



Early Childhood Education and Care around the World at a Glance

- ECEC Matrix 2020 of Various Countries and Regions -

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*ECEC is an abbreviation for early childhood education and care and denotes education and care in early life.

Listed below is the age divisions in early childhood education and care facilities, ages to start elementary school education, and ages of mandatory education in countries/regions in this booklet.

Country/region	Age division in early childhood education and care facilities (assessed by the full age at the start of school year)	Age to start elementary school education	Mandatory education
Japan	Zero to five years old, Three to five years old	Six years old	Six years old
Shanghai city, China	Zero to three years old, Three to six years old	Six years old	Six years old
Indonesia	Zero to six years old	Seven years old	Seven years old
Korea	Zero to five years old	Six years old	Six years old
New Zealand	Zero to five years old	Five years old	Six years old
Pistoia city, Italy	Zero to two years old, Three to five years old	Six years old	Six years old
Reggio Emilia city, Italy	Zero to two years old, Three to five years old	Six years old	Six years old
UK	Zero to four years old	Four years old	Five years old
The Netherlands	Childcare (Zero to four years old), Education (Two and a half years to six years old)	Four years old	Five years old
Sweden	One to five years old	Seven years old	Six years old
France	Zero to two years old, Three to five years old	Six years old	Three years old

Foreword

CRN Director

Sakakihara Yoichi

Improving the quality of early childhood education and care is a never-ending task for those who are involved in the practice and research of early childhood education and care. Child Research Net (CRN) held the ECEC Research Conference on the quality of early childhood education and care five times, from 2013 to 2015. We invited specialists and held lectures and workshops on high-quality early childhood education and care being practiced overseas, and I realized that there was a trend of playing up the good aspects of overseas examples. So, I thought that if we can present the overall picture of outstanding examples in a matrix, including problems, we can learn both the strong and weak points of these cases, which would be useful when incorporating them in Japan. Fortunately, the idea was accepted by the specialists who delivered lectures at the ECEC Research Conferences and published *Kakkoku chiiki no ECEC matorikkusu* (ECEC matrix of various countries and regions) in 2016. This time, we are publishing the revised version of the publication.

Supervisor of Early Childhood Education and Care around the World at a Glance - ECEC Matrix 2020 of Various Countries and Regions, and Professor Emerita of Jumonji University

Hoshi Miwako

After publishing *Kakkoku chiiki no ECEC matorikkusu* in 2016, major changes continued to occur in early childhood education and care around the world and the importance of education for infants and toddlers is being stressed more than ever. For this reason, we prepared a revised version of the publication by taking into consideration the latest situation and introducing, in an easy-to-understand manner, the trends in each country as the key points that need to be grasped. I hope this booklet will offer some tips for improving early childhood education and childcare in Japan in the new age.

Contributing authors [phonetic order in Japanese]

Professor, Jumonji University	Kamigaichi, Nobuko	New Zealand
Professor, University of the Sacred Heart, Tokyo	Kawabe, Takako	Japan
Associate Professor, Seitoku University Junior College	Kim, Minjee	Republic of Korea
Professor, East China Normal University, China	Zhou, Nianli	Shanghai, China
Professor, Seitoku University Graduate School	Tabu, Mikiko	UK
Professor, Nagoya University	Hattori, Mina	Indonesia
(Cooperator: El Amanda de Yurie Arrafajr Suryadimulya, Doctoral Program, Nagoya University Graduate School)		
Professor, Tezukayama University	Matsuura, Mari	Netherlands
Professor Emerita, Jumonji University	Hoshi, Miwako	Pistoia, Italy, and France
Former Professor, Japan Women's College of Physical Education	Mizuno, Keiko	Sweden
Professor, Kobe Shinwa Women's College	Mori, Mari	Reggio Emilia, Italy

*Titles are as of June 2020.

1. Guaranteeing the quality and quantity of early childhood education and care is the challenge

In 2017, the three laws, namely, Course of Study for Kindergarten, National Guidelines for Care and Education at Day Nursery, and Course of Study and Guideline of Childcare for Integrated Center for Early Childhood Education and Care were revised simultaneously to unify the targeted direction and childcare contents. It calls for high-quality early childhood education and care, which improves the so-called non-cognitive skills such as independence, curiosity, judgment, and persistence through daily life and play, at any given facility. At the same time, quantitative expansion of childcare is being pursued to eliminate the waiting list for daycare centers, and how to ensure both quantity and high-quality childcare has become an issue.

		Features	
		Zero to five years old	Three to five years old
Basic rules	<ul style="list-style-type: none"> ◎ Facilities: <ul style="list-style-type: none"> ● Kindergartens: for children three to five years old. Based on the School Education Act, under the jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology. ● Daycare centers: for babies, whose mother's maternity leave has ended and up to five years old. Based on the Child Welfare Act, under the jurisdiction of the Ministry of Health, Labour and Welfare. ● ECEC centers (integrated center for early childhood education and care): for children zero to six years old. Based on the Act on Advancement of Comprehensive Service Related to Education, Child Care, etc. of Preschool Children (the ECEC center law), under the jurisdiction of the Cabinet Office. *Focus has been placed on children amassing experiences necessary for their development in daily life and appropriate for their respective stages, while emphasizing to offer care and education in an integrated manner. However, ECEC centers are facilities based on both the Child Welfare Act and School Education Act and therefore, increasingly, it came to be described together as "childcare and education," and we have been seeing a trend where people consider it as a place for education for children three years or older and for childcare for those below three. ◎ Start of compulsory education: Six years old. In recent years, there has been increased clamor for the necessity of collaboration between kindergartens and elementary schools, and many municipalities have developed joint kindergarten-elementary school curriculums. 		
Views on children and childcare	<p>Children's development is supported by integrating care and education in all aspects of life so as to fulfill the various needs of the children in a relaxing atmosphere and in an environment where careful and full care is provided. Children's development is supported by integrating care and education in all aspects of life so as to fulfill the various needs of the children in a relaxing atmosphere and in an environment where careful and full care is provided.</p>	<ul style="list-style-type: none"> ■ This essentially inherits the childcare concept until two years old, and supports children's growth by building and rebuilding an environment that supports development corresponding to their ages. ■ It is supported by the development concept that children bring themselves up on their own, in an appropriate environment. 	
Guidelines and assessment by the government and municipalities	<ul style="list-style-type: none"> ◎ Guidelines the government lays out for ECEC facilities: <ul style="list-style-type: none"> ● Course of Study for Kindergarten for kindergartens, National Guidelines for Care and Education at Day Nursery for daycare centers, and Course of Study and Guideline of Childcare for Integrated Center for Early Childhood Education and Care for ECEC centers. Based on these guidelines, each facility draws up their own education policy and formulates the curriculum. ● Education became free for children aged three to five years old in 2019. ◎ Assessment: In the case of public facilities, municipalities that established them assess whether they are conforming to the guidelines. In the case of private facilities, the respective school motto is accepted, and it is left to each facility. However, self-check and third-party assessment are being promoted. 		
Philosophy and features	<ul style="list-style-type: none"> ◎ Features: Childcare that places importance on the senses of the seasons and involvement with nature. Many daycare centers include going for walks outside in their daily schedule. Emphasis is placed on fulfilling children's wants and needs in a relaxed atmosphere, ensuring the mental stability and maintenance of life in children. This leads to providing enriched food education to acquire ideal eating habits to nurture their sound health and minds. ECEC teachers and caregivers develop the environment so that children learn various values in daily life that reflects each stage. There are a number of events (sports day, arts festival, concerts, etc.) and many facilities' curriculums revolve around events throughout the year. Course of Study for Kindergarten recommends kindergartens to carefully select events at milestones of daily life, but there traditionally are many events and many facilities need revision. Since there are few opportunities to accept children with diverse cultural backgrounds, the level of awareness towards diverse cultures differs by region. 		

2. Clarification of the principle of supporting play is important

The foundation of early childhood education and care, “play is important learning in early childhood,” has also been inherited in the three new laws. How should we understand the fact that children learn while playing and how should we support it? There are various views regarding this point among ECEC teachers, caregivers, and researchers and it is far from being established as a childcare method. The issue is to clarify the principles of assistance through understanding of play and environment that support high-quality play.

3. The role as a hub, open to the community, which supports childcare and growth

Not only is it an important place for children and their families for childcare and growth, but ECEC facilities also support local childcare and play a strong role as a core by connecting with the community. There is active interaction with the local people through events and various activities open to the community, which enhances the daily lives of the children of the ECEC facility and boosts the local society’s interest in childcare.

Positive points	Issues	In comparison with other countries
<p>While there have been calls for unifying these facilities, the birth of ECEC centers enabled preschool children to receive the same care and education irrespective of their parents’ employment status.</p>	<ul style="list-style-type: none"> ■ Although the contents of childcare became common with the birth of ECEC centers, the operation of these facilities became more complex. ■ Difficulties in kindergarten-elementary school collaboration. 	<p>Kindergartens: Many of them are private establishments. The ratio of public kindergartens varies depending on the region. The government guidelines do not have much power over private kindergartens, and this has resulted in a difference in quality.</p>
<p>Thinking about children’s growth holistically and putting emphasis on experience is the basis of Japanese childcare and this has held true for many years.</p>	<ul style="list-style-type: none"> ■ It cannot be said that the quality of early childhood education and care is guaranteed in general because of the diversification of the operation of ECEC facilities. ■ There is a trend of childcare becoming a business and is being industrialized. 	<p>The content of childcare is diverse throughout the nation and there is no sufficient consensus as to what is important for children. There are facilities where lessons have become commercialized without any philosophy.</p>
<p>Public notification of national curriculum aimed at unifying kindergartens and daycare centers.</p>	<p>Insufficient and unestablished assessment framework.</p>	<p>Daycare based on daily life and centered on play through the environment. National curriculum that respects children’s independence. High rate of acquiring license.</p>
<p>The idea that play is necessary for development in early childhood is given importance as a basis of early childhood education and care.</p>	<ul style="list-style-type: none"> ■ There are facilities giving childcare in which many hours are spent on activities led by teachers. ■ Certain childcare programs are franchised. 	<p>Rich natural environment of ECEC facilities. They incorporate sand, mud, water, plants, insects, and small animals in childcare. Attach importance to outside activities. Events held as a form of childcare.</p>

Japan

	Features	
	Zero to five years old	Three to five years old
Form of childcare and fees	<p>◎ Number of children per teacher or caregiver: At kindergartens, 35 for three to five-year-olds. At daycare centers, three for babies below a year old, six for those from one to two years, 20 for three-year-olds, and 30 for children who are four to five years old. At ECEC centers, kindergarten standards are applied to children who stay for short hours, while daycare center standards are applied to those who stay for long hours.</p> <p>◎ Childcare format: It is diverse –centered on free play, centered on task-based learning, in-between the former two. *Some facilities, as an education policy, compose classes with children of different ages while adhering to the above standards, but in most cases, they form classes with children of the same age.</p> <p>◎ Childcare fees: Early childhood education was made free on October 1, 2019. It is free for children aged between three and five requiring childcare and for those up to the age of two from households exempted from local inhabitant tax. Households with children going to kindergartens that are not subject to the new system are to receive as much as 25,700 yen per month as a subsidy.</p>	
Flow of a typical day	<p>◎ Childcare hours: Course of Study for Kindergarten stipulates four hours a day for 39 weeks a year as the standard. In reality, it is from 9:00 to around 14:00. An increasing number of kindergartens are providing extended-hours childcare (overtime childcare pertaining to curriculum) through around 17:00. For daycare centers, the standard is 11 hours per day for about 300 days a year (assuming 25 days per month and 12 months per year). At ECEC centers, it is four hours plus extended-hours childcare for Type 1 children (children of age three and above receiving short-time childcare). It is until around 18:00 to 19:00 for Type 2 and 3 children.</p> <p>◎ Daily schedule: At kindergartens and ECEC centers, children at facilities centered on play would often engage in play of their choice in the morning and then get together before lunch to engage in activities together. Private kindergartens that offer school buses often let children play until all children arrive, and then start collective activities together. At daycare centers, mornings are mostly spent on play, followed by a one to two-hour nap after lunch, then playtime again.</p>	
Relationship between children and ECEC teachers and caregivers	<p>Most teachers and caregivers affectionately attend to children, respect the human rights of children, who are the main characters, and emphasize activities that are based on the children's will and motivation.</p>	
Relationship between children	<p>In early childhood education and care centered on play, communication is encouraged through cooperative activities, which nurtures the ability to interact with people.</p>	
Relationship between the facility and parents as well as the household	<p>Cooperation with households is emphasized and facilities use communication notebooks and records such as newsletters prepared by the facility and each class, or at daycare or ECEC centers they issue health newsletters by nurses or nutrition newsletters by dietitians. The number of facilities where parents participate in the assessment of the facility is increasing. Parents also participate in events and are asked to cooperate with activities at the facility.</p>	

Positive points	Issues	In comparison with other countries
<p>Placing emphasis on nurturing peer relationships.</p>	<p>Diversity in childcare format and content also cause discrepancies between the national curriculum and actual practical conditions.</p>	<p>The number of children per teacher is high in the standards for the establishment of kindergartens.</p>
<p>Environmental composition, respect to children's independence, and function of teachers as a role model.</p>	<ul style="list-style-type: none"> ■ Childcare hours getting longer due to the tendency to offer service to guardians. ■ An increase in the number of children on the waiting list for daycare centers and a decline in the number of children going to kindergarten due to declining birth rate. ■ Restiveness at ECEC centers due to the mixing of children for short-time care and those for long hours. 	<p>At daycare centers, there is a trend towards prolonging childcare hours instead of the guardians shortening their working hours, which is exerting mental and physical stress on children.</p>
<ul style="list-style-type: none"> ■ Very few instructions or orders from teachers ■ Teachers are receptive in general towards children's demands. 	<ul style="list-style-type: none"> ■ Depending on the management policy of facilities, childcare is not necessarily centered around children. ■ Teachers and caregivers are too busy and stressed out. 	<p>Teachers and caregivers often play with children from the perspective of children. Teachers and caregivers also play to their hearts' content like the children and speak empathetically to them.</p>
<p>In play, children feel joy in experiences involving others and living together with others.</p>	<p>Insufficient experience with spontaneous cooperative activities at facilities centered on simultaneous childcare.</p>	<p>It attaches importance not only to communication and cooperative activities between teachers and children but also between children.</p>
<p>Projects involved in childcare support offered by facilities are supporting the guardians.</p>	<p>A mature relationship that is leveled and respects each other's viewpoints for bringing up children together is desirable.</p>	<ul style="list-style-type: none"> ■ There is meticulous written communication with parents. ■ Daycare centers and kindergartens provide childcare support in communities.

Japan

	Features	
	Zero to five years old	Three to five years old
Fostering ECEC teachers and caregivers	<ul style="list-style-type: none"> ◎ Kindergarten teacher's license: Based on the Education Personnel Certification Act. The level 2 license can be obtained by graduating from a vocational school or junior college (two to three years), the level 1 license can be obtained from a regular university (four years), and the specialized license through graduate school education. ◎ Caregiver qualification: Based on the Child Welfare Act. It can be obtained at vocational schools, junior colleges, and four-year universities offering a teaching profession course. It can be also obtained without taking the teaching course by taking the national qualification examination. ◎ ECEC centers: It is desirable for those in charge of children aged from zero to three years old to have the caregiver qualification and those in charge of children aged four and five to have either kindergarten teacher's or caregiver's qualification, or both. Those who have both licenses are temporarily called ECEC teachers. 	
Working conditions of ECEC teachers and caregivers	<ul style="list-style-type: none"> ◎ Salary: Starting salary is about 179,000 yen per month for junior college graduates and about 199,000 yen for four-year university graduates (fiscal year 2016 Basic Survey on Wage Structure by the Ministry of Health, Labour and Welfare). ◎ Working hours: About 171 hours. *The working conditions for municipality public servants apply to teachers and caregivers at public kindergartens, daycare centers, and ECEC centers. Others differ depending on the management, and salary and working hours vary by facility. 	
Professional development	<p>For kindergarten teachers, it is mandatory to undergo first-year training, qualification enhancement training for mainstay teachers, and teaching license renewal training (30 hours or more), and a training system is established for both public and private kindergarten teachers. Various organizations introducing career enhancement training, etc are starting to establish training systems for caregivers based on experience or issues.</p>	
Assessment of children	<ul style="list-style-type: none"> ◎ Assessment: <ul style="list-style-type: none"> ● Formative assessment. Rather than an evaluation of achievements or comparing with other children, a method to understand the child's growth and development in relation with the environment and involvement with others is employed. The assessment from the aspects of both nursing and education is recorded at the end of the school year, which is then utilized in the guidance in the next year. An abstract of the child's guidance record from the kindergarten or a childcare abstract from a daycare center is sent to the elementary school. ● There are ten aspects listed that ought to be nurtured by the time a child completes early childhood 	

Positive points	Issues	In comparison with other countries
<p>It has a unique system of nurturing caregivers.</p>	<ul style="list-style-type: none"> ■ Though the number of daycare workers who have a caregiver qualification from four-year universities is increasing, the majority still are junior college graduates. ■ The turnover rate is high, causing a shortage of teachers and caregivers. 	<ul style="list-style-type: none"> ■ More caregivers are having superior academic backgrounds, as four-year universities are training caregivers. The number of people with both caregiver's and kindergarten teacher's qualifications is increasing. ■ All workers have qualifications. ■ High awareness and passion as a childcare specialist.
	<p>Low salary and a high turnover rate of teachers and caregivers working at private kindergartens and daycare centers. The biggest cause of the chronic shortage of ECEC teachers and caregivers is the low wage and long working hours.</p>	<p>Unlike public ECEC facilities, working conditions of workers at many private facilities are not observed.</p>
<p>The teachers' professional organizations have a strong awareness of training and professional development (PD) for drawing up career paths and bird's-eye views.</p>	<p>The time ECEC facility workers can spend on training has declined due to their busy schedules and long hours of childcare.</p>	

Shanghai, China

Key points

1. Emphasis on day care for zero to three-year-olds

With the government initiative, assistance from society and services based on households and communities targeting children aged zero to three (especially for two- to three-year-olds) have been increasing. The service includes childcare with a focus on daily life care and education with a focus on learning activities, and there are areas where the two overlap. In the future, it is expected that the daycare and education service system will be developed towards achieving the integration of childcare and education. In the system, various daycare service models (full-time, half-day, temporary, and “neighborhood” day care) are expected to coexist and supplement each other. There are two types of daycare and education facilities: commercial and non-profit. Those who wish to establish a non-profit daycare and education facility apply using funds other than the government budget. Commercial daycare and education facilities are established and operated using funds other than the government budget and assets that are not donations.

		Features	
		Zero to three years old	Three to six years old
Basic rules	<p>⊙ Facilities: Childcare Center -Under the jurisdiction of the National Health Commission and in charge of children aged zero to three years. In 2019, the central government issued an important bill regarding childcare of zero- to three-year-olds which emphasizes daycare.</p>		<p>⊙ Facilities: Kindergarten -Under the jurisdiction of the Ministry of Education and in charge of education and care of three- to six-year-olds. In the case of Shanghai, public kindergartens account for 73%. *There was a period of time around the beginning of the current century when kindergartens used to offer full-day childcare for children younger than three due to the trend of the integration of daycare facilities and kindergartens. However, kindergartens operated by the city of Shanghai nowadays offer almost no childcare for children younger than three whether or not it is full-day or not. This is due to the fact that the capacity at kindergartens for children younger than three relatively declined, reflecting the impacts of the recent baby boom and the government policy to improve the rate of enrollment for children aged three to six years.</p> <p>⊙ Start of compulsory education: Six years old.</p>
Views on children and childcare	<p>Attaches importance to early parent-child relationship.</p>		<p>■ Readiness type.</p> <p>■ Values daily life and play. Respects children as individuals with their own identity and with proactive involvement with nature and people.</p>
Guidelines and assessment by the government and municipalities	<p>⊙ Guidelines: The guidelines on development of care service for infants under the age of three by the State Council (2019), and the notice on standards for establishment of daycare facilities (preliminary) and daycare facility administrative authority (preliminary) by the National Health Commission (2019).</p>		<p>⊙ Guidelines: The learning and developmental guidelines for children aged three to six years old by the Ministry of Education.</p> <p>⊙ Assessment: Education quality assessment criteria for daycare centers and kindergartens based on the Early Childhood Environment Rating Scale (ECERS-R) have been issued, but they have not been standardized.</p> <p>■ Simultaneous emphasis on development of the five domains (health, language, society, science, and art).</p> <p>■ Make children engage in four types of activities (daily life, play, learning, and exercise activities) a day.</p>

2. Spread of high-quality “affordable kindergartens”

The government’s current issue is the deterioration in the quality of early childhood education and the steep rise in childcare fees. The Central Committee and the State Council in November 2018 set forth a new concept of “affordable kindergartens” to steadily promote early childhood education suitable for the new era and offer appropriate education to all children. Inclusive kindergartens charge low childcare fees but offer good quality childcare as part of the local community service. They plan daily activities centered on play corresponding to the development stage of the child, and draw up curriculums that emphasize on experience while allocating various fields, including health, language, society, science, and art, in a balanced manner. Their policies include compliance with the operation standards and childcare fee standards established by the administration, as well as enrolling children widely from society. The main operators of inclusive kindergartens are public kindergartens, public kindergartens operated by an organization or a company, and inclusive-type private kindergartens. The government aims to achieve a kindergarten enrollment rate of 85% for the three years until the start of elementary school by 2020 and an 80% ratio of children going to inclusive kindergartens.

Positive points	Issues	Suggestions for Japan
Public kindergartens account for 73% and the government has much power there.	How to guarantee the quality of education and childcare at private kindergartens through government support.	The government provides strong childcare support.
Earlier it used to emphasize mostly group learning, but it has come to recognize the unique value of daily life and play.	Ensuring an appropriate balance of free play and group learning.	Actively integrates early childhood education and care philosophies from abroad and is changing to the best direction for the development of children.
Dissemination and integration of these domains.	How to strike a good balance of the five domains as well as the four activities a day at daycare centers and kindergartens.	Thoroughly record the growth profile of children.

Shanghai, China

	Features	
	Zero to three years old	Three to six years old
Philosophy and features		<ul style="list-style-type: none"> ⊙ Philosophy: Overall development in the five domains (health, language, society, science, and art). Emphasis on raising children in cooperation with guardians. ⊙ What daycare centers and kindergartens value: Promotion of development in the five domains through theme-based activities. ⊙ Features: It is called the seasonal events or “calendar education” in which various events are held on Mother’s Day, Father’s Day, Tomb-sweeping Day, Mid-autumn Festival, and Respect for the Aged Day. Emphasizes diversity such as the cultural diversities of minorities.
Form of childcare and fees	<ul style="list-style-type: none"> ⊙ Class size: The capacity of one facility is 150 or below. Infant group (6 to 12 months: 10 or below), young toddler group (12 to 24 months old: 15 or below), toddler group (24 to 36 months: 20 or below). The teacher-to-children ratio is 1:3 for infant groups, 1:5 for young toddler groups, and 1:7 for toddler groups. ⊙ Childcare fees (daycare facilities): depends on the facility. Within 1,000 yuan (about 16,000 yen) a month at a daycare class attached to a public kindergarten. 3,000 yuan (about 48,000 yen) at a project hosted by a city municipality. 6,000 to 7,000 yuan (about 90,000 to 112,000 yen) at commercial daycare facilities and some even cost 15,000 yuan (about 240,000 yen). 	<ul style="list-style-type: none"> ⊙ Group learning: Group learning for about 50 minutes a day. In addition, two hours each of free play (play corners), exercises, etc. ⊙ Class size: In general, the three-year-old class has 25, the four-year-old class has 30, and the five-year-old class has 35 children. Each class has two teachers and one caregiver (a person who takes care of children’s daily life). <ul style="list-style-type: none"> ● They are primarily same-age classes but there are some mixed-age classes. ● Activities in kindergartens include both daily life care and education. ⊙ Childcare fees (kindergartens): Fees are fixed by type (type 1-3) at public kindergartens. The fees for private inclusive kindergartens are set by the number of stars: 1,500 yuan (about 24,000 yen) or less for four stars, 1,300 yuan (about 20,800 yen) or less for three stars, 1,150 yuan (about 18,400 yen) or less for two stars, and 950 yuan (about 14,250 yen) or less for one star.
Flow of a typical day		<ul style="list-style-type: none"> ⊙ Open hours: About 320 hours a year. ⊙ Daily schedule: Free play and exercise (mainly play corners) until 9:00 -> 9:30 to 10:30 Group activities (reading picture books to children, mathematical search, etc.) -> Playing outside (in order, by age group) -> 11:00 to 12:00 Daily life activities (preparing for the meal, having the meal) -> 12:00 to 14:30 Nap -> 14:30 to 15:00 Daily life activities (snack, etc.) -> 15:00 to 16:00 Free play, craft, etc. -> 16:00 or later, dismissal.
Relationship between children and ECEC teachers and caregivers		<ul style="list-style-type: none"> ■ Teachers used to lead mostly in the past, but the idea of “children in front, teachers behind” is gaining strength in Shanghai at present. ■ Varies: some teachers enthusiastically observe children’s activities, some do so rather anxiously, some are not at all interested in children, etc.
Relationship between children		<p>Earlier, group activities were at the center, but currently children spend only about 40 minutes on group activities, while two hours are spent on free play.</p>
Relationship between the facility and parents as well as the household		<p>Communicate information to guardians using a bulletin board. Guardians participate in the kindergarten by speaking to the children about their occupations, creating picture books and toys together with children, etc.</p>

The city of Shanghai, People's Republic of China

Positive points	Issues	Suggestions for Japan
<p>The fact that the topic-based activities are closely linked with the development in the five domains.</p>	<p>How to adjust the topic to the children's spontaneous interest, as teachers often set the topics in advance.</p>	<p>Children's development in the five domains are comprehensively promoted through play in topic-based activities and group learning.</p>
<p>They promote development of children through various forms of activities.</p>	<p>The issue of the balance between play set by teachers and caregivers and free play by children.</p>	<p>Childcare formats vary and children can have abundant experiences.</p>
<p>Having the children engage fully in each activity.</p>	<p>The flow of daily activities is fixed, and the children may be rushed.</p>	<p>Having children properly follow the rules of daily life at a kindergarten.</p>
<p>Children come up with their own rules through play, etc.</p>	<p>Given the highly competitive societal background, how to enable children to emotionally handle situations and learn to build better peer relationships.</p>	
<p>Utilization of guardians' resources.</p>	<p>Guardians tend to dote on their children which makes it difficult to convey the kindergarten's policy to the parents and have them understand it.</p>	

Shanghai, China

	Features	
	Zero to three years old	Three to six years old
Fostering ECEC teachers and caregivers		<p>Kindergarten teachers are school teachers.</p> <p>© School teachers: In Shanghai, the training period is three years for junior college (special college courses) and four years for four-year universities.</p> <p>■ Undergraduate students of four-year universities are fully sponsored by the government (tuition and accommodation are free and receive a 400-yuan monthly allowance as living expenses). There is no major available for preschool education, and those who wish to become kindergarten teachers undergo three months of training in addition to their school teacher education and acquire the work eligibility certificate and the teacher qualification certificate.</p>
Working conditions of ECEC teachers and caregivers		<p>© Salary: 4,500 yuan per month on average for new teachers at public kindergartens with experience of one to two years. The average for public kindergarten teachers is 6,000 yuan.</p> <p>© Working hours: Eight hours a day.</p>
Professional development		<p>Training for teachers is ensured and they have opportunities for various exchanges and field trips. One or more opportunities per person per month for interaction outside the workplace. Training is held about once a week within working hours.</p>
Assessment of children		<p>There is no official assessment, but it is usually the formative assessment based on observation. Assessment of children by interacting with them after free play, assessment by notifying guardians through the internet as to how their children are spending the day at the kindergarten, assessment of children's growth using images of their kindergarten lives and records of their works every term, etc.</p>

Positive points	Issues	Suggestions for Japan
	<p>Can the performance system for salary really enhance the performance of teachers and caregivers?</p>	
<p>Offer opportunities free of charge for various training to teachers and caregivers, which contributes to increasing their expertise.</p>		
<p>Frequent assessment through observation of the growth performance of children.</p>	<p>How to improve teachers' ability to observe.</p>	

1. Early childhood education (ECE) facilities under the jurisdiction of the Ministry of Religious Affairs

Indonesia's feature is that there are early childhood education facilities supervised by the Ministry of Religious Affairs, in addition to early childhood education facilities under the jurisdiction of the Ministry of Education and Culture. In Indonesia, about 90% of the people are followers of Islam and most of early childhood education facilities under the jurisdiction of the Ministry of Religious Affairs are Islamic facilities. Many of them are private, but there are also Islamic early childhood education facilities established by the government. The most important aim of these facilities is to raise pious children in accordance with the teachings of the religion. For this reason, education content includes learning Arabic letters, reciting Quran, daily prayer (*Dhuhr*), and practice of daily worship. Another feature of the early childhood education facilities in Indonesia is that they have many events that are related to religion, and practice for the pilgrimage to Mecca and the birthday of Prophet Muhammad are included in the events.

Features [zero to six years old]

Basic rules

- ⊙ **Facilities:** Early childhood education facilities consist of those under the jurisdiction of the Ministry of Education and Culture and others under the Ministry of Religious Affairs.
- ⊙ **Facilities under the jurisdiction of the Ministry of Religious Affairs:**
 - **Facilities providing formal education:** Ordinary kindergartens (*Taman Kanak-kanak*. Abbr. TK) Targeting children aged four to six.
 - **Facilities providing non-formal education:** Playgroups (*Kelompok Bermain*. Abbr. KB) Targeting children aged three to six. Nurseries and child daycare centers (*Taman Penitipan Anak*. Abbr. TPA). Targeting children aged zero to six. These facilities are managed by local offices of the Ministry of Social Affairs and the Ministry of Education and Culture. -Other early childhood education facilities similar to playgroups (*Satuan Paud Sejenis*. Abbr. SPS). Targeting children aged two to six. Managed by various municipalities and the Ministry of Education and Culture. For example, churches manage Christian kindergartens (*Pembinaan Anak Kristen*. Abbr. PAUD-PAK).
- ⊙ **Facilities under the jurisdiction of the Ministry of Religious Affairs:**
 - **Formal education facilities:** Islamic kindergartens (*Raudatul Athfal* [Abbr. RA], *Bustanul Athfal* [BA]). Targeting children aged four to six.
 - **Non-formal education facilities:** Quran kindergartens (*Taman Kanak-kanak Al-Qur'an*. Abbr. TKA). Targeting children aged four to six.
- ⊙ **Start of compulsory education:** Seven years old. As the academic year starts in July, children who turn six years old by July 1 of that year join the first grade of elementary school in the third week of July of that year. Compulsory education in Indonesia used to be nine years: six years in elementary school and three years in junior high school. But in 2016 it became 12 years, including 3 years in high school. However, this has not been implemented throughout the country.

Views on children and childcare

- ⊙ **Views on children:** Importance is attached to teaching children the rules of society and the world around them to enable them to live a disciplined life, nurturing desirable attitude to promote communication and social skills, enhancing their creativity, abilities and skills, and giving them basic knowledge, bearing in mind their transition to elementary school.
- ⊙ **Views on childcare:** Children grow corresponding to their developmental stages and prepare for starting elementary school.

2. Diversity in ECE facilities

An overwhelming majority of early childhood education facilities both under the jurisdiction of the Ministry of Education and Culture and the Ministry of Religious Affairs are private, accounting for 96.12%, with public facilities at 3.88%. Since 2000s, demand for early childhood education increased in the country along with the international trend, and its importance also came to be recognized domestically. The Indonesian government has also come to include diverse ECE facilities that have been developed privately as non-formal education facilities.

3. Emphasis on moral and religious education

Indonesian education attaches utmost importance to value and religious education at all levels of education. The same can be said about early childhood education and nurturing of moral and religious value is set as the first of the six aspects based on development stages in the national curriculum. Behind this is the first principle of Pancasila, the five foundational philosophical theory of Indonesia, which has “Belief in the Almighty God” as the first principle and the emphasis on monotheism worshipped by the people.

Positive points	Issues	Suggestions for Japan
<p>Since the necessity of early childhood education has increased, the system is being developed. Accordingly, early childhood education facilities operated by diverse entities came to be included in the education system. As the number of facilities is increasing, guardians have diverse options.</p>	<p>While the options expand as the number of early childhood education facilities increases, many facilities do not provide sufficient quality of education or of facilities.</p>	<ul style="list-style-type: none"> ■ Diverse entities are engaged in preschool education. ■ Guardians have a large number of options.
<p>Preparatory education centered on gaining knowledge for starting elementary school is well-established.</p>	<p>Inextricably linked to the positive points is the trend of attaching too much importance to preparatory education for starting elementary school as well as knowledge and foreign language education, especially at private early childhood educational institutions, and there are concerns that it places excessive burden on the children. In urban areas, competition in entrance examinations starts at the time of entering elementary school and there is a trend of placing emphasis on knowledge and academic ability. There are issues in the development of an environment suitable for children’s development.</p>	<p>It offers a perspective to reconsider how preschool education should be connected to elementary school.</p>

Indonesia

Features [zero to six years old]

Guidelines and assessment by the government and municipalities

- ◎ **National curriculum:** Minister of National Education and Culture's regulation No. 137 of 2014 on early childhood education national standards (*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia tentang Standar Nasional Pendidikan Anak Usia Dini*) stipulates standards regarding early childhood education. It aims to nurture children in the six aspects based on the development stages of (i) moral and religious value, (ii) physical ability, (iii) cognitive skills, (iv) language skills, (v) sociality, sensibility, and independence, and (vi) artistic ability
- ◎ **Assessment:** The national accreditation organization for non-formal education carries out assessment based on the eight criteria regarding early childhood education below of (i) criteria for achievement of development stages, (ii) criteria for education contents, (iii) criteria for learning process, (iv) criteria for teachers and caregivers, (v) criteria for facilities and learning environment, (vi) criteria for operation, (vii) criteria for finance, and (viii) criteria for education assessment. Accreditation assessment is implemented in three stages, A, B, and C.

Philosophy and features

- ◎ **Philosophy:**
 - **Ordinary kindergartens and Islamic kindergartens:** Functions of kindergarten education are set forth as teaching children the rules of society and the world around them to enable them to live a disciplined life, nurturing desirable attitude to promote communication and social skills, enhancing their creativity, abilities and skills, and giving them basic knowledge, bearing in mind their transition to elementary school.
 - **Playgroups and early childhood education facilities similar to playgroups:** One format of non-formal preschool information education for children younger than school age. It is aimed at expanding children's potential in each development stage through a combination of learning and play.
 - **Nurseries and child daycare centers:** They play the role of a social welfare center that offers care for children whose parents are both working. The services include the following three types: (i) educational service, (ii) services for the parents, and (iii) services for the community.
- ◎ **Features:**
 - **Ordinary kindergartens and Islamic kindergartens:** In addition to implementing educational activities in accordance with the curriculum stipulated by the Ministry of Education and Culture and Ministry of Religious Affairs, they are to offer (i) instructions and counselling to parents if necessary, and (ii) nutritional and health services to preschool children.
 - **Playgroups and early childhood education facilities similar to playgroups:** Like kindergartens, usually the majority are privately established. Nonetheless, some of the playgroups led by the government are annexed to local resident learning activity centers and reading and writing classes that were established as lifetime and adult education facilities to offer non-formal education.
 - **Nurseries and child daycare centers:** Similar to playgroups, the Ministry of Social Affairs oversees and has responsibility regarding the social welfare aspects while the Ministry of Education and Culture looks after the aspects of education and culture.

Form of childcare and fees

- ◎ **Number of children per teacher or caregiver:** Four for zero- to two-year-olds. Eight for two- to four-year-olds. Fifteen for four- to six-year-olds.
- ◎ **Classroom size:** About 3 sq. meters per child.
- ◎ **Childcare format:** In principle, it is same-age childcare. Recently, importance is attached to children-centered educational activities. Further, learning through play is said to nurture children's talent, creativity, autonomy, physical ability, and emotional development.
- ◎ **Childcare fees (converted at 1 rupiah = 0.0076 yen):** It differs depending on whether it is public or private. Moreover, childcare fees of private facilities vary. Monthly childcare fees are Rp.1,000,000 (about 7,663 yen) at public facilities and from Rp.500,000 to Rp.2,500,000 (about 3,835 to 19,159 yen) at private facilities.

Flow of a typical day

- ◎ **Lower limit of activity time:** 120 minutes per day and one day per week for zero- to two-year-olds. 180 minutes per day and two days per week for two- to four-year-olds. 180 minutes per day and five days per week for four- to six- year-olds.
- ◎ **Daily schedule:** Teaching hours per day are rather short, about 2 to 3.5 hours in the morning. Children attend playgroups two to three times a week. The flow of an average day: arrival -> play -> learning -> snack -> play -> dismissal.

Positive points	Issues	Suggestions for Japan
<p>National standards for early childhood education have been stipulated with the aim of standardizing contents and quality of education. In addition, accreditation assessment by the national accreditation organization for non-formal education is being promoted.</p>	<p>While institutional development is in progress, there remain many educational institutions that have not received accreditation assessment.</p>	<p>The concept of the accreditation assessment being developed is suggestive.</p>
<p>Each early childhood education establishment has its own philosophy and features, which give guardians a wide range of facilities to choose from.</p>	<p>While there are a wide range of options, educational inequality is caused by the economic divide among households, difference in parents' education, and differences between urban and rural areas.</p>	<p>The fact that it offers a large number of facilities for accepting children is thought-provoking.</p>
<p>It has been systematically refined based on the number of children per teacher, the size of class, etc.</p>	<p>In reality, there are situations where these stipulations are not complied with. In particular, many facilities do not have play equipment or a playground in terms of infrastructure, and some of them do not clarify the capacity. Enrollment in private facilities that collect high childcare fees is influenced by the economic factors of parents, and this is causing gaps in the quality of education children can receive.</p>	
<p>Activity time is flexible.</p>	<p>Facilities are given significant discretion, and there are differences by facility.</p>	<p>A flexible system design enables facilities to respond to guardians' needs.</p>

Indonesia

Features [zero to six years old]

Relationship between children and ECEC teachers and caregivers	<p>The relationship between children and teachers and caregivers is close and importance is attached to courtesy. Recently, there is a trend of giving importance to educational activities that respect children's self-motivation.</p>
Relationship between children	<ul style="list-style-type: none"> ■ Fewer collective activities and cooperative learning and more individual activities. ■ The relationship between parents has a strong impact on the relationship between children. ■ Basically, interactions are mainly between children in the same-age group and there is no apparent difference or separation by gender. ■ Few events at facilities and little interaction between children of different ages. ■ At Islamic kindergartens, most school events are religious events. e.g. practice for the pilgrimage to Mecca, the birthday of Prophet Muhammad, etc.
Relationship between the facility and parents as well as the household	<ul style="list-style-type: none"> ■ Each facility has a parents' association (<i>Kelompok Pertemuan Orangtua: KPO</i>). Parents' associations hold childrearing classes on a regular basis. ■ Each facility has consultation days for parents. On that day, guardians can individually ask, consult with, and seek opinions of teachers and child development specialists regarding their child's growth. ■ Guardians are encouraged to participate in experience-based learning of early childhood education and care. For example, guardians are recommended to participate in children's cooking lessons by preparing ingredients, introduce their work to children on a career day event, and participate in the planning and preparing of field trips. ■ Home visits are recommended. Teachers and caregivers are recommended to conduct home visits and learn how children are at home in order to build a favorable relationship between guardians and teachers and caregivers to facilitate the achievement of the goals in early childhood education and care .
Fostering ECEC teachers and caregivers	<ul style="list-style-type: none"> Ⓞ Training courses and qualification: Four-year diploma course for training ECEC teachers and caregivers (D-IV) or graduation from an undergraduate course. Mainly a bachelor's degree in early childhood education (<i>Pendidikan Guru Pendidikan Anak Usia Dini. Abbr. PG PAUD</i>). At Islamic kindergartens, most teachers have a bachelor's degree from a faculty of education in an Islamic higher education institution (<i>Perguruan Tinggi Agama Islam. Abbr. PTAI</i>).
Working conditions of ECEC teachers and caregivers	<ul style="list-style-type: none"> Ⓞ Salary: Based on UMR (Upah Minimum Regional; regional minimum wage) and differs by region. In some regions it is from Rp.200,000 to 500,000 (about 1,534 to 3,835 yen) per month, while there are some regions with Rp. 2,000,000 (about 15,350 yen) or more. It is lower than the salary for teachers of public elementary schools. Ⓞ Working hours: The standard is 16 hours per week.
Professional development	<ul style="list-style-type: none"> ■ There is a bachelor's degree training program for practicing teachers who do not meet the current basic qualification. ■ There is a training course for a teacher's license, to support teachers in acquiring the newly enforced teacher's license. Other regular teacher training courses include theme-based short training courses, such as e-learning for improving teaching methods and lesson study.
Assessment of children	<p>Descriptive assessment from the perspectives of the six aspects based on the development stages of (i) moral and religious value, (ii) physical ability, (iii) cognitive skills, (iv) language skills, (v) sociality, sensibility, and autonomy, and (vi) artistic character.</p>

Positive points	Issues	Suggestions for Japan
<p>Children's self-motivation has come to be respected.</p>		
	<p>Due to scarce events at the facilities, deepening the relationship among children and local ties through interactions remains an issue.</p>	
<p>Guardians are encouraged to get involved in early childhood education and care.</p>		
<p>Following the enactment of the Teacher and Lecturer Law in 2005, graduation from a four-year diploma course or undergraduate course was made a requirement to improve the quality of ECEC teachers and caregivers.</p>	<p>Acquisition of a diploma or bachelor's degree by existing ECEC teachers and caregivers is still insufficient.</p>	
	<p>Regional governments are responsible for the salaries of early childhood education teachers and there are discrepancies in their salaries by region, given the varied regional minimum wage.</p>	
<p>There is enhanced training for ECEC teachers and caregivers who have not met the existing basic qualification.</p>	<p>There is no sufficient teachers' training other than the degree training for practicing teachers and training course for a teacher's license.</p>	

Republic of Korea

Key points

1. Perspective of capturing “play-centered childcare”

The Nuri curriculum, introduced in 2012 as the national standard education curriculum, was revised in September 2019 and stipulated childcare in early childhood to be centered on young children and play. As the contents were changed to place emphasis on learning unique to early childhood in which learning occurs through play, the importance of rebuilding indoor and outdoor space for play at each facility and the importance of creative space that stimulates children’s play were stressed. In creating environmental settings that enable children to act independently, it is important to establish an environment that touches children’s hearts and draws out their interests. Nevertheless, it is important to not consider it as just an infrastructural space.

Features [zero to five years old]

Basic rules

◎Facilities:

- **Kindergartens** (유치원): Under the jurisdiction of the Ministry of Education (national, public, and private) and target children aged three to five. Educational facilities based on the Early Childhood Education Act.
- **Daycare centers** (어린이집): Under the jurisdiction of the Ministry of Health and Welfare (national, public, social welfare juridical persons, workplace, household, private, etc.) and target children aged zero to five.

◎Start of compulsory education: Six years old.

- Humanity education through the Nuri curriculum based on the policy to promote advancement of early childhood education (2009).
- Aim to equalize educational opportunities for the realization of public education and childcare that takes into account the disparity between private and national/public facilities and the quality disparity between kindergartens and daycare centers.
- Introduced the Nuri curriculum to unify kindergartens and daycare centers with the aim of offering high-quality education for free.
- A curriculum to start connecting kindergartens and elementary schools through the Nuri curriculum.
- The content of the curriculum emphasizes child-centered childcare (emphasis on their personality) and play-centered childcare (announced on September 2019)

Views on children and childcare

- ◎ **View on children:** Emphasis on self-initiated experience of young children based on the “children-led curriculum”. In hope to promote the acquisition of creativity, expressiveness, confidence, and sociability in young children.
- ◎ **View on childcare:** Holistic approach aimed at development of global human resources through high-quality education. Focus on importance of play-centered childcare.

Guidelines and assessment by the government and municipalities

- ◎ **National curriculum:** Introduction of the Nuri curriculum as an educational curriculum from early childhood onwards. Consolidated into five fields (physical exercise and health, communication, social relations, art experience and nature study). Kindergartens are based on the Nuri curriculum, while daycare centers are based on the standard childcare curriculum (zero to two years old) + the Nuri curriculum (three to five years old).
- ◎ **Assessment:**
 - **Kindergartens:** The kindergarten assessment standards based on Early Childhood Education Act was introduced (2007). [Target] National/public and private kindergartens. Every three years. Appropriateness is ensured by implementing the national standard common index (200 points in total of education curriculum, educational environment, etc.), and the municipality index by the Ministry of Education. [Assessment method] Assessment by each kindergarten (facility operation and overall education activities), written assessment (self-assessment report by kindergarten), and field assessment (observation of children’s free activities and education time).
 - **Daycare centers:** Introduced childcare facility evaluation and certification system based on the Child Care Act (introduced in 2005, made full-scale in 2006, and made compulsory in 2019). Every three years. National standard common index (childcare environment, administration, childcare curriculum, interaction and teaching method, health and nutrition, and safety; 75 points or more in each field to pass).
 - Compared with kindergartens, daycare centers accept children as young as infants and the items regarding health and safety are detailed. Safety first.

2. Quality of ECEC teachers and caregivers

The education curriculums were integrated under the Nuri curriculum, bringing everyone to the same starting line of learning in early childhood and brought about equality of learning. However, disparities are emerging in learning, how to acquire qualification, and how training is conducted in the training courses for kindergarten and daycare teachers. It is far from a situation where you can say that the ECEC teachers have reached a certain quality. The quality of ECEC teachers needs to be standardized to guarantee high-quality childcare. Furthermore, in order to lower the turnover rate and increase outstanding ECEC teachers, improving the work environment of ECEC teachers has become a challenge.

3. Ensuring government finances to support the policy

The Nuri curriculum, which initially was introduced using the national budget, was entrusted to municipalities in 2016. That resulted in childcare turmoil, as they were unable to pay the salaries of ECEC teachers. The reform proposal for early childhood education announced in fiscal year 2019 attaches importance to support to low-income brackets or multicultural families to eliminate hard-to-notice issues in early childhood education and care. It is a major issue for the government and municipalities to secure funds to realize the policy.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Children aged three and above are integrated into the national standard education curriculum of kindergartens and daycare centers by the Nuri curriculum, which made the starting line for learning of childcare contents same for everyone. ■ Realize public education (making quality equitable) by (i) nurturing citizens' awareness as a community, using the Nuri curriculum, and (ii) attempting to address the quality disparity in education. ■ Financial support that goes beyond jurisdictions ■ The introduction of the Nuri curriculum as a curriculum to start connecting kindergartens and elementary schools to ensure continuity of learning after starting elementary school. 	<ul style="list-style-type: none"> ■ It is necessary to ensure that kindergartens and daycare centers, national/public and private classes, number of children, and number of teachers are equal. ■ Responsibility of financial affairs has shifted from the central government to local municipalities due to the difficulties faced by the government to secure funds (2016). This has resulted in regional disparities. ■ The introduction of the Nuri curriculum caused a flooding of Nuri teaching tools. ■ Childcare is led by teachers in order to carry out activities that takes the Nuri curriculum into account. 	<ul style="list-style-type: none"> ■ With the goal of offering high-quality public education, it is necessary to expand and enhance early childhood education and care facilities, secure funds, develop a teacher training system, and integrate an assessment system for early childhood education and childcare facilities. ■ Build learning in the curriculum taking into consideration the shift to elementary school rather than as just an education curriculum of kindergartens and daycare centers alone (the Nuri curriculum).
<ul style="list-style-type: none"> ■ Revising early years education, which trended towards readiness for a long time, and attempting a more holistic approach through the introduction of the Nuri curriculum. ■ Came to thoroughly realize the fact that children learn through play. 	<ul style="list-style-type: none"> ■ How ECEC teachers have understood the true intention of learning in the Nuri curriculum. ■ The positioning of childcare centered around play drew too much attention to environmental composition, an aspect that resulted in attention being focused on visible facilities such as indoor and outdoor environments. 	<p>Education and understanding of ECEC teachers at the time of introducing the new system.</p>
<ul style="list-style-type: none"> ■ There are assessment standards for improving early childhood education and quality of childcare. ■ Following the integration of the education curriculums, the quality of childcare is maintained through the implementation of the Nuri curriculum. ■ Assessment is made compulsory to ensure quality. 	<ul style="list-style-type: none"> ■ Differences in standards for assessment (kindergartens are selected by municipalities while written assessments of daycare centers are left to the centers' self-assessment). ■ The fact that childcare becomes neglected due to ECEC teachers getting too caught up in the assessment (ECEC teachers' burden increases to get better marks). 	<p>Necessity of reforms related to the various issues that have surfaced due to the integration of the curriculums.</p>

Republic of Korea

Features [zero to five years old]

<p>Philosophy and features</p>	<p>◎Philosophy: Emphasis on basic lifestyle such as order, consideration and cooperation, as well as nurturing the right human instincts (creative human resource development).</p> <p>◎Features: Events reflecting seasons at facilities (value understanding and respect of the country's culture and incorporate traditional culture and food culture into events at facilities). As the Korean society changes, a curriculum that facilitates deeper understanding of multicultural households was established. As part of the Nuri curriculum, children engage in three to five hours of outdoor play per day, based on the five fields (incorporates children's voluntary learning in a balanced manner).</p>
<p>Form of childcare and fees</p>	<p>◎Number of children per teacher or caregiver:</p> <ul style="list-style-type: none"> ● Kindergartens: 20 for three-year-olds and 30 for four- to five-year-olds (number of children per teacher is higher at private kindergartens than national or public ones). ● Daycare centers: Three for babies below one year old, five for one year, seven for two-year-olds, 15 for three-year-olds, and 20 for children who are four or older. <p>◎Childcare formats:</p> <ul style="list-style-type: none"> ● Kindergartens: Half-day childcare (three to five hours), extended childcare (five to eight hours), and full-day childcare (eight hours or longer). ● Daycare centers: Half-day childcare (six to eight hours), and full-day childcare (12 hours is the standard). <p>■ Self-initiated activities through free play, taking the “child-led curriculum” into account (experience-centered).</p> <p>◎Childcare fees: Free during the Nuri curriculum period only.</p> <ul style="list-style-type: none"> ● Daycare centers: Government subsidies differ by age (394,000 won for zero-year-olds, 347,000 won for one-year-olds, 286,000 won for two-year-olds, and 220,000 won for three-year-olds and above). <p>■ Childcare and educational fees of national and public kindergartens are decided by each municipality. Principals at private kindergartens may decide the fees at their discretion (20 times or more expensive than national and public kindergartens).</p>
<p>Flow of a typical day</p>	<p>◎Open hours:</p> <ul style="list-style-type: none"> ● Kindergarten: Three to five hours on weekdays (180 days or more a year. Operations on other days are decided at the principal's discretion). ● Daycare centers: 12 hours or more on weekdays (six days or more a week; open throughout the year except for Sundays and holidays and some offer childcare at night). <p>◎Daily schedule:</p> <ul style="list-style-type: none"> ● Kindergarten: [Half-day childcare] Arrival at 9:00 and dismissal at 14:00. [Extended and full-day childcare] Arrival between 7:00 to 9:00 and dismissal at 17:00 or later. ● Daycare centers: [Weekdays] Arrival between 7:30 to 9:00 and dismissal between 17:00 to 19:30. [Weekends] Arrival between 7:30 to 9:00 and dismissal by 15:30. <p>■ Morning activities for three- to five-year-olds take the Nuri curriculum into account (plenty of outside activities).</p> <p>■ Activities and programs are incorporated by taking into consideration the balance between dynamic and emotional activities, the balance between indoor and outdoor activities, the balance between individual, small group, and collective activities, and the balance between activities led by teachers and those centered around children.</p>
<p>Relationship between children and ECEC teachers and caregivers</p>	<ul style="list-style-type: none"> ■ Led by children. ■ ECEC teachers respect the personality of each child and support them by ensuring activities that reflect their interests. ■ ECEC teachers closely observe and record children's play and provide support to stimulate quality interaction with children.
<p>Relationship between children</p>	<ul style="list-style-type: none"> ■ Stable relationships by age. ■ Depending on the time period and activity, value involvement in groups effectively utilizing interaction with children of different ages and activities that take the Nuri curriculum into account. ■ With the ideal of “Childcare centered around young children” is emphasized, develop group activities in which children are friends who play voluntarily. ■ Incorporate activities in small and large groups and nurture sociability as a community.
<p>Relationship between the facility and parents as well as the household</p>	<ul style="list-style-type: none"> ■ Day's activity guide using bulletin boards. ■ Implementation of programs regarding parents' day and guardian education through events. ■ Information is disclosed based on guardians' right to know (kindergartens: <i>allimi</i>; daycare centers: the <i>ai salang</i> portal system) in a bid to improve the cooperative relationship.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Integration of the curriculums unified the framework of the two philosophies of early childhood education and childcare. ■ Efforts in promoting understanding Korean culture. ■ Consideration to understand households with multicultural backgrounds 	<p>There are significant discrepancies depending on the size and operation status of facilities.</p>	<p>The curriculum is oriented not only towards the Korean culture but also towards different and diverse cultures.</p>
<ul style="list-style-type: none"> ■ Incorporates individual as well as large and small group activities. ■ Experience-centered activities with emphasis on children's self-initiated learning (the Nuri curriculum's outdoor activities include nature walks and playing in the playground, even in rainy weather). ■ Utilization of local human resources (handing down Korean culture through exchanges with senior citizens). ■ Subsidies for childcare fees of educational activities under the Nuri curriculum reduced the burden of high education costs borne by guardians. 	<ul style="list-style-type: none"> ■ Different levels of government subsidies for kindergartens and daycare centers, as well as national/public and private facilities. ■ While free childcare fees are advocated, childcare and learning expenses outside of the Nuri curriculum are borne by guardians (Issues of disparities in education and economic burden have not been completely solved due to limited free childcare for households below a certain income-level). 	<p>While taking all possible measures to ensure the protection of young children, it also emphasizes discovery through play (for example, outdoor play in rainy weather).</p>
<ul style="list-style-type: none"> ■ The unified activities in the morning form the content of childcare for early childhood (aim for making learning equitable). ■ When considering activities in the morning, the program is built by giving consideration to the balance between dynamic and emotional activities, indoor and outdoor activities, individual and group activities, and activities led by teachers and children. 	<p>There are discrepancies in the quality of early childhood education and care depending on the scale and management situation of facilities.</p>	<p>How to make the quality of early childhood education and care equitable.</p>
<p>Emphasis on children's self-motivation.</p>	<p>As qualitative interaction such as closely observing play and recording becomes active, it causes quality differences in the ECEC teachers' involvement.</p>	<p>Education and childcare that attaches importance to children's independent learning inevitably raises questions regarding the ECEC teachers' quality.</p>
<p>Children placing emphasis on sharing the enjoyment as they play voluntarily and interact with others.</p>	<p>There are concerns that play may end up being uniform, being bound by the activities in the Nuri curriculum.</p>	<p>Efforts to improve quality and equality of childcare should not result in uniform activities or interactions.</p>
<p>ECEC facilities are conveying information regarding childcare content to guardians via internet, etc.</p>	<ul style="list-style-type: none"> ■ The concern that essential childcare for children changes its nature due to excessive focus on reporting to guardians (activities for showing). ■ Difficulty to encourage an understanding of childcare to guardians who are passionate about education and want their children to study. 	<p>Consider the frequency and content of information disclosure and pay attention not to make it superficial.</p>

Republic of Korea

Features [zero to five years old]

Fostering ECEC teachers and caregivers

- ◎ **Kindergartens:** Kindergarten teachers. Full-time kindergarten teacher grade 1 and 2.

[Training institutions] Four-year colleges, two-year technical colleges, and correspondence college.

[Conditions for qualification] Majored in early childhood education, child studies, or child welfare and took related courses. Teaching course is compulsory. Those who have cleared voluntary activity hours + practical training at kindergartens and daycare centers. Seventy-five points or higher.

[Qualification examination] Education Minister.
- ◎ **Daycare centers:** Childcare teacher. Childcare teacher grades 1, 2, and 3.

[Training institutions] Four years in ECEC department and pedagogy-related colleges, two- to three-year ECEC colleges, correspondence college, and ECEC teacher education institutes (one year). Correspondence colleges such as cyber universities, which can be completed in a short period (six months to one year).

[Conditions for qualifications] Those who have completed courses at an educational facility designated by the Ministry of Health and Welfare and cleared childcare practice at a daycare center.

[Qualification examination] Minister of Health and Welfare.
- A person taking the courses designated by the Ministry of Health and Welfare at a college receives the qualification as a childcare teacher.
- Most kindergarten teachers have both qualifications (full-time kindergarten teacher and childcare teacher qualifications).

Working conditions of ECEC teachers and caregivers

- ◎ **Salary:**

 - **Kindergartens:** 3.85 million won per month at public facilities and 2.14 million won for private ones. In addition to that, the government adds a working condition improvement amount of 510,000 won per month for homeroom teachers and 400,000 won for non-homeroom teachers.
 - **Daycare centers:** 1.88 million won per month at public facilities and 1.45 million won at private ones. In addition, the government pays an extra working condition improvement fee of 120,000 won for homeroom teachers of zero- to two-year-olds per month and 300,000 won for homeroom teachers of three- to five-year-olds. Non-homeroom teachers do not receive the working condition improvement fund.
- ◎ **Working hours:** They work eight hours a day and 40 hours a week as a rule, but they also have overtime work and holiday work and the reality is that their working hours exceed the time stipulated by the labor standards law.

 - **Kindergarten:** Nine hours a day. Some 80.1% of kindergarten teachers work overtime. The average weekly working hours are about 45.7 hours. On average, they work overtime 2.6 days a week and 26.6% of the teachers work on weekends. Average working hours a week is about 55.1 hours.
 - **Daycare centers:** At both public and private facilities, teachers work 8.8 hours a day. Some 63.5% of childcare teachers work overtime. Some 19.2% of teachers work on weekends for an average of 5.0 hours.
- ◎ **Turnover rate:** Very poor working environment and low salary levels -> teachers are not very happy -> high turnover rate. Turnover rate is higher at private kindergartens than at national or public kindergartens.

 - **Kindergarten:** Some 34.1% of national and public kindergarten teachers have the experience of leaving his or her job, while the figure for private kindergarten teachers is more than 50%.
 - **Daycare centers:** Experience of leaving job - 67.2% for childcare teachers at national and public daycare centers, 70.0% for teachers at workplace daycare centers, and 71.4% for teachers at family-like daycare centers. -> More than half of childcare teachers have the experience of leaving his or her job.

Professional development

- ◎ **Kindergartens:** Training is 57.4 hours per year. Training types are duty training, qualification training, and Nuri curriculum training (96% of teachers have undergone training).
- ◎ **Daycare centers:** There are 41.5 days of training a year. Training types are duty training, and Nuri curriculum training (82.5% of teachers have undergone training).
- ◎ **Training common for kindergarten and childcare teachers:** Nuri curriculum training, group training (eight hours), and remote training (15 times + score of 60 points or more).

Assessment of children

- After the Nuri curriculum was introduced (2015), knowledge, skills, and attitude are comprehensively assessed in order to grasp the process of changes in the children.
- It is done using various methods such as observation of the children's daily lives and their activities, analysis of the deliverables of the activities, and interviews with guardians, and its results are recorded and utilized in understanding young children.
- It calls for childcare in early childhood to be centered on young children and play (2019) and assesses personalities, diversity, and autonomy of children.

Positive points	Issues	Suggestions for Japan
<p>As kindergartens are positioned as educational institutions, kindergarten teachers have both of the qualifications (full-time kindergarten teacher and childcare teacher qualifications).</p>	<ul style="list-style-type: none"> ■ While there is a unified education curriculum, there is no unification of the qualifications for teachers (childcare teachers are considered to be lower than kindergarten teachers). ■ The issue of quality of ECEC teachers in daycare centers (varying quality of ECEC teachers depending on correspondence colleges and ECEC teacher training institutions; it is not compulsory for childcare teachers to take a teacher training course). 	<p>Measures to make it easier to acquire ECEC teacher's qualification would ensure ECEC human resources, but at the same time it is necessary to bear in mind that it can lead to lowering of childcare quality (enhancement of quantity = deterioration of quality).</p>
	<ul style="list-style-type: none"> ■ Low wage compared with heavy labor. ■ Exceeds the working hours stipulated by the labor standards law. ■ The issue of working at home. ■ When a teacher takes days off (10 days a year for teachers at kindergartens and eight days a year at daycare centers), it is difficult to secure human resources to fill in (there is an urgent need to improve childcare environment to guarantee childcare quality). ■ High turnover rate (in particular, the likelihood of childcare quality deteriorating is high at daycare centers as the rate of highly qualified ECEC teachers leaving their jobs is high). 	<ul style="list-style-type: none"> ■ Provide various training opportunities in tune with the revisions to the guidelines. ■ Consider the disparities in aid for training expenses.
<ul style="list-style-type: none"> ■ Relatively many opportunities for training are given. ■ More than half of kindergarten and childcare teachers have undergone training, so ECEC teachers tend to pay attention to the direction of the current national early years education. ■ The Nuri curriculum unified training. 	<ul style="list-style-type: none"> ■ Disparity between kindergarten teachers and childcare teachers. ■ Difficulty to provide financial support for teachers' training (53.5% of training expenses at kindergartens is covered by support fund, while it is 44.7% for training of daycare center teachers). 	
<p>Emphasis on individual children's learning and development.</p>	<p>There is no standard performance index and it is left to the subjectivity of ECEC teachers.</p>	

New Zealand

Key points

1. Te Whāriki as a national curriculum

The national curriculum Te Whāriki was formulated in 1996 using a bottom-up approach by gathering the views of early childhood teachers. In it, four principles (Empowerment, Holistic development, Family and community, and Relationships) and five learning strands (Wellbeing, Belonging, Contribution, Communication, and Exploration) are interwoven within the social cultural background.

2. Revision of Te Whāriki

Te Whāriki was revised in 2017 and the 118 items representing learning outcomes were carefully refined down to 20 and made clear. The revision attached importance to the Treaty of Waitangi (biculturalism) and clarified the necessity of guidance that respects the identity, culture, and native language of children in a multicultural society. It also indicated the necessity of professional development for ECEC teachers and caregivers (kaiako) to gain the ability.

Features [zero to five years old]

<p>Basic rules</p>	<ul style="list-style-type: none"> ◎ Unification of Kindergarten, Education and Care Centres, and other ECE services for children aged zero to five: It is under the jurisdiction of the Ministry of Education as an early childhood education service and has been implemented since 1986. Two languages (English and Māori) are used based on biculturalism. The national curriculum Te Whāriki was formulated in 1996 and was revised in 2017. Twenty of the original 118 items representing learning outcomes were carefully selected and clarified. ◎ Facilities: <ul style="list-style-type: none"> ● Kindergarten: three- to five-year-olds. ● Nurseries and preschools: zero- to five-year-olds. ● Play centres: For zero- to five-year-olds, with guardians operating it and providing childcare. ● Te Kōhanga Reo: For zero- to five-year-olds and provides childcare based on the Māori culture. ● Other: There are diverse ECE facilities such as home-based, hospital-based, correspondence ECE services, and community-based, certificated playgroups. ◎ Start of compulsory education: Six years old (children can shift to elementary school while they are five)
<p>Views on children and childcare</p>	<ul style="list-style-type: none"> ◎ Views on children: “Children are competent and confident learners and communicators” and “children, who are competent learners, achieve learning interwoven within the social and cultural context.” ◎ Views on childcare: It is recognized that development can be achieved holistically and through social and cultural interactions.
<p>Guidelines and assessment by the government and municipalities</p>	<ul style="list-style-type: none"> ◎ The national curriculum that unifies kindergartens and daycare centers: Te Whāriki (1996). Revised in 2017. It is interwoven with four principles (Empowerment, Holistic development, Family, whānau and community, and Relationships) and five learning strands (Wellbeing, Contribution, Belonging, Communication, and Exploration). To spread the philosophy of Te Whāriki, Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars, the assessment case examples meaning “Beyond the horizon” in Māori, has been distributed to ECE facilities since 2004. ◎ Assessment: Assessment for children’s learning using Learning Stories. This is a strategy to visualize children’s learning from outside, in which formation and acquisition of learning strategy, route, and learning dispositions* unique to the child are described narratively to address them comprehensively. ◎ Main constituent of assessment: External assessment regarding quality of early learning content at all ECE facilities by the Education Review Office, and self-assessment and professional development by the facilities (as a facility and as an individual).
<p>Philosophy and features</p>	<ul style="list-style-type: none"> ◎ Philosophy: Respect to diverse cultures as the fundamental philosophy of the society. Learning with a positive attitude is realized through their interaction with the environment and the play they create. Sharing of the idea to raise “competent and confident learners and communicators”. ◎ Features: Respect to diversity and identity. ECE services that leverages format, subject, establishment and operating body, and local characteristics of each facility. “The diversity of services is a valued feature of early learning provision in New Zealand.”(Te Whariki,2017) Underlying respect to diverse cultures. Sustainability.

*Learning dispositions: According to Te Whāriki, it denotes mentality such as courage and curiosity, trust and playfulness, perseverance, responsibility, reciprocity, creativity, imagination, and resilience, which support the child’s learning throughout his or her lifetime.

3. Assessment based on Learning Stories

What is related deeply to the improvement of ECEC teachers and caregivers is the assessment using Learning Stories, a formative assessment for learning by children. Along with being an assessment for children, it is a reflection tool for ECEC teachers and caregivers to support children's learning and improve their own practices. Based on this, ECEC teachers and caregivers promote dialogue with him or herself, with children, and between adults to deepen early childhood education and their own growth, as well as improve the quality of the organization.

4. Views on education and care of ECEC teachers and caregivers (Kaiako**)

Under the philosophy of place-based pedagogy, education founded on the area where the child and family live, ECEC teachers and caregivers attach importance to respecting the identity formed by the nature, culture, and native language of the place where they were born and are being brought up, having children engage with the place, object, and people surrounding them with a feeling of awe, and supporting growth of consideration for others and kindness in children. Nurturing bearers of a sustainable multicultural symbiosis society is considered to be the mission of ECEC teachers and caregivers.

Positive points	Issues	Suggestions for Japan
<p>Unification of Kindergarten, Education and Care Centres, and other ECE services for children aged zero to five Under the jurisdiction of the Ministry of Education. An integrated national curriculum and diverse ECE services. Each service is based on improving the quality of ECEC and centered on children and their families.</p>	<ul style="list-style-type: none"> ■ Varying quality of education and care content ■ The fact that it is not a must for all workers who provide education and care to have qualification has led to issues of quality of ECEC teachers and caregivers. 	<p>We can learn from the system of early childhood education and care for children aged zero to five years old and the method of unification of curriculums.</p>
<p>The perspective of children as competent learners.</p>	<p>The perspective on children is narrowed if the various aspects of children's daily life are grasped one-sidedly from the viewpoint of learning. If one overly relies on Learning Stories as an assessment tool, he or she tries to assess the children by fitting them into the frame of the four principles and five learning strands of Te Whāriki.</p>	<p>The perspective of grasping children's growth holistically. Each ECEC teacher or caregiver is able to describe education and care in their own words. Sensitivity to competency of children and children's rights(UNCRC).</p>
<p>It is a national curriculum created using the bottom-up approach with early childhood teachers and the concept of assessment was jointly developed in order to address it.</p>	<p>While the revision in 2017 made improvements and narrowed the 118 items representing learning outcomes to 20 items, the issue remains to be whether the assessment was made easier to understand for people other than those involved in child care (educators for elementary school and above, guardians, families, etc.).</p>	<p>It is desirable if the following can be realized also in Japan - incumbent ECEC teachers and caregivers being actively involved in ECEC policies and systems, and guaranteeing them the opportunities of professional development and time to achieve it.</p>
<p>Diversity in education and care content resulting from social and cultural conditions and environment unique to each facility is recognized.</p>	<p>Varying quality of education and care content.</p>	<p>ECEC teachers and caregivers are aware of the connectivity of the national curriculum and practice at their own facilities, which clarifies the meaning of ECEC practice in reality.</p>

New Zealand

Features [zero to five years old]

Form of childcare and fees

- ⊙ **Number of children per teacher or caregiver:** Five for children aged below two, and six for those two and above. However, if a class has two teachers, 10 children per one teacher. It is recommended to assign multiple teachers per class.
- ⊙ **Class size:** No rules.
- ⊙ **Features of childcare pattern:**
 - Consists of free play time except for assembly in the morning and before going home, and is centered around group and individual activities.
 - Freedom also in forming groups such as same-age class and mixed-age class.
 - Classrooms and each space or corner are mostly designed according to each purpose of play.
- ⊙ **Childcare fees:** “20 Hours ECE” was introduced in 2007 and children who are three or older receive free ECE for up to six hours a day and 20 hours per week. The government gives subsidy for up to six hours a day and 30 hours a week to ECEC facilities depending on the ratio of qualified teachers and caregivers, while spending of households is slightly more than 10%. Households are also entitled to subsidies from the government depending on their income. Childcare fees are NZ\$6.5 per hour for children aged two or younger and NZ\$6.0 for two-year-olds and above (also depends on the services provided).

Flow of a typical day

- ⊙ **Open hours:** Differs from facility to facility. From early morning till evening for full-day nurseries. From 9:00 to 15:00 at session-based and full-day kindergartens and within four hours in the morning or afternoon. Play centres carry out ECE activities for about two hours. At all facilities, parents can choose how many days a week they want to send their children.
- ⊙ **Daily schedule:** Consists of time for gathering and free play and activities almost all day long. For example, at a full-day type nursery, after morning assembly, morning snacks are given at 10:00, lunch at 12:00, and afternoon snacks at 15:00. Otherwise, time is spent freely.
- ⊙ **Childcare period:** Conforms to the school’s four-term year system (about 10 weeks).

Relationship between children and ECEC teachers and caregivers

“Each child is on a unique journey. They come into the world eager to learn and into family that have high hopes for them. Teachers, educators and kaiako in ECE settings work together in partnership with the family to realise these hopes.”(Te Whariki,2017)

Children are active learners. ECEC teachers and caregivers (guardians in the case of play centres), carry out activities with children, interact one-on-one with them, improve the learning environment, observe and record their activities. ECEC teachers and caregivers nurture in children the ability to inherit, respect, and create their own community, culture, and language through interactions that consider the formation of the children’s identity, culture, and language.

Relationship between children

- Centered on individual free play. Each and every child meets friends through play based on their interest, develops learning through interactions and deepens their relationship.
- Living with a happy and peaceful mind in diverse environments.

Relationship between the facility and parents as well as the household

- Parents and families work together with teachers and caregivers to bring out learning experiences in children.
- **Parents** and families also participate in the preparation of portfolio and Learning Stories. The portfolio is taken home to share how children are doing at ECEC facilities.
- Based on the idea that both parents and children grow together in society, at parent-led play centres parents directly engage in childcare and observation and documentation to improve their childrearing ability and learn from other parents.

Positive points	Issues	Suggestions for Japan
Guarantees children's independence as well as playing by taking time for deep learning.	The key to enabling children-oriented and children-centered education and care is the quality of ECEC teachers and caregivers and its improvement.	<ul style="list-style-type: none"> ■ Initiatives to compose the environment and devising the learning materials based on the interest of each child and understanding of their developmental features. ■ Active use of natural environment for ECEC; utilization of community as a place for learning are also practiced in Japan, from which we can benefit.
An unfragmented, relaxed time setting.	In the case of facilities offering morning/afternoon sessions, it is necessary to give consideration to the children's daily rhythm from a physiological aspect.	Pursuit of childcare format and daily rhythm that enables children to independently demonstrate their ability in daily life.
The attitude that the main constituents of play and learning are always children.	Quality of ECEC teachers and caregivers.	From the perspective of education through the environment, scrutinize teacher-led activities and improve to child-centered activities. Need to respect children's rights(UNCRC).
The respect of each child by ECEC teachers and caregivers leads to the attitude that children each other mutually respect each other.		Guaranteeing diverse encounters. Have a perspective of enhancing play based on the idea that a peer relationship is developed through spontaneous and interactive play.
The relationship in which the ECEC facility and the family both take responsibility of the children's development and sees mutual growth. Opportunities for learning and growth are ensured also for parents and families.	It calls for an empathetic understanding and sensitivity to cultural characteristics and socioeconomic background of families.	Provide support so that parents can feel the joy of child rearing (including parents education) by primarily focusing on the growth and development of the children.

New Zealand

Features [zero to five years old]

Fostering ECEC teachers and caregivers

- ◎ **Training institutions:** A teacher training course managed by the Teaching Council of Aotearoa New Zealand, which is for three years. Upon completion, the person is granted qualification as an ECEC teacher. Three-year ECEC teacher training institutions used to be the mainstream, but recently the number of ECEC teachers graduating from four-year universities (Pedagogy) with a diploma has been increasing.
- After acquiring the qualification of an ECEC teacher, the person is officially registered as a registered teacher following a two-year guidance period, in which they acquire work experience.
- For children who are two or above, 80% should be qualified teachers and caregivers and for children below two years old, it should be 50%.
- Sustainable fostering of teachers based on Te Whāriki.

Working conditions of ECEC teachers and caregivers

- ◎ **Salary:** It is NZ\$36,000 to 47,000 for first-year teachers at kindergartens. The average annual income is NZ\$62,500 for ECEC teachers with qualification. Annual income of teachers in a leadership position is NZ\$60,000 to 85,000.
- ◎ **Working hours:** Kindergarten teachers work 200 days a year - 40 weeks a year with two days off a week.

Professional Development

- New ECEC teachers and caregivers are required to have in-service training. A new teacher chooses a supervisor from the registered teachers with sufficient ECEC experience and has the person give guidance on education and care practice, documenting, and assessment. The supervisor can be chosen from another ECEC facility. Training as a supervisor is mandatory.
- The guaranteeing of the time required for sorting out documented materials and preparing self-assessment reports as part of childcare time.
- The 2017 revision stipulated “facilitating children’s learning and development through thoughtful and intentional pedagogy,” drawing on “a wide range of capabilities” of teachers, and attached importance to the clarification of the responsibility and teaching ability of ECEC teachers. This has made continuous professional development an issue.

Assessment of children

- ◎ **Assessment using Learning Stories:** Grasp how the child plays and engages in activities and their processes and try to deepen the understanding of what learning occurred there through documenting, using narrative. In other words, the viewpoint is not that the level of achievement is assessed based on an ECE plan or goals. Such formative assessment is shown using Learning Stories and the collection of these stories is Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars. The framework of the assessment is noticing, recognizing, and responding. The evaluation process is describing, discussing, documenting, and deciding.

Positive points	Issues	Suggestions for Japan
<p>The quality of ECEC teachers and caregivers is not only guaranteed by the qualification but also by the fact that they are only officially registered after completing the two-year teaching experience period.</p>	<p>The condition requiring all teachers to have the qualification was relaxed due to a budget cut, and the quality of child care has been declining, reflecting the fall in the ratio of qualified teachers, which is, for example, 50% for children below two.</p>	<p>The quality of newly appointed teachers are guaranteed by the supervised practical experience system after gaining the qualification.</p>
<p>The system in which a teacher independently chooses a supervisor on one's own responsibility, undergoes training, and eventually trains juniors as a registered teacher is supporting their growth as an ECEC teacher.</p>	<p>Development of training contents and methods in response to stronger requirement for teaching ability of ECEC teachers in the revised version of Te Whariki.</p>	<p>Guaranteeing opportunities for professional development nurtures the motivation to keep growing as an ECEC teacher for life.</p>
<p>By sharing the viewpoints of understanding and grasping the development of a child among ECEC teachers through preparation of Learning Stories and observation for preparing Learning Stories, teachers grow both individually and as a group. Understanding of children is deepened by observing and documenting, reflection takes root in ECEC practices.</p>	<p>Apprehension that preparation of Learning Stories and portfolio, which are supposed to be assessment tools, becomes the goal of ECEC and that viewpoints of observation, methods, and ECE contents would be reduced to a formality.</p>	<p>By realizing that children learn and develop through spontaneous play and by assessing their learning through Learning Stories, ECEC teachers can return to the basic ideas of early childhood education, which are "play-based education" and "education through the environment."</p>

1. Italy: Led by municipalities

■ The place of early childhood education for three- to five-year-olds is the kindergartens under the jurisdiction of the government and that for zero- to two-year-olds is the infant-toddler centres under the jurisdiction of local municipalities, but the municipalities have the larger discretionary power in both cases. Even though it enables to provide education that reflects the regional characteristics, the differences between regions are great, depending on the finances and policies of municipalities.

■ Facilities aimed at socialization of children and preventing isolation of parents are the children's space (*spazio bambini*) for 18- to 36-month-olds and the centre for children and parents (*Centro per bambini et genitori*) for children below three and their parents.

2. Italy: Action for promoting family support with nationwide network linking municipalities

"0-6 Space," a nationwide network linking municipalities, is promoting the socialization of children and families and the creation of place where they belong as part of an integrated support for welfare and education. It encourages the participation of parents and children of immigrant and poor families, which have increased.

Features

Zero to two years old

Three to five years old

Basic rules

⊙ **National system: Infant-toddler centres (*Nido dell'infanzia*).** Under the jurisdiction of municipalities. Accepts zero- to two-year-olds. There are centres established by municipalities, the government, and private bodies and many of the centres established by municipalities and the government have an integrated system with kindergartens for children aged three and above.

⊙ **Infant-toddler centres established by the city of Pistoia: Zero- to two-year-olds.** The early childhood education bureau controls both infant-toddler centres and kindergartens. They are positioned as educational institutions for children and not as facilities to enable parents to work, and provide integrated education of education and care.

⊙ **National system: Kindergartens (*Scuola dell'infanzia*).** Under the jurisdiction of the Ministry of Education. Accept three- to five-year-olds. There are kindergartens established by municipalities, the government, and private bodies. There are full-day kindergartens (40 hours a week) and half-day kindergartens (25 hours a week). It decentralizes power, within the general framework of the government, giving large discretionary powers to the municipalities, and the administration system differs from municipality to municipality. Large difference in quality, depending on region. There are classes for two-year-olds (*sezione primavera*) as the preparatory stage before kindergarten.

⊙ **Pistoia's system:** Kindergartens accept three- to five-year-olds. With an integrated system with infant-toddler centres, it provides consistent and integrated education from zero years old till joining primary school that is not preparation for joining primary school.

⊙ **Start of compulsory education:** Six years old.

Views on children and childcare

The city's education charter expresses an active view on children and a holistic view on education.

⊙ **View on children:** Children who are competent, proactively engage in dialogues with the world and people around them, and possess identities as independent citizens.

⊙ **View on childcare:** Childcare facilities are life spaces that encourage children's growth and well-being. Emphasis is placed on overall development of children including cognition, emotion, sociality, personality, and feel for beauty based on curiosity, spirit of inquiry, active relationships with peers, dialogues with adults, and attentive listening by adults.

Guidelines and assessment by the government and municipalities

⊙ **National guidelines:** There is no national curriculum.

⊙ **Policy of Pistoia:** Based on the city's educational charter (philosophy), staff members of each facility create a general project framework reflecting the situation of their respective workplaces but they are made flexible to suit children's interest.

⊙ **Assessment of childcare:** It is not an assessment by a third party or an objective assessment, but an assessment by parties concerned, who are the staff members, discussion among involved parties (staff members, coordinators, parents, administration, and sometimes citizens), and its disclosure.

⊙ **National guidelines:** National curriculum exists as a general framework, but how to implement it is decided by municipalities. The five fields (oneself and others, body and exercise, image, sound, and colour, dialogue and language, and know the world). It was revised to suit advanced initiatives by municipalities such as integration of education and care, learning through play and exploration of environment, consideration for beauty, relaxed time distribution, independence of children, and listening and observation by teachers. Emphasis on education of citizenship.

⊙ **Policy of Pistoia:** Based on the city's education charter, teachers formulate curriculums to suit each school.

⊙ **Assessment of childcare:** It is not an assessment by a third party or an objective assessment, but an assessment by parties concerned, who are the staff members, discussion among involved parties (staff members, coordinators, parents, and administration), and its disclosure.

3. Pistoia: Consistent educational philosophy for zero- to five-year-olds and its practice

Daily life as a whole serves as a place for holistic education. Education system based on continuous philosophy from zero years old till joining primary school. Based on observation, create an environment where children can express their curiosity, spirit of inquiry, wonder, sociality, and creativity. Coming in contact with beauty gives an inner force that creates a stable mind, a desire to connect with others, and a spirit of inquiry, and therefore emphasis is placed on developing an aesthetic environment. Relationships between children, child and adult, and between adults are respected. Facilities do not have persons in charge. The city's pedagogical coordinators support a cooperative structure of all staff members and develop practical studies.

4. Pistoia: Documentation and research while teaching

Emphasis is put on improving the identity of the teachers (teaching staff of infant-toddler centres have the qualification of kindergarten teachers and they are called teachers) as specialists and their occupational abilities. Documentation not only lets teachers share information with parents but also is used for reflection of the individual and collaborative works of teachers, preparation and improvement of education plans, and their evaluation. There are many opportunities for training, and pedagogical coordinators set up diverse opportunities that are rooted in the workplace. They are education facilities open to citizens and a system that supports children's growth together with families and citizens, and all involved parties participate in childcare evaluation.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Supervising administration comes under the scope of the city, with the pedagogical coordinators working as a liaison between the administration and place of childcare, which facilitates the reflection of the opinions of those who are engaged in childcare in administration and enables swift improvement. ■ Continuity and consistency of education from zero- to five-year olds is ensured. ■ Easier to create childcare that suits the characteristics and actual circumstances of the region. 	<ul style="list-style-type: none"> ■ Large discretionary powers of municipalities create regional discrepancies. Municipalities with weak financial standing, those having a large number of households with social and economic difficulties, and those with residents less interested in early childhood education show slower development in early childhood education. ■ Impact of mutual support is expected in the network of municipalities. 	<ul style="list-style-type: none"> ■ Based on the recognition that children are important citizens, the city administration positions early childhood education as one of the most important issues. ■ How to prepare education with continuity for children from zero to five years old. ■ Childcare based on agreement through cooperation between teachers rather than focusing on responsibility structure. ■ Existence of pedagogical coordinators.
<p>Focus on education centred on development of an all-round personality that nurtures cognitive and non-cognitive competence, sociality, and citizenship, as well as a spirit of inquiry and curiosity to enable the children to grow on their own.</p>		<p>Some concepts such as those of play and emphasis on environment are common with Japan. Based on this, we can rethink early childhood education as the foundation for development of an all-round personality throughout one's life and education in early childhood that is not preparation for school.</p>
<ul style="list-style-type: none"> ■ It is not a top-down guideline, but the curriculum is developed flexibly through discussions among teachers regarding children's interests and development based on observation of children. ■ It is dedicated to the assessment for education and development of children. 	<ul style="list-style-type: none"> ■ It is a must to secure quality of teachers through training and to collaborate with the administration. ■ The national guidelines are formulated based on guidelines of advanced municipalities, but how should they be applied to vulnerable municipalities? 	<p>The guidelines do not come from the top, but the teachers in the workplace create them by pooling their experiences. It is also effective for boosting the abilities of teachers in ECEC facilities.</p>

Pistoia, Italy

	Features	
	Zero to two years old	Three to five years old
Philosophy and features	<ul style="list-style-type: none"> ⊙ Philosophy: The basic idea is for children to lead comfortable lives. Childcare through discussions by teachers. ⊙ Program: Prepared from observation of children. Comfortable environment and aesthetic environment generate stability of mind and respect to others. Continuity. Individual and cooperation. Uniqueness of educational materials. Integration of education and care also leads to emphasis on daily life, such as lunch time. ⊙ Features: Find education materials and methods in daily life. 	<ul style="list-style-type: none"> ⊙ Philosophy: Emphasis on children as independent citizens and the relationship between children. ⊙ Program: Based on a general framework theme (nature, region, story, etc.) unique to it, the school flexibly formulates themes, which include the five domains, throughout the year by observing children. The school prepares a rich environmental composition and diverse ingredients and teaching materials. Nurturing a sense of beauty is set as part of the fundamentals of education, which ensures comfort for children and fosters their desire for beauty in the environment where they come in contact with beauty. Recognition of the importance of children's spontaneous play activities from an educational perspective.
Form of childcare and fees	<ul style="list-style-type: none"> ⊙ Number of children per teacher or caregiver: Five for 0-year old class, seven for one to two-year-old class, and nine for two- to three-year-old class. ⊙ Class size: Ten to 15 for babies below one year old, 14 to 21 for one-year-olds, and 18 to 36 for two-year-olds. There are ECEC facilities that offer mixed-age childcare. ⊙ Space where children can take initiative: Free play in rooms and corners where teaching and other materials for each activity are distributed. There are plenty of creative materials. ⊙ Childcare fees: It is decided based on parents' income (12 levels) and childcare hours (three levels). Minimum of €20 per month to maximum of €520 per month. 	<ul style="list-style-type: none"> ⊙ Class size: 18 to 36 children. Three to four teachers. ⊙ Small-group educational activities: ECEC teachers observe the behaviours and remarks of children and set themes based on their interests. Children play freely in a certain place with certain materials. Plenty of expressive activities. ⊙ Features of childcare pattern: <ul style="list-style-type: none"> ● Projects based on large themes by grade and school. ● Spaces are set aside for each material and activity and there are plenty of creative materials. Taking into account the continuity of education from zero to five years old, same types of materials are offered consistently. ⊙ Childcare fees: Kindergarten is free of cost.
Flow of a typical day	<ul style="list-style-type: none"> ⊙ Open hours: Some are open from 7:30 to 15:30 and others from 7:30 to 18:00. ⊙ Daily schedule: From 9:30 morning assembly -> small group activities -> 12:00 lunch -> nap or dismissal -> snack -> dismissal. The daily schedule is easygoing and the children are not hurried. There is plenty of time to play outside. 	<ul style="list-style-type: none"> ⊙ Open hours: From 8:30 to afternoon. It is open 39 weeks a year. ⊙ Daily schedule: From 9:30 morning assembly -> small group activities -> 12:00 lunch -> dismissal (children who took a nap eat snack before dismissal). The daily schedule is easygoing and the children are not hurried.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ It is the concept that the basics of childcare are to observe the children and grasp their interests and feelings under the common recognition that children are the main players of childcare. ■ In particular, it shares the deep significance that an aesthetic environment gives to the children. ■ Emphasis on environment is actualized in space setting and abundance of teaching materials. ■ Through early childhood, importance is attached to the educational significance of play. 	<ul style="list-style-type: none"> ■ It is necessary to secure a number of teachers, as there are many small-group activities. ■ Teachers need to have ability and experience. 	<ul style="list-style-type: none"> ■ Each facility creates programs based on observation of children. ■ Children's mental stability is visualized through environmental composition without relying solely on how teachers handle them. ■ The meanings of education through environment, education through play, and education of beauty can be expanded.
<p>Even in group activities, children are free and they demonstrate their personalities. Small groups enable teachers to observe children well. Cooperative relationship between class teachers.</p>	<ul style="list-style-type: none"> ■ It is necessary to secure a number of teachers, as there are many small-group activities. ■ There are many outdoor activities but there are relatively few exercise-like activities. ■ Infant-toddler centres have rather few large-sized playthings. ■ Kindergartens do not focus on thoroughly teaching the five fields, and activities differ significantly depending on the class teacher. 	<ul style="list-style-type: none"> ■ In group activities, it is not that every child does the same thing at once, but the idea is that individual interest is shared by other children, which leads to a group activity. ■ The number of children in one class is not small compared with Japan, but each small group has one teacher, which enables children to have relaxed and moderate relationships. ■ Anything and any phenomena can be materials for education. However, they must be properly taken care of and arranged so that children feel like taking them in their hands.
<ul style="list-style-type: none"> ■ A simple time schedule with time to spare. ■ The same daily life rhythm for everyone from zero- to five-year-olds is easy to understand for children and they are stable from the beginning of the school year. 	<p>Many rooms are necessary for each activity (compared with Japan).</p>	<p>Not limited by time and thus free of pressure.</p>

Pistoia, Italy

	Features	
	Zero to two years old	Three to five years old
Relationship between children and ECEC teachers and caregivers	<ul style="list-style-type: none"> ■ It is based on the idea that childcare is created jointly by ECEC teachers and children and it is led by children with teachers accompanying them. ■ The psychological distance between adults and children is close in a small group, but the interference from adults is minimal and is made at the proper timing. ■ Verbal interactions rather than physical contact. Calm facial expression, gentle voice, and relaxed interaction. ■ ECEC teachers, as a rule, teach the same class for three consecutive years. ■ Teachers observe and take down notes of children, and prepare plans and documentations. 	
Relationship between children	<ul style="list-style-type: none"> ■ It is often group activities of seven to ten children in separate rooms for different activity purposes. Nonetheless, it is not based on the idea that children do collective activities in that group, but children have significant freedom for their individual activities in the same space or doing the same task. This, therefore, facilitates spontaneous cooperation between children. ■ Providing a calm social atmosphere nurtures a mutually aiding relationship through cooperation between children. 	
Relationship between the facility and parents as well as the household	<ul style="list-style-type: none"> ■ The city is making efforts to spread awareness among citizens that children are independent citizens and create opportunities for children to come in contact with the citizens. ■ The cooperation between parents and ECEC teachers is the key of childcare and it attaches importance to deepening their mutual understanding. Actively encourage participation by parents, grandparents, and family members with different cultures. ■ When a problem occurs between a household and an ECEC facility, a pedagogical coordinator handles the situation. ■ Parents can also participate in ECEC workers' training. 	
Fostering ECEC teachers and caregivers	<ul style="list-style-type: none"> ◎ National system: The qualification for daycare teachers is called <i>educatore</i>, which requires a two-year training at a training school. The qualification for kindergarten teachers is called <i>insegnante</i>, which requires four years of training at a college. ◎ Pistoia's system: They are hired on the condition of having graduated from a four-year college with both nursery teacher and kindergarten teacher qualifications. Therefore, nursery teachers are also called <i>insegnante</i>. 	
Working conditions of ECEC teachers and caregivers	<p>There are no facility managers, and the staff cooperate with each other in operating the facility. Education coordinators (city employees) play the role of coordinator by supporting the ECEC staff and cooperation between parents and facilities, intermediating between the administration and the facilities, and building a network of ECEC facilities.</p> <ul style="list-style-type: none"> ◎ Salary: About €1,400 per month for newly appointed teachers. ◎ Working hours: The same for nursery teachers and kindergarten teachers (equivalent to elementary school teachers). They work with children for 30 hours a week. They have 150 hours a year for training and time to work with families. 	
Professional development	<ul style="list-style-type: none"> ■ Sixty hours of training time per year, within the working hours, per teacher is guaranteed. ■ Pedagogical coordinators take initiative in planning the training. ■ Both on-the-job training (by grade and for all teachers) for teachers and the city's joint training are quite substantial. ■ The consistency of the philosophy is confirmed in the joint training of kindergartens and nurseries. Teachers at work and education coordinators cooperate and set forth training themes from classrooms. There also is training, jointly conducted by ECEC facilities, on the utilization and improvement of weekly documentation (weekly reports). 	
Assessment of children	<p>No assessment. Documentation of children is created through observation, documentation, and portfolio. It is used to offer information to elementary schools.</p>	

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ The distance between the teacher and children is just right. Support that does not interfere too much. ■ One teacher teaches the same class over multiple years, which enables adults to understand children's personalities and nurture them over a long period. 	<p>The condition is that the number of children per teacher is small.</p>	<ul style="list-style-type: none"> ■ It provides materials for comparison to review when and how a teacher should get involved with a child. ■ Fresh recognition of the fact that children are the leading characters of ECEC facilities.
<p>An environment is established that facilitates each child to live at their own pace while interacting with friends. It is mostly a calm and cooperative relationship.</p>	<p>There are few large-sized playthings and although there are many outdoor activities, there are relatively few exercise-like activities.</p>	<p>It provides materials for comparison for considering what causes loud voices, scrambles, getting hyped up, etc.</p>
<ul style="list-style-type: none"> ■ Parents, grandparents, and citizens are also considered as leading constituents with respect to education at ECEC facilities. ■ It is proactively promoting the integration of immigrant families with roots in foreign countries. 	<p>With the increase in the immigrant population, acceptance of conventional Italian family values began to decrease. How to respond to the diversity in race, culture, and socioeconomic conditions and how it can be reflected positively in childcare.</p>	<p>Both parents and citizens are positioned as partners in education and it aims for a good cooperative relationship and active participation.</p>
<p>Qualifications for kindergarten and nursery teachers are the same and they are in the same hierarchical class. They can transfer between kindergartens and nurseries and see through everything of zero- to five-year olds.</p>		<p>Suggestions for Japan on kindergarten teachers and ECEC teacher qualification at four-year colleges and the childcare teacher qualification.</p>
<p>There is no hierarchy between teachers of kindergartens and nurseries. Relaxed working hours. Time for training is secured from the working hours.</p>	<p>Turnover is low but teachers are aging.</p>	<p>Equivalent treatment for kindergarten, nursery, and elementary school teachers as well as the working conditions, including training, raise the motivation of nursery teachers, improve the quality of childcare, and reduce turnover.</p>
<p>Ensuring sufficient time for self-training. Training enables self-development. Non-teaching staff (cooks and cleaners) can also participate in office meetings and training.</p>	<p>It is affected by economic conditions, as the city's financial resources have to be secured.</p>	<p>Many opportunities for training. How training is planned such as theme-setting in cooperation between classroom and planner, and skill development that increases teachers' interest.</p>
<p>There are no assessments made for individual children, but just documentations. It directly leads to the improvement of childcare.</p>		<ul style="list-style-type: none"> ■ As it is not an assessment of children, but is a self-assessment of childcare jointly by teachers, it boosts their motivation and improves their practices. ■ There is no external assessment on childcare or numerical evaluation. It is done through discussions based on the idea that the city's administration bureau and parents are also concerned parties of childcare.

Reggio Emilia, Italy

Key points

1. Overview of Early Childhood Education and Care (ECEC) in Reggio Emilia

It originated as a civic movement and positions education as the right for all people and children. The city has an organization called the Community- Early Childhood Council, and the Infant-toddler centres and *Preschools Istituzione* (Institution) established by the municipality are operated by a committee of selected citizens (elected every three years) as well as graduated children and guardians. The city spends 15-16% of its revenue on early childhood education. *Pedagogistas* (education coordinators) directly interact with children, teachers and staff workers, guardians, and the local administration, and gather periodically to learn from each other. *Atelieristas* (art teachers) ' work is not limited to the atelier, as they always work together with children, teachers and staff workers, and guardians.

*See Pistoia on p. 22 for national childcare in Italy.

Features

Zero to two years (3-36 months) old

Three to five years old

Basic rules

⦿ Facilities:

- **Infant toddler centre (*Nido dell'infanzia*):** public (established by a municipality/), private (catholic churches, etc.), cooperatives, national. Babies as young as three months old can join.

*See Pistoia on p. 32 for national systems in Italy.

⦿ Facilities:

- **Preschool (*Scuola dell'infanzia*):** public (established by a municipality), private (catholic churches, etc.), cooperatives, national. Starting at three years old (school year starts in September).

⦿ **Start of compulsory education:** Six years old.

Views on children and childcare

- ⦿ **View on children:** Children are the protagonists. They are explorers with full of potential and talent, and researchers, and above all, are citizens (Loris Malaguzzi). Implementation based on the view that children have 100 languages.
- ⦿ **View on early childhood education and care:** Education is the right of every child, and living as art itself (live well and nurture good citizens). Pedagogy of Listening.

Guidelines and assessment by the government and municipalities

- ⦿ **Curriculum:** The philosophy and policy of the municipality is declared in the indications of nursery schools and kindergartens of the Municipality of Reggio Emilia (*Regolamento Scuole e Nidi d'infanzia del Comune di Reggio Emilia*).

*See Pistoia on p.32 for national curriculum (for three- to five-year-olds) in Italy.

Philosophy and features

- There are no events at ECEC facilities like the ones in Japan.
- Children also engage in events participated by citizens. Remida Day (May) and *Reggionarra*, a citizens' cultural festival of narration (May).
- Posting and sharing of documentation on walls and elsewhere based on the idea that the environment is the third educator.
- Deployment of *progettazione* in large and small groups.

2. Three most significant features of the city's early childhood education and care

(i) Children are visible (documentation at ECEC facilities and elsewhere considers children as citizens and children participate in citizen's activities). (ii) The fact that pedagogy of listening closely is the basic criteria, and that they empathize with children's artistic thinking (finding it interesting, sense of wonder, feeling, and sense of beauty) and explore it mainly in projects. (iii) In the local communities, which are rapidly becoming multicultural, how to implement early childhood education and care that respects the cultural background of the children and households, including ECEC teacher and

3. Comparison of early childhood education and care in Reggio Emilia and Japan

(i) Children are considered as citizens and there are plenty of opportunities for citizens to learn from each other and have dialogue regarding guaranteeing children's rights, not only at ECEC facilities but also at town meetings, etc. (participation, dialogue, and solidarity are valued and importance is attached to its implementation as a community). (ii) There are many opportunities not only for ECEC teachers but also for all staff members to participate in trainings held at ECEC facilities. (iii) Assessment of children is based on the lifetime development of their whole personality and their growth as citizens (something

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Early childhood education nurtures children as members of society (community) in order to build a better society. ■ It declares that education is the right of every child. 	<ul style="list-style-type: none"> ■ Financial difficulties at the national and municipality levels. ■ Affected significantly by the government. ■ A lack of connection between early childhood education and elementary school education (financially, as well as pedagogy). 	<ul style="list-style-type: none"> ■ Early childhood education is given utmost importance in society. ■ Declared aim of guaranteeing children's rights. ■ Improvement of sense of ownership (transparency) of citizens. ■ Cooperation between preschools, infant-toddler centres, and elementary schools is considered to be the realization of community formation.
<ul style="list-style-type: none"> ■ Implementation owes everything to human (children), political, and ethical perspectives. ■ Childcare perspective that everything in daily life and ECEC is art, not art in the narrow sense (creation and implementation of the world of imagination). 		<ul style="list-style-type: none"> ■ Invitation to questions regarding views on children, ECEC, and the world. ■ Children are considered as precious citizens (lifetime education). ■ Adults are also concerned parties (participants).
<ul style="list-style-type: none"> ■ Education is the right of every child and is the responsibility of the community. ■ Formulation of guidelines by the citizens' council. 		<ul style="list-style-type: none"> ■ Ask the meaning and significance of the curriculum and childcare practice. ■ Believe thoroughly in children and implement measures and form the local community with children at the centre. ■ The guidelines are formulated by the citizens.
<ul style="list-style-type: none"> ■ Education is the right of every child and is the responsibility of the community. ■ <i>Progettazione</i> created together with children. 		<ul style="list-style-type: none"> ■ Implementation that spreads and deepens based on children's interest and questions. ■ Events do not conclude within ECEC facilities (collaboration with community).

Reggio Emilia, Italy

		Features	
		Zero to two years old	Three to five years old
Form of childcare and fees	<p>⊙ Features of childcare pattern:</p> <ul style="list-style-type: none"> ● About 70 children in total over four groups. Infant group (3 to 10 months old), young toddler group (10 to 18 months old), toddler group (18 to 24 months old), and young child group (24 to 36 months) ● Daily life and activities in large and small groups. ● Atelier, open space, and early childhood education and care room at ECEC facilities. ● Means to bring children face-to-face with various materials, tools, and people (encounter and involvement with light, sound, colour, five senses), and emphasis on authentic experiences. <p>⊙ Childcare fees: In the case of infant-toddler centres established by municipalities, the monthly ECEC fees from 8:00 to 16:00 (full day) are divided into seven levels, depending on the parents' income (below €4,000 to €32,000 or more). Parents with an annual income below €4,000 pay €63 (€54 for half day), while those with an annual income of €32,000 pay €540 (€416 for half day). Separate fees are required for early morning and extended childcare.</p>	<p>⊙ Features of childcare pattern:</p> <ul style="list-style-type: none"> ● A total of 78 children over three grades (sections). Three-, four-, and five-year-olds. ● Daily life and atelier (full-time <i>atelierista</i> is assigned) in large and small groups and individually. ● Various activities in indoor open space, childcare room, mini-sized atelier of the childcare room, and playground, and in the town. ● Means to bring children face-to-face with various materials, tools, and people (encounter and involvement with light, sound, colour, five senses), emphasis on authentic experiences. <p>⊙ Childcare fees: The stipulations for the ECEC fees of kindergartens established by the municipality are the same as those for municipal infant nurseries.</p>	
Flow of a typical day	<p>⊙ Open hours: From 8:00 to 16:00 (early morning childcare starts at 7:30. Extended childcare till 18:00 or till 18:30. Partial childcare is from 8:00 to 13:00).</p> <p>⊙ Daily schedule: Arrival -> relaxed morning gathering -> small group activities -> lunch -> nap -> relaxed spontaneous activities -> snack -> dismissal.</p>	<p>⊙ Open hours: From 8:00 to 16:00 (early morning childcare starts at 7:30. Extended childcare till 18:00 or till 18:30.)</p> <p>⊙ Daily schedule: (Early child care) -> Arrival -> (voluntary small group activities, etc.) -> morning assembly -> small group activities (class activities) -> spontaneous activities (playground, etc.) -> lunch -> break (small group activities) -> snack -> dismissal (extended child care).</p>	
Relationship between children and ECEC teachers and caregivers	<p>Two to four full-time teachers per group (this changes depending on activities, etc.). Cooking staff and janitors are also involved with children (four full-time and three part-time staff members).</p> <p>*Additional consideration for children with special rights.</p>	<p>Two per each class (it is often a pair of young and experienced teachers). <i>Atelierista</i>. *Additional consideration for children with special rights.</p> <ul style="list-style-type: none"> ■ Get involved slowly and carefully without haste. ■ Devising ways to ask questions. ■ Feel delight, enjoy, imagine, and find things interesting, along with the children. 	
Relationship between children	<ul style="list-style-type: none"> ■ Children of the same age or mixed age, from multiple cultures and ethnicities, or with special rights, voluntarily interact with one another (also depends on the content of the <i>progettazione</i>). ■ Daily life and activities, individually or in large and small groups. 		
Relationship between the facility and parents as well as the household	<ul style="list-style-type: none"> ■ Relationship as a member of the community. ■ Interviews and visits before joining the facility. After joining, discussions are held frequently (individual, small groups, and among several facilities). ■ Participation in the operation of the facility as a council member. ■ Participation in various activities including <i>Reggionarra</i> and Remida Day. 		

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Persistently question and explore what is best for children as opposed to trying to put them in a prescribed form. ■ Daily life of discovery, surprise, enjoyment, and amusement. ■ Diverse teaching and other materials and playthings. ■ Pursuit of aesthetics. 	<p>Cooperation between infant-toddler centres and preschools (some new facilities offer care for children aged zero to five).</p>	<ul style="list-style-type: none"> ■ ECEC format and contents that start with listening to children and implemented by attaching importance to dialogue. ■ Both children and adults are concerned parties.
<p>Relaxed time flow (life based on activity development led by children).</p>		<ul style="list-style-type: none"> ■ Review of the concept of childcare hours. ■ Review of distribution of time spent by merely applying plans to children.
<p>A style in which teachers explore together with the children.</p>	<p>Children from increasingly diverse ethnic and cultural background (differences in languages and culture).</p>	<ul style="list-style-type: none"> ■ Consider a child as a citizen and take time and get involved with them. ■ ECEC teachers enjoy and feel joy along with the children and get involved with them as an individual person with feelings.
<ul style="list-style-type: none"> ■ Guaranteeing space and time in which children slowly interact with one another without haste. ■ In recent years, joint projects with neighboring elementary schools are being implemented. 	<p>Children and households from increasingly diverse ethnic and cultural backgrounds (differences in languages and culture).</p>	<p>Guaranteeing dignity of each and every child, all of whom are main characters. Rethinking how guaranteeing children's rights is being practiced.</p>
<p>Both families and teachers have a high sense of participation as concerned parties (as a prerequisite).</p>	<p>Children from increasingly diverse ethnic and cultural background (differences in languages and culture).</p>	<ul style="list-style-type: none"> ■ With families as partners, facilities form close relationships with them to form a childcare resource, even before the children join the facilities. ■ Welcome families as childcare participants and get involved with them.

Reggio Emilia, Italy

	Features	
	Zero to two years old	Three to five years old
Fostering ECEC teachers and caregivers	<ul style="list-style-type: none"> ⊙ Job type: Teacher. ⊙ Training institutions: Qualification of graduation from a five-year high school or graduation from a three- to five-year college. However, <i>pedagogistas</i> need to graduate from a five-year college. 	<ul style="list-style-type: none"> ⊙ Job type: Teacher. *There is no principal. ⊙ Training institutions: Graduation from a three- to five-year college. However, <i>pedagogistas</i> need to graduate from a five-year college.
Working conditions of ECEC teachers and caregivers	<ul style="list-style-type: none"> ⊙ Salary: The basic initial salary is €1,400 per month for teachers (there is little difference with experienced educators) and €1,500 to €1,600 per month for <i>pedagogistas</i>. Cooking staff and janitors are paid by the hour. ⊙ Working hours: Thirty-six hours a week (30 hours of practice, six hours of non-contact time used for training, recording, and interaction with families). 	<ul style="list-style-type: none"> ⊙ Salary: The basic initial salary is €1,400 per month for teachers (there is little difference with experienced teachers) and €1,500 to €1,600 per month for <i>pedagogistas</i>. Cooking staff and janitors are paid by the hour. <i>Atelieristas</i>'s salary is the same as that of teachers. ⊙ Working hours: Thirty-six hours a week (30 hours of practice, six hours of non-contact time used for training, recording, and interaction with families).
Professional development	<ul style="list-style-type: none"> ■ Basically 100 hours a year. Of the weekly working hours (paid), 3.5 hours are spent on sorting out documentation, discussion among teachers and with <i>pedagogistas</i>, review of implementation, and preparation of teaching materials, etc. ■ Of the weekly working hours (paid), 2.5 hours are spent on learning together with the families and the community. ■ At the beginning of the school year, a general workshop is held in which about 500 teachers and workers take part at nurseries and kindergartens in the city. ■ Four to six training sessions are held a year, attended by all teachers and workers in the facility and families (informal talk). 	
Assessment of children	<ul style="list-style-type: none"> ■ Share the process of ECEC and learning by children through daily documentation with all teachers and workers, families, and the <i>pedagogista</i>. ■ There are no ECEC digests, third-party assessments, or self-assessments. ■ There are no assessments based on figures, level of achievement, or learning level. Children, ECEC facilities, households, and administration share the processes of documentation and <i>progettazione</i>. 	

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Guaranteeing awareness as a professional. ■ There are no managerial positions or hierarchy. 		<p>Improvement of awareness as a professional and how it should be guaranteed.</p>
<ul style="list-style-type: none"> ■ Guaranteeing a comfortable life (guaranteeing work-life balance). 	<ul style="list-style-type: none"> ■ Not many men want to become ECEC teachers, as the salary for teachers at elementary and secondary schools is higher with shorter work hours. ■ The teachers who played the key role in implementing early childhood education in Reggio Emilia are retiring and passing the baton to the younger generation (handing over, enhancement, and development). 	<ul style="list-style-type: none"> ■ Review of how families of infants and toddlers work (public at large). ■ Attitude to rethink work-life balance from the perspective of guaranteeing the best benefits for children.
<ul style="list-style-type: none"> ■ Training with pay is guaranteed (access to training: utilization of documentation centre, atelier, etc. of Loris Malaguzzi International Centre). ■ Guaranteeing training hours. ■ Guaranteeing good work-life balance (guaranteeing private life of ECEC teachers and facility workers). ■ Training attended by all municipality teachers and workers at the beginning of the school year. ■ In-house training attended by all teachers and workers including cooking staff and janitors. 		<ul style="list-style-type: none"> ■ Guaranteeing training hours. ■ Training attended by all teachers and workers (including cooking staff and janitors).
<ul style="list-style-type: none"> ■ It is not what a child can do, but how a child will live and grow. ■ Contributions to neighbors. ■ Discuss, show each other, and talk thoroughly. 	<p>Cooperation and shared understanding with families and elementary schools.</p>	<ul style="list-style-type: none"> ■ Rethink who the assessment is for and for what purpose. ■ The municipality and the country guarantee time for ECEC teachers to record, create the childcare environment, and prepare contents.

1. Quality assurance for ECEC provisions by various providers

England has diverse ECEC provisions from childminders, who do not need childcare qualification (self-employed persons who provide childcare at home based on a direct agreement with parents) to nursery schools, which assign teachers with Qualified teacher status (QTS: Bachelor's degree + training course) as class teachers. The government places all providers under the integrated audit by Ofsted (the Office for Standards in Education, Children's Services and Skills, which is the non-ministerial government department) that regulates and inspects the ECEC settings on a regular basis, and announces the results. Through this process, it eliminates inadequate providers and maintains and improves the quality of childcare.

Features [zero to five years old]

Basic rules

ECEC provisions are classified as "schools" and "other than schools," and divided into maintained and PVI (private, voluntary, or independent). ECEC provisions are under the jurisdiction of the Department for Education. They offer care and education in an integrated manner and are subject to national regulations and regular inspections by Ofsted.

⊙ **Schools***: Generally, they are for three-year-olds and above. Mostly, a half-day programme of three hours a day. The number of two-year-olds joining school increased after the launch of the free program for low income households.

*Nursery schools/ Nursery classes (attached to Primary schools)

⊙ **Other than schools**: Covers infants aged three months to five. These are divided into centre-based and home-based.

● **Day nurseries**: Flexibly implemented for half-day, all-day, and temporarily for infants aged zero to pre-primary school children.

● **Children's centres**: They offer comprehensive family support including health consultation and health examination.

● **Playgroups**: Half-day programme for children aged two to five, for three to five days a week.

● **Childminders**: Home-based childcare. Date and time are individually set. They also offer after-school care for school age children.

⊙ **Compulsory education starting age**: Five years old. However, children usually start reception class at the

Views on children and ECEC

Holistic approach. The basic principles upheld in the national standards have the following four items: (i) Every child is a **unique child**. (ii) Children learn to be strong and independent through **positive relationships**. (iii) Children learn and develop well in **enabling environments**. (iv) **Children develop and learn in different ways and at different rates**.

Guidelines and assessment by the government and local authorities

[National standards] Early Years Foundation Stage (EYFS), 2017.

⊙ **The learning and development requirements**: A total of seven areas consisting of three prime areas and four specific areas ([i] communication and language development, [ii] physical development, [iii] personal, social, and emotional development, [iv] literacy development, [v] mathematics, [vi] understanding the world, and [vii] expressive arts and design). ELGs for each area, 17 in total, are displayed.

⊙ Assessment at the end of the EYFS : EYFS Profile, a well-rounded picture of a child's readiness for Year 1 must be completed for each child.

⊙ **The safeguarding and welfare requirements**: general rules regarding protection, quality, and qualification of ECEC practitioners, the ratio of staff to children, health, safety, special support, documentation, etc, are stipulated in 11 clauses and 78 details.

Philosophy and features

■ The country has accepted a great number of immigrants from former colonies, EU, and other countries, and under the policy to respect cultural diversity, ECEC settings incorporate various ethnic festivals into their activities and decorations.

■ Enforcement of democracy: Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty are stipulated as the four fundamental values of British society, and they are posted in ECEC settings and cultivated from early childhood.

2. Quality of ECEC workforce deteriorated due to the extension of free ECEC hours

In September 2017, the entitlement of free ECEC for most three- and four-year-olds of working parents was extended from 15 hours a week to 30 hours. As the subsidies for private providers following the extension often do not cover the full operating costs, the amount parents pay for extra hours has increased and working conditions of ECEC practitioners declined. The more qualified practitioners are, the more likely they are to leave. As a result, the quality of workforce in the sector as a whole is deteriorating.

3. Concept of child assessment

Assessment at the completion of the statutory framework of Early Years Foundation Stage (EYFS) is carried out in the reception classes attached to primary schools and has a significant impact on ECEC settings. At the core of the EYFS profile prepared for each child is the evaluation of the achievement of 17 Early Learning Goals (ELGs). The evaluation uses three rating levels of emerging, expected levels, and exceeding expected levels. The rating results are converted into numerical values and submitted to the local authorities, together with records that show the grounds for the evaluation, and the local authorities submit the figures to the government.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ The central and regional ECEC administration is unified. ■ National ECEC standards are unified to ensure compliance. ■ Ofsted, a central-government organization that regulates and manages ECEC quality, is in place and functioning. ■ Free education, of 15 hours a week, 38 weeks a year, has mostly been achieved for 40% of two-year-olds and 100% of three- and four-year-olds. Free care of 15 hours a week, 38 weeks a year for three- and four-year-olds of households in which both parents are working (single-parent households also) has been added, thus free hours were extended to 30 hours a week. 	<ul style="list-style-type: none"> ■ Children practically start primary education at the age of four and the ill effects of starting school at an early age have been pointed out. ■ The mechanism to reduce the parental ECEC costs beyond the free hours is not sufficient and there is heavy burden on the middle class who work while rearing children younger than three years old. ■ Upon extending free ECEC hours (payment in kind), funding for the efforts made by the providers for improving quality has not been rewarded. 	<p>The experience of the UK teaches us the following:</p> <ul style="list-style-type: none"> ■ Expansion of ECEC and reduction of parental costs require large-scale, continuous public expenditure and comprehensive family support measures. ■ To guarantee the quality of ECEC, the authoritativeness and power of the supervising organization is a must, along with making it compulsory to undergo a business audit. ■ In addition to boosting the allowance (cash) to child-rearing households, it is effective to ensure high-quality ECEC for all children.
<ul style="list-style-type: none"> ■ Respect children's personality and family's cultural diversity. ■ Ensure sharing and penetration of the concept of children's rights. 	<p>Continuous efforts by ECEC practitioners are necessary to ensure respect for cultural diversity and integration of the social values of British civil society.</p>	<p>Efforts made to share the fundamental values (democracy, the rule of law, personal freedom, and mutual respect and tolerance).</p>
<p>Staff-child ratio at schools and centre-based ECEC is better compared to Japan. *Standard qualification of ECEC practitioners is level 3, which corresponds to completion of "6th form", the last two years of secondary education. However, judging from the contents of the level 3 vocational training, it can be regarded as equivalent to Japan's second-class kindergarten teacher's license and nursery teacher's qualification.</p>	<p>Compliance with national standards requires high expertise at each setting, however, the proportion of highly qualified, experienced practitioners is low. Government's funding for the extension of free ECEC hours is insufficient, and as a result, the treatment of staff worsened, and highly qualified practitioners are leaving their jobs.</p>	<p>National data collection system of ELGs achievements was established. Every child's progress is assessed before she/he starts compulsory education. Though there is a danger of ECEC becoming preoccupied with achieving ELGs, this enables early identification of children who require special care and early intervention in such cases.</p>
<p>The basic principle of respect for diversity has spread widely and children are trying to take root in nursery school life while respecting the culture to which they belong..</p>	<ul style="list-style-type: none"> ■ High degree of diversity and insufficient implementation of the principle of respect for diversity. ■ Insufficient school preparation education for children whose household language is not English. 	<p>Japan, which is expanding acceptance of foreign workers, can learn a lot from England's experience of rapid cultural diversification over the past half a century.</p>

Features [zero to four years old]

Form of ECEC and fees

- ◎ **Number of children per one ECEC worker:** Three for zero- and one-year-olds. Four for two-year-olds. 13 for three- and four-year-olds if the practitioner is a graduate (level 6 or higher), eight if the qualification is below that level. Three for childminders (one under one-year-old). Childminders can take care of children over five years old at the same time, up to six children in all).
- ◎ **Zero- to two-year-olds:** Search of environment through children's choice.
- ◎ **Three- and four-year-olds:** Centered on activities chosen by each child. Nursery rooms are usually set up so that different activities can be performed in each corner. Class- and group-based activities include morning assembly, snack, reading picture books, etc.
- ◎ **Four-year-olds in reception class:** In addition to the above, formal education of letters and numbers starts.
- ◎ **ECEC fees (converted at £1 = 150 yen):** Fees differ depending on the residential area, employment status of parents, and child's age.
 - Under three years old:** Except for the slot for two-year-olds of low-income family, parents pay the full cost. Average fees when a two-year-old uses the service for 50 hours a week: £231.75 (about 34,800 yen) per week in England, and £323.40 (about 48,500 yen) per week in London.
 - Three- and four-year-olds:** Free for 30 hours per week for households in which both parents are working (one parent for single-parent households). Free for 15 hours for other households. Average fees for 25 hours a week (including free 15 hours): £49.36 (about 7,500 yen) per week in England and £75.35 (about 11,300 yen) per week in the London. Average fees for 50 hours a week (including free 30 hours): £94.42 (about 14,000 yen) per week in England and £129.96 (about 19,500 yen) per week in the London urban area. (Family and Childcare Trust: Childcare survey 2018)

Flow of a typical day

- ◎ **Open hours:**
 - **Schools:** 38 to 39 weeks a year. Full-day programme is from 9:00 to 15:30. Half-day programme is usually in two sessions from 8:45 to 11:45 and from 12:30 to 15:30. School is open from 8:00 to 18:00, including early morning and after-school childcare.
 - **Other than schools:** Open usually from 7:00 to 19:00 on weekdays. Both half-day and full-day services are available. They are flexible and can be used in various ways but the upper limit is 10 hours a day.
- ◎ **Daily schedule:**
 - **Zero to two years:** Arrival -> play -> nursing, meal -> toileting (individually or by group, depending on their age) -> nap -> nursing, snack, toileting -> play -> dismissal.
 - **Three to four years old:** In half-day programme, arrival -> activities of choice (outdoor and indoor) -> snack -> assembly (songs, picture books, and reflection) -> dismissal. In full-day care, lunch -> nap are added to the flow of half-day care.

Relationship between children and ECEC teachers and educators

- ECEC practitioners sit by the children, constantly talking to them and watching over their activities, and supporting them as necessary.
- Children turn to ECEC practitioners for help when they have feelings they can't deal with or when their activities are at a standstill.
- ECEC practitioners intervene in troubles early on and guide the concerned parties into separate activities.

Relationship between children

- As most of the children enter reception class at the age of four, the oldest children at ECEC settings at the beginning of the school year are under four and they tend to engage in individual activities in child-led play.
- Playing such as make-believe, which develops with sharing an image among children, is rarely sustained, but it varies according to the way the ECEC practitioners approach them.

Relationship between the settings and parents

- Involvement based on common understanding that parents have the first and greatest influence on the development of a child.
- Parents from economically, socially, and culturally disadvantaged families are actively approached. Information on community family support programs is also proactively provided.
- National standards stipulate sharing of records with parents, and the children's condition are communicated through various media, such as their works and photographs. Two-way information sharing using electronic media has also advanced in recent years.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Children's independent activities are respected. ■ Rich indoor and outdoor environment. There are plenty of toys, water, sand, and drawing materials. 	<p>Designing a rich learning environment calls for high levels of insight, intelligence, and aesthetic sense of the ECEC practitioners. In the absence of such elements, the value of variety is often placed on too much, and there is an excessive supply of materials indoors.</p>	<ul style="list-style-type: none"> ■ It would be desirable to realize this level of staff-child ratio in Japan. ■ There are cases of poorly equipped learning environment in Japan, especially for the children aged zero and one. ECEC settings in England have rich materials in the environment, especially materials subject to exploring, and one can learn a lot from this.
<ul style="list-style-type: none"> ■ Relaxed flow of time. ■ It is tailored to suit the pace of each child. ■ They line up sufficient numbers and types of toys for each child to play with. ■ The reception class, where children enter at the age of four, teaches letters and numbers formally and it is rather like a classroom for first graders of primary school in Japan. 	<p>As diversity of individual child's activities is emphasized, it is rare to plan whole class activities from a medium- or long-term perspective, such as a week or a month. As a result, some settings have little change in the learning environment for children.</p>	<p>It offers us an opportunity to rethink how ECEC in Japan should be in regard to what kind of environment is most comfortable for infants and toddlers, and also encourages and promotes their learning.</p>
<ul style="list-style-type: none"> ■ All practitioners collect records of activities, share them, and prepare portfolios and learning journeys. ■ You often hear words prompting, encouraging, and praising the children. 	<ul style="list-style-type: none"> ■ Spending more time creating records and less time interacting with children. ■ It is questionable how to utilize the huge amount of accumulated records and the necessity of recording them. 	<ul style="list-style-type: none"> ■ It deepens the understanding of the significance of the multifaceted development record. ■ It teaches the necessity of building a recording and assessment system that do not place excessive burden on ECEC practitioners.
<p>Verbal communication in which children are respected as individuals and respect each other are actively promoted.</p>	<p>ECEC practitioners need to have high skills to enrich the play led by children, but that is often not the case.</p>	<ul style="list-style-type: none"> ■ One can see the advantage of having five-year-olds at preschool settings in Japan. ■ It makes you re-recognize the significance of an ECEC teacher playing together with children.
<ul style="list-style-type: none"> ■ There are various and many instances where parents can participate. ■ Each setting is expected to play the role of a center for supporting families, and the practitioners are aware of that role. 	<p>In communities with many immigrants, cooperation with parents is difficult due to insufficient communication.</p>	<ul style="list-style-type: none"> ■ It is necessary to train and increase ECEC practitioners who can support families in Japan. ■ It teaches us that there is an urgent need to establish a system to respond to the increasing multiculturalism and multilingualism and to improve the ECEC practitioners' ability to cope with the situation.

Features [zero to four years old]

Training of ECEC teachers and educators

Following the introduction of the new ECEC qualifications, they are in the process of replacing the earlier qualifications (still effective) except QTS, which were overproduced in the past. There are three types of qualifications, including the traditional teacher's qualification (QTS) and the new ECEC qualifications. Training differs for teachers and other ECEC positions.

- ◎ **Qualified Teacher Status (QTS):** University graduate-level qualification (level 6), common for nursery school, primary school, and secondary school. Completion of 3-4 years undergraduate teacher training course, or via Postgraduate Certificate in Education (PGCE) programme, a one-year course after acquiring bachelor's degree. There are training courses established within schools such as School-centred initial teacher training.
- ◎ **Early Years Teacher Status (EYTS):** University graduate-level qualification (level 6), specialized in the Early Years Foundation Stage (EYFS). Requirements for joining training course is the same as QTS.
- ◎ **Early Years Educator (EYE):** Practitioners with standard qualification for ECEC (level 3) are called EYE. Level 3 qualification is equivalent to completion of 6th form" education, the last two years of secondary education. It is equivalent to second-class kindergarten teacher's license and qualification of nursery teachers in Japan. They can be a staff in charge of a class and may become a leader of a small-sized setting.
*The requirements for childminders are completion of basic training and a certification of completion of lifesaving training. A wide range of personnel, from those having graduate school degree to those without any qualification, are working as childminders.

Working conditions of ECEC teachers and educators

Various occupational qualifications exist and the treatment depends on the qualification and job position, and job-hopping and promotional transfers are common.

- ◎ **Salary:** Differs by workplace. Annual salary of ECEC practitioners excluding teachers is usually £14,000 to £24,000, EYTS £18,000 to £30,000, and QTS £24,000 to £61,000 (2018-2019; according to an industry website).
- ◎ **Working hours:** 36 to 40 hours for those working at ECEC settings (about 25 days of paid holiday a year) and 1,265 hours for full-time school teachers.
- ◎ **Turnover rate:** 21% for those with level 3 qualification and 18% on average and is rising (NDNA Early Years Workforce Survey 2016 - England). Some 70% of level 3 ECEC practitioners who left their jobs moved to another industry while the number of those without qualification who were newly hired increased (NDNA 2017/18 Workforce Survey). The number of people with high qualifications continues to decline.

Professional development

■ There are rules on statutory training, obligation for its implementation and update, and recommended training regarding Early Years Foundation Stage (EYFS). New hire training, food sanitation, health and safety, and lifesaving training, etc.

- Legalization training differs by business format and position.
- New hire training is compulsory for all and private training providers implement all or part of the training.

Assessment of children

There are two assessments: "the progress check at age two" and "the Early Years Foundation Stage Profile", implemented usually in the reception class in the final term of EYFS.

*The content of the profile is information on the achievement of 17 goals and 3 aspects of effective learning. Includes features and trajectories of learning (Learning Journey). Validation by internal and external evaluators is conducted.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Vocational qualifications in every industry indicate the level of competence (levels 1 to 8). ECEC positions have levels 2 to 6 and level 6 denotes qualification of a university graduate level. ■ Though limited, there is a programme to train necessary human resources using a scholarship and guarantee for funds. ■ There used to be a public funding for people who wish to start an ECEC career or those with lower-level ECEC qualifications to acquire or upgrade their qualifications, which was significantly reduced after the change of government in 2010. 	<ul style="list-style-type: none"> ■ Rate of those with lower level qualifications is high. ■ Requirements for starting training courses for QTS and EYTS are the same. However, EYTS is considered lower than QTS in the workplace and there are limited promotion opportunities for those with EYTS. 	<ul style="list-style-type: none"> ■ Quite a few practitioners with Masters' degree and above actively take lead of the ECEC settings. ■ In England, the workforce qualification has been deteriorating due to the change in the government policy and budget cuts, which is a good example that reminds us again of the importance of government policy. ■ It suggests the importance of established scholarship programme for those currently in ECEC jobs to acquire higher-level qualifications. In England, curtailment of a scholarship programme has reduced the motivation of those currently in ECEC jobs to improve their qualification.
<ul style="list-style-type: none"> ■ Paid holidays are guaranteed and it is easy to take them.. ■ There are only minor disparities in the treatment of QTS teachers in schools of different categories. ■ Job descriptions for each position are clear 	<ul style="list-style-type: none"> ■ Except school teachers (QTS and EYTS), wage level is lower compared with jobs in other industries. ■ There is a gap in treatment between ECEC practitioners working in schools and in other settings. 	<ul style="list-style-type: none"> ■ There is an urgent need to correct the treatment gap between teachers of different school categories in Japan, and between public and private settings. ■ It is necessary to review the work-life balance in the Japanese society as a whole.
<ul style="list-style-type: none"> ■ Some local authorities offer the training for free or at a low cost. ■ Major ECEC providers are also actively involved in the training business. ■ There are many training courses planned and offered by training providers. 	<p>With the increasing cost burden due to outsourcing of training to commercialized organizations, training opportunities decreased, and it is difficult to nurture the culture of setting-based ECEC training organized by practitioners themselves.</p>	<ul style="list-style-type: none"> ■ It tells us the advantages and value of on-site training by ECEC practitioners widely carried out in Japan. ■ It shows the necessity of utilizing various community resources.
<ul style="list-style-type: none"> ■ "The progress check at age two" is conducted while listening to the voices of parents.. ■ The EYFS profile aims to gain a multi-dimensional understanding of the child's development, but it is ultimately converted into figures and centralized control of the information is in progress. 	<p>As assessment items are so detailed, collecting and organizing the necessary data is a heavy burden. It is expected to be revised in the future to reduce the burden. The viewpoint of assessment tends to be bound by EYFS learning goals and to focus on children's school readiness.</p>	<p>Including issues and problems, it provides a precedent for studying parental participation in the assessment, and creating diverse and flexible evaluation methods.</p>

1. Guarantee of parents' childcare rights and part-time childcare

The Netherlands has about 30 years of history of enhancing daycare centres and is still in the trial-and-error stage. Originally, children before school age gained social skills at a playgroup (*peuterspeelzalen*), but the place for children has changed since around 1980, as children with foreign backgrounds and working parents increased. Playgroups became a place where children with foreign backgrounds and households with low SES (Socio Economic Status) receive preschool early years education in language and numeracy, while daycare centres became a place which accept children whose parents work full-time or part-time and have relatively high education. Furthermore, this situation changed drastically from 2000 onwards. The number of working guardians irrespective of their academic background increased and various functions to provide childcare and education to children before starting primary school came to be concentrated at daycare centres.

Features*1

Care [zero to four years old]

Education [two and a half to six years old]

Basic rules

- Ⓞ **Facilities that fall under regular childcare (*Kinderopvang*):** Under the jurisdiction of the Ministry of Social Affairs and Employment. From six weeks old to the end of primary school at 12 years old. **Facility-based childcare (registered daycare centre, *Kinderdagverblijf*):** Many of them are established together with **out-of-school childcare or a playgroup**. The act on cooperation between childcare and playgroup became applicable to playgroups (*Peuterspeelzalen*) in 2018 and is established within daycare centres. Most of preschool, early years education to follow up on the Dutch language and cognitive functions is done here. -There are also **family-like childcare (*Gastouderopvang*) and out-of-school care (registered after-school childcare, family-like childcare, *Buitenschoolseopvang* [BSO]).**
- Ⓞ **Facilities falling under non-regular childcare: unauthorized childcare facilities in general and childminder including au pairs.**

- Ⓞ **Facilities that fall under education:** Under the jurisdiction of the Ministry of Education, Culture and Science. **Primary school (*Basisschool*):** Primary school classes of four- to five-year-old children (equivalent to first and second grades of elementary school). Kindergartens and primary schools were integrated under the Primary Education Act in 1985. **-Preschool education (*Voor -en Vroegschoolse Educatie* [VVE]):** For 2.5- to five-year-olds, of which education for four- to five-year-olds focuses on primary school students requiring support.
- Ⓞ **Start of compulsory education:** Institutionally it is from the age of five, but in effect children can start from the age of four.

Views on children and childcare

- Ⓞ **View on children:** At the beginning of the document that describes the core goals of primary schools, it says that society is subject to relentless changes and children will be educated so that they can survive in such a society. While children are respected as individuals, the biggest emphasis is placed on them acquiring the skills to live as a member of society.
- Ⓞ **View on child care:** Childcare goals are (i) to achieve children's social and emotional stability, (ii) to have children acquire sociability, (iii) to enhance individual qualities, and (iv) to have children learn social rules and values.

Guidelines and assessment by the government and municipalities

- There is no national curriculum. The framework of quality regulations depends on the childcare quality innovation act based on the agreement between the government, childcare operators, and parents' organisations.
- Local municipalities supervise quality under the supervision of the Inspectorate of Education. The act on cooperation between childcare and playgroup became applicable to playgroups (*Peuterspeelzalen*) in 2018 and is established within nurseries. However, most of preschool education is given here.

- The three freedoms of education, namely, freedom of establishing schools, freedom of school operation, and freedom of education are stipulated by the constitution.
- There are 58 core goals children should acquire by primary school. While early years class is different from grade 3 and above of primary school, the school preparation-type education program is expected to be strengthened. However, recognition of independence in children's learning is common among involved parties. The Inspectorate of Education carries out quality assessment.

2. Implementation of the childcare quality innovation act

In January 2018, *De Wet Innovatie en Kwaliteit Kinderopvang* (Wet IKK), the childcare quality innovation act, was implemented in aim to give priority to children’s development, putting in place regulations to ensure safety and health, and introduction of custom-made education, and stabilization. It aims to ensure childcare qualities by implementing a mentor system²² for each child, by improving ECEC teachers’ language skills which develop children’s language ability and by excluding assistants from the number of ECEC teachers, which used to be included.

3. Incorporation of playgroups into daycare centres

The legal positioning regarding childcare of playgroups, which used to be unclear, was made entirely the same as that of daycare centres. Playgroups became nonexistent legally in 2018 and were incorporated into nurseries, and guardians with children using playgroup are expected to receive subsidies, which were not paid before. Children with foreign nationality or foreign background and low SES households still receive early years education (under the jurisdiction of the Ministry of Education, Culture and Science) in the format of playgroups as before.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Based on the freedom of education stated in the constitution, public funds are spent equally on schools of all sorts of religions and principles to give them equal status. ■ Kindergartens and primary schools were integrated in 1985 to remove the difficulties that children encounter at the entrance from grade 2 to 3. 	<ul style="list-style-type: none"> ■ The idea that child care is the responsibility of the guardians, meaning it falls under private area, was deep-rooted and it has shallow institutional history, and government agencies in charge have changed and is still developing. ■ The difference of level between education and childcare is large. Concerns are that early year class will be made into primary school. The failure rate from grade 2 to 3 of primary school is around 10%, which has not changed from before the integration. ■ The significance of the fact that playgroups, which began in 1970s from the voluntary activities of parents, were completely absorbed by daycare centres needs to be observed into the future. 	<p>It is hard to say that it can generally suggest something because philosophies and legal systems are significantly influenced by the geographical and historical backgrounds of each country. However, the Netherlands has always projected an image as the Netherlands of Europe and more recently as Netherlands of the world. In that sense, Japan should determine its direction without forgetting the perspective of Japan in the world as well as Japan in Asia.</p>
<p>The ideas of citizen and family cultivated since the time of the Republic of the Seven United Netherlands (from 1581 to 1795) have been influencing the views on children and childcare.</p>		
<ul style="list-style-type: none"> ■ Preparation of quality standards by three entities: the government, childcare operators, and guardians. ■ It is striving to reform quality assurance in a short period of time and to improve conditions, such as safety consideration for children, which has been an issue. 	<p>The Opportunities for Development through Quality and Education Act of 2015 was revised to the innovation and quality of childcare act in 2018. The system has advanced, but the issue is how the contents will develop to become relevant to the system.</p>	

Netherlands

	Features*1	
	Care [zero to four years old]	Education [two and a half to six years old]
Philosophy and features	<ul style="list-style-type: none"> ■ Taking care of children for their development while attaching importance to each child's individuality, encouragement for educational considerations by valuing children's contact with the environment and accelerating language development, and valuing the relationship with parents make up the philosophy that is shared by the various ECEC facilities. On top of that, facilities have come forward with unique training methods for their ECEC teachers to bring out characteristics of each facility, such as childcare centred around play. ■ There is a rule that says childcare operators must state the methods and standards for implementation of childcare in their childcare plan that is based on the facility's philosophy. 	<p>Education philosophies cannot be generalized because they depend on the entities operating each school or religion. For example, among Catholic schools located in a given area, some adopt the Jena-Plan*3 while others do not, and one of the two religiously neutral schools located next to each other adopts the Montessori*4 method while the other is an ordinary school that offers education in tune with the times while valuing the uniqueness of children.</p>
Form of childcare and fees	<ul style="list-style-type: none"> ⊙ Number of children per teacher or caregiver: Three for up to one year old, five for up to two years old, six for up to three years old, and eight for up to four years old. ⊙ Class size: Maximum number of children for one-year-olds is 12 at facility-based childcare. Maximum number of children aged one to four is 16. The maximum number for mixed-age classes is based on the youngest child's age in accordance with the above. The number of days per week depends on the registration contract with guardians. ⊙ Childcare fees: The government subsidies for childcare fees in 2019 was 230 hours per month per child at maximum. Daycare centres cost €8.02 per hour, a parent looking after children €6.15, and after-school child care €6.89, and households with the lowest standard household income are entitled to subsidies for 96% of these fees and those with the highest standard household income receives subsidies for 33% for the first child and 67% for the second and later children. 	<ul style="list-style-type: none"> ⊙ Class size: About 16 children for primary school's early years class (grade 1 and 2). There are many mixed-age classes for these grades. ⊙ Features of education formats (example): <ul style="list-style-type: none"> ● Learning based on themes decided for each season, which attaches importance to play by incorporating elements of reading, writing, and mathematics. ● Preschool education is only given particularly to those requiring support among children at childcare facilities and grades 1 and 2 of primary school.
Flow of a typical day	<ul style="list-style-type: none"> ⊙ Open hours: From 7:30 to 18:30 in general. ⊙ Daily schedule: Arrival by 9:00 -> free play, group activities, and snack until 11:30 (some infants have morning nap) -> lunch -> nap or play quietly for about 30 minutes, then free play and group activities -> nap and free play -> dismissal. 	<ul style="list-style-type: none"> ⊙ Open hours: Early years class of primary school generally starts at 8:30 or 9:00 and ends around 15:00. ⊙ Daily schedule: Arrival -> theme-based play and group play indoors and playing outdoor -> lunch (children can either go home and eat or eat at the facility) -> theme-based play and group play indoors and playing outdoor -> dismissal.
Relationship between children and ECEC teachers and caregivers	<p>Many ECEC teachers and caregivers interact with children based on the theories of E. Pikler, T. Gordon, R. Steiner, M. Montessori, and L. Malaguzzi. In other words, they put emphasis on the attitude to respect children's independence and listen to their voices.</p>	<p>Teachers function as a coordinator for play and learning in early years class of primary school. Teachers do not actively get involved in children playing together.</p>
Relationship between children	<p>Enjoy playing with close friends or create friends by engaging in the same play. Group activities are limited to reading picture books with children in the same class and singing songs.</p>	<p>Enjoy playing with close friends or create friends by engaging in the same play.</p>
Relationship between the facility and parents as well as the household	<p>An interview is always held before enrolling a child, and an agreement to the facility's principles and the parents' requests are exchanged in written form. Each facility has a committee of guardians that plays the role of mediator with the facility.</p>	<p>The obligation of disseminating information to guardians is stipulated by law. Guardians' involvement in school is welcomed from the perspective of promoting support for children, and guardians have various legal rights</p>

Positive points	Issues	Suggestions for Japan
<p>Philosophies and methods of childcare and education differ from facility to facility and school to school, giving guardians various criteria of choice.</p>	<p>Philosophies and methods of childcare and education differ from facility to facility and school to school, and the difference in the educational views of guardians tends to directly impact children's growth.</p>	
<p>More playgroups and out-of-school childcare facilities are being established together with schools, making it easier for children to use and improving the cooperation between staff of different facilities. Childcare facilities can be utilized depending on the guardian's workstyle.</p>	<p>ECEC teachers and caregivers may also work short hours and this may possibly impact the psychological stability of children, especially infants.</p>	<p>In terms of practice, we, in Japan, can learn from the fact that children's independence is respected and ECEC teachers and caregivers offer childcare without losing sight of their identity or roles. Also, we can learn from the reality that guardians' active involvement is welcomed and there is no tendency of leaving it entirely up to or pushing it to the facilities.</p>
<p>Naps, childcare, and meals are not uniform and are provided based on guardians' request and by determining the child's conditions.</p>		
<p>Children's independence is valued. Simultaneity in activities or acting in tandem is not the aim of group and class activities.</p>	<p>Based on various research, verbal stimulation of children and support for involvement among children by many ECEC teachers and caregivers are weak.</p>	
<p>Especially in toddler years, importance is attached to involvement among children and ECEC teachers and caregivers focus on watching over children, so they do not actively play with children, unlike Japan.</p>		
<p>Guardians are considered to be a partner in childcare and education and are respected as an active and substantial involved party.</p>	<p>Guardians' view on education and interests have a significant impact on children.</p>	

Netherlands

Features*1		
	Care [zero to four years old]	Education [two and a half to six years old]
Fostering ECEC teachers and caregivers	<ul style="list-style-type: none"> ⊙ Regular ECEC teachers and caregivers: The basic ECEC teacher qualification is the middle-level applied education (MBO), and they are trained in an education job for three years (PW3). However, there are also implementation measures for those who have qualification in social education and primary education, and those with ECEC teacher qualification from a foreign country. 	<ul style="list-style-type: none"> ⊙ Primary school teachers: Trained in four-year higher vocational education (HBO). Curriculums differ depending on whether the teacher is in charge of the first four years or the latter four years of primary school. ⊙ Preschool teacher qualification: Both ECEC teachers and primary school teachers can acquire the qualification but it is more often that ECEC teachers concurrently teach at preschool.
Working conditions of ECEC teachers and caregivers	<ul style="list-style-type: none"> ⊙ Salary: €2,047 per month for starting teachers (regular ECEC teachers in 2019). ⊙ Working hours: Annually 1,879 hours on average. 	<ul style="list-style-type: none"> ⊙ Salary: €2,563 per month for starting teachers (primary school's early years class teachers in 2018). The same standards for both public and private institutions. ⊙ Working hours: Thirty percent of teachers are part-timers working 20 to 35 hours a week.
Training teachers and caregivers	<p>It became compulsory from 2020 for them to take training on how to interact with zero-year-olds and acquire a language skill certificate, and facilities are to have a pedagogical policy instructor (<i>pedagogisch beleidsmedewerker</i>).</p>	<p>Professional development (PD) training is about four days a week and mostly done by participating in workshops.</p>
Assessment of children	<p>There is no assessment based on figures or the level of achievement, but a record of development is documented and kept. Share children's development with guardians through an exchange of notes and photos and 10-minute interviews.</p>	<p>In 2010, detailed attainment goals were established for primary school early year classes and have been reflected in curriculums. Many schools prepare reports on children about three times a year and present them to guardians. Appropriate environment and study methods based on time-wise data of the child's marks for each subject.</p>

*1 If ECEC of the Netherlands is divided by age like other countries and regions, it would be divided into up to four years old and four and above, but we judged that it is easier to understand if we divide it into care and education, given the facts that preschool education for children requiring social support is implemented continuously from 2.5 years old, and regular ECEC facilities often offer nursery for children up to four, after-school care for those over four, and playgroup for short-time care in a single facility.

*2 The mentor system is a fairly simple system: a child-care provider in charge of the class is assigned to watch over the development and social welfare of one child and conduct regular conferences with the parents in addition to providing consultation upon request. There are currently no clear regulations regarding the number of children under the care of one mentor or the frequency of parental conferences. This only applies to preschool child care, not to older children who can attend after-school programs.

*3 Proposed by the German educator Peter Petersen, this is an educational method which is particularly developed in the Netherlands. On the premise that for children, school is a place for both daily life and work, it stresses the importance of building relationships with those in the surrounding environment as well as others outside it. It is based on the formation of mixed-age classes as the basic groups to which students are assigned.

*4 According to the view of child development proposed by Maria Montessori of Italy, it is important to provide an environment that focuses on the child's self-awareness and develops potential. It allows both freedom of activity and also provides time for each child to quietly concentrate.

Positive points	Issues	Suggestions for Japan
<p>It is flexible in the sense that the country is trying to respond by utilizing those who have qualifications in related fields, potential ECEC teachers, and those having qualifications overseas, in a bid to respond to the increase in the number of children receiving care.</p>	<p>It has three-month training, etc. similar to Japan's special measures for kindergarten and daycare centre teachers to acquire mutual qualifications, and there are concerns that it is a temporary measure to address the ECEC teacher shortage.</p>	<p>While both flexibility and quality of the system are sought in childcare, ensuring the level of language skills also needs to be addressed in Japan in the future.</p>
<ul style="list-style-type: none"> ■ Social status and treatment of early years class teachers are roughly equivalent to those of primary school teachers. ■ The quality is rapidly improving due to the government policy that childcare jobs are professional jobs. 	<p>Low social status of staff providing childcare. This is considered to be due also to the fact that training institutions of childcare staff is secondary education level. It is gradually improving but is necessary to watch the future trend.</p>	
<p>The government is trying to improve language skills of those with ECEC teacher qualification by attaching importance to verbal interaction with children and has established a qualification for instructing pedagogical policy in general.</p>	<p>(Regarding primary school teachers) the number of days spent on participating in training and collaboration with colleagues is lower than the averages of OECD.</p>	
<p>A child's data is managed on computers, which is useful when the child goes on to a higher grade or changes schools, and also makes it easy to confirm development records.</p>	<p>Early years education becoming part of primary education was a matter of concern when kindergartens and primary schools were integrated, and this is showing in the increase in dropout rates.</p>	

1. Unification of kindergartens and nurseries ahead of the world, based on democracy

Sweden pioneered the unification of kindergartens and nurseries among capitalist countries in 1975. Based on democracy, the country has been guaranteeing children aged one and above the rights to receive high-quality ECEC at approved facilities since 1993. Some 49% of one- years-old; 89% of two- years-old, and 94% of three- to five- years-olds go to kindergarten.

2. Decentralization and its impact

In the 1990s, the guidelines for operation management was abolished, advancing decentralization, and it became the responsibility of municipalities. The number of children per ECEC teacher, number of children in one class, ECEC fees, and operating expenses were put under the municipality's discretion (hiring, salary, etc. are decided in negotiations between the principal of the preschool and each worker). In 1991, it became possible for commercial businesses to enter the ECEC service. As the recession in the 1990s caused discrepancies in operating costs and childcare fees between municipality, in 2002, the government set the upper limit for childcare fees.

Features [one to five years old]

Basic rules

- ◎ **Education and care:** ECEC that combines education and care for children aged one to five years old is provided at preschool.
 - **Public versus private, the government versus municipality:** There are 7,098 public schools (municipalities) and 2,693 private schools (including nonprofit; participation by commercial businesses was allowed in 1991) as of 2019. Municipalities take supply responsibility.
 - **Organisation with jurisdiction** (whether they are unified): In 1975, the name was unified as preschool (*Förskola*), in 1996 it was shifted to become under the jurisdiction of the Ministry of Education from the Ministry of Social, and in 1998 the School Education Act became the governing law, replacing the Social Services Act.
- ◎ **Age for enrollment:** One (because of the parental leave of minimum 672 days) to five years old.
- ◎ **Start of compulsory education:** Six years old. Enrollment in a preschool class (*förskoleklass*; after graduating from preschool, children spend one year in preschool class, mainly learning and playing and then enter the compulsory school, a system that combines the elementary and junior high school in Japan) was made compulsory in 2018.
 - **Type of preschools:** (i) [**Preschool (*förskola*)**] From one to five years old. In Stockholm, education-hours are from 6:30 to 18:30 if a parent requests but there are few preschools that are open until 18:30, as there is no overtime work in Sweden. Children are entitled to ECEC for 30 hours a week even while the parent is still on parental leave. (ii) [Pedagogical care institution (*pedagogisk omsorg*)] So-called childcare moms. From one to 12 years old. (iii) [**Open preschool (*öppenförskola*)**] Primarily used by a child and parent on parental leave and a daycare provider of Pedagogical care institution. Similar to community parenting support centres in Japan.
 - **Relationship between preschool and elementary school:** Children advance from preschool (*förskola*) to preschool class (*förskoleklass*). Preschool class located within the premise of an elementary school and is over in the morning, and children go to a leisure centre (school-age educare) within the same premise after lunch. The Swedish National Curriculum for Preschool (similar to Japan's National Guideline for Care and Education at Day Nursery) stipulates that "The preschool should collaborate in a trusting way with the preschool class, the school, and the school-age educare, in order to support the development and learning of children from a long-term perspective."
- ◎ **Social and political changes:** Sweden clarified the significance of the preschool's existence in school education, upon building a lifetime education system from preschool to higher education. Such improvement in the quality of education became a strong driving force in improving quality and helped Sweden to become a knowledge superpower.

Views on children and education

- ◎ **View on children:** A law prohibiting violence was established in 1979, replacing the old view that it was acceptable to hit children. Since then, children are fully motivated to learn, active, and very curious. Children are creators of culture and knowledge and are individual persons with inalienable rights.
- ◎ **View on ECEC:** Respects children as active citizens and places emphasis on supporting their holistic development.

3. Compatibility with ECEC in Reggio Emilia in Italy

In 1981, Sweden became the first place where an exhibition on infant nurseries and kindergartens of Reggio Emilia in Italy was held outside Italy. Since 1970s, preschools in Sweden have been advocating interaction-based pedagogy and theme-based activities and implementing ECEC that attaches importance to listening to the children's voice. Compatibility between traditional Swedish ECEC and Reggio Emilia's ECEC was identified and the exhibition attracted 90,000 participants, becoming a major sensation. Through the second exhibition in 1986 and exchanges over 10 years in which 3,000 people visited Reggio Emilia, ideas from the ECEC model of Reggio Emilia have been giving direction to Sweden's ECEC development.

Positive points	Issues	Suggestions for Japan
<ul style="list-style-type: none"> ■ Unification of kindergarten and nursery. ■ Ample budget. ■ High-quality ECEC. 	<p>Teacher shortage: In capital Stockholm, the ratio of teachers at preschools is set at 50% but some preschools have not achieved it due to a shortage of teachers.</p>	<p>Improvement in ECEC conditions, unification of kindergarten and nursery, and increased budget.</p>
<p>ECEC teachers respect children and start by listening to them.</p>	<p>The National Curriculum amended in fiscal year 2018 advocates that, "The preschool should provide each child with the conditions to develop an understanding of democratic principles and the ability to cooperate and make decisions in accordance with them," but it is yet to be realized.</p>	<p>The entire society ensures to respect children as individual persons with rights.</p>

Sweden

Features [one to five years old]

Guidelines and assessment by the government and municipalities

- ⊙ **National curriculum:** The national curriculum (*Förskolans läroplan*) was established after the governing law of preschools was brought under the School Education Act from the Social Services Act in 1998.
- ⊙ **National principle:** The curriculum at its beginning declares that the foundation on which the preschool rests is the value of democracy. Preschool is where the foundation for life-long learning is formed. It stresses learning through play, in which education and care are provided in an integrated manner. The national curriculum outlines educational activities of preschools, which each municipality is in charge of supplying. Bylaws are stipulated by each municipality, community, and preschool.
- ⊙ **Inspection:** The Swedish Schools Inspectorate was established in 2008. School inspectors inspect all schools (both public and private) on a regular basis (every three years).

Philosophy and features

- Child-centric with emphasis on daily life and nature.
- Equality between boys and girls, and 510,000 children (of population of about 10.22 million) attend, including a fifth of foreign nationals. Meticulous support, such as assigning ECEC teachers who speak the children's native language. Explore features of various countries in project activities, etc.
- Children spend many hours outside by pursuing the changes in nature.

Form of ECEC and fees

Basically, children take the initiative. Essentially free play, other than the morning gathering, lunch, and snack time. There are no project activities in which all children in a class take part at once.

- ⊙ **Many mixed-age classes:** It was introduced in the 1970s because of a decline in the number of siblings caused by women's advancement in the society. A preschool may have groups of one- to three-year-old, three- to five-years-old, and one- to five-years-old. The number of age-based classes is currently increasing partly due to the impact of the introduction of the Reggio Emilia Inspired Approach.
- ⊙ **Number of children per teacher or childminder:** Five to seven children aged three or older. Four to Five children aged below three.
- ⊙ **Class size:** Three ECEC teachers for 15 to 20 children aged three and above. Three teachers for about 12 children aged below three. (There are no national standard and it falls under the jurisdiction of municipalities).
- ⊙ **Space:** Area of 10 sq. meters per person. One class has four to five rooms and include an atelier, a construction room with blocks of various sizes, a library, and a room for playing house. Children freely engage in activities as they choose rooms and corners.
- ⊙ **Childcare fees:** The upper limit of childcare fees, MAXTAXA, was introduced in 2002. To eliminate the discrepancies between municipalities caused by the recession in Sweden in the 1990s and to enable equal access.
 - First child:** 1,425 Kr (about 17,000 yen), or 3% of income. *Converted into Japanese yen using the rate as of 2019. The same applies hereinafter.
 - Second child:** 950 Kr (about 11,400 yen), or 2% of income.
 - Third child:** 475 Kr (about 5,700 yen), or 1% of income.
 - Fourth or later:** Free.
 - Three- to five-years-old:** Free for 15 hours a week.

Flow of a typical day

- ⊙ **Open hours:** It is usually from 7:00 to 17:30 (for example, the longest in Stockholm is from 6:30 to 18:30 but almost no one uses it because there is no overtime work). Five days a week (Saturdays and Sundays are holidays). Summer holidays are from three to five weeks.
- ⊙ **Daily schedule:** From 9:00 activities in each class (time for gathering, songs, activity using hands, etc.) -> from 9:30 indoor and outdoor activities in small groups. Free play and project activities. Subsequently, open air activities (park, forest, etc.). -> from 11:00 lunch. -> from 12:00 nap (one- to three-year-olds. It is optional for three-years-old. Four- and five-years-old play indoors and in the playground. -> from 14:00 snack (outside in principle). After snack, outdoor play. Children start going home as parents come to pick them up. -> Most children leave the preschool by 17:00.

Positive points	Issues	Suggestions for Japan
<p>The national curriculum has penetrated and has been established as the core of ECEC practice and documentation.</p>	<p>The word <i>undervisning</i> (teaching) was introduced in the national curriculum amended in 2018 and was stated it is the responsibility of the preschool teacher to care and support the development and learning of children. There were concerns that it might turn preschools into schools, but “Holistic view of children” and “Play is important as the foundation of development, learning and well-being” were added in the section of “The tasks of the preschool” and put into effect in July 2019.</p>	<p>ECEC policy that can be utilized by ECEC teachers at kindergartens and nurseries.</p>
<ul style="list-style-type: none"> ■ Development of indoor and outdoor environment that gives shape to the view of children. ■ Abundance of teaching materials (utilization of natural objects and recycled materials). 	<p>The Swedish Schools Inspectorate pointed out that there was insufficient gender equality education. The reality that the ratio of male ECEC teachers was 8% in 2015.</p>	<p>Breaking away from an event-centred doctrine.</p>
<p>The childcare room area is about five times that of Japan. It is centred on free play in a well-developed environment, both indoors and outdoors.</p>	<p>Some might think it is free because Sweden is known as a welfare state, but there are in fact fees. Still, the most expensive is about 17,000 yen for the first child, which is low. It can be covered almost entirely with child allowance. The Social Democratic party promised to make 15 hours per week of child carefree for two-years-old but this has not been realized.</p>	<p>Japan has to make urgent improvements in the number of children per class, small area, and the number of children waiting for enrollment.</p>
<ul style="list-style-type: none"> ■ Children choose how to play and spend relaxing time. ■ Abundant teaching materials and corners. 	<p>Children spread over several rooms and play, and there are few opportunities for them to copy each other or cooperate.</p>	<ul style="list-style-type: none"> ■ The number of children per class is small and there are many ECEC teachers, which enables the teachers to listen sufficiently to each child.

Sweden

Features [one to five years old]

Relationship between children and ECEC teachers and childminders	<p>Children take initiative. Teachers prepare an environment for children to play freely but they rarely play with children either indoors or outdoors. They observe children and prepare documentations and share them with the children and their parents.</p>
Relationship between children	<ul style="list-style-type: none"> ■ Children have abundant teaching materials, such as toys and natural objects (what children collect during walks, which they take almost every day), and they expand play as they interact in various activities such as projects, playing house, outdoor play, etc.
Relationship between the preschool and parents as well as the household	<ul style="list-style-type: none"> ■ The national curriculum describes that children's relationship with parents is characterized with respect, responsibility, and specialty. ■ ECEC teachers encourage parents to participate: Strongly encourage parents to do so in daily life, convey children's activities at the facility in documentation and portfolio, and invite parents to events.
Fostering ECEC teachers and childminder	<ul style="list-style-type: none"> ⊙ Job type: Two types of preschool teachers and childminder At some preschools, teachers and childminders share the same work in principle but do different work at other preschools. ⊙ Qualification for preschool teachers: Graduation from (3.5 years). ⊙ Qualification for childminder: Graduation from a childminder course at high school (three years).
Working conditions of ECEC teachers and caregivers	<ul style="list-style-type: none"> ⊙ Salary: The salary of preschool teachers was raised when the legal foundation for preschools shifted to the School Education Act from the Social Services Act in 1998. In the past few years, the salary rose even further, also reflecting the shortage of teachers. ⊙ Working hours: 40 hours per week for full-time positions as a rule (it is 38 hours in some municipalities). Of the total, three hours are spent on preparation of ECEC plan, etc. There is no difference in working condition between part-time and full-time workers (only difference is in working hours).
Professional development	<ul style="list-style-type: none"> ■ As initial training, public schools have training in which workers from all job types participate, while ones established by businesses have training on corporate policy, etc. ■ There is enhanced training for current teachers and caregivers. In particular, ECEC workers who take leave for training to gain higher qualification - (i) for a childcare assistant to become a preschool teacher and (ii) acquisition of qualification as <i>pedagogista</i> (manager for implementing child care) and <i>atelierista</i> (mainly art but there are also music and dance), both of which are introduced at schools inspired by the Reggio Emilia method - are paid 80% of their salary. There are differences between municipalities.
Assessment of children	<p>The 2010 amendment of the national curriculum - quality of preschools should be improved through continuous and systematic preparation of documentation, follow-up, assessment, and development - made it necessary to observe children's growth and learning, prepare documentation, and analyze them. A team of teachers and childminder (in charge of the same class) review based on documentation and deepen their recognition of each child as a team. Formal assessment of results, etc. is not carried out in documentation.</p>

Positive points	Issues	Suggestions for Japan
Teachers have a small number of children to look after, which enables them to face each child and build relationships of trust.	Teachers do not closely watch children when they play outside.	The number of children that one teacher looks after needs to be reduced for teachers to listen to each child and implement ECEC led by children.
There are few troubles between children.	It may be better if an ECEC teacher help children who have difficulties interacting with friends.	Ensure all children feel that they are being respected.
Parents do not have overtime work and have time to spare, so the relationship between parents and ECEC teachers is very friendly.	The issue of children and families whose native language is not Swedish. The problem of education for immigrants continues to be a serious problem.	In Sweden, working conditions without overtime is enabling parents to interact with ECEC teachers with plenty of time.
It is desirable to have people with preschool teacher's qualification, but introduction of the Swedish format also can be considered to reduce the number of children per teacher and to enable team ECEC .	<ul style="list-style-type: none"> ■ There is a serious shortage of preschool teachers. How will they overcome this situation? There is a rule that requires appointment of at least one preschool teacher to start a school. ■ The fact that one preschool teacher is enough to start a school is the proof of a serious shortage in teachers. 	We can learn from their strategy of introducing teachers and caregivers with lower qualifications to reduce the number of children per teacher.
Before the shift to the School Education Act, the salary of preschool teachers was lower than that of compulsory school and there was an issue of preschool teacher shortage and deterioration of their quality. The salary of preschool teachers was raised to solve the problem, and both the number of teachers and quality improved.	Stockholm has a quality improvement goal to increase the ratio of preschool teachers to 50%, but the reality is teacher shortage.	In Sweden, rules on working hours and leave are strictly observed and salaries are also guaranteed.
There is active assistance provided to those who wish to take training, enabling them to attend college during their working hours and participate in night-time training.	How to motivate those lacking motivation.	Implementing measures such as paid leave for training.
A team of teachers and childminder (of the same class) shares information by preparing documentation.	Given the current shortage in preschool teachers, the skill to prepare documentation in which the process of development and learning is clarified for each child is required.	The number of children per ECEC teacher is low. A single teacher in charge of a class will end up carrying out things at one's own discretion. An ECEC team of multiple ECEC teachers and childminder is an absolute requirement.

1. Complete separation of childcare of children aged three and above and those below three

Child care for children aged three to five and below three differ in the following points (the former is three and above/the latter is below three): The agencies with jurisdiction (Ministry of National Education and Youth/Ministry of Social Affairs and Health and municipalities), training and qualification of education workers (training for elementary school teachers and school teacher/pediatric nurse and early years educator), open hours and time table (same as elementary school/depending on municipality), educational program (the first stage of elementary school education/none), and education and childcare facilities (everyone goes to educational institution *école maternelle*/diverse format).

2. Promotion of making early childhood education into school

Education for three- to six-year-olds is given at *école maternelle*, and this was made into compulsory education from fiscal year 2019. It attaches importance to learning in preparation for elementary school as the first cycle of initial education and it is mainly learning in the language field. Learning in play is minimal, and there are concerns that the interest on education unique to the early childhood period will weaken further and this will also affect childcare for children below three years old. There is a strong sense of centralization of power in both the school operation and education program. While there are little regional discrepancies, it is hard to demonstrate regional identity.

Features

Zero to two years old

Three to five years old

Basic rules

◎ **Facilities:** Under the jurisdiction of Ministry of Social Affairs and Health and municipalities. The generic name is “acceptance at a young age (*accueil de la petite enfance*).”

● **Facility child care: Group daycare centres** (*crèche collective*, full-time child care), **family daycare centres** (*crèche familiale*, mixture of family-like and group child care), **pluralistic daycare centres** (*multi-accueil*, different formats of child care are gathered at one place), **parent daycare centres** (*crèche parentale*, operated by parents), micro daycare centres (*micro-crèche*, small sized).

● **Child care by individuals:** Diverse, including **family-like childcare** (family-like ECEC practitioners jointly provide childcare), **childcare at child’s home**, etc.

◎ **Facility scale:** From below 10 (4.6%) to 10 to 20 (39%) and 50 or more (18%).

◎ **École maternelle (nursery school):** Accept three- to five-year-olds. However, they accept two-year-olds under certain conditions such as children from underprivileged households. The first stage of the four-stage compulsory education schools under the jurisdiction of the Ministry of National Education and Youth. Most of them are public. Teachers are the same as elementary school teachers and they are not professionals of early years education. There is no link with childcare for children below three. However, some nursery schools have transition classes for two-year-olds so that they can get used to a group.

◎ **Start of compulsory education:** Three years old (from fiscal year 2019).

Views on children and childcare

Consider children as independent personalities. Accept all children and parents by going beyond the social, cultural differences of households and physical and mental differences in children. Competent child from zero years old. Independence and specialization are important. Various childcare formats are offered to respond to diverse needs of families.

Preparation of subject learning as the first stage of school education. All children can learn and develop. One of the stages for guaranteeing that children from disadvantageous household environments do not fail in school education. The mission is to make children wish to learn and grow their personalities (the Ministry of National Education and Youth).

Guidelines and assessment by the government and municipalities

There are only few municipalities, to which the daycare centres belong, that have guidelines.

◎ **National curriculum:** The aim is to build the foundation for children to study in their future school life and gain intelligence and ability. The five domains of learning are language (speak, read and write), methods of building thinking ability (quantity and volume), physical activities, artistic activities, and exploration of the world. The main domain is language learning. Play is described as one method or form of learning.

3. Strengthening of enrollment of diverse children younger than three years old and support for childcare

All children below three years old have the right to receive childcare. In addition to group daycare centers, there are various childcare formats catering to parents' needs. At group daycare centers, hour-based contracts to respond to the various needs of parents led to a mixing of long-time and short-time childcare children, and some centers have the number of registered children significantly exceeding the capacity. The number of childrearing support bases also increased and they are used for children to get used to group childcare and to prevent parents' isolation. Recently, private daycare centers for profit have started emerging.

4. Policy to prevent social and economic discrepancy caused by education

Behind the compulsory education from three years old is the expansion of social and economic discrepancy and an increase in immigrants. Learning centered on language and reading and writing skills, in anticipation of elementary school education, is strengthened at *école maternelle* as a measure to prevent future dropout from school and falling into a cycle of poverty. Further, the trend of guaranteeing group childcare for children below three years old in socio-economically disadvantaged environments has also been strengthened. The plan is to increase the enrollment by 30,000 children from 2018 to 2022, in line with the goal to strengthen childcare of children from such households.

Positive points	Issues	Suggestions for Japan
<p>For both groups of zero- to two-year-olds and three- to five-year-olds, children living in any socio-economic and cultural conditions, a single parent, parents with irregular working hours, households in poverty or without job, and foreign national households, are guaranteed to equally receive child care and education. <i>École maternelle</i> is free of charge.</p>	<ul style="list-style-type: none"> ■ <i>Écoles maternelles</i> and daycare centres are completely separated. Lack of continuity between childcare up to two years old and childcare from three to five years old. Daycare centres used to be centred around care and was weak in education, but this has slightly improved with the introduction of early years educators. ■ <i>École maternelle</i> accepts children as young as two years old, but the limit of enrollment was reduced, and charged daycare service called “awakening garden (<i>jardin d'éveil</i>)” targeting two- and three-year-olds were established instead. 	<p>A large part of the national budget is spent on education and free early years education. What resulted from the separation of zero- to two-year-olds and three- to five-year-olds is a good example of what not to do for Japan. Dilemma to reduce poor academic performance (<i>échec scolaire</i>) resulting from discrepancies and to go back to early childhood in subject learning.</p>
<p>Guarantee right to education to all children.</p>	<p><i>École maternelle</i> does not attach importance to the perspective that education unique to early years is essential.</p>	
<p>Focus on learning at <i>école maternelle</i> is not aimed at producing elites but eliminating poor academic performance (<i>échec scolaire</i>) (founded on the reality of the French society). On the learning aspect, thinking in language and expressing self are emphasized.</p>	<p>At daycare centres, whose educational viewpoint used to be weak, early years educators began considering the educational aspect of play, but <i>école maternelle</i> places low importance on play, and is limited to suggesting play necessary for children.</p>	<p>It may be possible to showcase the significance of Japanese education centred around play and importance of play from a long-term perspective.</p>

France

	Features	
	Zero to two years old	Three to five years old
Philosophy and features	<ul style="list-style-type: none"> ■ It is left to municipalities and the respective daycare centres. ■ Individual activities are emphasized. ■ Workers in charge of each class mainly have a nursing background and play, especially outdoors, is not considered important. ■ One to two events a year. ■ It takes the diversity of ethnicity, religion, and socio-cultural conditions into consideration (however, politics and religion are completely separated at public facilities throughout society). 	<p>Considered as a part of educational institutions, control by the Ministry of National Education and Youth is strong, reflecting the centralization of power and is uniform throughout the country. While it reduces regional disparities, it gives less freedom for municipalities. However, homeroom teachers have a high degree of freedom within this framework.</p>
Form of childcare and fees	<ul style="list-style-type: none"> ⊙ Number of children per caregiver (Group daycare): 5 for children who are still unable to walk, 8 for children who walk. Improvement in educational elements due to the addition of early years educator with the traditional caregivers of nursing background. Free individual activity within a certain environment frame. ⊙ Features of childcare method: Contract by the hours to meet the needs of various family types. Days and hours of childcare vary. ⊙ Childcare Fee: Decided by the conducting bureau based on the national standard. Monthly income of parents x percentage according to the number of children in the family (0.0006 - 0.0002) x hours of monthly contract. Maximum and minimum amounts are set. Facilities receive subsidy up to 66% of the cost of accepting a child. Childcare fee can be reduced according to the pecuniary situation of parents. 	<ul style="list-style-type: none"> ⊙ Number of children per teacher: 25 ⊙ Features of childcare method: <ul style="list-style-type: none"> ● Learning oriented from three years of age. Teacher-centred. Individual teachers' decision to introduce play into learning or not. ● No mixed age classes. ⊙ Childcare Fee: No charge at <i>École maternelle</i>. Parents pay for meals, but subsidies may be provided by the local community according to the pecuniary situation of the parents.
Flow of a typical day	<ul style="list-style-type: none"> ⊙ Opening hours: 8:00-19:00. Average hours per day: 10.5 hours. Average days per year: 226 days ⊙ Flow of a typical day: Play after arrival until lunch → Nap in the afternoon for one year olds and two years olds. Snack, play. Relaxed scheduling. 	<ul style="list-style-type: none"> ⊙ Opening hours: 8:30-16:30, 24 hours a week (Mon-Fri, half day on Wednesdays). 36 weeks in a year are divided into five terms with vacations in between. ⊙ Flow of a typical day: "break" between "classes," totaling 1.5 hours, same time schedule as elementary schools. Nap time in the afternoon for three-year olds.
Relationship between children and ECEC teachers and caregivers	<ul style="list-style-type: none"> ■ Watching over children from some distance. Reduced physical contact. Verbal communication. ■ Respect self-regulation and self-determination of children ■ Caregivers usually watch over children, do not play with them often. ■ Parental permission and accompaniment are required when leaving the premises. Actual 	<p>Basically the same relationship between teachers and children as at elementary schools. However, the homeroom teacher is allowed considerable discretion. Large difference between child-centred teachers introducing play and teachers giving teacher-led instructions.</p>
Relationship between children	<p>Focus on voluntary relationship among children.</p>	<p>Focus on voluntary relationship among children, cooperative activity.</p>
Relationship between the facility and parents as well as the household	<p>Parental participation is actively promoted.</p>	<p>School encourages parents to participate in school management council, but they are not often allowed to enter the classroom (school premises) for dropping off and picking children up.</p>

Positive points	Issues	Suggestions for Japan
<p>At the <i>école maternelle</i>, each homeroom teacher has a high degree of discretion within a certain framework, and they can devise ways of teaching.</p>	<ul style="list-style-type: none"> ■ The pluralistic daycare centres have a mixture of children with differing hours and days of childcare. While they accept a large number of children, classrooms feel restive. ■ <i>École maternelle</i> is centralized and it is difficult to leverage the features of the community or region. 	
<p>Daycare centres accept children of families with various needs regardless of the employment situation of parents.</p>	<ul style="list-style-type: none"> ■ Little outside activity for daycare centres ■ Considerable difference for children when they move from daycare centres to <i>École maternelle</i> ■ Large number of children per class at <i>École maternelle</i>. 	<p>In comparison, we can see good points of the Japanese care method where children are exposed to nature and various social events off the premises.</p>
<p>Relaxed scheduling at daycare centres</p>	<p><i>École maternelle</i> follows elementary school schedule, tiring for young children. From 8:30 to 16:30 is very long.</p>	<p>Relaxed scheduling to allow spending relaxed time without interrupted short time divisions at daycare centres.</p>
<p>Large individual difference among caregivers and teachers, but they tend to watch over children from a distance.</p>	<ul style="list-style-type: none"> ■ At <i>École maternelle</i>, teachers do not join children in free play during break. ■ At <i>École maternelle</i>, class hours are occupied with group activity or individual activity. Free activity among children tends to be limited during break time. 	<p>In comparison, caregivers at Japanese daycare centres stay close to children and respond to them warmly, but there is also a lot of intervention.</p>
	<p>Lots of group activity in class time. Free interaction among children is limited during break time in the morning and in the afternoon.</p>	
<p>Parents can participate in management through the school council.</p>	<p>Considerable disparities among daycare centres and schools.</p>	

France

	Features	
	Zero to two years old	Three to five years old
Fostering ECEC teachers and caregivers	<p>⊙ Job types / training: Three types in two classes for caregivers. One facility may consist of assistant pediatric nurses (contact practitioner of class, one-year training after completing mandatory education, 17 years old and over, nurse training), 1 to 2 pediatric nurses (four-year training at nurse training institute after graduating high school, can be the facility principal or director), 2 to 3 early years educators (three-year training at a training school after high school graduation, planning education at the care facility and staff training, can serve facility principal).</p> <p>■ The law stipulates more than half licensed staff at a facility. CAP (assistant job involved with children. Can be obtained after one-year training or passing examination) for non-licensed staff.</p>	<p>⊙ Job types / training institutions: No early childhood education specialists. Combined preschool and elementary school teachers. A part of elementary school teacher training. Not very many hours relate to early childhood education in teacher training. Almost no training for play and art activities in early childhood. Teachers are transferred between <i>École maternelle</i> and elementary schools.</p>
Working conditions of ECEC teachers and caregivers	<p>⊙ Salary: early years educator and pediatric nurse start at 1,500€ monthly. Assistant pediatric nurse 1,440€ monthly (2014)</p> <p>⊙ Working hours: 35 hours per week</p>	<p>⊙ Salary: Comply with the conditions of public school teachers. Starting at a minimum monthly salary of 2,000€ (plus various benefits, 2014)</p> <p>⊙ Working hours: 35 hours per week</p>
Professional development	<p>Enriched on-the-job training to compensate for low training level to be qualified as a pediatric nurse. Early years educators instruct assistant pediatric nurses (mainly in charge of care) in educational aspects. Promotion opportunity from assistant nurse to nurse.</p>	<p>Teacher training. Training for early childhood education is minimal, if any.</p>
Assessment of children	<p>No evaluation.</p>	<p>■ During enrollment, formative evaluation based on individual learning handbook.</p> <p>■ Integrated evaluation by teacher at graduation. Teacher description, but there are achievement goals in five domains of learning as a national model.</p> <p>■ Evaluation for teachers is in accordance with school system.</p>

Positive points	Issues	Suggestions for Japan
<p>On the job training and promotion examination system to compensate for the difference in educational background</p>	<ul style="list-style-type: none"> ■ At daycare centres, emphasis tends to be on childcare, not on education, due to caregiver quality coming from low level education for assistant pediatric nurses and staff arrangement. Left behind from other European countries where caregiver development increasingly requires higher education. ■ At <i>École maternelle</i>, a lot of teachers receive insufficient training in early childhood education. 	
	<p>Male caregivers are very rare in childcare for zero to two years old</p>	
<p>Assistant pediatric nurses can make up for the low level of initial training by supplementary training.</p>	<p>Hierarchy among different job staff at daycare centres, affecting the chain of command.</p>	<p>Daycare centres in Japan consist of all caregivers, which makes teamwork easier.</p>
	<p>Focus on learning at <i>École maternelle</i>, while non-cognitive aspects including emotion and motivation are neglected.</p>	<p>In Japan, no achievement evaluation in early childhood, enabling viewpoints gained from looking at children in a holistic way.</p>

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