3-1 Issues in actual childcare practice/facility operation

"Keeping and improving the quality of caregivers" ranks highly among the issues of facilities, regardless of the facility type.

When asked about issues of childcare practice and facility operation, about half of them answered "very applicable" to "keeping and improving the quality of caregivers" (Table 3-1-1). All the types of the facilities picked this item as one of the top 3 among 20 items. Also over 30% in all the facility types chose ("very applicable") "settling and securing caregivers," "improving treatment of caregivers" and "enriching contents and methods of childcare," indicating these are issues common to the facilities (Table 3-1-2).

Q **Questions about issues of childcare practice and operation at your facility**

Table 3-1-1 **Issues of childcare practice and operation at your facility (top 5 per facility type)**

		No.1		No.2		No.3		No.4		No.5	
Kindergarten	Public	Keeping and improving the quality of caregivers	52.0	Acquiring new children * same percentage as No.3	47.2	Enriching contents and methods of childcare * same percentage as No.2	47.2	Dealing with children with disability, children with special needs	46.9	Maintaining adequate amount of children	42.9
	Private	Improving treatment of caregivers	49.4	Settling and securing caregivers	46.5	Keeping and improving the quality of caregivers	46.3	Acquiring new children	45.3	Securing budget (grant, childcare fee, etc.)	43.4
Daycare center	Public	Keeping and improving the quality of caregivers	52.3	Settling and securing caregivers	47.0	Enriching facility and equipment	44.3	Improving treatment of caregivers	43.1	Improving management leadership	40.0
	Private	Keeping and improving the quality of caregivers	48.9	Settling and securing caregivers	47.2	Improving treatment of caregivers	45.0	Improving management leadership	41.7	Enriching contents and methods of childcare	37.1
Certified ECEC center	Public	Settling and securing caregivers	52.0	Keeping and improving the quality of caregivers	50.7	Improving treatment of caregivers	45.9	Enriching contents and methods of childcare	35.8	Enriching facility and equipment	31.1
	Private	Keeping and improving the quality of caregivers	52.8	Settling and securing caregivers	51.3	Improving treatment of caregivers	43.9	Improving management leadership	39.5	Enriching contents and methods of childcare	38.4

* % of "very applicable" * Same items in the same color * Only the top 5 are shown per facility type

Table 3-1-2 **Issues of childcare practice and facility operation**

	Kindergarten		Daycare center		Certified ECEC center	
	Public	Private	Public	Private	Public	Private
Keeping and improving the quality of caregivers	52.0	46.3	52.3	48.9	50.7	52.8
Acquiring new children	47.2	45.3	4.8	17.4	7.4	26.4
Enriching contents and methods of childcare	47.2	35.8	39.3	37.1	35.8	38.4
Dealing with children with disability, children with special needs	46.9	33.7	38.5	28.6	29.1	31.4
Maintaining adequate amount of children	42.9	42.2	13.2	20.5	15.5	27.6
Settling and securing caregivers	39.8	46.5	47.0	47.2	52.0	51.3
Enriching facility and equipment	39.8	33.2	44.3	27.9	31.1	27.4
Making importance of early childhood education/childcare known	39.6	31.8	24.6	23.8	20.9	27.2
Improving management leadership	39.1	36.3	40.0	41.7	27.7	39.5
Improving treatment of caregivers	38.4	49.4	43.1	45.0	45.9	43.9
Cooperation with elementary schools	35.8	16.0	19.4	17.8	26.4	24.9
Securing budget (grant, childcare fee, etc.)	35.3	43.4	25.1	30.5	24.3	33.4
Measures for safety, crime prevention	33.0	24.7	32.9	21.3	27.7	24.1
Guaranteeing training/opportunity for caregiver development	29.4	26.9	31.0	31.1	27.7	31.9
Cooperation, collaboration, support for parents	25.2	22.5	26.1	21.5	22.3	23.6
Contents of extended care (meals, environment, number of staff, etc.)	24.4	23.0	11.9	11.3	14.9	16.9
Cooperation with local agencies	18.3	9.1	15.4	13.9	14.2	17.4
Utilization of human resources in the local community	16.0	7.3	10.7	11.7	10.8	14.6
Enrichment of childrearing support activities	15.2	13.0	10.8	11.8	11.5	17.4
Implementation of self-evaluation, self-inspection	13.0	15.8	13.1	17.1	6.8	19.1

* % of "very applicable" * Showing answers of public kindergartens in descending order
* Red numbers are items scoring 50 to 59%, green 40 to 49%, and blue 30 to 39%
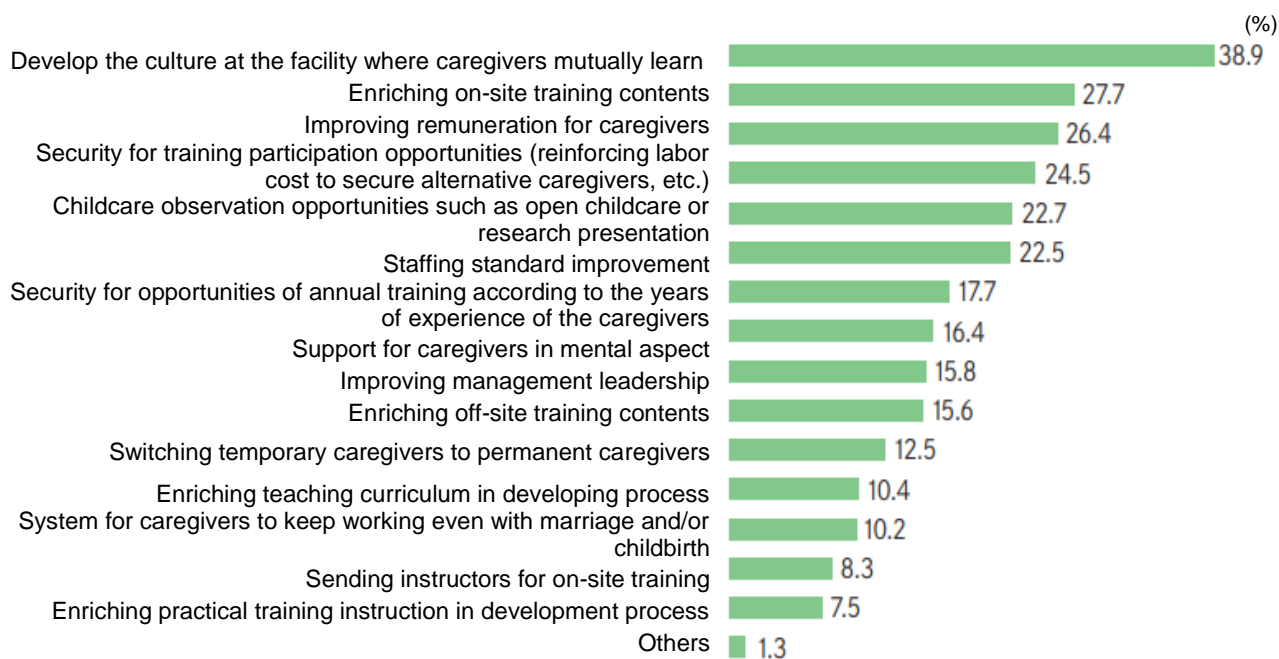
3-2 Requirements to improve the quality of teachers/caregivers

When asked about issues of improving the quality of teachers/caregivers, approx. 40% chose "develop a culture at the facility where caregivers learn from each other"

Facilities were asked to choose three items among 16 as necessary to improve teacher/caregiver quality. The top 3 items were "developing the culture of caregivers mutually learning at the facility" (38.9%), "enriching on-site training contents" (27.7%) and "improving remuneration for caregivers" (26.4%) (Fig. 3-2-1). Among public kindergartens, No. 1 was "childcare observation opportunities such as open childcare or research presentation" with 42.6%, while "staffing standard improvement" with 33.6% was No. 1 at public daycare centers (Table 3-2-1). Among private facilities, "improving remuneration for caregivers" tended to be higher than that among public facilities.

Q **Choose up to three what you think is necessary in order to improve the quality of caregivers at your facility**

Figure 3-2-1 **What is necessary in order to improve the quality of caregivers (all facilities)**

(%)
Develop the culture at the facility where caregivers mutually learn	38.9
Enriching on-site training contents	27.7
Improving remuneration for caregivers	26.4
Security for training participation opportunities (reinforcing labor cost to secure alternative caregivers, etc.)	24.5
Childcare observation opportunities such as open childcare or research presentation	22.7
Staffing standard improvement	22.5
Security for opportunities of annual training according to the years of experience of the caregivers	17.7
Support for caregivers in mental aspect	16.4
Improving management leadership	15.8
Enriching off-site training contents	15.6
Switching temporary caregivers to permanent caregivers	12.5
Enriching teaching curriculum in developing process	10.4
System for caregivers to keep working even with marriage and/or childbirth	10.2
Sending instructors for on-site training	8.3
Enriching practical training instruction in development process	7.5
Others	1.3

* Multiple choices (up to three)

Table 3-2-1 **What is necessary in order to improve the quality of caregivers (top 5 items per facility type)** (%)

		No.1		No.2		No.3		No.4		No.5	
Kindergarten	Public	Childcare observation opportunities such as open childcare or research presentation	42.6	Enriching on-site training contents	38.6	Developing the culture of caregivers mutually learning at the facility	30.7	Security for training participation opportunities	24.3	Security for opportunities of annual training according to the years of experience of the caregivers	22.8
	Private	Developing the culture of caregivers mutually learning at the facility	39.0	Improving remuneration for caregivers	36.5	Enriching on-site training contents	27.8	Childcare observation opportunities such as open childcare or research presentation	20.4	Security for training participation opportunities	20.4
Daycare center	Public	Staffing standard improvement	33.6	Developing the culture of caregivers mutually learning at the facility	32.9	Switching temporary caregivers to permanent caregivers	30.7	Enriching on-site training contents	27.3	Security for training participation opportunities	25.6
	Private	Developing the culture of caregivers mutually learning at the facility	42.5	Improving remuneration for caregivers	32.3	Security for training participation opportunities	25.3	Staffing standard improvement	25.3	Enriching on-site training contents	23.5
Certified ECEC center	Public	Developing the culture of caregivers mutually learning at the facility	39.2	Childcare observation opportunities such as open childcare or research presentation	31.1	Enriching on-site training contents	28.4	Staffing standard improvement	27.0	Security for training participation opportunities	26.4
	Private	Developing the culture of caregivers mutually learning at the facility	47.0	Enriching on-site training contents	27.2	Security for training participation opportunities	26.9	Improving remuneration for caregivers	24.4	Childcare observation opportunities such as open childcare or research presentation	20.8

* Multiple choices (up to three) * Same items in the same color * Top 5 items per facility type are indicated among 16 including "other"

3-3 Training required for caregivers

Regarding the training necessary for caregivers, approximately 70 to 80% of facilities chose "understanding and care for children with special needs," regardless of facility type

When asked about the particular type of training that is necessary for caregivers, approximately 70 to 80% of facilities ranked "understanding and care for children with special needs" highest (Table 3-3-1), regardless of facility type. Training concerning understanding of young children or childcare practice such as "understanding of growth/development of children," "practice seminar" or "contents and methods of caring infants and young children" ranked highly. Regardless of facility type, "understanding and childcare for children with special needs" and "practice seminar" ranked higher by over 5 points at public facilities than among private facilities, while "sickness of children and treatment" ranked higher by over 5 points in private facilities (Table 3-3-2).

Q What do you think are particularly necessary training contents for caregivers at your facility? Circle all that apply.

Table 3-3-1 Training contents considered particularly necessary for caregivers (top 5 items per facility type)

(%)

		No.1		No.2		No.3		No.4		No.5	
Kindergarten	Public	Understanding and care for children with special needs	89.4	Collaboration/ connection with elementary schools	74.4	Understanding for growth and development of children	69.1	Practice seminar (exercise play, expressive activity, nature experience, etc.)	66.0	Communication skills with parents	56.6
Kindergarten	Private	Understanding and care for children with special needs	81.5	Understanding for growth and development of children	68.2	Practice seminar (exercise play, expressive activity, nature experience, etc.)	58.1	Communication skills with parents	52.3	Contents and methods of childcare for young children (3 to 5-year olds)	50.1
Daycare center	Public	Understanding and care for children with special needs	86.4	Contents and methods of caring for infants (0 to 2-year olds)	71.1	Understanding for growth and development of children	71.0	Contents and methods of childcare for young children (3 to 5-year olds)	68.5	Practice seminar (exercise play, expressive activity, nature experience, etc.)	63.3
Daycare center	Private	Understanding and care for children with special needs	78.8	Contents and methods of caring for infants (0 to 2-year olds)	76.7	Understanding for growth and development of children	74.7	Contents and methods of childcare for young children (3 to 5-year olds)	74.3	Communication skills with parents	63.9
Certified ECEC center	Public	Understanding and care for children with special needs	89.9	Understanding for growth and development of children	77.0	Contents and methods of childcare for young children (3 to 5-year olds)	75.0	Contents and methods of caring for infants (0 to 2-year olds)	70.9	Collaboration/ connection with elementary schools	68.2
Certified ECEC center	Private	Understanding and care for children with special needs	80.9	Contents and methods of caring for infants (0 to 2-year olds)	73.9	Contents and methods of childcare for young children (3 to 5-year olds)	71.3	Understanding for growth and development of children	70.8	Communication skills with parents	61.8

* Multiple responses * Same items in the same color * Top 5 items per facility type are indicated among 21 including "other"

Table 3-3-2 Training contents considered especially necessary for caregivers

(%)

		Kindergarten			Daycare center			Certified ECEC center		
		Public		Private	Public		Private	Public		Private
Concerning facility operation	Collaboration/connection with elementary schools	74.4	>>	44.3	47.9		45.2	68.2	>>	54.2
	Emergency procedure	48.8		44.7	56.4		54.3	54.1		51.0
	Administration for early childhood education and care, national policy	45.2	>>	22.3	24.4		29.3	37.8	>	28.4
	Collaboration and integration between kindergartens and daycare centers	27.7	>>	13.1	18.7		14.9	25.0	>	17.6
	Skills to use digital media	11.4		9.7	6.1		10.8	10.1		10.5
Concerning understanding young children and childcare practice	Understanding and childcare for children with special needs	89.4	>	81.5	86.4	>	78.8	89.9	>	80.9
	Understanding for growth and development of children	69.1		68.2	71.0		74.7	77.0	>	70.8
	Practice seminar (exercise play, expressive activity, nature experience, etc.)	66.0	>	58.1	63.3	>	57.3	61.5	>	54.3
	Contents and methods of childcare for young children (3 to 5-year olds)	55.0		50.1	68.5	<	74.3	75.0		71.3
	Instruction plan making	49.5	>>	37.3	49.4		49.8	60.8	>>	47.7
	Childcare record, documentation	48.3	>>	28.8	36.2		34.8	48.6		44.9
	Describing childcare facility-school documents	41.3		39.2	53.7		50.4	55.4		56.0
	Human rights of children	33.2	>>	12.7	33.8		36.8	31.1		30.2
	Sickness of children and treatment	24.6	<	34.3	43.1	<	49.6	41.2	<	46.8
	Self-evaluation	23.4		18.8	28.6	<	35.1	29.1		31.9
	Contents and methods of caring for infants (0 to 2-year olds)	6.1	<	11.3	71.1	<	76.7	70.9		73.9
Concerning parents and local community	Communication skills with parents	56.6		52.3	62.4		63.9	58.8		61.8
	Support for parents in childrearing	39.1	>	32.1	53.6		53.1	50.7		50.3
	Response to psychological issues of parents	33.8		36.6	36.5	<	41.6	38.5		38.4
	Collaboration with the local community and use of local resources	23.9	>>	11.0	17.4	<	22.4	27.7		25.2

* Multiple responses * Showing answers of public kindergartens in descending order per category * Red numbers are items scoring 50% or more, green 40 to 49%, and blue 30 to 39% * >> and << indicates a difference of 10 points or more, > and < indicates a difference of 5 points or more (less than 10 points)

3-4 Training frequency in and out of the facilities, intention for online training

Frequency of on-site training varies among facility types. More than half of facilities want to introduce online training "depending on contents or program"

66% of public kindergartens, 50.2% of public daycare centers and 59.4% of public certified ECEC centers provide on-site training "weekly" or "once or twice a month." The frequency tends to be higher than that among private facilities (Fig. 3-4-1). On the other hand, fewer than 10% of facilities provide "no training," and most facilities provide training at least "several times a year." "Several times a year" ranked highest in the frequency of participation in off-site training and joint training among kindergarten/daycare centers/elementary schools, regardless of facility type (Fig. 3-4-2, 3-4-3). As for intention for online training, between 50% and 70% answered "want to introduce it, depending on the contents/program," indicating a positive attitude (Fig. 3-4-4).

Q What is the frequency of on-site training (training held at your facility) in a year? Circle the closest figure

Figure 3-4-1 Frequency of on-site training

Q What is the frequency of off-site training your caregivers receive per person in a year? Circle the closest figure
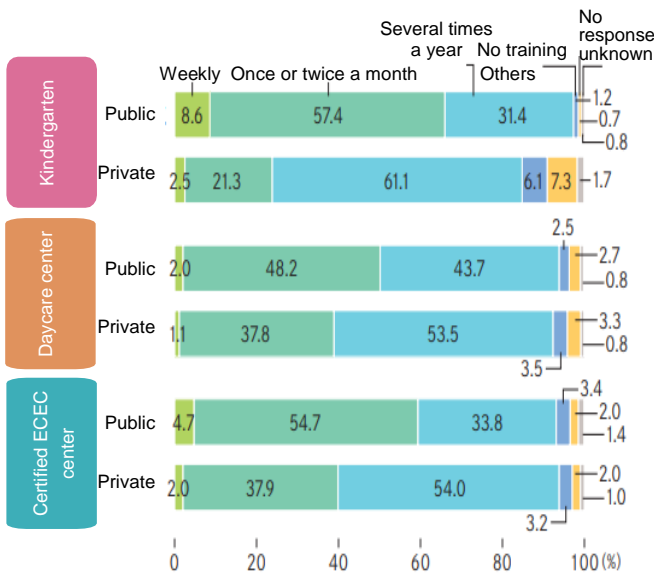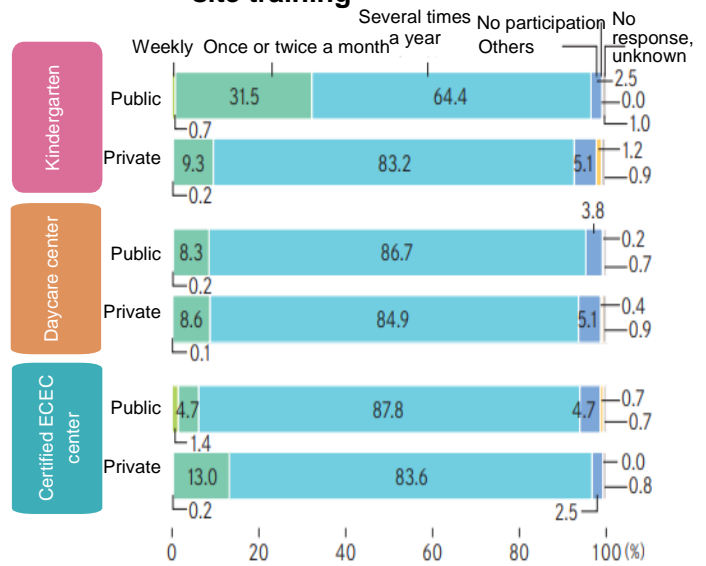
Figure 3-4-2 Frequency of participation in off-site training

Q How often do the caregivers at your facility participate in joint training among kindergarten/daycare centers/elementary schools organized by administration, other facilities, or associated organizations?

Figure 3-4-3 Frequency of participation in joint training among kindergartens/ daycare centers/elementary schools?

Q Do you want to introduce online training using the Internet if available?

Figure 3-4-4 Intention for online training