



World Education Forum 2015

The Nuri Curriculum:

Accomplishments and Prospects for ECCE in Korea

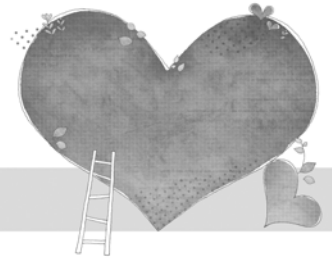
누리과정: 한국 ECCE의 성과와 전망



Date 2015. 5. 18(Mon) 13:30~16:00

Venue Songdo Convensia, Incheon

Opening Address



Distinguished participants, Ladies and Gentleman,

I am glad to welcome you all for this session, entitled “*The Nuri Curriculum: Accomplishments and Prospects for ECCE in Korea*”. Thank you for coming. That some of you travel long distances serves to remind us all how important education is and international cooperation to achieve the common goals.

Succeeding the Millennium Development Goals(MDG), and building on the outcome of the Muscat Agreement, the post-2015 education agenda will provide support and guidance on equitable and inclusive quality education. And now, we are all gathered at here to share in our achievements and develop the new, comprehensive vision for the next 15 years.

Learning begins at birth. It is very important to start working with children as early as possible to bring the most fruitful years in individuals’ youth. Research shows how crucial early intervention is and its life-long effects on individuals. For 10 years, the Korea Institute of Child Care and Education(KICCE) has carried on policy research on early childhood care and education to serve quality education for young children.

As the first step towards the integration of early education and child care, the Nuri Curriculum, which is the national course for all children from 3- to 5-year olds, was introduced in 2013, with considerable funds from the government. The Nuri Curriculum is the valuable fruit of equitable and quality education for young children in Korea. I would like to express my pleasure and honor to share the accomplishments and issues of the ECCE in Korea at this session.

We are honored to have esteemed education specialists for our speakers. I am delighted first to introduce Dan Shechtman, a Nobel Prize-winning scientist and an expert on science education for young children. I'm also pleased to introduce Sheldon Shaeffer, a director of ARNEC and a former director of UNESCO Asia and Pacific Regional Bureau for Education.

I hope you all to be challenged, excited, and inspired by our amazing speakers and encourage your strong support and interests on promoting ECCE. And before I invite Dan Shechtman for the keynote speech, I want to say once more on behalf of KICCE, welcome. It's a great pleasure to see so many of you here and enjoy this meaningful educational event for the global community.

Thank you

Namhee Woo

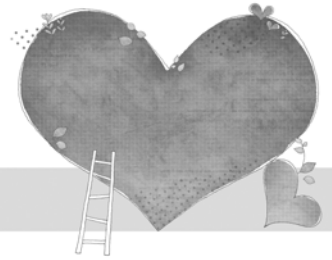
President, Korea Institute of Child Care and Education

Program



Opening Session		
13:30-13:35	Opening Remarks	Namhee Woo President, Korea Institute of Child Care and Education(KICCE)
Keynote Speech		
13:35-13:55	Passages to Innovative and Entrepreneurial Society	Dan Shechtman Professor, Technion, Israel Nobel Prize Laureate in Chemistry
Presentation 1		
13:55-14:20	Developments of and Prospects for Early Childhood Care and Education in Republic of Korea	Mugyeong Moon Senior Research Fellow, KICCE
Presentation 2		
14:20-14:45	Analyzing the Effects of Nuri Curriculum	Jeongrim Lee Research Fellow, KICCE
14:45-15:00	Break	
15:00-15:35	Discussion	Chair: Sheldon Shaeffer Director, ARNEC
15:35-15:55	Q&A	Maki Hayasikawa Chief, Section of Teaching and Learning, UNESCO Hyo-Jin Ahn Professor, Incheon University
15:55-16:00	Closing Remarks and Group Photo	

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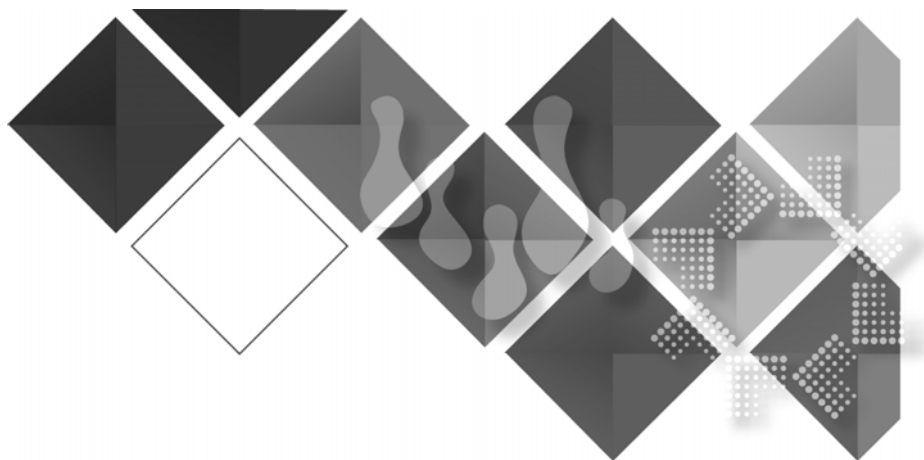
Hyo-Jin Ahn (Professor, Incheon University)



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Developments of and Prospects for ECCE in Republic of Korea

Mugyeong Moon
(Senior Research Fellow, KICCE)





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18 May, 2015, Songdo, Republic of Korea



Developments of and Prospects for Early Childhood Care and Education in Korea



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Outline

- The History of ECCE in Korea
- The Current Status of ECCE in Korea
- Major Policy Developments in Korea Since 2000
- Issues and Prospects





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Part I

The History of ECCE in Korea



Source : Ministry of Education, Science and Technology (from the *Special Exhibition on 100 years of kindergarten education in Korea*, 2011, Seoul, Korea)

A Brief History of ECCE in Korea

Early childhood Education

- Establishment of the first Korean kindergarten for Korean children was during the colonial period (1913)
- Establishment of a college department of kindergarten teacher training (1914)
- The first regulations for kindergartens (1922)
- The first *National Kindergarten Curriculum* (1969)
- The first 5 public kindergartens (1976)
 - increased to about 2,000 in the early 1980s mostly in rural areas (approx. 1,000 private kindergartens in cities)
- *Early Childhood Education Promotion Act* (1982)
 - founded *Saemaul Nursery Schools*
- Full day kindergartens (1994)

A Brief History of ECCE in Korea

Child Care

- The first childcare center (1921)
- Legislation of *Child Welfare Act* (1961)
- Legislation of *Childcare Act* (1991)
- Expansion of childcare facilities (1995-1997)
 - increased tenfold, reaching approx. 20,000 childcare facilities (serving 734,000 children)



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Part II

Current Status of ECCE in Korea

Current Status of ECCE in Korea_1

- Children at age 0 to 5 (2014) : 2,769,255
- Participation rates (2014):
Children 0 to 2 yrs. : 63.3%,
Children 3 to 5 yrs. : 91.3%



- 8,826 kindergartens (652,546 Children) & 43,770 childcare facilities (family daycare 54%) (1,486,980 children) (2014)
- Teachers and directors (2014):
48,530 in kindergartens & 301,719 in childcare facilities

Current Status of ECCE in Korea _2

Participation rates of Children 3 to 5 in Korea (2012-2014)

Age	Year	Total No. of Children	Kindergarten		Childcare centres		KG + CC	
			No. of C	%	No. of C	%	No. of C	%
3 yr	2014	472,047	143,069	30.3	255,786	54.2	398,855	84.5
	2013	446,256	143,069	32.1	258,719	58.0	401,788	90.0
	2012	466,807	130,986	28.1	268,279	57.5	399,265	85.5
4 yr	2014	447,055	233,936	52.3	184,513	41.3	418,439	93.6
	2013	467,432	233,926	50.0	186,048	39.8	419,974	89.8
	2012	494,388	229,911	46.5	200,516	40.6	430,427	87.1
5 yr	2014	467,935	277,826	61.5	161,877	34.6	449,532	96.1
	2013	495,810	277,826	56.1	162,666	32.9	440,492	89.0
	2012	448,774	252,852	56.3	152,207	33.9	405,059	90.3
Total	2014	1,387,037	654,821	47.9	602,176	43.4	1,266,826	91.3
	2013	1,409,498	654,821	46.5	607,433	43.1	1,262,254	89.6
	2012	1,409,969	613,749	43.5	621,002	44.0	1,234,751	87.6

Notes: 1) Korea National Statistics (2013.12)

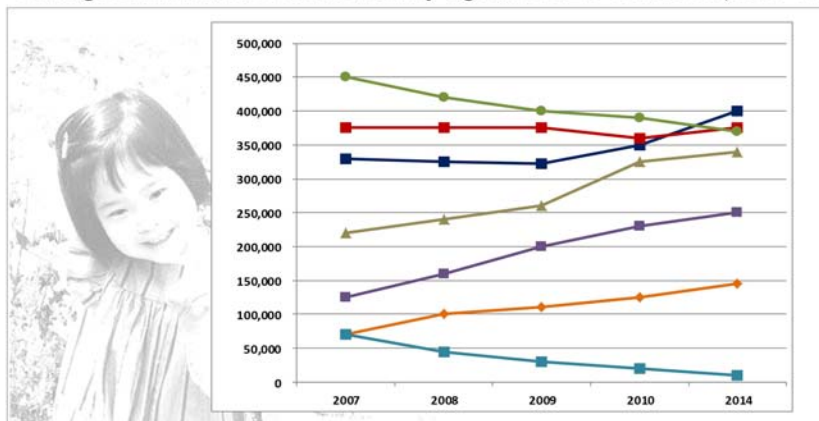
2) Annual report on *accomplishments and tasks of early childhood education*, KICCE (2013.7)

3) Annual Statistics on Childcare (2013.12.)

Source: Yang, M. S., et al. (2014). *Annual report on accomplishments and tasks of childcare policy*. Kore Institute of Child Care and Education.

Current Status of ECCE in Korea _3

Changes in numbers of children by age in ECEC services (2007~2014)





Current Status of ECCE in Korea_4

- 3 months of paid maternity leave (full payment) & 1 year paid parental leave (Approx. USD 500 per month)
- Child-rearing allowances
(Approx. USD 200 per month for a child under 1 yr olds)
- **Duration of compulsory school education :**
6-15 years (6 yrs of elementary & 3yrs of middle school)
Initiation of the Nuri curriculum for children 3 to 5 (2012-2013)

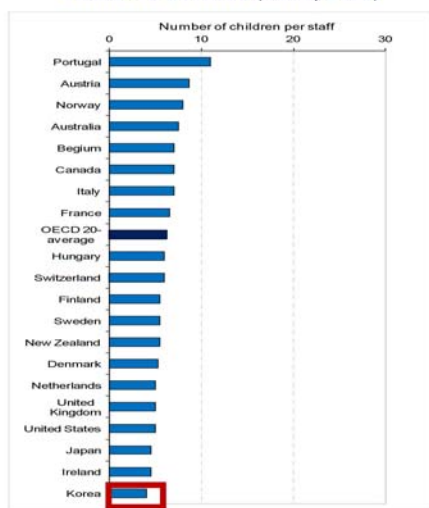
Kindergarten Education in Korea (2014)

- No. of children enrolled in **full-day kindergartens (after-school programs): 67.5%**
- Teacher-child ratio: 1:13.4
- Group size : 19.7
- Percentage of **teachers w/ bachelor degree : 51.4%**
- Total budget for ECE : 5,304,268 million KRW (5.3 bn USD)
- Education budget per child/ year: USD 6,114 (2013)

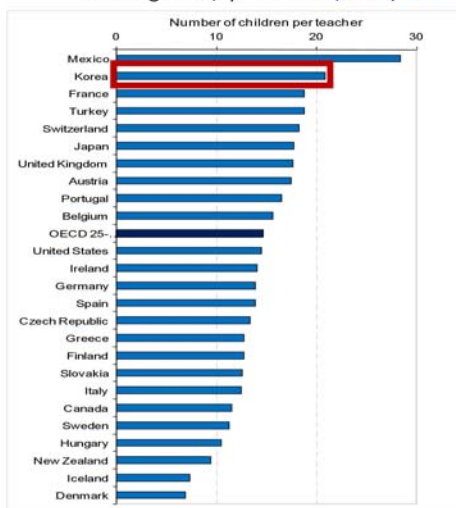
Source: Choi., E. Y. et., al. (2014). *Annual report on accomplishments and tasks of Early Childhood Education Policies*, Korea Institute of Child Care and Education.

Regulated Teacher-Child Ratio in ECEC services

Childcare centres (mostly 0 to 2)



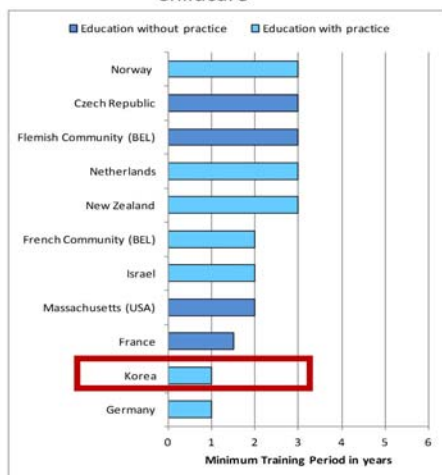
Kindergarten/ preschool (mostly 3 to 5)



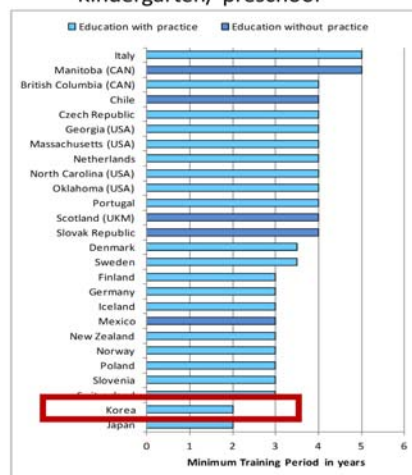
* Source: OECD (2012). Starting Strong III

Minimum Length of Pre-service Education for ECEC Staff

Childcare




Kindergarten/ preschool



* Source: OECD (2012). Starting Strong III



ECCE System in Korea		
Early Childhood Education	Classification	Child Care
3 to 5	Age of children served	0 to 5
Kindergartens	Institution	Childcare facilities
Ministry of Education	Administrative Auspice	Ministry of Health and Welfare
Early Childhood Edu. Act (2004) Basic Education Act, Elementary & Secondary Education Act (Before 2004)	Legal Basis	Childcare Act (1991)
Nuri Curriculum (since 2012) National Kindergarten Curri(1969-2011)	Curriculum	Nuri Curriculum for C 3 to 5/ Standard childcare curriculum for C 0 to 2 (since 2007)
4 yr-, 3yr-, & 2yr-College	Teacher Training	4 yr-, 2yr-College & 1 yr-post high school
Kindergarten Evaluation (since 2008)	Quality Monitoring	Child Care Accreditation (since 2005)



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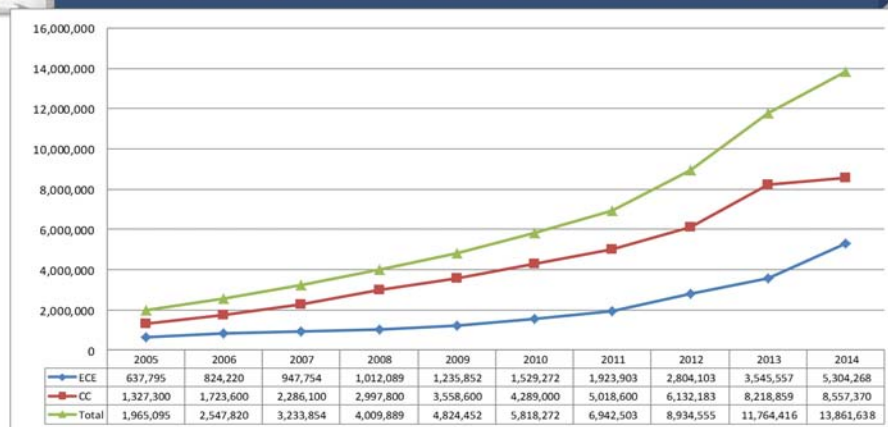
Part III

Major ECEC Policy Developments in Korea since 2000

Policy Developments in ECCE : Access & Affordability

Sept. 1999	Free ECEC for 5 yr. olds of low-income families in rural areas
Feb. 2000	Expended to 5 yr. olds of low-income families nation-wide
2004	Subsidies for 3 & 4 yr olds on sliding scales
2005	Subsidies for families with more than two children
Mar. 2007	Expending to children of families with average urban income
2007/8	Basic subsidies for children 0 to 2
Mar. 2009	Full-day program subsidies for children from low-income families
2010	Child-rearing allowances
Mar. 2012	Free ECEC for all 5 yr. olds & free childcare for all C 0 to 2
Mar. 2013	Free ECEC extended to all 3 & 4 yr olds.

Public Expenditure on ECCE in Korea



<Total Public Expenditure on ECCE in Korea (2005-2014) >(Unit: 1 million KRW)

Note: ECE stands for Early Childhood Education and CC for Child Care; Childcare budget does not include local government budget.; Spending of the Nuri curriculum both for KG and CC was added to the early childhood education budget as of 2014

Source: Ministry of Education, Sciences and Technology (2010-2012), Ministry of Education (2013-2014), Annual report on early childhood education, 2009-2014; Ministry of Health and Welfare (annually), internal report on child care budget.



Policy Developments in ECCE : *Quality*

Before 2009

- Development of standard childcare curriculum (2005)
- Revision of the national kindergarten curriculum (2007)
- Childcare teacher certificate management (2007)
- Childcare accreditation(2006) & Kindergarten evaluation (2008)
- Head teacher allowances (2007)
- Support for basic learning abilities in young children (2008)



'Support Programs for the Development of Young Children's Basic Learning Abilities' (2008)

Developing basic learning abilities as the most effective strategy for eliminating social barriers and cultivating human resources

A Set of



- 1 diagnostic tools
- 2 language, cognitive, social and emotional development programs,
- 3 parent education programs,
- 4 Korean language and culture education programs for mothers and children from multicultural backgrounds

Policy Developments in ECCE : Quality

Plan on the Advancement of Early Childhood Education

(Dec., 2009.12~Dec., 2012)

- Support for teacher salaries in private kindergartens (2010)
- Recommendations for extracurricular activities(2010)
- Kindergarten consultation (2010)
- Evaluation of kindergarten teacher competence (2012)
- Kindergarten information disclosure system (2012)
- Parent committee at individual kindergartens (2012)
- e-kindergarten system, expansion of *Early Childhood Education and Development Institutes* (<http://www.seoul-i.go.kr/eng/htm/main/main.asp>).etc.

Policy Developments in ECCE : Quality

I-Sarang [The Child-Loving] Plan (April, 2009~ 2012)

- Payment of overtime hours for childcare teachers (2010)
- Strengthening of childcare teacher qualifications and in-service education
- Initiation of semi-public childcare centers (2012)
- Consultation on childcare centers (2010)
- e-Childcare system
- *I-Sarang card (voucher system)* (2009)
- Expansion of *Childcare Information Centers*
- Korea Childcare Promotion Institute (*KCPI*) (2010) <https://www.kcpi.or.kr/>
- Childcare Center Safety & Insurance Association (2011) <http://www.csia.or.kr/>



Mid- and Long-Term Plans for Childcare by Ministry of Health and Welfare (2013-2017)

Major Tasks for the Future

- Lessening the parental burden of child-rearing
 - Childcare support tailored to the needs of individual users
 - Expanding public childcare services and strengthening monitoring quality
 - Creating and assuring safe childcare environments and conditions
 - Establishing childcare systems with enhanced public transparency
 - Improving financing and service delivery systems in childcare
- Re-organizing childcare support systems for parental child-rearing at home

Five-Year Plan for the Development of ECE by Ministry of Education (2013-2017)

- **Vision:** *ECE for the happiness of children, parents & teachers*
- **Goal** : Ensuring equal starting points through establishing a public ECE system
- **Basic Direction**
 - Sustained development of the Nuri Curriculum
 - Continuous implementation of a Plan for the Advancement of ECE
- **Policy Areas**
 - 1) Expanding educational opportunities
 - 2) Effective management of kindergartens
 - 3) Ensuring quality of the implementation of the Nuri curriculum & after-school programs
 - 4) Strengthening teacher accountability & professionalism
 - 5) Strengthening support systems

Nuri Curriculum

- Government funding for **free education and care** for all children at age 3 to 5 to lessen parental burdens
- **Common Curriculum** for Age 3 to 5 **to harmonize the quality** across kindergartens and child care centers
 - Implementing 4 to 5 hours daily instruction and care
 - Emphasizing creativity and character education
 - Strengthening continuity with elementary school curriculum

Nuri Curriculum

Areas and Content Categories of the Nuri Curriculum

Areas	Physical Movement & Health	Communication	Social Relationships	Arts Experience	Inquiry to Nature
Content Categories	Physical awareness	Listening	Knowing and respecting myself	Discovering artistic beauty	Developing inquisitive attitudes
	Physical control & basic exercises	Speaking	Understanding and regulating the emotions of myself and others	Expressing myself artistically	Mathematical exploration and inquiry
	Participation in Physical activities	Reading	Cherishing my family	Appreciating the arts	Scientific exploration and inquiry
	Healthy living Safe living	Writing	Living with others Taking an interest in society		

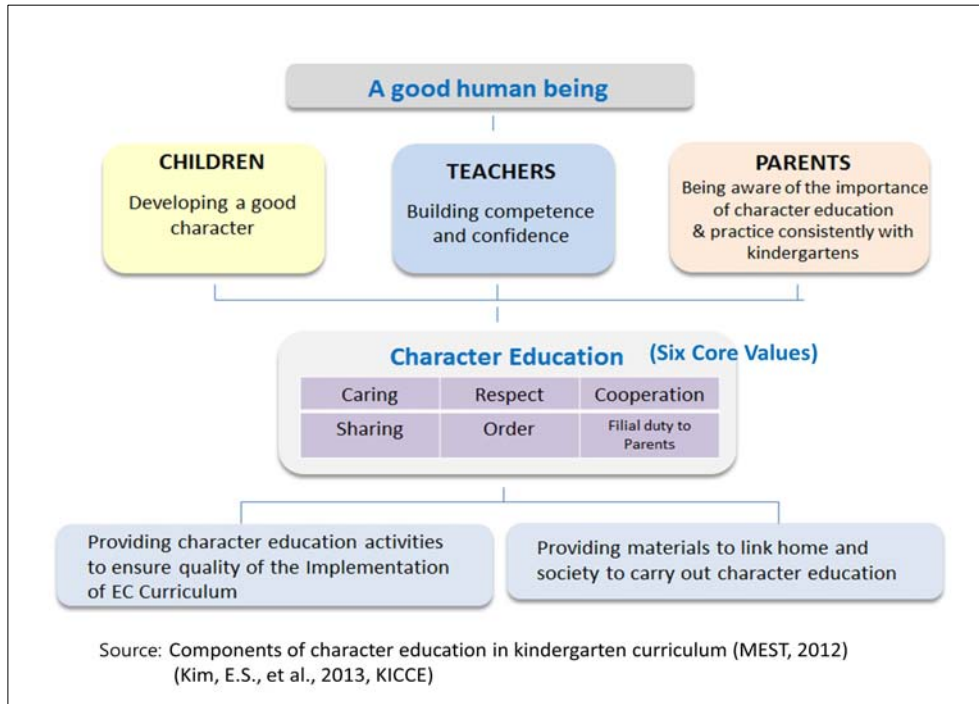


Character Education

- Character education: Traditionally an important aspect of education in Korea
- In reality, a strong focus on academic achievement
- In recent years, incidents of school bullying and school violence has rekindled interest in character education in Korea.
- The Korean government began to **align policies of anti-bullying in schools within the national curriculum.**
- Legislation of *Character Education Promotion Act* (Jan, 2015)

Character Education

- 
- **Curriculum Revision**
focusing on creativity and character education
 - **Clarifying and Specifying Achievement Criteria**
 - **Improving support systems**



Character Education

- **Developing and distributing**
 - character education programs (2011)
 - parent training programs for character education for young children (2012)
 - guidebooks for teachers for parental counseling' (2012)
- **Contest for 'kindergartens and childcare centers with good practices of character education (2013-2015)**
 - A total of 278 kindergartens and childcare centers were selected
 - Approx. 6,000 USD annually for 3 years given as incentives



Integration of ECCE

- 1st Phase (1997-2003)
 - *Early Childhood Education Reform Plan* announced by Presidential Committee on Educational Reform (1997)
 - Special Committee on Early Childhood Education Reform
 - Efforts for the legislation of Early Childhood Education Act
- 2nd Phase (2004-2011)
 - *Comprehensive Plan for the Development of ECCE* developed by Presidential Advisory Committee to cope with aging society (2004)
 - *Establishment of Korea Institute of Child Care and Education* (2005) to take integrative approaches to policy research on ECCE
 - Joint efforts by ECCE sectors to develop the Nuri Curriculum for Age 5
- 3rd Phase (2012-present)
 - *Implementation of the Nuri Curriculum* for Children 3 to 5
 - Inter-ministerial Committee on the ECCE integration under the Prime Minister's Office (2013)

Integration of ECCE

Directions for the ECCE integration

- Placing a high priority on parental needs
- Reducing gaps between kindergartens and childcare centres in terms of quality of teachers and facilities, but maintain a variety of types of ECEC institutions
- Reflecting upon the perspectives of diverse stakeholders
- Completing the integration within the term of the current government (by 2017)

Integration of ECCE

Plan for the ECCE Integration

- Phase 1 (2014)
 - Integrating information disclosure systems
 - Developing common evaluation indicators and criteria to consolidate childcare accreditation and kindergarten evaluation
- Phase II (2015)
 - Consolidating minimum standards and regulations (e.g., child-teacher ratio, space, etc.)
 - Setting hours of service use, integrating curriculum for children 0 to 5, etc.
- Phase III (2016)
 - Support for reducing gaps of salaries between kindergarten and childcare teachers
 - Integrating government auspices and finance



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Part IV *Issues and Prospects*



Issues and Prospects

- Setting policy goals for equity with quality (esp. for most disadvantaged children –no data on unenrolled children)
- Consolidating and coordinating ECCE policies among ministries under a higher form of governance
- Securing sustainable public investment for ECCE (esp. for the Nuri curriculum)
- Identifying mechanisms of transition from early childhood to school and strengthening the alignment of systems and resources

Issues and Prospects

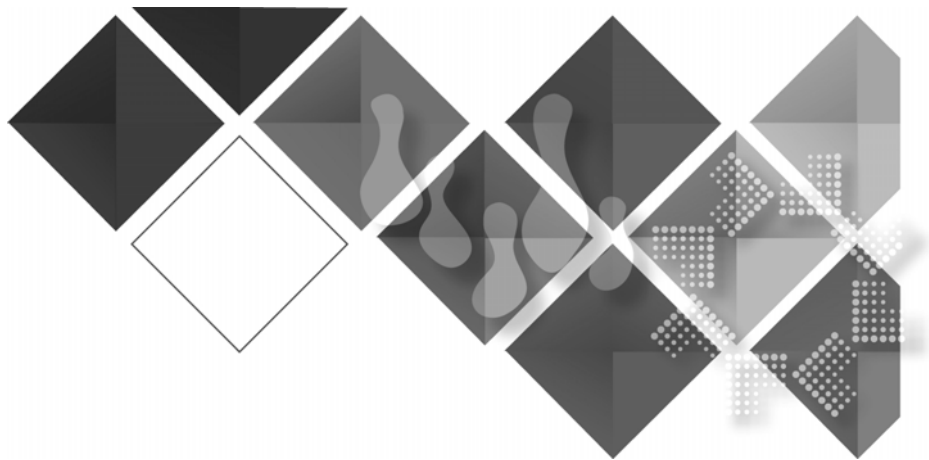
- Supporting and monitoring private institutions
- Reducing teacher-child ratios in kindergartens
- Improving qualifications of childcare teachers
- Creating a societal climate to support children's character development
- Engaging parents in holistic development and learning about their children



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Analyzing the Effects of Nuri Curriculum

Jeongrim Lee
(Research Fellow, KICCE)



Analyzing the Effects of the Nuri Curriculum

2015. 5. 18

Jeongrim Lee

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I. Introduction

II. Research Methods

III. Results

- Analyzing Results of 'Child Assessment Scale' for 5 year olds by Child Variables
- Analyzing Results of 'Child Assessment Scale' for 5 year olds by Institute Variables
- Analyzing Results of 'Child Assessment Scale' for 5 year olds by Teacher Variables

IV. Conclusion and Suggestion



Introduction

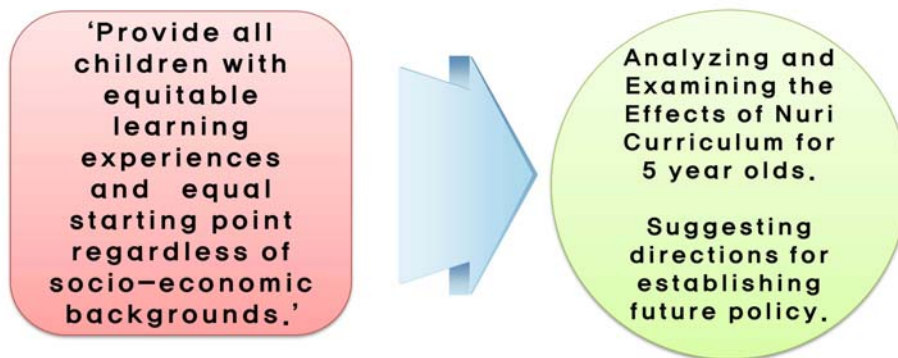
1. The Nuri Curriculum for 5 year olds
2. Research Purpose

Nuri Curriculum for 5 year olds

- Integrated education and care for 5 year olds from March 2012, previously divided into two institutes: kindergarten and child care centers, aiming to offer a high-quality service



Research Purpose



Research Methods

1. Research Design
2. Sampling
3. Research Subjects:
Institute, Teacher and Young Children
4. Calculating Weighted Value
5. Questionnaire
6. Analyzing Data



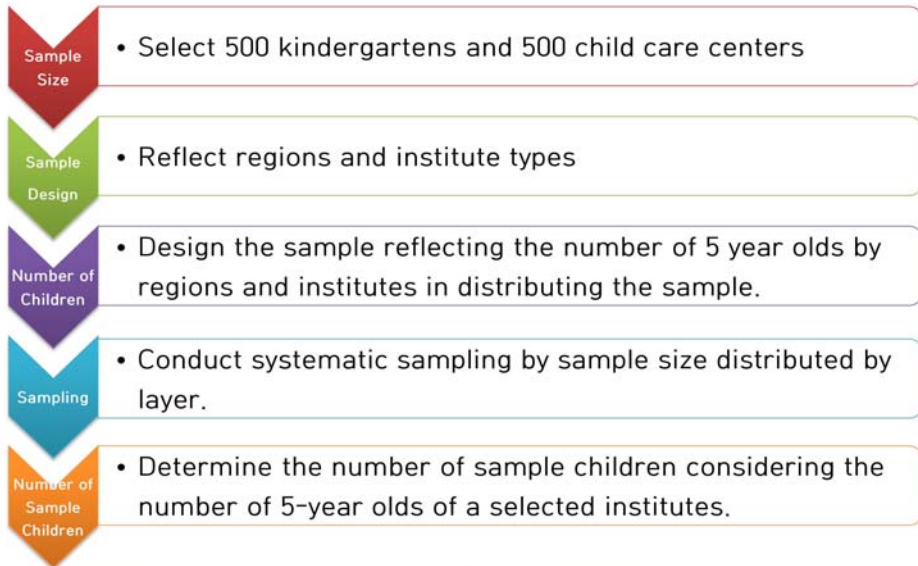
Research Design

- ✓ Conducted pre-to-post survey targeting teachers on child evaluation
- ✓ Conducted pre-survey in April and post-survey in October
- ✓ Composed different questionnaires each targeting children and teachers

✓ Limit and Countermeasure of Research Methods

- Difficulty in composing controlled group not participating in the Nuri Curriculum for 5 year olds.
- Maturation effects with time
- Supplement with statistical methods

Sampling



✓ Result of Sample Distribution

1) Kindergarten

Unit: Number of Institutes

Division		Public	Private	Total	Division		Public	Private	Total
Seoul	Population	140	700	840	Gangwon	Population	294	97	391
	Sample	6	41	47		Sample	10	14	24
Busan	Population	58	296	354	Chungbuk	Population	253	82	335
	Sample	3	31	34		Sample	12	12	24
Daegu	Population	114	207	321	Chungnam	Population	395	129	524
	Sample	4	28	32		Sample	10	18	28
Incheon	Population	132	240	372	Jeonbuk	Population	352	151	503
	Sample	6	27	33		Sample	8	18	26
Gwangju	Population	115	135	250	Jeonnam	Population	421	106	527
	Sample	5	20	25		Sample	11	13	24
Daejeon	Population	87	147	234	Gyeongbuk	Population	469	215	684
	Sample	4	23	27		Sample	9	24	33
Ulsan	Population	77	103	180	Gyeongnam	Population	432	249	681
	Sample	4	21	25		Sample	9	28	37
Gyeonggi	Population	1,023	950	1,973	Jeju	Population	85	23	108
	Sample	14	49	63		Sample	8	10	18
Total	Population	Public			Private			Total	
	Sample	4,447			3,830			8,277	
		123			377			500	



2) Child Care Centers

Unit: Number of Institutes

Division		Public	Corporative	Corporative/ Organizational	Public	Total	Division		Public	Corporative	Corporative/ Organizational	Public	Total
Seoul	Population	548	26	88	1,181	1,843	Gangwon	Population	64	97	42	228	431
	Sample	22	1	2	28	53		Sample	5	7	2	13	27
Busan	Population	105	43	27	321	496	Chungbuk	Population	37	95	33	251	416
	Sample	9	3	2	14	28		Sample	3	7	3	16	29
Daegu	Population	24	87	30	324	465	Chungnam	Population	45	103	52	359	559
	Sample	2	8	2	14	26		Sample	3	7	3	19	32
Incheon	Population	61	9	17	414	501	Jeonbuk	Population	37	122	88	259	506
	Sample	4	1	1	25	31		Sample	2	8	4	16	30
Gwangju	Population	26	84	20	227	357	Jeonnam	Population	55	151	49	258	513
	Sample	2	8	2	16	28		Sample	3	10	3	15	31
Daejeon	Population	22	24	12	251	309	Gyeongbuk	Population	79	72	28	416	595
	Sample	2	3	1	17	23		Sample	4	4	2	19	29
Ulsan	Population	18	6	6	177	207	Gyeongnam	Population	95	56	38	562	751
	Sample	2	1	1	15	19		Sample	5	4	2	22	33
Gyeonggi	Population	361	62	107	1,997	2,527	Jeju	Population	13	61	33	107	214
	Sample	12	2	3	44	61		Sample	1	8	4	7	20
		Public		Corporative		Corporative/Organizational		Private		Total			
Total		Population		1,590		1,098		7,332		10,690			
		Sample		81		82		300		500			

Research Subjects: Institute, Teacher and Young Children

✓ Research Subjects Completing Pre-survey

Unit: Number of Institutes and individuals

Division	Kindergarten			Child Care Center					Total
	Public	Private	Total	Public	Private	Corporative	Corporative/ Organizational	Total	
Institute	105	334	439	77	246	79	35	437	876
Teacher	111	471	582	78	250	82	35	445	1,027
5-Year Olds	223	949	1,172	160	509	167	71	907	2,079

✓ Research Subjects Completing Post-survey

Retired Teachers and Children by Institutes

Unit: Number of Individuals

Division	Number of Absent Children due to Teacher's Retirement	Number of Absent Children due to Children's Drop-Off at Institute
Total	50	53
Kindergarten	29	22
Childcare Center	21	31

Post-survey Result of Kindergarten and Child Care Center by Regions and Types

Unit: Number of Institutes and individuals

Division	Kindergarten			Child Care Center					Total
	Public	Private	Total	Public	Private	Corporative	Corporative/ Organizational	Total	
Institute	93	280	373	68	193	71	32	364	737
Teacher	98	395	493	69	195	74	32	370	863
5-Year Olds	184	750	934	133	371	144	61	709	1,643

Calculating Weighted Value

✓ Sample Design Weight

Calculated the weighted value measuring the component rate of population by final sampling unit(fsu), children's region, institute types: kindergarten/child care center



Questionnaire

- Utilized 「Child Assessment Scale for 5 year olds of Nuri Curriculum」 (KICCE, 2012)
- Teachers conducted it to their children.

Questionnaire of
Self-Assessment
for Teachers as an
Assessor

Children's family
background, etc.

✓ Questionnaire for Teachers

Areas	Question Contents
Teacher's General Background	<ul style="list-style-type: none"> · Gender, Age, Education, Career, Major, Licenses · Experience in 2012 Nuri Curriculum · Class type assigned
Teachers' Sense of Efficacy Scale (TSES)	<ul style="list-style-type: none"> · 7 Questions on Teachers' Sense of Efficacy
Teacher-Child Interaction Behavior	<ul style="list-style-type: none"> · 10 Questions for Self-assessment on Teacher-Child Interaction

✓ Questionnaire for Children

Areas	Question Contents
Child's General Background	<ul style="list-style-type: none"> · Gender, family type · Family income (estimation), parents' occupation, Mother's employment · Multicultural family, application of National Basic Living Security Act.
Nuri Curriculum	<ul style="list-style-type: none"> · 「Child Assessment Scale for 5 year olds of Nuri Curriculum」 · Teacher's guideline on Child Assessment Scale

✓ Development Standard of 「Child Assessment Scale for 5 year olds of Nuri Curriculum

Development Standard	Contents
Assessment Category	·Assessed knowledge, function and attitude based on the children's development level.
Assessment Status	·Daily life ·Activity of Nuri Curriculum
Assessment Way	·Teacher observing · Individual observing of performance

Reference: Meehwa Lee · Jeongrim Lee · Jong-il Yuh · Kyung-Mee Kim · Myoung Soon Kim · Kyung-Ok Lee · Wan Jeong Lee · Jeongwuk Lee · Il Sun · Choi · Hye-Yeong Choi(2012)
A Study of the Implementation of the Nuri Curriculum for 5-year-olds: The Development of the Child Assessment Scale

Analyzing Data

Calculating the proportion on variables related with child, teacher and institute.

Conducting Two-way Analysis of Variables by split plot factorial (SPF) design.



Analyzing Results of 'Child Assessment Scale' for 5-year olds by Child Variables

1. Child's General Characteristics
2. Analyzing the Average Score of the Nuri Curriculum
3. Analyzing the Result of the Nuri Curriculum by Areas

Child's General Characteristics

Unit : Number of Individuals(%)

Division	Children for Pre-survey		Children for Pre-to-post Survey		Division	Children for Pre-survey		Children for Pre-to-post Survey	
	Component Rate	(Number of Cases)	Component Rate	(Number of Cases)		Component Rate	(Number of Cases)	Component Rate	(Number of Cases)
Total	100.0	(2,079)	100.0	(1,643)	Father's Occupation				
Gender					Administrator	3.8	(80)	4.0	(66)
Boy	49.7	(1,033)	50.4	(828)	Specialist and Related Worker	27.6	(573)	27.4	(450)
Girl	50.3	(1,046)	49.6	(815)	Office Worker	23.0	(479)	23.4	(384)
Family Type					Service Worker	12.3	(255)	11.4	(188)
Grandparent +Parent+Child	15.4	(321)	15.2	(250)	Sales Worker	5.6	(116)	5.6	(92)
Grandparent+ Single Parent+Child	3.3	(68)	3.2	(53)	Agricultural and Fishery Worker	2.5	(51)	2.6	(42)
Parent+Child	77.5	(1,612)	78.0	(1,281)	Functional and Related Workers	6.1	(127)	6.3	(103)
Single Parent+Child	2.8	(58)	2.9	(47)	Engineer	6.3	(131)	6.1	(101)
Grandparent+Child	0.5	(11)	0.5	(8)	Construction Worker	3.6	(75)	4.0	(65)
Relatives+Child	0.1	(3)	0.1	(2)	Etc.(Including Solider)	8.0	(167)	8.0	(131)
Etc.	0.3	(6)	0.1	(2)	Inoccupation	1.2	(25)	1.3	(21)

Unit : Number of Individuals(%)									
Division	Children for Pre-survey		Children for Pre-to-post Survey		Division	Children for Pre-survey		Children for Pre-to-post Survey	
	Component Rate	(Number of Cases)	Component Rate	(Number of Cases)		Component Rate	(Number of Cases)	Component Rate	(Number of Cases)
Attendance Period					3.5 ~ 4.0 million won	13.3	(277)	13.6	(223)
Less than 2 years	36.6	(761)	36.2	(594)	4.0 ~ 5.0 million won	10.9	(227)	10.8	(178)
					5.0 ~ 6.0 million won	7.6	(159)	7.7	(126)
					6.0 ~ 7.0 million won	2.0	(42)	1.9	(31)
2 ~ 3 years	34.7	(722)	34.5	(567)	More than 7.0 million won	1.7	(35)	1.6	(26)
More than 3 years	28.7	(596)	29.3	(482)					
Mother's Employment					Low-income Family				
Employed	55.4	(1,151)	55.0	(904)	N/A	91.8	(1,909)	91.8	(1,509)
					Recipient of National Basic Living Security	3.5	(73)	3.8	(62)
Unemployed	44.6	(928)	45.0	(739)	Lower Income Group	4.7	(97)	4.4	(72)
Family Income					Multicultural Family				
Less than 1.5 million won	3.1	(65)	3.3	(55)	Not Applicable	96.4	(2,004)	96.5	(1,585)
1.5 ~ 2.0 million won	9.3	(194)	9.4	(154)	Applicable	3.6	(75)	3.5	(58)
2.0 ~ 2.5 million won	17.8	(371)	18.0	(295)					
2.5 ~ 3.0 million won	15.7	(326)	15.9	(261)					
3.0 ~ 3.5 million won	18.4	(383)	17.9	(294)					

Analyzing the Average Score of the Nuri Curriculum

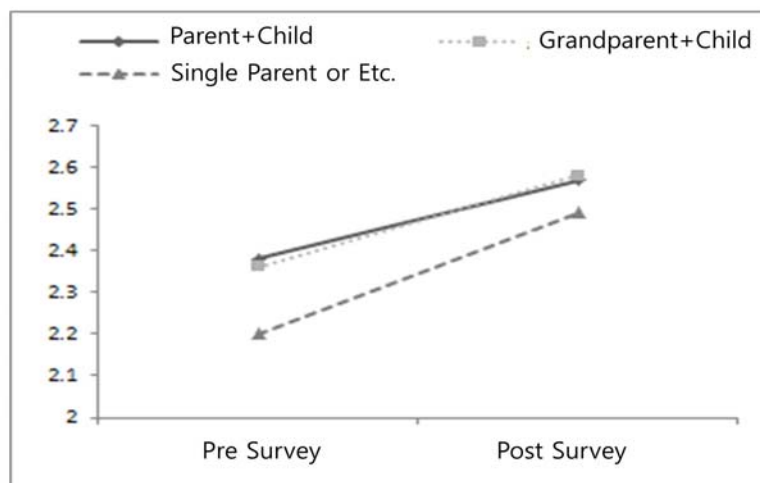
✓ Family Type and Total Score of the Nuri Curriculum by Measuring Period

Unit: score

Family Type	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	2.36
Parent+Child	2.38	0.37	2.57	0.34
Grandparent+Parent+Child	2.36	0.40	2.58	0.36
Single Parent+Etc.	2.20	0.41	2.49	0.37

F

Measuring Period 222.52*** Family Type 9.63***
Measuring Period × Family Type 4.12** $p < .05$, *** $p < .001$.



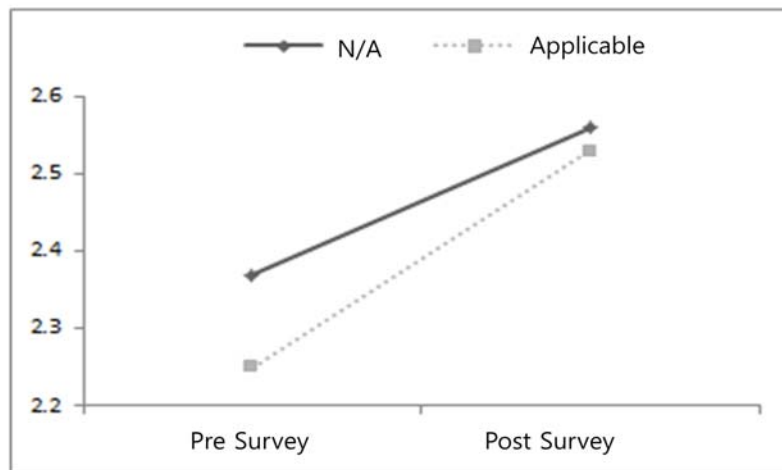
Interactive Effect of Family Type and Measuring Period

✓ Low-Income Family and Total Score of the Nuri Curriculum by Measuring Period

Unit: score

Low-Income Family	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	0.35
Not Applicable	2.37	0.37	2.56	0.34
Applicable	2.25	0.45	2.53	0.39
<i>F</i>	Measuring Period 169.04*** Low-income Family 8.19*** Measuring Period × Low-income Family 6.06*			

* $p < .05$, *** $p < .001$.



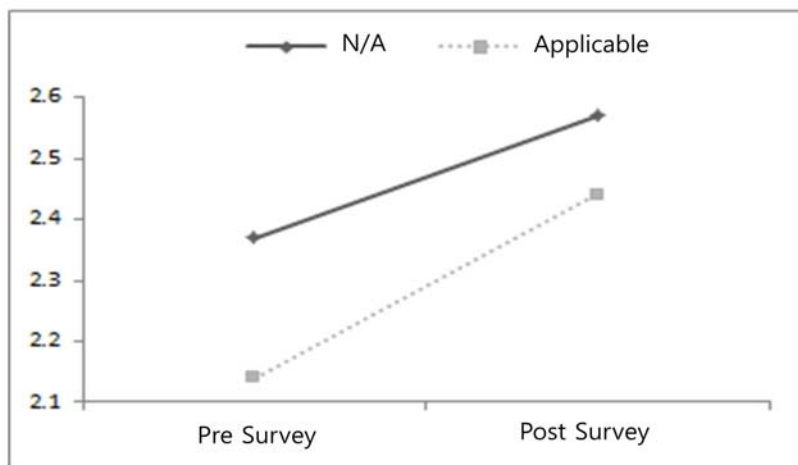
Interactive Effect of Low-income Family and Measuring Period

✓ Multicultural Family and Total Score of the Nuri Curriculum by Measuring Period

Unit: score

Multicultural Family	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	0.35
Not Applicable	2.37	0.37	2.57	0.34
Applicable	2.14	0.45	2.44	0.40
<i>F</i>	Measuring Period 77.45*** Multicultural Family 19.35*** Measuring Period × Multicultural Family 3.48+			

+ $p < .10$, *** $p < .001$.



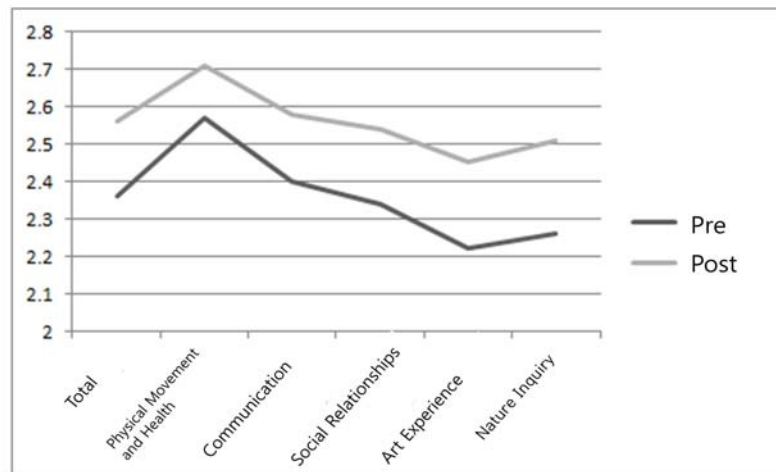
Interactive Effect of Multicultural Family and Measuring Period

Analyzing the Result of the Nuri Curriculum by Areas

✓ Comparing the Average Score of the Nuri Curriculum by Areas

Unit: score

	Pre Survey		Post Survey	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	0.35
Physical Movement and Health	2.57	0.34	2.71	0.30
Communication	2.40	0.45	2.58	0.41
Social Relationships	2.34	0.43	2.54	0.40
Art Experience	2.22	0.46	2.45	0.44
Nature Inquiry	2.26	0.45	2.51	0.41



Comparing Average Score of Nuri Curriculum by Areas

✓ Analyzing the Result of Nuri Curriculum by Areas

- Main effects by family income were appeared in every area.
- Main effects of Experience in Arts were appeared not only by family income but also by mother's occupation, low-income family and multicultural family.

Score of Experience in Arts by Family Income and Measuring Period

Family Income	Pre		Post		Unit: score
	Average	Standard Deviation	Average	Standard Deviation	
Total	2.23	0.46	2.46	0.44	
~ 2.5 Million Won	2.16	0.46	2.38	0.45	
2.5-4.99 Million Won	2.25	0.45	2.49	0.43	
Over 5.0 Million Won	2.26	0.45	2.47	0.41	

F Measuring Period 295.58***
 Family Income 14.86***
 Measuring Period \times Family Income 0.36

Post-hoc Comparison Low<Medium=High

*** $p < .001$.



Score of Experience in Arts by Low-income and Multicultural Family, and Measuring Period

Unit: score

Low - income Family	Pre		Post		Multicultural Family	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation		Average	Standard Deviation	Average	Standard Deviation
Total	2.23	0.46	2.46	0.44	Total	2.23	0.46	2.46	0.44
N/A	2.23	0.45	2.46	0.43	N/A	2.23	0.46	2.46	0.43
Applicable	2.14	0.51	2.41	0.49	Applicable	2.08	0.48	2.35	0.49
<i>F</i>	Measuring Period 110.10*** Low-income Family 4.98*** Measuring Period × Low-income Family 1.22				<i>F</i>	Measuring Period 44.31*** Multicultural Family 7.24*** Measuring Period × Multicultural Family 0.26			

*** $p < .001$.

Analyzing Results of 'Child Assessment Scale' for 5 year olds by Institute Variables

1. General Characteristics of Institute
2. Analyzing the Average Score of Nuri Curriculum
3. Analyzing the Result of Nuri Curriculum by Areas

Institute's General Characteristics

Unit: Number of Individuals(%)

Divisions		Institutes for Pre-survey	Institutes for Pre-to-post Survey
		Component Rate (Number of Cases)	Component Rate (Number of Cases)
Total		100.0 (2,079)	100.0 (1,643)
Institute Type			
Kindergarten		56.4 (1,172)	56.8 (934)
Child Care Center		43.6 (907)	43.2 (709)
Establishment Type			
Kindergarten	Public	19.0 (223)	19.7 (184)
	Private	81.0 (949)	80.3 (750)
Child Care Center	Public	17.6 (160)	18.8 (133)
	Private	56.1 (509)	52.3 (371)
	Corporative	18.4 (167)	20.3 (144)
	Corporative/ Organizational	7.8 (71)	8.6 (61)

Unit : % (number of individuals)

Division	Institutes for Pre-survey		Institutes for Pre-to-post Survey	
	Component Rate	(Number of Cases)	Component Rate	(Number of Cases)
Regions				
Seoul	10.2	(212)	10.6	(174)
Seoul-Incheon	18.3	(380)	16.4	(269)
Chungchong	16.1	(335)	16.1	(265)
Gangwon	5.2	(109)	5.9	(97)
Jeolla	14.6	(303)	14.6	(240)
Gyeongsang	31.8	(662)	32.9	(541)
Jeju	3.8	(78)	3.5	(57)
Size of Region				
Metropolitan City	44.1	(917)	45.2	(743)
Rural Community	20.2	(419)	20.2	(332)
Small and Medium Sized City	35.7	(743)	34.6	(568)



✓ Comparing the Distribution of Children-related Variables by Institute

Unit : %

Division	Kindergarten		Child Care Center	
	Component Rate	Accumulated Component Rate	Component Rate	Accumulated Component Rate
Income of Family with Children				
Less than 1.5 Million Won	2.3	2.3	4.2	4.2
1.5 - 2.0 Million Won	6.5	8.8	13.0	17.2
2.0 - 2.5 Million Won	16.3	25.1	19.8	37.0
2.5 - 3.0 Million Won	16.5	41.6	14.7	51.7
3.0 - 3.5 Million Won	18.9	60.5	17.8	69.5
3.5 - 4.0 Million Won	14.5	75.0	11.8	81.3
4.0 - 5.0 Million Won	11.3	86.3	10.4	91.6
5.0 - 6.0 Million Won	8.9	95.2	6.1	97.7
6.0 - 7.0 Million Won	2.6	97.8	1.3	99.0
More than 7.0 Million Won	2.2	100.0	1.0	100.0
Low-income Family				
Recipient	3.1	3.1	4.1	4.1
Lower Income Group	3.7	6.8	6.0	10.1
Not Applicable	93.3	100.0	90.0	100.0
Multicultural Family				
Applicable	1.6	1.6	6.2	6.2
Not Applicable	98.4	100.0	93.8	100.0
Total	100.0		100.0	

Analyzing the Average Score of the Nuri Curriculum

✓ Total Score of the Nuri Curriculum by Institute's Type and Measuring Period

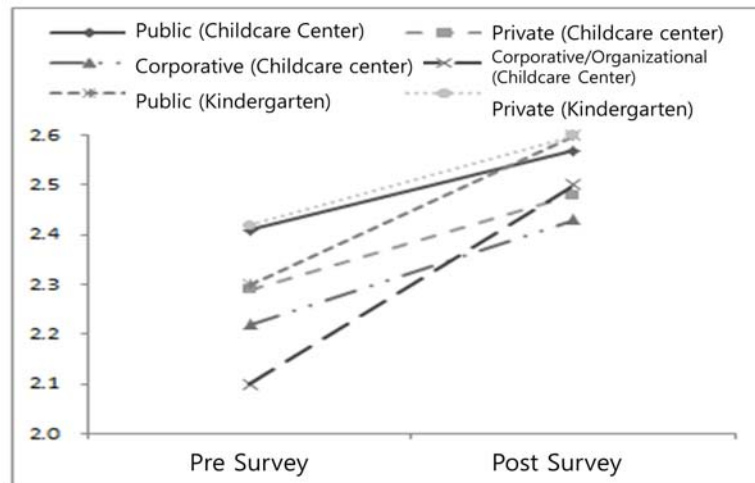
Unit: score

Institute's Type		Pre		Post	
		Average	Standard Deviation	Average	Standard Deviation
Total		2.36	0.38	2.56	0.35
Child Care Center	Public	2.41	0.42	2.57	0.38
	Private	2.29	0.39	2.48	0.38
	Corporative	2.22	0.43	2.43	0.42
	Corporative/ Organizational	2.10	0.26	2.50	0.39
Kindergarten	Public	2.30	0.38	2.60	0.32
	Private	2.42	0.35	2.60	0.32

F

Measuring Period 22.83*** Institute's Period 15.22***
Measuring Period × Institute's Period 3.76**

** $p < .01$, *** $p < .001$.



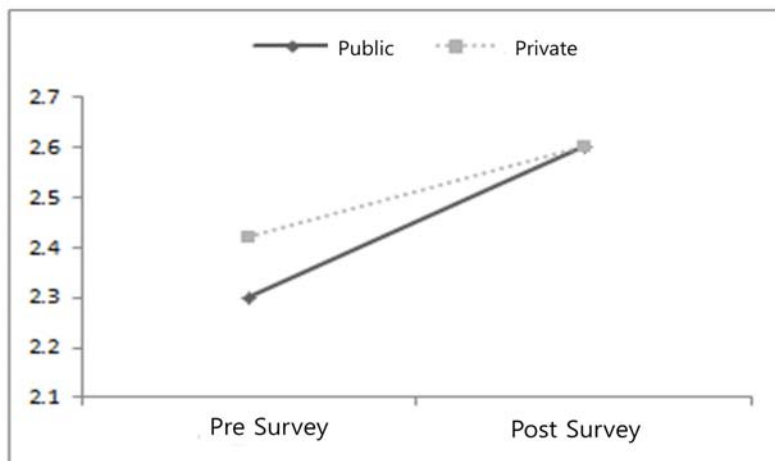
Interactive Effect of Institute Type and Measuring Period

✓ Total Score of the Nuri Curriculum by Institute Type of Kindergarten and Measuring Period

Unit: score

Institute's Type Of Kindergarten	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.39	0.36	2.60	0.32
Public	2.30	0.38	2.60	0.32
Private	2.42	0.35	2.60	0.32
<i>F</i>	Measuring Period 280.84*** Institute Type of Kindergarten 10.82** Measuring Period × Institute Type of Kindergarten 16.27***			

** $p < .01$, *** $p < .001$.



Interactive Effect of Institute Type of Kindergarten and Measuring Period

✓ Total Score of the Nuri Curriculum by Class Type and Measuring Period

Unit: score

Class Type	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	0.35
Single Class for Age 5	2.38	0.37	2.58	0.34
Mixed Age Class	2.31	0.40	2.52	0.37
<i>F</i>	Measuring Period 317.51*** Class Type 14.51*** Measuring Period × Class Type 0.08			
Post Comparison	Pre<Post, Mixed Age Class <Single Class			

*** $p < .001$.

Analyzing the Result of Nuri Curriculum by Areas

Interactive Effects of Physical Activity, Health, Social Relationships, Experience in Arts, and Type of Kindergarten and Institute Type

Interactive Effect of Communications and Type of Kindergarten

According to both pre-to-post survey, scores of the Child Assessment Scale in 5 areas were appeared to be higher in single class for age 5 than mixed age group.

Analyzing Results of 'Child Assessment Scale' for 5 year olds by Teacher Variables

1. General Characteristics of Teachers
2. Analyzing the Average Score of Nuri Curriculum
3. Analyzing the Result of the Nuri Curriculum by Areas



General Characteristics of Teachers

Unit : %(Number of Individuals)

Division	Teacher for Pre-survey		Teacher for Pre-to-post Survey	
	Component Rate	(Number of Cases)	Component Rate	(Number of Cases)
Total	100.0	(2,079)	100.0	(1,643)
Gender				
Male	0.6	(12)	0.7	(12)
Female	97.9	(2,036)	98.4	(1,616)
No Reply	1.5	(31)	0.9	(15)
Age				
20s	50.2	(1,043)	51.8	(851)
30s	29.5	(614)	29.7	(488)
Over 40s	18.8	(391)	17.6	(289)
No Reply	1.5	(31)	0.9	(15)

Unit : %(Number of Individuals)

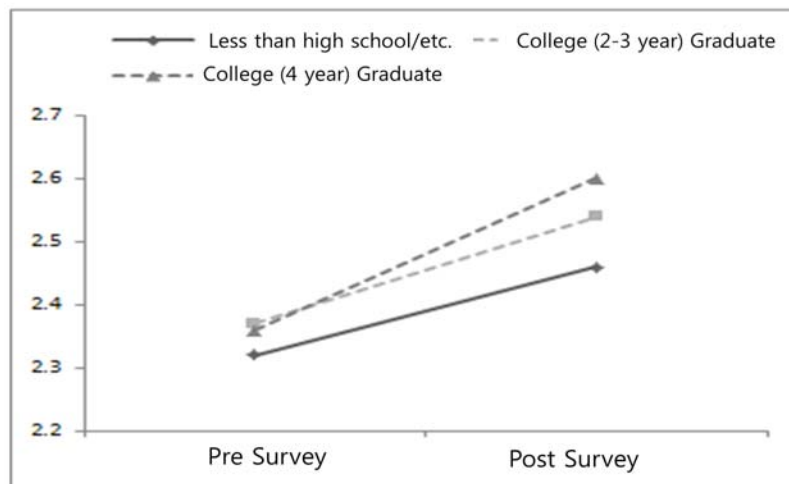
Division	Teacher for Pre-survey		Teacher for Pre-to-post Survey	
	Component Rate	(Number of Cases)	Component Rate	(Number of Cases)
Total	100.0	(2,079)	100.0	(1,643)
Educational Background				
Less High School	3.3	(69)	3.0	(49)
College (2-3 year) Graduate	52.9	(1,099)	52.5	(863)
College (4 year) Graduate	34.4	(715)	34.7	(570)
Graduate School Graduate	7.1	(147)	8.0	(131)
Etc.	0.9	(18)	0.9	(15)
No Reply	1.5	(31)	0.9	(15)
Teacher Experience				
Less than 4 years	32.5	(675)	31.6	(520)
4-8 years	36.1	(751)	36.9	(607)
More than 8 years	29.9	(622)	30.5	(501)
No Reply	1.5	(31)	0.9	(15)

Analyzing the Average Score of the Nuri Curriculum

✓ Total Score of the Nuri Curriculum by Teacher's Educational Background and Measuring Period

Unit : score

Teacher's Educational Background	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	0.35
Less High School/Etc.	2.32	0.37	2.46	0.37
College (2-3 year) Graduate	2.37	0.39	2.54	0.36
College (4 year) Graduate	2.36	0.37	2.60	0.32
<i>F</i>	Measuring Period 130.63*** Educational Background 5.16** Measuring Period × Educational Background 6.95**			

** $p < .01$, *** $p < .001$ 

Interactive Effect of Teacher's Educational Background and Measuring Period

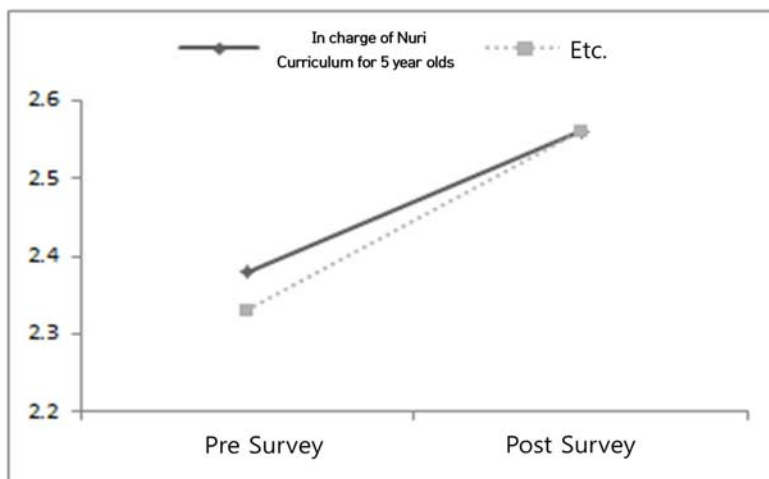


✓ Total Score of the Nuri Curriculum by Teacher's Experience in the Nuri Curriculum and Measuring Period

Unit: score

Experience in Nuri Curriculum	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	0.35
In charge of Nuri Curriculum for 5 year olds	2.38	0.39	2.56	0.35
Etc.	2.33	0.36	2.56	0.33
<i>F</i>	Measuring Period 408.19*** Experience in Nuri Curriculum 2.77 Measuring Period × Experience in Nuri Curriculum 6.15*			

* $p < .05$, *** $p < .001$

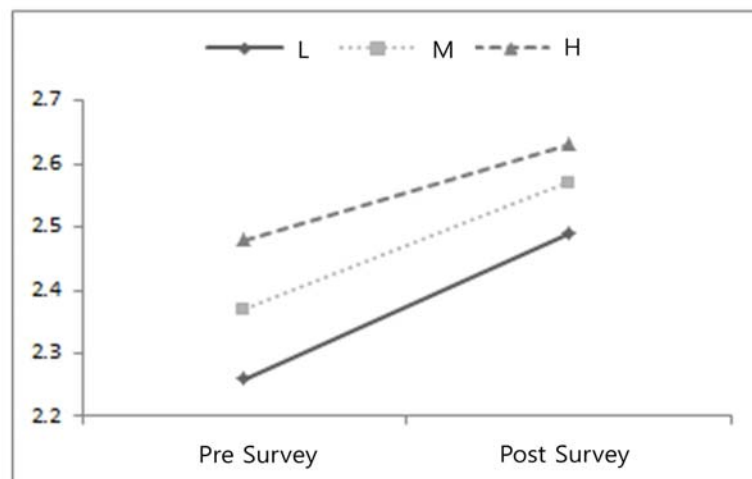


Interactive Effect of Teacher's Experience in the Nuri Curriculum and Measuring Period

✓ Total Score of the Nuri Curriculum by Teacher-child Interaction and Measuring Period

Unit : score

Teacher-child Interaction	Pre		Post	
	Average	Standard Deviation	Average	Standard Deviation
Total	2.36	0.38	2.56	0.35
Low	2.26	0.37	2.49	0.36
Medium	2.37	0.37	2.57	0.33
High	2.48	0.38	2.63	0.33
<i>F</i>	Measuring Period 382.98*** Teacher-child Interaction 44.62*** Measuring Period × Teacher-child Interaction 4.82**			

** $p < .01$, *** $p < .001$ 

Interactive Effect of Teacher-child Interaction and Measuring Period



Analyzing the Result of the Nuri Curriculum by Areas

Interactive Effects of Teacher's Educational Background and Measuring Period in every five areas of the Nuri Curriculum

Interactive ability between teacher and children may be improved by the experience of the Nuri Curriculum.

In every five area of the Nuri Curriculum, the Child Assessment Scale was appeared to be higher in the teacher's group with high sense of efficacy than in the group with low sense of efficacy.

Conclusion and Suggestion

1. Conclusion through Analyzing the Effects of the Nuri Curriculum for 5 year olds
2. Policy Suggestions through Evaluating the Nuri Curriculum

Conclusion through Analyzing the Effects of the Nuri Curriculum for 5 year olds

✓ Conclusion from the Infant's Perspective

Nuri Curriculum for 5 year olds: Overall

- Assumed that children of the disadvantaged class received the benefits on education and care by implementing the Nuri Curriculum.

Nuri Curriculum for 5 year olds: Areas

- Indicated that children of the disadvantaged class received the benefits on education and care in four areas excluding the area of Experience in Arts

✓ Conclusion from Perspective of Institute

Nuri Curriculum for 5 year olds: Overall

- Narrowed the gap in infant's accomplishment considered as the effect of Nuri Curriculum in public and private kindergarten as time passed.
- The Child Assessment Scale of Kindergarten was appeared to be higher than the one of child care center in both pre-to-post survey.

Nuri Curriculum for 5 year olds: Areas

- Infant's developmental accomplishment in public kindergarten was being progressed quickly since the Nuri Curriculum was faithfully carried out as time passed.
- When faithfully carrying out the Nuri Curriculum for 5 year olds, the gap with different institute type was appeared to be narrowed in post survey.



✓ Conclusion from the Teacher's Perspective

Nuri Curriculum for 5 year olds: Overall

- Considered teacher's ability to develop the Nuri Curriculum was also progressed.
- Indicated that previous teaching experience in Nuri Curriculum was not the main factor to educate children in a better way.
- Interaction between teacher and infant could be developed through interactions occurred in field.
- Indicated that teacher's high sense of efficacy supported the effective education of Nuri Curriculum.

Nuri Curriculum for 5 year olds: Areas

- Teacher's educational background, sense of efficacy, ability to interact: Main factors for an effective learning of Nuri Curriculum

Policy Suggestions through Evaluating the Nuri Curriculum

- Advertise the Effects of Nuri Curriculum Targeting children of the Disadvantaged Class
- Conduct Longitudinal Study to Prove Medium and Long Term Effects of Nuri Curriculum
- Secure the Period to Educate Teachers with More Than 4 Years' Experience
- Offer Guideline for Single Class-focused Management and Mixed Class for 5 year olds
- Expand the Opportunities for Workshop or Coaching of Nuri Curriculum



Thank You

KICCE
Korea Institute of
Child Care and Education

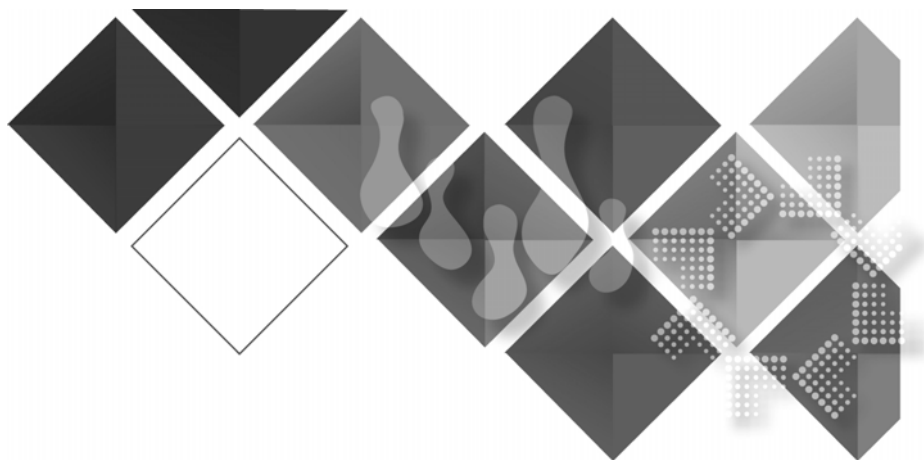


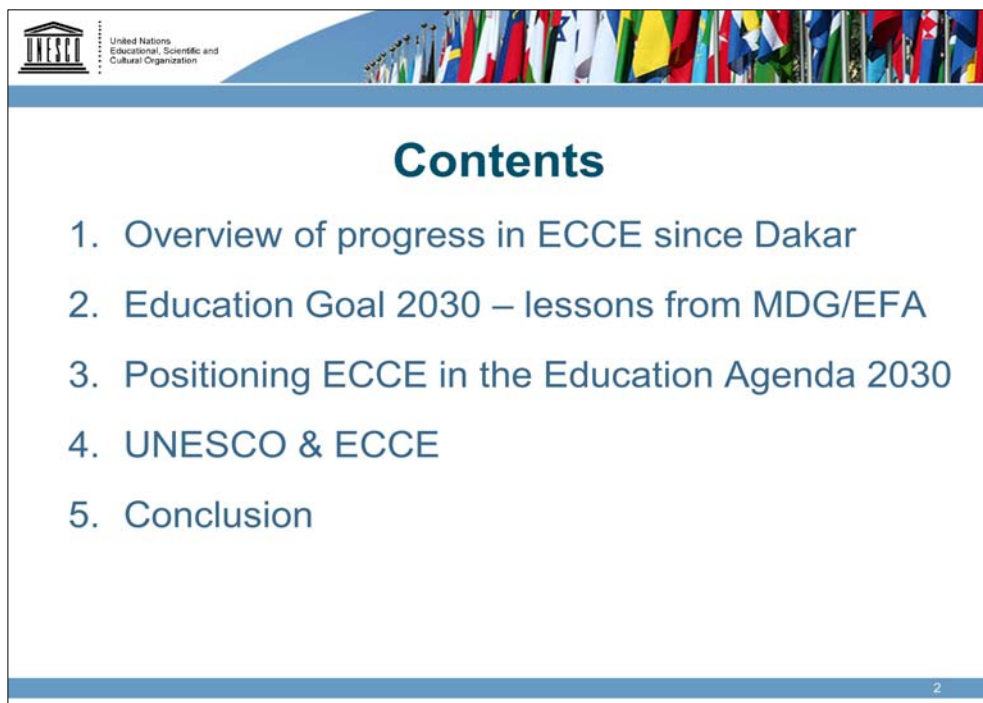
World Education Forum 2015

Education Agenda 2030 and Early Childhood Care & Education

Maki Hayahikawa

(Chief, Section of Teaching and Learning, UNESCO)








Overview of progress in ECCE since Dakar

- **World Education Forum (Dakar, 2000)**
 - Dakar Framework for Action
 - EFA Goal 1:
Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- > Global recognition that learning begins at birth, and early childhood care and education (ECCE) lays the foundation for children's long-term development, well-being and health.

3



Taking stock of progress – GMR 2015 says...

- ECCE progress was rapid but, started from a low based and highly inequitable
 - Child mortality rates down nearly 50%, and
 - 184 million children enrolled (2012) in pre-primary education - an increase by nearly 2/3 since 1999 (from GER 33% in 199 to 54% in 2012)
- Despite progress, there are still ...
 - 6.3 million children under 5 died by preventable causes (2013), and
 - 1 in 4 (or 161 million) children, are stunted by malnutrition/ deficiency in essential nutrients
 - Many developing countries still have limited or non-existent pre-primary education systems.
 - GER only 20% in sub-Saharan Africa and 25% in the Arab States

On top of it... there are still 121 million children and adolescents out-of-school (2012) – can be attributed to lack of equitable, quality ECCE provisions

4



Education Goal 2030 – Lessons from MDG/EFA

- **Lessons learnt:**
 - Narrowing of the agenda to access at primary level
 - Neglect of other key areas of education
 - Focus on poorest countries
 - Diminished perceived relevance of EFA to middle income and developed countries

New agenda recognizes that:

- EFA remains unfinished – continued relevance
- New agenda need to go beyond current goals
- Define measurable targets and indicators
- Goals to be measured in terms of equity

5



Challenges faced by EFA Goal 1

- The goal was comprehensive but was not clearly defined exactly what it aimed to achieve;
- There were no concrete target was set at the global level and no robust indicator to monitor progress, or composite index which everyone can agree;
- ECCE has been frequently forgotten and ignored as being part of EFA as since priority was given to other EFA goals and education ministry often mandated to cover pre-primary level only
- Huge diversity and disparities exist in the nature, quality, location/regions, scope, or costs of provisions around the world.

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Positioning ECCE in the Education Agenda 2030

SDG Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

OWG Target 4.2: ***By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.***

Muscat Target 1: By 2030, at least x%* of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

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Target 4.2 on ECCE & Framework for Action

What the target should mean...

- Need for a holistic approach to quality ECCE;
- Ensure at least one year of good quality compulsory and free pre-primary education to all children;
- ‘Readiness for primary school’ refers to the achievement of developmental milestones across a range of domains, including the adequate health, nutritional status and age-appropriate language, cognitive and social/emotional development of a child at the start of primary school;
- Equally important that schools are “ready for children” and able to provide the developmentally appropriate instruction that yields the greatest benefits for young children


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Proposed strategies for achieving the target

- Have policies to ensure the provision of at least one year of compulsory and free quality pre-primary education.
- Ensure integrated multi-sectoral ECCE policies and strategies, supported by coordination among ministries responsible, and secure adequate resources for implementation.
- Design and implement inclusive, accessible and integrated programmes and services for early childhood, especially for children with disabilities.
- Support families as children's first teachers.
- Respond to the cultural and contextual conditions.
- Design and enforce quality standards for ECCE programmes, to ensure that young children are taught by qualified and educated professionals
- Design and implement systems for monitoring national progress towards ECCE goals

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Indicators to measure progress (examples)


At global, regional and national levels

- how many/what percentage young children
 - ~ are experiencing responsive and stimulating home environments
 - ~ are benefiting from early childhood education services
 - ~ reach their developmental potential by the age of 5 years
- and what are the levels of inequality
- how many countries have made one year pre-primary education free and compulsory (under law)
- what percentage of children in primary grade 1 come with pre-primary education.
- etc.

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United Nations
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UNESCO & ECCE

- **World Conference on ECCE (Moscow, 2010)**
 - ~ Moscow Framework for Action and Cooperation adopted
- HECDI – holistic ECD development index – technical guide

Ongoing activities:

- Monitoring Early Childhood Learning Quality Outcomes (MELQO)
- ECCE teacher survey

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By way of concluding...

- SDG2030 Education Goal founded on the principle of equity and inclusion from lifelong learning perspective
- Clearer ECCE target language than Dakar
 - Monitoring progress still challenging, given the complexity of indicators required for holistically monitoring ECCE
- WEF Parallel session: Early Childhood Care and Education: A Critical Investment for Lifelong Learning and Development
 - co-organized by UNICEF and UNESCO
 - Aim: to increase global commitment to investing in this target by outlining the investment rationales for ECCE, sharing and discussing effective strategies for addressing and monitoring the equity, quality, holistic approach and outcomes of ECCE services and programmes

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Thank you!

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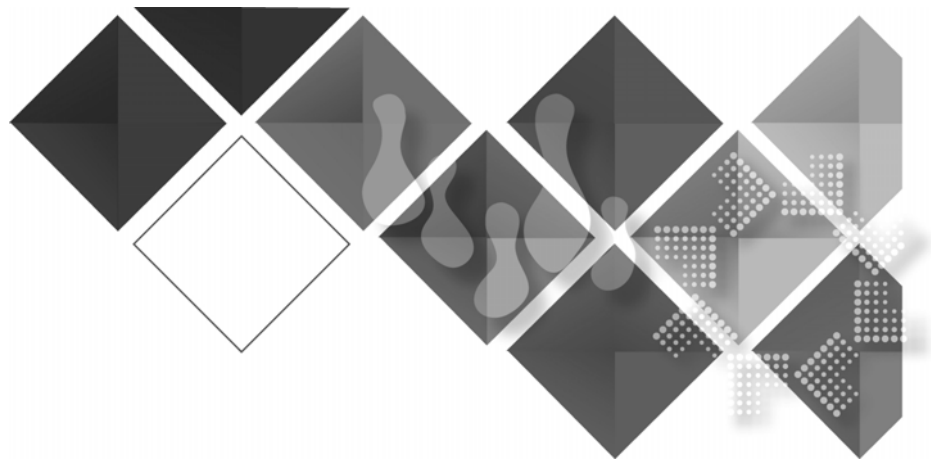
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World Education Forum 2015

Some Comments on the Analysis of Effectiveness of Nuri Curriculum Implementing

Hyo-Jin Ahn
(Professor, Incheon University)



Thanks for the presentation, Dr. Lee. It's been a good opportunity to see the effectiveness of the Nuri curriculum, a national common curriculum for all children aged five, from the perspectives of three key variables such as children, institutions, and teachers' sides.

As we know, the Nuri curriculum has been developed in order to provide a high- quality curriculum to all preschoolers so that they may have equal educational opportunities regardless of their backgrounds and of the types of ECEC service they are attending. This study has satisfied the curiosities about the effectiveness of the Nuri curriculum implemented in some sense, but still some curiosities have not been answered.

I'd like to make some comments on this study from such perspectives.

First of all, this study showed that Nuri curriculum can reinforce positive impact on children's learning and development regardless of children's background and can ensure even quality across different settings. The results of this study was very encouraging to everybody in ECEC.

However, the study may need a broader spectrum, particularly in its view on evaluation instrument. This study used a systematic evaluation and assessment, such as 'evaluation instrument of 5-year children for Nuri curriculum' which was developed by professionals in ECEC. The purpose of this instrument was to monitor how well the children who learned Nuri curriculum behave and how effectively the Nuri curriculum has impacted their behaviors. The drawback, even though the instrument claims the it focuses the important factors in the development of children aged five and bases on measurable behaviors, is that it targets the expected outcomes. Such filtered view would fail to recognize a complete view of the children and their development. Many prior studies which have measured their effects using the evaluation instrument have been limited due to the filtered view, and this study doesn't seem to be free from that kind of limitation. The study will be far more authoritatively if the study adds the qualitative research illuminating the changes and/or effects from the qualitative aspect.

Secondly, this study showed that Nuri curriculum gave guidance to staff on how to enhance children's learning and well-being. The study showed that Nuri curriculum promoted the interactions between the staff and the children. But it also noted the efficacy of the staff has not been changed regardless of the implementation of Nuri curriculum. As the researcher pointed out, what needs our attentions is that the degree of efficacy of the staff influences the support on Nuri curriculum.



It is necessary to provide the staff with the training and scholarship in relation to Nuri curriculum for the purpose of improving the efficiency of Nuri curriculum, but how to train highly qualified staff is also a crucial factor to consider. In fact, many studies have dealt with various ways to train qualified staff. To provide a minimum of 4 years of training, to build a systematic teacher training system, to regulate staff-child ratio in kindergarten and the qualification level of staff with caring responsibilities, and to administer a quality control about staff training contents are some of the examples found in prior research.

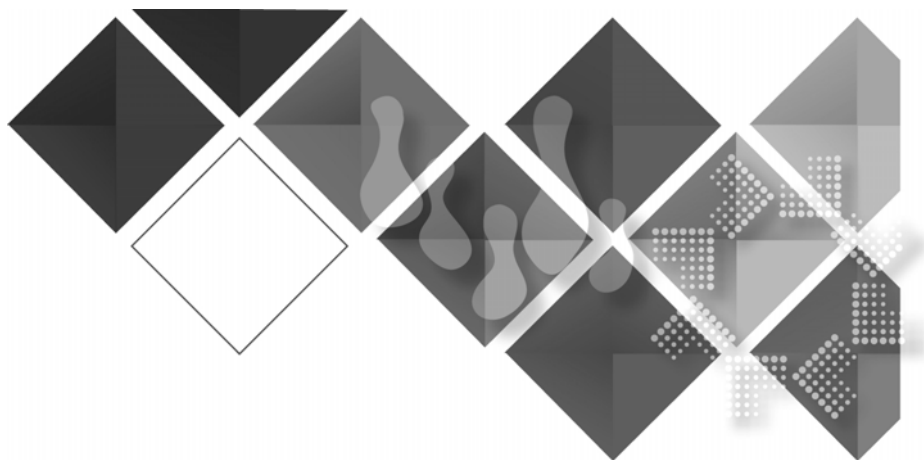
In addition to building training system as such, one more thing to ponder is how to overcome the limitations from ECEC characteristics. Because the aim of early childhood education is to prepare children for success in all areas of development, not only in school but in life, teachers have to have corresponding integrated knowledge and skills. Thus, pre-service teachers learn a broad variety of knowledge and skills specified in curriculum. The wide variety of knowledge and skills is not only a strength but a weakness. Conversely, such broad education failed to provide pre-service teachers with highly qualified knowledge and expertise, and the absence of such professional knowledge and skill sets has often led staff to disturb appropriate interactions with children, to digress from their own teaching, and even to lower their teaching ability as well as teaching efficacy.

Still, there is a need to think beyond curriculum dichotomies and consolidate the “added value” of individual approaches. Therefore, teachers' education sharing practical knowledge and skills in addition to Nuri curriculum administering a broad variety of knowledge and skills. It seems quite evident that Nuri curriculum would achieve far better effects if the Nuri curriculum training program offering opportunities to share their lived experiences is provided with pre-service and in-service teachers' education. Furthermore, Nuri curriculum will be a breakthrough in ECEC if a sense of ethics, reflective thinking, and practical knowledge and skills from lived experiences are included in its teacher education. I expect that Nuri curriculum may extend the common curriculum to cover ages three and five, aiming at providing a more continuous child development process for young children in ECEC.



World Education Forum 2015

Participant Biographies



Dan Shechtman

Professor

Technion, Haifa, Israel

ISU, Ames, Iowa, USA

Seoul National University, Korea



Major Activities

1975 – present

Distinguished Professor, Department of Materials Science & Engineering, Technion, Israel

2004 – present

Distinguished Professor, Dept. of Materials Science & Engineering, Iowa State University, USA

2014.09 – present

Distinguished Professor, Dept. of Physics & Astronomy, Seoul National University, Korea

Honors or Awards

Member, Israel Academy of Sciences and Humanities

Member, NAE, USA,

Member AAAS, USA,

2011 The Chemistry Nobel Prize Laureate

2008 European Materials Research Society (E-MRS) 25th Anniversary Award

2002 EMET Prize in Chemistry

2000 Gregori Aminoff Prize, Royal Swedish Academy of Sciences

1999 Wolf Foundation Prize

1997, 1998 Israel Prize in Physics

1990 Rothschild Prize in Engineering

Research Interests

Microstructure and properties of rapidly solidified metallic alloys.

Quasi-periodic materials, structure and properties.

Development of new magnesium alloys for biodegradable implants.



Sheldon Shaeffer

Director ARNEC

Former Director of UNESCO Asia Pacific Regional Bureau of Education



A citizen of Canada, he was educated in history (B.A.), anthropology (M.A.), and comparative international education (Ph.D.) at Stanford University. He has taught, done research, and worked in development programmes in Southeast Asia for over 25 years – as a high school teacher in Malaysia, as an anthropologist and an education programme officer for the Ford Foundation in Indonesia, and as the regional education advisor for UNICEF in Bangkok. He was also for 10 years the Director of Education and Population Programmes for the International Development Research Centre in Canada and later was a senior research fellow at the International Institute for Educational Planning (UNESCO) in Paris. Before moving back to Bangkok with UNESCO, he was head of UNICEF's global education programme in New York for three years. His current interests, reflected in numerous consultancies for a range of development agencies, include early childhood development, language policy in education and the use of mother tongue, teacher management and development, inclusive education (both in regard to disabilities and more broadly defined), child-friendly education, school-based management, and HIV and AIDS and education.

KICCE

The Korea Institute of Child Care and Education(KICCE) is a national research institute established under the National Research Council for Economics, Humanities and Social Sciences(NRCS) of Prime Minister's Office. It carries out integrative policy research on early childhood care and education(ECCE) and to effectively support national projects on childrearing.