Results of Research on HR Development for Intergenerational Exchange in Japan

Overview

We have reported three times on cross-training programs for students in early childhood education programs ("The Effect of Cross-Training for Childcare Worker Training in Japan," 2013, "Second report: The Effect of Cross-Training in Japan," 2015; and, "Program interconnection in intergenerational exchange. Through creative activities and natural experiences," 2017). Based on the results of these studies, in 2017 we published "Hints for Intergenerational Exchange". Although through now multiple works have been published on international exchange and multigenerational exchange, almost none of these have been intended for workers active in the field (i.e., those involved in long-term care, childcare, and education). Efforts were made to ensure that this book would be easy for students to understand, by describing clearly the cycle beginning with assessment (Check → Plan → Do → Check → Action [CPDCA]) in planning of intergenerational exchange.

In the more than one year since its publication, it has been used in activities such as early childhood education courses and career improvement seminars for childcare workers and kindergarten educators active in the field, and it has been referenced by government administrators as well.

As the final presentation on this series of studies, this presentation is intended to review our findings through now and to discuss how to build on them in the future.

Definition

The "cross" in the cross-training program used in this study refers to the simultaneous involvement of both children and seniors. It does not refer to the full experiential switching among occupations referred to earlier. However, the term cross-training program, defined below, is employed because the students, who have learned chiefly about interacting with children, are involved partially in long-term care for seniors. As used in this study, "cross-training program" refers in general to learning that includes practical training involving the simultaneous involvement of both children and seniors, for students in childcare courses. It is a program for human-resources development in intergenerational exchange.

Theoretical framework of the cross-training program

The cross-training program in this study has identified detailed points intended to complement and enhance the previous childcare training curriculum (1) and the new childcare training curriculum (2), from the six Guidelines & Standards for Intergenerational Practice identified by Rosebrook & Larkin (3), who described a theoretical framework from the viewpoint of human-resources development in intergenerational exchange. The authors then prepared standards for intergenerational exchange practice (4) for human-resources development in intergenerational exchange and constructed the cross-training program.

Structure of the cross-training program

To prepare an implementation program for the cross-training program, six standards were considered together with the childcare training curricula. Specifically, the six standards correspond to the basic understanding of a childcare training curriculum (childcare psychology, childcare theory, and childcare curriculum theory) as well as its application, development, and intensification (childcare practice and childcare expressive techniques) (Fig. 1). Based on the three systems of the previous childcare training curriculum and the new childcare training curriculum, the following class subjects were identified as being essential to thinking about international exchange: (i) childcare psychology, (ii) childcare theory, (iii) childcare curriculum theory, (iv) childcare practice and childcare expressive techniques, and (v) social welfare. These were examined in light of the above six standards to determine their significance.

Cross-training program implementation


Results of the cross-training program

Based on the results of these studies, in 2017 we published "Hints for Intergenerational Exchange" (Kindle edition; ASIN B076436F7G).

Although through now multiple works have been published on international exchange and multigenerational exchange, almost none of these have been intended for workers active in the field (i.e., those involved in long-term care, childcare, and education). Efforts were made to ensure that this book would be easy for students to understand, by describing clearly the cycle beginning with assessment (Check → Plan → Do → Check → Action [CPDCA]) in planning of intergenerational exchange.

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Topic

The topic of this study is elucidation of how individual childcare workers are involved in intergenerational exchange through a cross-sectional study of 94 graduates of the cross-training program.

Contact Me

yoshizu@kumagaku.ac.jp

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