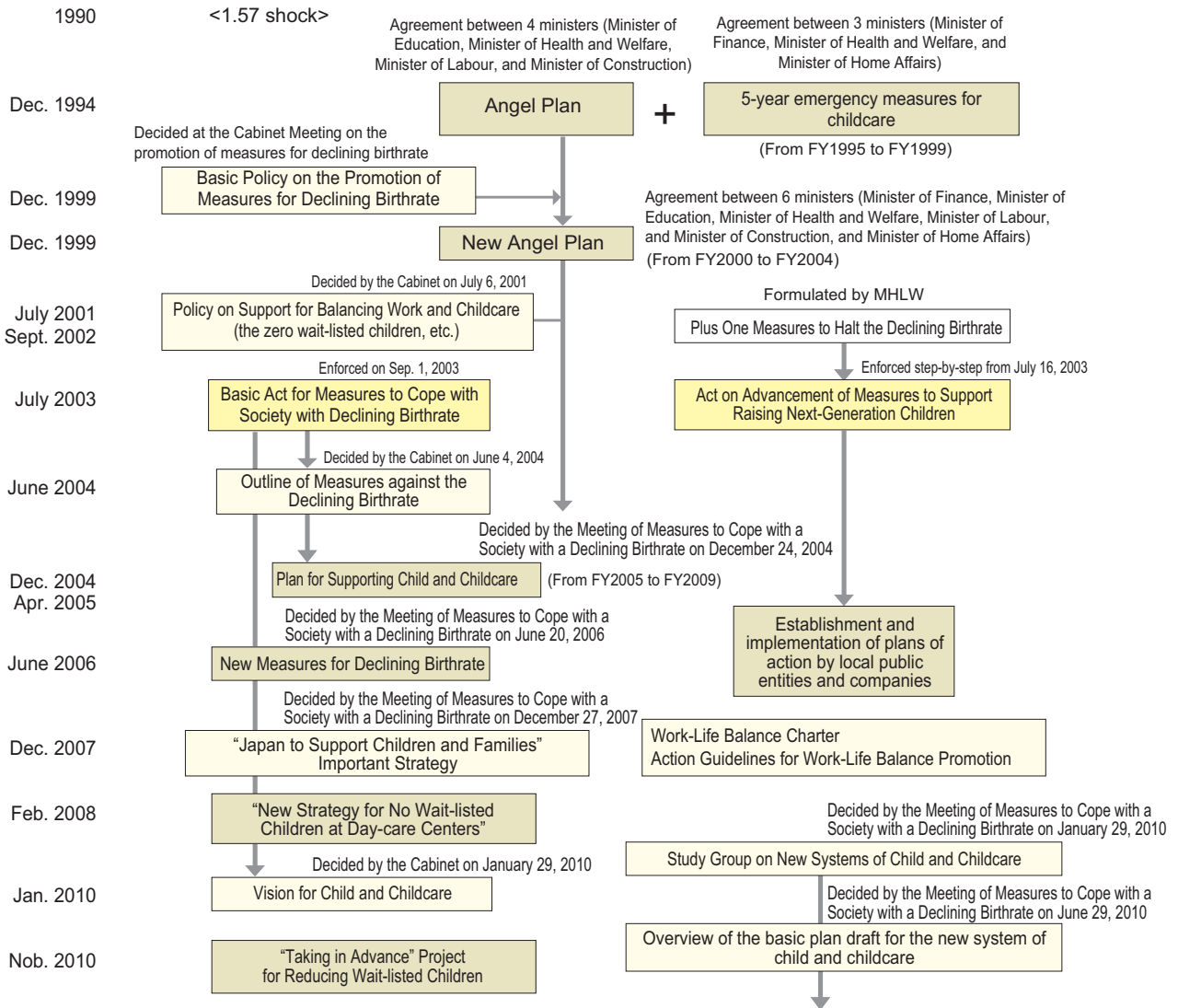


# Birthrate Decline Measures

## Overview

### Circumstances of childcare support measures



## Current Status of Various Childcare Support Projects

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

Project name		Contents	Actual status	Establishments in regions	
Home-visit support	Visit to all families with a baby	Visiting all families with infants within 4 months after childbirth to provide information on childcare support and identify childcare environment, etc.	1,561 municipalities (General Affairs Division, Equal Employment, Children and Families Bureau (as of July 1, 2010))	Percentage of implementing municipalities: 89.2%	
	Home-visiting childcare support services	Visiting families with children requiring childcare support to provide assistance and technical guidance, etc. on childcare/homework	1,041 municipalities (General Affairs Division, Equal Employment, Children and Families Bureau (as of July 1, 2010))	Percentage of implementing municipalities: 59.5%	
Gathering places for parents and children	Regional centers for childcare support	Promotion of community-based exchange of parents and children and provision of consultation/assistance, etc. on childcare, etc.	5,199 centers (FY2009 grant decision base)	0.24 centers per elementary school district	
	Child center services	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.	4,360 centers (2,757 public centers and 1,603 private centers) (as of October 2009)	0.20 centers per elementary school district	
Day-care services	Temporary childcare (temporary day-care) services	Providing urgent/temporary day-care services in case of parent's sickness or for relieving physical and mental burden of childcare, etc.	6,460 facilities (FY2009 grant decision base)	0.29 facilities per elementary school district	
	Short-term childcare support services	Short-term admission for daily life assistance (short-stay) services	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 7 days in principle)	637 facilities (FY2009 grant decision base)	0.35 facilities per municipality
		Night-time nursing, etc. (twilight) services	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.	330 facilities (FY2009 grant decision base)	0.18 facilities per municipality
Mutual-aid	Family support center services	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)	599 centers (FY2009 grant decision base)	0.33 facilities per municipality	

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-visit 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

Project name	Contents	Actual status	Establishments in regions
Certified day-care centers	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)	Day-care centers: 23,068 Infant users: 2.08 million (As of April 1, 2010)	• 1.05 centers per elementary school district
Extention childcare businesses	Providing day-care services of over 11 open hours	15,901 centers (FY2009 grant decision base)	• 69.4% of licensed day-care centers
Childcare businesses in holidays	Providing day-care services on Sundays and holidays, etc. (* implemented by day-care centers that are open throughout the year)	978 centers (FY2009 grant decision base)	• 4.3% of licensed day-care centers • 0.54 centers per municipality
Night time childcare businesses	Providing night time day-care services up to around 22:00 (* open hours of approx. 11 hours)	77 centers (FY2009 grant decision base)	• 0.34% of licensed day-care centers • 0.04 centers per municipality
Specific childcare business	Flexibly providing day-care services for 2-3 days a week or morning/afternoon only as required	1,269 centers (FY2009 grant decision base)	• 5.5% of licensed day-care centers • 0.71 centers per municipality
Childcare businesses for children with disease and children after disease	<For sick children> Sick children in regions are temporarily taken care of by nurses, etc. at special rooms attached to hospitals/day-care centers, etc. <For children recovering from sickness> Children in regions recovering from sickness are temporarily taken care of at special rooms attached to hospitals/day-care centers, etc. <For children with poor health> Children with poor health are temporarily taken care of at day-care centers	1,250 centers (FY2009 grant decision base)	• 1 center per 1,632 children using licensed day-care centers • 0.69 centers per municipality
Family-style day-care services	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	Family-style caregivers: 223 Child users: 828 (FY2009 grant decision base)	• 0.12 family-style caregivers per municipality

Note: Total number of 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).

## - New Systems of Child and Childcare -

### Basic Ideas

#### 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.

- 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.

- Support for child and childcare families by all of society  
 Support for child and childcare is an investment in the future  
 Realization of a society that fulfills people's desire to get married, have children, and raise them  
 Ensuring respect for all children and their equal development

- Support for child and childcare is inadequate in terms of both quality and quantity
- Increased sense of isolation and burden of childcare

- 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%)

- 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

- Vertically segmented systems/financial resources for childcare support
- Insufficient measures in providing support according to the actual situation of a region

- 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)

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

### Content (Points) of New Systems of Child and Childcare

#### ■ Ensuring quality development environments for all children, and support for child and childcare families from all of society

- Support for all child and childcare families (child allowance, community-based childcare support, etc.)
- Integration of kindergartens and day-care centers (creation of childcare centers (tentative name), etc.)
  - Unification of benefit systems (creation of childcare centers (tentative name))
  - Unification of facilities (creation of general facilities (tentative name))

- Provision of high quality school educations at infancy and unified day-care services
- Quantitative expansion of day-care services
- Achievement of improved in-home child care support

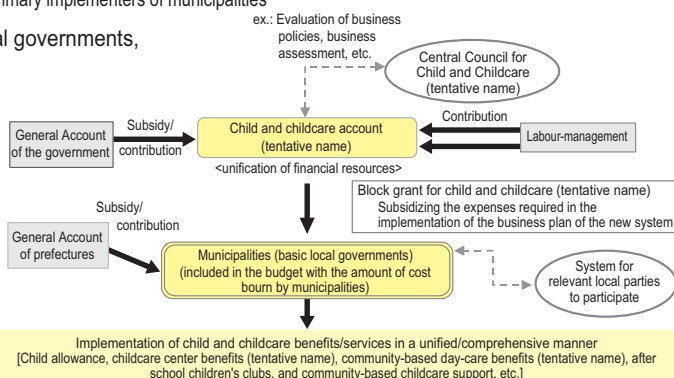
#### ■ Establishment of new unified system (image of the new system provided within the Basic System Design)

- Basic local government units (municipalities) shall be the primary implementers
  - Municipalities formulate implementation plans according to local needs and provide benefits/services
  - The government and prefectures provide multi-layered support to the primary implementers of municipalities

- Financial support from all of society (the government, local governments, business operators, and individuals)
  - Assumes that permanent financial resources will be secured by the government and local governments

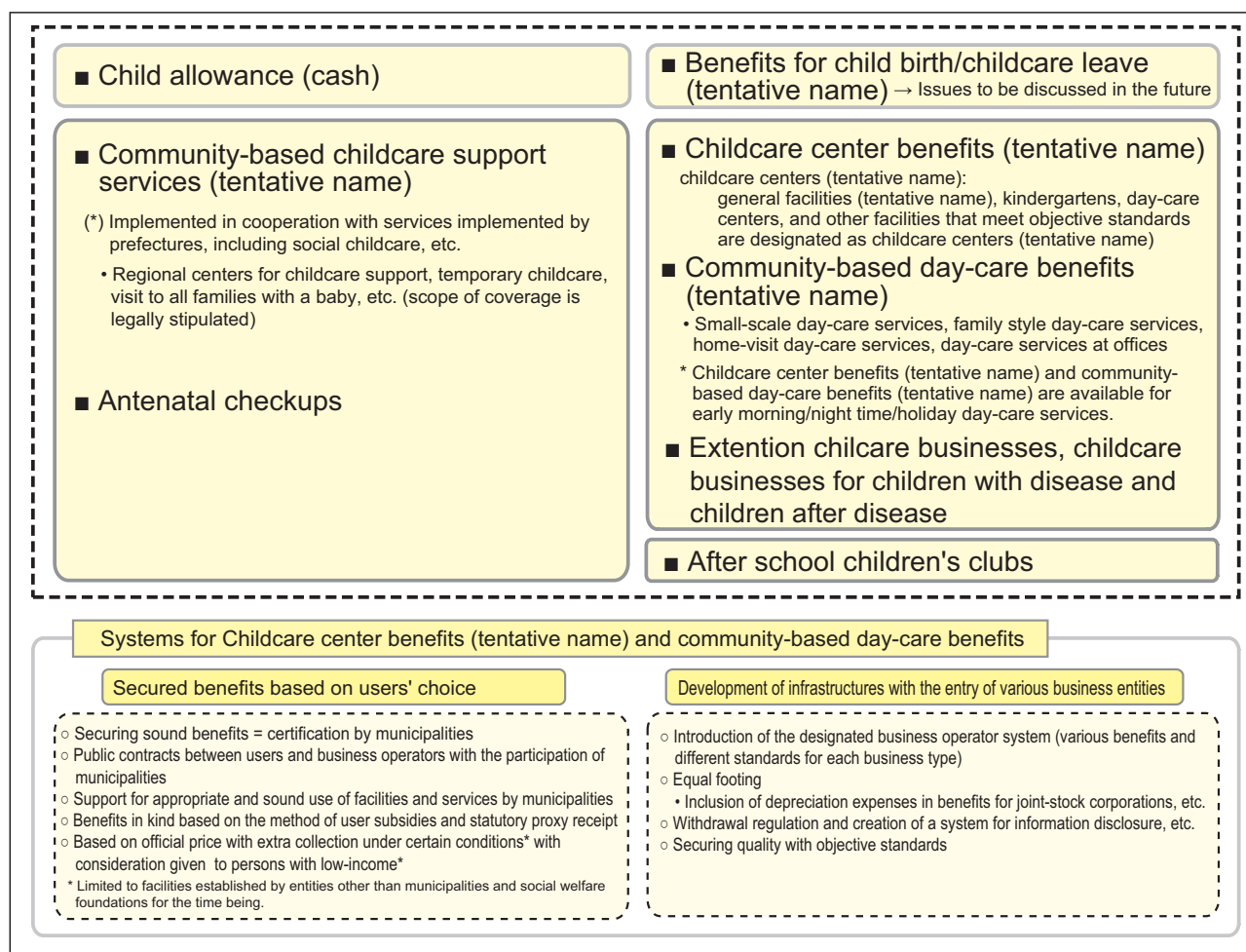
- Unified promotion systems/financial resources of the government
  - Unification of promotion systems/financial resources of the government that differ across different systems

- Establishment of Child and Childcare Conference (tentative name)
  - A system in which experts, local governments, and other responsible parties, which include representatives of labour and management, those actually engaged in childcare, relevant organizations, and NPOs, etc. can participate in the process of childcare support policies, etc. being made shall be discussed



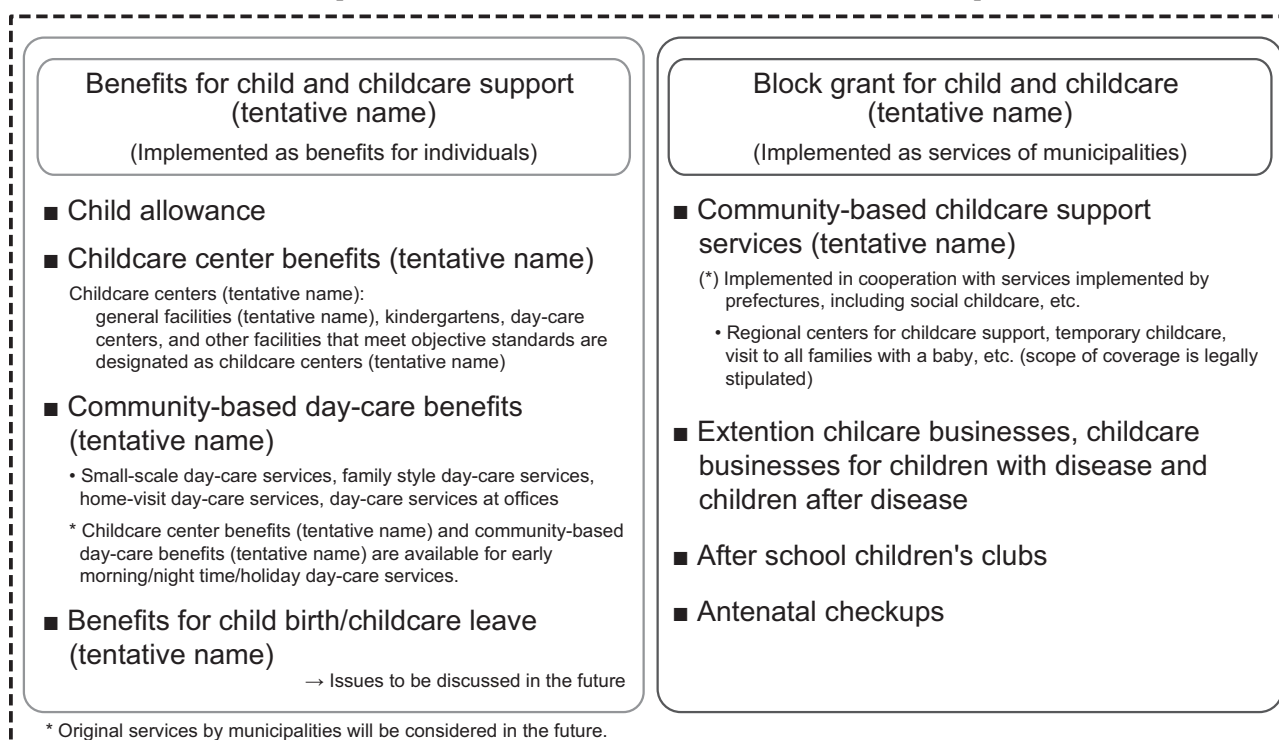
\* Image of the new system as provided within the Basic System Design. Discussions will continue to take place on the ideal cost bearing roles of the government, local governments, and business operators, the ideal cost bearing in relation to existing financial measures, and block grants for child and childcare (tentative name).

## Outline of Benefit Design



\* Original services by municipalities will be considered in the future.

### [Reference: Classification of benefits and services]



## Concrete Scheme of Unification of Kindergartens and Day-Care Centers

### < Concrete scheme >

- 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.

### < Effects >

#### 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 facilities, 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.

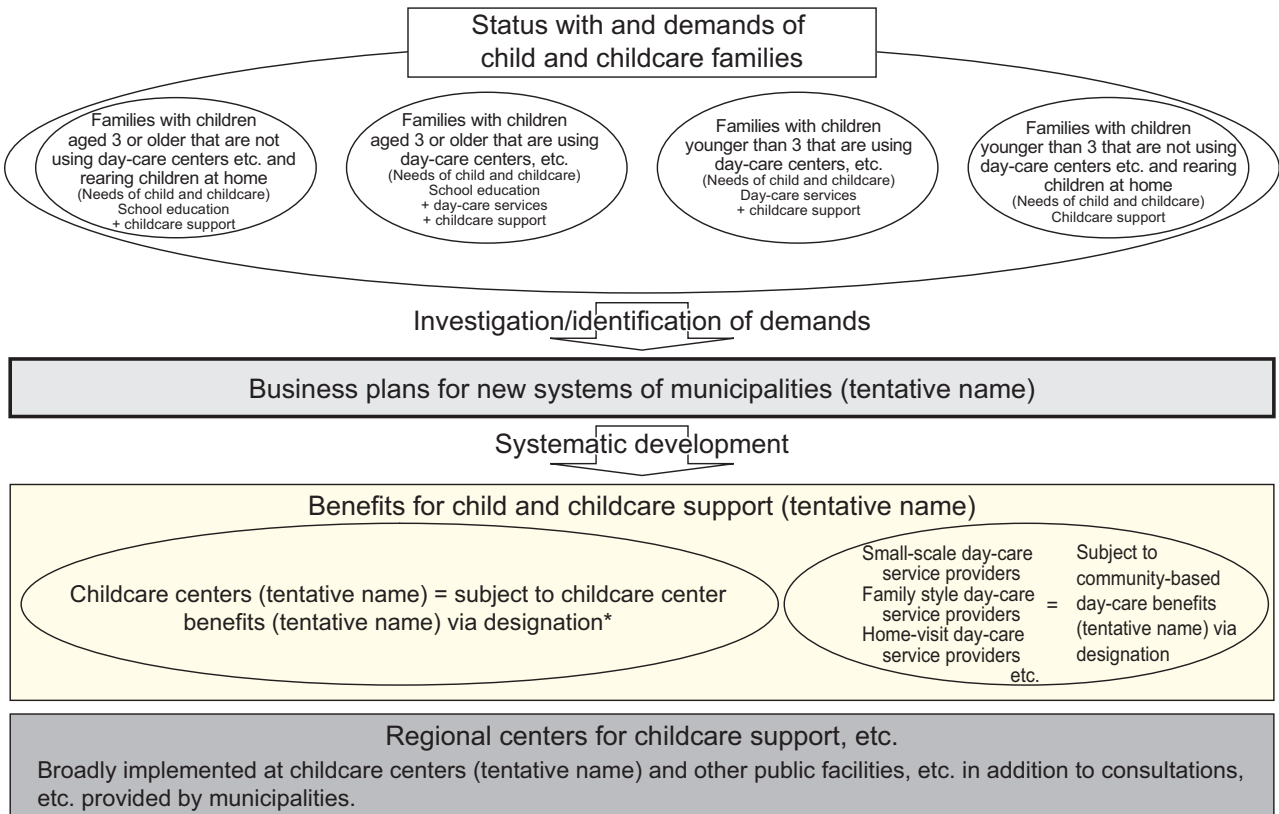
#### Enhanced in-home childcare support

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

<Realization of healthy development of all children>  
 <Realization a society that fulfills people's desire to get married, have children, and raise them>

\* "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.

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



\* 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

