



The role and challenges of ECEC Advisers in Japan: as a cornerstone of improving ECEC quality in the local communities.

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Today's Agenda

1. INTRODUCTION

Outline of Japanese ECEC today and ECEC Adviser system

2. RESEARCH 1

Data on ECEC Advisers: from CEDEP studies (2015)

3. RESEARCH 2

Case study from C City in Tokyo

4. DISCUSSION

For sustaining and developing ECEC Adviser system

1.INTRODUCTION

Outline of Japanese ECEC today and
ECEC Adviser system

Three big issues on CPD in Japanese ECEC today

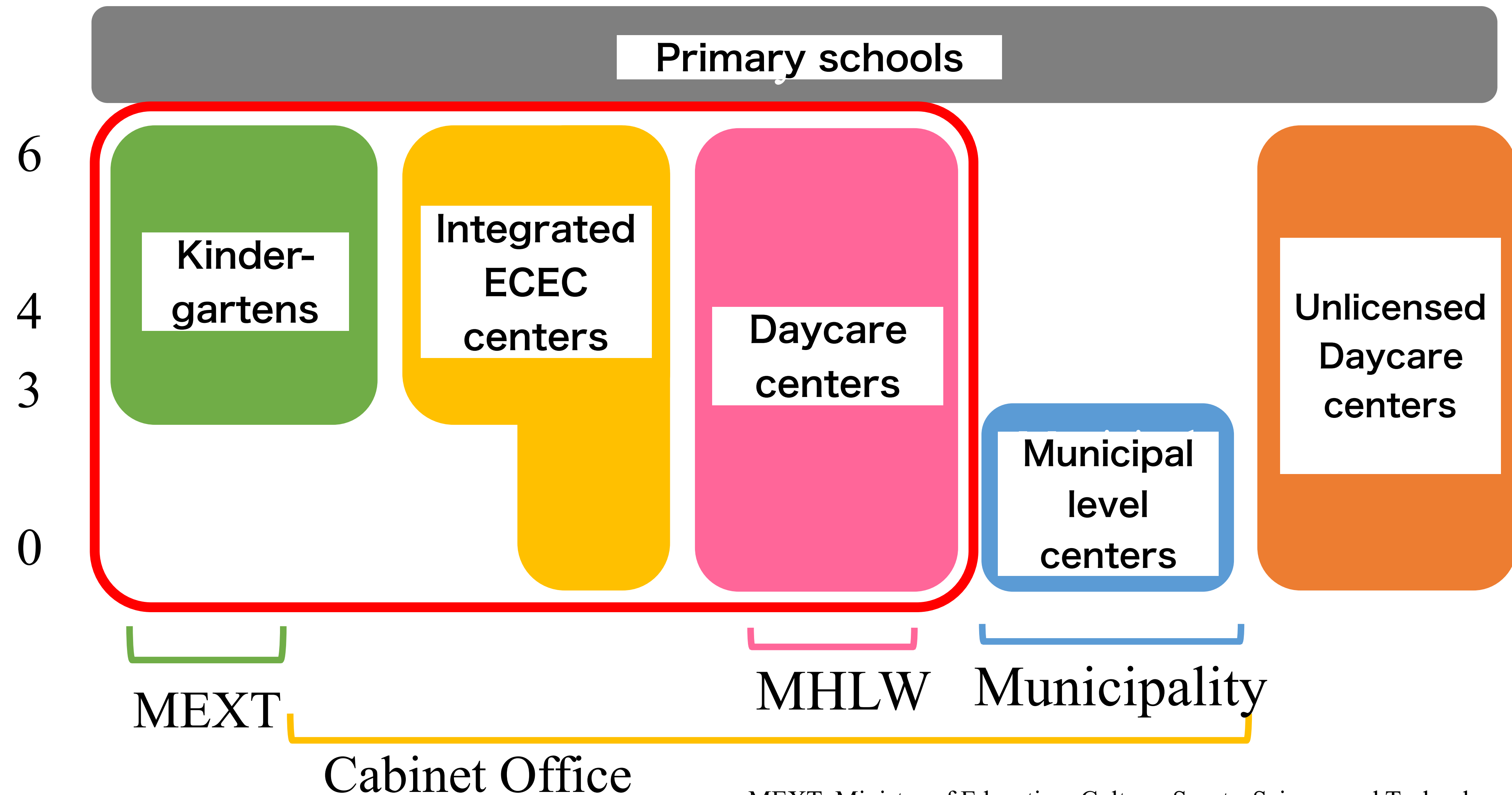
1. Discretion of local municipalities in ECEC have increased since new ECEC system was launched 2015.
2. There are various types of ECEC settings to answer the needs of all parents regardless of their employment status and they have different governing law and training system for the settings.
3. Additionally, rapid quantitative expansion of ECEC settings especially in urban areas. Concern on ensuring quality.

How do municipalities support CPD? What is essential to make it effective?

How to decrease the gaps in quality and CPD among different types of settings?

Various types of ECEC settings due to split system

“Comprehensive Support System for Children and Child-rearing”



MEXT: Ministry of Education, Culture, Sports, Science and Technology
MHLW: Ministry of Health, Labour and Welfare

Differences among the four types of ECEC Institutions

	Kindergarten	Integrated ECEC Centre	Day Care Centre (Nursery Centre)	Municipal Level Centre
Target	From ages 3 to 5	From ages 0 to 5 From ages 3 to 5	From ages 0 to 5	From ages 0 to 3
Governing law	School Education Act	School Education Act	Child Welfare Act	Child Welfare Act
Standards for Content and Method	“National Curriculum Standards for Kindertartens ”	“Curriculum for Education and Childcare in Integrated ECEC Centre”	“Guidelines for Nursery Care at Day Nurseries”	“Guidelines for Nursery Care at Day Nurseries”
Childcare and Education time	4 hours a day (standard service) ✕Extended care is available in 82.5% of kindertartens	4 hours or 8 hours a day according to parent situation (standard service).	8 hours a day (standard service)	8 hours a day (standard service)
Child-Teacher Ratio	35 (max.) :1 At least one teacher assigned exclusively to each class	Newborns 3:1 1-2 year-olds 6:1 3-5 year-olds: according to its type	Newborns 3:1 1-2 year-olds 6:1 3 year-olds 20:1 4-5 year-olds 30:1	Newborns 3:1 1-2 year-olds 6:1 +1

Attempts to establish CPD system

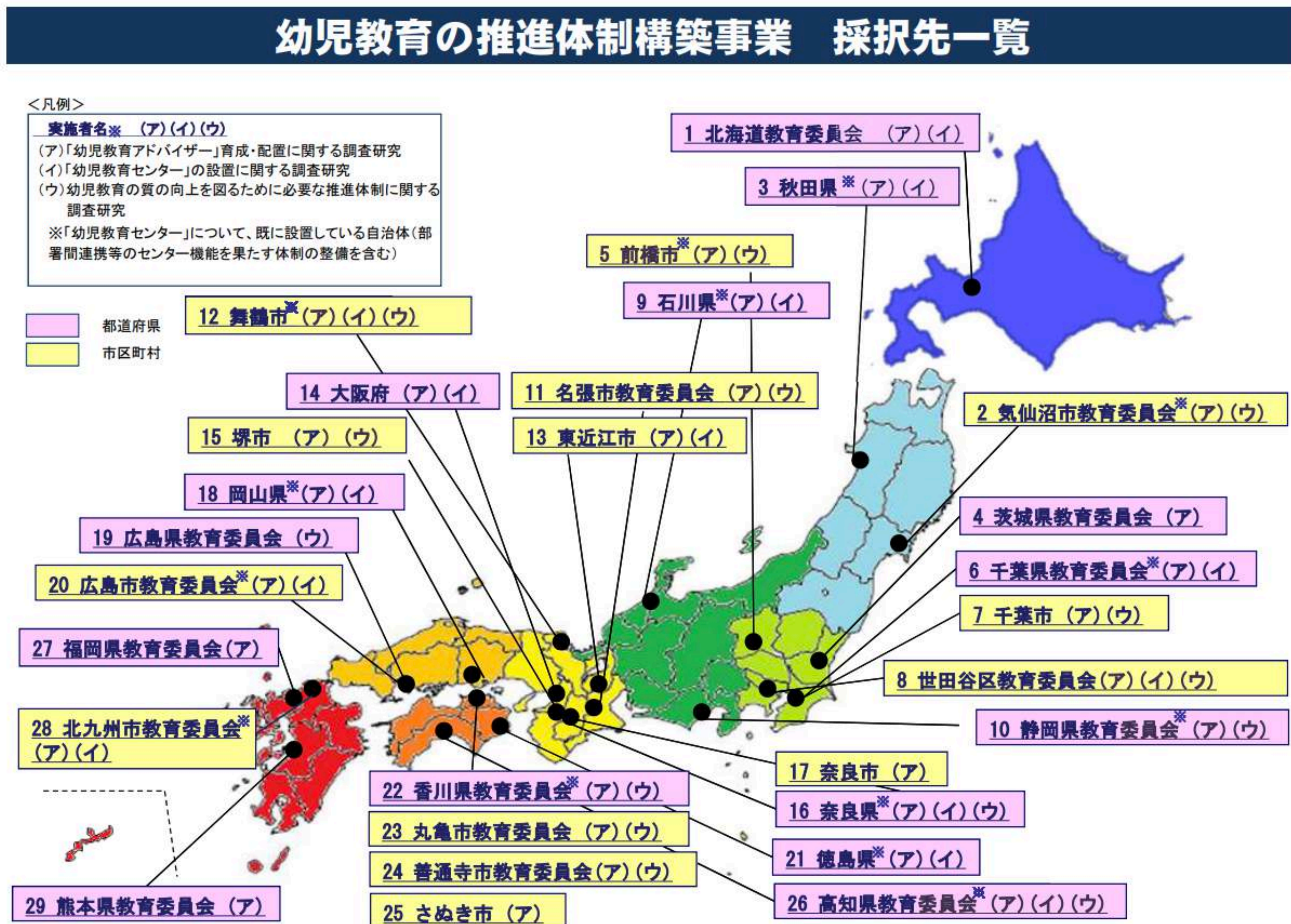
On individual level:

- Teaching certificate renewal system for kindergarten teachers (MEXT)
- **Training system for day care centers based on their career path** (MHLW)

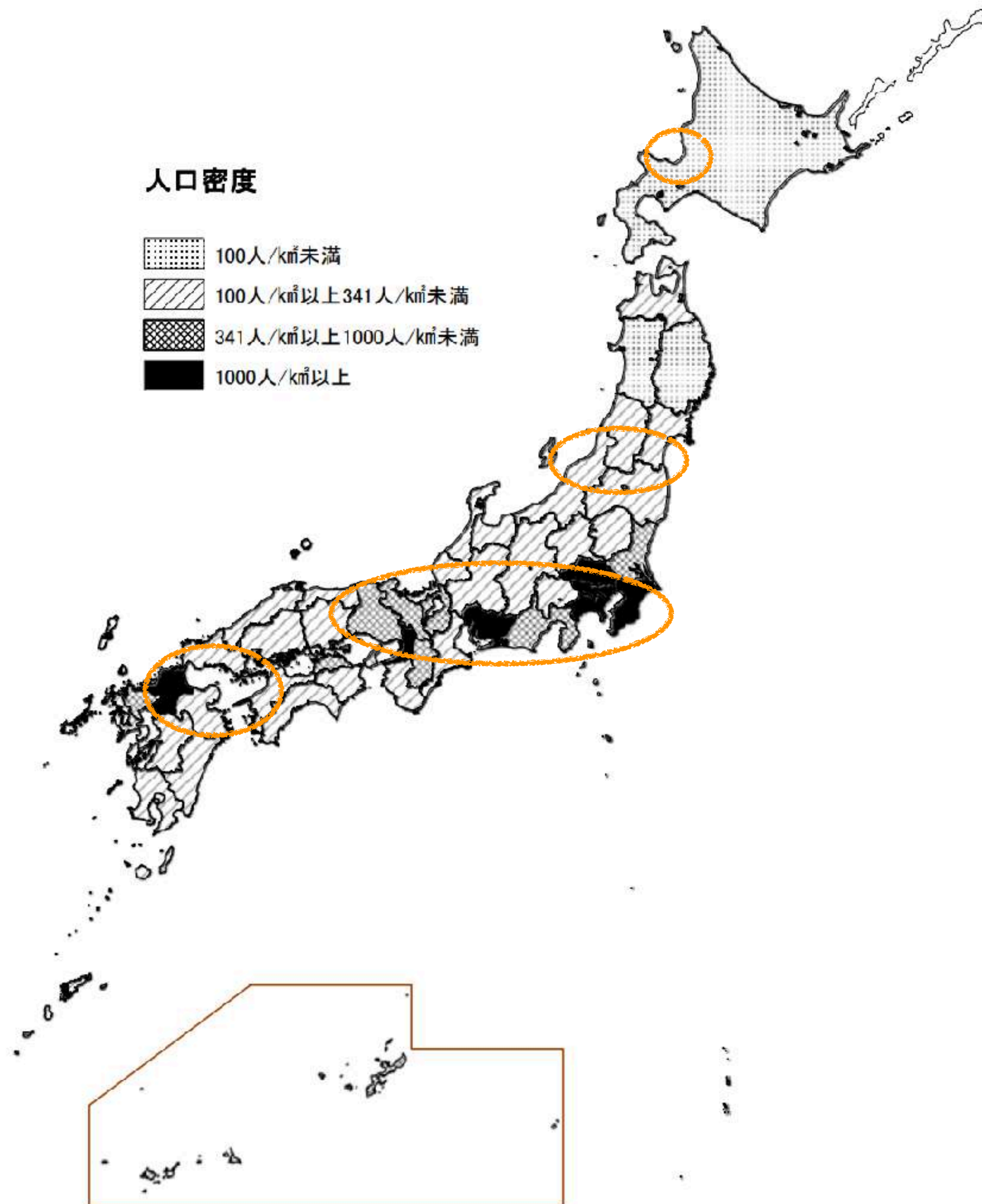
On institutional level:

- Internal and external evaluation (MEXT and MHLW)
- ECEC Supervisors system
- **ECEC Advisers system** since 2017 (both MEXT)

(ア) Prefectures and municipalities selected for the survey on ECEC Adviser



Waiting list and population density



	Number of waiting list (percentage)	
7 prefectures, designated cities, and core cities	18,799	72.1%
Other cities	7,282	27.9%
TOTAL	26,081	100%

「保育所等関連状況取りまとめ（平成 29 年 4 月 1 日）」より

How do municipalities support CPD? What is essential to make it effective?

How to decrease the gaps in quality and CPD among different types of settings?

...ECEC Adviser!

2. RESEARCH 1: OUTLINE OF ECEC ADVISERS

Data on ECEC Advisers from CEDEP study

RESEARCH QUESTION

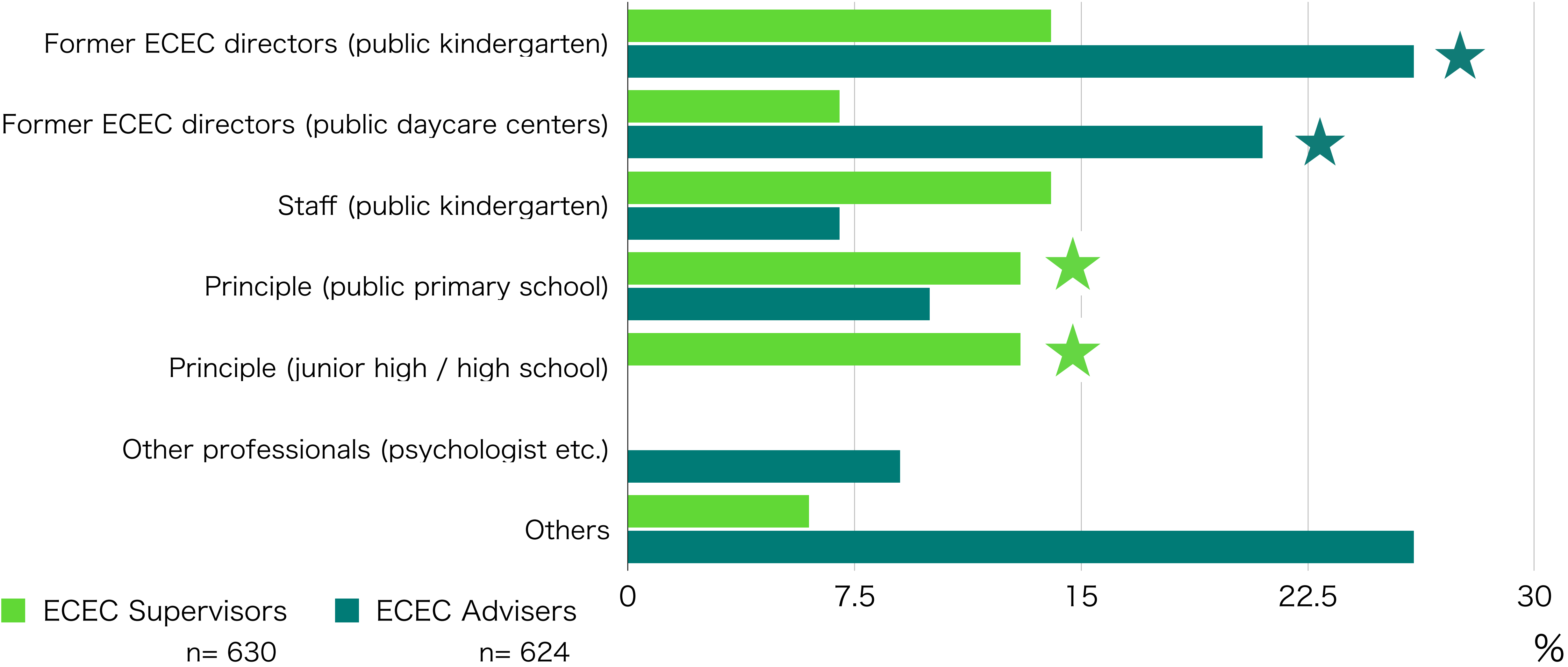
Who are ECEC Advisers and how do they work on improvement of ECEC quality and CPD in their region?

ECEC Advisers and School Education Supervisors

name	School Education Supervisors
Where do they belong?	Board of education.
What are they expected to do?	those with expertise and experience in school education who visit schools in their region and give advise or do coaching about educational content, pedagogy, environment etc. They visit kindergartens as well.

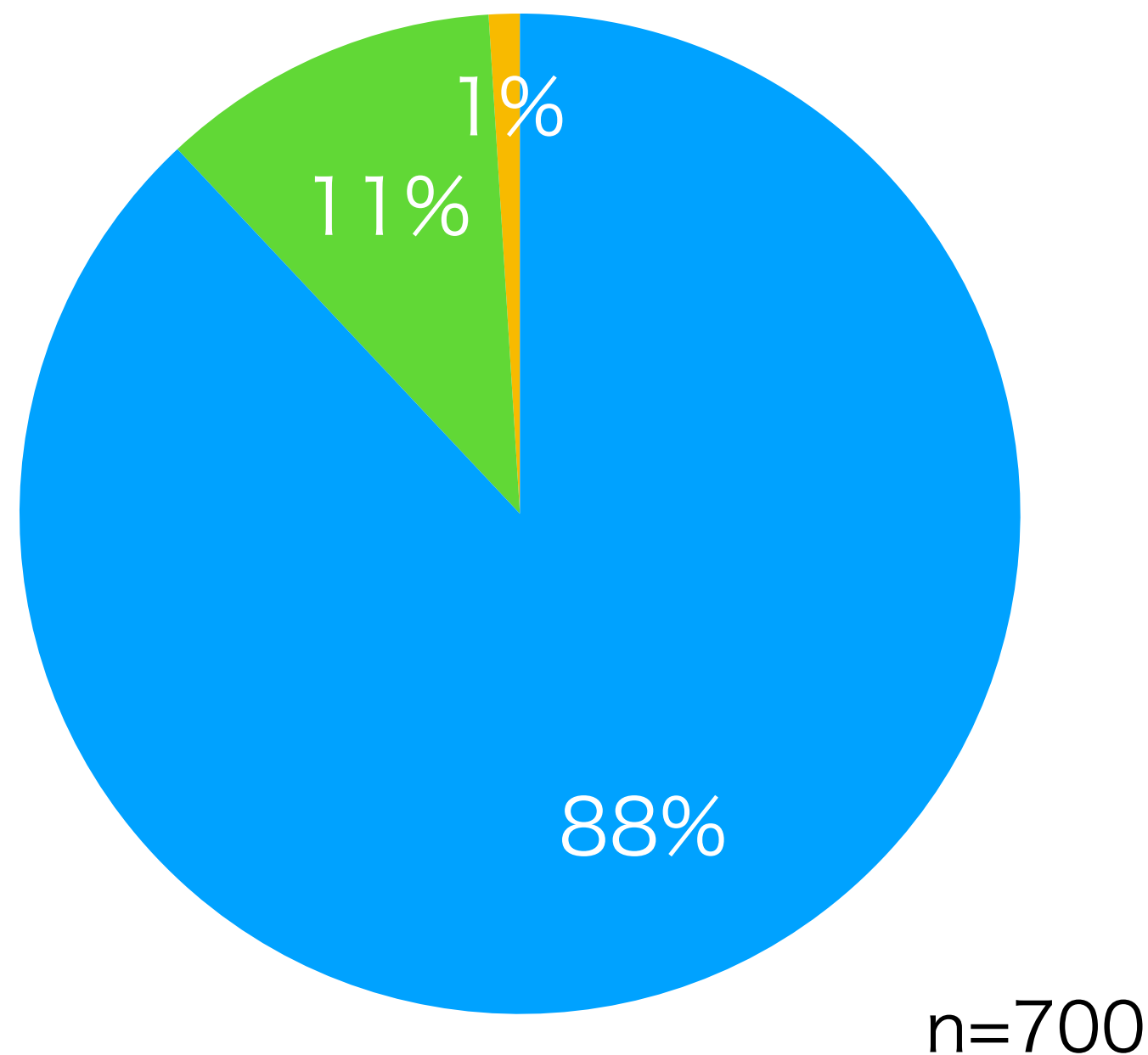
Many of ECEC Advisers were directors at public ECEC settings.

Prior career of ECEC Advisers and ECEC Supervisors

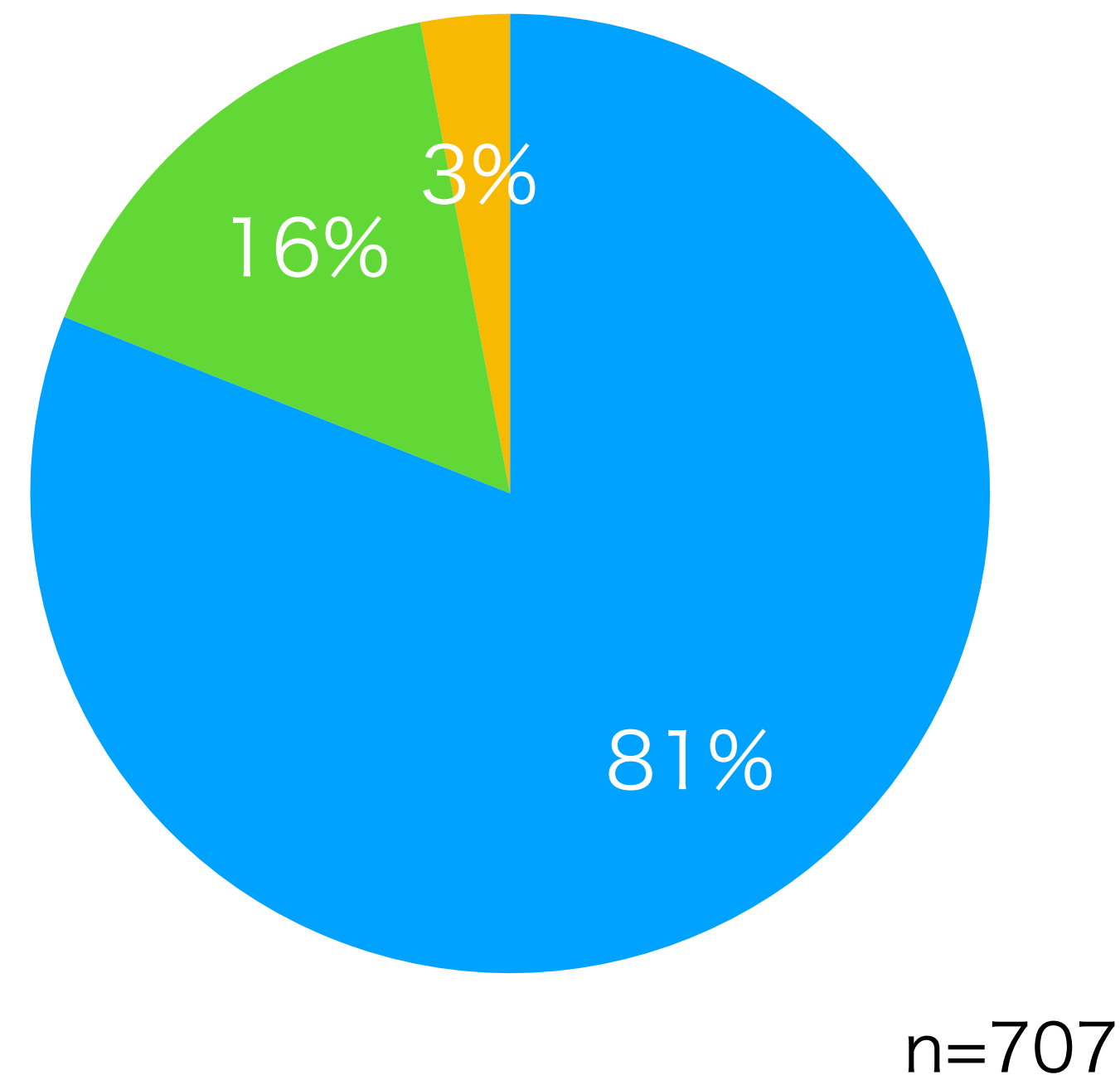


Only 10 to 20% of municipalities hold ECEC Advisers
50% of the municipalities hold Supervisors who work on ECEC.

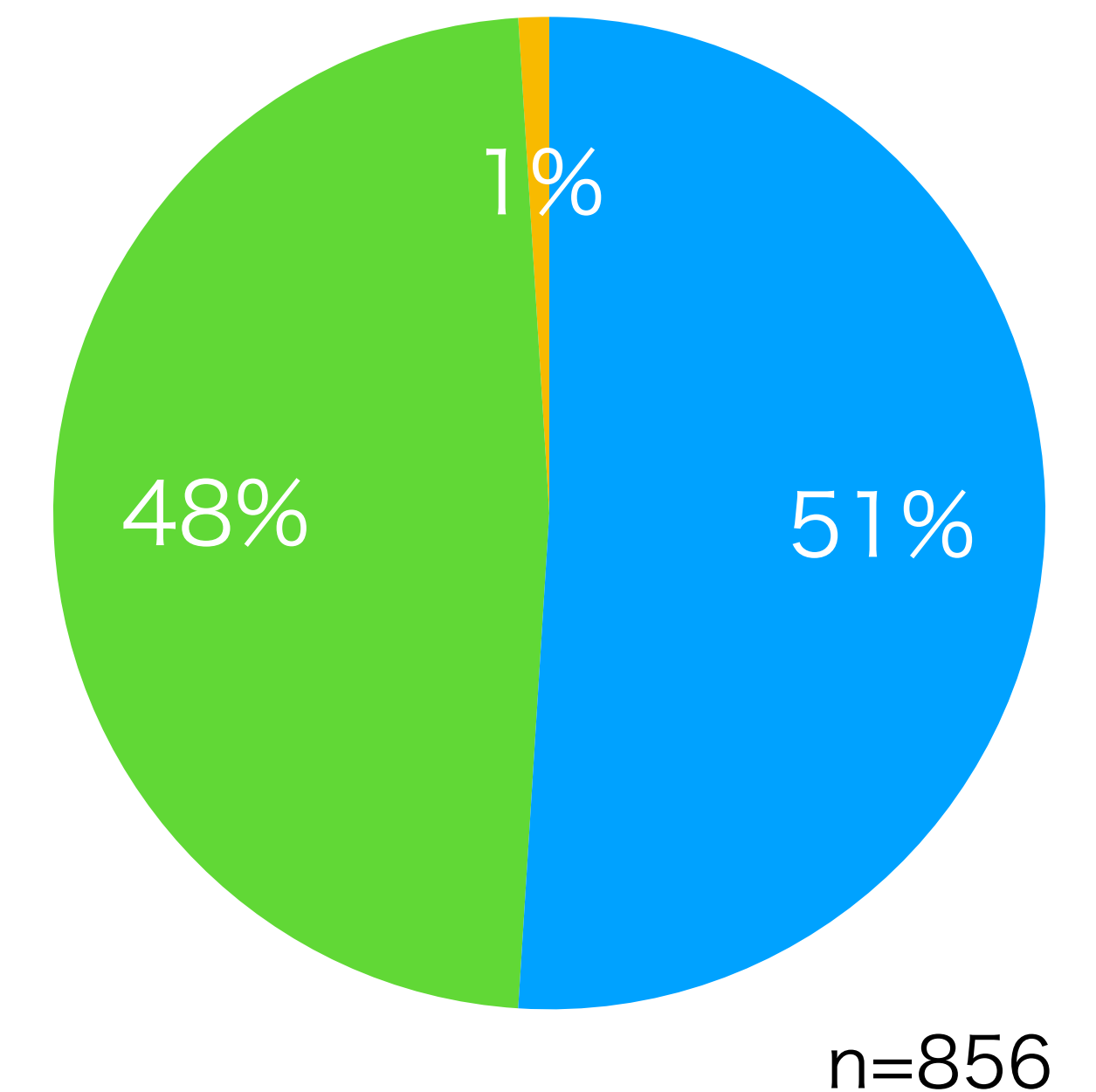
Number of ECEC Adviser in
each municipality (full time)



Number of ECEC Adviser in
each municipality (part time)



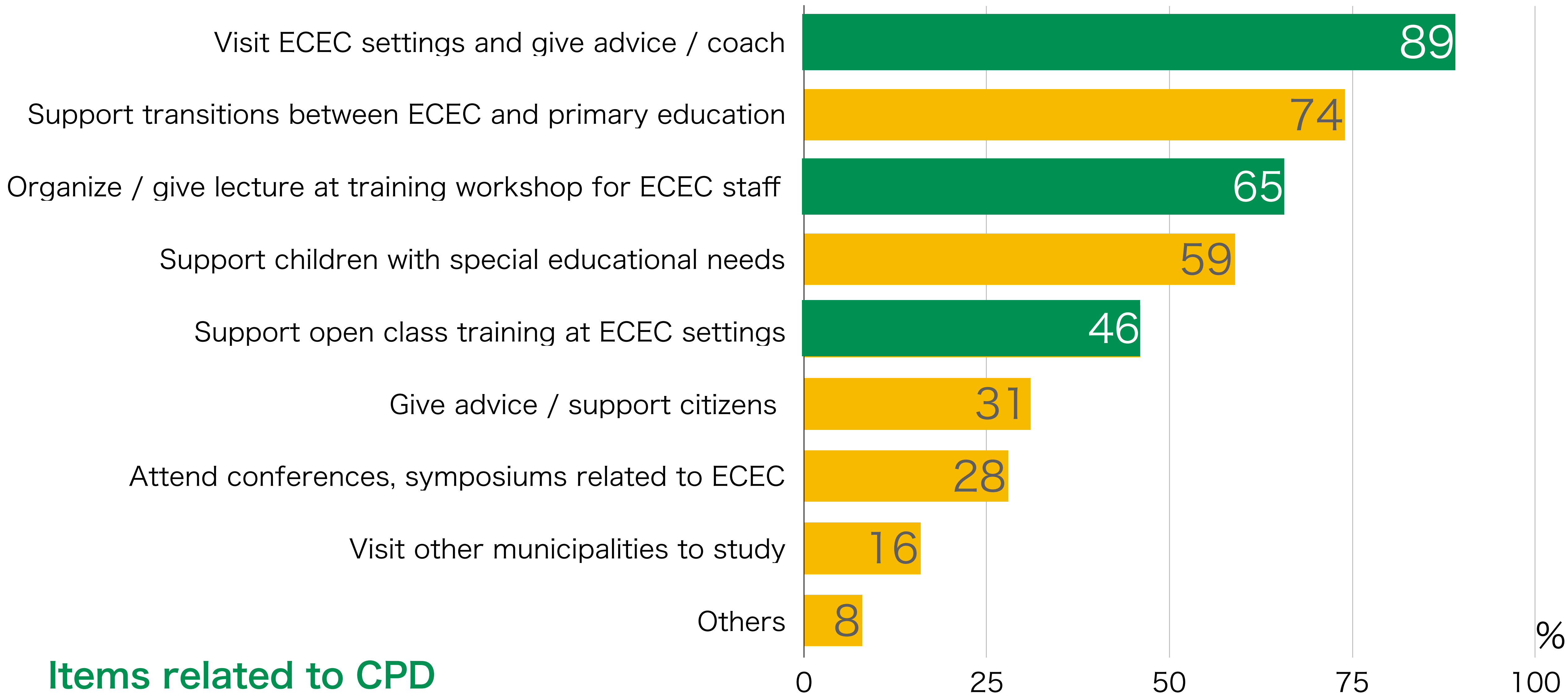
Number of Supervisors
in each municipality



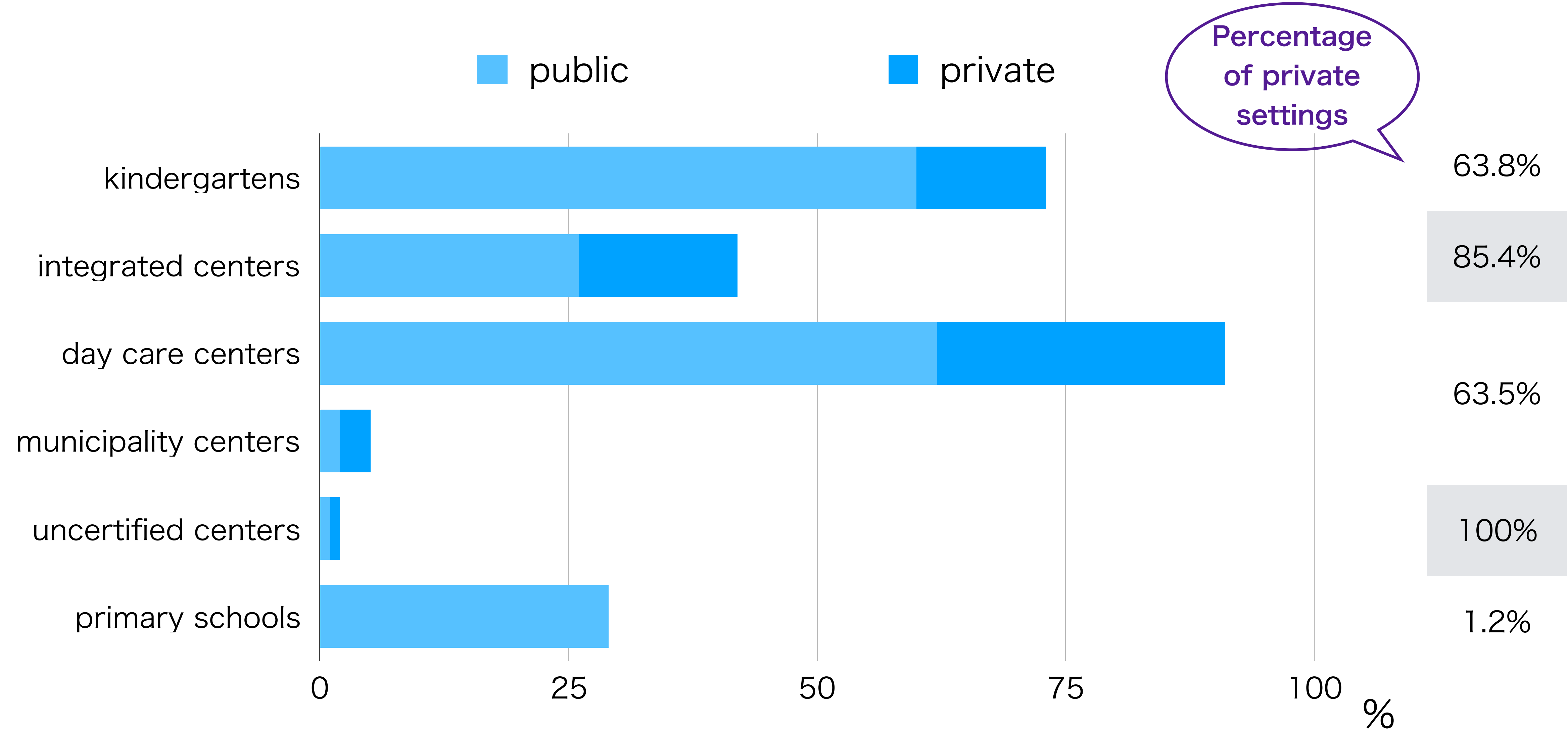
● 0 ● 1 to 5 ● 6 to 10

ECEC Advisers are doing well on continuous professional development.

n=630



ECEC Advisers visit public settings more than private settings.
Not many municipality level centers nor uncertified centers are visited.



What we found from the results

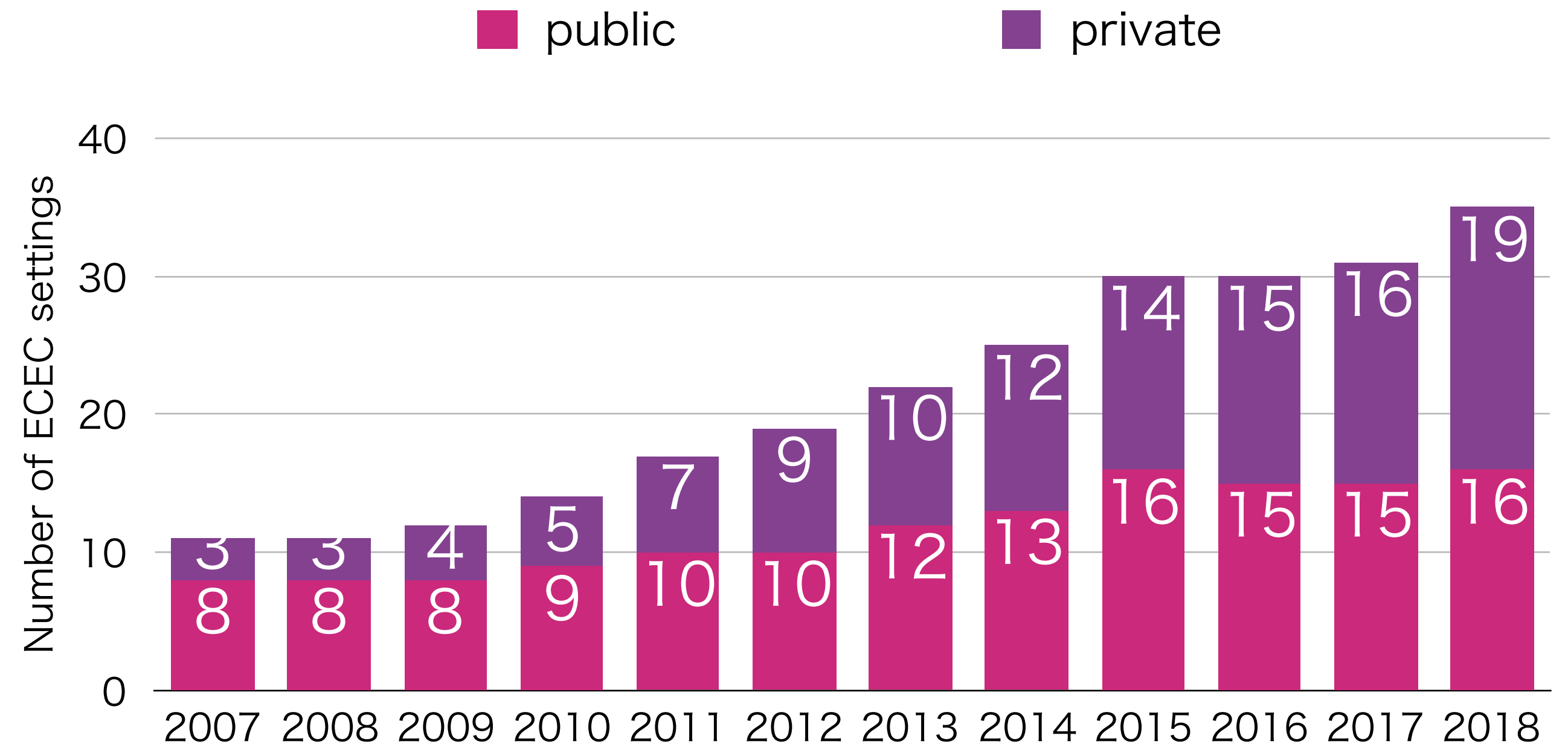
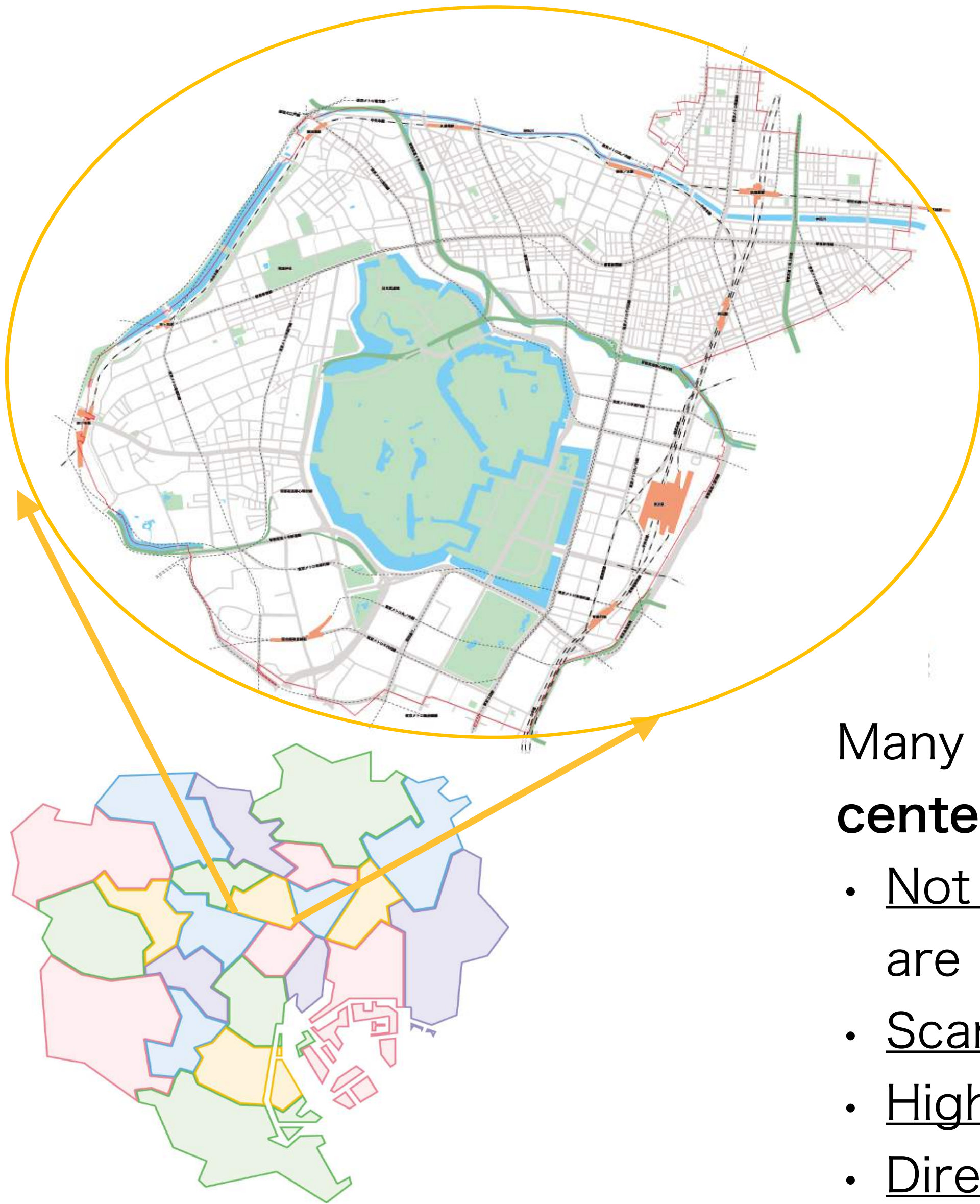
1. Compared to School Education Supervisors, ECEC Advisers are more expertised in ECEC. They are expected to be the strong supporter for establishing CPD system (including resource, network, budget) in each region. However, the number of municipalities where they have ECEC Advisers is relatively small (about 20%).
2. Not enough private settings are being visited by ECEC Advisers although they occupy a big number of the whole ECEC settings. To make the CPD system more effective, ECEC Advisers should reach out more to private sectors. Especially, municipality level centers and uncertified centers are left behind.

ECEC Advisors are working on CPD in their region,
but how exactly are they putting it in practice? Any
leading model?

3.RESEARCH 2:

Case study of a city in Tokyo

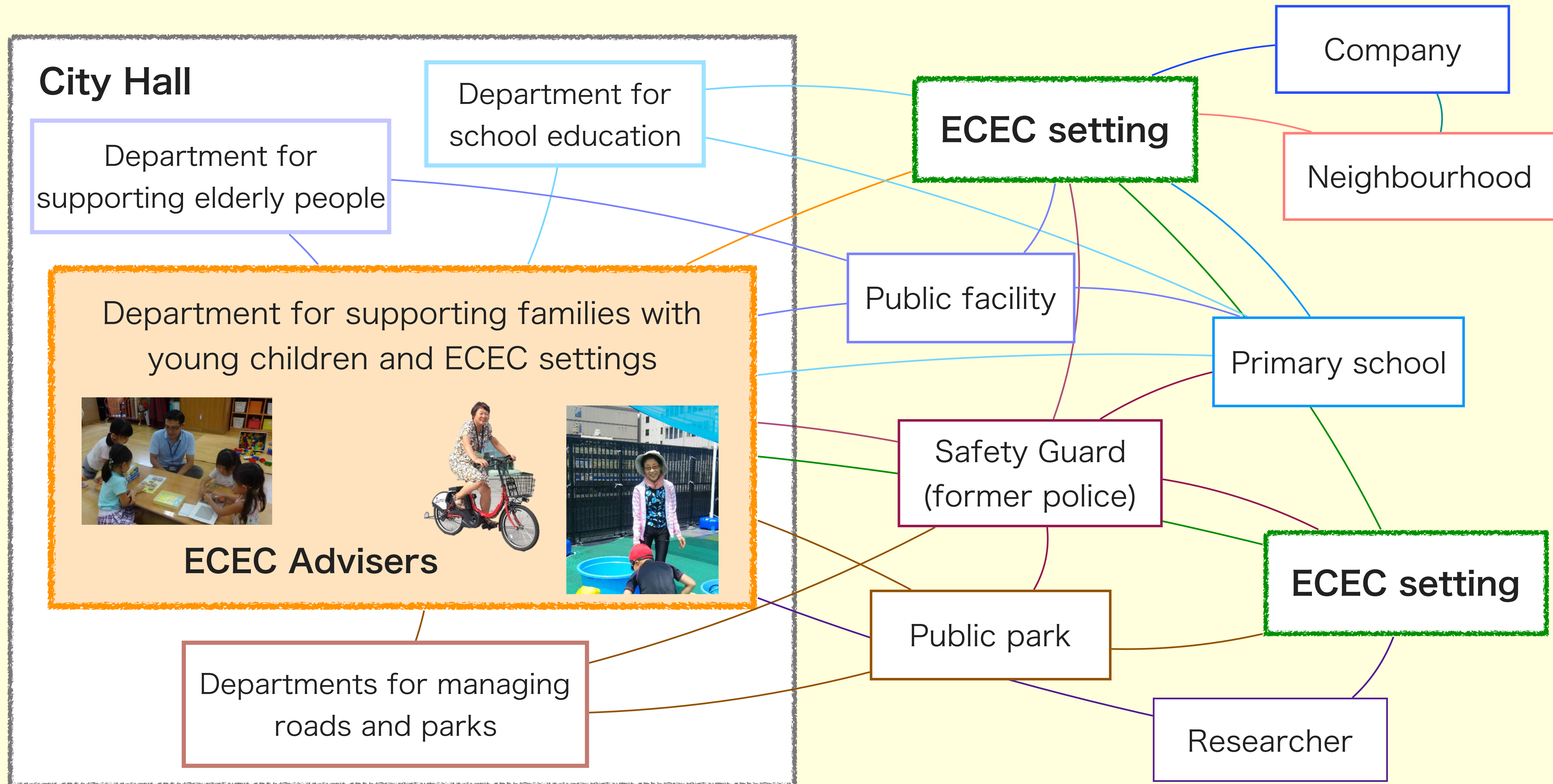
Case study of a city in Tokyo to improve ECEC quality and support CPD



Many of the **private ECEC settings** increasing are **municipality level centers or profit daycare centers**.

- Not enough expertise, habits, tradition inherited since most of them are newly established.
- Scarce human & physical resource.
- High turnover rate.
- Directors tend to be isolated from both company and staff: absence of shared understanding about quality ECEC.

Rich network of resources in the city



What are ECEC Advisers and their colleague doing in the city?

- ① Identify and utilize **social resources** in the city.
- ② Offer **various CPD opportunities** involving both **public and private** settings.
- ③ **Bridge ECEC setting with neighborhood** and other human resources.
- ④ **Strong support from Mayor** to ECEC Advisers: his leadership.

① Identify and utilize **social resources** in the city.

ECEC Adviser Ms. O. went all around the city by free rental bicycle and made marks on a map. Made a list of all **social resources that can be used** by young children at ECEC settings. Also did survey on **the needs of private ECEC settings**.



ECEC setting with no playground can now use public swimming pool.

Department for ECEC settings
ECEC Advisers

ECEC setting

loose network

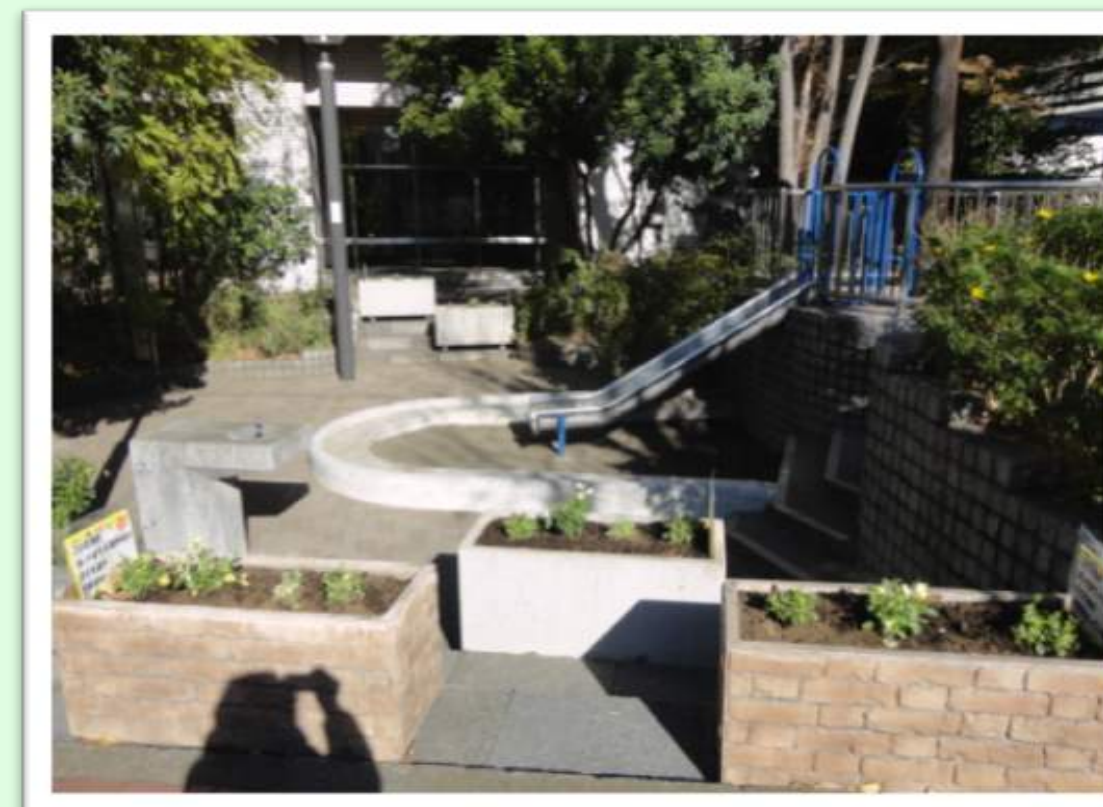
Sharing resource, vision,
and collaboration.

Departments for
roads and parks

Public facility

Public park

Put large flower pods at the
entrance for children's safety.



Changed equipments in the
parks for young children to play.

② Various CPD opportunities involving both public and private settings.

Frequent visit to almost all the ECEC settings in city without appointment.



Support onsite training with CEDEP researchers.



Share expertise (ideas for better environment and practice) among the settings in C City via Advisers' monthly letters.

Department for ECEC settings
ECEC Advisers

Private
ECEC setting

loose network
Sharing expertise in/between ECEC settings.

Public
ECEC setting

Researcher



Visit other setting and spend a day as a classroom teacher. Every teachers/staff can participate once or twice a year.

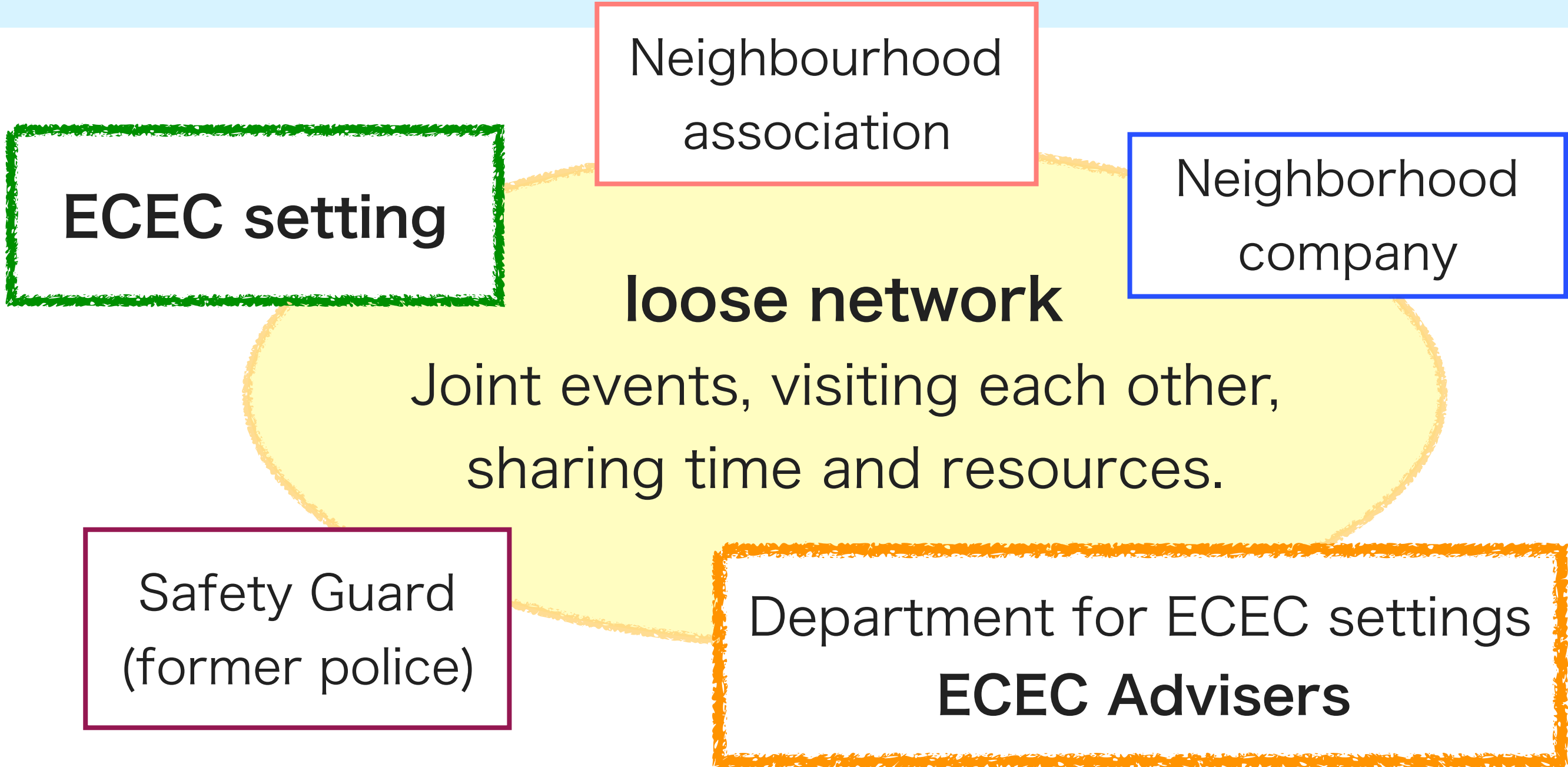
③ Bridge ECEC setting with **neighborhood** and other **human resources**.



Joint event in summer: UCHIMIZU(打ち水), traditional custom of sprinkling water.

Carrying MIKOSHI (神輿) together at a local summer festival.

A company offers their courtyard and water for free for daily play.



Safety guards (former police) support and children's safety when going out.

④ Strong support from **Mayor** to ECEC Advisers: his leadership

- Mayor's strong interest on ECEC.
- Enough budget for environment improvement and all the CPD projects.
- Municipal ordinance to ensure environment necessary to improve quality (2014).
This works as legal basis for the ECEC Advisers' work.
- As a whole, feeling of security for the ECEC Advisers for their work.

“Municipal ordinance to ensure environment to support children's healthy development”

C City will work

1. for ECEC settings so that **they can use public facilities** that are useful to improve ECEC quality.
2. to **ensure outdoor play environment** for the ECEC settings with no outdoor area.
3. to make **public schools' and public ECEC settings' playground and public parks** available for children in ECEC settings with no outdoor area.

子どもが健やかに育つための環境の確保に関する条例（平成26年12月8日条例第40号）
（施設支援）

第7条 区は、事業者が実施する保育・教育サービス事業の質の向上を図るため、区が保有する施設を活用できるよう必要な支援を行うものとする。

2 区は、保育等施設の種別にかかわらず、子どもがのびのびと外遊びができるよう、事業者が運営する保育等施設が園庭の代替として活用できる場所の確保に努める。

3 区は、子どもが健やかに遊べるように、事業者が区の保有する校庭、園庭、公園及び児童遊園を子どものための遊び場として利用できるように努める。

To understand the city's project with ECEC Advisers..

Symbolic elements such as skills, knowledge, mannerism, credentials that one acquires through being part of a particular social class.

Resource that is connected with group membership and social networks, based on mutual cognition and recognition.

Skills
Competence
Qualification
↑
Social status
Gap

Cultural capital

Social capital

Network of connections
Altruism

↑
Support

Economical capital

Budget

Immediately and directly convertible into money.

↑
Mayor's decision

e.g. "The Forms of Capitals" (Bourdieu, 1986)

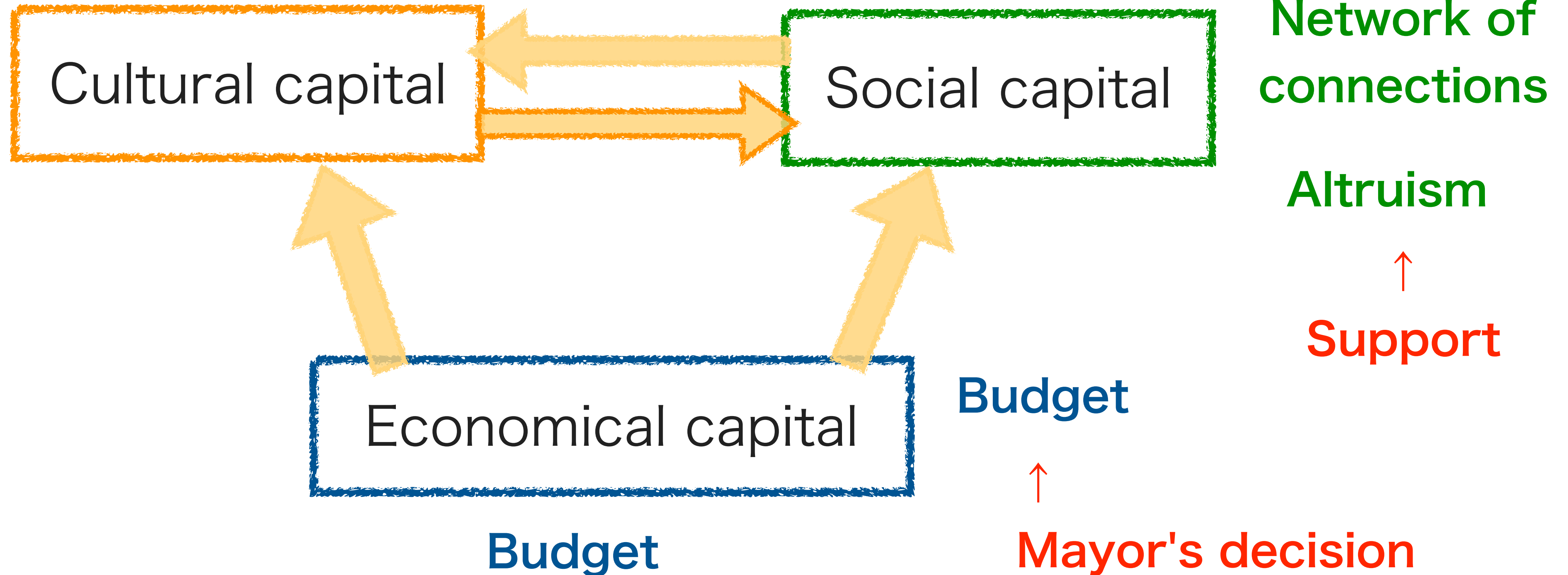
What the ECEC Advisers in Chiyoda City are doing

① Identify and utilize **social resources** in the City.

② Offer **various CPD opportunities** involving both **public and private** settings.

③ **Bridge ECEC setting with neighborhood** and other human resources.

Skills
Competence
Values



④ **Strong support from Mayor** to ECEC Advisers: his leadership.

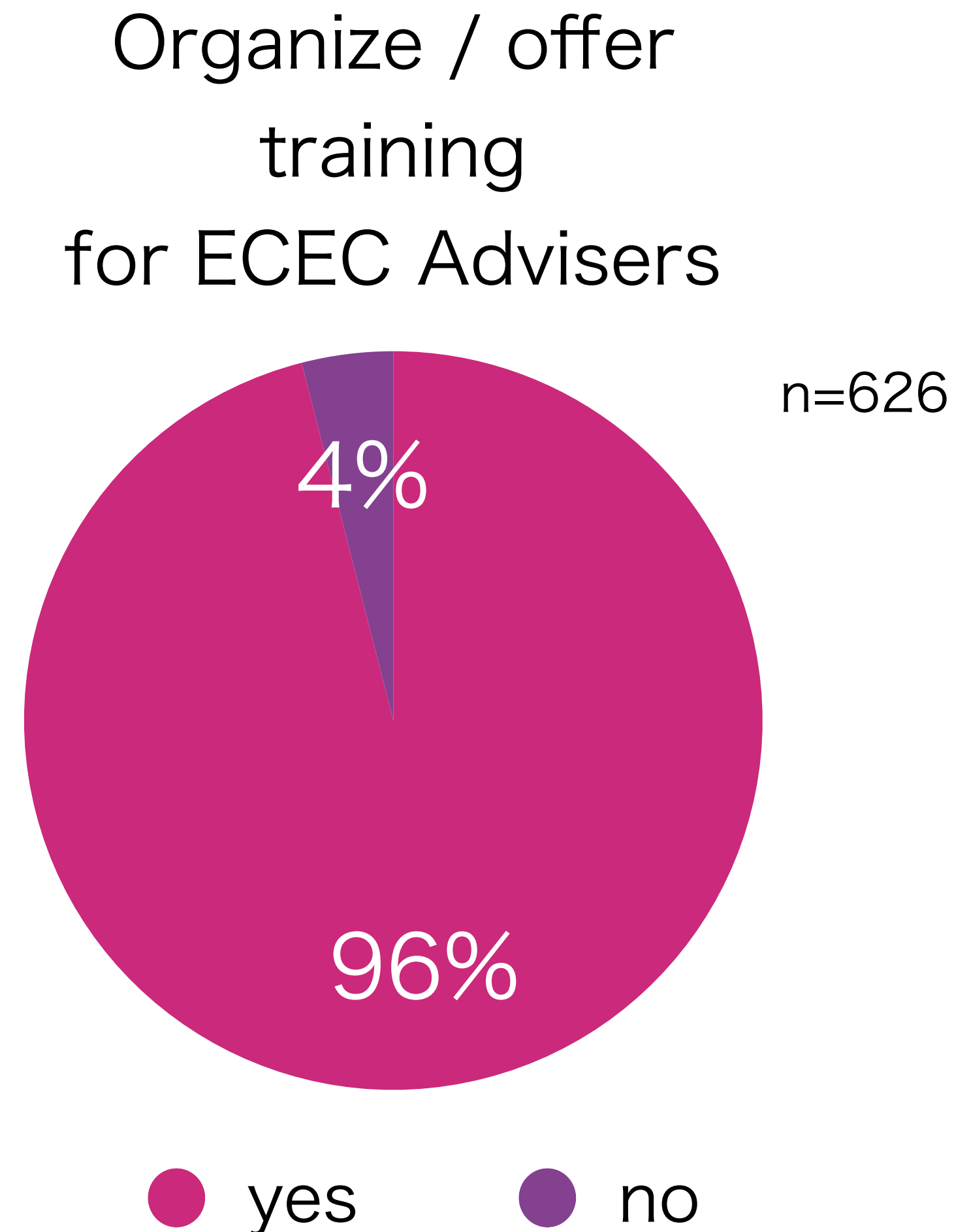
4.DISCUSSION

For sustaining and developing ECEC

Adviser system

30

Only 4% of the municipalities offer training for ECEC Advisers.



- What can we (should we) do to maintain these system and projects systematically?
- How do we train new ECEC Advisers?
- How can we inherit all the wisdom and relationships to the next stage?
- How can ECEC Advisers foster sense of agency of existing ECEC directors?
- How can we inspire mayors and even national government to value ECEC?

Thank you very much for your attention!

Research team

**Cedep nation-wide survey for
municipalities in 2015**

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Sachiko Nozawa
Yusuke Murakami
Toshihiko Endo
Kiyomi Akita



Case study in Chiyoda City

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Nobuaki Kato