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”

- Kindergartens
- Integrated ECEC centers
- Daycare centers
- Unlicensed Daycare centers
- Municipal level centers

MEXT: Ministry of Education, Culture, Sports, Science and Technology
MHLW: Ministry of Health, Labour and Welfare
## Differences among the four types of ECEC Institutions

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>Integrated ECEC Centre</th>
<th>Day Care Centre (Nursery Centre)</th>
<th>Municipal Level Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>From ages 3 to 5</td>
<td>From ages 0 to 5</td>
<td>From ages 0 to 5</td>
<td>From ages 0 to 3</td>
</tr>
<tr>
<td><strong>Standards for Content and Method</strong></td>
<td>“National Curriculum Standards for Kindergartens”</td>
<td>“Curriculum for Education and Childcare in Integrated ECEC Centre”</td>
<td>“Guidelines for Nursery Care at Day Nurseries”</td>
<td>“Guidelines for Nursery Care at Day Nurseries”</td>
</tr>
</tbody>
</table>
| **Childcare and Education time** | 4 hours a day (standard service)  
※Extended care is available in 82.5% of kindergartens | 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 |

Ichimi(2015) for reference
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

<table>
<thead>
<tr>
<th>Number of waiting list (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 prefectures, designated cities, and core cities</td>
</tr>
<tr>
<td>Other cities</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

「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

<table>
<thead>
<tr>
<th>name</th>
<th>School Education Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where do they belong?</strong></td>
<td>Board of education.</td>
</tr>
<tr>
<td><strong>What are they expected to do?</strong></td>
<td>those with <strong>expertise and experience in school education who visit schools</strong> in their region and give advise or do coaching about educational content, pedagogy, environment etc. They visit kindergartens as well.</td>
</tr>
</tbody>
</table>
Many of ECEC Advisers were directors at public ECEC settings.

Prior career of ECEC Advisers and ECEC Supervisors

- Former ECEC directors (public kindergarten)
- Former ECEC directors (public daycare centers)
- Staff (public kindergarten)
- Principle (public primary school)
- Principle (junior high / high school)
- Other professionals (psychologist etc.)
- Others

<table>
<thead>
<tr>
<th>Category</th>
<th>EEC Supervisors</th>
<th>ECEC Advisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former ECEC directors (public kindergarten)</td>
<td>15</td>
<td>22.5</td>
</tr>
<tr>
<td>Former ECEC directors (public daycare centers)</td>
<td>7.5</td>
<td>15</td>
</tr>
<tr>
<td>Staff (public kindergarten)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Principle (public primary school)</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Principle (junior high / high school)</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Other professionals (psychologist etc.)</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Others</td>
<td>7.5</td>
<td>7.5</td>
</tr>
</tbody>
</table>

n= 630
n= 624
Only 10 to 20% of municipalities hold ECEC Advisers. 50% of the municipalities hold Supervisors who work on ECEC.
ECEC Advisers are doing well on continuous professional development.

1. Visit ECEC settings and give advice / coach: 89%
2. Support transitions between ECEC and primary education: 74%
3. Organize / give lecture at training workshop for ECEC staff: 65%
4. Support children with special educational needs: 59%
5. Support open class training at ECEC settings: 46%
6. Give advice / support citizens: 31%
7. Attend conferences, symposiums related to ECEC: 28%
8. Visit other municipalities to study: 16%
9. Others: 8%

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

City Hall
- Department for supporting elderly people
- Department for school education
- Department for supporting families with young children and ECEC settings

ECEC Advisers
- Departments for managing roads and parks

ECEC setting
- Company
- Neighbourhood
- Public facility
- Primary school
- Safety Guard (former police)
- Public park
- Researcher
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.
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.

Department for ECEC settings
ECEC Advisers

loose network
Sharing resource, vision, and collaboration.

Public facility
Public park

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

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

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.

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- **Department for ECEC settings**
  - ECEC Advisers

- **loose network**
  - Sharing expertise in/between ECEC settings.

- **Private ECEC setting**

- **Public ECEC setting**

- **Researcher**

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

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**Neighbourhood association**

**loose network**

Joint events, visiting each other, sharing time and resources.

**Safety Guard (former police)**

**Department for ECEC settings**

**ECEC Advisers**

**Neighborhood company**

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

**Economical capital**

Network of connections

Altruism

Support

Budget

Mayor’s decision

Immediately and directly convertible into money.

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.

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

For sustaining and developing ECEC Adviser system
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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Case study in Chiyoda City

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