

# 1-1 Opening hours of childcare facilities

## Opening hours have become longer than in 2012 in both kindergartens and daycare centers

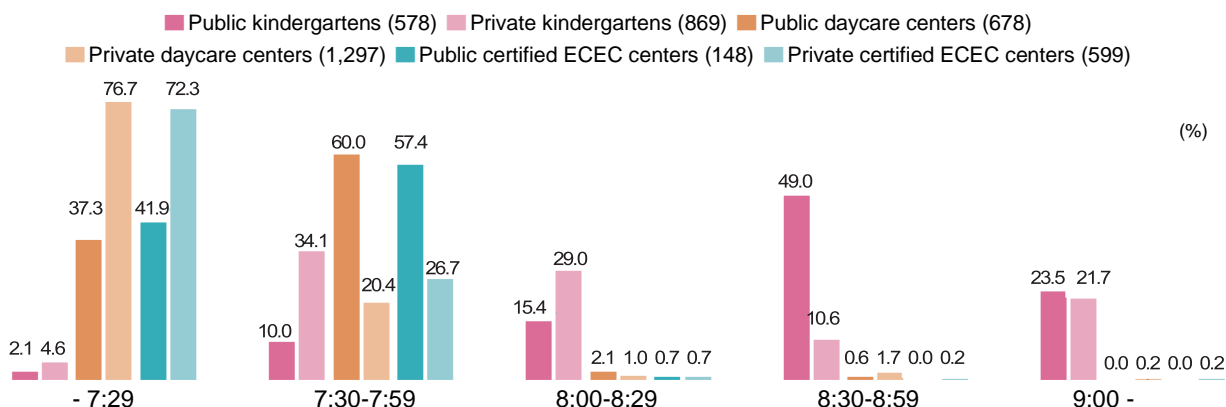
Average opening hours at kindergartens are between 7 to 8 hours at public facilities and 9 to 10 hours at private facilities. At daycare centers, opening hours are between 11 to 12 hours at public facilities and 12 to 13 hours at private facilities. At certified ECEC centers, opening hours are between 11 to 12 hours at public facilities and also 11 to 12 hours at private facilities. (Table 1-1-1). Private facilities have longer opening hours, regardless of the type of facility. Opening time is the earliest at private daycare centers - 76.7% are open by between 7 and 7:30 (Fig. 1-1-1). Closing time is also the latest at private daycare centers - 84.6% close after 19:00 (Fig. 1-1-2).

**Table 1-1-1 Duration of opening hours (changes over the years, average)**

	Kindergarten		Daycare center		Certified ECEC center	
	Public	Private	Public	Private	Public	Private
2012	7 hrs 9 mins	9 hrs 21 mins	10 hrs 57 mins	11 hrs 51 mins	-	-
2018	7 hrs 29 mins	9 hrs 29 mins	11 hrs 25 mins	12 hrs 2 mins	11 hrs 24 mins	11 hrs 50 mins

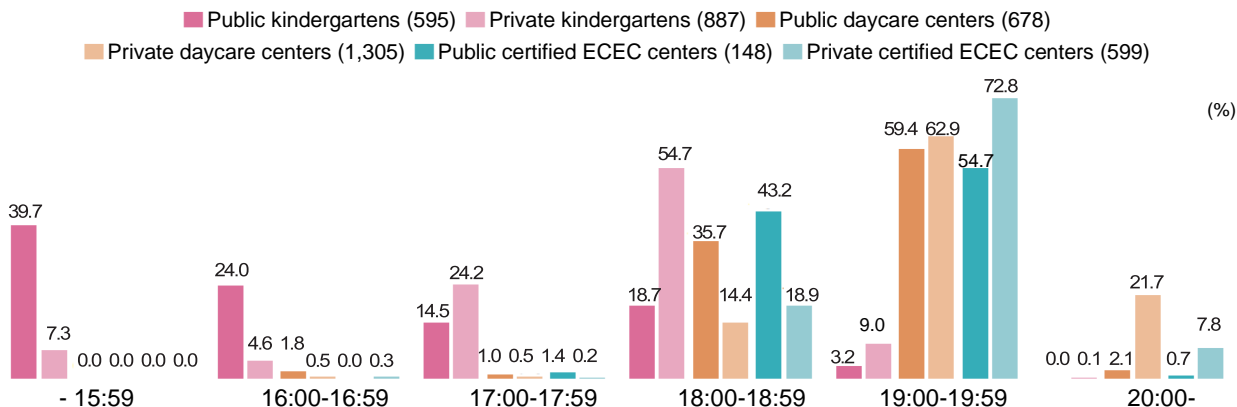
- \* Figures of the earliest opening time and latest closing time including extended childcare at childcare facilities are used for computing Figures of (closing time) – (opening time) are used as the duration of opening hours
- \* Computing does not include no responses or unknown responses
- \* Average duration of opening hours are computed per type of childcare facilities

**Figure 1-1-1 Opening time**



- \* The earliest childcare starting time at each facility is used for computation among standard childcare starting time, extended childcare starting time prior to standard childcare at daycare centers, and extended childcare starting time prior to standard childcare at kindergartens
- \* Computing does not include no responses or unknown responses

**Figure 1-1-2 Closing time**



- \* The latest childcare ending time at each facility is used for computation among standard childcare ending time, extended childcare ending time after standard childcare at daycare centers, and extended childcare ending time after standard childcare at kindergartens
- \* Computing does not include no responses or unknown responses

## 1-2 Standard childcare hours at childcare facilities

Standard childcare hours are 5 to 6 hours at kindergartens, 9 to 10 hours at daycare centers, 5 to 6 hours at class 1 certified ECEC centers, and 10 to 11 hours at class 2 and class 3 certified ECEC centers.

The standard duration of education hours a day at kindergartens is 4 hours according to the kindergarten course of study, however, this survey reveals that it is an average of 5 to 6 hours in both public and private kindergartens (Table 1-2-1). Public daycare centers are open for 9 to 10 hours, while private daycare centers are open for 10 to 11 hours. Childcare hours at certified ECEC centers are 5 to 6 hours at both public and private class 1 facilities, and 10 to 11 hours at class 2 and class 3 facilities.

**Q From what time to what time are the standard (excluding extended childcare) childcare hours at your facility?**

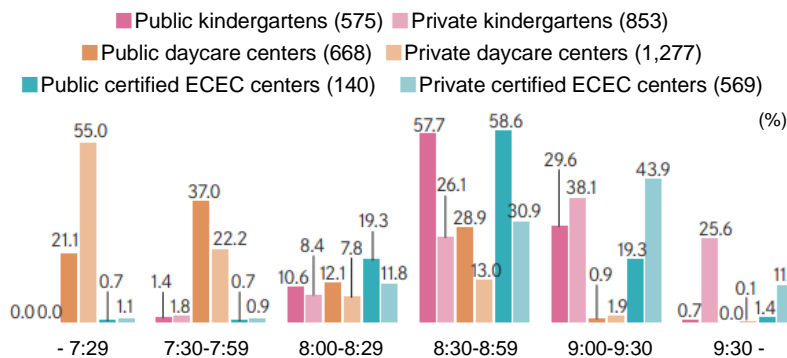
**Table 1-2-1 Duration of hours of standard childcare (average)**

	Kindergarten		Daycare center		Certified ECEC center	
	Public	Private	Public	Private	Public	Private
Standard hours of childcare (Class 1 certified ECEC centers)	5 hrs 27 mins	5 hrs 16 mins	9 hrs 45 mins	10 hrs 29 mins	5 hrs 35 mins	5 hrs 29 mins
Standard hours of childcare (class 2 and class 3 certified ECEC centers)	-	-	-	-	10 hrs 24 mins	10 hrs 37 mins

\* Computing does not include no responses or unknown responses

\* Average hours per type of facilities is computed

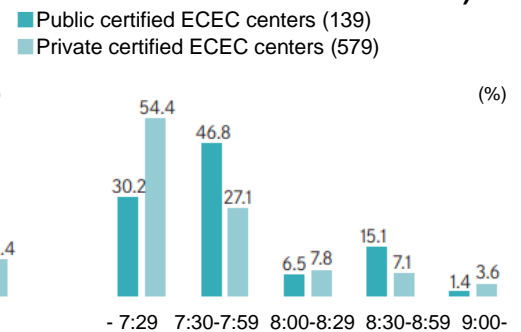
**Figure 1-2-1 Opening time of childcare**



\* Computing does not include no responses or unknown responses

\* Opening time of standard childcare for class 1 certified ECEC center

**Figure 1-2-2 Opening time of childcare (Class 2 and class 3 certified ECEC centers)**

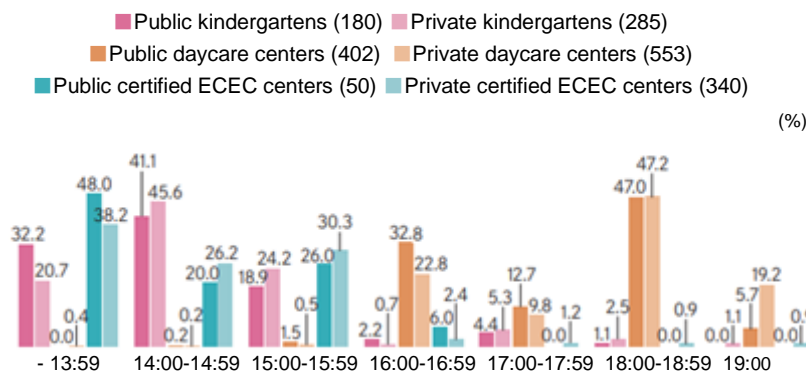


\* Certified ECEC center only

\* Opening time of standard childcare for class 2 and class 3

\* Computing does not include no responses or unknown responses

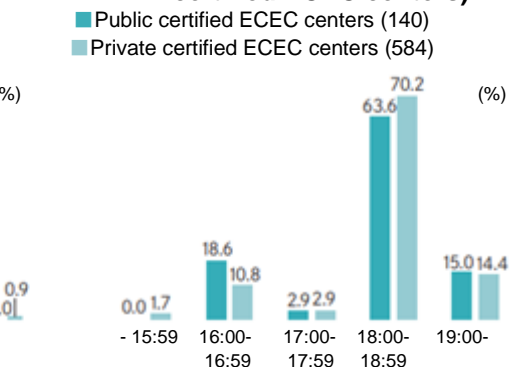
**Figure 1-2-3 Ending time of childcare**



\* Computing does not include no responses or unknown responses

\* Ending time of standard childcare for class 1 certified ECEC center

**Figure 1-2-4 Ending time of childcare (Class 2 and class 3 certified ECEC centers)**



\* Certified ECEC center only

\* Ending time of standard childcare for class 2 and class 3

\* Computing does not include no responses or unknown responses

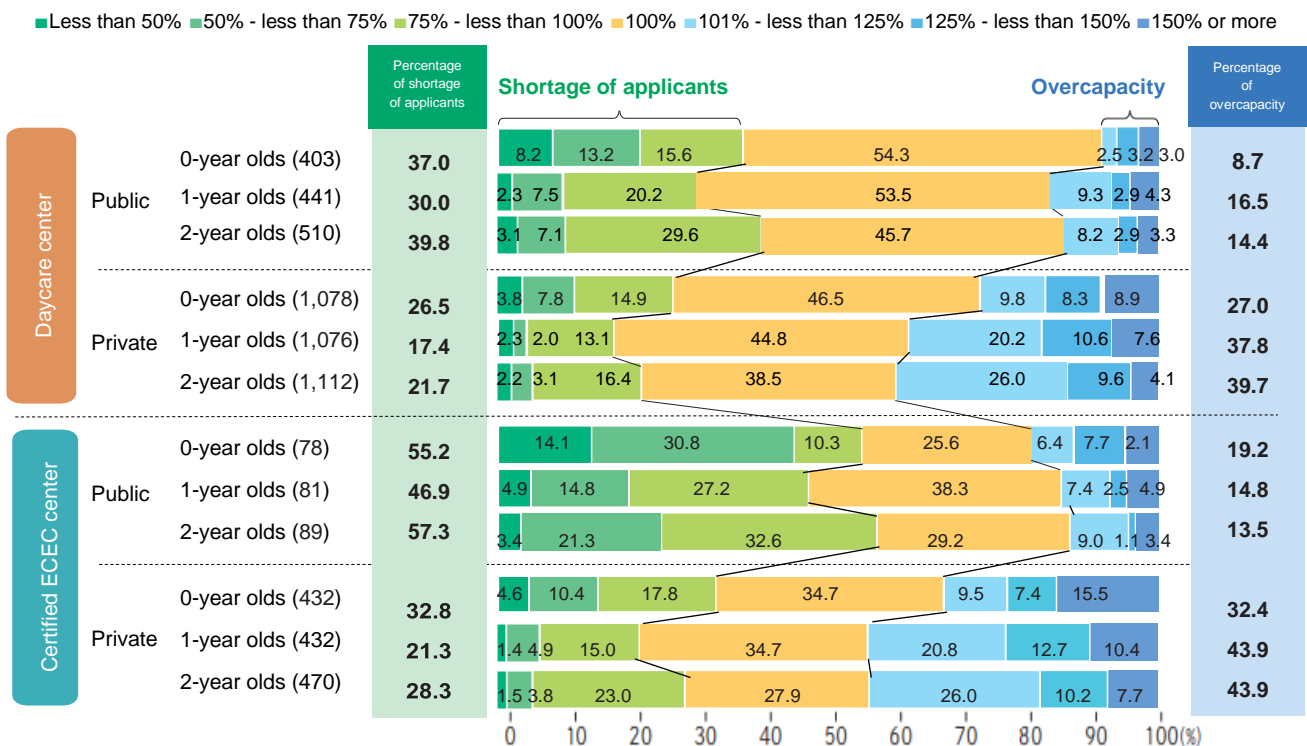
# 1-3 Capacity fill-rate (0- to 2-year olds / Daycare center, Certified ECEC center)

30% of private daycare centers and 40% of private certified ECEC centers are operating at overcapacity in childcare for 1-year olds and 2-year olds.

The percentage of actual numbers of children to the capacity in classrooms of younger children (0- to 2-year olds) per age shows private facilities have a higher percentage of overcapacity than public facilities in any age group (Fig. 1-3-1). The highest percentage of overcapacity is observed in private certified ECEC centers. At public daycare centers, private daycare centers and private certified ECEC centers, higher overcapacity percentage is observed in classrooms for 1- and 2-year olds than in classrooms for 0-year olds. At daycare centers where children on waiting lists are making issues in urban areas, the capacity fill-rate shows that over 50% of daycare centers in local communities with a population of "150,000 or more" accept children exceeding their capacity (Fig. 1-3-2).

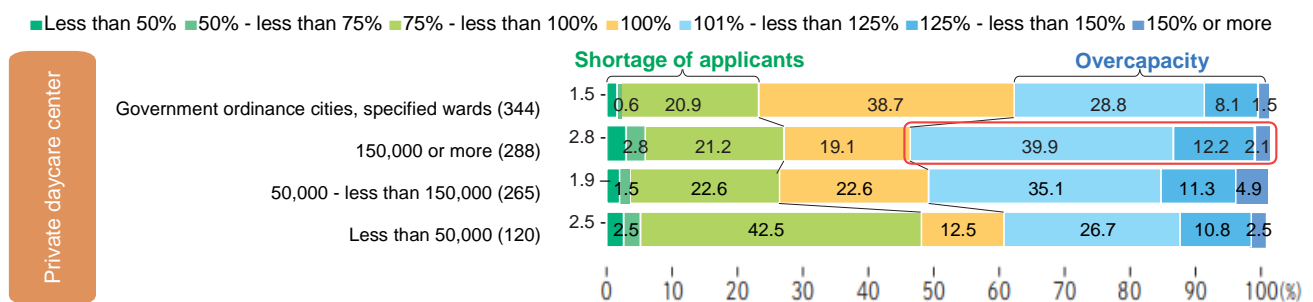
**Q Please write the capacity and actual numbers of children for each classroom at your facility as of November 1, 2018. If there is no applicable child, write "0".**

**Figure 1-3-1 Capacity fill-rate (per age group, daycare center, certified ECEC center)**



\* Daycare centers and certified ECEC centers only  
 \* Only the cases of written capacity and actual numbers in each age group are analyzed  
 \* Actual number of children in classrooms in each age group is divided by the capacity to compute the capacity fill-rate  
 \* Capacity 0 cases are excluded

**Figure 1-3-2 Capacity fill-rate (total of 0 to 2-year olds, private daycare centers, according to population)**



\* According to population of local community where the facility is located (Ministry of Internal Affairs and Communications – Vital statistics 2018)  
 \* Only the cases of written capacity and actual numbers in each age group are analyzed  
 \* Actual number of children in classrooms in each age group is divided by the capacity to compute the capacity fill-rate  
 \* Capacity 0 cases are excluded

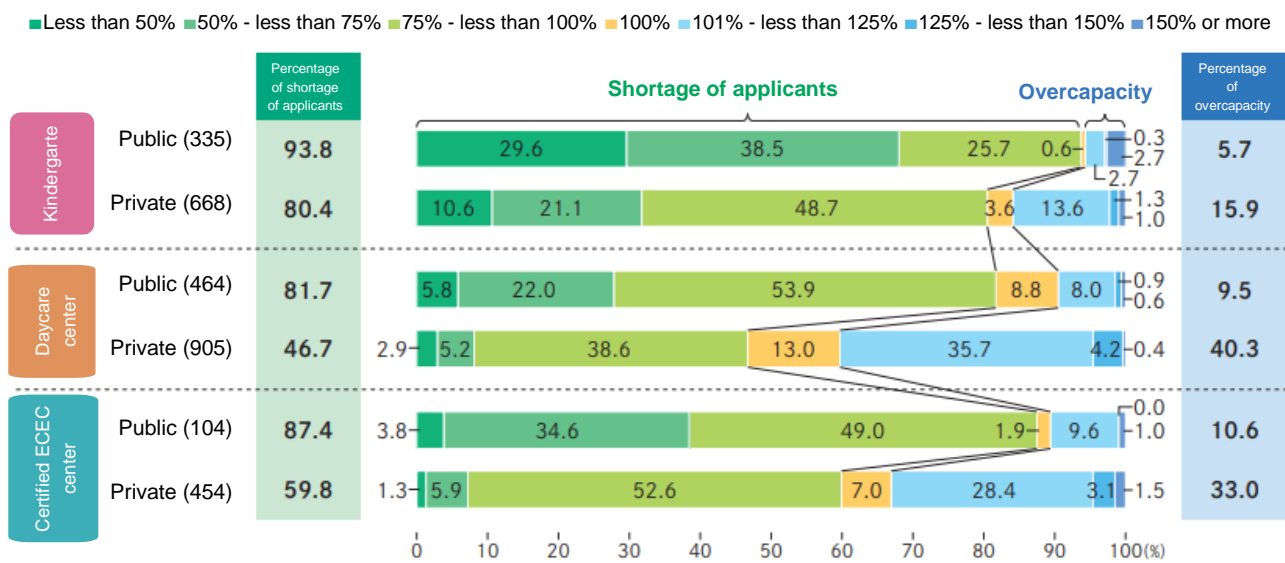
# 1-4 Capacity fill-rate (3 to 5-year olds)

In classrooms for 3- to 5-year olds, over 80% of kindergartens, public daycare centers and certified ECEC centers have a shortage of applicants.

Over 80% of 3- to 5-year olds classrooms at public kindergartens, private kindergartens, public daycare centers, and public certified ECEC centers have a shortage of applicants (Fig. 1-4-1). 46.7% of private daycare centers and 59.8% of private certified ECEC centers have a shortage of applicants, while 40.3% of private daycare centers and 33.0% of private certified ECEC centers are operating at overcapacity. At daycare centers where children on waiting lists are making issues in urban areas, the capacity fill-rate shows that nearly 50% of daycare centers in local communities with a population of “150,000 or more” accept children exceeding their capacity, showing the same trend (Fig. 1-3-2) as in the case of 0- to 2-year olds (Fig.1-4-2).

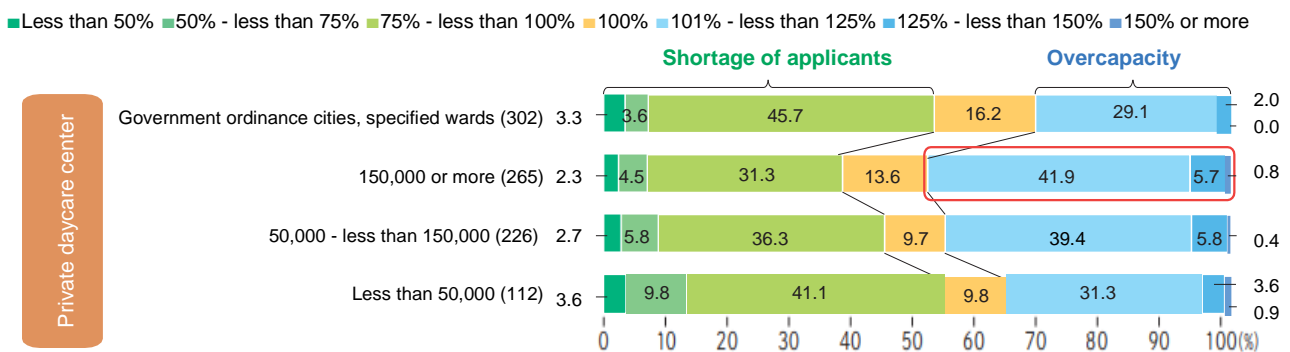
**Q Please write the capacity and actual numbers of children for each classroom at your facility as of November 1, 2018. If there is no applicable child, write “0”.**

**Figure 1-4-1 Capacity fill-rate (3 to 5-year olds)**



\* Only the cases of written capacity and actual numbers in each age group are analyzed  
 \* Actual number of children in classrooms in each age group is divided by the capacity to compute the capacity fill-rate  
 \* Capacity 0 cases are excluded

**Figure 1-4-2 Capacity fill-rate (total of 3 to 5-year olds private daycare centers, according to population)**



\* According to population of local community where the facility is located (Ministry of Internal Affairs and Communications – Vital statistics 2018)  
 \* Only the cases of written capacity and actual numbers in each age group are analyzed  
 \* Actual number of children in classrooms in each age group is divided by the capacity to compute the capacity fill-rate  
 \* Capacity 0 cases are excluded

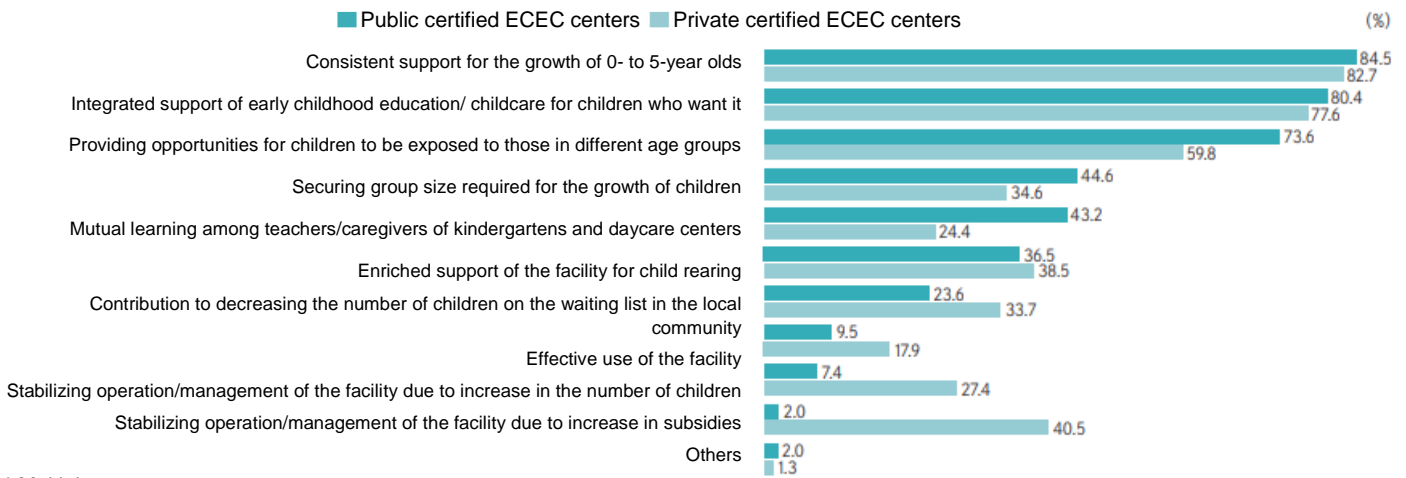
# 1-5 Benefits/good-design in management of certified ECEC centers

Benefits of certified ECEC centers are to provide integrated support of early childhood education/childcare and consistent support for growth of children.

As for the benefits of kindergarten-daycare integrated type certified ECEC centers, the highly evaluated points are “consistent support for growth of 0- to 5-year olds,” “integrated support of early childhood education/childcare for children who want it” and “providing opportunities for children to be exposed to those in different age groups” in both public and private facilities (Fig. 1-5-1). As for good-design in management, the highly evaluated points are given to development of work environment and communications of caregivers/teachers, such as “one staff room instead of several” and/or “increasing staff meeting and training time” in both public and private facilities (Fig. 1-5-2).

## Q Circle all that apply for the benefits of certified ECEC centers.

Figure 1-5-1 Benefits of certified ECEC centers

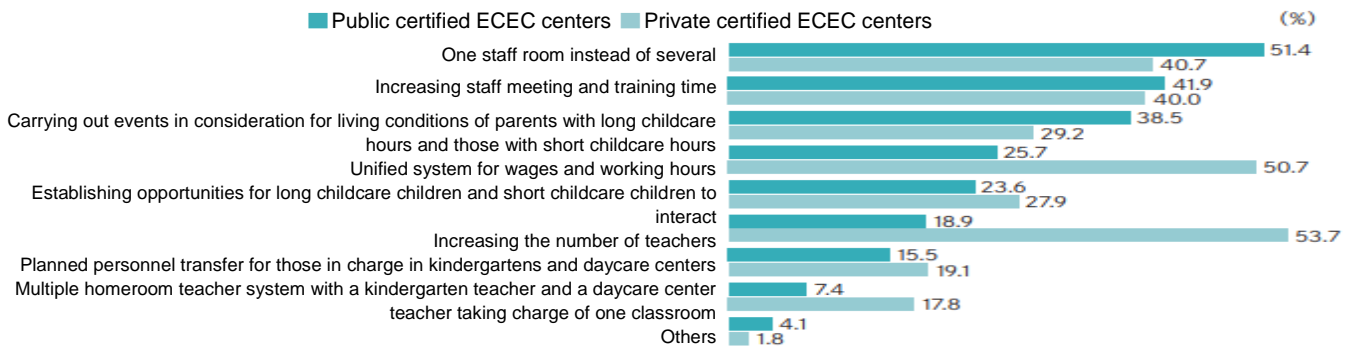


\* Multiple responses

\* Indicated according to the descending order of public facilities

## Q Circle all that apply for good-design in management of certified ECEC centers.

Figure 1-5-2 Good-design in management of certified ECEC centers



## Q How are the classrooms of 3-year olds and older made up in FY2018?

Figure 1-5-3 Classroom make-up of educational hours based on the overall plan

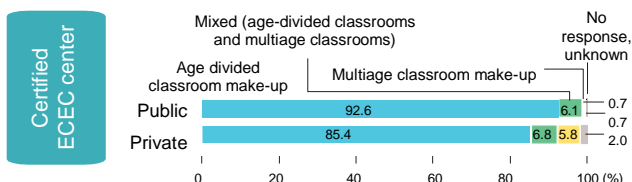
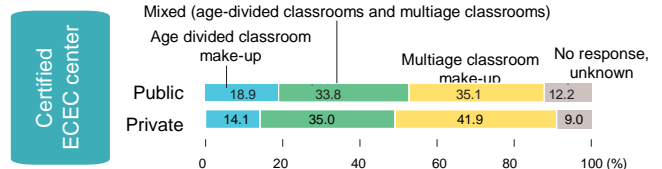


Figure 1-5-4 Classroom make-up of hours with class 2 and class 3 children only



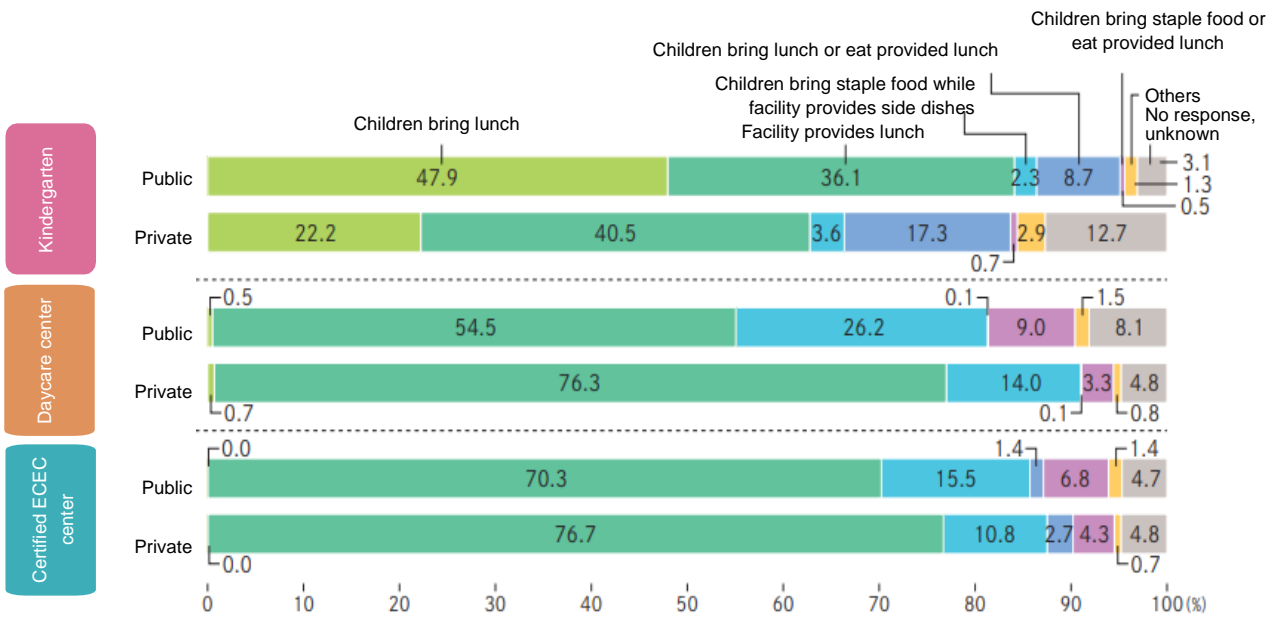
# 1-6 Lunch during standard childcare hours at childcare facilities

Most often, lunch is “served by the facility” apart from at public kindergartens.

In kindergartens, lunch is mainly “brought by the children” or “served by the facility” (Fig.1-6-1). Some kindergartens designate days for children to bring lunch or the facility to provide lunch. In daycare centers and certified ECEC centers, a lot of them “provide lunch,” however, diverse styles are also observed including “children bring staple food while facilities provide side dishes” or some children bring lunch or staple food while others eat provided lunch.

## Q How is lunch mainly offered to children during standard childcare hours?

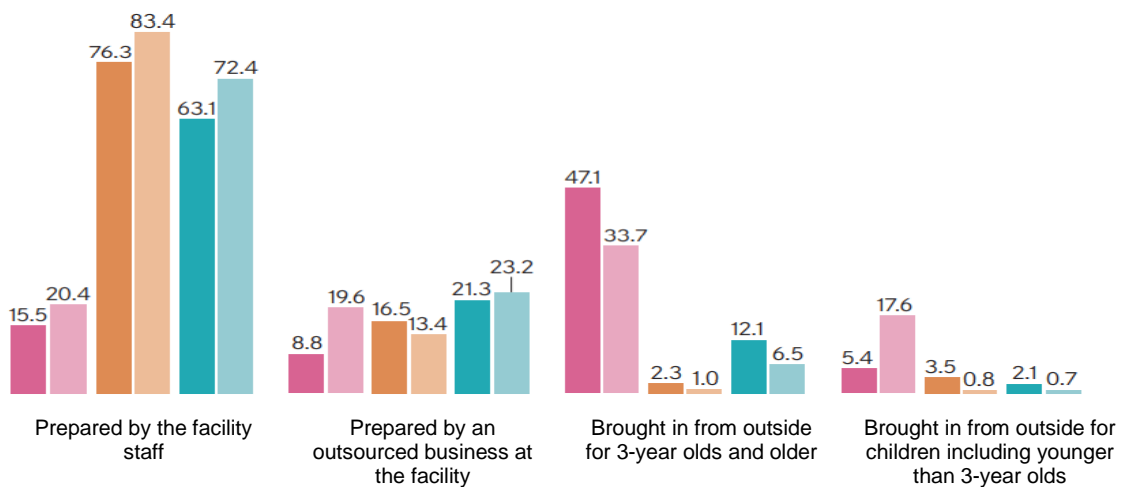
**Figure 1-6-1 Lunch serving style for children**



## Q How do you prepare the facility provided lunch?

**Figure 1-6-2 Lunch preparation methods**

Public kindergartens (297) Private kindergartens (578) Public daycare centers (768)  
 Private daycare centers (1,400) Public certified ECEC centers (141) Private certified ECEC centers (573)



\* Multiple responses

\* Excluding facilities responding “children bring lunch” in Fig. 1-6-1

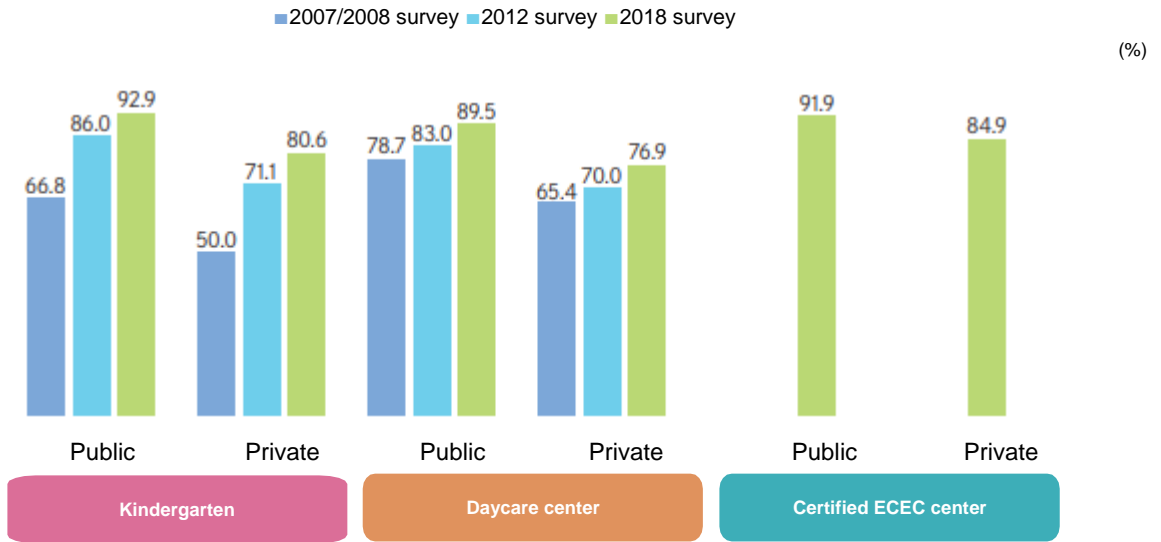
# 1-7 Circumstances of children with special needs

70-90% of facilities have children with disabilities or special needs, percentage increasing over the years.

Around 90% of public facilities and 70 to 80% private facilities have children with disabilities or special needs regardless of the facility type, and the percentage is increasing over the years in both kindergartens and daycare centers (Fig. 1-7-1). Support systems for children are largely provided by extra staff employed by the local government in public facilities, while assigning staff using subsidies from the public administration, teachers/caregivers who do not have homeroom classes, principals, or chiefs at private facilities (Fig. 1-7-2).

## Q Do you have children with disabilities or special needs?

**Figure 1-7-1 Children with disabilities or special needs (comparison over the years)**

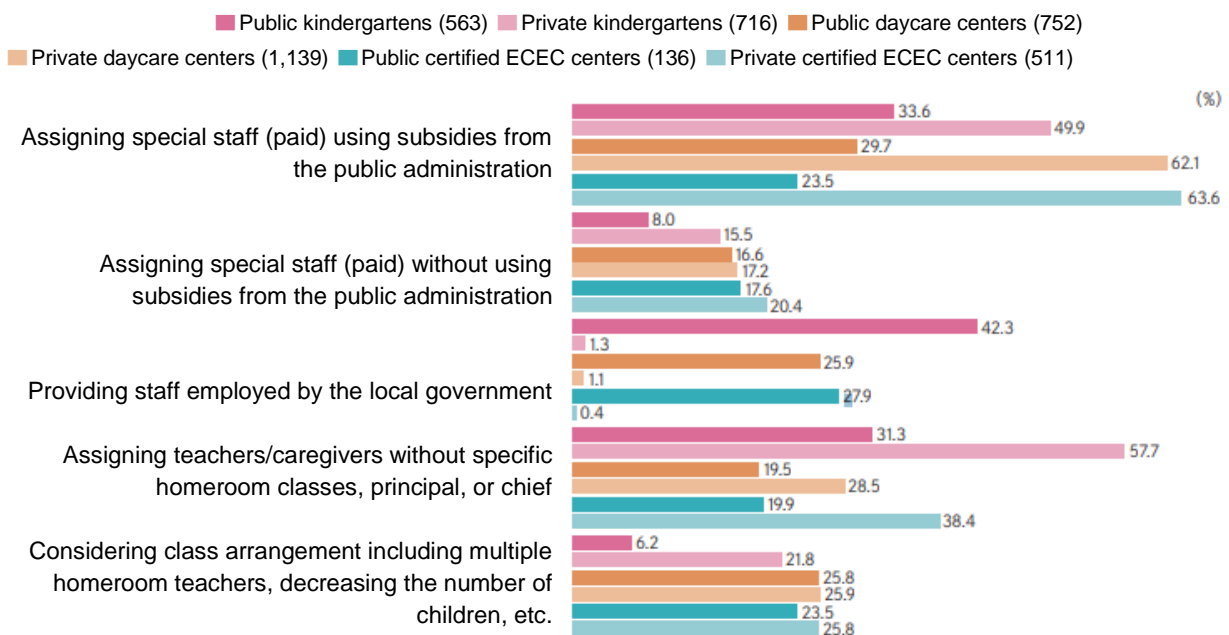


\* Percentage of "yes"

\* Comparison over the years is applicable to kindergartens and daycare centers only

## Q What is the support system for such children?

**Figure 1-7-2 System to provide special support**



\* Multiple responses

\* Applicable to facilities having children with disabilities or special needs

\* 5 items are indicated out of 7 items including "others" and "nothing special"

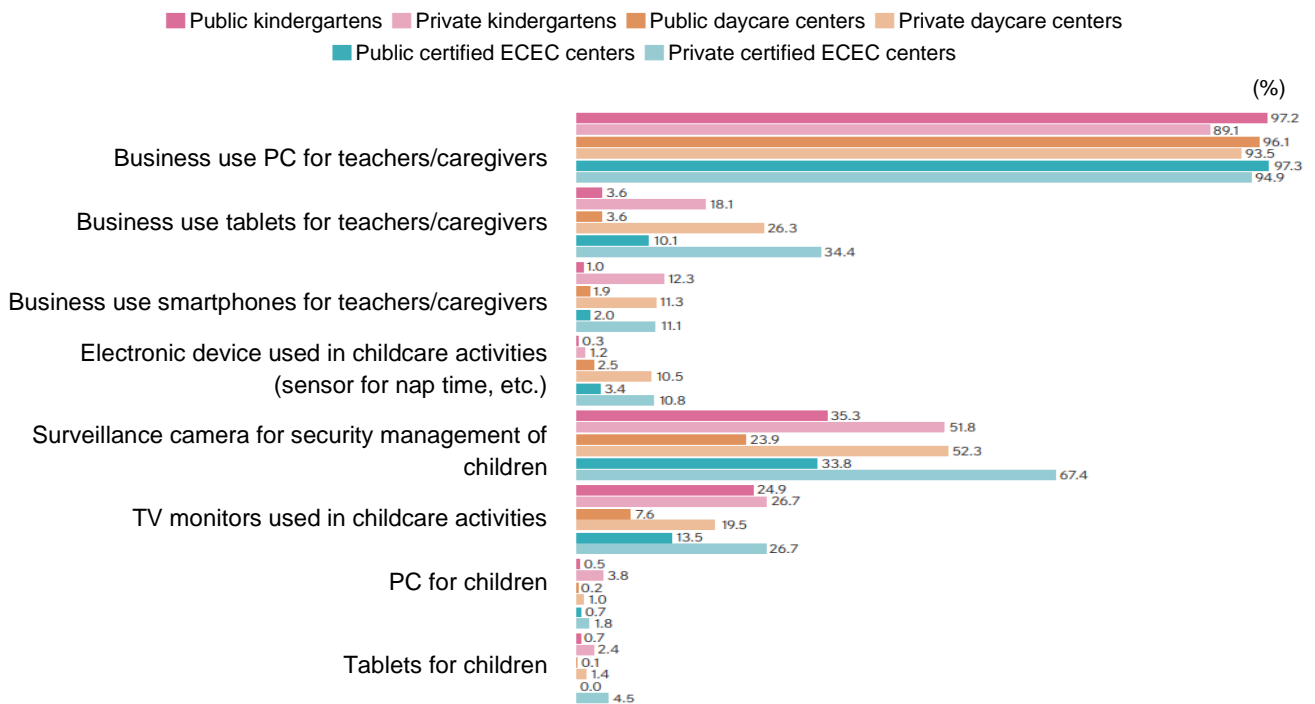
# 1-8 IT environment at childcare facilities

90% facilities have business use PC for teachers/caregivers. Over half of private facilities have surveillance cameras for security management of children.

Around 90% of facilities have “business use PC for teachers/caregivers” regardless of the facility type. However, the dissemination rate of IT devices/equipment is low apart from “surveillance camera for security management of children” and “TV monitor used in childcare activities,” in particular among public facilities at less than 10% (Fig. 1-8-1). Use in the management system of arriving/leaving, attendance/absence of children is highest among private certified ECEC centers at 50%, and approx. 20% among private kindergartens and approx. 30% among private daycare centers (Fig. 1-8-2). On the other hand, the percentage at public facilities is less than 10%.

## Q Do you have the following environment/equipment at your facility?

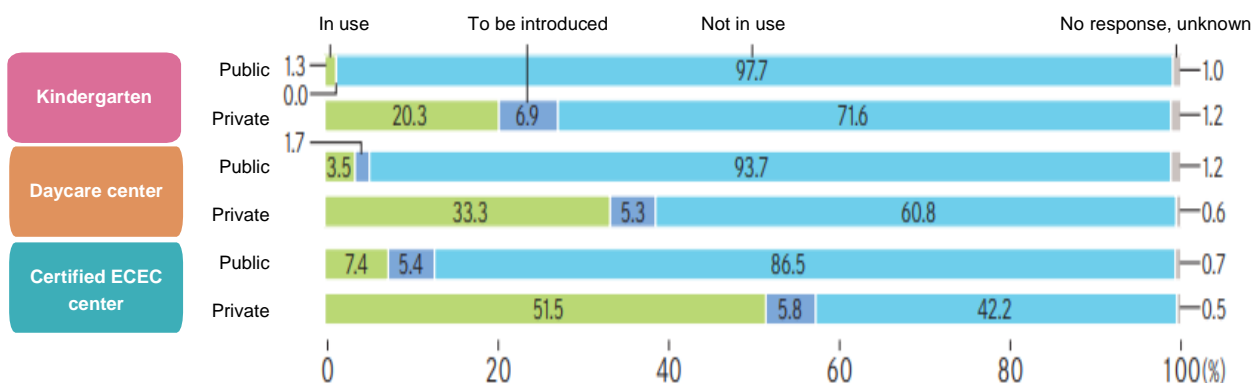
Figure 1-8-1 Actual circumstances of IT environment at the facility



\* Multiple responses

## Q Do you use an electronic system to manage arriving/leaving, attendance/absence, or use of school bus?

Figure 1-8-2 Use of management system of arriving/leaving, attendance/absence, of children





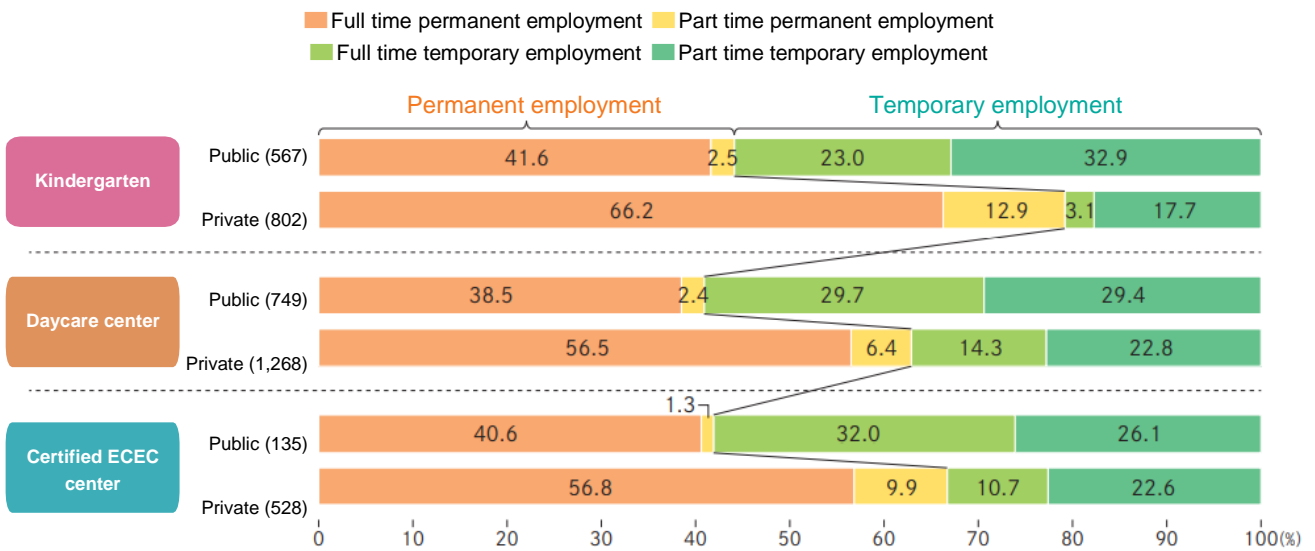
# 1-9 Circumstances of teachers/caregivers

Percentage of permanent employment among teachers/caregivers is higher in private facilities than public facilities regardless of the facility type.

Among teachers/caregivers, the percentage of permanent employment is 44.1% at public kindergartens, 40.9% at public daycare centers, and 41.9% at public certified ECEC centers, indicating a higher percentage of temporary employment (Fig. 1-9-1). The percentage is 79.1% at private kindergartens, 62.9% at private daycare centers and 66.7% at private certified ECEC centers, indicating a higher percentage of permanent employment at private facilities than at public facilities. The lowest percentage of temporary employment is observed among private kindergartens.

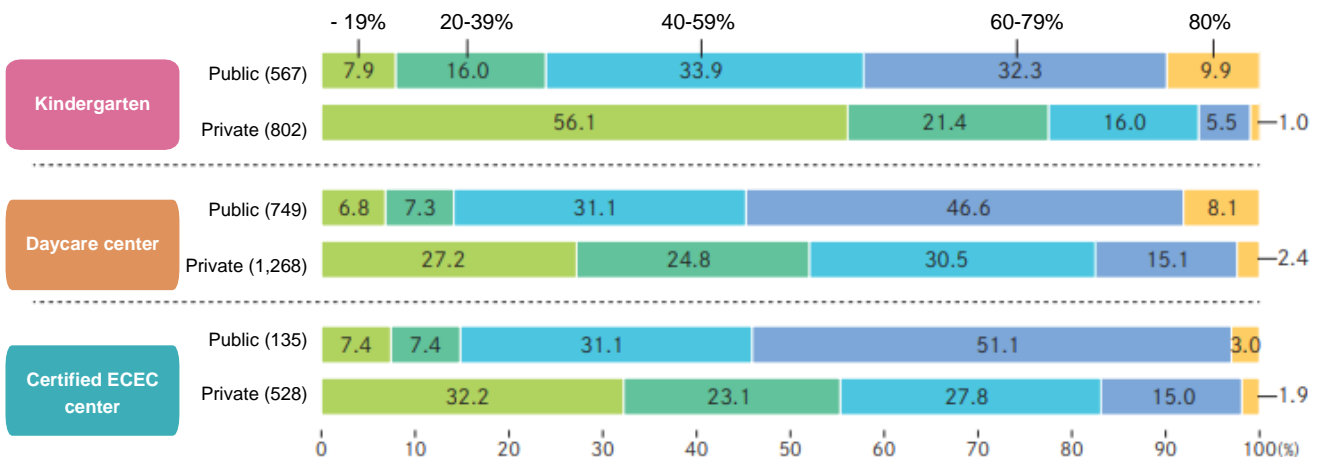
**Q Please write the total number of teachers/caregivers excluding principal, director, vice principal, vice director, and chief (with no homeroom classes). Also please write the breakdown of employment status.**

**Figure 1-9-1 Percentage of permanent employment/temporary employment among teachers/caregivers**



\* Only the facilities analyzed whose total of teachers/caregivers and employment status breakdown matched  
 \* Per facility type, total of teachers/caregivers per employment status is divided by the number of total teachers/caregivers for computation  
 \* Permanent employment indicates employment with “no contract termination is set,” and temporary employment indicates employment with “specific contract terms”

**Figure 1-9-2 Distribution of percentage of temporary employment among teachers/caregivers**



\* Only the facilities analyzed whose total of teachers/caregivers and employment status breakdown matched  
 \* Temporary employment is the total of “full time temporary employment” and “part time temporary employment”  
 \* Temporary employment percentage is computed at each facility, and distribution of temporary employment percentage per facility type is indicated