### Objective/Outcome

**Objective**
To make action plans and share with the concerned parties (e.g., relevant ministries and institutions). The action plans will be formulated based on the technical knowledge and understanding of the ECD concepts, policies and practices, acquired from both current and past ECD experience in Japan and other countries.

**Outcome**
1. To understand the nature of concepts, policies, developments and practices of ECD in Japan.
2. To understand the importance of the “comprehensive support” concepts, and its approaches and methods.
3. To understand the concepts, contents and methods of “child-centered” approach to meet the development needs of early childhood.
4. To understand the concepts, contents and methods of social, emotional skills development including morality development.
5. To understand the features of teacher education programs (nurses and kindergarten teachers) and in-service training programs.
6. To develop feasible action plans based on the knowledge acquired from the program and analysis of the situation in the home countries.

### Target Organization / Group

**Target Organization**
Government offices in charge of ECD, including “Ministry of Education” and “Ministry of Social Solidarity” and so forth.

Teacher education and training institutions (e.g., universities, colleges) that train ECD teachers and staff.

**Target Group**
Participants are required to have more than 5 years of experiences in the field of ECD and in leading positions such as government administrators, senior officials, principals, university lecturers and so forth.

### Contents

1. Presentation on inception reports/Discussions
2. Lectures: The outline of systems and policies of ECD in Japan / The history of ECD in Japan / The importance, contents and methods of “comprehensive supports” to reduce inequality in Japan and developing countries / The features of child development and “child-centered” approach / Curriculums in childcare centers and kindergartens / The outline and features of teacher education programs (nurses and kindergarten teachers) and in-service training programs, etc.
3. Practices: Practices of playing (music, creation and exercising) / Practical training such as cleaning and setting environment in nurseries and kindergartens / Making action plans and discussion, etc.
4. Observations: Nurseries / kindergartens / Community child care support centers / Facilities for persons with disability / Teachers college, etc.
5. Opening ceremony / Evaluation / Closing ceremony