Birthrate Decline Measures

Overview

Circumstances of childcare support measures

1990
- <1.57 shock>

Dec. 1994
- Angel Plan
- 5-year emergency measures for childcare

Dec. 1999
- New Angel Plan

July 2001
- Policy on Support for Balancing Work and Childcare

Sept. 2002
- Basic Act for Measures to Cope with Society with Declining Birthrate

June 2003
- Outline of Measures against the Declining Birthrate

June 2004
- Plan for Supporting Child and Childcare

Dec. 2004
- Establishment and implementation of plans of action by local public entities and companies

Apr. 2005
- New Measures for Declining Birthrate

June 2006
- Work-Life Balance Charter

Dec. 2007
- "Japan to Support Children and Families" Important Strategy

Feb. 2008
- "New Strategy for No Wait-listed Children at Day-care Centers"

Jan. 2010
- Vision for Child and Childcare

Nov. 2010
- "Taking in Advance" Project for Reducing Wait-listed Children

Agreement between 4 ministers (Minister of Education, Minister of Health and Welfare, Minister of Labour, and Minister of Construction)

Agreement between 3 ministers (Minister of Finance, Minister of Health and Welfare, and Minister of Home Affairs)

Agreement between 6 ministers (Minister of Finance, Minister of Education, Minister of Health and Welfare, Minister of Labour, and Minister of Construction, and Minister of Home Affairs)

Formulated by MHLW

Enforced step-by-step from July 16, 2003

Enforced on Sep. 1, 2003

Enforced on Sep. 1, 2003
### Current Status of Various Childcare Support Projects

Various childcare support services are considered not having been all available at neighborhoods.

<table>
<thead>
<tr>
<th>Project name</th>
<th>Contents</th>
<th>Actual status</th>
<th>Establishments in regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit to all families with a baby</td>
<td>Visiting all families with infants within 4 months after childbirth to provide information on childcare support and identify childcare environment, etc.</td>
<td>1,561 municipalities (General Affairs Division, Equal Employment, Children and Families Bureau (as of July 1, 2010))</td>
<td>Percentage of implementing municipalities: 89.2%</td>
</tr>
<tr>
<td>Home-visiting childcare support services</td>
<td>Visiting families with children requiring childcare support to provide assistance and technical guidance, etc. on childcare/homework</td>
<td>1,041 municipalities (General Affairs Division, Equal Employment, Children and Families Bureau (as of July 1, 2010))</td>
<td>Percentage of implementing municipalities: 59.5%</td>
</tr>
<tr>
<td>Regional centers for childcare support</td>
<td>Promotion of community-based exchange of parents and children and provision of consultation/assistance, etc. on childcare, etc.</td>
<td>5,199 centers (FY2009 grant decision base)</td>
<td>0.24 centers per elementary school district</td>
</tr>
<tr>
<td>Child center services</td>
<td>Providing group/individual guidance for children via playing, education/guidance for after-school children, development of community-based activities such as Mothers’ Clubs, etc., education/guidance for older children, consultation for childcare families, etc.</td>
<td>4,360 centers (2,707 public centers and 1,663 private centers) (as of October 2008)</td>
<td>0.20 centers per elementary school district</td>
</tr>
<tr>
<td>Temporary childcare (temporary day-care services)</td>
<td>Providing urgent/temporary day-care services in case of parent’s sickness or for relieving physical and mental burden of childcare, etc.</td>
<td>6,460 facilities (FY2009 grant decision base)</td>
<td>0.29 facilities per elementary school district</td>
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<tr>
<td>Short-term admission for daily life assistance (short-stay services)</td>
<td>Providing day-care/protection services at facilities capable of providing appropriate protection, including foster homes, etc., in case of parents being unable to engage in childcare due to physical/mental/environmental reasons, including sickness and exhaustion, etc. (up to 1 week in principle)</td>
<td>637 facilities (FY2009 grant decision base)</td>
<td>0.35 facilities per municipality</td>
</tr>
<tr>
<td>Night-time nursing, etc. (twilight) services</td>
<td>Providing day-care services at facilities capable of providing appropriate protection, including foster homes, etc., in case of parents having difficulty taking care of their children for being absent on weekday evenings or on holidays due to occupational reasons, etc. Overnight stay is available.</td>
<td>330 facilities (FY2009 grant decision base)</td>
<td>0.18 facilities per municipality</td>
</tr>
<tr>
<td>Family support center services</td>
<td>Communication/adjustment services on mutual-aid activities between those willing to receive assistance such as day-care services (user members) and those willing to provide assistance (provider members)</td>
<td>599 centers (FY2009 grant decision base)</td>
<td>0.33 facilities per municipality</td>
</tr>
</tbody>
</table>

Note: The total number municipalities is 1,800 (as of April 1, 2009) (*the number of municipalities in the respective prefectures at the time of survey is used for two home-visitation support services*).

Note: The number of public elementary schools, as used for determining elementary school district, is 22,048 ("FY2009 School Basic Survey", Ministry of Education, Culture, Sports, Science and Technology).

### Current Status of Diverse Day-Care Measures

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<thead>
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<td>Certified day-care centers</td>
<td>Facilities to provide day-care services for infants not receiving sufficient nursing care in place of parents working day time, etc. (open 11 hours, 8 day-care services hours, approx. 300 days in principle)</td>
<td>Day-care centers: 23,068</td>
<td>• 1.05 centers per elementary school district</td>
</tr>
<tr>
<td>Extention childcare businesses</td>
<td>Providing day-care services of over 11 open hours</td>
<td>15,901 centers (FY2009 grant decision base)</td>
<td>• 69.4% of licensed day-care centers</td>
</tr>
<tr>
<td>Childcare businesses in holidays</td>
<td>Providing day-care services on Sundays and holidays, etc. (*implemented by day-care centers that are open throughout the year)</td>
<td>978 centers (FY2009 grant decision base)</td>
<td>• 4.3% of licensed day-care centers</td>
</tr>
<tr>
<td>Night-time childcare businesses</td>
<td>Providing night time day-care services up to around 22:00 (*open hours of approx. 11 hours)</td>
<td>77 centers (FY2009 grant decision base)</td>
<td>• 0.34% of licensed day-care centers</td>
</tr>
<tr>
<td>Specific childcare business</td>
<td>Flexibly providing day-care services for 2-3 days a week or morning/afternoon only as required</td>
<td>1,269 centers (FY2009 grant decision base)</td>
<td>• 5.5% of licensed day-care centers</td>
</tr>
<tr>
<td>Childcare businesses for children with disease and children after disease</td>
<td><strong>For sick children:</strong> Sick children in regions are temporarily taken care of by nurses, etc. at special rooms attached to hospitals/day-care centers, etc. <strong>For children recovering from sickness:</strong> Children in regions recovering from sickness are temporarily taken care of at special rooms attached to hospitals/day-care centers, etc.</td>
<td>1,250 centers (FY2009 grant decision base)</td>
<td>• 1 center per 1,632 children using licensed day-care centers</td>
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<td>Family-style day-care services</td>
<td>Providing day-care services for a small number of children mainly younger than 3 at residences, etc. of nursery teachers or family-style caregivers authorized by the mayors of municipalities via training in cooperation with day-care centers</td>
<td>Family-style caregivers: 223</td>
<td>• 0.12 family-style caregivers per municipality</td>
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Note: Total number municipalities is 1,800 (as of April 1, 2009). The number of public elementary schools, as used for determining elementary school district, is 22,048 ("FY2009 School Basic Survey", Ministry of Education, Culture, Sports, Science and Technology).
Basic Ideas

- New Systems of Child and Childcare -

**Establishment of a system for realizing a society that supports children and childcare families**

Children are the hope of society and strength of the future.
The healthy development of children is a natural desire and a pleasure to all adult members of our current society.
Ensuring that all children are respected and their development equally protected is therefore necessary.

*Development of parents* should also be supported in bestowing a sense of fulfillment from childcare.

A new mutual support system for childcare shall be established that takes into consideration the reduced childcare abilities of families and communities associated with the changes in the environment surrounding children and childcare, etc. and on the premise that parents have the primary responsibility for childcare.

The importance of mutual support between children and adults and disaster victims and supporters etc. was reconfirmed in the Great East Japan Earthquake disaster.

- Support for child and childcare families by all of society
- Ensuring quality development environments for all children, and realizing the healthy development of all children, including any that require special support
- Ensuring high quality school education/day-care services and improved community-based childcare support

- The percentage of family-related social expenditure of GDP is low (Japan: 1.13%, France: 3.00%, U.K.: 3.27%, and Sweden: 3.35%)

- **Rapid progress in declining birthrate**
- **The current situation that disrupts people’s desire to be married, have children, and raise them.**
- Approximately 90% of single males/females intend to get married, with the number of children they wish to have being 2 or more.
- Environment surrounding children and childcare, including families, communities, and employment, etc. has been changing.

- **Increased sense of isolation and burden of childcare**

- **Support for child and childcare is inadequate in terms of both quality and quantity**

- **Serious issue of wait-listed children, shortage of after school children’s clubs or “barriers to the first grade of elementary school”**

- **Elimination of M-shaped curve (percentage of females in their 30s in the labour force)**

- **Resolving the issue of wait-listed children through promoting a better work-life balance and quantitative expansion of day-care services in thus realizing a society in which both males and females can balance childcare with work**

- **Unified systems/financial resources for childcare support required according to their growth**

- **Establishment of Child and Childcare Conference (tentative name)**

- **Identification of people’s needs, including potential needs, and systematic development of provision systems (municipalities will be responsible for them)**

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Outline of Benefit Design

- Child allowance (cash)
- Community-based childcare support services (tentative name)
  (*) Implemented in cooperation with services implemented by prefectures, including social childcare, etc.
  • Regional centers for childcare support, temporary childcare, visit to all families with a baby, etc. (scope of coverage is legally stipulated)
- Antenatal checkups

Benefits for child birth/childcare leave (tentative name) → Issues to be discussed in the future
- Childcare center benefits (tentative name)
  childcare centers (tentative name):
  general facilities (tentative name), kindergartens, day-care centers, and other facilities that meet objective standards are designated as childcare centers (tentative name)
- Community-based day-care benefits (tentative name)
  • Small-scale day-care services, family style day-care services, home-visit day-care services, day-care services at offices
  * Childcare center benefits (tentative name) and community-based day-care benefits (tentative name) are available for early morning/night time/holiday day-care services.
- Extention childcare businesses, childcare businesses for children with disease and children after disease
- After school children's clubs

Secured benefits based on users’ choice
- Systems for Childcare center benefits (tentative name) and community-based day-care benefits
- Development of infrastructures with the entry of various business entities
  • Introduction of the designated business operator system (various benefits and different standards for each business type)
  • Equal footing
  • Inclusion of depreciation expenses in benefits for joint-stock corporations, etc.
  • Withdrawal regulation and creation of a system for information disclosure, etc.
  • Securing quality with objective standards

[Reference: Classification of benefits and services]

- Benefits for child and childcare support (tentative name)
  (Implemented as benefits for individuals)
  - Child allowance
  - Childcare center benefits (tentative name)
    Childcare centers (tentative name):
    general facilities (tentative name), kindergartens, day-care centers, and other facilities that meet objective standards are designated as childcare centers (tentative name)
  - Community-based day-care benefits (tentative name)
    • Small-scale day-care services, family style day-care services, home-visit day-care services, day-care services at offices
    * Childcare center benefits (tentative name) and community-based day-care benefits (tentative name) are available for early morning/night time/holiday day-care services.
  - Benefits for child birth/childcare leave (tentative name) → Issues to be discussed in the future

Block grant for child and childcare (tentative name)
(Implemented as services of municipalities)
- Community-based childcare support services (tentative name)
  (*) Implemented in cooperation with services implemented by prefectures, including social childcare, etc.
  • Regional centers for childcare support, temporary childcare, visit to all families with a baby, etc. (scope of coverage is legally stipulated)
- Extention childcare businesses, childcare businesses for children with disease and children after disease
- After school children's clubs
- Antenatal checkups

* Original services by municipalities will be considered in the future.
Concrete Scheme of Unification of Kindergartens and Day-Care Centers

○ Unification of benefit system
- Creation of new systems of child and childcare -
  • Systematic development of school education/day-care services in regions
  - Formulation of business plans for new systems of municipalities (tentative name)
    Municipalities will formulate business plans for the new systems of municipalities (tentative name) that incorporate the projected demand for child and childcare related services and measures to then secure the projected volume, etc. in addition to the projected demand for school education/day-care services in regions.
  • Quantitative expansion of various day-care services
    - Introduction of designated systems
      Quantitative expansion of quality day-care services will be promoted by facilitating the entry of various business entities into the day-care service business using financial measures for facilities and day-care services that meet objective standards, etc.
  • Unification and improvement of benefits
    - Creation of childcare center benefits (tentative name), etc.
      Efforts will be made to eliminate double administrations and to secure the fairness of financial measures for school education/day-care services through unifying school education/day-care service benefits via the creation of childcare center benefits (tentative name).
○ Unification of facilities
- Creation of general facilities (tentative name)
  General facilities (tentative name) will be created in thus providing school education/day-care services and in-home childcare support in a unified manner.

* "School education" denotes education for children before entering elementary schools, as stipulated in the School Education Act (school education at infancy), while "day-care services" denotes day-care for infants, as stipulated in the Child Welfare Act. Hereinafter the same.

**Provision of high quality school education/day-care services in a unified manner**
- Quality school-education/day-care services will be provided in a unified manner through systematic development of school education/day-care services in regions and the establishment of general facilities (tentative name), etc.
- Quality of school education/day-care services will be improved even further through revision of placement standards, etc.

**Quantitative expansion of day-care services**
- Shifting from kindergartens to general facilities (tentative name) will result in a quantitative expansion of day-care services.
- The number of quality day-care services will be increased using financial measures (designation based) for various day-care service services, including facilities that meet objective standards and family style day-care services, etc. It will also contribute to eliminating the number of wait-listed children.

**Enhanced in-home childcare support**
- In-home childcare support functions will be improved thorough shifting from kindergartens/day-care centers to general facilities (tentative name) and promoting community-based childcare support services, etc.

**Systematic Development of school education/day-care services in regions (Image)**

- Status with and demands of child and childcare families
- Investigation/identification of demands
- Business plans for new systems of municipalities (tentative name)
- Systematic development
- Benefits for child and childcare support (tentative name)
- Regional centers for childcare support, etc.

- Childcare centers (tentative name) = subject to childcare center benefits (tentative name) via designation*
- Small-scale day-care service providers
- Family style day-care service providers
  Home-visit day-care service providers
  etc.
- Subject to community-based day-care benefits (tentative name) via designation

* Facilities that meet objective standards in securing quality are subject to designation. More concretely, general facilities (tentative name), kindergartens, day-care centers, and other facilities that meet the objective standards.
Promotion of Early Childhood Education in the Past and Reformation of Next-Generation Development Support

FY2004-FY2005

- Central Council for Education Report (January 2005)
  - Early childhood education is an education that should be provided to children at all places involved in their lives, including education provided at day-care centers, etc.
  - Promotion of comprehensive early childhood education by 3 entities, namely families, local communities, and facilities such as kindergartens, etc.
  - Improved early childhood education taking into consideration development of children and continuity of education (cooperation/connection between kindergartens and elementary schools)

- Joint discussion meeting between Early Childhood Education Committee of Central Council for Education and Committee on Children of Social Security Council (December 2004)
  - Discussion from the viewpoints of early childhood education and next-generation development support
  - Opportunities for early childhood education/day-care services should basically be provided regardless of employment conditions of their parents, etc.
  - In addition, provision of consultation, advice, and support for childcare families and occasions for parent child exchange is important

FY2006-FY2008

- Revision of School Education Act (June 2007)
  - Provided kindergartens as the first schools that children enter in
  - Clearly provided that kindergartens develop basis for compulsory education and the following education
  - Newly added provisions on family and community-based early childhood education

- Revision of the Points of Kindergarten Education (March 2008)
  - Cooperation and connection between kindergarten education and elementary school education
  - Continuity with families/communitys and cooperation/support

- Creation of certified childcare center system (October 2006)
  - Provision of high-quality early childhood education, day-care services, and childcare support for all children in a comprehensive manner regardless of employment conditions of their parents

- Study Group on Ideal Certified Childcare Center System (March 2009)
  - Enhanced financial support and elimination of double administration
  - Promotion of discussion of concrete systems in the future taking into consideration the directions of day-care system reform
  - The Act stipulates that provisions of the Act shall be reviewed when five years have elapsed since the enforcement of the Act, and therefore necessary review will take place along with the discussion on day-care service reform

- Establishment of the Special Subcommittee on Measures to Reverse Birthrate Decline of the Social Security Council (from December 2007)
  - First Report (February 2009)
    - Reformation of day-care services
    - Provision of support for all childcare families
    - Systems for information disclosure/assessment
    - Financial resources/cost bearing

- Summarizing the past discussions (December 2009)
  - Securing seamless services from childcare leave through day-care services to after school measures
  - Provision of support for all childcare families
  - User (children)-centric service provision
  - Actualization and quantitative expansion of potential demands
  - Responding to various user needs
  - Service provision according to the actual situations in regions
  - User (children)-centric service provision

FY2009

- Vision for Child and childcare (January 2010)
  - In order to immediately eliminate the number of wall-listed children services will be expanded through effective utilization of existing social resources to the maximum, etc.
  - In addition, reformation of the system from the point of view of children and childcare families will be promoted, including the provision of early childhood education and day-care services in a comprehensive manner (unification of kindergartens and day-care centers), etc., in thus enabling all children to have access to quality early childhood education and day-care services.

- Overview of the basic plan draft for the new system of child and childcare (June 2010)
  - Early childhood education and day-care services will be unified and provided in an integrated manner at childcare centers (tentative name) in accordance with the new guidelines through breaking the barriers that separate kindergartens, day-care centers, and certified childcare centers.
  - Childcare centers (tentative name) will be subject to "benefits for kindergarten-day-care center integration (tentative name)"
  - Points on Kindergarten Education and Guidelines for Day-Care Services at Day-Care Centers will be integrated into newly created guidelines (Child Guidelines (tentative name))
  - Functional unification, including establishment of common qualifications, will be promoted
  - Entry of various business entities