

“Educare” in Swedish preschool

Yoshiko Asano.Ph.D

Guest researcher, Örebro University, Sweden

Academic research fellow, Japan Women’s University, Japan

14.5.2014 Granada University

Today's lecture

I Introduction

II Summary of Sweden

III Swedish preschool history and system

IV Swedish preschool teacher training

V Swedish preschool education for Sustainable Development

VI The research results about Swedish and Japanese preschool

VII Question and Discussion

I Introduction

☆ **Early childhood** in Stockholm

⇒ Beautiful nature and Kind people

☆ **International preschool** closed to nature and community

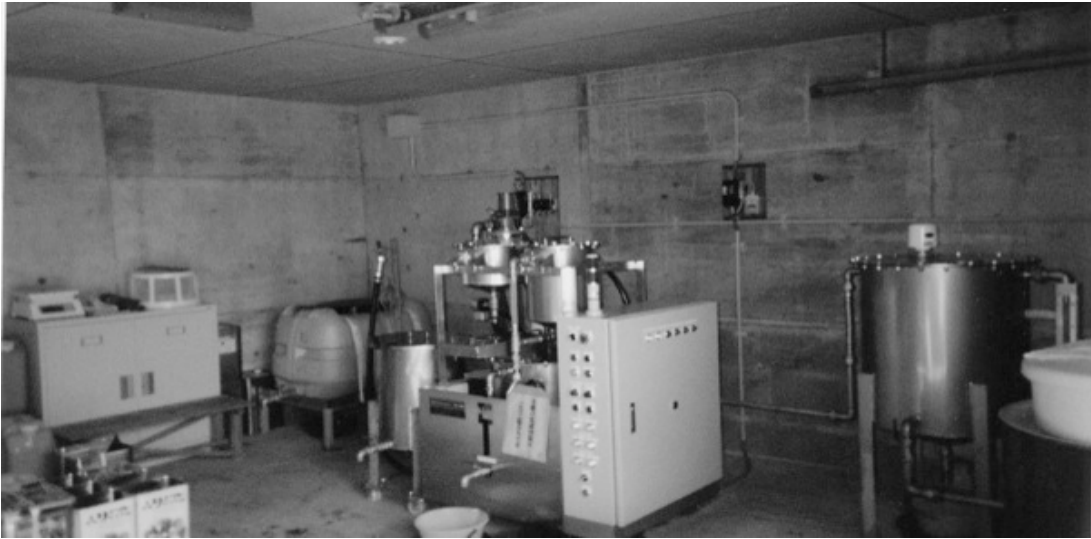


My research

• **Master thesis**: The study about sustainability of play — Through play on the preschool bus — (2003)

• **Doctoral thesis**: The importance of ESD (Education for Sustainable Development) in early childhood in Sweden and Japan — *Through “Environmental Epistemological Model of 5 aspects”* — (2009)

“BDF (Bio-Diesel-Fuel) Project”



Megotama preschool chief, municipality, company and NGO has started the project together.

The used oil has been collected from home, community and school food center, welfare center, hotel and restaurant.

Back to Sweden

1) Guest researcher at Department of Education,
Uppsala University (8. 2005~)

☆ “The comparative study on environmental education
in Swedish preschool at Uppsala University”,
Scandinavia Sasagawa Foundation

2) Post doctoral researcher at Uppsala
University(2010-2012)

Örebro University(2012-2014)

⇒ Almost 9 years in Sweden !



II Summary of Sweden

UNICEF Innocenti report Card 8,2008

“Educare”

Should be enjoyable, secure, and rich in learning opportunities



Sweden is the best country which has high quality “Educare” in OECD countries

- 1) To give basic welfare service to all children
- 2) Over 80% of preschool teacher have qualified education
- 3) Over 40% of 4 years old get the “Educare”
- 4) There is a public service for disability children
- 5) There is a system of parents leave which secure 50 % of the salary
- 6) Over 25% of 3 years old get the care service
- 7) Over 50% of preschool teacher has a bachelor degree
- 8) Preschool teacher take care under 15 children for each
- 9) Over 1.0 % of GDP will be the public fee for “Educare”
- 10) Children’s poverty is under 10%

Sweden (Sverige)



Northern Europe

Land: 450,000 Km² (Third largest country in Europe)

Population: 9, 5 millions (Density:20/Km²)

Capital: Stockholm

Nature: Forest 53 %,Mountain 17%, Farm 6.5 %,Lake and river 9%

(**Allemansrätten:** Right of public access to the wilderness)

Society: Constitutional democracy, Monarchy with parliamentary

Official language: Swedish

Cultural Event: Easter, Midsummer, Lucia and Christmas

Big event: Nobel prize ceremony (10.12)

Famous company: IKEA, H & M

Famous Artist: ABBA



Swedish Nature and Culture



III Swedish preschool history and system

Swedish preschool history from 60's to 90's

1960 Women works in society and establish facility to take care of children

Children's house (Barn Stuga)

- Day home (Daghem) =Nursery
- Play school (Lekskola) =Preschool
- Free time home (Fritidshem)=Leisure time center
- Family day home (Familij daghem) = Family nursery

1970~Equality of Man and Women⇒ More women' s work in Society and more demand to establish child care facility

More private preschool (Steiner, Montessori, Outdoor preschool et.cl)

1975 The preschool law (Förskola lagen)

Day home(Daghem) + Play school (Lekskola) =Preschool (Förskola)

1996 The preschool and leisure time center has integrated to Educational system (Agency of Social welfare ⇒ Agency of Education and Research) ⇒From quantity to quality of **“Educare”**

1998 New national curriculum(Lpfö plan 98) The statement of Goal in the preschool education

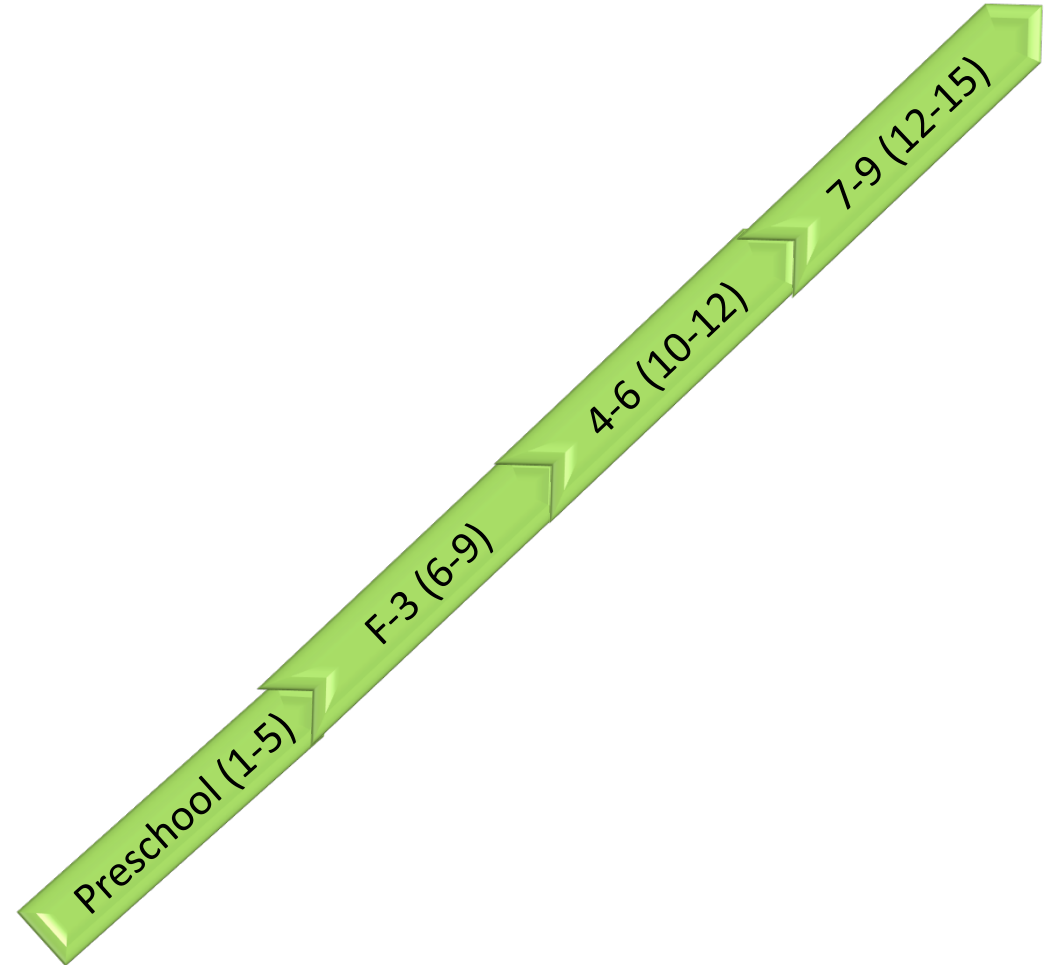
Swedish Early Education system

Preschool 1-5 years old children

Preschool class(F) 6 years old children in school.

From 7 years old (From school age)
Obligation to go to school

✂ In general, children go to preschool from 3 years old voluntary. 83% of Swedish children (1-5 years old) attend preschool



National Curriculum Lpfö 98 (Agency of Education and Research, Skolverket) from Autumn, 1998

- Preschool is a basic institution as a “Lifelong learning”
- Municipality and school has a responsibility to practice
- Basic idea:
 - 1) “**Educare**”(Education and Care)
 - 2) “Learning” through “Play”
 - 3) Children’s perspective and participation
 - 4) New concept of “Learning” → Children’s right and Documentation

☆ Revised in Autumn, 2011 → More focus on Nature science and Technology

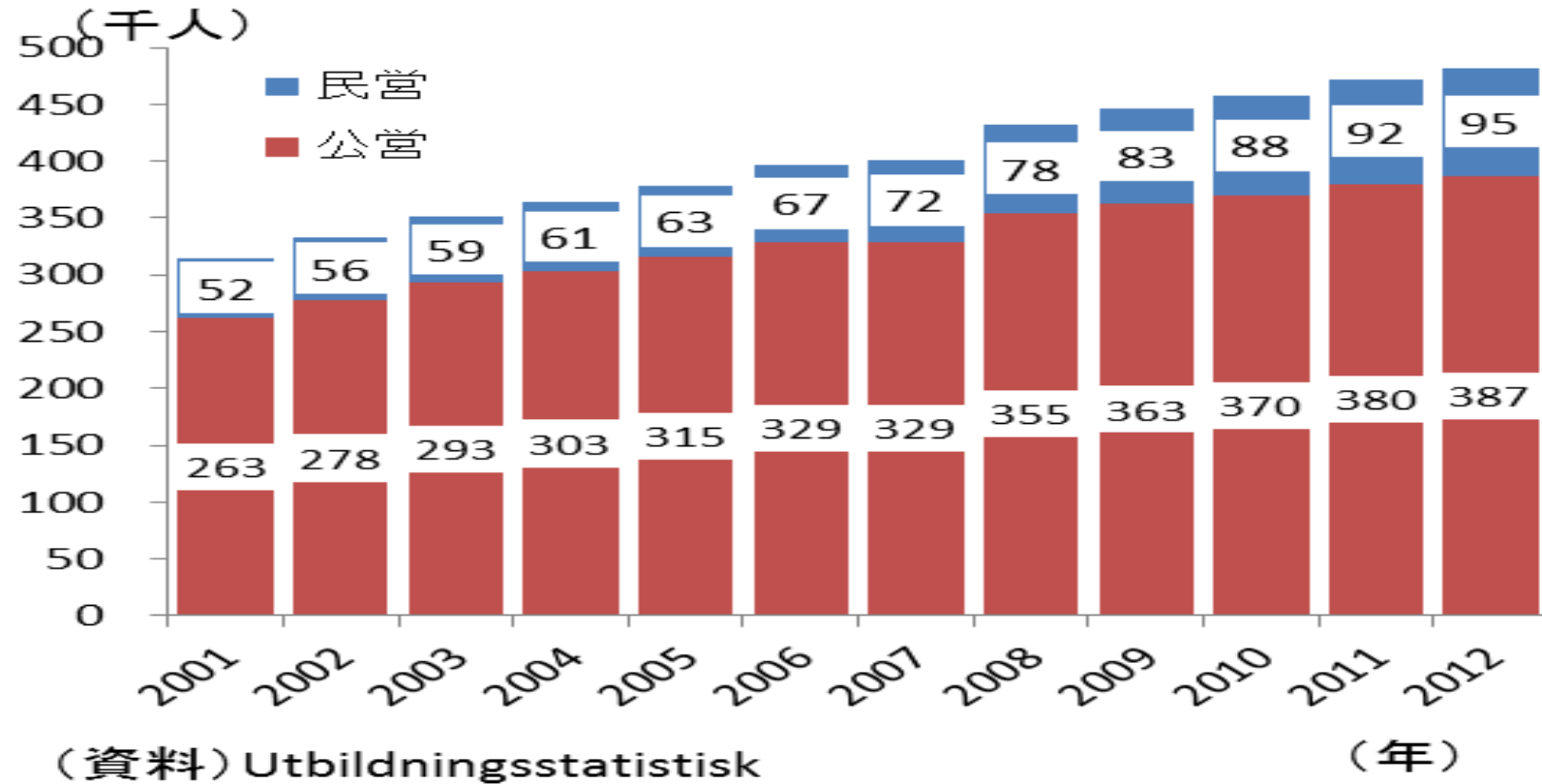
The style of preschool

- Public preschool (Preschool, Open preschool)
- Private preschool (Parents cooperative, Workers cooperative, Company)



The number of children in preschool from 2001-2012

Public (Red): Almost 80%, Private(Blue): Almost 20%



IV Swedish preschool teacher training

Preschool Teacher Education Program in Sweden (From Autumn, 2011)

- **210 points (3.5 years) to be a Preschool teacher**
- 240 points to be a Junior school teacher
- 270 points to be a Junior high school teacher
- 300/330 points to be a High school teacher

Educational Science Core (60 points)
<Common in all level>

- 1) National curriculum theory and didactic
- 2) Science theory and research method
- 3) Development, learning and special education
- 4) Social relation, Conflict solving and leadership
- 5) Follow-up and analysis of learning and development and so on
- 6) Evaluation and development work

Subject study (120 points) + Individual report (15 points)

- 1) Preschool teacher's role in development (15)
 - 2) Language in preschool (15)
 - 3) Ethic learning in preschool (15)
 - 4) Mathematics in preschool (7.5)
 - 5) Technology and Nature science (7.5)
 - 6) Gymnastic and Health (7.5)
 - 7) Young children's daily life condition (15)
 - 8) Children's language and interaction (5)
 - 9) Subject didactic with choosing (10)
 - 10) Education (7.5)
- ★ Individual report (15)

Practice (30 points)

- Direction to **Educational Science Core** (15 points)
- Direction to **Subject study** (15 points)



Competence development for Preschool teacher

Supported by National level (Agency of Education) and Municipality

- **Documentation(1.Observation, 2.Documentation,3.Work material, 4.Summary, 5.New question, 6.Translation)**
- Evaluation
- ICT(Information and Communication Technology)
- Learning

Ex) Art, National science, Music, Drama

Swedish preschool teacher training

- VIDEO(CD)

*V Swedish preschool Education for
Sustainable Development (ESD)*

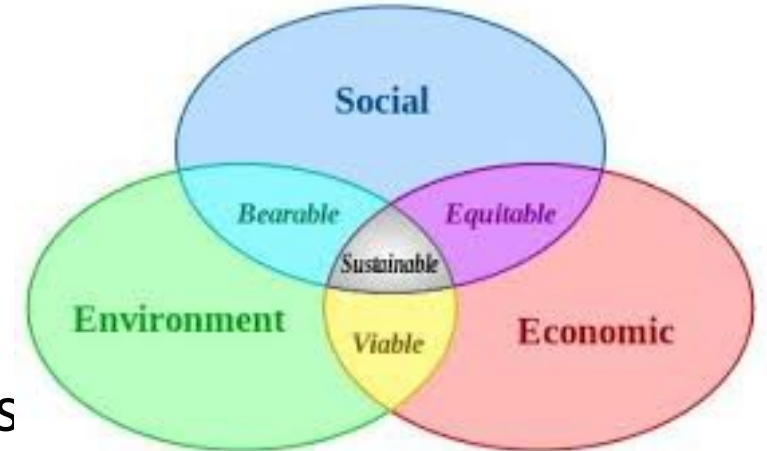
ESD (Education for Sustainable Development)

Sustainability (Environment, Social, Economic)

- 1987 UN Bruntland commission:

Sustainable development:

A mode of human development in which resources needs while ensuring the sustainability of natural systems and the environment, so that these needs can be met not only in the present, but also for next generation.



- 1992 UN Rio de Janeiro declaration: Education and Citizen's participation
- **2002 UN Johannesburg conference, DESD: Decade of ESD(2005-2014) suggested by Japan, Final year conference will be held in Nagoya, Japan 2014**

Sustainable Development in Swedish Preschool

"Preschools should place great emphasis on environmental and conservation issues. An ecological approach and a positive view of the future will characterise the activities of the preschool. Preschools will help the children acquire a caring attitude to nature and environment and understand their involvement in the natural cycle.

The activities will help children understand how daily life and work can be adapted to contribute to a better environment, both now and in the future." **(Lpfö98/2010 p.10)**

The example of ESD in Swedish preschool practice

- KNUT project (March 2010-December 2012)

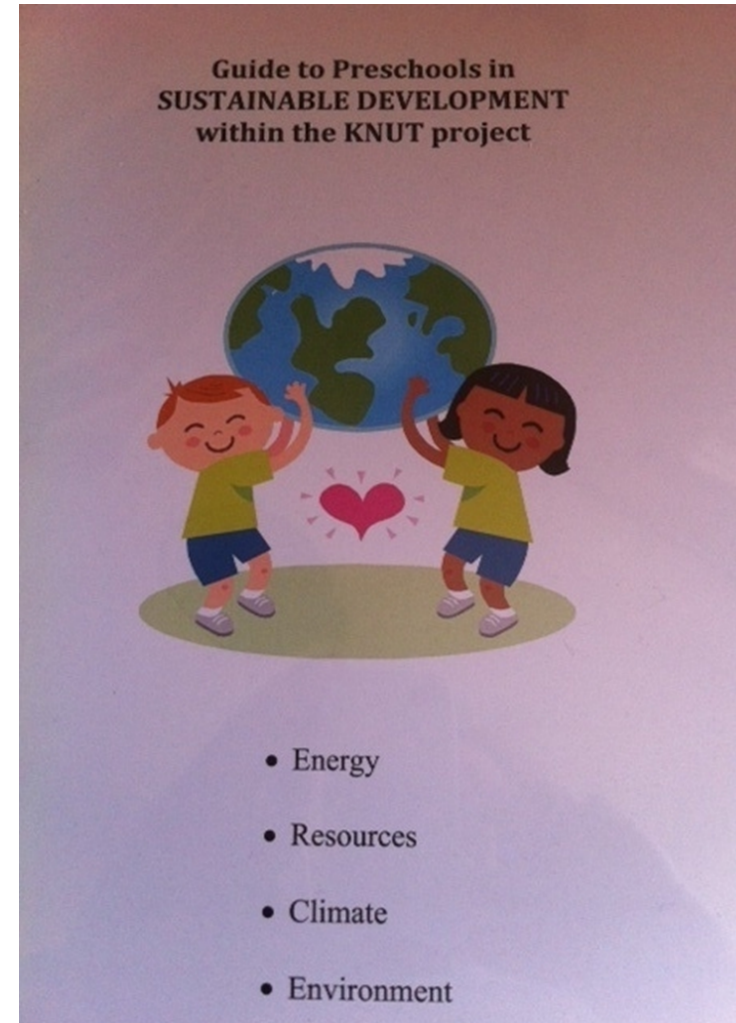
KNUT (Knowledge, Natural Science, Development and Technology) is a school development project aimed at developing the interest, knowledge and commitment of children and young people to energy, resources and environmental issues. Thereby developing their ability to act in these areas based on the concept of sustainable development.

- The national collaborative project between agency, municipality and company in four regions.
- The project was financed by the Swedish Energy Agency.
- The project is finished but continue in a different form.
- The project's target groups were: school staff, school management, children and adolescents.

Contents

Our generation is using too much earth's resources so far. Present and future generations will face a number of environmental issues that have to be solved; which is why knowledge about sustainable development and a change in attitude are needed.

Future research within the field of sustainable development needs young people that are interested, and who choose a profession within the areas of natural science and technology. Preschool can awake children's interest in these areas and beginning of the learning process about the environment together with the teaching of natural science and technology.



Teacher's skill development

- Training - 4 days
- NTA - Nature and Technology for All, Water and Air - two days for each subject.
- After training, the stuffs implement tasks and carry out experiment and Documentation together with the children.
- By telling and showing what they have done for other stuffs, parents and the community, the knowledge can be distributed.



Here are some examples of what preschool have worked with regarding sustainable development



Recycling material

Goal: "The children develop an interest and understanding of the nature of different natural cycles and how people, nature and society interact." (Lpfö98/10 p.10)

Purpose: To start the recycling of various materials, arouse children's interest in recycling and involve the children in the process.



KNUT – make your own paper



Recycling of fruit waste in the preschool turns into biogas. All households and preschools place their food wastes in the green compost bags, these are then collected by the household refuse collector and transported to a biogas plant

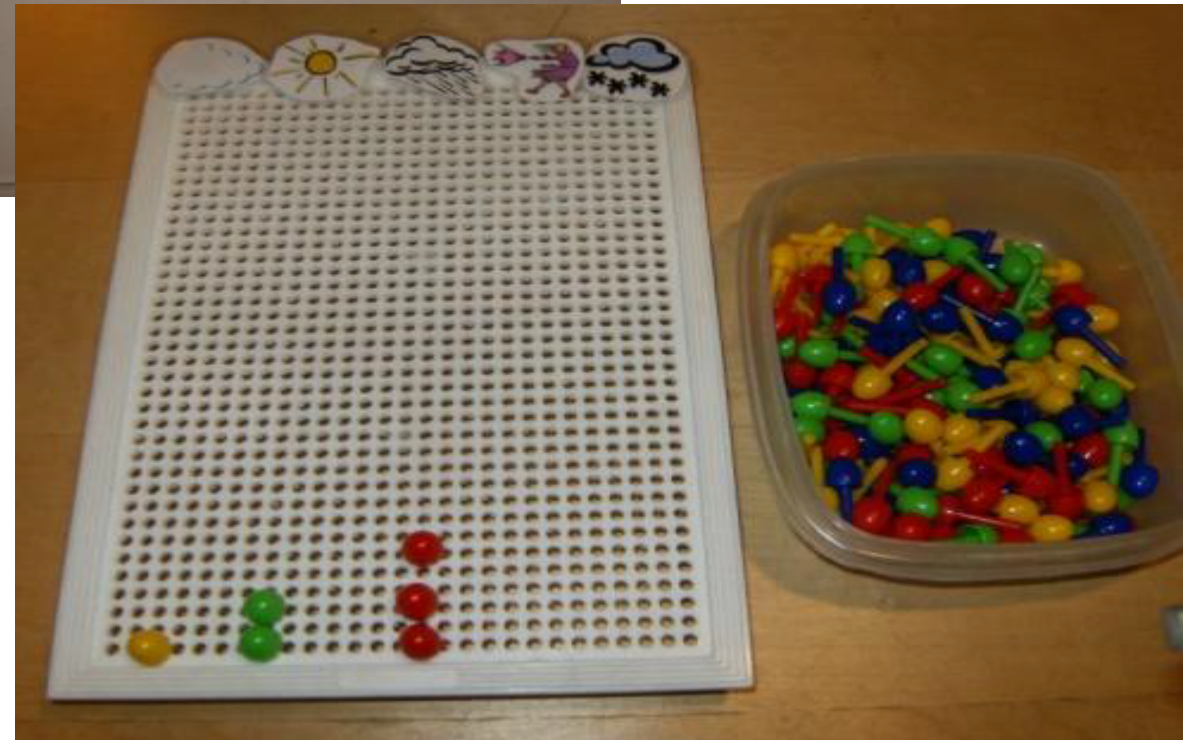


Natural phenomena

Weather statistics

Goal: “The children develop their understanding of space, shapes, location and direction, and the basic properties of sets, quantity, order and number concepts, also for measurement, time and change.” (Lpfö98/2010, p.10).

Purpose: To be made aware of weather conditions and be part of measuring and maintaining statistics over a longer period of time and therefore gain a picture of the climate of the country we live in.



Three different eco bottles

Goal: “The children develop their understanding of natural science and relationships in nature, as well as knowledge of plants, animals, and also simple chemical processes and physical phenomena.” (Lpfö98/2010 p.10).

Purpose: To illustrate to the children what happens in the various bottles. Help the children to see how the plants are affected when the conditions in the bottles change.



*VI The research results about
Swedish and Japanese preschool*

What types of activities *dominate* in Swedish preschools?

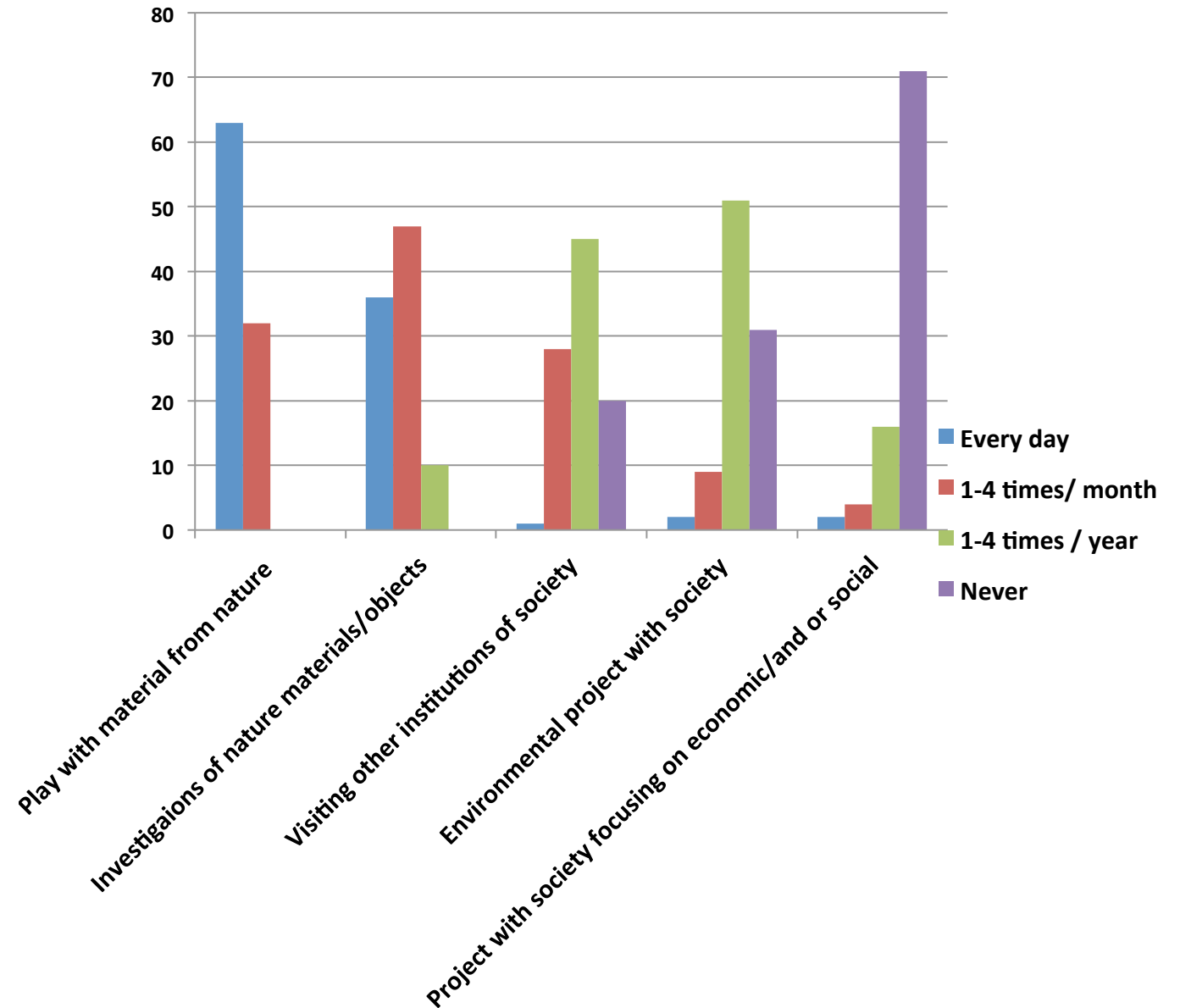
Nature related experiences once a day or once a week

Going outside to look at other institutions of society 1-4 times/ month - 20% never

Projects environmental with society 1-4 times/year - 30% never

Projects political - 70% never

(Sundberg.B &Ärlemalm-Hagsér. E 2014)

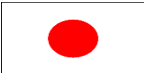


Comparison of ESD at preschool in Sweden and Japan

Asano.Y (2009)



Växjö city, S public preschool (Sweden)



Kaneyama-machi, Mebae preschool (Japan)

Focusing point

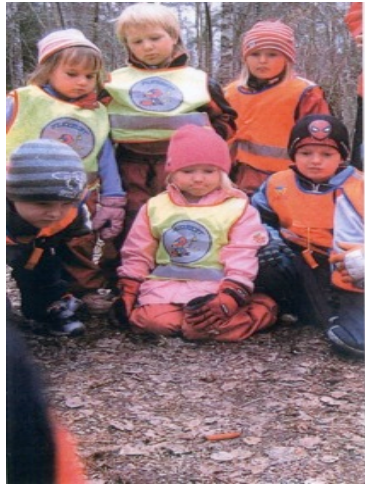
Focusing Point



Focusing on "Practice"



Making compost



Finding garbage



ABOUT

Eco-system



Making toys with nature materials

THROUGH

Forest Activity

IN

FOR

WITH



Collecting woods



Making stores



Playing with air



Making fire



Focusing on "Sense"

Feeling the smoke

Thank you for your attention!!

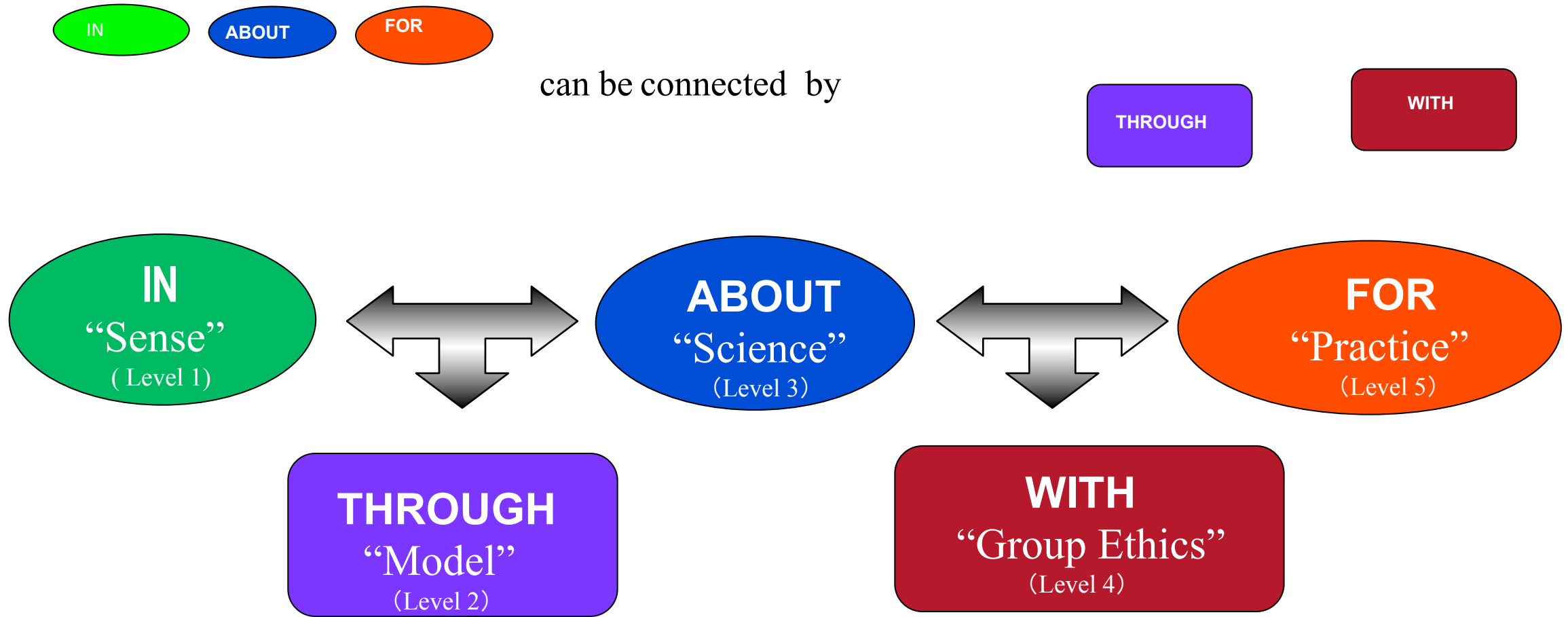
Muchas Gracias!!

Tack så mycket!! どうも有難うございました!!



VII Question and Discussion-

“Environmental Epistemological Model of 5 aspects”(EEM) Asano.Y (2009)



Through the “**Model**” of “Sustainable Society”

(Abstract things are shown by concrete or half concrete).

Brunner.W (1996)

① “The mini bottle”

② “The Mission”

Thinking “Sustainable Society” with “Group Ethics” individually and in group.

Imamichi.T (2002)

“Eco-ethica”