (4,000 each), and 2nd year junior high school children and their guardians (4,000 each). Hearings were also held with parties regularly and widely involved with children and families, including ward offices, schools, facilities, and NPOs.

#### (2) How income classifications are defined

- Three income classifications were specifically set for this survey based on the Comprehensive Survey of Living Conditions 2019.

Income class 1: Household where the disposable income calculated by the number of household members is approximately below the national poverty line

Income class 2: Household where the disposable income calculated by the number of household members is approximately above the national poverty line but below the median

Income class 3: Household where the disposable income calculated by the number of household members is approximately above the national median

Number of members in household <sup>(Note)</sup>	Income class 1	Income class 2	Income class 3
2	Less than 1,750,000 yen	1,750,000 yen to less than 3,450,000 yen	3,450,000 yen or more
3	Less than 2,100,000 yen	2,100,000 yen to less than 4,200,000 yen	4,200,000 yen or more
4	Less than 2,450,000 yen	2,450,000 yen to less than 4,850,000 yen	4,850,000 yen or more
5	Less than 2,750,000 yen	2,750,000 yen to less than 5,450,000 yen	5,450,000 yen or more
6	Less than 3,000,000 yen	3,000,000 yen to less than 6,000,000 yen	6,000,000 yen or more
7	Less than 3,250,000 yen	3,250,000 yen to less than 6,450,000 yen	6,450,000 yen or more
8	Less than 3,450,000 yen	3,450,000 yen to less than 6,950,000 yen	6,950,000 yen or more
9	Less than 3,650,000 yen	3,650,000 yen to less than 7,350,000 yen	7,350,000 yen or more

#### (3) How the survey results are represented

- The answers are shown as a percentage (%) of the number of respondents (n). Also, because the values are rounded to the nearest tenth, the total will not reach 100%.
- “Single-parent household” is a tally of all households that answered “Yes” to being a single-parent household, and it includes households where a spouse is deceased, divorced, unmarried, or separated. De facto relationships are not included as single-parent households.
- “Two-parent household” is a tally of all households that answered “No” to being a single-parent household.

## 2 Issues surrounding children and families

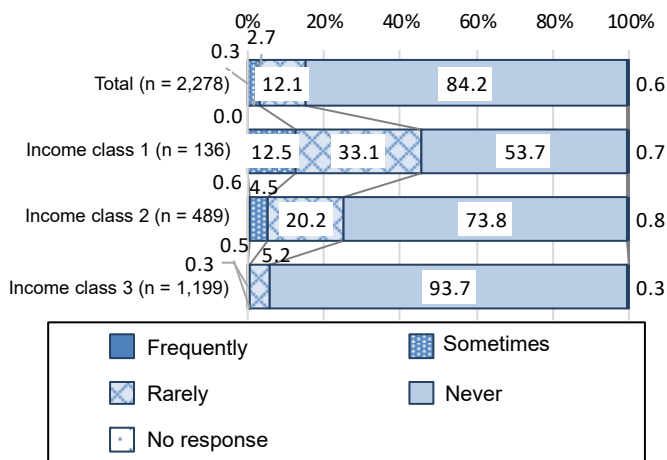
Information on the following issues was learned based on surveys on actual conditions, etc.

### (1) Economic difficulties have various effects

- Economic difficulties lead to disparities in daily life, such as an inability to buy essentials, but also in health due to an inability to receive medical services. They can also lead to excess stress and other effects. Stable employment is necessary to establish an economic foundation, but single-parent households have a notably higher risk of livelihood troubles due to unstable employment.
- In order to establish an environment where all families can raise a child in comfort, economic support for livelihood stability, employment support for independence, support for various childcare and educational needs, and support for reducing the anxiety and burden of child care are very important.

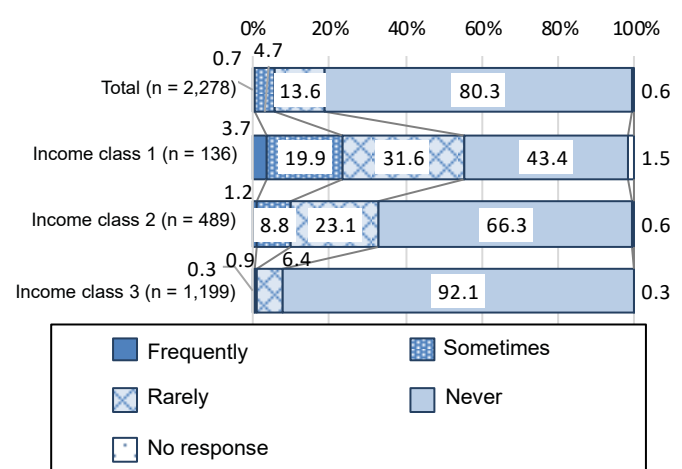
#### Unable to buy food when needed in the past year due to insufficient funds

[Guardians of 5th grade students]



#### Unable to buy clothing when needed in the past year due to insufficient funds

[Guardians of 5th grade students]

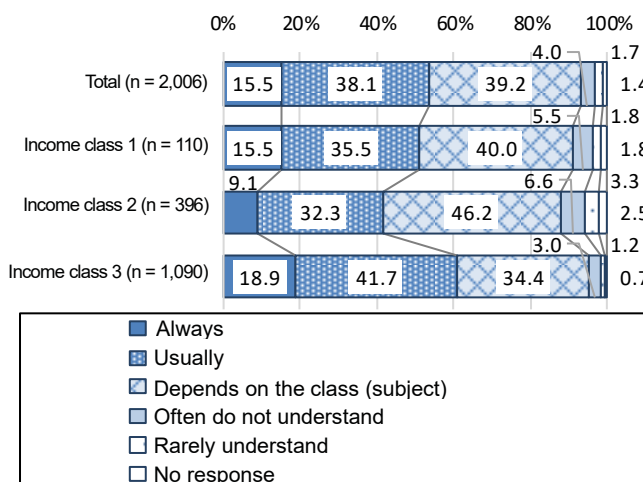


### (2) Disparities in children's academic performance and academic opportunities

- In households with economic difficulties, students may not develop the habits required for daily life or studying due to the home environment or the guardian's insufficient parenting abilities, and problems arising from academic costs could limit options in the future.
- Initiatives to improve the core academic abilities of all elementary and junior high school students are necessary to help them become independent, as is support for after-school learning in cooperation with the community. For children in households with a problematic economic or parenting environment, better support is required for daily life, studying, and academic advancement through scholarships.

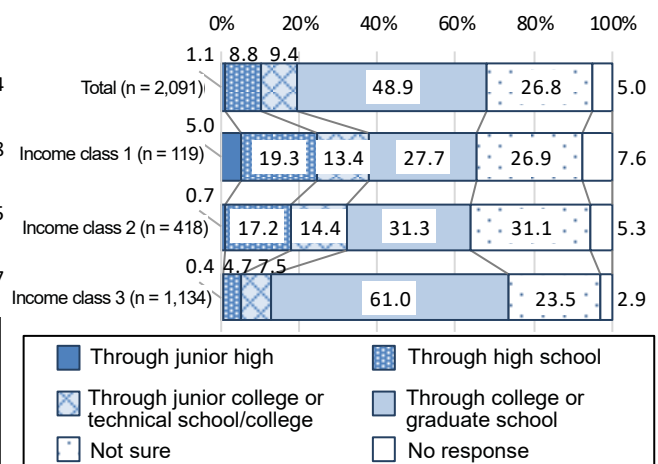
#### Comprehension of school classes

[2nd year junior high school students]



#### How far your child will realistically advance academically

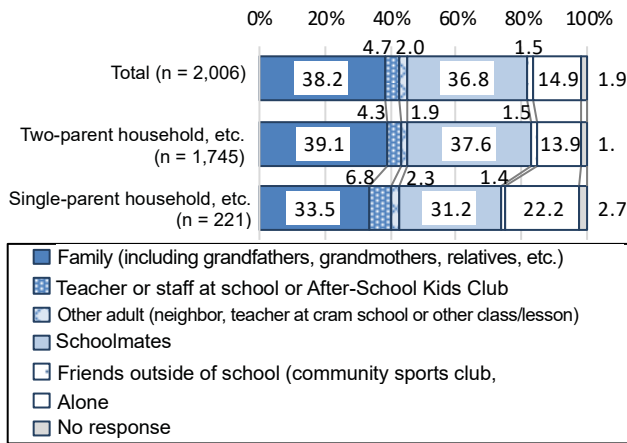
[Guardians of 2nd year junior high school students]



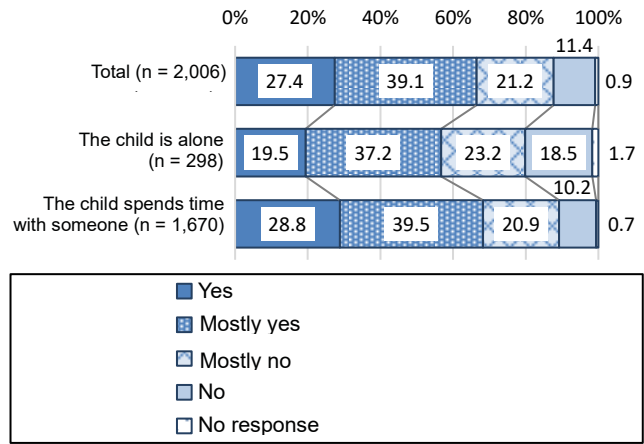
### (3) Isolation of children and reduced sense of self-affirmation

- Children who tend to be isolated after school due to spending time alone, etc., lack confidence and have low self-affirmation, resulting in a weakened ability to face challenges.
- It is believed that there is an increased need for children to have a place to spend time in comfort with people of various ages outside of the home or school. The government will need to provide better support for the activities of communities while respecting their autonomy.

**On weekdays, who do you spend time with after school?**  
[2nd year junior high school students by household composition]



**Do you like yourself?**  
[2nd year junior high school students by degree of isolation]



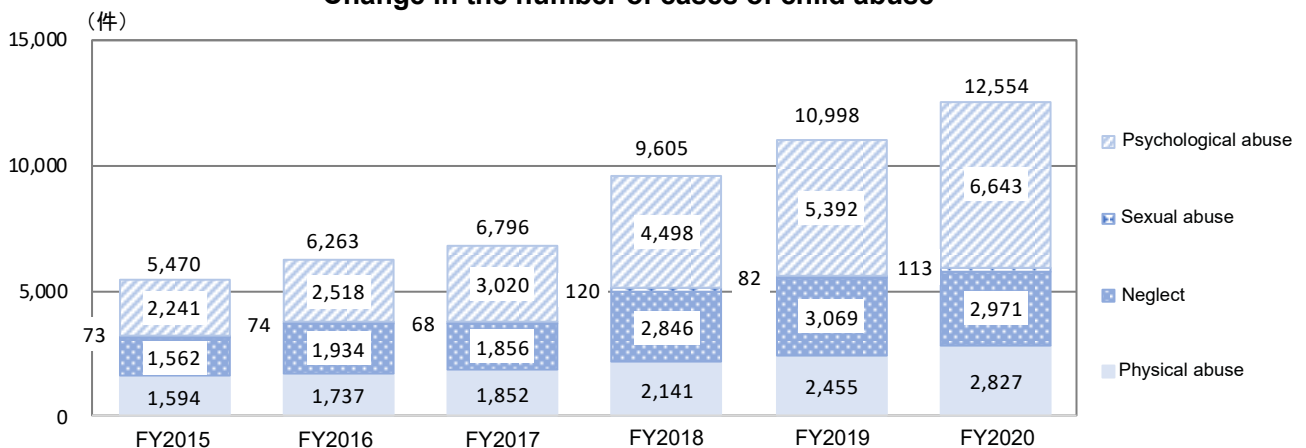
### (4) Children and families not getting support or who have difficulty getting support

- There are children and families who face difficulties who do not know about necessary support systems, who do not understand the procedures for these support systems, who are not aware of their situation, or who do not wish to be involved in the community or use the systems.
- It is necessary to approach children and guardians with respect to their feelings in regards to support. Initiatives that increase the number of monitors and improve the sensitivity and skills of those involved in support are vital.

### (5) The various social factors behind child poverty

- Various social factors regarding children and families are intertwined in a complex way and lead to child poverty. Factors include separation or death of a spouse, abuse, sickness or impairment of a guardian, or language barriers faced by foreign nationals.
- The problems faced by children and families are not always the same, and in order to move forward with measures for child poverty, a diverse range of support that approaches each case individually is necessary.

**Change in the number of cases of child abuse**

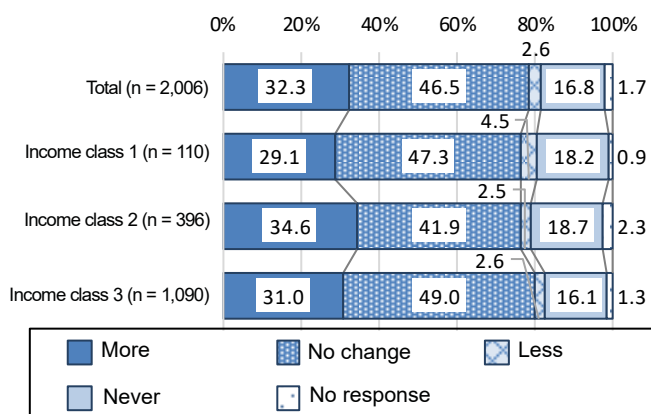


## (6) The effects of the COVID-19 pandemic

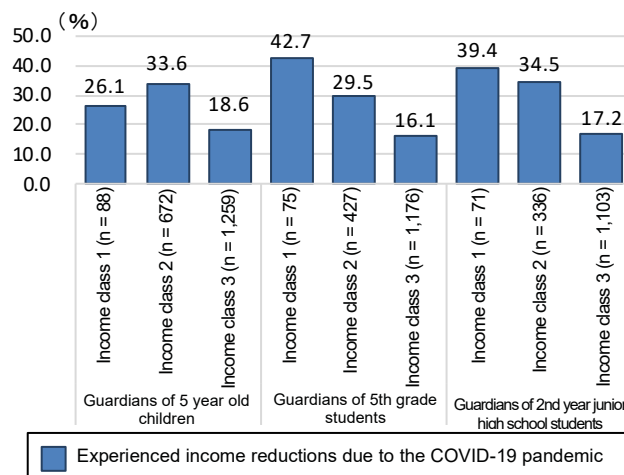
- The number of households with concerns about being unable to buy essentials like food, clothing, or hygiene products because of economic reasons such as the loss of employment or reduced work hours due to the spread of infection has increased. There has also been an effect on the academic ability, daily habits, and mental state of children, regardless of their family's economic condition.
- It is necessary to discuss policy and expand initiatives as needed while focusing on social conditions and making improvements to comprehensive initiatives that support education, welfare, and child care.

### How often do you feel agitated, anxious, or down? (Due the COVID-19 pandemic)

[2nd year junior high school students]



### Income reductions (Due the COVID-19 pandemic) [Father]



### About the percentage of children living in households below the national poverty line

- The percentage of children living below the national poverty line in Yokohama was calculated using data from the municipal survey for each school grade subject to the survey, and the poverty line was defined as half the median of the relative disposable income based on data from the Comprehensive Survey of Living Conditions used to calculate the national relative poverty rate.
- As a result, the percentage of children in Yokohama living below the national poverty line is: 6.1% for children age 5, 7.8% for 5th grade students, and 6.9% for 2nd year junior high school students.
- Among active households with children, the percentage of individuals in single-parent households living below the poverty line is: 38.6% for households with children age 5, 39.2% for households with 5th grade students, and 28.2% for households with 2nd year junior high school students. The percentage for single-parent households continues to be severe.

Indicator	Current survey (FY2020)		[Reference] Previous survey (FY2015)	
	2019 income		2014 income	
Percentage of children living in households below the national poverty line	Age 5	6.1%	Children ages 0 to under 24	7.7%
	Elementary grade 5	7.8%		
	Junior high year 2	6.9%		
	Total	6.9%		
Among active households with children, the percentage of children in single-parent households living below the poverty line	Age 5	38.6%	Children ages 0 to under 24	45.6%
	Elementary grade 5	39.2%		
	Junior high year 2	28.2%		
	Total	35.3%		

Note: During the creation of the 1st term plan, the municipal survey administered in 2015 targeted guardians in households with children ages 0 to under 24, but the current survey differed in its target age classifications. Therefore, simple comparisons cannot be made.

Note: The "percentage of children living in households below the national poverty line" was calculated with the poverty line used when the national relative poverty rate was calculated. It is not a new poverty line based on household incomes and income distributions in Yokohama, nor is it a calculation of the relative poverty rate in Yokohama.

# Chapter 3

## Measures against child poverty in Yokohama

Based on the conditions and problems related to child poverty in Yokohama, the following outlines the basic targets, the basic approach to policy development, and the policy structure for the 5-year planning period.

### Basic targets

The aim of the plan is to achieve a Yokohama where children and teens, who will create the future of Yokohama, demonstrate their own value and potential, have the ability to establish a fulfilling and happy way of life, and work together to create a warm society.

Additionally, the aim is to create an environment that guarantees educational/childcare opportunities and the required level of academic abilities regardless of upbringing and that allows children and teens to develop the ability to live strong and grow as healthy individuals.

### Basic approach to policy development

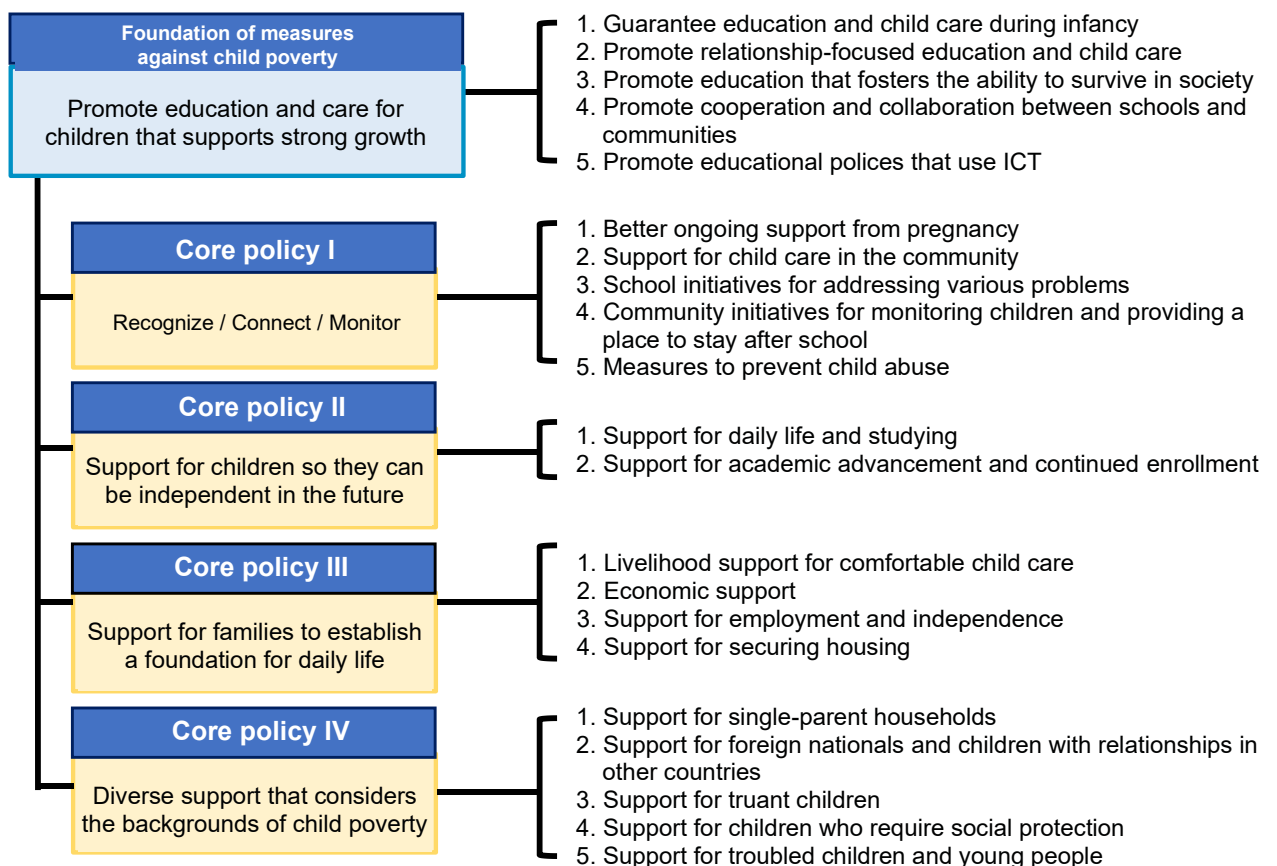
It is necessary to prevent the cycle of poverty and children's futures from being limited by disparities in academic opportunities or the environment into which they were born.

Based on the division of roles of national and prefectural governments, the municipality, which can interact directly with children and families in various cases, will develop highly actionable policies and advance the creation of a framework that ensures the provision of support.

#### Focus of initiatives

- 1 Break the cycle of poverty
- 2 Create a framework for providing ongoing support from pregnancy/birth
- 3 Improve support based on the various social factors behind child poverty
- 4 Promote measures against child poverty across society

### Policy structure





## Ascertaining the progress of the plan

One way to ascertain the progress of the 2nd term plan is to set target values based on children's growth stages to determine whether the environment established through the advancement of initiatives will lead to the realization of the plan's basic targets.

Targets	Indicator	Most recent value	Target (FY2026)
Pregnancy period	Percentage of pregnancy notifications prior to the 11th week	96% (FY2020)	At least 96%
Preschool period	Number of children waiting to get into a nursery school	16 (April 2021)	0 (Every April)
Preschool period/ Elementary school students	Implementation rate of a curriculum that streamlines the transition between infant child care/education and elementary school education	81.7% (FY2020)	93.6%
Elementary and junior high school students	Number of locations running a program for close livelihood support	17 (FY2020)	24
	Number of schools with after-school learning programs	29 elementary schools 59 junior high schools (2020)	35 elementary schools 147 junior high schools
	Percentage of student situations improved through the support of school social workers	82.3% (FY2020)	At least 80%
Junior high school students	Percentage of children from households receiving public assistance that go to high school (Number of children that go to or graduate from high school)	97% (FY2020)	99%
High school students	Rate of continued enrollment in public high schools (Number of graduates/enrollments)	94% (FY2020)	At least 96%
	Percentage of students in public high schools with a plan for after graduation (Number of students with a plan/Number of graduates)	99.7% (FY2020)	At least 99%
Children who require social protection	Percentage of ongoing support plans created for children released from institutions	54% (FY2020)	70%
Troubled young people	Number of young people with stabilized or improved circumstances thanks to institutions that support young people's independence	88% (Percentage improved: 32%) (FY2020)	At least 90% (Percentage improved: at least 32%)
Single-parent households	Percentage of individuals for which employment support plans had been created who found work or are searching for work	86% (FY2020)	At least 90%

# Chapter 4

## Initiatives for measures against child poverty

### Foundation of measures against child poverty

#### - Promote education and care for children that supports strong growth

##### Foundation of measures against child poverty

- Education and child care are required for all children, including those who face economic or other difficulties, and the foundation for the measures against child poverty is the development of abilities that children need.
- Regardless of a family's circumstances, if all children receive high quality education and child care, they can develop the ability to live strong and grow as healthy individuals.

Main initiatives	Overview
1 <b>Guarantee education and child care during infancy</b>	<p><b>[Secure a place for child care and infant education]</b> In order to respond to diverse childcare and educational needs, existing childcare and educational resources will be used to the full extent. Accordingly, licensed nursery facilities will be prepared, etc., as required in order to secure a place for child care and infant education in order to eliminate wait times for infants.</p> <p><b>[Secure human resources for child care and infant education]</b> Support will be provided in terms of hiring and retention in order to secure more human resources for nursing facilities, kindergartens, and certified nursery schools. In regards to hiring, events will be held such as employment interview sessions for nursery teachers and tours, and assistance will be provided for kindergarten job fairs. In terms of retention, a working environment will be established that is easy for childcare providers to work in. This will be accomplished through housing assistance, improved benefits, and the dispatch of consultants.</p> <p><b>[Improve the quality of child care and infant education]</b> The quality of child care and infant education will be ensured and improved through the promotion of initiatives that implement the “Yokohama ☆ Childcare and Education Declaration - Value the Hearts of Infants -”, which aims to improve the expertise of all Yokohama childcare and educational facilities through training based on job and years of experience and to share aspects of child care and education that should be valued by all childcare providers.</p>
2 <b>Promote relationship-focused education and child care</b>	<p><b>[Smoothly link elementary schools with kindergartens, nursery facilities, and licensed nursery schools]</b> The exchange program between kindergartens, nursery facilities, and elementary schools aims to advance a mutual understanding through exchanges between children and staff and to establish a smooth link between childcare/infant education and elementary schools. This will be accomplished through training performed with nursery schools and elementary schools for the purpose of sharing and understanding the way that children should be raised through the end of infancy and through training for understanding and handling reports from nursery schools.</p>
3 <b>Promote education that fosters the ability to survive in society</b>	<p><b>[Improve core academic abilities for personal independence]</b> Initiatives will be advanced for learning with ICT, e.g., personal devices and digital textbooks for instructors; improving the reading ability of lower elementary school grades; and a system that partially divides the responsibilities of school subjects in higher elementary school grades.</p> <p><b>[Promote education on human rights]</b> Education on human rights will be promoted in order for everyone in schools to feel comfortable and fulfilled and to raise children who can value themselves and others by learning from human relationships. Teaching staff will improve their awareness and perception of human rights while engaging in self-reflection and staying aware of their own actions. As improvements are made through regular classes and educational activities, students will be able to participate comfortably. As students experience a sense of accomplishment, understanding, and enjoyment, their self-esteem and awareness of human rights will improve.</p>
4 <b>Promote cooperation and collaboration between schools and communities</b>	<p><b>[Promote the establishment of an administrative school council]</b> The establishment of an administrative school council, where guardians and community members can participate in school administration with a certain degree of authority and responsibility, will be further promoted in order for the administration of the school to achieve better education that reflects the needs of the community and that unites schools, families, the community, and society.</p>
5 <b>Promote educational polices that use ICT</b>	<p><b>[Promote the GIGA school concept]</b> “Individually optimized learning”, which values the diversity of children and leaves no child behind, and “collaborative learning linked to society”, which begins with learning among students and that values the relationship with community members, will be achieved with the use of ICT. With the GIGA school concept, each student will be provided with a device. A mobile router will be provided to families getting school subsidies that do not have the internet. This is to prevent a disparity in learning opportunities due to a family's economic situation when a student brings home the device during irregular school closures, etc.</p>

## Core Policy I Recognize / Connect / Monitor

### Policy principles

- To ensure the provision of prompt support from pregnancy through school age and adolescence, the network of relevant institutions will be improved, and nursery facilities, kindergartens, schools, communities, ward offices, etc., will, through various forms of regular contact and relationships, attempt to promptly recognize children, young people, and families that face difficulties.
- The various individuals involved with children and families will provide close support to children, young people, and families in the community who face difficulties, and they will monitor them to prevent isolation and create an environment for comfortable living.

Main initiatives	Overview
<p><b>1 Better ongoing support from pregnancy</b></p>	<p><b>[Support from the Yokohama City Comprehensive Parenting Support Center]</b> Ward Health and Welfare Centers and local childrearing support centers will use their own strengths and networks to achieve greater cooperation and collaboration to provide ongoing support starting from pregnancy and extending through child care as the “Yokohama City Comprehensive Parenting Support Center”.</p> <p>Regarding the functions of the center, a mother and child health coordinator will be placed at ward Health and Welfare Centers to improve the ongoing consultation system that focuses on the period from the issuance of the Mother and Child Health Handbook through 4 months after childbirth, and mother and child health services will be introduced in order to reduce the anxiety and burdens of mothers and caregivers.</p> <p><b>[Support program for consultations on pregnancy and birth]</b> “Ninshin SOS Yokohama” provides casual consultations over the phone and through email for individuals with anxiety or concerns regarding pregnancy and birth, such as unexpected pregnancies. The program will enhance support through consultations from early in the pregnancy and provide support for safe pregnancy and childbirth.</p>
<p><b>2 Support for child care in the community</b></p>	<p><b>[Program for local childrearing support centers]</b> These facilities are at the core of community support for child care. There is one in each ward (two in wards with satellite locations), and they can be used from pregnancy. These centers provide a place for parents and children to play and interact and consultations and information on child care. They establish networks and develop human resources for parties involved in childcare support, and they encourage community-based child care. They also: actively approach and provide external support to families that are not using the centers, support childcare group activities, and raise awareness regarding childcare support in the community.</p> <p><b>[Program for gathering places for parents and children]</b> Civic activity groups, primarily NPOs, use rooms in condos, empty storefronts, etc., to provide a place for parents and children to casually gather and interact, perform consultations on child care, and provide information on child care. Some of these gathering places for parents and children will also temporarily take care of the children for regular users.</p>
<p><b>3 School initiatives for addressing various problems</b></p>	<p><b>[Improve support systems for students]</b> So that various problems such as bullying can be quickly discovered, handled, and resolved, the system for faculty that provide dedicated support or instruction to students will be enhanced, and case conferences will be regularly held by school anti-bullying committees in order to make decisions and responses at an organizational level.</p> <p><b>[Promote the use of school social workers, enhance training systems, and enhance cooperation with relevant institutions]</b> In order to respond to the diverse issues of children, the use of school social workers, who support the enhancement of school systems and cooperation between schools and related institutions from a welfare perspective, will be expanded and promoted. Also, the training system for school social workers, which requires school visits and more suitable handling of school needs, will be enhanced to improve and standardize the quality of support. Additionally, a network among relevant institutions such as ward offices, child consultation centers, social welfare councils, and community care plazas will be established in order to support the healthy growth of children by supporting families who face difficulties.</p>
<p><b>4 Community initiatives for monitoring children and providing a place to stay after school</b></p>	<p><b>[Program for after-school child care]</b> This program aims to provide a cost-free play space for all children and a living space for children whose parents are away from home. It will provide adequate child care that also develops children's independence and sociability by creating a comforting place for children after school. Examples include the After-School Kids Club, which uses elementary school facilities, and after-school children's clubs that use civic facilities with the understanding and cooperation of the community to provide a living space for children whose parents are away from home.</p> <p><b>[Create a place for children in the community]</b> Independent community initiatives such as children's cafeterias provide a comforting place for children. The creation of local places for children will be supported so that children who face difficulties can be recognized and monitored.</p>
<p><b>5 Measures to prevent child abuse</b></p>	<p><b>[Establish the functions of comprehensive support centers for families with children]</b> Ward Children and Families Support Divisions will be equipped with the functions of the center based on the Child Welfare Law to improve consultations and support from the ward for families and children who require child protection or other forms of support.</p> <p><b>[Kanagawa Children and Family #110 Consultation Line]</b> Yokohama, Kanagawa, Kawasaki, Sagami, and Yokosuka jointly operate the Kanagawa Children and Family #110 Consultation Line so that children and guardians can freely discuss parental or family concerns, childcare anxieties, etc., and initiatives are in place across all regions in Kanagawa so that child abuse can be prevented or promptly discovered and handled.</p>

## Core policy II Support children so they can be independent in the future

### Policy principles

- Livelihood support and academic support for enrollment in high school will be provided to children with problematic parenting environments. Also, through diverse experiential activities in the community, children will be provided with the knowledge and skills necessary to be independent in the future both socially and economically, and they will be taught social skills, etc.
- Counseling provided by schools and ward offices and economic support in the form of scholarships, etc., will help children stay in school and proceed along their desired path.

Main initiatives	Overview
1 Support for daily life and studying	<b>[Program for close livelihood support]</b> Support will be provided to elementary and junior high school students who are raised in families that require support and have a problematic parenting environment, such as an ill guardian or livelihood difficulties, so that the children develop daily habits such as eating and brushing their teeth and academic habits such as doing homework.
	<b>[Program for after-school study places]</b> After-school study support will be provided primarily by university students and community members to elementary and junior high school students who have difficulty studying at home or who have not sufficiently developed academic habits in order to establish such academic habits and improve their basic academic ability.
	<b>[Program for close academic support]</b> In order to break the cycle of poverty, academic support will be provided to junior high school students who wish to attend high school; an important for their future independence. Additionally, in order to expand the options of children of high school age, including those who do not attend high school, for their future independence, they will be given support through workshops and by having a place to go.
	<b>[Improve community experiences and academic opportunities]</b> The environment for children to develop self-affirmation and the ability to be independent in the future will be improved through dietary experiences and learning opportunities at community places such as children's cafeterias; diverse experiences on nature, science, and society at play parks and youth centers; and interactions with various age groups.
	<b>[Support for junior high school lunches for students eligible for school subsidies]</b> Yearly support will be provided as required for junior high school lunches to students eligible for school subsidies.
	<b>[Support program for students facing difficulties (Yokoso Cafe)]</b> Yokohama Sogo High School will establish a nearby place on campus for students called "Yokoso Cafe" in cooperation with civic groups that provides consultations to students with concerns and problems and that provides support for career building.
2 Support for academic advancement and continued enrollment	<b>[Support for young caregivers]</b> Yokohama will administer a survey of children, i.e., young caregivers, who regularly perform housework, take care of family members, or do other tasks generally expected of adults. The purpose is to ascertain conditions in Yokohama, and initiatives will be taken in cooperation with relevant institutions to provide suitable support. The creation of leaflets; forums for promoting understanding; and ads and awareness activities targeting citizens, schools, and relevant institutions will lead to greater social awareness and earlier discovery of children who could become young caregivers, which can often remain under the radar.
	<b>[Program for educational support]</b> Dedicated educational support staff will be placed in ward Public Assistance Divisions. For junior high school students and caregivers in households receiving public assistance, they will visit homes to provide information related to systems on enrollment and public assistance, encourage academic advancement, and support the use of counseling institutions. They will also provide support for academic advancement and enrollment. They will also provide support to high school age students and to students in high school to ensure that they stay in school. This will expand students' options for future independence and break the cycle of poverty.
	<b>[Program for high school scholarships]</b> Scholarships will be provided to students with excellent academic performance who have difficulty going to high school for economic reasons. Disbursements for textbooks will be provided to students who work and attend a public high school part time.
	<b>[Subsidies for enrollment and re-enrollment]</b> Households that meet the income requirements are certified for enrollment subsidies, and (partial) tuition is provided to students enrolled in high school. However, if students drop out of high school and then re-enroll and they are certified for re-enrollment subsidies, they can get the equivalent level of support until graduation (up to 2 years), even if the disbursement period for enrollment subsidies had passed.
	<b>[New support system for enrollment in higher education*]</b> A new support system for enrollment in higher education has been in place since April 2020 at eligible public and private universities along with measures to reduce tuition and increase scholarship disbursements so that students who want to study at university do not have to give up for economic reasons. Yokohama City will cover the costs of tuition reductions as the founding group of Yokohama City University, a school eligible under this system. For eligible national public universities and private universities, the costs resulting from tuition reductions are covered by the national government. The MEXT website or the website of the corresponding school should state whether the school is eligible.

\*Initiative targeting students who attend universities.

## Core policy III Support for families to establish a foundation for daily life

### Policy principles

- An environment will be established where child care can be performed comfortably and that reduces the physical and mental burden of guardians. This will be accomplished through temporary childcare programs for responding to the diverse needs of families raising children, support for families with anxiety or problems regarding child care, etc.
- The independence of households with a fragile foundation for daily life will be encouraged through economic and employment support.

Main initiatives	Overview
1 Livelihood support for comfortable child care	<b>[Handling diverse childcare and educational needs]</b> Support will be provided so that children grow up healthy, and support will be provided to guardians raising children. This will be achieved by responding to the needs of guardians with diverse employment circumstances by reducing the anxiety and burdens of child care and by ensuring child care and education for diverse situations, such as temporary child care at nursery facilities, temporary child care for infants, and child care for sick or recovering children.
	<b>[Program for dispatching assistants before/after childbirth]</b> Home assistants will be dispatched to mothers who need support with housework or child care and to families with infants up to 5 months old (or 1 year old in case of twins) to reduce the burdens of child care and support a stable livelihood.
	<b>[Home visitation program to support child care]</b> In order to ensure parenting is adequate and children grow up healthy, ongoing visits will be made to the homes of families who have a genuine need for childcare support and to pregnant mothers who have a genuine need for support both before and after childbirth.
	<b>[Home visitation program to support parenting]</b> Home visitation parenting support staff and parenting support assistants will be dispatched to caregivers receiving ongoing support from a child consultation center due problems with child abuse, etc. They will listen to concerns, provide consultations and support regarding child care, help with housework, check the childcare environment, etc., in order to prevent the recurrence of abuse.
2 Economic support	<b>[Program to encourage school enrollment]</b> Assistance will be provided to guardians of school age children recognized as having enrollment difficulties for economic reasons for study/school supplies and school lunches. Preparatory expenses for admission into elementary and junior high schools will be disbursed prior to admission. Enrollment incentives will be disbursed in order to reduce the economic burdens of children who attend special needs classes at an elementary or junior high school.
	<b>[Assistance for child medical expenses]</b> Assistance will be provided for the health insurance copay when a child is sick or injured and gets examined by a medical institution (depending on age, there may be income restrictions or partial payments required).
	<b>[Reduce the cost to use temporary childcare programs, after-school childcare programs, etc.]</b> An environment will be established where temporary childcare programs, childcare programs for sick or recovering children, after-school childcare programs (After-School Kids Club, after-school children's clubs), etc., can be used without posing an economic burden. This will be achieved through a reduction in usage costs for low-income households.
3 Support for employment and independence	<b>[Public assistance]</b> Eight types of financial assistance will be provided (livelihood, education, housing, medical, care, childbirth, occupation, funeral) to individuals in poverty according to the national standards and extent of poverty in order to guarantee the minimum standard of living and to assist with independence.
	<b>[Program to support the independence of recipients of assistance]</b> Dedicated employment support staff will be placed in ward Public Assistance Divisions to provide information on job openings and to support the job searching activities of recipients of public assistance who are capable of working. This will be performed through the use of Job Spot and no-cost occupational introductions. If individuals cannot find a job right away, initiatives such as work experiences will help further motivate them to find a job. Household accounting support will also be provided for reviewing household budgets and better balancing costs.
	<b>[Program to support an independent livelihood for those in poverty]</b> Independence support staff will be placed in ward Public Assistance Divisions to provide comprehensive support before households reach a stage that requires public assistance. They will create support plans for independence; provide employment support through Job Spot, no-cost occupational introductions, and work training programs; and provide support for reviewing household finances and balancing costs.
4 Support for securing a place to live	<b>[Preferential treatment when applying for public housing]</b> Households with children that have not yet graduated junior high school (households raising children) will have a higher rate of being chosen in the lottery compared to regular families. An application class has been established that is only for households raising children.
	<b>[Housing safety net program]</b> This will streamline occupancy in private rental housing by people requiring special assistance. This will be accomplished through the registration system for housing for people who require special assistance (safety net housing), which uses empty private rental units, and also through housing support and economic support for safety net housing.
	<b>[Cash payments for securing housing (program to support an independent livelihood for those in poverty)]</b> Payments in an amount equivalent to rent and employment support will be provided to those whose livelihoods are threatened by a decrease in income from a loss of employment or business closure.

## Core policy IV Diverse support that considers the backgrounds of child poverty

### Policy principles

- Various factors in addition to economic troubles lead to child poverty, such as divorce, the death of a parent, the language barrier in the case of foreign nationals, truancy, withdrawing from society, child/parental disability, insufficient parenting at home, domestic violence, etc. Because these factors are intertwined in a complex way, a diverse approach to support will be taken.

Main initiatives	Overview
1 Support for single-parent households	<p><b>[Support Center for the Employment and Independence of Single Mothers (Program to support the independence of single-parent households)]</b> Employment support staff will be placed at Hitori Oya Support Yokohama (Support Center for the Employment and Independence of Single Mothers), and they will provide thorough employment support to single parents receiving a child allowance. This will be provided through one-on-one consultations at the ward office consultation window or over the phone. They will also create personalized employment support plans, documents, etc.</p> <p>After the parent is hired, the staff will provide support to ensure the parent stays employed, and they will provide support if the parent changes jobs for better economic capacity. Other consultations will be performed in cooperation with the ward office, including pre-divorce consultations and consultations on the concerns of single parents.</p> <p><b>[Support program for single parents with adolescents transitioning from elementary school to junior high school (Program to support the independence of single-parent households)]</b> In order to respond to concerns about academic advancement and securing school fees, support will be provided to single-parent households that are raising children who will enter junior high school; a major change in the lives of both the child and parent. Academic support will be provided to children, and consultations will be provided to parents.</p>
2 Support for foreign nationals and children with relationships in other countries	<p><b>[Needs-based Japanese instruction and support for foreign national students in adapting to school]</b> Based on the needs of students and guardians, focused support will be provided to new arrivals in Japan by Japanese language support centers Himawari, Tsurumi Himawari, and Tsuzuki Himawari (name pending)*1. Students will also receive Japanese instruction and support for adapting to Japanese schools through international classrooms in the schools, licensed Japanese instructors, and volunteers able to speak the child's native language.</p> <p><b>[Yokohama Information Cultural Center]</b> The center provides consultations on daily life to foreigners living in Yokohama, and it provides information on international exchange and volunteer activities, civic activities that support foreigners, etc. Also, if it is determined that the provision of specialized information is necessary, the center will introduce the appropriate institution.</p>
3 Support for truant children	<p><b>[Heartful Friend home visits]</b> University/Graduate students undergoing specialized studies in psychology will make regular home visits to truant students prone to staying inside. They help students gain social independence by talking and playing with the students and engaging in activities appropriate for them.</p> <p><b>[Heartful Space]</b> Truant students visit once or twice a week and engage in creative activities or light sports with support staff in order to develop a sense of self-affirmation and a relationship of mutual trust. Counseling and instruction for social independence are provided to the students. Meetings are also held to share information on students with guardians.</p>
4 Support for children who require social protection	<p><b>[Promote foster parents and family homes]</b> Staff responsible for foster parents will be secured, trained, and assigned so that children who, for any number of reasons, are unable to live with their family can be raised in a foster or family home with a family-like environment. Additionally, promotion and awareness activities will achieve wide recognition of the system among citizens in order to further promote foster parenting and adoption.</p> <p><b>[After-care program for children released from institutions]</b> In order to prevent children from becoming isolated after they are released from an institution, to help them become independent, and to understand their situation, ongoing visits will be provided for each child. These children will be given counseling on matters related to daily life and their home. Additionally, they will be given payments in order to acquire qualifications, pay for the first year of university, or pay rent, and there will be follow-ups after they enter school or get a job. "Yokohama Port For" will also be operated as a place for children who have been released from institutions to freely visit or go to for counseling or information, and personal support will be provided as needed.</p>
5 Support for troubled children and young people	<p><b>[Youth Consultation Center program*2]</b> The center provides ongoing support for children and families regarding problems that young people face, such as withdrawal and truancy, so that the children can participate in society. Support is provided through phone consultations, on-site consultations, home visits, and group activities. Training is also provided to institutions and groups involved in supporting young people in order to improve the skills of supporters.</p> <p><b>[Community Youth Plaza program*2]</b> Community Youth Plazas (4 municipal locations) cooperate with the Youth Consultation Center and the Youth Support Station to provide support for the independence of young people who face issues such as withdrawal. Support is provided through general counseling, the provision of a place to go, social experiences, and work experience programs.</p> <p>Also, counselors from Community Youth Plazas visit each ward and hold specialized consultations, seminars, and discussions so that support can be provided to young people who have withdrawn from society and are not currently getting support.</p>

\*1 Planned to open in FY2022.

\*2 For young people up to age 39.

### 1 System for advancing the plan

- As the plan moves forward, discussions will be held on the current status of programs and their problems through the “Meeting to Advance the Plan for Measures Against Child Poverty in Yokohama”, which includes outside experts and agency meetings with related bureaus and wards. Comprehensive measures will be taken in cooperation with related parties while ensuring a PDCA cycle for the plan.

### 2 Advancement of the plan by independent bodies; training human resources

- Measures against child poverty are initiatives that provide support through the division of roles among many individuals, including those who provide specialized support and those who, in everyday situations, recognize, observe, and support children and families who face problems.
- In addition to the government, it is necessary for community members, businesses, related groups, and others to independently provide support from their own positions and viewpoints.
- As the plan moves forward, parties involved in support, such as the government, community members, businesses, and related groups, will need to have a shared understanding of child poverty. Human resources will be trained, information will be shared, and a network will be created with the intention to be used. This will be done in connection with the necessary community resources in order to improve support.

### 3 Cooperation with relevant institutions of national and prefectural governments

- In order to efficiently and effectively take measures against child poverty across society, measures will move forward through stronger cooperation and an accurate understanding of the activities of national and prefectural governments.

### 4 Promoting the release and sharing of information

- In the survey for ascertaining actual conditions on child poverty that was performed in 2020, it was understood that children and families with difficulties did not know about necessary support systems or the procedures for these support systems. Such children and families must get support early on so that their situation does not deteriorate and so they do not fall into poverty.
- To ensure that the advancement of the 2nd term plan leads to the provision of support to those who need it, support guides will be created on measures against child poverty for children and families that compile general information such as an overview of support systems and places to go for consultation. Also, easy-to-understand information will be released and shared through social media by related parties



## The 2nd Term Plan for Measures Against Child Poverty in Yokohama

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