

### The National Curriculum Guidelines for ECEC

The current national curriculum guidelines in Japan, the "[Guidelines for Nursery Care and Education at Day Nurseries](#)," the "[National Curriculum Standard for Kindergartens](#)," and the "[Guidelines for Education and Childcare at ECEC Centers](#)," were issued in 2017. The autonomous activities of children have always been highly valued in ECEC in Japan, which was basically provided through ECEC environments. While inheriting the aforementioned traditions passed down since the Meiji era, all current guidelines and instructions (enacted in 2017) position early childhood education as an essential factor fostering the foundation for lifelong personality development. These guidelines stipulate that educational curriculum and methods should be determined based on the special characteristics of early childhood development.

### How Resilience and Relevant Social-Emotional Skills Are Addressed Within the Curriculum Guideline

It is important to note that the term "resilience" is not used in these guidelines. However, the preamble to the National Curriculum Standard for Kindergartens states, "Kindergartens in future must also foster the foundation necessary to enable children to become the creators of a sustainable society. This can be achieved by encouraging each young child to recognize his/her goodness and potential, respect all others as worthy individuals, collaborate with diverse people while overcoming various social changes, and clear the path for a rich life in the future." It explicitly states that kindergartens should encourage children to collaborate while respecting each child's dignity, cope with social changes, and become the creators of a sustainable society; in other words, to foster a zest for living, including resilience.

For childcare, Japan's national curriculum guidelines emphasize qualities and competencies over subject-focused, content-based education for elementary schools and beyond. The guidelines describe "Qualities and Competencies to Nurture" in kindergarten and "Ideal Image by the End of Childhood."

#### Qualities and Competencies to Nurture

- 1 A "foundation of knowledge and skills" that enables one to feel, realize, understand, and become able to do things through rich experiences
- 2 A "Basic abilities of thinking, judgment, and expression, etc." that enables one to think, try, devise, and express using what one realizes or becomes capable of doing
- 3 The "Learning dispositions and humanity, etc. to advance towards learning" that endeavors to maintain a better life while emotions, motivation, and attitudes develop

In Japan's guidelines and instructions, the objectives of qualities and competencies that kindergartens are expected to foster in their education are identified based on children's daily lives. To achieve these "objectives," instructions on educational content are listed in five areas (health, interpersonal relationships, environment, language, and expression). Furthermore, unlike education conducted according to the content of subjects, these objectives should be interconnected and gradually achieved through various experiences that children gain throughout their entire kindergarten life. In addition, the "Ideal Image by the End of Childhood" contains some elements deeply related to resilience. For instance, Item (2) "Independence" entails "accomplishing without giving up," while Item (4) "Fostering of morality and normative consciousness" involves "controlling one's feelings and compromise with friends."



### Key Points of the Research Results in Japan

#### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

ECEC teachers are aware of the term "social-emotional skills (non-cognitive skills)" fairly well through their training, while most are unfamiliar with the term "resilience." However, after the meaning of the term "resilience" was explained, we confirmed that all ECEC teachers recognize it as important in their daily childcare practices.

#### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

Many ECEC teachers replied that they nurture children's resilience not by using specific programs or educational materials, but through difficulties and conflicts with friends they encounter in their daily lives. All ECEC teachers agreed on the importance of acknowledging children's feelings. They also mentioned the importance of supporting children in expressing their own feelings and understanding others' feelings. Furthermore, ECEC teachers aim to respect children's different viewpoints and, as they grow, encourage them to find a way to cope with and solve a problem independently, rather than showing immediate solutions. About taking on new challenges, ECEC teachers think that it is necessary for children to gradually build up successful experiences in small steps, which will nurture their persistence and perspectives. In addition, they value the presence of friends as significant support, as they observe children teaching each other, watching and learning from friends, and are motivated by friends' persistent efforts. ECEC teachers also emphasize the importance of seeking solutions independently, even under stressful circumstances, instead of avoiding difficulties and conflicts children may encounter.





## The Current Policy Orientation of Preschool Education in China

Since the Chinese government advocated for the popularization of preschool education in 2010, it has gone through the stage of "universal access and quality" and is now entering a critical moment of pursuing high quality. High quality preschool education refers to providing universal and high-quality preschool education to all preschool children, making them the successors of socialist construction with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. While advocating for more equitable preschool education, more attention has also been paid to the physical and mental health development as well as social development of preschool children.

## The Spirit of Documents Related to Social Emotional Skills and Resilience

The "Guidelines for Learning and Development of 3-6 Year-Old Children" issued by the Chinese Ministry of Education in 2012 clearly states that the learning and development process of young children in the social field is a process of continuously improving their sociality and laying a sound foundation for their personality. Interpersonal communication and social adaptation are the main contents of young children's social learning, and also the basic ways for their social development. To promote the mental health development of young children, emphasis is placed on creating a warm and relaxed psychological environment, allowing them to develop a sense of security and trust. Families, kindergartens, and society should work together to create a warm, caring, and equal family and collective living atmosphere for young children, establish good parent-child relationships, teacher-student relationships, and peer relationships, so that young children can gain a sense of security and trust in positive and healthy interpersonal relationships, and develop confidence and self-esteem. It also emphasized the need to help young children learn how to express and regulate their emotions appropriately. Encourage young children to share their emotions with others, allow them to express their emotions, and provide appropriate guidance. When children are unhappy, actively inquire about the situation and help them resolve negative emotions.

The "Guidelines for Quality Assessment of Preschool Care Education" issued by the Chinese Ministry of Education in 2022 states that "teachers should maintain a positive, optimistic, and happy emotional state, interact with children with a friendly, supportive attitude and behavior, and treat every child equally. Children are confident and composed in daily activities, and can confidently express their true emotions and different opinions.



### Key Points of the Research Results in China

#### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

The results of cognitive level research indicate that principals have a certain understanding of the SES of young children and associates them with the three dimensions of emotional recognition, emotional management, and empathy, as well as resilience. However, for front-line teachers, SES is an unfamiliar term. From the perspective of developmental methods, principals believe that it is necessary to integrate their own cultural traditions and foster good SES in young children from the perspectives of ability, age, and permeability. The principals focus on understanding the meaning of resilience from aspects such as "self-healing" and "self-management and control." For front-line teachers, resilience is an unfamiliar term, but the understanding of "difficulties" and "adversity" related to both sides of "resilience," as well as the understanding of "smooth adaptation" and "recovery" situations, are relatively rich.

#### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

The research results on the application of the understanding of the words indicate that the principals and teachers participating in the survey are relatively weak in using the concept of resilience for on-site practice. The application and measures of the concept of resilience as well as the use of teaching materials are still lacking in county-level kindergartens in China.\*

\* The administrative divisions of China consist of a four-tier system: provincial level, municipal level, county level, and township level.



### The Impact of the COVID-19 Pandemic on Indonesia's Education System and Curriculum

The COVID-19 pandemic in 2020 has impacted the education system in Indonesia, such as significant learning loss in literacy and numeracy. The restriction of direct contact in schools has led to changes in the curriculum system. "Kurikulum 2013," the previous national curriculum was adjusted into three optional schemes that schools could choose from. First, the "Kurikulum 2013," implemented before the pandemic. Second, the "Kurikulum Darurat" or Emergency Curriculum (which is a simplified "Kurikulum 2013"). And third, the "Kurikulum Prototype," a competency-based curriculum to support learning recovery by implementing project-based learning.

The Indonesian Ministry of Education is currently gradually implementing the "MERDEKA" curriculum which is a development of the "Kurikulum Prototype" for all levels of education including early childhood education. The early childhood education (ECE) curriculum in Indonesia is designed to support children's holistic development in various children development aspects or STPPA, including religious and moral values, Pancasila values, physical-motor, cognitive, language, and social-emotional, as stated by the Ministry of Education and Culture Regulation No. 5 of 2023 concerning Graduate Competency Standards in Early Childhood Education, Primary Education, and Secondary Education.\* The curriculum aims to build a strong foundation for children before they enter the next education level.

\* STPPA: Standar Tingkat Pencapaian Perkembangan Anak Usia Dini is an indicator of ability or skill achieved by children in all aspects of child development and growth set by the Indonesian Government.  
Pancasila: An ideology believed by the Indonesian people. The values of Pancasila refer to the values of divinity, humanity, unity, democracy and justice.

### How Resilience and Relevant Social-Emotional Skills Are Addressed in the Curriculum Guidelines

Early childhood social-emotional development outcomes are specifically described through Ministry of Education and Culture Regulation No. 137 of 2014 on National Standards for Early Childhood Education. The regulation mentions the outcomes based on age categories (from three months to six-years-old) that include self-awareness, a sense of responsibility for oneself and others, and prosocial behaviour. Resilience itself is not clearly mentioned in the curriculum. However, the project-based learning process in the "MERDEKA" Curriculum allows children to encounter failure and find solutions. Social activities with peers also involve the emotional skills. Both lead to the development of resilience in early childhood. Furthermore, teachers take their pre-service teacher training and in-service training, where they have been introduced to the concept of social-emotional skills, how children's SES milestones are based on age categories, and how to develop them in children. Therefore, the concept of children's social-emotional skills has been widely understood by teachers.

### The Influence of Indonesian Culture on ECCE

Apart from policies, the process of creating high-quality ECCE is influenced by the culture in Indonesia. Cultural characteristics influence the teaching and learning approaches used in ECCE, and the way ECCE institutions are run in terms of organizational structure and leadership. For example, the emphasis on collectivity and community in Indonesian culture is seen in collaborative learning in the classroom. The culture of respect for elders in Indonesia shapes classroom discipline and behavior management. Leadership styles in ECCE institutions are influenced by a culture that emphasizes hierarchy and respect for authority. Leaders in the institution take a more authoritarian approach to decision-making and communication. By understanding this culture, it is imperative that leaders be strategic in their management of teams.



#### Key Points of the Research Results in Indonesia

##### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

Early childhood teachers in Indonesia understand that social emotional skills and resilience are very important from an early age. Students need it in social interactions, self-regulation, and facing various social challenges (such as being in a new place and adapting). Challenges faced by teachers include a lack of in-depth understanding of concepts, a lack of conceptual material when pursuing professional teacher education, so teachers study independently via the internet, books, articles and discussions.

##### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

Social emotional skills are the focus of developmental activities in learning as it is stated in the curriculum, but only 1 out of 8 preschools had a special program to strengthen resilience. However, activities provided by other early childhood teachers also include learning activities which strengthen resilience in children.





## Early Childhood Education Policy

In Malaysia, formal education commences at the age of four (4) with preschool, although it is not mandatory. However, the majority of children under six (6) years old enroll in preschool as a preparatory step before entering the formal school system. Early childhood education (ECE) in Malaysia is structured into two age groups: children under four (4) attend nurseries or childcare centers known as 'TASKA,' while those aged 5–6 attend preschools. These institutions are overseen by different authorities, with TASKA regulated by the Department of Social Welfare and preschools governed by the Ministry of Education.

Curriculum-wise, Malaysia follows two national curricula: the PERMATA National Curriculum for children aged 0–4 years old and the National Preschool Standard Curriculum (NPSC) for children aged 5 to 6. The NPSC emphasizes several objectives, including effective communication, fostering positive self-concept and confidence, and promoting critical thinking and problem-solving skills. One of its strands, the Personal Competence Strand, focuses on socioemotional development, interaction skills, and leadership.

Preschool education in Malaysia aims to comprehensively develop children's physical, emotional, spiritual, intellectual, and social aspects in a safe and enriching environment. The curriculum emphasizes fun, creative, and meaningful activities to improve skills, boost confidence, and instill a positive self-concept, preparing children to face challenges and engage in further learning. The focus lies on nurturing confident communicators who can socialize effectively, tackle challenges, demonstrate eagerness to learn, and are prepared for subsequent educational endeavors.

## Development of Resilience and Relevant SES in Early Childhood

In both the NPSC curriculum for 5–6-year-olds and the PERMATA Negara curriculum for 0–4-year-olds, there is a clear emphasis on fostering resilience and socio-emotional skills (SES) in early childhood development. The NPSC specifically highlights the importance of cultivating children's personalities to be 'berdaya tahan' or resilient, alongside promoting qualities such as effective communication, teamwork, virtuous behavior, and empathy. Resilience, as defined in the curriculum, refers to the ability of children to confront and overcome challenges with wisdom, confidence, tolerance, and empathy.

Similarly, the PERMATA Negara curriculum underscores the significance of developing resilient children, alongside other characteristics like confidence and independence. Here, resilience is defined as 'berjati diri' or possessing a positive self-concept, being motivated to try new things, and daring to take risks. These definitions collectively highlight the importance of instilling in children the ability to navigate challenges, setbacks, and uncertainties with courage, adaptability, and self-assurance.

By integrating resilience-building components into early childhood curricula, Malaysia aims to equip children with the necessary skills and mindset to thrive not only during their formative years but also beyond school-age. This holistic approach to education acknowledges the multifaceted nature of resilience, encompassing cognitive, emotional, and social dimensions. Moreover, by nurturing resilience from a young age, children are better prepared to cope with life's inevitable ups and downs, develop healthy coping mechanisms, and cultivate a resilient outlook towards future challenges and opportunities.

### Key Points of the Research Results in Malaysia

#### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

Educators recognize SES and resilience as foundational competencies crucial for children's social interactions, emotional regulation, and adaptive coping strategies, drawing upon various sources to deepen their understanding and implement effective pedagogical approaches.

#### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

Challenges such as the lack of formal assessment tools tailored to resilience were identified, prompting educators to rely on observation, judgment, and individualized communication strategies when providing feedback to parents. Cultural and linguistic perspectives were also highlighted as significant factors shaping the understanding and implementation of SES and resilience in Malaysian ECE settings. Practices employed at ECEC facilities to nurture resilience include building social support networks, teaching emotional regulation skills, and promoting independence and self-confidence among children, ultimately contributing to their holistic development and future success.



### How Resilience and Relevant Social-Emotional Skills Are Addressed in the Curriculum Guidelines

The MATATAG Curriculum, which originally aimed to instill Filipino values and nationalism, has evolved to encompass resilience against various challenges, including the pandemic (Zara et al., 2022). The Philippines' Basic Education Development Plan 2030 prioritizes transformative education to nurture globally competitive and resilient youth (Department of Education, 2024).

MATATAG, although an actual Filipino word for resilience, is also an acronym that shows the four pillars of the new curriculum:

MA	MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
TA	TAke steps to accelerate delivery of basic education facilities and services;
TA	TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
G	GIve support to teachers to teach better.

Strategies for developing socio-emotional skills and for developing resilience are found mostly in the subject for Values Education, however, the skills for critical thinking, decision making, resourcefulness, creativity and flexibility are embedded in all other subjects of the curriculum.

### The Relationship Between Cultural and Geographical Backgrounds and Resilience

The Philippines has a unique geographical and cultural context, cultivating resilience in its population, especially amidst challenges like frequent storms and poverty. The significance of resilience in children's development is highlighted in the country's education policies and curriculum aimed at nurturing holistic well-being. Research underscores the role of emotional intelligence in fostering resilience and promoting socio-emotional learning in schools. The country prioritizes creating supportive environments and leveraging community support to foster resilience among its learners.



#### Key Points of the Research Results in the Philippines

##### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

Findings of the case study survey reveal varying depths of familiarity with the terms "social-emotional skills" and "resilience" among the ECE teachers, emphasizing the need for a comprehensive understanding. Teachers recognize the importance of social-emotional skills in children's development, associating them with emotion regulation, social interaction, and relationship building. Regarding resilience, teachers perceive it as the ability to learn from difficult situations, demonstrating adaptability and bravery.

##### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

The study further explores specific activities and practices implemented by teachers to develop resilience in children, including restorative justice chats, peace circles, and peace corners, along with educational programs and materials aimed at nurturing resilience. Overall, the study underscores the significance of fostering resilience and social-emotional skills in early childhood education to support children's holistic development and well-being. Various cases highlight different perspectives of teachers from various kinds of schools and different ages.



## 2 - 6 Singapore



### How Social-Emotional Skills Are Addressed in the Curriculum Guidelines

The development of early childhood education (ECE) in Singapore, represents a dynamic interplay of policy initiatives, societal values, and educational practices, reflecting the nation's commitment to nurturing its youngest citizens for future success. The ECE scene in Singapore is characterized by a holistic approach that integrates academic rigor with socio-emotional development, laying the foundation for lifelong learning and holistic well-being. In the recent update to the Curriculum Framework, Nurturing Early Learners (NEL2022), more emphasis has been given to the building of social emotional skills and nurturing joyful learners. Central to Singapore's ECE philosophy is the recognition of inclusivity as evidenced by efforts to ensure that every child, regardless of background or ability, has access to quality education and support services.

### Investment in ECEC and Facts on ECEC Facilities

Our founding fathers have always reminded us that the only resource that the island nation has is human resource. As such, since 1965, the Government of Singapore has been investing heavily in education. In the early childhood education (ECE) landscape, the major investment is with the formation of the Early Childhood Development Agency (ECDA - 2013) and the National Institute of Early Childhood Development (NIEC - 2019).

The ECDA regulates Childcare Centres, including Kindergartens, and NIEC is the institution for teacher preparation for both Childcare Centres and Kindergartens. Childcare Centres operate from 7am to 7pm and care for children from 2 months to 6 years old; while Kindergartens operate for 4 hours in a day and provide for children ages 3-6.

The number of centres grew from 90 in early 1980s to currently, 1,665 childcare centres and 344 Kindergartens. In addition, the Ministry of Education (MOE) also runs 43 Kindergartens with 17 more opening by 2027. As such, by 2027 there will be 60 public centres operated by the Government (MOE) and the rest of the centres will continue to be privately operated. However, to make them affordable with quality for all, the Government provides subsidies, with a fee cap, for Anchor Operators (AOP) as well as Partner Operators (POP). AOP are large chains of childcare centres with a community service focus and POP are smaller chains with at least 300 children in total. In Singapore, there are 600 centres under AOP and 323 POP schemes. The rest are standalone private centres. The ECE sector has always been a private undertaking, but the Government of Singapore recognises the critical role it plays in human development. In recent years, much has been invested and this reflects the nation's aspirations for its youngest citizens to achieve its potential.



### Key Points of the Research Results in Singapore

#### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

The findings from the study demonstrated that our ECE practitioners are familiar with the notion of SES, SED and resilience. The role of the leader is critical as they seem to have a deeper understanding of what SES and resilience means. They were able to craft a comprehensive definition while the teachers gave different aspects of it. On the other hand, the teachers were able to give concrete examples of what a child with a high level of SES and resilience would look like in the classroom. This implies that both leaders and teachers have much to learn from each other.

#### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

However, generally, there is no specific or structured program to promote SES and resilience. Teaching of these skills are weaved into the daily interactions and practice. Since there is no structured curriculum or formal assessment, the development of children's social emotional learning is done incidentally, at opportune moments and left to chance.



### ECEC in Taiwan

In Taiwan, children typically start attending kindergarten from the age of 2 to 5 and engage in over 8 hours of learning each day. This prolonged duration is often due to the prevalence of dual-income households, where parents opt to enroll their children in kindergarten to foster holistic development and cultivate positive attitudes toward life. As a result, apart from parental influence, kindergarten education plays a significant role in shaping children's personalities, worldviews, and values.

### How Resilience and Relevant Social-Emotional Skills Are Addressed

The concepts of SES (Social-Emotional Skills) and resilience are relatively new in early childhood education in Taiwan. The government-prescribed curriculum for early childhood education only includes teaching social skills. Over the past decade, some higher education institutions have begun to recognize the importance of SES in early childhood education. However, it wasn't until the last five years that some workshops specifically introduced SES to teachers or principals participating in training sessions. They hope to serve as seed teachers and return to their schools to promote SES education. In contrast, resilience is a concept that very few people know how to properly explain. So far, the early childhood education community in Taiwan remains largely unfamiliar with resilience.



#### Key Points of the Research Results in Taiwan

##### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

Based on the interview results, it was found that currently employed teachers have inconsistent understandings of the concept of SES (Social-Emotional Skills). Most teachers only have a vague understanding of social-emotional skills because such theoretical knowledge was not taught during their university education. Teachers tend to use their understanding of social skills to comprehend SES.

Among the ten currently employed teachers, only half truly grasp the concept of resilience. Although teachers may not be familiar with the term "resilience," they unanimously recognize the importance of resilience and adaptability to stress for children.

##### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

Currently, no specific teaching materials or assessment tools are aimed at enhancing children's resilience in Taiwan's educational system. However, teachers utilize various activities to foster resilience in children. Some teachers mentioned providing companionship to students when encountering difficulties because they found that children's emotions are more likely to stabilize with adult companionship during challenging times. They also discovered that students are more willing to attempt problem-solving through close companionship. Additionally, some teachers emphasize the importance of building a group behavior model to strengthen students' resilience. The most common educational method teachers employ is to create simulated scenarios where students can experience emotional changes and then guide them to develop resilience by tolerating setbacks.



## 2 - 8 Thailand



### The National Curriculum Guidelines for ECEC

According to the Thailand Early Childhood Development Plan B.E.2564-2570 (2021-2027), the vision of Early Childhood Education and Care (ECEC) is that every child will be nurtured to reach their full potential and become a quality citizen. Seven strategies proposed to achieve the plan includes services providing for young children; strengthening families' capability in nurturing young children; improving quality of childcare centers; developing an early childhood information system and integration for the beneficial; improving early childhood related acts, regulations, or laws; conducting research and development; administrating, developing mechanism of procedure and monitoring assessment. Thus, the image of Thai young children is a well-balanced child in all domains of development, including physical, emotional, discipline, social, and intellectual. Therefore, wellbeing, education, and social welfare are the focus of ECEC for 0-6 years-old before entering the primary level (Office of the Education Council [OEC], 2021).

### How Social-Emotional Skills Are Addressed in the Curriculum Guidelines

In 2017, the Health Systems Research Institute (HSRI) reported that 30% of children aged 2–7 have delayed executive functions (EF). This condition can lead to behavioral problems such as lack of self-regulation, easily distracted, low concentration, impulsiveness, and impatience. Social emotional skills are known to be associated with EF, meaning that these skills involve brain functions and lead to thinking processes (HSRI, 2017 as cited in Phromkat, 2023). EF is a set of mental processes, as a result, to achieve in learning or working. The ability to think rationally, inhibit control, emotionally regulate and control our behaviors, plan, pay attention, remember instructions, and work sequentially all depend on EF. Hence, EF is a brain capacity that regulates our thinking, feelings, and actions to achieve our goals (Pokam, 2020). As a result, the Thai Ministry of Education (MOE) places a strong emphasis on EF in order to improve the efficacy of ECEC programs to address the situation of young children's delayed development.

Since 2020, the Thai MOE announced the ECE policy focusing on well-rounded development for all 0-8 years old, including physical, emotional, social, and intellectual development plus additional characteristics: self-development and EF. The expected outcomes for ECEC program are nurturing young children to build up self-esteem, self-confidence, self-efficiency, and self-regulation (MOE, 2020).

### The Impact of the COVID-19 Pandemic

Thailand OEC (2022) reported that all level of learners were affected by the COVID-19 pandemic because online learning created stress, anxiety, low concentration, lack of focus or motivation in learning, and social skills. Measures to recover learning loss in young children are redesigning the learning process, empowering teachers and principals to develop potential of children, collaborating effective learning with stakeholders including schools, families, communities, and related sectors, valuing positive attitudes and well-being both physically and mentally, etc. In February 2024, the Thai Ministry of Education proposed a new campaign “3 promote, 3 reduce, 3 increase” to nurture young children due to the increasing hours of using screen time. It is in line with the measures of OEC to promote healthy young children. The 3 promote includes enhancing the right understanding to parents, teachers, and communities, amending the appropriate child welfare, and empowering local government agencies and communities; the 3 reduce include cutting down screen time in half, reducing stress by bringing happiness back to children, reducing violence against children both physically and mentally; the 3 increases include arranging more play-based activities for young children such as music, sports, and exercise, more story time, and improving quality family time (MOE 360, 2024).

### Key Points of the Research Results in Thailand

#### (1) Perception and Understanding of the Terms "Social-Emotional Skills" and "Resilience"

The answers reveal that Thai preschool teachers value social and emotional skills as well as resilience as important skills for children to be happy and successful people. Two out of eleven preschool teachers had never heard of the term "resilience," but all of them were familiar with "social and emotional skills," which are related to emotional and social development and are written in the Thai National Early Childhood Curriculum B.E. 2560 which is the second revised version.

#### (2) Practices and Activities Implemented at ECEC Facilities to Nurture "Resilience"

Practices to promote social and emotional skills and resilience comprise 3 aspects: 1) the physical environment, such as a cozy and homelike environment, and a large playroom; 2) activities, includes aesthetics activities; mindfulness practice; 7 habits; executive functions; emotional related stories; free play; music and movement; cooking; emotional check-in and check-out with emotional cards; emotions diary; Thai traditional games and board games; self-assessment worksheet; and 3) teacher guidance, includes being a role model; using positive discipline; setting up classroom rules; assigning appropriate tasks; teaching how to identify emotions; assigning individual, pair, or group work; and using the buddy strategy.

