

2009
*PROJECT REPORT
ABSTRACTS*



Korea Institute of Child Care and Education

2009 Project Report Abstracts

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[Major Research Projects-01]

The Effect of Childcare Subsidies for Families with Infants and Young Children

Moonhee Suh, Jaejin Ahn, Hyesun Choi, Soma Naoko, & Jin Ahn

The purpose of this study was to examine 1) the effects of providing subsidies for infants and young children on the utilization of childcare services, rates of women entering the workforce, and birthrates and to 2) analyze the influence of the new voucher system on parents' perceptions of the policy and the relationships between childcare centers and families. The results of the study are expected to provide implications for developing a more effective policy support system for child care.

The effects of central and local governments' subsidies for childcare expenses on the utilization of childcare and education services, perceptions of the policy, and women's employment rates and birthrates were analyzed at three levels, including the national, municipal/county/local, and personal level. The data from the last 14 years indicated that the utilization rate of childcare services and women's employment rates have been increasing with continued expansion of the governmental budgets for childcare, but the birthrate has been in overall decline. The analysis on the data from 232 municipal/county/local areas, however, revealed the positive effects of providing cash or additional subsidies based on children's birth order. In particular, providing additional subsidies for families with more than three children had a significant influence on the increased utilization rate of childcare services by families with more than two children. Providing subsidies or grants for the encouragement of birth for families with more

than two children showed a positive impact upon the birthrates at the municipal/county/local level and increased the number of families with more than two children. In addition, analysis of the data from 1,300 individual infants and young children revealed that this policy alleviated parents' perceived burden of child rearing and it had a positive mediating effect on families' intention to have more children. The differentiated amounts of subsidy based on the number of children and the experience of receiving incentive grants for a new-born baby in particular, had an impact upon the intention of families with only-child to have more children. It is hard however, to conclude that these results directly came about as a result of the policy, since the data analysis models used did not allow for direct correlations to be made. The actualization of the decision for having more children requires more powerful policies.

Data on perceptions of childcare center directors and parents in areas using the model electronic card system for childcare services indicated that parents' recognition of the childcare subsidy has indeed increased but did not meet expectations. Thus, greater attention to public awareness is required. In terms of the changes in the relationships between families and childcare centers, there was little expansion in the communication opportunities but, at the same time, some negative side effects were perceived. More effective counseling services are needed and guidelines should be developed in order to prohibit interruptions in childcare during parental visits.

[Major Research Projects-02]

A Study on the Development of Facility/Equipment Standards for Kindergartens and Childcare Facilities

*Eunyoung Kim, Jinkyung Kim, Kyung-sook Choi, Woonju Cho,
Hyejoo Cho, & Jin An*

Kindergartens and childcare centers are institutions where young children undergo group experiences for the first time in their lives and thus are extremely important environments for this reason alone. Since the number of children who stay all day in kindergarten or childcare center is recently growing in Korea, kindergarten and childcare center environments would appear to have a greater impact on young children than the family environment.

Our physical environments influence the way we feel and behave and determine interpersonal interactions as well as playing a crucial role in helping us successfully reach educational goals. The influence of physical environments on young children is more crucial compared to adults because children mostly feel and learn through sensors and are unable to choose or control their environments independently by themselves. In this regard, kindergarten and childcare center facilities and equipment are important means to reaching developmental and education goals and care.

This study aims to provide suggestions for reforming the minimum legal standards and optimal standards that ensure safety and support children's development. To this end, we have conducted documentary research, case studies (comprising 14 institutes), a national wide survey (comprising 611 directors and 2,164 teachers), 5 rounds of focused group interviews

(comprising 31 directors or teachers), specialist consulting meetings and open discussions.

Based on the results of this study, we propose minimum legal standards as a means of improving and setting optimal standards, taking into consideration national realities and their suitability for children at particular developmental stages. Additionally, we provide several examples through computing area by institute size. Finally, we make several policy suggestions to improve the physical environments of kindergartens and childcare centers as follows. First, there is a need to develop independent standards, such as 'Regulations for kindergarten and childcare center facilities and equipment' that integrate both kindergarten and childcare center facilities and equipment for all preschool children. Second, it is necessary to provide manuals making the most of a given institute's characteristics, facilities and equipment in kindergartens and child care centers. Third, Field Specialists need to participate in building kindergartens and child care centers from the beginning. Forth, guidelines for entitlements need to be drawn up to prevent problems such as the duplication or overlapping of aid or undesirable lump sum payments in a lump sum and financial support for equipment and facilities should be increased. Fifth, management teams must be provided to consult on safety, management, building and remodeling kindergartens and childcare center facilities and equipment.

[Major Research Projects-03]

Current Status of Kindergarten Quality Assurance System and Policy in Korea

Myung-Lim Chang, Eunyoun Kim, Sooyeon Park, Ongi Kim, & Iljoo Lee

Recently, investment for and development of early childhood education and care has shown great improvement. Kindergarten and childcare center enrollment rates, budgets for early childhood education and care, rates of tuition subsidy for children enrolled at kindergarten or childcare center, budgets for early childhood education and care per child have dramatically increased in the past 5 years up to twice to fivefold. The quality of educational institution should be considered in addition to growth in numbers. That is, supervision and management of service quality for young children is more important than numerical growth in the field of early childhood education and care. Quality control for kindergartens and childcare centers, however, has mostly been based on regulations, management and supervision on curriculum and operation, and kindergarten evaluation. There has not been enough examination on systematic and practical aspects. Therefore, This study is intended to propose a number of viable methods to ensure quality in the operation of kindergartens and childcare centers. It does so by analyzing the qualitative factors that constitute children's education and care, exploring desirable quality assurance frameworks for kindergartens and childcare centers, reviewing advanced countries' quality assurance policies for children's education and care, and identifying the current status and problems of Korea's kindergarten quality management.

In this study, a literature review to analyze existing material and previous studies was conducted. In addition, we analyzed the current managerial status and quality assurance cases of kindergartens and childcare centers. Also, current status of kindergarten quality control system in Korea was reviewed and questionnaires were distributed to 671 kindergarten directors, 686 teachers, and 174 early childhood education staff at district offices of education. Questionnaires were distributed through 182 district offices of education with support from 16 metropolitan and provincial offices of education in Korea. An on-site group survey was then conducted among participants attending training programs in the Seoul Metropolitan City, Gyeonggi Province, Gyeongsang Province and Jeolla Province areas, and questionnaires were given out to relevant public servants by post. In all, survey data was collected from 480 heads of childcare centers, 615 teachers and 171 public servants in charge of childcare policies. From this data, the following methods to ensure quality in managing kindergartens and childcare centers are proposed.

following suggestions for kindergarten quality control in terms of kindergarten curriculum, supervision, and evaluation are made. First, as of kindergarten curriculum, distribution of National Kindergarten Curriculum guide books, accreditation for and improvement of criteria for educational materials, localization of National Kindergarten Curriculum and differentiated support based on the type of kindergarten, and parent education to facilitate proper implementation of kindergarten curriculum are suggested. Second, in terms of kindergarten supervision, strengthening independent administrative system of early childhood education and delivery system, expanding the pool of school inspectors and in-service training on supervision, developing and distributing standard manual for systematic supervision, and providing differentiated supervision and strengthening feedback delivery system are

suggested. Third, in terms of kindergarten evaluation, specifying manual for kindergarten evaluation and intensifying support for evaluation, reducing and categorizing kindergarten evaluation indices, developing and distributing training programs for evaluators, releasing and utilizing evaluation results, and creating and computerizing database on kindergarten evaluation.

following suggestions for kindergarten quality control in terms of standardized childcare curriculum operation, childcare facility guidance and inspection, and evaluation and accreditation. In terms of operating the childcare curriculum, this study finds it advisable to deliver programs and to conduct training on the standardized childcare curriculum, set up a permanent research and monitoring body for curriculum development, review and revise the national standardized childcare curriculum, and establish a system where regional childcare information centers provide on-site support for childcare centers. In terms of guiding and inspecting childcare centers, this study proposes to secure more public servants to take charge of childcare affairs, reinforce training on expertise building, ensure quality in guidance and inspection, develop and distribute manuals, and tie evaluation and accreditation results with inspection procedures. In terms of evaluating and accrediting childcare centers, this study points out the need to raise shared recognition and understanding for evaluation and accreditation, reduce the number of indicator items and concretize core assessment criteria, establish a systemized support system, utilize and provide feedback for evaluation and accreditation outcomes, and expand publicity works on evaluation and accreditation.

Lastly, based on the assumption that the quality of all kindergartens and childcare centers should both be maintained and managed at a similar level, this study presents policy recommendations aimed at developing an integrated quality management system that will oversee both centers.

[Major Research Projects-04]

Activating Parental Education and Participation at Childcare Facilities and Kindergartens

Eunseol Kim, Jin Choi, Hyejoo Cho, & Kyung Mee Kim

The role of parents is rightly regarded as being extremely important. This is especially true in terms of their children's early childhood development, since this is the critical period in which the "self" is developed. Therefore, a sense of coherence between parenting at home and care and education in child care facilities or kindergartens should be developed and maintained, which could help strengthen parents' participation as well as parental education. Child care facilities and kindergartens should take a leading role as a place for such parental education since they are easily accessible to parents.

This study sought to explore the multi-dimensional strategies for activating parental education and participation to child care facilities and kindergartens through a quantitative (surveys) and a qualitative research method (deep interviews). According to our research results, the degree of parents' participation was appropriate in terms of their children's open class and at meetings with teachers; however, they do not participate actively in parental education programs and meetings of steering committee of the sites. Parents, however, showed both a strong desire and need for parental education even though they do not have enough time for active participation.

In conclusion, we suggested that child-care facilities and kindergartens provide parents with more Saturday programs appropriate for family

participation, centered around the notion of “Learning through Participation”. On another level, organized programs and well-prepared parenting classes should be provided by Childcare Information Centers or Early Childhood Education Centers in communities. In addition, we recommend that the central government consider the establishment of institutions aimed at activating greater parental involvement in education. One possible means of encouraging their participation would be via some system of social credits.

[Major Research Projects-05]

A Survey on the Current Status of Hakwons(private academies)
for Young Children in Korea

Yun-Jin Lee, Mugyeong Moon, Moonjeong Kim, & Sinae Yang

In contemporary Korean society, kindergartens, childcare facilities and also private academies, (Hakwons), are proliferating due to a number of social structural problems. These problems can be defined as excessive educational competition, an increasing English divide, the English-for-English principle presented by English immersion programs, and low birth rates caused by increasing costs of supplementary educational support for children. Therefore, increasing numbers of children attending Hakwons at younger and younger ages have contributed to difficulties experienced by some kindergartens and childcare facilities in recruiting 5-year-old children.

To identify the practical functions and operational methods of Hakwons running from the morning like kindergartens and childcare facilities, this study conducted a survey targeting private English/recreation/art schools in Seoul and Gyeonggi province, since these two areas have the highest number of Hakwons and lowest enrollment rates in kindergartens and childcare facilities.

The survey targeted 449 parents sending their children to Hakwons; 241 to English Hakwons, 117 to recreation Hakwons, 91 to art Hakwons, and the main findings are as follows.

First, the type of Hakwon selected by parents seems to depend upon household earnings. High income households (over 4.5 million won monthly) tend to send their children to English and recreation schools such as art

Hakwons are mostly used by lower income households. The monthly tuition fees on average varies from 600,000 won in English Hakwons, 480,000 won in recreation Hakwons and 290,000 won in art Hakwons; therefore, the tuition of English Hakwons is twice that of art Hakwons.

Hakwons provide 4.7 days a week and 4.9 hours a day on average, similar to kindergartens/childcare facilities, except that there is no full-day service provided. Nonetheless, the ratio of working mothers using Hakwons is 27.4% according to this survey; with approximately 30 percent of married women being engaged in economic activities. More than half of the children (55.2%) tend to use additional private education services; 67.8% of 5-year-old children, 62.2% of English Hakwon-using children, and 60.2% of working mothers' children.

The reasons that Hakwons are preferred over kindergartens and childcare facilities are as follows; "differentiated programs to help distinguish one's children from other children (47.7%)," "specialized programs to cultivate the talent of children (16.0%)," "no difference with kindergarten/childcare facility in terms of expense and education (11.4%)."

In the context of the falling birth rates in Korea, parents exhibit strong predilections in educating their children to achieve 'extraordinary/outstanding' academic standards from the early years. This leads them to seek out institutions (Hakwons) in increasing preference to ordinary kindergarten/childcare facilities. As a result, the number of legal Hakwons attempting to satisfy Korean parents' educational aspirations is growing and the situation of excessive early private education is forecast to worsen.

[Major Research Projects-06]

Pilot Application of the Cooperation Model of Early Childhood Education and Care

*Mugyeong Moon, Eunseol Kim, Jinkyung Kim, Hae Ik Hwang, Hyukjun Moon,
Moonjeong Kim, & Sinae Yang*

With kindergartens and childcare facilities increasingly providing both education and care services, a functional similarity is growing between these two providers of children's services. Demand to integrate services that overlap in function, especially those targeting children aged 3 to 5 is now very high indeed. This calls for urgent policy measures to improve the current dual system of kindergartens and childcare facilities, so that enhanced effectiveness may be secured in their administrative and financial operation. In Korea, research into this issue continues, based on an integrative approach to child care and education. A major example is a series of research projects undertaken by the Korea Institute of Child Care and Education, which reviewed viable ways to build an integrated system of childcare and education, starting in 2006. This study attempts to make more concrete some of the policy proposals of such previous research through a trial policy application on site, by which it intends to assess the practical feasibility of cooperation and integration between care and education. Considering that the central government's efforts for integration have seen little success so far, this study also seeks to foster practical cooperation at the level of kindergartens and childcare facilities, and to induce the support of local governments and local offices of education.

In order to 'prioritize the happiness and benefit of children,' this study developed a model of care and education cooperation, with basic directions to devise and implement cooperation strategies for the co-development of

kindergartens and childcare centers, place weight on on-site initiatives for cooperation, maximize the utilization of local community resources, and conduct demonstrative and objective evaluation of cooperation outcomes. In order to apply this model, an implementation and support system was established and complementary evaluation indicators were developed.

Since the study's core intention is to apply and put policies into practice on site, rather than ceasing at the level of pure research, a pilot application project was developed and launched. In three regions selected for the pilot project, Gangwon Province, Gyeonggi Province and Busan Metropolitan City, 14 facilities(seven pairs of kindergartens and day care centers) were selected through an open competition process. The study was designed to last for a three-year period starting 2009. In the first year(2009), a cooperation model was developed and applied on a trial basis at actual kindergartens and childcare centers. In the second year(2010), a manual for care and education cooperation will be developed and evaluation will be carried out on the first-year outcomes. In the third year of study(2011), a consultation package for cooperation will be developed, along with a plan to distribute outcomes nationwide.

In the interest of ensuring cohesive and efficient research at the 14 facilities, this study was named the 'Young-cha(Heave-ho!)' project. The sound 'young-cha,' emitted when people bring their force together to achieve a common objective, symbolizes the study's aim to generate unification among staff members at the pilot facilities, public servants at local governments and local offices of education, and all local community members, for the ultimate cause of ensuring children's happiness and benefits. The word 'young-cha,' also literally meaning 'zero-minus,' signifies the aim to curb the quality gap of kindergartens and childcare facilities to a

zero base, so that all young children in Korea may access high quality services.

After giving notice of the purpose and goals of the study to the directors of the 14 pilot facilities, teacher representatives, public servants at local governments and local offices of education and central government officials, a two day, one night workshop was organized for the purposes of team building and the sharing of perspectives. Explanatory sessions and workshops were held concurrently for all teachers at the pilot facilities by region. Visits were also made to the pilot facilities, together with public servants at each region's local governments and local offices of education, so as to discuss cooperation plans. Over a pilot period of five months, Steering Committee meetings were held 3~4 times at each region(11 times nationwide in total), where members discussed key cooperation agendas, operational problems and future implementation plans. A Central Advisory Committee was also set up to guide the direction, contents, methodology, and oversee budget matters of the pilot project.

In addition, in order to assist and inform the efforts of pilot facilities to integrate care and education, publicity materials were produced and distributed including signboard emblems, banners for transportations, and introductory booklets on the Young-cha project for parents. A web site was set up for the project to share teachers' records, meeting minutes, materials, photos, etc. A policy seminar was also convened to round up and evaluate the pilot program's implementation in the latter half of the year, where participants presented each pilot facility's cooperation initiatives and achievements, and cases of support provided by local governments and education offices. At this seminar, the seven facility pairs first presented their cooperation processes and outcomes in a poster format, after which the

achievements of each 14 facility were displayed, in order to help parents better understand the process..

The first year of the pilot program, which spanned a relatively short period, focused on expanding infrastructure for cooperation among kindergartens, childcare facilities and administrative bodies. Many difficulties were encountered in this initial period of the program, mainly because even with the general agreement that exists on the necessity of cooperation between kindergartens and childcare facilities, actual cooperation initiatives were oftentimes blocked by the current dual system. Little support was given by kindergarten associations and childcare facility associations, due to their concern and fear of the ultimate goals and results of cooperation--i.e., integrating into one side. The passivity of public servants at local governments and local education offices, lack of communication between pilot facilities, lack of time, etc. added to these difficulties. Such problems are expected to continue in the future, albeit in different levels of difficulty.

Even so, even in terms of the attempt itself, this pilot project is an epoch-making achievement, in that visits and meetings had taken place between local public servants and facility members, where active dialogue was shared on developing concrete schemes for cooperation. The exchange and discussion among staff members at the pilot facilities also enabled a greater depth of mutual understanding and an opportunity to build cooperative relationships. Most importantly, the pilot sites were able to receive practical support from other sites such as participation in the demonstration teaching, meal delivery services and car pooling, gaining the means to provide young children with better services. The achievements, which hold significance in having proved the necessity of integrating childcare and education, are expected to play the role as a catalyst in encouraging cooperation between kindergartens and childcare centers.

[Major Research Projects-07]

The Panel Study on Korean Children of 2009

*Bokhee Jo, Nary Shin, Jaejin Ahn, Jeongrim Lee, Yoonkyung Choi,
Shinyeong Song, Joo Yeon Kim, & Youngwon Kim*

The Panel Study on Korean Children is a national-level panel study of newborn babies designed to collect on the development of children and the factors influential to their development. It began in 2008 and will continue to 2020 (data being collected every year until 2015, then separately in 2017 and 2020). Of the population of babies born in medical institutions nationwide in 2008, the survey sample comprises 2,078 newborns delivered by obstetricians nationwide from April to July 2008. Based upon the first year of data from the Panel Study on Korean Children (hereafter the PSKC), pregnancy and birth data are regarded as the start of the life-cycle; additionally, the characteristics of child development and child-rearing are also the subject of analysis in the PSKC 2009 study.

The main results of pregnancy and birth information presented in the first year data analysis of the PSKC are as follows.

First, it is estimated that 4.1% of the newborns' population in 2008 were conceived by medical operation, indicating that unemployed mothers go through auxiliary reproduction operations, such as invitro-fertilization or test-tube procedures, three times higher than the rate for employed mothers. It is assumed that it is difficult for employed mothers to invest more effort and time undergoing this medical procedure.

Second, caesarian sections take up 44.6%, which is a high figure. If it turns out to be led by medical institutions through precise root cause

analysis, it is crucial to establish the institutional grid inducing natural childbirth and promotion in order to prevent unnecessary caesarians, such as educating the newly-weds and women of reproductive age as to the merits and advantages of natural childbirth, and spreading such programs for public education.

Third, the average period of breast-fed babies born in 2008 is as short as two months by and large in the case of the cessation of breast-feeding. The second biggest obstacle elicited by working mothers (the employees and students) is that they suffer from the demands of life at work and school in the daytime (37.7%).

Fourth, the research data reveals the difference between the number of children planned and its ideal number. Even though 2.2% respondents believed that 1 child was the ideal number, 25.3% responded that the number planned was 1. This can be interpreted as an indication that practical difficulties hinder childbirth in spite of the stated intentions to have more children. As to the reason not to have more children, 33.8% said that they 'already fulfilled the number of children they had planned to have' and 30.5% attributed the reason for not having more children to future educational expenditure. That is, the burden of children's educational expenditure is one of the major factors hampering childbirth; therefore it is imperative to create policy proposals aimed at alleviating this burden.

[Major Research Projects-08]

Development and Pilot Application of an Integrated Support
Model for Disadvantaged Infants and Young Children

*Myung-Lim Chang, Yun-Jin Lee, Jeongrim Lee, Hyejung Jun, Meehwa Lee, Hyunsuk Min,
Sooyeon Park, Sewon Lee, Joo Yeon, Kim, Joo Hee Jung, & Youn Jung Song*

At present, the Korean government is implementing policies that ensure an equal start point for infants and young children from disadvantaged groups, in recognition of its responsibility to narrow the education gap caused by differences in socio-economic backgrounds.

This study examined the current status and concerns of existing support systems serving disadvantaged young children as well as attempted to develop an integrated support model in order to enrich the substance of support systems. It did this by investigating parental child-rearing and parental needs for child-rearing support, and to apply the model as appropriate. The investigation on child-rearing practices in families from disadvantaged groups showed that infants and/or young children from families that accept government aid to maintain a minimum standard of living are not well taken care of, and that the number of parent-child activities - including visiting gyms and libraries as well as shared cultural experiences such as going to puppet shows, musicals, and museums - decreased directly according to income. Thus, it was found that an education program to promote the cognitive, emotional, and social development of infants and young children from low income families is urgently required. In particular, it was also discovered that a factor directly influencing problematic behavior in infants and young children from low income families is negative the child-rearing behavior of the mother, the primary

care-giver, and that the most influential factors upon the mother's child-rearing behavior are maternal child-rearing stress and depression. Therefore, these results confirmed that a parent support program is required for the sound development of infants and young children from low income families.

This study developed an integrated support model, including a parent support program, training professional resources in use of said program, and the utilization of local networks, as well as developing a program for infants and young children from disadvantaged groups. In the pilot program, the study used government branches as the delivery system and sought to establish joint support networks among different projects.

Based on the results of the study conducted in 2009, an additional parent support program for infants and young children will be developed, the integrated support model will be applied nationwide and its effects examined, and the program and its manual will be finalized and disseminated in 2011.

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[Expedited Research Projects-01]

Developing Ways to Ensure the Quality of Full-day Kindergartens

*Mugyeong Moon, Kisook Lee, Soonrye Lee, Younghee Jang,
Yoonjeong Choi, & Shinyeong Song*

With the increase in double income households, demand for early childhood institutions that are able to take full charge of the education and care of young children. Accordingly, more and more importance is being attached to the national role of educating and caring for young children. With this in mind, this study seeks to present basic data and policy implications to support the government's establishment of a 'Comprehensive Plan to Improve Quality of Full-day Kindergartens,' as a follow-up to the 'National Survey on Full-day Kindergartens,' undertaken in 2008.

In Korea, over 90 percent of all kindergartens are currently running full-day programs, and these full-day kindergartens have been in receipt of government subsidies from 2009. Nevertheless, there are many problems which remain unaddressed, including insufficient operation hours, a lack of agreement on adequate education programs, a shortage of full-day kindergarten teachers and personnel, fee support policies, and a lack of facilities and equipment for full-day kindergarten operation.

In order to develop policy measures that respond to this situation from a more diversified and comprehensive perspective, this study put together an 'Task Force Team for the Quality Improvement of Full-day Kindergartens' composed of 12 academic experts, key public servants from the Metropolitan City/Provincial Offices of Education, and directors and teachers of kindergartens. The TF team was divided into three sub-teams in the areas of

kindergarten curriculum, human resources infrastructure and facility environment, and worked on these issues for approximately eight months. In coordination with the Ministry of Education, Science and Technology, the opinions of the ministry officials were collected and reflected throughout the overall course of the study, including the process of setting the basic direction of the study and presenting concrete policy implications. In addition, visits were made to observe kindergartens and childcare facilities that possess excellent facility environments, for the purposes of benchmarking.

In the interest of supporting the quality improvement of full-day kindergartens, this study sets forth as a key policy vision to develop 'kindergartens where learning and caring are provided together.' With this vision in mind, three policy goals were established: to raise user satisfaction by providing customized full-day kindergarten services; to expand the infrastructure for advanced early education and care; and to reduce the burden of child-rearing for low-income households.

First, as a way of raising the quality of the full-day kindergarten curriculum, this study attempted to re-define the concept of 'full-day' and activate extracurricular afternoon programs according to user demands. The study proposed that the full-day curriculum be made up of 3 to 5 hours of regular teaching of the basic curriculum, plus an extended 5 to 10 hours of education and care, which would be operated all throughout the year except on holidays. Additionally, schemes to tailor kindergarten programs to the development needs of children were proposed, and to enable kindergarten teachers, 'wisdom-sharing program' staff members, practical skills course teachers, etc. to choose and participate in 1~3 activities lasting 30~40 minutes per week upon the payment of beneficiaries. In which case, this kinds of

extracurricular activities would have to be strictly forbidden during regular curriculum hours in the morning. Above all, this study emphasized the need to establish a quality assurance framework for extracurricular afternoon programs, and to have local offices of education take the lead in strengthening program management and supervision. In addition, proposals were made to introduce a 'daylong contact system' to build an emotional linkage between working parents and children in full-day kindergartens, invite working parents to take part in parent advisory board, and develop channels of communication between children and parents by use of high technologies such as mobile communication devices.

Second, in terms of improving full-day kindergarten facilities, this study found it desirable to refurbish separate room spaces for different functions, such as space to accommodate children, space for children support services such as kitchens, space for experts in special fields (experts of the 'between-generation wisdom-sharing program,' teachers assisting students with the acquisition of basic academic skills, harmony volunteers, etc.), and space for parent counseling. This study also proposed to include kindergartens under the provisions of the School Facilities Project Promotion Act, unify functions so that organizations controlling the safety of kindergarten facilities are also authorized to supervise kindergarten construction, establish standards for kindergarten classroom sizes and the construction of annexed kindergartens within the Regulation on Establishing and Operating Schools of High School Level and Under, and to increase provisions related to age-appropriate amounts and frequency of meals and snacks, as well as sanitary and safety inspection, within the Enforcement Decree of the Early Childhood Education Act. Also emphasized were measures to build a web site to provide basic manuals on full-day

facility/equipment provision when newly constructing or remodeling kindergartens, to form a cooperative network of experts on facility environments, increase budget allowances for facility improvement, to provide and improve facilities for children's outside activities, and to draft a checklist to monitor the facility environment of full-day kindergartens on a continuous basis.

Lastly, from the perspective of expanding the human resources infrastructure, proposals were presented to develop a national-level definition of the various terms that refer to full-day kindergarten staff, and to define their qualifications criteria. This study also found it necessary to develop standards for full-day teacher placement by class type, to establish standards for the appointment of regular teachers to the position of a full-day instructor, to provide incentives for such regular teachers, and to devise ways to better recognize the educational experience of full-day instructors and part-time instructors. In particular, in order to activate and successfully operate extracurricular programs in the afternoon, this study proposed schemes to nurture instructors for extracurricular programs who have a university major in fields related to fine arts and physical education, to place and manage itinerant instructors employed by local offices of education, and to make efficient use of 'wisdom-sharing program' staffs and volunteers.

[Expedited Research Projects-02]

A Study on the Effectiveness of Childcare Accreditation

Moonhee Suh, Heeyeon Shin, & Shinyeong Song

In the field of childcare, there exists a general consensus regarding the effectiveness of the childcare accreditation system launched in 2006. However, due to a lack of objective data to validate the effectiveness, there are limits in receiving policy support from budget authorities or other government offices not directly related to the childcare sector. Thus, this study seeks to provide data measurable of system effectiveness by verifying the score differences of ex-ante and ex-post observation, and use the data in informing the general public, the National Assembly and other government offices of the system's effectiveness.

Applying the ex-ante and ex-post research model, this study analyzed the differences of observation data collected before and after evaluation and accreditation. Ex-ante evaluation data were collected from 92 childcare facilities: 39 facilities with 39 children or less and 24 facilities with 40 children or more. Among these 92 facilities, 18 facilities with 39 or less children and 24 facilities with 40 or more children participated in the evaluation and accreditation procedure, 42 facilities in all. The ex-ante evaluation's qualitative questions on childcare services were identical to the questions that are actually being asked for the on-site observation of current evaluation and accreditation procedures. However, while the actual observation is carried out through visits by two observers, the ex-ante evaluation consisted of only one observer.

A comparative analysis of total scores, as well as an analysis of scores by field and item revealed that actual observation scores are higher than ex-ante evaluation scores, suggesting that the evaluation and accreditation system is effective. The average total score of facilities with 40 or more children increased from 75.3 in the ex-ante evaluation to 89.6 in the evaluation and accreditation procedure. Likewise, the average total score of facilities with 39 or fewer children increased from 78.1 in the ex-ante evaluation to 90.6 in the accreditation. By field, facilities with 40 or more children showed a decrease of scores or no score fluctuation before and after evaluation and accreditation, in the areas of childcare evaluation and curriculum (12.5% of all facilities), interaction (20.8%), health and nutrition (30.2%), safety (4.2%) and family and local community cooperation (33.3%). All other facilities other than these marked an increase of scores. Facilities with 39 or fewer children also showed a general increase of scores, excluding the areas of childcare environment and operational management (11.1%), childcare curriculum (22.2%), interaction (16.7%), health and nutrition (11.2%) and safety (5.6%). Across all areas, the largest number of facilities marked a rise of between 1 to 5 score points.

By item, facilities with 40 or more children showed a significant increase in scores in 46 out of 80 question items, indicating that the accreditation system has a positive effect on improving the quality of childcare services. Facilities with 39 or fewer children also marked a significant rise of scores in 29 out of 60 items.

[Expedited Research Projects-03]

Current Status of Extracurricular Activities at Kindergartens

Eunyoung Kim, Hyejoo Cho, & Kyungmee Kim

An extraordinarily high degree of concern and anxiety regarding education on the part of Korean parents has reached a fever pitch, and has led to a tendency to begin their children's education at increasingly earlier ages in preparation to enter the best schools and universities later on. More and more parents are seeking early education for their children, so as to teach diverse academic subjects and nurture special abilities from pre-school ages. The increasing impact of early education is manifested in the play-centered integrated kindergarten curriculum. Parents are demanding that kindergartens teach various arts and physical education subjects, and provide educational courses to help their children prepare for primary school. For many parents, such demands have actually become key considerations for kindergarten selection. In response, kindergartens are developing 'extracurricular activities' as part of their regular curriculum or after-school education, through which they seek to nurture children's special aptitudes or to help them prepare for primary school studies. Such extracurricular activities have grown exponentially. One example of this is that at most kindergartens nowadays, outside lecturers are teaching English during regular curriculum hours.

Against this backdrop, this study seeks to survey and analyze the current status and trends of extracurricular activities at kindergartens nationwide, and to conduct an on-site review of special activity operation by

means of selected case studies. Based on the review material, and in consideration of conditions as they actually pertain to kindergarten, this study intends to present viable ways to supplement operational problems of special activities identified in previous studies and also revealed through this study.

For the purpose of this study, a literature review, questionnaires (694 national and public kindergartens, 1,020 private kindergartens), case studies (7 kindergartens) and consultation meetings were carried out.

Taking into account the results of our analysis, this study proposes the following measures to improve the content and delivery of such extracurricular activities. First, kindergartens require better support to normalize their curriculum operation. In order to do this, this study finds it necessary to develop regulations regarding the hours and methods of regular curriculum operation, establish standards for curriculum hours, reflect upon the status of curriculum operation when conducting supervision and evaluation of kindergartens, and expand government efforts to facilitate parent education so that they may better understand their children's education. Second, operational standards should be developed for special activities. Some measures proposed are the establishment of standards for extracurricular activity programs, the development of greater diversity in programs, the provision of standards for special activity lecturers, the operation of a pool of lecturers, and the setting of standards for activity expenditure. Third, support should be provided for the specialization of all day programs. To this purpose, this study proposes to establish operational standards for all day programs, set up and operate intensive all day programs, and to develop a model of all day program operation.

[Expedited Research Projects-04]

A Study on the Effectiveness and Operating System of Childcare Substitute Teacher Programs in Korea

Jaejin Ahn & Moonjeong Kim

It is widely known that the quality of childcare service is closely associated with childcare teacher quality. Additionally, numerous studies constantly articulate the importance of improving the working conditions of childcare teachers. Childcare teachers in Korea suffer from heavy workloads, low pay and especially long working hours.

Although there is a great need for substitute teachers, it seems that the reality of the situation is that the head of the facility or colleagues usually serve as replacements to an absent teacher. This makeshift arrangement usually ends up in a poor quality of care for children, not to mention an increase in the burden placed upon other teachers.

The main reason that employment of substitute teachers remains unattained despite this inevitable circumstance is the difficulty in finding qualified substitute teachers. Currently in Korea, although local governments partially support childcare substitute teacher programs (mainly limited to the reimbursement for the expenses), the lack of an appropriate substitute teacher pool has hampered the active utilization of substitute teachers in child care centers.

Realizing that this is a serious problem, the central government implemented a new childcare substitute teacher program in 2009 as a countermeasure to improve the working environment of childcare teachers. In contrast to the local government's program, which only supports

expenses, the central government hires full-time substitute teachers and dispatches them in person, when required by the facility in need of a substitute teacher. Furthermore, the childcare information centers nationwide operate this program in each region.

This form of program is quite new in that full-day substitute teachers are employed by the government. However, this program is facing a great many challenges after its first year of operation. The purpose of this study is to introduce the Korean government's new childcare substitute teacher program, as it operated last year and to understand the current circumstances and challenges faced by the new childcare substitute teacher program in Korea, as well as assessing the operational processes.

In order to realize these objectives, childcare substitute teacher programs in foreign countries as well as similar policy cases in other service areas were analyzed and a survey was conducted with childcare facilities (non-users), directors of childcare information centers, program managers and the actual substitute teachers employed. For the child care facilities which participated in the program, the secondary data from the central childcare information center's database were analyzed. These facilities were asked their opinions regarding the new childcare substitute teacher program as well as their own experience as an operator, manager, substitute teacher and program user (or non-user), respectively.

As a result of the study, the biggest problem seems to stem from effective supply-demand management incurred by full-day employment of substitute teachers and difficulties in hiring qualified substitute teachers. It appears that there are many difficulties in allocating substitute teachers with the surging demands during the summer season and with low demand in the beginning of each semester. Additionally, recruiting qualified substitute

teachers is found to be challenging, especially in rural areas. In addition, the lack of recognition in terms of the necessities and roles of substitute teachers impedes the active use of substitute teachers by childcare facilities. Lastly, the long term sustainability of the program should also be taken into account.

This study suggests ways to tackle the aforementioned problems and proposes an alternative program model, based upon the research results.

Consigned Research Projects

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- A Survey on the Current Status of Young Children from Educationally Disadvantaged Families
 - The 2009 National Childcare Survey: A Household Census
 - The Evaluation of and Plans for the Childcare Accreditation System
 - Enhancing the Professionalism of Childcare Workers
 - The Current Status of Extracurricular Activities at Childcare Centers
 - The Development of a Korean Cultural Identity Program for Young Children
 - A Korean Traditional Arts Education Program for Young Children
-

[Consigned Research Projects-01]

A Survey on the Current Status of Young Children
from Educationally Disadvantaged Families

Myung-Lim Chang, Eunyoung Kim, Jeongrim Lee, & Sooyeon Park

A program for infants and young children from educationally disadvantaged families should be an integrated program which provides welfare and culture along with education and care. In addition to aid in the form of cash payments, customized support which considers specific family-type characteristics of educationally disadvantaged families is urgently required.

The goals of this study are to determine the characteristics and needs of educationally disadvantaged young children and to suggest support plans customized for particular characteristics. It also seeks to better delineate what is meant by “educationally disadvantaged young children” and to investigate their educational and living conditions nationwide.

This study puts forward four major policies for consideration:

First, an integrated and comprehensive service support, including both education and welfare support is clearly needed.

Second, the healthy functioning of the family and enhancing parental involvement is required.

Third, services based on the characteristics and needs of educationally disadvantaged children need to be provided.

Fourth, human and material resources need to be made more freely accessible and available.

Furthermore, three suggestions were made to enhance characteristics-and-need-customized support plans: first, consideration is needed of the actual behavior characteristics of young children from educationally disadvantaged families; second, the development of educationally disadvantaged family type-specific programs is needed; and third, educationally disadvantaged-class family type-customized support needs to be developed.

- Support for low-income families: support for recovery of home and family functioning, and support for connecting the family to local networks and resources are required.
- Support for families in farming and fishing villages: to provide cultural activities and programs, taking their educationally disadvantaged circumstances into consideration
- Support for single parent families: to help the children's emotional state, to help with basic learning, and to nurture the mental health of the parents themselves and support them in their child-rearing roles.
- Support for families where children are raised by grandparents: to provide cognitive learning to children, activities and cultural experiences done together with adults, and guidance and instruction in grandchild-rearing methods.
- Support for multicultural families: to teach language to young children for communication, to develop healthy parenting roles, and to provide cultural experiences and guidance for learning.

[Consigned Research Projects-02]

The 2009 National Childcare Survey: A Household Census

Moonhee Suh, Eunseol Kim, Jin Choi, Jaejin Ahn, Hyesun Choi, Yookyung Kim, & Aejeon Cho

The Infant and Child Care Act revised in January, 2004, requires that central and local governments establish plans for childcare services based on a needs assessment. The National Childcare Survey should also be taken every 5 years. The survey is divided into 2 sections, the Household Survey and the Childcare Center Survey, according to the Enforcement Ordinance of the Infant and Child Care Act. The survey of 2009 is the second survey of childcare conditions carried out as mandated by the Infant and Child Care Act. It aimed to gather basic national statistical data on childcare and to establish foundations for policies that can accommodate the current conditions of childcare/education and the needs of consumers.

Based on the 2005 national census of the population, 4,900 households with children under school-entrance age were selected from 15,000 households in order to elucidate the rate of individual children's enrollment in childcare/education programs. Including those children born in 2009, a total of 7,455 children, including 3,331 young children (1,761 infants and 1,570 children in early childhood) and 4,124 elementary school children participated in the survey. The survey was taken by census professionals in the form of interviews.

Descriptive data on the enrollment rates in childcare/education programs were produced. The conditions of and the need for childcare services were then analyzed based on the types of childcare/education services. The rates

of preschool-aged children using childcare/education services and their needs for such services were analyzed as well as personal childcare services as provided by family members and non-family members. In addition, their use of individual and group services as well as work-sheet programs was examined. School-aged children's use of and needs for afterschool childcare/education services and other types of childcare services were also examined. Based on the results of this study, a number of policy suggestions were made. Factors generally related to the use of childcare/education services such as area, children's age, family income, and mothers' employment were used as independent variables.

Compared to the survey results of 2004, the rate of enrollment in kindergartens or childcare centers has increased significantly whereas the amount of money spent on tuition fees for regular programs paid by parents have decreased as the financial support from the government has expanded. The actual reduction of the parents' financial burden was not significant, however, due to the increased number of children using special programs provided by institutions. Compared to the survey results of the year 2004, there was just a slight increase in the degree of satisfaction expressed by those who use childcare centers. This implies that government policies may not have lived up to parents' high expectations.

[Consigned Research Projects-03]

The Evaluation of and Plans for the Childcare Accreditation System

Moonhee Suh, Ongi Kim, Myungsoon Kim, Yeongsook Seo, wanjung Lee, Sojung Seo, Jonghae Na, Eunyoung Kim, Kyeyoon Lee, wonsun Lee, Shinyeong Song, & Heeyeon Shin

The purpose of this study was to evaluate the initial implementation of the system of childcare center accreditation that began in 2006, to propose mid and long-term directions for policy, and to make specific suggestions for the improvement of the childcare center accreditation system in its second term. Survey data, selected literature, and documents from the Childcare Center Accreditation Office were analyzed. Questionnaires were mailed to 1,500 accredited childcare centers and 2,000 non-accredited childcare centers. 754 directors and 732 childcare teachers responded to the survey and their responses were analyzed. In addition, a total of 445 surveys were collected and analyzed from personnel in the field related to childcare center accreditation, including 101 public officers, 100 evaluators, 149 observers, and 95 staff at Child Care Information Centers.

The examination of the initial implementation of the childcare center accreditation revealed aspects of the accreditation process which were partially inadequate and also revealed that the accreditation indices were also inadequate. The contribution of the accreditation system to childcare center quality control, however, was found to be remarkable. The results of the study also indicated that the accreditation system increased the quality of childcare services and enhanced both the pride and competency of teachers and directors. The accreditation system also was found to have

positive effects on recruitment of children and on the operation of childcare centers.

In order to suggest mid and long-term plans for improvement, the effectiveness of the accreditation system for quality control and rationality of the accreditation system were revisited. In addition, practical considerations and the principle of extended participation and opening to the public were considered. Based on all of these considerations, future visions and goals of the accreditation system were established in addition to devising step-by-step tasks. Mid and long-term plans included ways to utilize accreditation results, methods for follow-up management, and developing connections to other policies.

The principles of implementing the second term of the accreditation system based on these mid and long-term plans were also established, accreditation indices were reformed, and adequate operational procedures for the second term accreditation were developed in this study. Suggestions for operational procedures included the steps of accreditation, qualifications for participation, the processes of participation, cancellation procedures, the duration and process of self-study, contents and methods of assistance, methods and period of observations, methods of accreditation assessment, percentages which influence accreditation decisions, criterion scores, contents and methods for announcement of the results, and connections to other policies.

This study also developed accreditation guideline booklets for childcare centers and evaluators, respectively, which reflect the reformed accreditation indices for the second term of accreditation. Three types of guideline booklets were developed for childcare centers with more than 40 children, less than 39 children, or children with special needs.

[Consigned Research Projects-04]

Enhancing the Professionalism of Childcare Workers

*Eunseol Kim, Jaejin Ahn, Yoon Kyung Choi, Eui Hyang Kim,
Sungeun Kim, & Moonjeong Kim*

The goal of this study is to suggest concrete plans about developing short-term strategies and mid/long term policies for enhancing the professional capacity of childcare personnel through investigating the priority among existing ideas related to policies in this field. The main purposes of this study are a) to understand the professionalism in the roles of directors and teachers in childcare facilities, b) to encapsulate the current state of their professional capacity and weakness, c) to compare the professionalism of childcare staff in other countries, as well as those who have similar occupations such as social workers and kindergarten teachers, in terms of their education, qualifications, incomes, and working conditions, d) to collect opinions on how to enhance professional capacity from childcare staffs and professors, and e) to suggest ideas for developing policies. The research methods consist of a review of literature and given data, discussion with professors in this field, interviews with focus groups, and a Delphi conducted with 92 professional participants.

The report of this study includes a discussion on the professionalism and unique roles of childcare personnel and suggests possible plans for enhancing their professionalism in terms of qualifications, education, and working conditions. This will require more hours studying towards qualifications for child-care directors, needing a longer time to get promoted for 3rd class teachers, graduated income by the kinds of certificate, etc.

[Consigned Research Projects-05]

The Current Status of Extracurricular Activities at Childcare Centers

Moonhee Suh, Jin Choi, Jeongrim Lee, Hyesun Choi, Seongyeon Cho, & Yeongin Kwan

This study analyzes the status of extracurricular activities carried out at childcare facilities from the perspectives of children, parents and facilities as a way of assuring program quality and their relevance to children's development stages. This was undertaken with the aim of developing practical and appropriate methods for special activity operation. To this end, this study collected and analyzed data taken from the 2009 National Childcare Status Survey, conducted in-depth interviews with facility heads and parents, and held discourse meetings with related personnel.

Our analysis reveals that the core reason childcare facilities offer extracurricular activity programs is to meet the strong demands of parents, to raise the facility's competitiveness, better recruit children, create visible educational effects, and supplement operational budgets. A small number of facility heads are found to be offering special activity programs as a means of providing all-round education. Extracurricular activities are run in the morning hours at many facilities, as well as after school hours. Some facilities even structure daily education programs with extracurricular activities. This is found to be negatively impacting upon the basic principles of childcare facilities, which are to provide age- and development stage-adequate education, and to maintain linkage and integration among education fields. Extracurricular activity programs are either consigned to outside providers or provided by the facilities themselves through a supply of teachers and teaching material. In neither case does there exist a tool to verify whether the programs or instructors adequately meet the needs of

children at each development stage. Data also shows that more than 50 percent of extracurricular activities at childcare facilities nationwide are currently mandatory. If forced program attendance is one problem, another problem is that children who choose not to attend extracurricular activity programs face a lack of other appropriate programs.

The generalization of extracurricular activities is largely a result of parents' educational zeal. However, this fervor cannot sufficiently explain the proliferation of special activities simply in terms of personal educational values, considering that education is still regarded as an important means of maintaining or rising to a higher social status. Therefore, rather than just casting a negative view on such special activities, discussions should be directed towards delivering appropriate forms of education at an appropriate time for the sound development of children.

From this perspective, this study presents a three-phase policy direction for extracurricular activity programs. First and foremost, quality must be ensured in operating the standardized childcare curriculum of childcare facilities. Certain portions of childcare hours should be left to the regular curriculum and should not be spent on separate extracurricular activities. In order to do this, facilities should be supported by teacher education programs and teaching materials. Second, free play activity hours should be provided outside the regular childcare curriculum. For this, a diverse range of free activity programs should be developed, and supportive human networks should be established through which experts in arts and physical education may be dispatched to childcare facilities. Third, facilities need to clarify the subject titles, instruction hours, program schedules and guidelines for extracurricular activity programs that are supplied from outside. In addition, steps should be taken to develop ways to effectively manage outside program providers and instructors.

[Consigned Research Projects-06]

The Development of a Korean Cultural Identity Program for Young Children

Myung-Lim Chang, Youngok Kim, Meeok Moon, Hyunjoo Kwak, & Jina Maeng

Korean culture identity education for young children can be defined as teaching young children about the application of still-valuable concepts from our traditions to modern Korean society, in accordance with the purposes, contents and methods of early childhood education. This study attempted to define the areas and boundaries of developmentally appropriate cultural identity education as well as to develop an educational program utilizing various forms of media and professional resources.

This program was developed in order to add depth to the curriculums being used in kindergartens as a part of the "Sharing Wisdom Among Generations" project being undertaken by the Ministry of Education, Science and Technology. The purpose of the "Sharing Wisdom Among Generations" project is to provide early childhood education programs with special material on Korean traditions through the participation of experts in the field of traditional Korean culture. In 2009, the "Global Citizenship Education," "Energy Education," and "Science and Creativity Education" projects were conducted as pilot projects, and in 2010, the program is being expanded to include Korean cultural identity education and traditional art education.

Out of the many different aspects of traditional Korean culture, our heritage, our recreation and games, and our food were selected as the main topics of this program because teaching about these subjects could be made

more effective by developing educational activities through utilizing experts with a great deal of experience and knowledge in these fields. The goals of this program are to cultivate interests in and to familiarize young children with traditional Korean culture; to foster respect for traditional culture; and to build self-pride through learning about the excellence of traditional cultures.

This program has produced three different publications regarding its purpose: a Teacher's Manual, an Activity Book, and an Information Booklet for parents. The Teacher's Manual contains the background of the program's development, a program summary, and how to use the program. The Activity Book has three sections, with a total of 78 activities: "Our Heritage" with 31 associated activities; "Our Recreation and Games" with 22 activities; and "Our Food" with 25 activities. All three publications are also available in CD-Rom form including illustrations, pictures and PPT materials for teachers.

The Korean Culture Identity Education Program for Young Children-developed by the Korea Institute of Child Care and Education (KICCE) and funded by the Ministry of Education, Science and Technology-was distributed to all public and private kindergartens in the nation in early 2010; the program is currently being utilized in kindergartens, guided by experts in the field.

[Consigned Research Projects-07]

A Korean Traditional Arts Education Program for Young Children

Eunyoung Kim, Heejin Kim, Yoonmi Cho, Hyunju Kim, Yangrin Park, & Sooyeon Park

This study seeks to establish age appropriate teaching methods and genres for the delivery of a Korean traditional arts education program, as a way of raising children's understanding and sense of pride in Korean traditional arts. This study seeks to support a traditional arts education program by developing training materials to be used by those experts charged with actually implementing the program, providing leaflets for parents, and finally by developing a pool of experts in this field.

The program is designed to help incumbent teachers easily apply traditional arts activities in conventional educational settings, for example by inviting experts listed on the websites of kindergartens participating in the 'multi-generation wisdom sharing' project, and utilizing expert knowledge and materials contained in this booklet and CD. In that sense, even while being delivered by regular classroom teachers, the program is characterized by the utilization of experts and professional material in areas that require specialist knowledge.

The program is divided into three genres: Korean music, Korean dance and Korean arts. The music program includes Korean folk songs, pansori, gayageum chorus, classical court music, sanjo and pungmul. The dance genre consists of royal court dances, folk dances, ritual dances and modern dance. The arts genre includes general painting, folk painting, crafts, ceramics, architecture, sculpture and calligraphy.

The program is composed of 64 learning activities consisting of 21 Korean music activities, 21 dance activities and 22 arts activities. Each activity is organized according to age, for 3-, 4- and 5-year-old children. Seventeen activities are provided for age 3, 22 for age 4, and 25 for age 5, with approximately 20 on average.

The first page of each activity description sets forth the methods and types of activity that can be provided at the age concerned. The genre, field, themes, instructors and formation of activities are then specified, together with the activity's goals, curriculum and related material. Next, the contents of the activities themselves and the accompanying methods are described in complete detail and summarized explanations are given alongside, so that experts and teachers are able to understand and implement them out without difficulty. In the following reference section, suggestions for extension activities and home activities are provided. Lastly, guidance is given for teachers and experts so as to assist their delivery of the course. For experts, instruction tips for each age group are provided. For teachers, referential knowledge, prior activity information and everyday activity ideas are provided for each traditional arts genre.