

2014 KICCE Project Report Abstracts

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Child Care Support Network Model Development Based on Local Community

Yun-Jin Lee
Hye-Joo Cho

Purpose

- This study focuses on activating community based businesses of Child Care Centers, Health Family Support Centers, and Multicultural Family Support Centers, and providing One-Stop child care support service of these three institutes that satisfies the needs of local residents' child care.

Methods

- Conducted survey targeting 1,000 parents with young children asking each institute's recognition, usage experiences and service, and satisfaction degree.
- Discover excellent examples of community based network business, face-to-face interview, overseas case study.

Results

- Current status of using of Child Care Centers, Health Family Support Centers, and Multicultural Family Support Centers
 - Perceptions for each three institutes were broadly low with Child Care Centers 30.6%, Multicultural Family Support Centers 18.4% and Health Family Support Centers 10.8%.
 - In Child Care Centers, "toy library" and "indoor playground" were highly used, and "parent education" and "co-parenting spot" were popular in Health Family Support Centers. "Korean language class" and "self-help meeting" were the most favorite services in Multicultural Family Support Centers.
 - The number of usage depends on each institute. Less than five times a year was the highest and user satisfaction was graded 3.0 to 3.3 (4 grade).

- Domestic and international examples of child care support network

- Studied "Child Care Support Network Business" of Child Care Center in Nowon-Gu, Goyang-Si based Child Care Center's "I love Mom Café Business" utilizing empty space of public institute, Jeollabuk-Do based Multicultural Family Support Center's "Multicultural Academy Business" and "Sharing Parents' Labor Business" of the Health Family Support Center in Dongdaemoon Gu.
- "Child Care Support Center" in Japan is a public center funded by government but autonomously operated. The Center currently offers various child care support programs connecting human and material resources of local community center for unemployed mother in need of child care supports, and plan to expand the program in the near future.

- Model development of Child care support network

- Model to strengthen center's function: target single-income families with young children.
- Parallel model of Center and Institute (childcare center, kindergarten): target double-income families with infant and young children.
- Model to strengthen center's complex/comprehensive function: target rural communities where living institutes are rarely established.

Recommendations

- Reinforce operator's will and ability by connecting assessment's results with incentives, and also newly establish or elevate evaluation index in order to prevent careless management of Child Care Support Network business.
- Stable budget should be supported for sustaining the formal network business.
- Arrange meetings to introduce excellent examples of network business, share and educate the definition, necessity, contents of the business aiming to raise awareness of each institute.
- Provide useful service that automatically introduces child care information and service connected with each institute if parents agree when they register child's birth.
- Need follow-up studies finding networking strategies among three difference centers.

Measures to Improve Equity in Using Childcare and Education Services from the Perspective of Social Integration

Jeongwon Lee
Hyomi Choi
Jin-Mi Ki
Joo-Young Jung

Purpose

- Early childhood care and education (ECCE) services has become universal welfare services as supply of kindergartens and childcare centers increased, and subsidies for using ECCE services became universal. Inequality, however, still exists in terms of opportunities to use ECCE services depending on each household's financial circumstances or regional gaps of ECCE infrastructure.
- This research examines measures to improve equity in using ECCE services, focusing on the fact that inequality in terms of opportunities of using ECCE services hampers social integration because it prevents children from having equal starting points.

Methods

- Literature review of statistical data on supply and usage of childcare centers and kindergarten and analysis of legal regulation on childcare centers and kindergarten.
- Experts survey polled 75 academia experts on the definition and components of the equity and relation analysis of social integration and equity.
- Survey targeting 1,250 households with infants and young children for analyzing results of utilizing child care and education services.

Results

- Components of the equity in using ECEC services
 - Experts answered that 'opportunities to use (81.3%)', 'service quality' (72.0%), and 'cost (53.0%)' are the components of equity in using ECCE services.
- Supply and usage status of ECEC services
 - As of 2013, the total supply of kindergartens and childcare centers was enough to accept

74.8% of nationwide infants and young children population. Regional deviation, however, still existed. Supply in Seoul was the lowest as 63.2% among cities and districts whereas Jeju had the highest supply rate as 91.5%.

- Registration rate of the center also varied greatly depending on the regions. Guro-Gu in Seoul showed the highest rate (95.2%) while Sinan-Gun in Jeollanam-Do was the lowest (66.4%)

• Recognition and usage status of ECEC services

- 95.8 % of the parents answered that they recognize that ECCE services were necessary to raise their child but the opportunity to access the services was still limited (45.7%).
- ECCE infrastructure and household income were pointed out as major factors that limit the equitable use of ECCE services.
- Over 70% of the respondents answered that service quality and child care costs also differ depending on each institute: public or private and childcare centers or kindergarten.

Recommendations

- Resolve the regional deviation Establish a supply-demand plan of kindergartens and childcare centers by ages and regions through the calculation of integrated statistics of both types of institutions. Overcoming inequality in each region by providing enough ECCE services that fit each region's demand based on the plan.
- Continuously expand the number of public kindergartens and childcare centers while private institutes focus on improving the service quality and diminishing costs burden.
- Establish a long-term applicable act for the integration of kindergartens and childcare centers in order to apply common standards for major items related to service quality.
- Develop and provide customized services that satisfy the needs of service users.
- Support additional cost for the economically marginalized.

A Proposal for Integration of Early Childhood Education and Care Statistics

Jinah Park
Jung suk Kim
Ji-won Eom

Purpose

- This study aimed to analyze the users' demands on integration of ECEC statistics, develop the integrated ECEC statistical indicators, and explore its application plan.

Methods

- Data were collected from the surveys with ECEC experts on utilization of current ECEC statistics, international policy reviews on ECEC, and experts meetings to develop the integrated ECEC statistical indicators.

Results

- Utilization of the ECEC Statistics
 - Survey results revealed that most of the respondents used the ECEC statistics for research at least one time in a quarter and more than half of respondents used statistical charts and reports.
 - ECEC statistical indicators were limited to the center-based indicators.
- Development of the ECEC Statistical Indicators
 - We suggested the two-dimensional framework, which was designed by the systems approach and included the direction of ECEC policy to develop the ECEC statistical indicators.
- Production of Integrated ECEC Statistics
 - Change the period of calculating the 'childcare centers and users' statistics' to 4 times per year, in order to standardize the investigation period.
 - Combine the various ECEC information systems to integrate the ECEC statistics.

-In order to produce the integrated indicators for kindergartens and childcare centers, the indicators should be categorized as 6 different areas(cost support expansion, ECEC staff, operation of institution, physical environment, public expansion and quality management, administrative/financial system).

Recommendations

- Make a plan for the production of integrated ECEC statistics and build the customized integrated statistics services.
- Develop the various ECEC statistics.

An Analysis on Parents' Using Child Caring Information and Measures to Increase the Availability

Jungwon Min
Mi Kyung Kwon
Jiyeon Yun

Purpose

- There had been an increasing tendency for government to promote child care services. In order to provide optimized benefits to the parents, this study aimed to collect accurate data on parent's utilization of child care information and analyze it for its best use.

Methods

- Data were collected on the current status of child care information, provided by the central office group and local governments.
- Surveys were conducted with 1,508 parents.
- In-depth interviews of the parents and results from the expert meetings were analyzed

Results

- Current Status of Providing Child Care Information
 - Only a few parents were using the child care services, operated by the government such as child care information center, our town child care information program, and visiting nurse service from health center.
 - Most of the parents were using on-line communities, spontaneously run by the other parents. These on-line communities were easily approachable through smart devices and could provide emotional supports for users.
- Analysis on Utilization of Child Care Information
 - According to the surveys, the parents with infants/toddlers wanted to receive the information about public service(27.7%), early childhood development(25.8%), and early childhood education(17.3%).
 - Regardless of the contents of information or socio-demographic characteristics of users,

the majority of parents preferred to receive the information through personal media for its convenience(39.0%).

- Respondents showed low expectation on the public child care services for the following reasons: public child care services are unnecessary(34.0%), parents have no time(20.2%), and unaware of the information about the services(19.1%).

• Analysis on In-depth Interviews and Results from the Expert Meeting

- Results pointed out problems on the unequal distribution of infant support institutions, absence of cooperation among related institutions, lack of knowledge of person in charge, and standardized services.

Recommendations

- Develop the customized infant/toddler care information for local communities and its monitoring system.
- Utilize the user-friendly notification services such as personal media and vertical SNS
- Disseminate the local-community based child care information

The Increase of Budget for Early Childhood Education and Care and its Effects: 2004~2014

Moonhee Suh
Hyemin Lee

Purpose

- This study tried to provide stable foundation for strengthening the purpose of Early Childhood Education and Care (ECEC) aid policy. For this, it focused on tracking financial aid policies for ECEC and analyzing its effects on the usage of care and education institutions, household economy, intention of additional childbirth and women employment.

Methods

- In line with the National Survey on the Current Status of Child care conducted in 2004, 2009 and 2012, this study analyzed the effects of financial aid by personal unit through general and logit regression using the Difference in Differences method.
- conducted opinion survey targeting 250 experts and 1,000 adults and gathered the opinions related to the effects of financial investments for ECEC and future policies options.

Results

- Use and satisfaction of Child Care Center
 - Financial aid in child care costs continuously influenced the use of child care center, and the aid since 2009 were analyzed to influence the increase of utilizing kindergartens.
 - The aid policy did not increase the user satisfaction. Rather it partially dissatisfied recipients of the aid.
 - In general the public including experts understood the financial aid relieved parent's burden to care their children with expanding the usage of care centers, experts in early child care and education however expressed concerns over its side effects.

• Cost Burden

- Aid policy expanded since 2009 decreased total costs of child care and education spent in household economy.
- The policy reduced the cost burden especially for the users of child care centers before 2009 when the aid for only low-income class was conducted.

• Parents Employments and Childbirth

- Financial aid were analyzed to have no relation with mother's employment
- The aid tended to influence the intention of additional child birth.

• Opinions on Aid Policy

- Compared to the general public, experts tended to evaluate the policy to offer the entire cost of child care and education for all classes is not appropriate.
- Demands for public child care center were still high, and increasing the number of public child care centers was preferred as a high priority for the expansion of financial aid

Recommendations

- Introduce different aid system depending on service hours
- Financially invest for improving the quality of caring service.
- Diversify the supporting ways of child care.

Purpose

- In order to discern an impact of increase in childrearing support on market price elasticity, the 'childrearing price index' of representative items and 'childrearing price perception index' of families with young children were calculated.

Methods

- Calculation of the childrearing price index-12 childrearing items of the Consumer Price Index from the national statistical office.
- Investigation of on/off-line market price of 53 childrearing representative items(May-July-September) and calculation of childrearing price index.
- Online childrearing price perception investigation of 887 parents with young children (May-July-September) and calculation of price perception index.

Results

- Calculation of the Childrearing Price Index
 - According to the calculation result of the price data of 53 KICCE childrearing representative items with reflection of the KICCE childrearing expenditure weights, there was almost no price fluctuation in the 2014(99.97) in comparison to the 2013(100).
 - Inflation rate of 2014 childrearing representative items was lower than the inflation rate of consumer price index. However, if the vaccination item, which was supported by the government was excluded, inflation rate of major childrearing representative items was higher than the inflation rate of consumer price index in average.
 - The saving costs from vaccination support were compensated by the increase of tuition fee for daycare centers and kindergartens, dry milk, and private education expenses. The

progress of individual price index by item, major factor of childrearing support policy should be carefully monitored.

•Calculation of the Childrearing Price Perception Index

- In the overall consumer sentiment indicator of childrearing price perception index, parents with young children reported the heavy burden on childrearing costs and showed negative tendency in increase of expenditure.
- The number of 3 indicators(perception of price level, burden on household budgets, and recent price fluctuation) for the 21 major childrearing items(consumer goods, durable goods, service) were higher than 100; in other words, most of the parents responded negatively.
- The number of price level and burden on household budgets were highest on the toys, dry milk, and clothing; especially, expenditure on the culture-recreation expenditure (car seat, stroller, toys, and rides) and health-medical expenditure would be increased in future.

Political Implications

- Need to calculate the childrearing price index and childrearing price perception index
- Implement the childrearing support policy with the price policy of childrearing price administration.
- Diversify the design of childrearing support such as service for childcare centers and kindergartens, direct support of essential childrearing materials, exemption of VAT, child tax credit(for the company of children's products), cash benefits, and provision of caregiver service.
- Exchange, rent, and share the childrearing products within the community.

Purpose

- This study compared the ECEC institutions in UK, Norway, Australia, and New Zealand to provide policy recommendations regarding development of kindergarten evaluation and child care accreditation in Korea.

Methods

- Data were collected from the institution evaluations, interviews of government officials and teachers in Norway, UK, and New Zealand, and surveys of 121 experts on early education and child care, 100 government officials, and 400 teachers (200 kindergarten teachers, 200 child care teachers).

Results

- Findings showed that the purpose of institution evaluation was varied across the countries.
- Purpose of Institution Evaluation
 - For UK, the evaluation of institution was focused on following the national standards of early education, while compliance of regulations was mainly observed in Norway.
 - The Australian government emphasized on the accountability and financial clarity of institutions and providing necessary information to parents.
 - For New Zealand, the evaluation of institution was used to improve itself.
- Methods and Contents of Institution Evaluation
 - The process of institution evaluation was as follows: announcement → self-evaluation → on-site evaluation → draft of evaluation report → sharing result.

- For UK, the level of contribution on various demands and well-being of children, leadership, and operational efficiency was measured.
- For New Zealand, operation and management, capacity building, curriculum, teaching, and learning were evaluated; however, diversity of institution was respected.

Follow-up to Institution Evaluation

- For the specific features of utilizing evaluation results were included: in UK, the government actively intervened and monitored the low-grade institutions and the government of New Zealand decided the period of evaluation for each institution, based on the result of evaluation.

Recommendations

- For the operation of accreditation system, this study suggests the utilization of evaluation systems, establishment of ECEC evaluation institution, training course for evaluation experts, and obligation of accreditation.
- For the indicators, the characteristics of institution should be revealed; compulsory and optional indicators are needed to be distinguished; and the indicators should be curriculum-centered.
- For the method of accreditation, communication between the institution and evaluator and the self-evaluation should be strengthened.
- For the results of accreditation, consideration could be given on the follow-up activity after evaluation, sharing of evaluation results and differentiating the evaluation period, based on its result.

Improving Measures of Meals and Snacks in Child Care Settings

Namhee Do
Jinmi Kim

Purpose

- This study aimed to review the regulations and operation of foodservice and conducted a case investigation to provide policy recommendations on improving meals and snacks in childcare centers and kindergartens.

Methods

- Data were collected at 600 childcare centers and 400 kindergartens.
- Policy implications were derived from the result of survey and case studies.

Results

- Institution Report
 - The majority of childcare centers(97.8%) and kindergartens(97.3%) provided foodservices.
 - 99.2% of childcare centers served lunch, while only 3.5% served breakfast. For kindergartens, 98.8% served lunch and 2.8% served breakfast.
 - 49.5% of childcare centers spent 2,000~3,000KRW for daily meal per child, whereas 61.5% of kindergartens spent over 3,000KRW.
- Parental Report
 - The majority of parents(99.8%) were aware of the importance of meals, served by the childcare centers and kindergartens.
 - The average monthly meal cost for childcare centers was reported as 47,836.49KRW, whereas for kindergartens was 50,501.66KRW.
 - For childcare centers, overall satisfaction on meals was 3.5(4-point scale) and 3.47 for kindergartens.

Recommendations

- Provide the meals, based on the nutrition standards of infants/toddlers.
- Estimate the food cost concerned with the inflation of prices and opinion onsite.
- Set the minimum requirements for kitchen and facilities.
- Integrate the evaluation systems of child care institutions to increase effectiveness of evaluation onsite.
- Assign a nutrition professional and improve working conditions of cook.
- Provide the organized guidelines, information, and standards for school meals.

Development of Assessment Tools and Utilization Measures for the Improvement of Childcare for Infants

Meehwa Lee
Ji-Won Eom
Joo-Young Jung

Purpose

- The purpose of this study is to develop the 'Infant Observation Scale based on Childcare Curriculum for Ages 0 to 2', which assesses the characteristics and changes of infants from childcare centers in Korea. It also aims to contribute to improving the specialty of infant class teachers and establishing a stabler operation environment of the childcare curriculum for ages 0 to 2.

Methods

- Conducted a survey targeting infant class teachers on the current status and any request of the infant class assessment.
- Organized an external cooperation team in order to develop 'Infant Observation Scale based on Childcare Curriculum for Age 0 to 2'.
- Validated the scale by collecting and analyzing data of 666 infants(33 classes).

Results

- Current Status and requirement analysis of infant class assessment
 - Infant class teachers commonly recognized the importance of the infant assessment and they required the assessment tools to be more convenient to utilize and save time.
 - It appeared high demand on the training or education of the infant assessment.
 - It needs to educate infant class teachers on ways to conduct and analyze the result of infant assessments aiming to cultivate the capability of infant class teachers, and needs to circulate easy-to-use assessment tools in the field.
- Development of 'Infant Observation Scale based on Childcare Curriculum for Ages 0 to 2'
 - 3 main researchers , 6 participating professors and 6 child care centers' presidents with wide

experiences in managing infant class participated in the study and jointly developed the Scale through nine research conferences.

- The Scales for three age groups(age 0, 1, 2) were developed, each of which consisted of questions, observation and activity class based on the six childcare areas; everyday life, physical activities, communication, social relationships, art experiences, and nature exploring.
- With securing the validity of 'Infant Observation Scale based on Childcare Curriculum for Ages 0 to 2', final versions of the scale were fixed with 30 items for age 0, 45 items for age 1, and 50 items for age 2 reflecting the six areas of the Standard Curriculum for Childcare Centers in Korea.

Recommendations

- Supporting measures to utilize the Infant Observation Scale
 - Measures to utilize: exercise the scale as self-assessment materials for infant class teacher, early detection and post processing of infants in need of help,
 - Measures to supply: establish supply plan by constructing websites, present guidelines on planning the child care and infant assessment at the national level, closely connect to the appraisal authentication and National Competency Standards (NCS).
 - Measures to reinforce: develop teacher's guideline, conduct training and education on utilizing the Scale targeting infant class teachers.
 - Measures to create conditions to carry out infant assessments: formulate human and physical environments, strengthen the management of the Standard Curriculum for Childcare Centers
 - Measures to strengthen teachers' capacity: improve the child care teacher's training process, dispatch consultant or assistant for teachers' infant assessment ability and host workshops for teachers on utilizing the assessments results.

A Survey Research of ECEC(Early Childhood Care and Education): A Comparison of Kindergartens and Childcare Centers

Eunseol Kim
Jinwha Lee
Hyejin Kim
Jia Bae

Purpose

•In order to integrate the early childhood education and care, operation of kindergartens and childcare centers needs to be monitored consistently. This study compared the differences on the law · system, operation of institution, and education · childcare between the kindergartens and childcare centers.

Methods

- Literature review and document analysis
- Group in-depth interview
- Expert meeting
- Survey of 2,200 principals and teachers

Results

- Facilitation
 - 53.6% of kindergartens had their own buildings and 3.1% of private kindergartens were located at the shopping district. For the use of building floors, 24.2% used up to 3rd floors and 35.9% used only the 1st floor.
 - 50% of childcare centers had their own buildings. For the use of building floors, 88.3% used the 1st floor, 32.7% used the 2nd floor, and 16.7% used the 3rd floor.
- Safety and Health
 - Over 99% of kindergartens conducted safety inspection. For the indoor air quality testing, 91% of kindergartens and only 61.3% of childcare centers conducted the testing.

Teachers and Infants/Toddlers

-76.1% of kindergarten classes were for 5-year-olds and 34.1% were mixed-age classes. The average rate of filled vacancies in kindergartens was 84.0% and 96.9% of kindergartens conducted the after-school programs. The majority(85.4%) of childcare classes was for 2-year-olds and the rest of class ratio by age was as follows in order: class for 1-year olds, 3-year-olds, 0-year olds, mixed-age, 4-year-olds and 5-year-olds. -59.3% of kindergarten and 90.0% of childcare center staffs were home-room teachers. The average working hours of home-room teachers were 9 hours and 34 minutes per day.

Others

-On average, kindergarten started at 8:45 am and finished at 2:15 pm.
-56.4% of childcare centers were opened on Saturday. On average, childcare centers started at 7:42 am and finished at 7:29 pm.

Recommendations

- To the kindergartens, regulate the tuitions for private kindergartens; improve the supporting method of after-school programs; introduce the financial accounting; comply with working hours of teachers; implement the maternity leave for private kindergartens; utilize substitute teachers; and adjust the payment period of Nuri curriculum.
- To the childcare centers, strengthen the teaching workforce; decrease the transportation service; adjust the operating hours; emphasize the physical activities; improve teaching environment and facilities.

An Analysis on Teacher Education and Certification System for Early Childhood Education and Care

Eunyoung Kim
Gilsook Kim
Yeon Ju Lee

Purpose

- The purpose of this study was to compare the teacher quality and teacher training programs for kindergarten and childcare center teachers, provide the basic materials of the policy change on teacher education and support and their impacts.

Methods

- Literature reviews on the teacher certification and teacher training program
- Online surveys of 287 experts, 569 principals, and 900 teachers.

Results

- Teacher Certification and Teacher Training Program in Other Countries
 - Raise certification standards(e.g. educational level) and emphasize teaching practicum.
 - Require different certification standards to different types of teachers(e.g. teachers with different certifications worked at the same institution)
 - Most of the countries(e.g. New Zealand, Sweden, Norway) that tried to integrate the early childhood education and care, tended to transfer the mission to the ministry of education; however, for Singapore established an independent institution to carry out and supervise the mission.
- Teacher Certification and Teacher Training Program in Korea
 - The majority of respondents reported that the teacher certifications should be differentiated by roles and educational levels.
 - 69.7% of experts, 70.0% of kindergarten principals, 94.9% of childcare center principals, 74.2% of kindergarten teachers, and 87.4% of childcare center teachers reported that the teacher education should be improved.

- For the appropriate number of children per class at the kindergarten(class size) was as follows: class for 3-years old(11.9~13.8 children), 4-years old(15.9~18.2), and 5-years old(18.8~ 21.7). The following number of children was appropriate to be assigned to a teacher: for 3-years old(7.6~9.3 children/teacher), 4-years old(10.6~12.9), and 5-years old(12.7~15.4)
- For the appropriate number of child per class at the childcare center was as follows: class for 0-year old(2.7~3.4 children), 1-year old(4.6~5.0), 2-years old(6.7~7.2), 3-years old(11.0~12.3), 4-years old(14.3~15.9), and 5-years old(16.8~18.2). The following number of children was appropriate to be assigned to a teacher(child/teacher ration): for 0-year old(1.9~2.2 children/teacher), 1-year old(3.0~3.5), 2-years old(4.2~4.9), 3-years old(6.8~8.5), 4-years old(9.4~11.0), and 5-years old(11.3~12.8).
- When the teacher certification of kindergarten and child care center would be integrated, the government should change the salary standards by teaching experiences and improve the teacher welfare.

Recommendations

- Educate the ECEC teachers only at the department of early childhood education and child care in college.
- Apply the following ratio of curriculum for training ECEC teachers-liberal arts courses: major courses: practicum to 20:60:20.
- Establish the practicum system by developing the standard practicum program.
- Assign a teaching assistant per 2~3 classes.
- Adopt the current salary standards of kindergarten teachers to the ECEC teachers.

Health and Nutrition Support Plans for Low-income Children and Pregnant·Breastfeeding Women

Jeong-rim Lee
Jungwon Min
Hye-joo Cho

Purpose

- This study purposed to address actual condition of health and nutrition of children in low-income families, including pregnant/breastfeeding women, understand whether current health support services have promoted health of low-income families aiming to seek for effective support policies.

Methods

- Literature research on domestic and international business related to low-income family's health and nutrition, For secondary analysis, data from the fifth Korean National Health and Nutrition Survey(2010-2012) was used.
- Survey research targeting 544 low-income parents with infants and children and 134 pregnant/breastfeeding women with less than 200% of minimum cost of living.
- Group interview with 18 parents with infants and children, 16 pregnant/breastfeeding women and 21 business managers at health centers.

Results

- Health·nutrition condition of children in low-income families
 - 27.9% of children in low-income families were exposed to the dangers of being overweight and low growth. Common diseases that infants and children had were pneumonia (11.6%), atopic dermatitis (8.5%) and growth retardation (6.3%).
 - The lower income, the lower inspection rate of Newborn Screening Test.
 - 4.8% of children of families with less than 1,300,000 won for monthly average income did not brush teeth, and 33% of the respondents answered to need oral cares and dental treatments.

- Health·nutrition condition of low-income Pregnant·Breastfeeding Women

- Smoking rate of low-income women was high and many respondents tend to believe that they are very obese.
- Compared to pregnant women, breastfeeding women were found to more experience health conditions like over-weight or depression.

Recommendations

- Support parents with infants and children through home visit services
 - Need systematic guidance and supports for health care of children in rural areas including low-income and multicultural families.
 - Expand the Visiting Health Management Business in the medium to longer term for the health of infants and children.
- Improve nutrition business
 - Expand the related budget in order to employ full-time professional nutritionists for a sustainable management of the nutrition business.
 - Suggest the way for business beneficiaries to visit health centers in person to pick up food with authorized card or coupon, instead of delivering food supplies.
- Reinforce the integrated health promotion service of local community
 - Suggest local healthcare centers to conduct survey of service demands and develop customized business for infants and children based on survey results on health status of residents.
 - Clarify the benefit requirements of the integrated health promotion service of local community.
 - Develop evaluation index enabling to check whether health·nutrition conditions of infants and children are improved in stages.
 - Increase the number of human resources permanently employed for a smooth management for health survey in communities, business management and advertisement.

Enhancement Measures for Happiness in Early Childhood

Namhee Do
Yun-Jin Bae
Jiye Kim

Purpose

- This study aims to suggest measures to increase the happiness in early childhood by examining formal index and study, identifying the definition and core components of happiness in early childhood and analyzing overall environments related with the feeling of happiness in early childhood.

Methods

- Conducted nationwide survey targeting 1,000 children, 1,000 parents and field experts including teachers of kindergarten and childcare centers.
- Hosted intensive meetings with field experts, children ages 4-5, parents and teachers of kindergarten and childcare centers for understanding related factors of happiness in early childhood.

Results

- Standard of the feeling of happiness in early childhood
 - Most children graded the degree of their happiness as 3.6 out of 4.0.
 - Children's happiness was closely related with the level of family wealth, experience of cultural or leisure activities. Especially, as family members were concerned about their economic conditions, children's happiness appeared to be low.
 - Positive relations with family members and parents' high degree of happiness and interpersonal relation satisfaction largely affected the happiness of children.
 - Experience in reading a book or satisfaction of institute currently involved positively affect the children's happiness while learning stress had negative effects.

- As children were allowed to have autonomy and a high sense of accomplishment and satisfied with their time use, children's happiness tended to appear to be high.

- Elements of increasing happiness in early childhood
 - Children answered that they felt the happiest when they did sports and leisure activities or spent time with their parents, and needed to have a time with parents or friends in order to be happier.
 - Parents were required to spend more time with their children in order to enhance children's happiness. For child care and education institutes, respecting and praising children were suggested. In terms of policy, respondents answered that there should be more efforts to improve service quality of the institutes.

Recommendations

- Observe appropriate working hours and Family Day for working parents in order to secure time with their children.
- Provide children with options to choose sports, leisure activities, play and interpersonal relationship.
- Offer customized supports depending on diverse needs by household characteristics.
- Reinforce connections between government and private business, and require additional human resources with better treatments.
- Change parents' perception by specifically showing how children are happy.

Purpose

- This study aimed to review the results of childcare policy by central and local governments in 2014; produce major indicators by collecting/analyzing the data of childcare policy; analyze the management system satisfaction of childcare allowance and waitlist for childcare institutions; and propose future tasks and progress direction of childcare policy.

Methods

- Literature review and analysis of childcare policy documents and childcare statistical data from the Ministry of Health and Welfare and 17 local governments.
- Conference
- Survey of 2,000 cases (1,000 for users of daycare center and 1,000 for receivers of childcare allowance) on childcare allowance and 700 users and 300 principals of daycare centers on management system satisfaction of waitlist.
- 2 Working level meetings of policy research with government officials.

Results

- 2014 Review of Childcare Policy Performance
 - Supply rate of childcare centers in 2013 increased to 64.6%. Although the supply rate reached to the sufficient level, the number of children who attended childcare centers had not been changed since 2010 (10.4%). There existed regional deviation in supply rate of childcare centers and rate of completing group sizes.
 - The 2014 childcare budget was 9 trillion and 400 billion KRW, which was 0.65% of GDP. If the early childhood education and child care budget were combined, it was 1.01% of GDP, which was just about the OECD minimum standard.

- Despite the increase in the total budget, the budgets for service improvement (e.g. building an infrastructure for childcare services, strengthening function) were not sufficient. Although childcare institutions received accreditation, the maintenance rate was low; and the substitute to teacher ratio was only 0.72%.

• Child Home Care Allowance Satisfaction

- After providing the childcare allowance, at-home rearing satisfaction increased in 58.9% of families; moreover, it was effective to delay the time to send young children to the childcare centers.
- Only 23.4% of families were satisfied with the amount of the child home care allowance.

• Management System Satisfaction of Waitlist

- Parent satisfaction on the waitlist management system was high; however, problems were reported at the excessive overlapping registration of waitlists.

Recommendations

- Expand the budget for service quality.
- Change the supply system, based on the regional demands and 'high quality' institutions.
- Concern an increase of child home care allowance for families with infant (0~1 year old)
- Limit the number of registration for waitlist (3~5) and improve the convenience of system.

Outcomes and Future Tasks of the 2014 Early Childhood Education Policy

Eun-Young choi
Jinwha Lee
Yujeong Oh

Purpose

- The purpose of this study was to identify direction and future tasks for early childhood education policy by collecting the cumulative data and addressing critical issues in depth.

Methods

- Literature review, survey, interview, and conference.

Results

- Current Status of Early Childhood Education Policy
 - The number of kindergartens and kindergarteners was gradually increased; especially, the enrolment rate of 3- to 4-year-olds was increased between 2012 and 2013.
 - Public expenditure levels on early childhood education(2012-2013) had gradually increased; following the implementation of the Nuri curriculum in 2013, government expanded the free education for 3- to 4-year-olds.
 - Government funding for private kindergartens had also increased gradually.
- Local Government Policy for the Early Childhood Education
 - The total budgets for the early childhood education policy were greatly varied in 17 local governments.
 - In the 17 local governments, the funding for the early childhood education increased, decreased or hadn't provided between 2012 and 2013.
- In-depth Analysis of Early Childhood Education Policy: Operation of the Early Childhood Education Center

- According to the implementation levels of major programs at the early childhood education center, the most popular program was experience education, while the least popular program was parent education.
- For the function of early childhood education center, parents responded experience education, while teachers responded the evaluation of teacher training and kindergarten, research on early childhood education.

Recommendations

- Direction and Future Tasks for Early Childhood Education Policy
 - Strengthen the public base of kindergarten installation and service, distribute the tuition for young children rationally, improve the working condition and stability of teachers, review the utilization of kindergarten evaluations, and implement extra-curricular activities appropriately.
- Direction and Future Tasks for Early Childhood Education Center
 - Complement a legal basis to become a base for early childhood education, strengthen the current tasks, increase or decrease selectively, and provide a road map for standard operational criteria and development of early childhood education center.

Case Study of ECEC(Early Childhood Education and Child Care) Model Implementation (VI): Proactive Cooperation of Local Government's Supporting System

Mi Kyung Kwon
Jin Wha Lee
Jeong Min Kim

Purpose

•This study, as the final stage of the 6-year Integration Model Project (2009-2014), aimed at seeking measures to sustain and develop cooperation between kindergarten and childcare centers even after the research is terminated. The study suggested selecting intensive cooperation areas and strengthening proactive cooperation of local government.

Methods

- Operate case project of kindergarten and child care cooperation
 - Selecting model institutes: 13 cities and provinces nationwide, total 49 institutes (24 kindergartens, 25 childcare centers)
 - Supporting cooperative activities of selected institutes: hosting initial project meeting and regional council, meeting and in-depth interview with selected institutes, supporting advertising public contests for excellent idea on cooperation and for excellent cooperative case, Yeong Cha project.
 - Strengthening supporting system: joint participation in initial project meeting and regional council, promoting assistance for activating cooperation.
- Analyze performance results of case project
 - Performance analysis on 6 cooperation areas (institute management, facility condition and teaching materials and tools, teacher, parents, budget and others) through self-assessment of selected institutes, survey targeting presidents, teachers and parents of selected institutes.
 - Performance analysis on cooperation process and experience and supporting system through in-depth interview.

Results

- Analysis on the achievements of Year 6 by cooperation areas
 - Others including implementing community's resources and distinct activities and planning joint external activities(75.7) was the highest and teachers cooperation (69.9) were high and was followed. Institute management was the lowest (66.8)
- Analysis on the achievements of Year 6 by cooperation subjects
 - Both kindergarten and childcare center commonly understand characteristic and difference of each education and care systems and contents (3.72), recognize the broaden scope of understanding(3.66) as the benefit of cooperation. 68.9% of the total respondents showed the intention for sustaining and expanding cooperation. By institutes, the percentage of the intention in childcare centers(78.9%) was comparatively higher than in kindergarten (55.1%)
 - For the reasons parents are satisfied with the cooperation, they responded to have noticed the cooperation would result in diversifying care and education program(62.9%), expanding the personal relationship of a child(56.5%) and offering a qualified opportunity in care and education(46.5%). 86.5% of the respondents responded that kindergarten-childcare cooperation is necessary.
- Results of proactive cooperation of local government's supporting system
 - Balanced responsibility sharing, selecting sample institutes focusing on local government, hosting meeting on supporting system, sharing the task and securing systematic task process through official documents were efficient. However the lack of discussion on formal methods, insufficient process of selecting sample institutes, the necessity of survey on prior request, expanding support areas focusing on local government, and reducing institutes' disparity of institutes in supporting were pointed out as improvement required.

Current Status and Improvement Measures of Childcare Support for Children of Dual Income Families

Haemi Yoo
Yujin Bae
Moonjeong Kim

Recommendations

- Construct a supporting organization composed of local governments' institutes and academic experts on early childhood education and child care and an administrative transmission system within related institutes aiming to sustain and expand child care and education cooperation.
- Match a cooperation partner considered proximity between supporting subjects, establish annual cooperation supporting plan considered possible resources for supporting, offer Nuri Curriculum based cooperation and motivation for cooperation of local governments, and require to seek expansive cooperation measures through sharing cooperation results and assessments among supporting institutes.
- Balanced supports through proactive cooperation of local government, promoting efficiency by planned cooperation supports, formulating a social consensus, possibility of continuous expansion through securing budget are expected.

Purpose

- This study analyzed current status of work-family compatibility supports for dual income families with children and sought for measures to solve ongoing issues that current status confronted despite strengthened supports for work-family compatibility.

Methods

- Conducted a survey of 1,736 working mothers on the current status of using related services and systems and another survey targeting 850 kindergartens and 896 childcare centers on the status of service managements and demands for improvements.
- Analyzed operating cases of time-extended care at childcare centers, after-school care at kindergarten and childcare support services at local community.

Results

- Current utilization status and demands for child care support services and systems
 - Generally, dependence on childcare centers and grandparents was high and using rate of private childcare support service and babysitter was 5 %. Monthly average expenses of using services were approximately 700,000won for a private babysitter and 210,000won for childcare centers.
 - 41% of the respondents surveyed experienced in waiting before admission to childcare centers, and 67% of those experiences occurred in public childcare centers. Average usage hours of the systems was 8 hours which did not correspond with working hours, and there was a relatively low satisfaction level in operation days, usage expenses

-90% of non-parents carers were grandparents. Full-time working families' awareness and accessibility of the services were low.

-(Childcare) time support system was mainly used as a vacation/leave of absence (approx. 60%) and the respondents answered that desirable period of using leave system was 26 months, and 37 months for reduction system of working time.

-As for appropriate childcare method for ages 0-1 infants, parents' direct childcare was favored at overwhelmingly high percentage, and main difficulties in childcare were insufficient time for childcare. Difficulty in balancing work and childcare simultaneously was the main factor preventing additional childbirth (41.5%).

•Current management status and future tasks for child care support services and systems

-Yearly closing days were approx. 26 days for childcare centers and approx. 37 days for kindergartens. 40.8% of kindergartens and 20.7% of childcare centers opened on Saturdays.

-Rate of verifying documentary evidences at the time of admission was only 54% at childcare centers and 40.5% at kindergartens.

-Since various programs for parents including working committee of the childcare centers were usually conducted on weekday afternoons, participation rate of dual income families was expected to be limited.

Recommendations

- Establish comprehensive plan and government organization for supporting childrearing of dual income families, and formulate systematic foundation for dual income families by installing and managing service and counseling centers.
- Adjust priority of dual income family, strengthen admission management, expand public infrastructure for infants, reinforce assistant resources for time-extended care, support for dual income family to participate in management of institutes.

- Strengthen the right of choice for at-home childcare through expanding human resources of infant care services and strengthening their specialty with better treatments.
- Regulate mandatory operation of Total Childcare Support Center on Saturdays (including a night operation among weekdays) for strengthening access to the services
- Enhance effectiveness of corporate's support system for child care time such as reducing working hours, encouraging family-related leave policy and strengthening publicity family-friendly system inside the corporate.

Current Status of the Nuri Curriculum Implementation

Yunjin Lee
Gyurim Lee
Ara Cho

Purpose

- This research had proceeded in three years to investigate the parental and institutional (childcare centers and kindergartens) views of the Nuri Curriculum implementation and compared the 2012 and 2013 investigation results.

Methods

- Survey of 1,800 parents (valid sample 1,924 cases) and 1,500 (valid sample principals 1,500 cases and teachers 2,145 cases) institutions that received support for the Nuri Curriculum.

Results

- Implementation of the Nuri Curriculum (Results from the parent survey)
 - Currently, 48.9% of kindergartens and 51.1% of childcare centers used the Nuri Curriculum. Service hours for the Nuri Curriculum were 7.53 hours per day.
 - Cost for basics was increased by 3,000KRW/month and extracurricular activities by 7,000KRW/month, compared with the 2013. The increase of both costs was largest at the private kindergartens.
 - Most of the saving cost by the Nuri Curriculum was used for children's private education expenses and cost for private education expenses was increased by 36,000KRW/month, compared with the 2013.
 - According to the degree of the Nuri Curriculum satisfaction, the score for the 'standardized education and childcare curriculum' was 3.39 (out of 4) and 'reducing the financial burden of parents', 3.38 (out of 4), whereas the scores for 'improvement of teacher's professionalism' and 'improvement of education and childcare quality' were relatively low.

- Operation of the Nuri Curriculum (Results from the institution survey)

- The average operating hour of institution was 11.4 hours/day and average class hour of the Nuri curriculum was 6.1 hours/day. The overall satisfaction of funding was low level, especially the score of teacher's salary was the lowest (1.94 out of 4).
- The quality of the Nuri Curriculum training for daycare teachers was lower than the training for kindergarten teachers. Most of the institutions owned the Nuri Curriculum materials.
- 50.1% of funding for the Nuri Curriculum was used to purchase the teaching materials. According to the respondents from the institutions, implementation of the Nuri Curriculum improved the quality of early childhood education and care and teacher's professionalism (opposite to the results from the parent survey).

Recommendations

- Distribute the funding of the Nuri Curriculum differentially, concerned with the different family incomes and types of institutions.
- Standardize the items and using methods of the Nuri Curriculum funding.
- Support only the children of working mom, multi-child family, and caregiver with diseases or disability, for the after school activity.
- Differentiate the contents of the Nuri Curriculum training for teachers and principals. Design the joint and cross-training of the Nuri Curriculum for childcare centers and kindergartens. Set the start time for the Nuri Curriculum. (Ministry of Education and Ministry of Health and Welfare) Produce the joint publication of the Nuri Curriculum materials and standardize the terminologies.

An Analysis of the Child Development Assessment Scale: the Effect of Nuri Curriculum

Jeong-rim Lee
Hyo-mi Choi
Joo-young Jung
Yu Jeong Oh
Jeong-a Lee

Purpose

•Following the policy the Nuri curriculum implementation, there had been a demand to develop a science-based tool that reliably and validly assess the overall development of young children from 3- to 5-year olds for the policy impact evaluation. In order to test the effect of the Nuri curriculum on the development of 3- to 5-year olds, the child development assessment scale was developed.

Methods

•Pre- and post-probe were conducted with the 3- to 5-year olds, who were selected by a nationwide random sampling.

Results

- The variables, which showed statistical significance in all areas, were gender and family income.
- All children did not reach developmental stages at the same time; and the developmental contexts were also varied among children.
- For the 5-year olds, their scores on the art experience area(3-year olds>5>4) and science exploration area(3-year olds>4>5) were not high enough, compared with the 3- and 4-year olds in the pre-probe; however, the change of score range on the art experience area(5-year olds>3>4) and science exploration area(3-year olds>5>4) was higher than 3- and 4-year olds in the post-probe.
- In general, overall scores of the 5-year olds and their rates of development were higher and faster than the other age groups.
- For the 4-year olds, overall scores of the following areas: communication, art experience,

and science exploration were increased; however, interindividual variance was still found in the group.

- For the 3-year olds, their rates of development in the science exploration were faster than the other age groups, while their scores in the art experience were increased slowly and stage by stage.
- For the art experience(except for the post-probe of 4-year olds) and science exploration area, scores of all age groups, who were taught by younger teachers with higher efficacy in teaching were higher than the others.
- Teacher's efficacy in teaching was a critical variable, which influenced on the effect of the Nuri curriculum

Recommendations

- Individualized Instruction for Young Children
 - Provide the learning opportunity to teachers about the teaching method that gender difference and different family incomes are concerned.
- Teacher Training to Improve the Child Observation Skills and Efficacy in Teaching
 - Focus on the child observation skills and efficacy in teaching during the various teacher trainings.
- Building the Assessment System - Quality in Early Childhood Education and Care
 - Utilize the Child Development Assessment Scale for the Nuri curriculum to build the reliable assessment system for young children at the national level.
 - Develop the plan to collect, manage, and administrate the evaluation data on the early childhood education and care.

Analysis on Nuri-curriculum's articulation: Focusing on articulation with primary school education

Hyejin Jang
Jeongsook Kim
Junbum Lim

Purpose

- The purpose of this study was to investigate the continuity of children's educational experiences from the child care institutions to elementary schools, in the perspective of teacher's understanding on the curriculum, lesson plan, teaching, interaction between teacher and child or among peers, institutional setting, and educational policy.

Methods

- Class observation of 6 kindergarten classes(5-year olds) and 5 first grade classes(large/small group activities, interaction between teacher and child, interaction among peers, institutional setting etc.)
- Survey of 260 daycare teachers, 440 kindergarten teachers, and 700 first grade teachers (total 1,400 teachers).

Results

- Analysis of the Nuri and Elementary School Curriculum on Document
 - For the elementary school curriculum, it is necessary to include the developmental stages of lower grades, based on the child-centered educational philosophy in the classroom environment, parent education, regulation of teaching and learning methods
- Analysis of Current Status of Relation Between the Nuri and Elementary School Curriculum
 - Result of the teacher's awareness on mutual curriculum showed that understanding level of first grade teachers on the Nuri curriculum was very low.
 - Both groups of teachers were aware of the importance of play; however, the first grade

teachers' awareness on the importance of free choice activity was much lower than kindergarten teachers.

-For the teacher's role, respondents reported their roles as a caregiver as the following order, childcare center > kindergarten > elementary school and as an instructor, elementary school > kindergarten > childcare center.

Request of the Resources for the Link

-All teachers requested the joint training. In addition, daycare/kindergarten teachers responded to receive the training for the elementary school curriculum and elementary school teachers, for the Nuri curriculum.

Recommendations

- Revise the curriculum with the joint participation of experts on the early childhood education and care and elementary education.
- Support teaching assistants and improve facilities/equipment for the first grade.
- Conduct training for utilizing mutual teachers of childcare center/kindergarten and elementary school and for the different curriculum.
- Provide the various activity resources and play materials to elementary schools and develop the flexible class hour model.
- Ensure the transfer of a child record at the kindergarten to the elementary school.

Support Teachers for the Nuri Curriculum Implementation

Misun Yang
Gyurim Lee
Jihyun Yoon

Purpose

- In order to implement the Nuri curriculum effectively, it is necessary to develop the teacher supporting system that will solve onsite problems and demands.

Methods

- On-line survey of 1,040 daycare teachers and 1,058 kindergarten teachers.
- On-line survey of 210 experts on ECEC (Early Childhood Education and Care) and public education officials

Results

- Implementation and Evaluation of the Nuri Curriculum
 - The Nuri curriculum was implemented on average 4.6 hours/day at kindergartens and 4.5 hours/day at daycare centers.
 - 54.2% of kindergartens and 41.4% of daycare centers provided daily outdoor activities.
 - For the difficulties in implementing mixed-age classes, 21.7% of respondents reported lack of programs for the mixed-age classes, 15.3% the difficulties in implementing and setting age standards, and 10.5% the difficulties in selecting and utilizing appropriate teaching materials.
 - For the improvement of teacher's manual and childcare program on the Nuri curriculum, 30~50% of respondents agreed the following statements: activities were not related to the theme of class; activity materials were not enough; and activity documents were out of date.

• Building Teachers' Capacity on the Nuri Curriculum

- According to the 55.2% of public education officials, the Nuri curriculum training (e.g. teacher training and instructor training) should be implemented by both departments.
- 69.2% of daycare teachers and 67.3% of kindergarten teachers reported the necessity of intensive training for the Nuri curriculum.
- For the preference of intensive training course, daycare teachers preferred intensive training by children's age and living area, whereas kindergarten teachers preferred intensive training by children's age and theme of subject.
- 93.1% of kindergartens and 78.4% of daycare centers received external scholarships and consulting.
- For the consulting promotion plan, 63.7% of public education officials responded to building consultant's capacity, 59.2% systematization of consulting program, 48.3% securing the manpower pool, and 20.4% expanding the consulting budget.

• Supporting the Manpower and Financial Aid

- For the employment of teaching assistant, 54.8% of kindergarten teachers and 74.6% of daycare teachers responded to raise the employment standards.
- 59.8% of daycare teachers worked overtime (about 1.7 hours/day) for 2~3 times per week.
- 74.6% of kindergarten teachers worked overtime-28.0% of teachers for 3 times per week and 24.5% for 5 times per week.

Recommendations

- Build the monitoring system for implementing the Nuri curriculum.
- Organize the head and community instructor trainings by the cooperation of the Ministry of Education and Ministry of Health and Welfare and conduct the teacher training for the Nuri curriculum by departments.
- Make the standards for overtime allowance and supervise its implementation.

Purpose

- This study aimed to propose political measures to mitigate parents' financial burden of childrearing by identifying current status of childrearing expenses including children's education and childcare services and analyzing trend of expenses during Year 1-3.

Methods

- Randomly selected sample of 3,611 children of 2,509 families among nationwide 100 enumeration districts.

Results

- Children's education and childcare expenses per child
 - Children who did not pay education and childcare expenses accounted for 15.9%, which was declined from 19% of 2012.
 - Monthly average expense per child was 197,200 won, and 234,600 won excluding children who did not pay expenses.
 - Percentage of the expense out of total household income and spending was 4.9% vs. family income and 5.9% vs. total spending on a basis of total children. When looking at only children with expenses, however, the numbers were 3.4% and 7.0 % each. This figure was lower than that of 2012 but slightly higher than that of 2013.
 - Total children's education and childcare expense was 5,991,500,000,000 won by May 2014; 1,376,100,000,000 won for infants and 4,621,000,000,000 won for children. This amount accounted for 0.42% of GDP; 0.10% for infants and 0.32% for children.

- Household expenses on children's education and childcare
 - Only 3.7% did not pay the expenses out of total households. This figure gradually declined from 6.2% in 2012 and 5.0% in 2013.
 - The average expense of total households was 266,600 won and 276,900 won excluding household who did not pay expenses.
 - The percentage of household income and expenditure was 6.7 % and 7.9% respectively. It was slightly increased than the previous years but hardly cover that of 2012.
 - By the number of children, one-child household was 259,200 won, 285,800 for two-child household, 315,200 won for three-child household, and households paying the expenses were 270,200 won, 294,500 won and 315,200 won respectively.
- Private education expenses per child
 - Child paying private education expenses accounted for 74.3%, 48.3% for infants and 94% for children, and this percentage continuously increased every year.
 - Monthly average expense of private education per child was 108,400 won, and 145,900 won excluding children who did not pay expenses.
 - The percentage of household income and expenditure was 2.7 % and 3.2% respectively, and 3.6% and 4.3% excluding children who did not pay expenses.
 - Total private expense on children's education and childcare was 3,228,900,000,000 won accounted for 0.23% of GDP.
- Household expenses on private education
 - 88.7% of household with infants and children paid private education expenses, and the proportion of respondents answering 'willing to pay private expenses next year as well' was increased.
 - The average expense on private expense of total households was 146,600 won and 165,300 won.

-The percentage of private education expenses of household income and expenditure was 3.6 % and 4.3% respectively, and 4.1%, 4.8% excluding household who did not pay expenses.

-By the number of children, one-child household was 145,900 won, 145,600 for two-child household, 181,900 won for three-child household, and households paying the expenses were 168,200 won, 157,900 won and 184,800 won respectively.

Recommendations

- Estimate and accumulate statistical data on children's education and childcare expenses.
- Increase effects of policy on child care and education by analyzing policy effects of financial support.

Study on Standard Childhood Education Expenses Calculation in 2014

Eunseol Kim
Jeongsook Kim
Dongha Lee

Purpose

- The Early Childhood Education Act(article 24) regulates that the Minister of Ministry of Education should notify expenses based on the standard childhood education expenses for free education. For this, The Ministry should calculate standard childhood education expenses every year.
- This study had its purpose in calculating standard childhood education expenses by utilizing statistics and data on expenses available at the current point in time of 2014.

Methods

- Literature research
- Experts meeting
- Analysis on public announcement of kindergarten's information disclosure
- Survey on of kindergarten's conditions for education expenses calculation
- Inviting experts in research cooperation team
- Market research on teaching material and aids
- case study on kindergarten's closing accounts

Results

- Present condition of kindergarten's education expenses
 - The analysis on the annual average of total expenditure of public kindergartens indicates 336,000,000won excluding labor costs, and monthly average education expenses per one child was 332,400won.

-Private kindergartens were annually spending average 458,000,000 won per each institute including labor costs. It shows monthly average of 414,900won and annually 49,789,000 won for education expenses per one child.

•Calculation results of standard childhood education expenses

-The standard childhood education expenses composed of ‘standard labor cost’, ‘standard education activity expenses’, and ‘standard common operation expenses’ was calculated at 3,120,500,000,000won for both public and private kindergartens. Private kindergarten’s expense (2,208,000,000,000 won) was about double that observed in public kindergarten (911,600,000,000 won).

-Based on the same finding result, standard childhood education expenses per one child was 5,426,000won per year(452,000won per month). By institute, public kindergarten was annually calculated at 5,747,000won per child(monthly479,000won) and annually 5,304,000won per child(monthly 442,000won) for private kindergarten, which is 443,000won(monthly 37,000won) higher.

Recommendations

- Maintain consistency in calculating timing of institute’s original data
- Improve calculation method of standard childhood education expenses
- Unify financial forms of budget/settlement in private kindergarten
- Strengthen education on budget/settlement preparation for detailed items
- Need to manage independent accounting of kindergarten attached to elementary school
- Strengthen labor supports for accounting
- Readjust supporting budget for public kindergartens
- Adjust in supports for private kindergartens to relieve parents’ burden of expenses
- Increase the number of public kindergarten through the expansion of kindergarten attached to elementary school

2014 Panel Study of Korean Children

Yoon Kyung Choi
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Shinyeong Song
Junbum Lim
YeJin Yi
Soa Kim
Sinkyung Kim

Purpose

- The Korea Institute of Child Care and Education(KICCE) began a longitudinal panel study in 2008 to collect information about different child care environments on 2,150 newborn infants. This study aimed to investigate the impacts of early childhood experiences on the children’s social-emotional, cognitive, and language development and on their physical growth and health from the developmental and life-span perspective.

Methods

- 7th-year survey and Developmental profile(children, parent, and teacher questionnaire and child performance scale)
- Conference
- In-depth thematic analysis of longitudinal and panel data of 0 to 5-year-olds(*See the supplementary issue for in-depth analysis report)
- Analysis of the 6th developmental profile and the 2nd in-depth investigation

Results

- Sample
 - 1,620 Participants enrolled in this study(it was 97.5% of the participants from the previous year and 75.3% of the original participants in 2008).
- Physical Growth and Health
 - For the last month, about a half of children attended the hospitals; more than 1/3 of children were diagnosed with allergy rhinitis; and 1/5 of children were diagnosed with atopic dermatitis.

-15.0% of children could ride a bike(gross motor skill), 53.8% could use chopsticks(fine motor skill), and over 80% were right-handed.

- Cognitive/Language/Social-Emotional Development

- The overall cognitive and intelligence scores of participants were about their age level performance expectations, but girls' score was higher than boys'.
- Language scores met their age level expectations; however, the girls' score on the receptive/expressive language was higher than the boys'.
- The overall play interactions were positive among the participants; play interruptions or cessation of play were not observed. No significant externalizing/internalized behavioral problems were exhibited by participants, based on the average scores. About 86% of participants liked their homeroom teachers.

- Daily Routine

- The following activities that the participants spent most of their times in a day were listed in order: child care centers, in-door play, watching TV(other media), out-door play, nap, extracurricular activity, etc., and learning from the media.
- The characteristics of of parent, family, community, child care service, and child care policy were also investigated.

Policy Implications

- On average, girls performed at a higher level than boys for the developmental scale; and gender gap was found early in life.
- The socio-economic status of parents such as mother's education and family income had influence on the child growth chart.
- In order to guarantee equity in child care and education, it is necessary to build the infrastructure facilities and support system for disadvantaged children.

In-depth Analysis on the Panel Study of Korean Children(PSKC)

Yoon Kyung Choi

This report aimed to expand the use of the panel data on Korean children in various research fields. In the multidisciplinary studies on the early childhood education and care, the KICCE researchers and experts in different fields analyzed the panel data in depth.

The major findings of PSKC

First, we analyzed the panel data in a methodological approach. Concerned with complexity and measurement error of cross-sectional and longitudinal data, we introduced the new method of analysis such as growth model estimation and actor-partner interdependence model, in which the multiple response of and relationship between couples and children were studied. Secondly, for the economic approach, the effect of policy on early childhood education and care was tested by the input-process-output model. The gender gap on the early stage investment(e.g. breast-feeding) was also tested in terms of economic analysis. Thirdly, for the health/physiological approach, the effect of maternal depression during and after pregnancy on the children's allergy was tested. Fourthly, the effects of experiences at the child care institutions and interactions between child and teacher/peers on the child development were tested. We also tested the effects of parental variables(child-rearing time, participation, and child-rearing stress) on the early childhood development. Lastly, we tested the effects of mother's psychological characteristics, family environment, and awareness of rearing environment at the community on the decision-making of additional childbirth. Decision factors of working mom with infant/toddler on sustaining employment was also analyzed.

The results of this report expanded the scope of tasks to be implemented by the panel study and were connected to the major policy agenda. Policy implications and appropriate issues on the early childhood education and care will be addressed in the following in-depth analytic study.

The Impact of Child Care and Education Support Policy on the Decision to Have a Baby

Eunseol Kim
Jeongrim Lee
Yoon Kyung Choi
Namhee Do
Seong-hyeok Moon
Dongha Lee

Purpose

•Despite the government's efforts on increasing fertility rate(e.g. Aging Society and Population Policy, Child Care and Education Policy, Work and Family Life Reconciliation System), the Korea fertility rate dropped to a significant low in 2013. The purpose of this study was to test whether increased funding of childcare support acted as an incentive for parents to have a baby. We used two different data sources: the panel Study of Korean Children(PSKC) and Korea Longitudinal Study of Women and Families(KLoWF) for the estimation of the structural model.

Methods

- Literature review and document analysis
- Quadratic analysis of panel data
- Expert meeting with economists
- International seminar

Results

- Limited negative correlation was shown on the effects of increased funding of childcare support on parent's decision to have a baby. Negative effects were found for the low-educated groups, whereas limited correlation was found for the high-educated groups.
- We also found the similar results from the analysis per income level. Negative effects were found on the effects of increased funding of childcare support on decision to have a baby. Even in the situation that the following two variables-maternal age and employment were held constant, negative effects were still found.

Recommendations

- Test the effects of child care and education support policy by multiphasic and multilateral analysis.
- Design the discriminatory child care and education support policy, for which socio-economic characteristics and difference in provision were concerned.
- Expand the scope of child care and education support policy so that the higher goals such as development of future human resources and promotion of equity can be included.

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Occasional Research Project

- Development in the Semi-public Child Care Center
- Improving the Selection Standard of Public Child Care Center's Subcontractor
- Managing the Quality of Teaching Materials and Tools in Kindergarten
- Effective Management of Mixed-Age Class
- Legislating Financial Accounting Regulations for Operating United Financial Accounting Rules
- Critical Period for the Acquisition of English as a Foreign Language
- A Study on Job Analysis of Child Care Staff (in charge of Health · Nutrition · Safety)
- Building a Website of the Child Development Assessment Scale for 5-Year Old
- Health Promotion Program for Young Children
- Selection Criteria and Operation System of Continuing Education Institute for Daycare Teachers
- A Pilot Study of Public Childcare Center Management and Implementation

Development in the Semi-public Child Care Center

Moon-hee Suh
Hyemin Lee
Wonsun Lee

Purpose

- This study aimed to improve the satisfaction and level of semi-public child care center to the public childcare center by analyzing the current system.

Methods

- Policy review and document analysis of semi-public child care center and policy review.
- Comparison of income of semi-public child care center with public and Seoul childcare centers. Analysis on the 2013 selection scores of semi-public child care center, financial accounting report on September 2013, and current situation data of childcare centers on April 2014.
- Expert meeting with 20 directors of childcare centers and follow-up managers.

Results

- Selection and Management of Semi-public Child Care Center
 - After the introduction of system, selection criteria had been revised by strengthening the qualifications for application and public concern.
 - However, because of the additional point system, some home daycares, which required items were below the standard could be selected as semi-public child care center.
 - Some semi-public child care centers did not fulfill the standard level.
- Budget and Resource of Semi-public Child Care Center
 - Generally, income and financial structure of semi-public child care center was lower and weaker than the public childcare center.
 - The structure of tax revenue and expenditure of semi-public child care center was different from childcare centers.

- The monthly rent of semi-public child care center and tax expenditure structure of childcare center were the weakest.

- Follow-up Management of Semi-public child care center
 - The management criteria of semi-public child care center were simpler than the Seoul childcare centers.
 - The follow-up management of semi-public child care center had been continuously expanded; currently, spontaneous study group, customized consulting, and systematic management support were implemented.

Recommendations

- Expand the support for the advanced home care in order to make it as an alternative for public childcare center.
- Strengthen the selection process, management criteria, and follow-up activities for the semi-public child care center.
- Strengthen education and consulting as follow-up activities.

Improving the Selection Standard of Public Child Care Center's Subcontractor

Mi Kyung Kwon
Gilsook Kim
Cheolgyu Ham

Purpose

- This study aimed to seek for solutions to improve the quality of child care services with securing public characteristics by examining the current status and standard of selecting public child care center's subcontractor.

Methods

- Literature research on the current status of law and regulation on selecting and managing the public child care center's subcontractor, and the previous cases of social cooperative union.
- Survey targeting government officials in charge of managing public child care center's subcontractor from nationwide 229 local governments on the propriety of the current standard.
- Analysis of the currently utilized child care ordinances.
- Review and in-depth interview on operation cases of cooperative union focusing on public child care center's subcontractor

Results

- Legal foundation
 - Present subcontract notice, registration form and attached documents, conclusion of subcontract, inquiry commission for selecting trustee, deliberative items, regulation for re-subcontract, change of subcontract items, legal basis on management in Article 24 of the Enforcement Regulations, the Infant Care Act.
 - Reflect the Infant Care Act by stating five years for subcontract period in 123 ordinances, 54.9% in 2014.

-88.8% of total subcontractors were re-subcontracted and 79% did not regulate the president's retirement age. 72.8% did not limit the number of subcontracts in 63 local governments' ordinances.

- Current status of selecting and managing public child care center's subcontractor
 - By subcontract type, 48.8% subcontracted to an individual, 15.8% to a social welfare foundation and 12.1% to a religious corporation.
 - Among nationwide 565 public child care centers expanded centers' facilities during the past three years, 40.7% constructed new buildings, 20.7% for remodeling and 18.2% for connections with private corporations.
 - As for component rate of local committee on child care policy, 47.1% were guardians and delegates of public interest, 17.7% for childcare experts, 15% for related government officials, 10.1% for child care centers' presidents and 8.6% for nursing teachers, and this rate was found to comply with the suggested standard requirements.
- Consider the propriety of the current standard of selecting public child care center's subcontractor
 - Among the selection standards, confirming field investigation (98%), disclosing the process, method and result of subcontract (97.1%), option enabling not to register for the contract in the unfair situation (97.1%) were considered to be appropriate.
 - Increasing the proportion of operating performance up to 50% was suggested in that accessing the performance had to be highly considered during the screening process of re-contract.

Recommendations

- Give priority to corporation when selecting a subcontractor aiming to strengthening public characteristics

- Specify the number of maximum subcontracts in the local ordinances and formulate a regulation to limit contract period.
- Provide subcontract applicants with an opportunity to be regularly guided related information.
- Supplement reference materials for establishing basic operational plan including articles of association, resolutions of board committee, role of responsible department and officer, management of human resources and accounting, plan for subcontract's budget, self-assessment.
- Diversify evaluation methods such as field investigation and survey on parents' opinions during the screening process of re-contract, and strengthen a monitoring system of subcontract management with institutionalizing of applying common evaluation standards.

Managing the Quality of Teaching Materials and Tools in Kindergarten

Jeong Sook Kim
Jinah Park
Jeong Min Kim

Purpose

- This study aimed to examine the current status of teaching materials and tools in kindergarten and suggest specific standard and guideline for the quality of teaching materials and tools in kindergarten.

Method

- Survey targeting 409 teachers of 409 kindergartens in nationwide 17 cities and provinces for examining the current status of teaching materials and tools in kindergarten
- Experts meeting and advisory conference with professors in Early Childhood Education, kindergarten teachers and education experts for developing guideline of kindergarten's teaching materials and tools

Results

- Current status and demands of teaching materials and tools in kindergarten
 - Teachers mostly planned and produced the teaching materials and tools in person but also had difficulties in lack of time, purchasing missing components, absence of appropriate teaching materials and tools to teaching contents and high price of the materials.
 - Most kindergartens had more than 3 items to less than 5 items for indoor activity and none to less than 3 items for outdoor activity.
 - Respondents tended to think the materials had to be more frequently cleaned and disinfected and suggested damaged and lost items had to be included in the management register.

-Kindergarten's experience rate in seeking advice or evaluation on the quality of the materials was low, and establishing management plan of the materials and training and consulting for the development of the high-quality materials were required.

- Guideline of kindergarten's teaching materials and tools
 - Suggested fundamental guideline for appropriate teaching materials and tools for indoor/outdoor activity to the development of 3,4,5 year olds.
 - Suggested application plan for the proper management of teaching materials and tools by interest areas.

Recommendations

- To the central government, disseminate the guideline and application plan of the teaching materials and tools, disseminate wash equipment and disinfectant for the material's hygiene management, introduce certification system of superior teaching materials and tools.
- To local governments, reconsider supporting range of teaching materials and tools' cost, develop the materials, expand rental system and offer detailed information on laws and standards of the materials' disinfection.
- To kindergartens, increase the number of part-time staff for producing and managing the teaching materials and tools and conduct consulting service related with the materials.

Effective Management of Mixed-Age Class

JinWha Lee
Jungwon Min
Ji-won Eom

Purpose

- After implementation of the Nuri curriculum(for 3-to 5-year olds), people became interested in the education quality and effective management of mixed-age class.
- Under this new setting, teachers of mixed-age class were experiencing difficulties in teaching and managing the class; thus, lesson plan, including effective class management plan and various educational activities was going to be made to support the teachers.

Methods

- Document analysis of mixed-age classes from local governments and on-line survey of 300 teachers.
- In-depth survey of teachers of mixed-age classes at incheon, gyeongbuk, jeonnam, kangwon, and gyeonggi.

Results

- Operation Status of Mixed-Age Class at Kindergartens by Local Governments
 - By the regional and socio-demographic characteristics, guidelines for organizing mixed-age class at kindergarten were different; moreover, farming/fishing community and remote areas also had different guidelines for class organization.
 - According to the distribution of nationwide mixed-age class, the ratio of mixed-age class at public kindergartens in farming/fishing community and remote areas was significantly high.
- Class Management Status of Mixed-Age Class and Teacher's Demands
 - The most important causes of difficulties in managing the mixed-age classes were as follows: lack of supporting manpower, information about management and teacher training

of the mixed-age class. Following that, teachers demanded extra-staffs for supporting class and administration and teacher training for teaching and managing the mixed-age class.

- For the lesson of the mixed-age class, age-ratio was first concerned; because of these different age groups, teachers experienced difficulties to plan a lesson.
- For the format of class, large/small group activity was more difficult than free choice activity.
- To plan a lesson, teachers most used the Nuri curriculum guidelines(manual) and then teaching materials for mixed-age class by the Ministry of Education. They also used the internet sites to search the teaching materials(11.7%).

•Lesson Plan for Mixed-Age Class

- Teachers of the mixed-age class most demanded the lesson plan, including effective class management plan and various educational activities.
- It was necessary to make the detailed lesson plans, based on the teaching materials from the Ministry of Education(e.g. Nuri curriculum for 3-to 5-year olds).

Recommendations

- Try to organize the class with the same age groups by predicting the number of new kindergarteners and improve the class organization standard by ages.
- Make the supply and demand system for the mixed-age class in farming/fishing community and remote areas.
- Develop and provide the lesson plan, including effective class management plan and various educational activities.
- Distribute the best practices of teaching and managing the mixed-age class and provide systematic teacher training program(e.g. small group consulting).

Legislating Financial Accounting Regulations for Operating United Financial Accounting Rules

Eunseol Kim
Jinah Park
Dongha Lee

Purpose

- Government is currently in the process of unifying financial accounting regulations as a part of integrating kindergarten and childcare center. Therefore, before proceeding with the integration, the process to introduce the most realistic financial accounting regulations suitable for the management of private kindergarten is required. The financial accounting regulations reflecting the kindergarten's current conditions enables to formulate the foundation that the characteristics of both different institutes are discussed at the same time.
- This study tried to develop the financial accounting regulations for private kindergarten with a great necessity in legislating the regulations in terms of enhancing publicity, securing the financial system of kindergarten for integrating kindergarten and childcare center, strengthening reliability of information disclosure.

Method

- Literature and previous study review
- Advisory conference of government officials in charge of related tasks
- Meeting with association of private kindergarten
- Public hearing with people concerned with private kindergarten
- Calculating reserve/debt by exercising disclosed materials of private kindergarten

Results

- Main contents of financial accounting regulations of private kindergarten
 - Consisted of five chapters and forty-six sections
 - General provision of the chapter 1: purpose, general principle, basic principle of finance and accounting, competent authority, prohibition on direct use of income

- Property management of the chapter 2: manager of property, managing funds, prohibition on debt guarantee, debt, contract, scope of commodity, managing commodity, handling with disused items, books and documents in kindergarten, supplement of books.
 - Budget and account of the chapter 3: Definition of revenue and expenditure, principle of comprehensiveness of budget, tact of budget compilation, documents required to be attached to budget bill, process of budget compilation, provisional budget, revised supplementary budget, emergency fund, prohibition on executing budget prior to approved budget and use of budget for other purpose, loan budget carried over, saving and using of reserve, submitting revenue and expenditure and etc.
 - Accounting of the chapter 4: fiscal year, accounting method, income and expenditure institutes, collecting income, income of the past fiscal year and returned money, expenditure principle, expenditure method, evidential document
 - Audit of the chapter 5: audit, audit of competent authority, responsibility of accounting-related staff
- Characteristics of financial accounting regulations of private kindergarten
 - Usage of bookkeeping by single entry, acceptance of temporary/long-term debt and reserve, delay of submission period of balance sheet, granting autonomy to superintendent of education considering regional characteristics, suggesting compilation method for unified budget bill on revenue and expenditure

Recommendations

- Pursue profits without official assistance, and approve “kindergarten with autonomous tuition”, newly emerging as an alternative type of private kindergarten only preferring autonomous monitoring system.

Critical Period for the Acquisition of English as a Foreign Language

Yun-Jin Lee
Gyurim Lee
Yu Jeong-a Lee

Purpose

- This study aimed to investigate the critical period for young children to learn English as a foreign language(EFL) by collecting data from previous studies and the countries(Japan, China, Taiwan), which language environments were similar to Korean.

Methods

- Literature review

Results

- Analysis of the Previous Studies
 - For the supporting view of starting the EFL course at early age, it was critical to start learning English as early as possible and be exposed to English as much as possible; however, they opposed to the overwhelming cramming method of teaching English to young children.
 - For the opposite view of starting the EFL course at early age argued that learning English as a second language at early age would cause the stress and negatively affect to the cognitive development of young children.
 - For the common results from both views were as follows: 1) the socioeconomic backgrounds of parents influenced on the English education of young children 2) the language gap among children who started English at early age and late would be overcome as they got older.
- EFL Policy for Young Children in Japan, China, and Taiwan
 - All 3 countries did not include English subject in the kindergarten curriculum. However,

the parents showed a strong desire to teach English to their young children.
 -Taiwan and Kiangsu in China prohibited teaching English at the kindergartens, while most of the other kindergartens in China and Japan taught English autonomously. Moreover, kindergartens at Shanghai and Changchun in China even had international class, taught by native speakers. There were more local variations in China.

Recommendations

- Conduct a long-term longitudinal study at the national level to test the effects of English education on young children with the English education pros and cons.
- Regulate the operating hours of expensive English institutions, which can make English gaps among young children and promote an atmosphere of social disharmony.

A Study on Job Analysis of Child Care Staff (in charge of Health · Nutrition · Safety)

Namhee Do
 Hyejoo Cho
 Jonghwa Choi

Purpose

- This study analyzed current working conditions of child care staff in charge of health·nutrition·safety(nurse, nutritionist, kitchen staff) and established guideline on optimum arrangement and for official standards for increasing specialty of child care staff and contributing to the effective management of young children's health·nutrition·safety.

Method

- Interview with 410 presidents of childcare centers on employing child care staff in charge of health·nutrition·safety and current standards for arrangements and job descriptions.
- Host experts meeting composed of presidents and child care staffs related with health·nutrition·safety for an in-depth discussion on definitions and descriptions of each job.

Results

- On matters relating with job
 - 78.3% answered that they were well aware of job descriptions but 71.2% felt difficulty in arranging safety areas.
 - As for job manual, 69% were appeared to utilize information on child care business.
- Current working conditions and demands: Nurse
 - Institute with over 100 workers is obliged to hire a nurse but 78.4 % followed the rule.
 - 61.5% answered their workloads were proper.
 - Main job descriptions were appeared to be first aid, patient caring and medication in sequence.

- Current working conditions and demands: nutritionist and kitchen staff
 - Main job descriptions of nutritionist were menu planning and nutrition management, and hygiene and cooking for Kitchen staff.
 - Opinions that the number of full-time nutritionist or co-managed childcare center had to be reduced were numerous, and 63.7% of kitchen staffs answered their workloads were heavy. Lowering arrangement standard was also suggested.
- Current working conditions and demands: safety related
 - 88% thought president had to directly manage and control the safety issue. Checklist for safety check would be helpful.
 - Answered that protecting and managing children was the most important issue but difficult to handle at the same time.

Recommendations

- Proper arrangement of child care-related human resources is important along with specifically stating job description for the specialty of child care staff.
- As for nurses, maintain the current status but allow co-management or visiting nurse system in case the arrangement is difficult.
- As for nutritionists, the institute with over 100 workers should hire 1 nutritionist but there should be a need to diversify the arrangement standards for a flexible management by institute's type.
- As for kitchen staffs, the current standard for arrangement excludes the number of adults working in the institute, and the workload of each staff appeared to be heavy. For this, lowering arrangement standard is necessary.
- For securing the specialty of child care staff, education and systematic management of human resources are required.

Building a Website of the Child Development Assessment Scale for 5-Year Old

Jeong-rim Lee
Meehwa Lee
Yu Jeong Oh

Purpose

- The purpose of this study was to provide guidelines for indicators, interpretation of results, and teaching guidelines on the child development assessment scale for 5-year old by building a website for teachers.

Methods

- Build a website and develop the guidelines for the child development assessment scale for 5-year old.

Results

- Contents of Website for the KICCE Child Development Assessment Scale for 5-Year Old
 - Include the enactment and revision of the Nuri curriculum for 5-year old, purpose, background, and development process in the child development assessment.
 - The format of presenting results of the child development assessment for 5-year old was composed of the overall evaluation on total score and evaluation by categories and items.
 - The result report of the child development assessment was composed of 2 different formats- individual results were presented on the result report for young children, and the average score of class was presented on the result report for the class.
 - The content of result report was composed of the 3 different levels in 5 categories(physical activity·health, communication, social relation, art experience, nature exploration)
- Building a Website of the KICCE Child Development Assessment Scale for 5-Year Old
 - Provide the items, observations, activities, and guidelines of the child development assessment for 5-year old.

-Given the tap of interpreting results, the function of adding the teacher's observation on children and class would be included so that website could be used at multilateral level.

Recommendations

- Build a website of the child development assessment for 3-to 4-year old.
- Develop the guidelines on the child development assessment for 3-to 5-year old.
- Make an organized system for website to analyze and manage the data.
- Make a small institute to build and manage the websites.
- Build a website that provides the interpreting results, teaching guidelines, the Nuri curriculum manual and guidelines.

Health Promotion Program for Young Children

Jungwon Min
Gilsook Kim
Hyunjung Lim
Shinyeong Song

Purpose

- In order to prevent obesity and train healthy life style to young children, it is important to disseminate the health promotion program in childcare centers and kindergartens.
- This study aimed to investigate the physical activities and eating habits of young children and test the effects of short-term health promotion program on young children.

Methods

- Investigation of current health promotion program for young children of the central and local governments.
- Questionnaire and in-depth interview of young children, teachers, and parents.
- Sample: 212 5-year-olds, who participated the program at the 3 childcare center and kindergarten in Seoul and Gyeonggi

Results

- Current Status of Health Promotion Program
 - The departments of Korean government(Ministry of Health and Welfare, Ministry of Culture, Sports and Tourism, Ministry of Education, local governments etc.) implemented various health promotion programs for youths, adults and elders, except young children.
 - Although physical activities and diet programs for young children were already developed, those programs were not in practice at childcare centers and kindergartens.
- Health Status of Young Children
 - Young children in low growth risk weren't much engaged in physical activities.
 - 60.4% of young children took a private lesson-Taekwondo, dance, and swimming.

-Young children were taking protein and sodium over twice recommended dietary allowances. For the obesity risk group, they were taking excessive carbohydrate because they didn't eat regularly and have ability to control their appetites.

- Results from the Health Promotion Program

- After participation of the program, children's exercise hours(34.4%) and times(27.9%) had been increased in family; moreover, nutrition index and knowledge also enhanced.
- Parents learned the importance(94.2%) and optimal level(64.3%) of exercise for young children. In addition, based on their reports, the program had a positive effect on child's happiness(80.5%) and self-confidence(79.9%).
- According to the results of in-depth interview, respondents requested for the adjustment of physical activity time at the institutes(37.7%), place for outdoor activity (29.2%), creating healthy indoor environment(22.7%), and support of physical activity in family(18.8%).

Recommendations

- Create healthy indoor environment at the collective housing area to promote exercises of young children.
- Build the capacity of childcare and kindergarten teachers on physical activities and diets of young children through teacher training.
- Conduct the campaign for health promotion for young children by introducing ideas of leisure activity with a family and healthy eating plan.

Selection Criteria and Operation System of Continuing Education Institute for Daycare Teachers

Yoon Kyung Choi
Haemi Yoo
Junbum Lim

Purpose

- The purpose of this study was to provide selection criteria, process, and detailed management plan of continuing education institute, which was implemented by local governments.

Methods

- Compare and contrast selection criteria and procedure of current continuing education institute for daycare teachers and similar institutes in the education and welfare area.
- Survey of personnel in charge of continuing education institutes and local governments.

Results

- Operation Status of Continuing Education Institute for Daycare Teachers

- There were 104 nationwide institutes in 2014.
- 40 institutes were operated by the daycare teacher training center, affiliated with a college; 20 institutes by non-profit private education centers; 41 by colleges; and 3 by other institutes(Korea Childcare Promotion Institute(Seoul), Hwaseong Childcare Total Support Center(Gyeonggi), Chungnam Childcare Center Federation(Chungnam)). Only Gyeonggi and Seoul have over 20 continuing education institutes.
- For the number of applicants for continuing education, it was decreased in all regions, except Daejeon. Relatively, completion rate was very high.
- Average professor rate per institute was 21.1(5.7 full-time professors, 15.4 adjunct part-time professors)

- Selection Process of the Continuing Education Institute for Daycare Teachers
 - Selection process of continuing education institute was controlled by the local governments and main agent was a local governor, who made an annual plan at the end of February, based on the education demand survey in the district.
 - Consigned institute for continuing education was decided by the evaluation of local childcare policy committee and the selection process was as follows: plan the selection process of consigned institute, call for proposals and application period, select the consigned institute and make a contract, and announcement of consigned institute.
- Improving the Selection Procedure of the Continuing Education Institute for Daycare Teachers
 - Selection Process: investigating demand – call for proposal/application period evaluation of local government and childcare policy committee, establishment of education plan and public expense – establishment of detailed plan and implementation – result report and evaluation
 - Selection Criteria: the local childcare policy committee conducted quantitative and qualitative assessment. For the quantitative assessment, basic requirements and evaluation items by applied institutes(16 items under 4 new areas, 20 items under 4 original areas) were reviewed, while for qualitative assessment, 5 items under degree of fitness were evaluated.
 - Documents: Checklist by local government, evaluation table of education management, and qualitative evaluation.

Political Implications

- Make common criteria of selection process and criteria of continuing education institute in order to improve the teacher quality and childcare service.
- Evaluate the continuing education institute in consideration of the local government inspection, discussion of local childcare policy committee, and consumer satisfaction.

A Pilot Study of Public Childcare Center Management and Implementation

Mi Kyung Kwon
Jeong Sook Kim

Purpose

- The purpose of this study was to rectify the policy and improve the standards for public childcare center through a pilot management and implementation of public research childcare center at the Sejong city.

Methods

- Literature review on public childcare center management and implementation.
- Pilot management and implementation of public research childcare center at the Sejong city.
- FGI of 4 directors who had experienced opening the public childcare center.
- In-depth interview of 9 public childcare center directors and teachers at the Sejong city.

Results

- Support Program of Public Childcare Center Management and Implementation
 - In order to improve the public childcare center management and implementation, the operation and support meeting was held by the task force(TF) of 'strengthening function of research childcare center' with the relevant authorities and the KICCE.
 - The 'interview of public childcare staffs(directors, teachers, and cooks)' was conducted to investigate the public childcare center management and implementation.
 - For the capacity-building of childcare staffs, the 'childcare program' and 'guidelines for managing the problem behaviors of young children vol. 1, 2, 3' were distributed to the public childcare centers.
 - The parent education programs were implemented to develop parent's profession on childcare and make a link between a public childcare center and family.

- Improvement Plan for Public Childcare Center Management and Implementation

- There was no support for a period of opening a childcare center. Moreover, ordering organization and constructor were lack of profession on building childcare center facilities and the selection period of client should be adjusted.

- The in-depth interviews of director and teachers of the public childcare center at the Sejong city for a period of opening to the one year of pilot management were conducted by the following categories: childcare staffs, management of facilities, equipment, and space, recruitment of children, class organization, management health /nutrition/sanitation/safety, financial management, operation of childcare curriculum, and building a link with family and local community.

Recommendations

- Create an institute under the Ministry of Health and Welfare, which will be in charge of constructing the public childcare centers.
- Make a task force team with the Ministry of Health and Welfare, Childcare, Korea Childcare Promotion Institute, and Korea Institute of Child Care and Education for supporting the public childcare center construction. In addition, this TF team will support the 17 local government teams.
- Make a consulting team with 3 experts on childcare programs at the central support center for childcare in order to support the opening of public childcare center.
- Develop the manual for opening the public child care center.

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