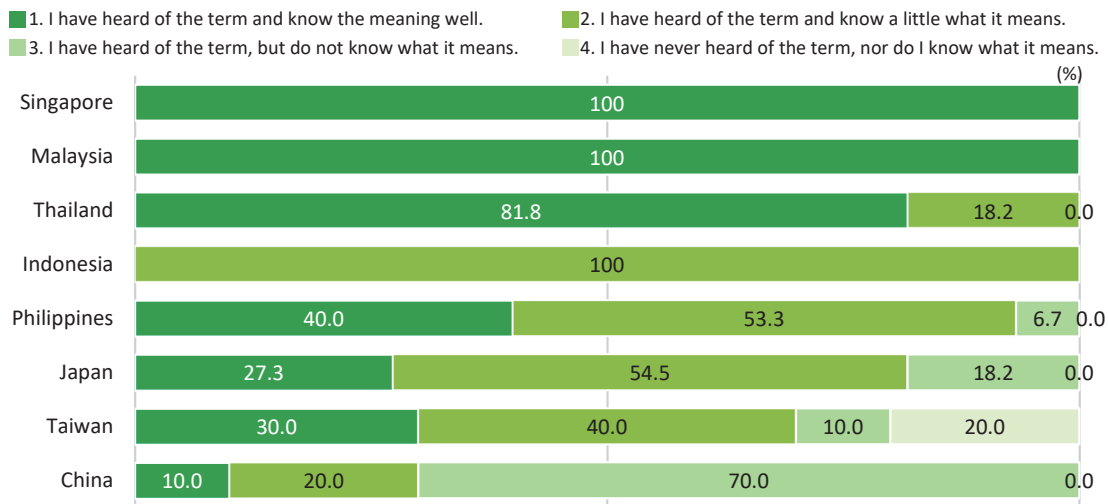


3 - 1 ECEC Teachers' Perception and Understanding of "Social-Emotional Skills"

Analysis results indicate that understanding of the term "social-emotional skills," a concept related to resilience, is more prevalent among ECEC teachers in Southeast Asian countries (Singapore, Malaysia, Thailand, Indonesia, and the Philippines) than in East Asian countries and regions (Japan, Taiwan, and China). In all eight countries and regions, "social-emotional skills" are described as involving both aspects related to "social skills" and one's own "emotions." Furthermore, in Singapore, Thailand, and Japan, these skills are also viewed as related to the concept of the "self," such as "self-awareness" and "self-determination."

Have you heard of the term "social-emotional skills"?

Figure 3-1-1 ECEC Teachers' Perception of "Social-Emotional Skills" (Comparison of 8 Countries and Regions)



- Indicates in descending order of the sum of "1. I have heard of the term and know the meaning well." and "2. I have heard of the term and know a little what it means."
- In cases where there was uncertainty in the responses such as "1 or 2," the analyst reviewed the respondent's open-ended answers and categorized them as one of the two options.

What do you understand about the term "social-emotional skills"?

Table 3-1-2 ECEC Teachers' Understanding of "Social-Emotional Skills" (Comparison of 8 Countries and Regions)

Singapore	self-awareness / self-regulation / self-management / building relationship with others / engaging in problem solving / recipe for "success in life" "growth in life" / communication / collaboration / creativity / critical thinking / able to adapt to different situations / contributes to their high self-esteem
Malaysia	foundational competencies crucial for children's social interactions and emotional regulation / communication / emotional management / empathy / contributing to holistic development
Thailand	crucial for a happy and successful life, being with others in a society, and accomplishing life goals / self understanding / self management / understanding others, building relationship / responsible decision making / emotional awareness / emotional regulation / emotional control / emotional management / understanding one's own needs / being mindful / perseverance / self-confidence / problem solving / empathy
Indonesia	to work together, share ideas, and solve problems together / an important foundation for a child's future academic and social success
Philippines	building relationships / managing emotions and behavior / taking perspective / coping successfully with conflict
Japan	the ability to control their emotions, cooperate with others / be motivated / self-determination / foundation for children's personality development / ability to communicate their own thoughts to others and work toward goals through trial and error / essential qualities useful when they become members of society in the future
Taiwan	ability to have proficient interpersonal interaction skills / demonstrate empathy towards others, and be aware of and manage their emotions
China	consciousness of emotions / emotional management / empathy / social adaptability

- Indicates the responses (understanding) of those who answered, "1. I have heard of the term and know the meaning well." or "2. I have heard of the term and know a little what it means." in Figure 3-1-1.

3 - 2 ECEC Teachers' Perception and Understanding of "Resilience"

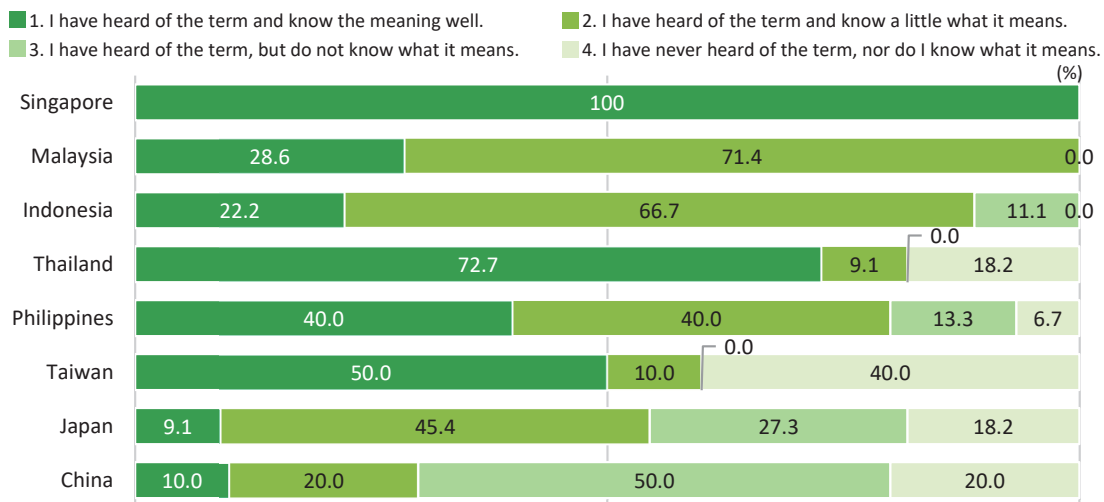


Understanding the term "resilience" is more prevalent among ECEC teachers in Southeast Asian countries (Singapore, Malaysia, Indonesia, Thailand, and the Philippines) compared to East Asian countries and regions (Taiwan, Japan, and China). In eight countries and regions, "resilience" is typically described as the ability to "adapt to, overcome, and recover from adversity, difficulties, and setbacks." However, in China, ECEC teachers tend to perceive resilience as controlling oneself, emphasizing self-regulation and self-control. In addition, ECEC teachers in Thailand mentioned the constituent factors of resilience, such as characteristics of an individual and environmental protective factors.



Have you heard of the term "resilience"?

Figure 3-2-1 ECEC Teachers' Perception of "Resilience" (Comparison of 8 Countries and Regions)



- Indicates in descending order of the sum of "1. I have heard of the term and know the meaning well." and "2. I have heard of the term and know a little what it means."
- In cases where there was uncertainty in the responses such as "1 or 2," the analyst reviewed the respondent's open-ended answers and categorized them as one of the two options.



What do you understand about the term "resilience"?

Table 3-2-2 ECEC Teachers' Understanding of "Resilience" (Comparison of 8 Countries and Regions)

Singapore	capacity to adapt and navigate through adversity and challenges / would not give up / independent in thought and behaviour / associated with self-regulation where the child can overcome negative feelings
Malaysia	adaptability / perseverance / positive mindset / essential for overcoming challenges and thriving in diverse environments
Indonesia	ability to recover from any challenges, failure or stress/related to teacher's role to support students
Thailand	skill humans use to effectively deal with and overcome obstacles or challenges / works with two factors, which are the characteristics of an individual and environmental protective factors / not only bounces back but also bounces forward
Philippines	ability to recover from adversity and adapt to difficult situations / learn from challenges / maintain a positive attitude / persist in tasks / seek help when needed
Taiwan	attitude toward facing setbacks and actively attempting to solve problems
Japan	ability to continue attempting to overcome difficulties when faced with them / mental strength to recover from failures and difficulties and continue to make positive attempts
China	self-recovery / self-regulation / self-control

- Indicates the responses (understanding) of those who answered, "1. I have heard of the term and know the meaning well." or "2. I have heard of the term and know a little what it means." in Figure 3-2-1.

3 - 3 ECEC Teachers' Perception of Difficulties and Adversities for Children Aged 4-6

A comparative analysis of how ECEC teachers in each country perceive "difficulties" and "adversities" for children aged 4 to 6 confirmed three major trends. ECEC teachers in Malaysia and the Philippines are more likely to describe difficulties in terms of "(2) Emotional well-being," while those in Japan, Taiwan, and Indonesia tend to focus on difficulties as "(3) Self-esteem/independence." In China, Singapore, and Thailand, difficulties are perceived across multiple items.



What do you think are "difficulties" or "adversities" for children aged 4-6?

Table 3-3-1 Classification of Difficulties and Adversities (Comparison of 8 Countries and Regions)

	(1) Physical Well-being	(2) Emotional Well-being	(3) Self-esteem/independence	(4) Family	(5) Friends	(6) Nursery school/ Kindergarten (daily life/ activities)	(7) Nursery school/ Kindergarten (learning)	(8) Adverse Experiences	(9) Others	Number of Respondents	Number of difficulties/ adversities
	(%)										
Malaysia	10.5	<u>25.0</u>	14.5	5.3	11.8	15.8	5.3	9.2	2.6	7	76
Philippines	5.9	<u>29.4</u>	11.8	5.9	11.8	17.6	5.9	0.0	11.8	15	17
Japan	0.0	7.1	<u>42.9</u>	0.0	25.0	17.9	0.0	0.0	7.1	11	28
Taiwan	3.3	16.7	<u>30.0</u>	10.0	3.3	10.0	13.3	3.3	10.0	10	30
Indonesia	0.0	12.9	<u>22.6</u>	16.1	3.2	16.1	9.7	6.5	12.9	9	31
China	3.6	<u>28.6</u>	25.0	3.6	3.6	14.3	10.7	3.6	7.1	10	28
Singapore	7.1	7.1	10.7	<u>14.3</u>	<u>17.9</u>	<u>17.9</u>	<u>14.3</u>	10.7	0.0	9	28
Thailand	0.0	4.2	16.7	12.5	<u>25.0</u>	<u>25.0</u>	0.0	16.7	0.0	11	24

- Listed in order of trends in the classification of difficulties and adversities.
- The sum of (1) to (9) will add up to 100%.
- The top items are underlined for each country.
- The top items and items within 5% difference from the top items are shaded for each country (colors are differentiated according to the following three trends).
- Difficulties and adversities are classified with reference to the six domains of the KINDL[®] Ravens-Sieberer & Bullinger, (2000) and literature on adverse experiences (Jennifer Hayes-Greene, Amanda Sheffield Morris / Supervised Translation: Masumi Sugawara et al., 2022).

Three Trends Broadly Categorizing Eight Countries and Regions



Prominent* number of difficulties relating to "(2) Emotional Well-being"

- Corresponding countries: Malaysia and the Philippines
- Examples: separation anxiety, social withdrawal (such as being alone at kindergarten), worries and anxieties, problems controlling emotions, etc.



Prominent number of difficulties relating to "(3) Self-esteem/Independence"

- Corresponding countries/regions: Japan, Taiwan, and Indonesia
- Examples: a gap between what one wants to do and one's actual abilities, recognition of one's weaknesses compared to others, inability to ask for help, low self-expression and self-esteem, lack of self-determination/problem-solving abilities, etc.



Difficulties across multiple items

- Corresponding countries: China, Singapore, and Thailand

*Prominent: There is a difference of 5% or more with other items.

(References)

- Ravens-Sieberer, U. & Bullinger, M. (2000). *KINDL[®] Questionnaire for Measuring Health-Related Quality of Life in Children and Adolescents Revised Version Manual*. Office of Quality of Life Measures. <https://www.kindl.org/english/information/>
- Hays-Grudo, J., & Morris, A. S. (2022). *Shouniki no gyakkyouteki taiken to hogoteki taiken: Kodomo no nou/koudou/hattatsu ni oyobosu eikyou to rejiriusu* [Adverse and protective childhood experiences: A developmental perspective] (M. Sugawara et al., Trans.). Akashi Shoten. (Original work published 2020)

3 - 4 Implementation Rate of Practices and Programs Nurturing Resilience



The survey results indicate that ECEC teachers across all preschools interviewed in Malaysia, Singapore, Thailand, and Japan implement childcare practices to nurture children's resilience. On the other hand, the number of preschools introducing special programs to nurture resilience exceeds 70% in Thailand but less than 50% in other countries.



- (1) Do you provide childcare considering the concept of resilience?
- (2) Have you heard of the term "resilience"?
- (3) Please also tell us about any developmental programs or materials that you have implemented in your facility to develop resilience.

Table 3-4-1 Practices Considering the Concept of Resilience, Recognition of Resilience, and Implementation Rate of Programs (Comparison of 8 Countries and Regions)

	Number of Respondents	(1) Practices considering the concept of resilience (%)	(2) Recognition of resilience (%)	(3) Implementation of programs (%)
Malaysia	7	100	100	42.9
Singapore	9	100	100	22.2
Thailand	11	100	81.8	72.7
Japan	11	100	54.5	9.1
Philippines	15	80.0	80.0	20.0
Taiwan	10	80.0	60.0	40.0
Indonesia	9	77.8	88.9	22.2
China	10	50.0	30.0	10.0

- Listed in descending order of the implementation rate of "(1) Practices considering the concept of resilience."
- (1) indicates the percentage of respondents who answered "yes" in the open-ended interview responses.
- (2) indicates the percentage sum of respondents who answered "I have heard of the term and understand the meaning well." and "I have heard of the term and know a little what it means."
- (3) indicates the percentage of respondents who mentioned the name of a program or a specific activity of the kind in the open-ended question.
- (3) Programs: Special activities with program names are counted as programs. Also, programs for which the respondents indicated these would lead to fostering resilience (including STEM and PBL) are counted as programs, even if these programs are not directly designed to nurture resilience.

Implementation Rate of Practices that Consider the Concept of Resilience and Recognition of Resilience

Malaysia, Singapore, Thailand, and Japan were the countries where 100% of the respondents answered that they implement practices considering the concept of resilience. Of these, 100% of the respondents recognized the term "resilience" in Malaysia and Singapore, while 81.8% recognized it in Thailand. In contrast, only 54.5% of the respondents recognized the term in Japan.

Implementation Rate of Programs

The implementation rate of programs was particularly high in Thailand, compared to other countries where it was 50% or lower. In Thailand, a wide variety of programs related to emotional education are implemented, such as 7 habits, emotional check-in and check-out, mindfulness practice, and anger management.

3 - 5 Childcare Practices and Teachers' Involvement Nurturing Children's Resilience (1)

In response to difficulties relating to children's emotional well-being, ECEC teachers adopted the following practices: (1) encouraging children to use a calm-down corner; (2) giving children time to reflect on their feelings; and (3) providing opportunities for children to share their thoughts and feelings with their peers, as well as discussing ways to support one another.



What kind of approach do you and your colleagues take to nurture resilience in children? Can you provide specific settings or situations within your childcare practices or activities? Please also tell us about any developmental programs or materials that you have implemented in your facility to develop resilience.



Childcare practices to address difficulties relating to children's emotional well-being

(1)

Providing a calm-down corner for children and encouraging its use

Some provide a place where children can calm down when they feel depressed or panic resulting from interactions with their friends. For younger children or those unable to use the corner voluntarily, ECEC teachers may suggest, "Would you like to go there?" This encourages the child to spend some time alone to sort out their thoughts and feelings. In addition to teachers in the Philippines, those in Japan, Taiwan, China, and Thailand, also said they adopt these practices.

"We have a PEACE CORNER - for the children. It's a safe place for you to process your emotions.... They sit with their feelings. Why they feel that way. No one will disturb them. Then they can approach their teacher or classmate if they are ready. This allows them to understand their limits, boundaries and become self aware. When they can process their thoughts and feelings without being disturbed, they understand what triggers them, what they can do next time to avoid it."
(Philippines #1, private, ECEC teacher, less than 5 years of experience)



(2)

Giving children time to reflect on their feelings

In preschools and classes where ECEC teachers note issues with fights among friends and bullying, children check their emotions each morning using emotion picture cards that represent their feelings. Children reflect on and express their feelings while interacting with ECEC teachers. These practices are also evident in childcare approaches to address issues related to friendships (see p.20).

"Emotion check: using 5 feelings for children to monitor their own feelings, i.e., joy, excitement, sadness, fear, and anger, every morning as emotion check in."
(Thailand #3, private, Vice principal, 12 years of experience)

"Mindful education, this activity lasts 30 mins, it's time for children to review and reflect themselves. Start with brain gym to cultivate body awareness, then telling story and using question to help children contemplate or link with their emotions, i.e., how do you feel if you were this child in the story?"
(Thailand #2, private, Head of kindergarten teachers, 12 years of experience)

(3)

Providing opportunities for children to share their thoughts and feelings with their peers, as well as discussing ways to support one another

In classes with children who have communication difficulties, ECEC teachers provide opportunities for them to sit in a circle and talk about their thoughts and feelings. ECEC teachers also create opportunities to discuss and reflect on ways to show care and comfort when someone has experienced a setback. Similar practices have been observed in many countries, such as Japan, China, Thailand, and Singapore.

"I encourage the children to 'share and tell' their happy and sad experiences during circle time, so the children can get to know each other better and understand each other's feelings and emotions."
(Malaysia #1, private, ECEC teacher, 22 years of experience)

"When someone in the class faces a setback, there should be predetermined ways to support them. Others should understand that such reactions are normal. We might even discuss with the children different ways to show care and comfort to those feeling upset.... fostering an atmosphere of mutual understanding, tolerance, and care in the classroom."
(Taiwan #2, public, ECEC teacher, 27 years of experience)

• From p.18 onwards, at the end of the quoted narrative, the attributes of ECEC teachers are listed in the following order: Country and respondent number, preschool type, job title, and years of experience.

3 - 5 Childcare Practices and Teachers' Involvement Nurturing Children's Resilience (2)

ECEC teachers take the following strategies to manage difficulties relating to self-esteem and independence: (1) allowing children to experience "overcoming failures" and "working with perseverance" by providing challenges that are suitable for the individual's developmental stages and ages, (2) fostering children's confidence by encouraging self-expression and assigning them roles within the class, and (3) watching over children without intervening, and motivating them by showing the cases of their peers.



Childcare practices to address difficulties relating to self-esteem and independence

(1)

Allowing children to experience "overcoming failures" and "working with perseverance" by providing challenges that are suitable for the individual's developmental stages and ages

For children who fear failure and find it hard to try new things or activities they are not good at, ECEC teachers offer opportunities to experience "overcoming failure" through everyday play that they want to try. Children are also given opportunities to experience "working with perseverance" through challenges in real-life settings such as woodworking and cooking. Similar practices have been reported not only in Japan and Taiwan, but also in China and Thailand.

"Our kindergarten provides opportunities for children to develop their resilience through 'challenging and overcoming' experiences in their play activities, such as stilts, jumping ropes, top spinning, and *kendama*.... I believe it is essential to encourage activities that children are willing to challenge. By using handmade toys in activities such as *kendama*, it is possible to adjust the difficulty; enabling to provide challenges that match their development level." (Japan #4, public, ECEC teacher, 19 years of experience)

"We provide opportunities for children to learn through real-life situations.... We set up challenging learning areas, such as weaving areas, woodworking areas, cooking areas, etc. Through cooking and planting activities and thematic lessons, we aim to provide children with learning related to resilience, especially in activities such as cooking, where they need to wait and continuously try." (Taiwan #6, public, ECEC teacher, 22 years of experience)

(2)

Fostering children's confidence by encouraging self-expression and assigning them roles within the class

In Japan, ECEC teachers encourage children to express themselves appropriately for their age so that they can ask for help independently. The practice of promoting self-expression is also reported in China. In Malaysia, ECEC teachers assign roles like "leader" or "assistant" to children in the classroom to enhance their confidence. The practice of assigning roles to children is not only observed in Malaysia, but also in Singapore and Indonesia.

"nurture children's ability to express and communicate their thoughts. It may be difficult for younger children in 3-year-old classes (3-4-year-olds) at the beginning, but encourage them to express something; demonstrate by action for 3-year-old class children and by language for 4- 5-year-old children. It is also ideal to nurture children's ability to explain about themselves." (Japan #3, national, ECEC teacher, 19 years of experience)

"confidence-building technique to help build children's build resilience. We would appoint a student as 'leader' to manage the routine activities for a day. This child 'leader' will be responsible for maintaining order and quiet classroom, ensuring cleanliness of the classrooms and making sure learning items are orderly arranged on the shelves, This 'leadership' role changes daily, so as to give a chance to every child to becoming 'a leader for a day'.... If they are not confident enough to handle the leadership role, they will be assigned 'an assistant' who will help them manage other children in the class." (Malaysia #5, public, ECEC teacher, 16 years of experience)

(3)

Watching over children without intervening, while motivating them by showing the cases of their peers

ECEC teachers observe children carefully, stepping back when children can solve problems independently. This practice of watching over children while they think and solve problems by themselves without intervention, from the perspective of also looking ahead to their entrance into elementary school and beyond, is observed in Thailand and Singapore as well as in Japan.

"If I think children can overcome difficulties alone, I will step back and watch over them. When they overcome it, I accept and praise them.... I am careful not to overlook opportunities for children to overcome on their own. If the teacher provides an answer first, children will lose the ability to think. Through the teacher's encouragement and by thinking together, I hope they are inspired to search for answers by themselves." (Japan #8, public, ECEC teacher, 15 years of experience)

"I hope children experience difficulties and overcome them through the presence of friends. For example, children tend to avoid jumping rope for the sports day, but when they observe other children doing it, they feel like they can do it as well." (Japan #6, public, ECEC teacher, 6 years of experience)



3 - 5 Childcare Practices and Teachers' Involvement Nurturing Children's Resilience (3)

For difficulties in friendships, ECEC teachers let children join activities, games, and plays to encourage interaction and cooperation, and to discuss ways to solve problems in order to foster children's cooperative skills. When conflicts arise among children, ECEC teachers will take two steps to resolve the issues. To address adversities, a disaster response curriculum was introduced in one facility to mitigate the effects of disasters and enhance preparedness for post-disaster responses.



Childcare practices to address difficulties in friendships

(1)

Conduct activities, games, and plays that encourage interaction and cooperation, and discuss ways to solve problems

Activities and games are used to let the children experience how to help and cooperate, enhancing their cooperativeness. In the Philippines, ECEC teachers also encourage children who often play alone with digital media to engage in outdoor play with their peers. Similar practices are reported not only in the Philippines and China, but also in Taiwan and Indonesia. ECEC teachers in Singapore use an approach that creates and plays out conflict situations to demonstrate how to resolve them.

"Encourage cooperation and mutual assistance: In kindergarten activities, I will create some group activity scenes so that children can learn and grow through mutual help and collaboration."

(China #9, public, ECEC teacher, 5 years of experience)

"activities that promote interaction with others. After school activities 'Friends for Keeps' which is mostly social interaction games. Activities that will give them a break from the gadgets and make them go out."

(Philippines #13, private, ECEC teacher, 15 years or more of experience)

"Create the situation and dramatize how the conflict situation can be resolved. The focus would be on relationship building based on respect, graciousness, integrity, and teamwork."

(Singapore #7, public, ECEC teacher, 10 years of experience)

(2)

How teachers respond when children are in conflict

1. Help them calm down in a quiet place
2. Guide them to talk about their feelings and the reasons for their fights (using empathetic language to promote mutual understanding)

Similar practices are reported not only in Taiwan but also in Thailand. In Japan, the same approach is used in the first half of the 5-year-old class. However, in the latter half of the year, as children become more capable of solving problems independently, ECEC teachers sometimes opt not to intervene. This method is also seen in childcare practices that address difficulties related to emotional well-being (see p.18).

"if a 4-year-old child cries loudly after a dispute with peers over using educational toys ... the teacher should first provide a quiet space for the child to stabilize emotions. Then, the teacher should observe and guide the two children to express the reasons and feelings behind the event, using empathetic language to prompt mutual understanding. This helps establish respect for interpersonal interactions and cultivates the meaning of cooperative play These specific actions require teachers to have concepts of empathy and behavior adjustment techniques to implement gradually." (Taiwan #3, private, ECEC teacher, 19 years of experience)



Childcare practices to address difficulties in adversities

A disaster response curriculum is introduced

In Indonesia, to mitigate the effects of disasters and enhance preparedness for post-disaster responses, ECEC teachers introduced problem-solving learning programs. These programs help children become familiar with disaster scenarios by using everyday materials and substitutes while learning about disasters.

"Our institution is included in the disaster curriculum which has familiarization, material content and learning using project based learning with MELESAT content (Mathematics, existence, literacy, engineering, science, art and technology) using coaching support and loose parts media with material content leading to mitigation and handling post-disaster. Learning with project based learning with MELESAT content stimulates children to have a frame of mind accustomed to finding real problems and finding solutions using MELESAT knowledge/material content strengthened by coaching support from teachers in accompanying children. Getting children used to ... independently fulfilling their own needs by eating alone, cleaning the environment and their own cutlery.... Children are invited to make things with existing materials so they are expected to get used to using substitute and complementary goods.... Children are introduced to and understand what to do through self-rescue habits through earthquake simulations where they are accustomed to queuing to get to the exit and using their binder book as a head covering."

(Indonesia #5, private, Head principal, 15 years of experience)

3 - 5 Childcare Practices and Teachers' Involvement Nurturing Children's Resilience (4)

For difficulties relating to physical well-being, ECEC teachers support the preschool life of children with special needs, seeking the help of classmates and specialists. To address problems in family matters, ECEC teachers focus on building a trusting relationship with parents and understanding children's home conditions. They also provide parents with information on child-rearing and assure them teachers will support children's education together.



Childcare practices to address difficulties relating to children's physical well-being

Assisting children with special needs

1. Get the help of classmates
2. Get the help of specialists

In the case of Malaysia, to help ensure children with developmental disorders or language delays are not left out from their peers, ECEC teachers explain to the class the characteristics of these children so that they can understand why these children may sometimes be in a bad mood. Additionally, some children are asked to consistently stay by their side to support the child with special needs. For children facing speech delays, teachers provide specialized sessions to develop oral motor skills with a speech therapist.

"First, I explained to my class the problem faced by this Special Needs child. Reason was because I wanted to raise the feeling of empathy among the children so they can understand her better and why she is sullen. I wanted to encourage each and every one of the children in my class to talk to her, play, learn and read together with her and make her feel accepted.... Second, I asked a few of the more resilient children in my class to be with her always and help her during play, reading sessions, and interact with her, and to not let other children to tease her. Meanwhile, I conducted a face-to-face learning sessions with the child, encouraging her to speak and read with me. At the same time, I arranged for her to receive assistance from a speech therapist. After three months of observations and assessments by me and the speech therapist, we found that she has become more confident in socializing with other children in the class, and the whole class too have accepted her as their beloved and protected friend.... She can eventually read and talk like any other children. Most of all, she is now much happier and enjoying her time in the Day-care."
(Malaysia #2, private, ECEC teacher, 12 years of experience)



Childcare practices to address problems in family matters

ECEC teachers try to build a trusting relationship with parents and assure them that teachers will support children's education together.

One teacher in the Philippines said she tries to build a trusting relationship with parents and ask them to talk about how the child is at home. Likewise, ECEC facilities and teachers in Indonesia assure parents they will support their children's education and provide child-rearing-related information by implementing child-rearing programs, such as circulating educational materials about children's "independence."

- Childcare practices that address children's upsetting incidents at home are detailed on [p. 25](#).

"In meetings during card day, we have a heart-to-heart talk with the parents ... when we tell our observations of children, parents and guardians also open up and explain their child's attitude ... knowing the situation of the children makes us think of different interventions to help them."
(Philippines #8, public, ECEC teacher, 15 years or more of experience)

"When accepting new students and at the initial school meeting, we always emphasize to parents to trust and support teachers in educating children; holding parenting programs to build cooperation with parents to optimize children's development, for example raising material on 'independence'."
(Indonesia #6, private, Head principal, 14 years of experience)



<Supplementary note> Childcare practices through programs and projects

So far, we have explained some case studies for childcare practices to address specific difficulties. We also would like to introduce some other case studies where children's resilience is developed through activities under programs and projects. In Singapore, children learn to think, express, and explain how they seek solutions through the STEMIE (Science, Technology, Engineering, Mathematics, Invention and Entrepreneurship) program (Singapore #3, public, ECEC teacher, 13 years of experience). In Malaysia, children participate in group activities to solve problems their teachers assign through a project-based learning approach (Malaysia #3, private, ECEC teacher, 11 years of experience). In Japan, the process of thinking, acting, and experiencing difficulties is valued through shop projects and theater play activities (Japan #7, private, ECEC teacher, 5 years of experience). In all eight countries and regions, ECEC teachers commonly foster children's resilience by allowing them to face difficulties and solve problems independently through such activities.

- Childcare practices that address difficulties relating to "Nursery school/Kindergarten" life are not included here, as they mostly overlap with difficulties relating to "self-esteem and independence," "friendships," and "programs and projects."