Reforms of ECCE in Japan
- Integration of Care and Education for all young children-

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Outline

1. Introduction
   -Overview of ECCE Situation in Japan-
2. Contemporary Issues on Situation surrounding children
3. New ECCE Reforms in Japan
4. Significant Lessons Learnt and Challenges
5. Summery
## 2. Overview of ECCE Situation in Japan

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Childcare center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages of Children served</td>
<td>3-5 years</td>
</tr>
<tr>
<td>Foundation</td>
<td>1876</td>
</tr>
<tr>
<td>Facility</td>
<td>School that prescribed in School Education Law</td>
</tr>
<tr>
<td>Aims</td>
<td>To promote physical and psychological development as the base of compulsory and later education</td>
</tr>
<tr>
<td>Opening Hours</td>
<td>Ordinarily four hours</td>
</tr>
<tr>
<td>Enrolment Ratios</td>
<td>3 yrs old 41.4% 4 yrs old 53.7% 5 yrs old 54.9%</td>
</tr>
<tr>
<td>Responsible government agency</td>
<td>MEXT</td>
</tr>
</tbody>
</table>
Kindergarten
(National Course of Study for Kindergarten)

- To educate through rich environment embedded various educational intentions
- Taking into consideration individual need at each age
- Curriculum and flexible lesson plan
- Emphasizing immediate experience
- Play-based, Child-centered activity
- To promote child development and learning
Day Care Center

- To care and educate for the children who can’t get enough home care and education
- To satisfy children’s needs in a relax atmosphere under conditions filled with enough care
- To ensure the maintenance of life and emotional security offering secure daily life environment
- Formation of secure attachment
- A nourishing lunch and snacks
<table>
<thead>
<tr>
<th>Time</th>
<th>Children’s behavior</th>
<th>Creating learning environment</th>
<th>Pints of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>〇 arrangement of their own things in their locker 〇 voluntarily play ○ drawing animals 〇 clean up ○ nature game in the kindergarten yard ○ arrangement of the activities for lunch</td>
<td>〇 To try and think by themselves and to enjoy activities that they are interested in. 〇 To make the goods that are used in the play and to enjoy to play using the goods. 〇 To tell friends in words what they think and feel. 〇 To understand and feel empathy for their friend’s feeling 〇 The teacher find the best spot where children can gather vegetables in the field. 〇 The teacher prepare for cooking goods and dishes enough for that each child enjoy to cook. 〇 The teacher motivate children to move their bodies dynamically.</td>
<td>〇 Did each children spontaneously begin to play and concentrate to play? 〇 Did each child enjoy to cook? 〇 What kind of ideas did you find in each child’s behavior? 〇 Did each child enjoy to the ball play? What did they enjoy in the ball play?</td>
</tr>
<tr>
<td>10:45</td>
<td>11:00 11:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thought-out lesson plan (daily plan)**
Web e.g. Musical Activity “Fire of the God”

- Dance and Body Expression
- Activities on the fire (Kindling the fire, Cooking)
- Musical The Fire of the God.
- Writing a lyric
- Singing a song
Human Relationship
Language
Environment
Health

Expression
3. Contemporary Issues on Situation surrounding Children

- Declining the birth rate
- Increase of working women
- Long waiting list for day care centers
- High rate of nuclear family
  (e.g. Old generation can’t transmit the knowledge and skills about child rearing to the young generation.)
- Increase of Divorce, Child abuse

Growing recognition of the importance to ECCE.
4. New ECCE Reforms in Japan

Child/Child-Raising Support New System

Goal: To solve three problems on ECCE

1. Increusively supplying of highly qualified school education and care in early childhood
2. Upgrading and expanding of Child-Raising consultation and temporary care of needy children
3-1. Expanding enrollment limit to reduce the waiting-list for ECCE facilities
3-2. Preparing ECCE system according to the community needs
### 4. New ECCE Reforms in Japan

<table>
<thead>
<tr>
<th>Types of services</th>
<th>Kindergarten</th>
<th>Childcare centre</th>
<th>Integrated services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages of Children served</td>
<td>3-5 years</td>
<td>Under five years old</td>
<td>Under five years old</td>
</tr>
<tr>
<td>Service Focus</td>
<td>Provide school education</td>
<td>Provide care and education</td>
<td>School education Day care</td>
</tr>
<tr>
<td>Opening Hours</td>
<td>Ordinarily four hours, Child care services</td>
<td>In principle 8 hours</td>
<td></td>
</tr>
<tr>
<td>Required qualification</td>
<td>Kindergarten teacher certificate</td>
<td>Day care staff</td>
<td>Kindergarten certificate, day care staff</td>
</tr>
<tr>
<td>Number of teachers by qualification level</td>
<td>104,075</td>
<td>377,792</td>
<td></td>
</tr>
</tbody>
</table>
Issues of Child/Child-Raising New System

- Jurisdiction
- Finance
- Facility
- Integration of guideline and national curriculum
- Enactment of CCR New System related laws
- Enhancement of Child-Raising support system
- Teacher training (pre-service, in-service)
- Certificate, credential

Child/Child-Raising Support New System
5. Significant Lessons Learnt and Challenges

- CCR new system create quality care and education for all children and their families, especially children with special educational need, disease, abuse, puberty.
- We must integrate the different ministries and agencies to resolve all problems of children.
6. Conclusion

• We decided that the time has come to overcome the old system, and create new CCR support system.

• Collaboration between authorities and agencies can’t be overstressed.
Let’s challenge together for quality care and education for all children and their families!