

# 2-1

## Response of childcare facilities to the “National Curriculum Standard/Guidelines”

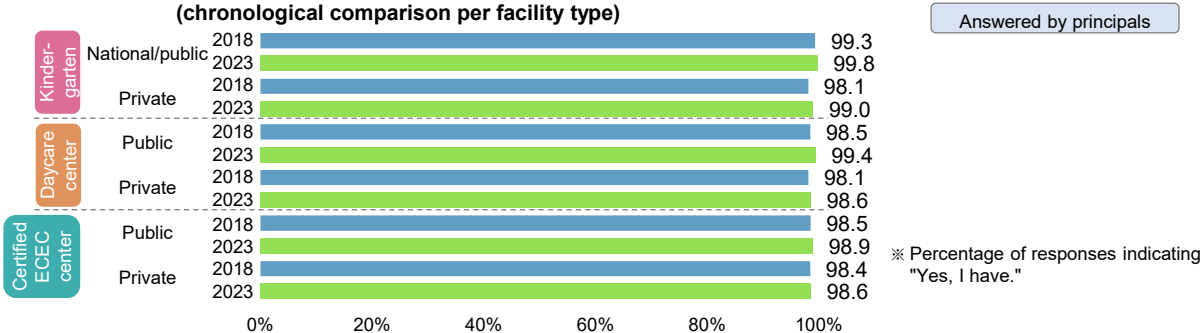


Since 2018, the number of onsite training and study seminars on the “National Curriculum Standard/Guidelines” decreased, while opportunities for childcare review remained relatively stable.

Since the 2017 revision, more than 90% of the respondents answered, “I have read books, magazines, or documents about the National Curriculum Standard/Guidelines,” nearly the same as five years ago (Figure 2-1-1). However, as the percentage of holding in-house training and study workshops regarding the National Curriculum Standard/Guidelines dropped since 2018, the percentage of national/public kindergartens exceeded that of private kindergartens by 26.7 points, while the percentage of public certified ECEC centers exceeded that of their private counterparts by 16.2 points (Figure 2-1-2). Opportunities for childcare review following the “National Curriculum Standard/Guidelines” were provided at all childcare facility types and remained largely unchanged since 2018. Nonetheless, distinctions were observed between national/public kindergartens/certified ECEC centers and their private counterparts (Figure 2-1-3).

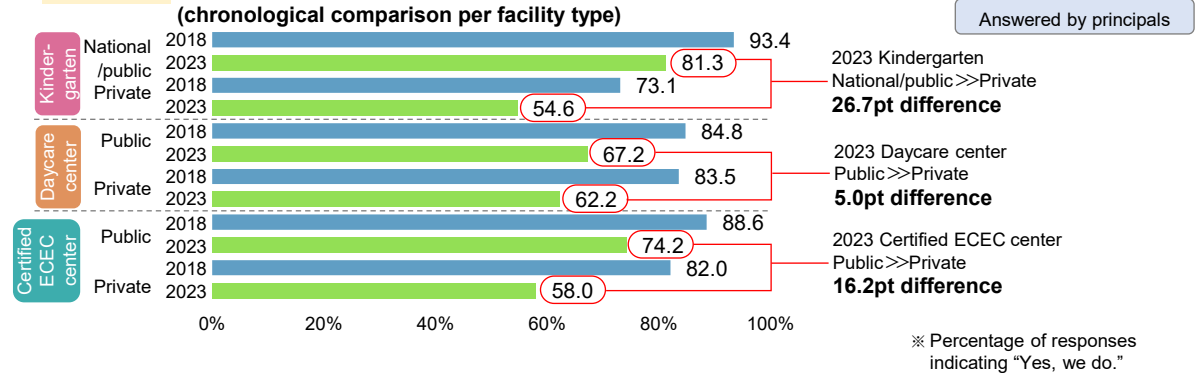
**Q Have you read any books, magazines, or documents about the “National Curriculum Standard/Guidelines”?**

**Figure 2-1-1** Have you read any books, magazines, or documents about the “National Curriculum Standard/Guidelines”? (chronological comparison per facility type)



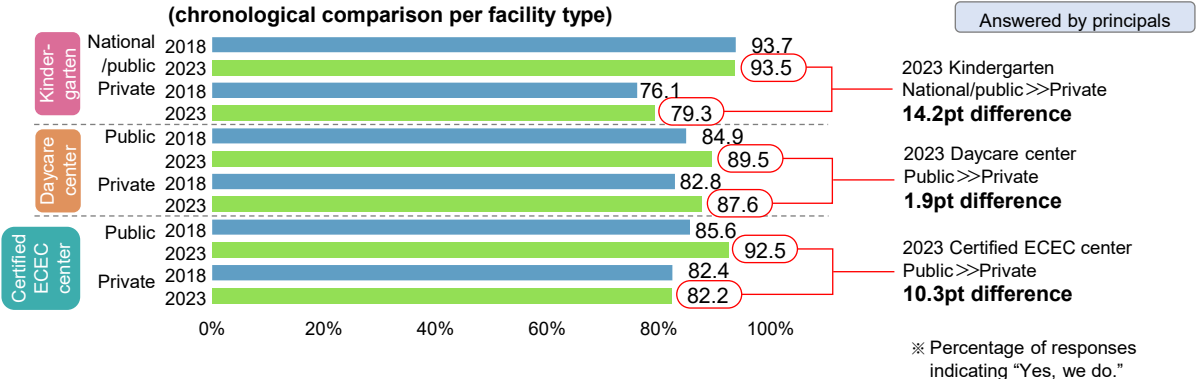
**Q Does your facility provide opportunities for in-house training or study sessions regarding the “National Curriculum Standard/Guidelines”?**

**Figure 2-1-2** Opportunities for in-house training or study sessions regarding the “National Curriculum Standard /Guidelines” (chronological comparison per facility type)



**Q Does your facility provide opportunities for childcare review among ECEC teachers in compliance with the “National Curriculum Standard/Guidelines”?**

**Figure 2-1-3** Opportunities for childcare review in compliance with the “National Curriculum Standard /Guidelines” (chronological comparison per facility type)



# 2-2

## Focused aspects in achieving educational and childcare goals



### Educational and childcare goals associated with "play" were emphasized in all childcare facility types.

The top five items were all linked to play and lifestyle habits. These included "To be interested in various things through play," "To play freely," and "To acquire basic lifestyle habits" (Figure 2-2-1). Compared to 2018, there were significant changes in the items "To be interested in various things through play" and "To play freely," which increased by 5 to over 20 percentage points in most childcare facility types. These results highlight that the importance of "learning through play," as noted in the "National Curriculum Standard/Guidelines," is widely recognized and accepted. However, some items, such as "To develop rich emotions and sensitivity" and "To be considerate to others," declined compared to 2018. This decrease may be influenced by the requirement to "select up to three items," which could have led to these options being overlooked in favor of more appealing choices. Therefore, this trend does not imply that emotions, sensitivity, and compassion were considered less important (Figure 2-2-2).

**Q Please select up to three items from the following list that your facility especially focuses on as goals or contents of education and childcare.**

**Figure 2-2-1 Focused aspects in achieving educational and childcare goals (all facility types, 2023)**

Answered by principals

										(%)
	1st		2nd		3rd		4th		5th	
Kinder-garten	To be interested in various things through play	46.4	To play freely	40.1	To acquire basic lifestyle habits	29.3	To take care of friends and get along well	29.1	To acquire thinking skills	26.6
Daycare center	To develop a healthy body	42.8	To be interested in various things through play	41.8	To play freely	41.4	To acquire basic lifestyle habits	34.6	To be considerate to others	29.1
Certified ECEC center	To be interested in various things through play	40.7	To play freely	38.7	To develop a healthy body	36.1	To acquire basic lifestyle habits	35.2	To be considerate to others	29.7

\* Multiple answers (up to 3).

† The top five items out of 18 items (including "Other") are presented.

**Figure 2-2-2 Focused aspects in achieving educational and childcare goals (chronological comparison per facility type)**

Answered by principals

	Kindergarten				Daycare center				Certified ECEC center				(%)
	National/public		Private		Public		Private		Public		Private		
	2018	2023	2018	2023	2018	2023	2018	2023	2018	2023	2018	2023	
To be interested in various things through play	30.5	< 53.5	24.9	< 38.7	28.6	< 44.3	28.8	< 39.4	24.4	< 46.2	25.9	< 39	
To play freely	35.3	< 45	29.8	34.4	32.3	< 41.4	26.4	< 41.2	36.3	36.9	27.5	< 39.3	
To take care of friends and get along well	29.2	30.7	22.6	27.2	23	21.2	20.7	20	14.9	< 26.2	17.3	20.5	
To acquire thinking skills	32	29	23.2	23.9	19.6	23.9	21.9	24.4	29.4	25.8	26	22.8	
To develop a healthy body	32.5	> 25.8	27.3	26.7	45.8	47.1	39.8	38.7	39.3	38.4	34.5	35.4	
To acquire basic lifestyle habits	25.7	23.2	32.1	36.2	32	32.7	34	36.3	33.3	34.8	28.4	< 35.4	
To develop rich emotions and sensitivity	19.1	22.3	23	> 17.2	21.4	20.4	21.9	22.1	22.9	> 16.1	27.2	> 21.2	
To be considerate to others	28.5	> 18.5	35.5	30.7	39.5	> 30.3	35.8	> 28	33.8	> 27.2	34.7	30.5	
To develop tenacity	13.9	16.3	9.8	7.5	3.9	4.8	6	4.2	7	10	7.7	7	
To express thoughts clearly and listen to others carefully	18.5	13.8	14.2	13.2	14.4	> 7.7	12.6	8.9	18.9	> 13.6	10.8	10	
To be exposed to nature	5.9	8	8.3	< 16	8.7	11.1	9.7	13.3	7.5	11.5	10.5	< 16.3	

\* Multiple answers (up to 3).

† Eleven items out of 18 (including "Other") are presented, which recorded more than 10% of responses in any child facility.

‡ The data is presented in descending order according to the responses for national/public kindergartens (2023).

\*\* Values that differ by 5 points or more are marked with ">" or "<". Differences of 10 points or more are highlighted in blue, while differences of 20 points or more are highlighted in red.

## 2-3 Current activities during regular childcare hours

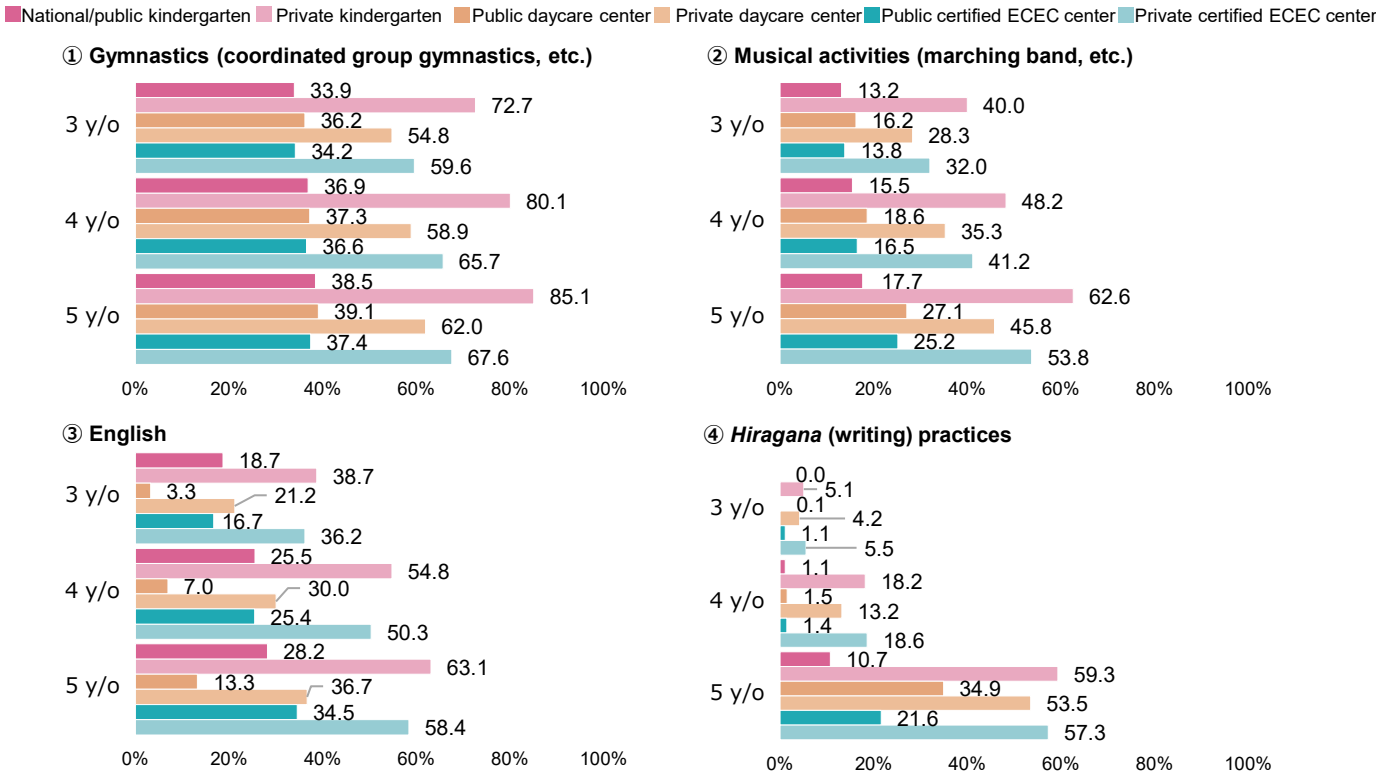


Compared to national/public counterparts, more private childcare facilities offer activities such as "gymnastics," "music," "English," and "hiragana," in addition to integrated activities through play.

During regular childcare hours, private childcare facilities engage in varied activities. More than 70% of private kindergartens offer gymnastics, 40-60% provide music sessions, and 30-60% provide English activities. The rate of implementation increased with children's age. Additionally, more than 50% of private kindergartens offer "hiragana writing practices" for 5-year-olds (Figure 2-3-1). Our chronological comparison analysis indicated that the implementation rate of such activities was increasing, particularly in private kindergartens (Figure 2-3-2).

**Q** In addition to integrated activities through play as stated in the "National Curriculum Standard/Guidelines," does your facility provide the following activities to all children in the class during regular childcare hours? If so, please select all that apply to the target age group for the activity.

**Figure 2-3-1 Implementation rate of each activity per age group (per facility type, 2023)** Answered by principals



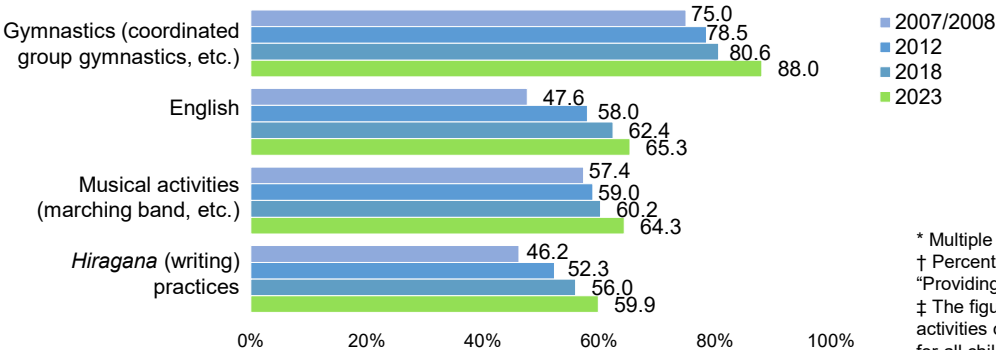
\* Multiple answers.

† Percentage of responses indicating "Providing the activity."

‡ Only the data for 3-year-old or older are presented.

\*\* The figures illustrate only the top four activities offered by childcare facilities for all children.

**Figure 2-3-2 Implementation rate of each activity (private kindergarten; chronological comparison)** Answered by principals



\* Multiple answers.

† Percentage of responses indicating "Providing the activity."

‡ The figures illustrate only the top four activities offered by childcare facilities for all children.

## 2-4 Cooperation/collaboration with elementary schools



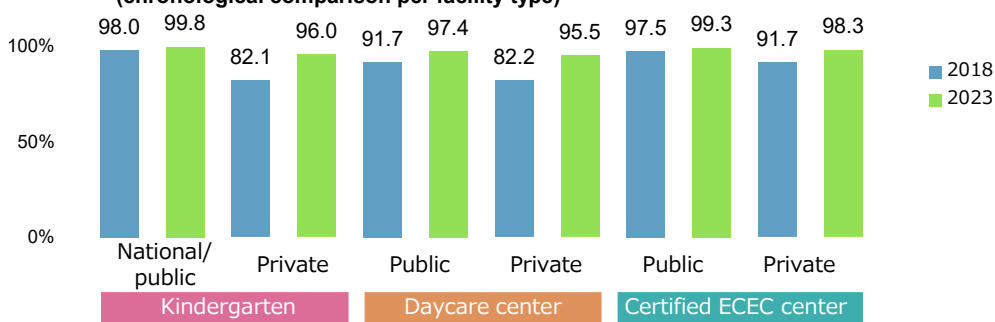
### The number of childcare facilities collaborating with elementary schools had increased since 2018.

The number of childcare facilities collaborating with elementary schools had increased since 2018. Although more than 90% of national/public kindergartens, public daycare centers, and public/private certified ECEC centers were already engaged in cooperation/collaboration with elementary schools in 2018, these figures continued to rise. Private kindergartens increased by approximately 14 points and private daycare centers by around 13 points (Figure 2-4-1). Our analysis of collaborative activities revealed that the most common activity was to “Transfer information about children requiring special consideration to elementary schools.” Additionally, 30-50% of childcare facilities “Conduct regular case reviews during joint meetings of kindergartens, daycare centers, and elementary schools.” This collaboration is a key component of the Early Childhood to School Transition Program. Furthermore, 10-40% of childcare facilities “Discuss the educational significance and effectiveness of learning through play with elementary school teachers.” Notably, more national/public kindergartens and certified ECEC centers participated in collaborative activities than their private counterparts (Figure 2-4-2).

**Q Does your facility participate in collaborative or cooperative activities with local elementary schools? Please select all that apply.**

**Figure 2-4-1 Cooperation/collaboration with elementary schools**  
(chronological comparison per facility type)

Answered by principals



\* Percentage of responses indicating “We collaborate/cooperate.”

† The question in the 2018 survey was, “Does your facility provide interactive activities with local elementary schools?”

**Q What collaborative or cooperative activities does your facility participate in?**

**Figure 2-4-2 Details of collaborative/cooperative activities (per facility type, 2023)**

Answered by principals

		(%)									
		Kindergarten			Daycare center			Certified ECEC center			
		National/public		Private	Public		Private	Public		Private	
For ECEC/elementary school teachers	Transfer information about children requiring special consideration to elementary schools	96	>	83.5	87.5	>	78.9	93.9	>	84.8	
	Discuss the educational significance and effectiveness of learning through play with elementary school teachers.	45.9	>	14.2	21.3		18.3	38	>	18	
	Conduct regular case reviews during joint meetings of kindergartens, daycare centers, and elementary schools	38.1	<	46.9	45	<	51.9	35.5	<	48.6	
	Elementary school teachers teach children of childcare facilities	11.6	>	3.7	8.5		7.8	10.4	>	5.3	
For preschool/elementary school children	Children from childcare facilities have tours or class visits to elementary schools	82	>	57.6	57.4		56.1	69.5	>	62.6	
	Children from childcare facilities join in activities with elementary schools	76.4	>	47.4	49.7		45.6	69.2	>	53.7	
	Children from childcare facilities visit events at elementary schools such as sports days or recitals	48.1	>	13.7	24.7		23.8	35.1	>	26.5	
	Children from childcare facilities listen to principals or teachers at elementary schools	45.7	>	13.2	20		15.7	35.1	>	20	
	Children from childcare facilities have school lunch at elementary schools	30.5	>	3.2	6.1		5.2	9.3		6.4	
	Children from childcare facilities participate in events at elementary schools such as sports day or recitals	20.7	>	8.5	12.4		12.4	21.9	>	12.3	
	Elementary school students visit to see or participate in events at childcare facilities	25.8	>	14	14.8		17.6	22.2	>	16.8	

\* Multiple answers.

† Only facilities that collaborate/cooperate with elementary schools were included.

‡ Values that differ by 5 points or more are marked with “>” or “<.” Differences of 10 points or more are highlighted in blue, while differences of 20 points or more are highlighted in red.