



## ***Singapore ECDA-KICCE Seminar***

16:00, 9 May, 2016  
4F Conference Room, KICCE

### **P/R/O/G/R/A/M**

16:00-16:05 (‘5)	<b>Welcoming Remarks &amp; Introducing Participants</b> <i>Dr. Namhee WOO</i> President of KICCE ECDA Delegation/ KICCE Research Fellows
16:05-16:10 (‘5)	<b>Introduction to KICCE</b> <i>Dr. Wonsoon PARK</i> Associate Research Fellow
16:10-16:15 (‘5)	<b>Panel Study on Korean Children &amp; International Seminar</b> <i>Dr. Eunseol KIM</i> Chief, Panel Study Team
16:15-16:25 (‘10)	<b>Early Childhood Landscape and Policy Issues in Korea</b> <i>Dr. Mugyeong MOON</i> Director, Office of International Research
16:25-16:40 (‘15)	<b>Early Childhood Landscape in Singapore</b> <i>Ms. Joanna Liew</i> Assistant Manager, Professional Partnerships, ECDA
16:40-17:25 (‘45)	<b>Discussion &amp; Further Sharing</b>
17:25-17:30 (‘5)	<b>Wrap-up &amp; Group Photo</b>

## Participants from Singapore ECDA

### ***ECDA Officers***

Ms. Sum Chee Wah, *Senior Advisor, ECDA, Former Director of Basic Education, MoE*

Ms. Wang Run, *Manager, Professional Partnerships, ECDA*

Ms. Joanna Liew, *Assistant Manager, Professional Partnerships, ECDA*

### ***ECDA Fellows***

Dr. May See York Har, *Senior General Manager, MY World Preschool*

Ms. Nagalinggam Thamarai, *Cluster Quality Manager, My First Skool*

Dr. Geraldine Teo-Zuzarte, *Centre Director, The Caterpillar's Cove Child Development and Study Centre*

Ms. Christine Soo, *Manager, PAP Community Foundation*

Ms. Narayanasamy Pushpavalli, *Principal, Ramakrishna Mission Sarada Kindergarten*

Ms. Tan Beng Luan, *Founder and Principal, Creative O Preschoolers' Bay*

Dr. Jacqueline Chung, *Senior Principal and Academic Director, St. James' Church Kindergarten*

Mrs. Elsie Tan-Chua, *Principal, Living Sanctuary Kindergarten*

Ms. Dianne Swee-Seet, *Principal, Ascension Kindergarten*

Mrs. Ang-Oh Chui Hwa, *Principal, Far Eastern Kindergarten*

Ms. Shirley Tan Lee Hoon, *Principal, Church of the Holy Trinity Kindergarten*

Ms. Ava Wang, *Principal, Preschool Learning Academy @ Temasek Polytechnic*

Ms. Rebecca Han Lee Kian, *Senior Programme Specialist, Busy Bees Odyssey the Global Preschool*

Ms. Alicia Lim Hock Lay, *Executive Principal, PAP Community Foundation*

### ***ECDA FELLOWS***

The ECDA Fellows are a select group of exemplary early childhood professionals with high levels of leadership and professional expertise. The ECDA Fellows work closely with ECDA to train and mentor other early childhood professionals. They also develop sector-wide resources for professional development, curriculum leadership and sector partnerships.

Singapore ECDA-KICCE Seminar

# Introduction to KICCE

*Dr. Wonsoon Park*

Associate Research Fellow

# Introduction

to

## Korea Institute of Child Care and Education



May 9, 2016

## I . Mission & Vision of KICCE

### Mission and Vision

<b>Mission</b>	Research on ECEC Policies for Cultivating Creative Future Generation
<b>Vision</b>	Future-oriented Research Institute for ECEC Policies that realizes Children's Happiness and National Vision

### Development Goals

Autonomous  
and  
Creative  
Research  
Institute

Top-ranked  
Childcare  
Policy  
Research  
Institute

Enhancing  
KICCE's  
Stature as  
a Global Hub of  
Childcare  
Policy  
Information

Developing  
Friendly  
ECEC Policy

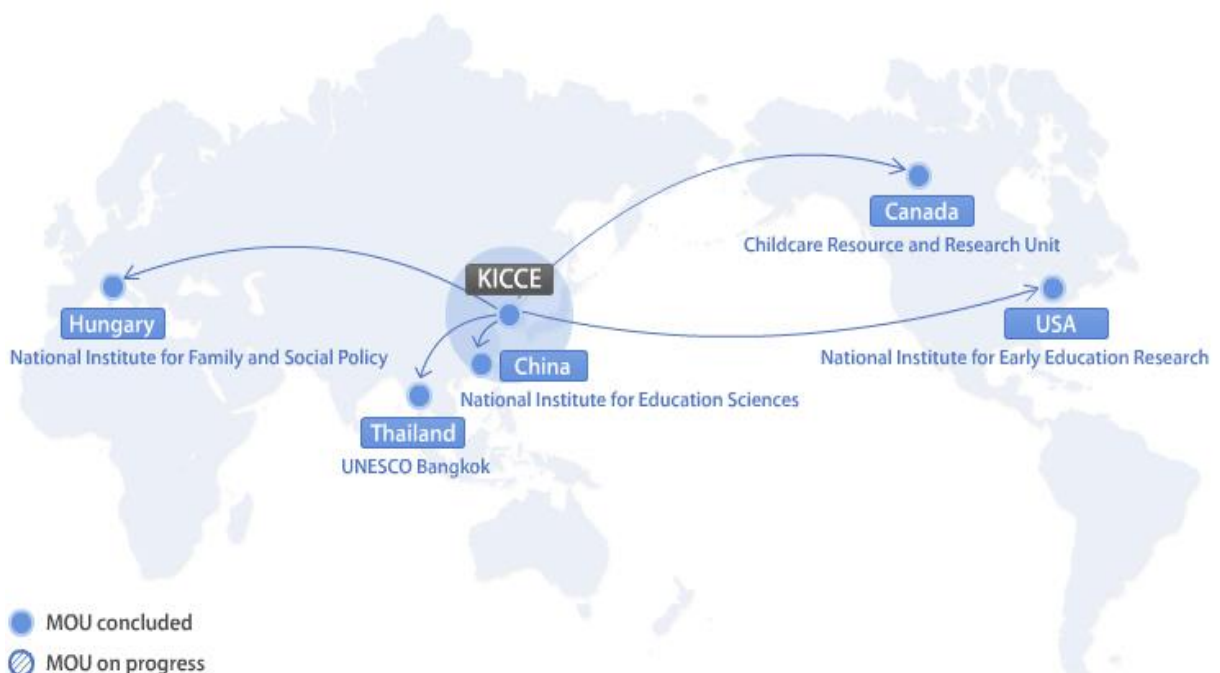
# I . Mission & Vision of KICCE

## Organization

- To maximize the research achievement with competent research and an efficient support system, **KICCE has 1 head office, 3 offices, 10 teams** (as of 2016).
- It has a total of 68 staff ( 48 research staff: **30 with doctoral & 18 with masters' degree**)

# II . KICCE Network

## MOU with Foreign Institutes



## II. KICCE Network

### International Exchanges in 2015/2016



- **Feb. 2016, KICCE**
- Prof. Margaret Carr from Wikato Univ., New Zealand visited



- **Jan. 2016 , KICCE**
- Prof. Nina Sajaniemi, Helsinki Univ., Finland presented her research on child's well-being

## II. KICCE Network

### International Exchanges in 2015/2016



- **Dec. 2015**
- **Diplo. Ctr. Conv. Hall**
- 10<sup>th</sup> Anniv. of KICCE
- 6<sup>th</sup> annual conference of PSKC on the 'healthy child and growing child'



- **November 27, 2015**
- **Diplo. Ctr. Conv. Hall**
- **Seminar: Int. Trends and Issues in Assessing Children's Development and Learning**



- **October, 2015**
- **Beijing, China**
- **Asia-Pacific Regional ECD Conf.(hosted by CDRF)**



- **October, 2015**
- **Diplo. Ctr. Conv. Hall**
- **Seminar: Korea-China early childhood teacher training and issues and prospects of in-service training**



- **October, 2015**
- **KICCE**
- **Singapore delegation of the Ministry of Education visited**



- **May, 2015**
- **Rome, Italy**
- **NASA Mission-X**



- **June, 2015**
- **German Youth Institute**
- **Visit to the Deutsches Jugendinstitut(DJI)**



- **June, 2015**
- **Paris, France**
- **Meeting on the ECEC OEC D Network**

### Ⅲ. KICCE Publications

#### Research Report



It offers research results to support ECEC policy making. 61 kinds of reports are published in 2014, having piled up 390 research reports and source books since 2005.

#### Issue Paper

It presents analyses and counter-plans for the rising issues on ECEC.



#### International Trends of ECEC Policies



It is a sourcebook to analyze up-to-date global trend in ECEC. Until now, 14 books are published including Japan (I, II), Sweden, Australia (I, II), UK, USA, Canada, Finland, France, New Zealand, German, Taiwan, and Norway.

### Ⅲ. KICCE Publications

#### International Journal of Child Care and Education Policy

It is co-published by KICCE and National Institute for Early Education Research (NIEER) of Rutgers University, New Jersey, USA. It is currently published in electronic form through the official website ([www.ijcep.com](http://www.ijcep.com)).



#### The Korean Journal of Child Care and Education Policy

As an approved journal of National Research Foundation of Korea, it has been published semi-annually. It, as an academic journal for experts, deals with political issues and tasks targeting on preschool children.



## III. KICCE Publications

### ECEC Policy Brief

As to current ECEC issues, practical and political guides are offered in a prompt manner. Careful consideration is put in for the ease of the public as well as the experts in a monthly basis.



English Version  
AVAILABLE



### KICCE Policy Forum on ECEC

It contains two major categories. One is 'focus' which analyzes political tasks on childcare and the other is 'trend' which deals with child care policy trend.

**For More Information,  
Please Visit:**

**[www.kicce.re.kr/eng/](http://www.kicce.re.kr/eng/)**



Singapore ECDA-KICCE Seminar

**Panel Study  
on Korean Children &  
International Seminar**

*Dr. Eunseol Kim*

Chief, Panel Study Team

# Panel Study on Korean Children

Eunseol Kim, Ph.D.  
Research Fellow  
Chief, Panel Study Team

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## Contents

- I . Purposes of the Study
- II . Overview of the Study Design
  - Conceptual Framework
  - Study Period
  - Sampling
  - Method
  - Main Variables
- III . Information on *the 7<sup>th</sup> International Conference of PSKC 2016*



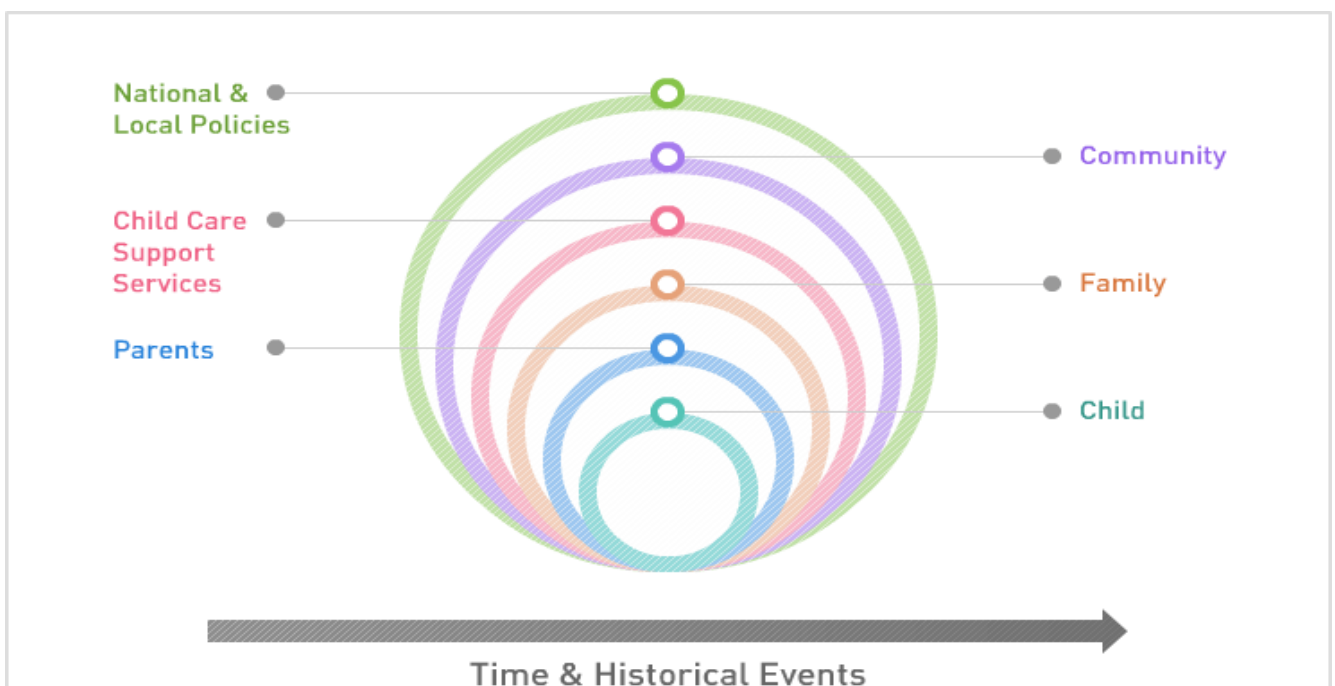
## Purposes of the Study

- KICCE has set up the *Panel Study on Korean Children (PSKC)* to provide more scientific and explanatory data of children for forming more appropriate national child care policy.
- PSKC aims at collecting and consequently providing *nationwide longitudinal data* by conducting follow-up study and long-term study on the growth and development processes of Korean children from the time of their birth.



## Conceptual Framework for PSKC

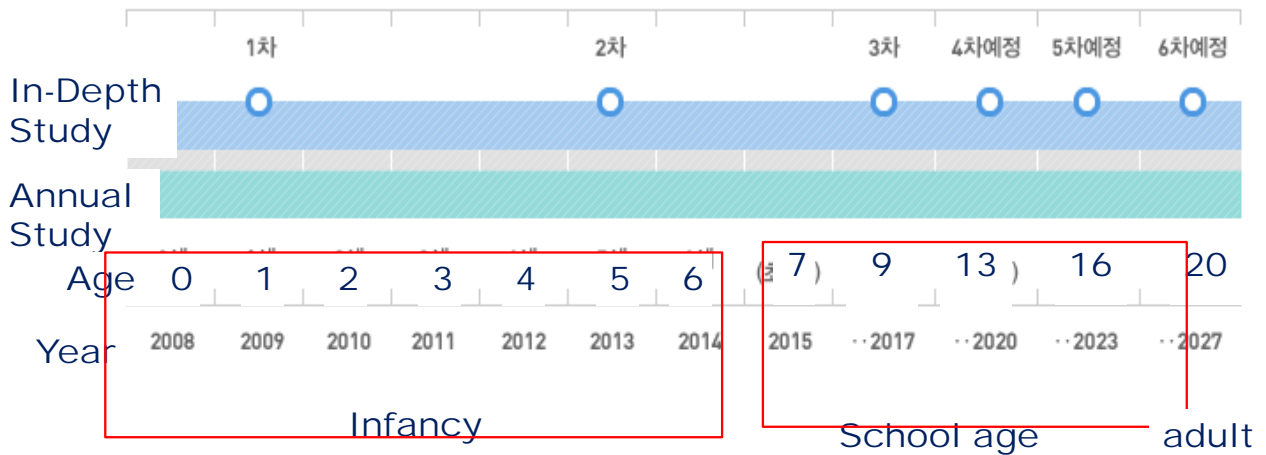
- Ecological model (Bronfenbrenner, 1979, 1989)





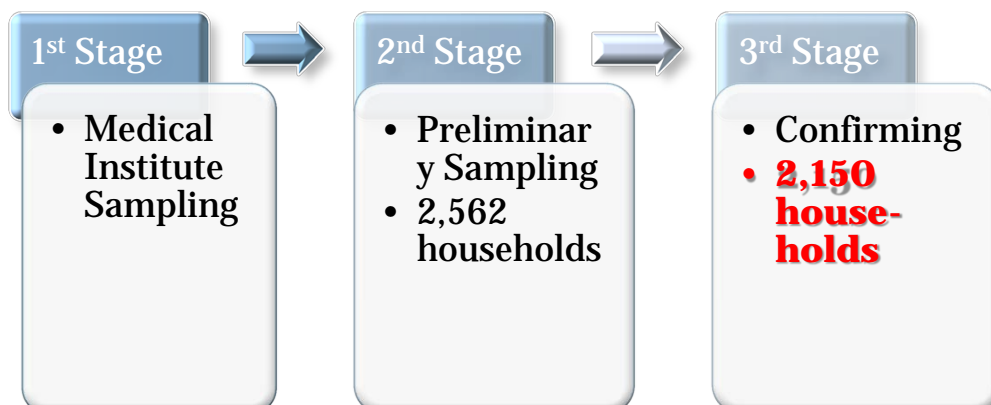
# Research Period

- In 2006, developed a research model
- In 2007, a pilot study was carried out
- In 2008, the first wave of panel data was collected
- In 2010, the first nationwide conference on PSKC was held
- In 2016, the 9<sup>th</sup> wave of PSKC and the 7<sup>th</sup> (international) conference were being carried out



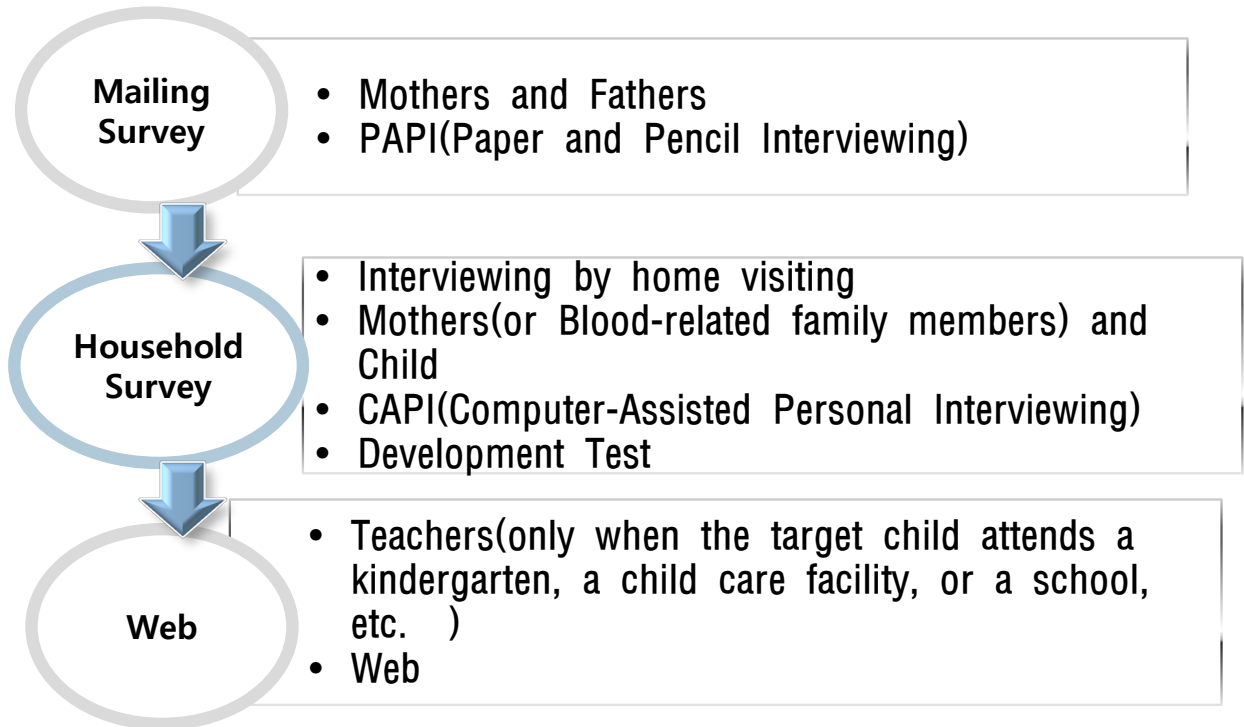
# Sampling

- **Study Population:** Households of babies born between April and July 2008 in sampled general hospitals whose annual delivery count is 500 or higher as of 2006
- **Multi-stage Stratified Sampling**

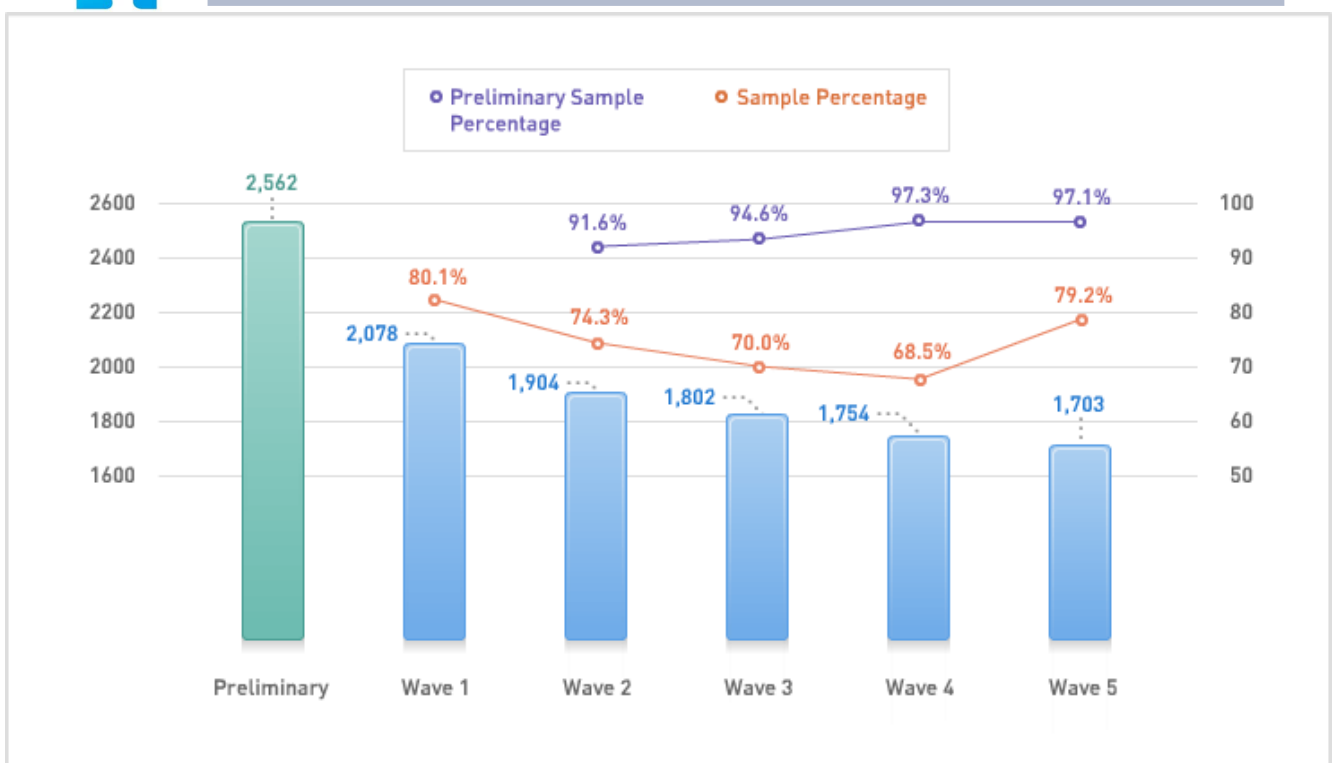




# Method

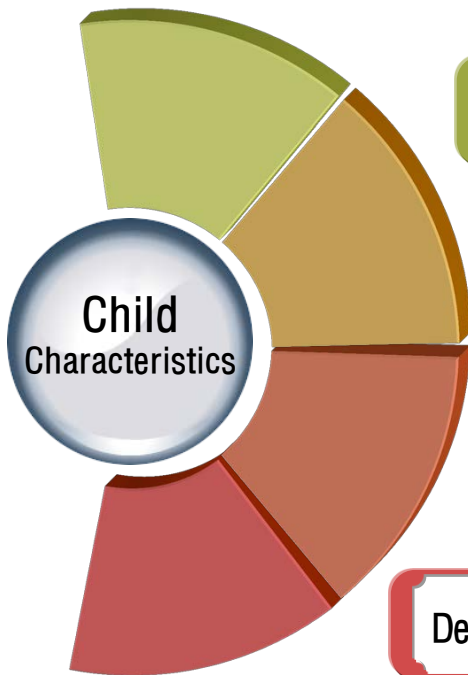


# Sample Retention





# Main Variables (1)



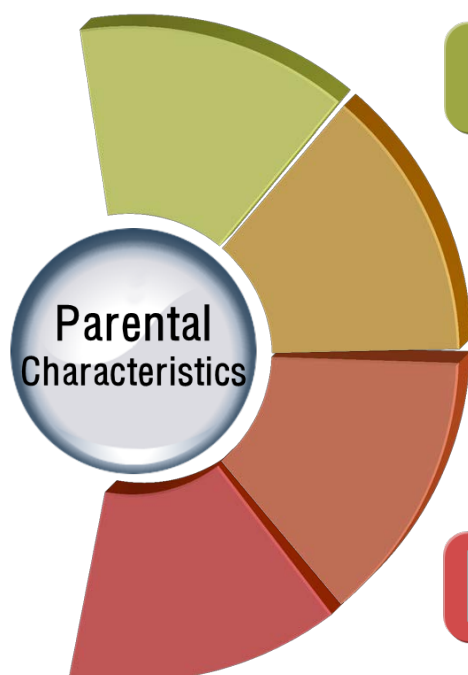
Demographic variables & Health

Daily Routine: Sleeping, Feeding

Developmental Characteristic: Temperament

Developmental diagnostics: cognitive, emotional, etc.

# Main Variables (2)



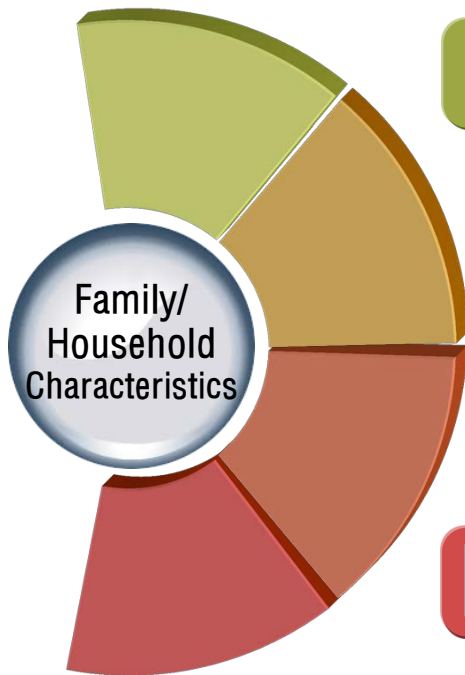
Demographic variables & Health

Parenting, Marital Relationship

Father: Working Hours & Childrearing Participation  
Mother: Self-Efficacy, Depression, Job Characteristics

Social Support

## Main Variables (3)



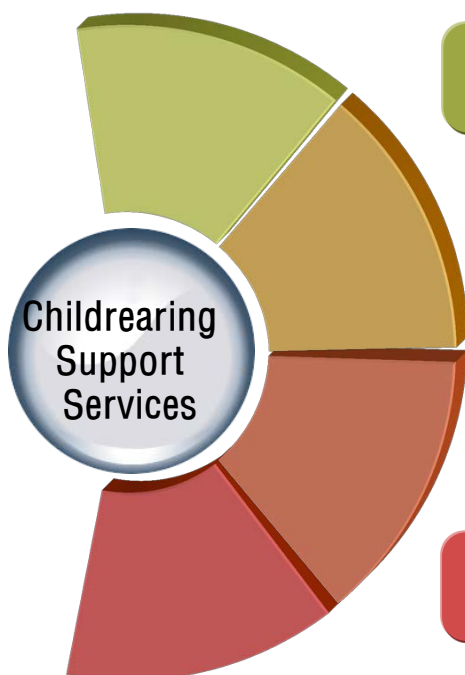
Demographic variables of Family Member

Housing type

Social Welfare & Support

Life Events

## Main Variables (4)



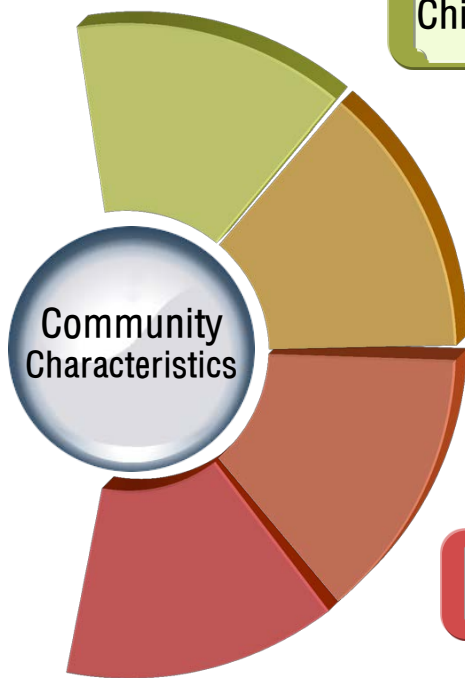
Child Care Providers

Child Care Centers

Educational Facilities:  
learning centers & schools

Availability & Characteristics of Services, &  
Characteristics of First Out-of-Home Care Experiences

## Main Variables (5)



Childrearing Policies, Support & Social Resources

Residential Area and period

Physical Environment

Availability of Child Care Facilities

## Main Variables (6)



Perception about Childrearing Support Policies

Perception about Policies for Working Mother

Perception about Childrearing Support  
of Workplace Policies

Perception about Financial Aid Policies  
for Raising the Birthrates



# **Welcome to the International conference of 7<sup>th</sup> PSKC !**

- Date : **24 November, 2016**
- Venue : Seoul Hoam Convention Centre, Seoul, Korea
- Keynote Speakers
  - **Dr. Kathy Sylva** (Oxford University, England)
  - **Dr. Bernhard Kalicki** (German Youth Institute, Germany)

- Important Dates

***Abstract Submission Due***      ***June, 30***

Notification of Abstract Acceptance	July, 7
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***Full Paper Submission Due***      ***October, 9***

Notification of Paper Acceptance	October, 31
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## ***Thank You.***

**<http://panel.kicce.re.kr/eng/>**

# KICCE

Korea Institute of  
Child Care and Education

Singapore ECDA-KICCE Seminar

# **Early Childhood Landscape and Policy Issues in Korea**

*Dr. Mugyeong Moon*

Director, Office of International Research

# Early Childhood Landscape and Policy Issues in Korea

**Mugyeong Moon**

*Korea Institute of Child Care and Education*



## Outline

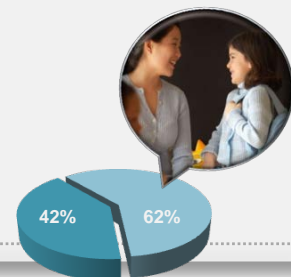
- **Current Status of ECEC in Korea**
- **Recent ECEC Policy Developments in Korea**
  - *Mid-term developmental plans (2013-2017)*
  - *Nuri curriculum & Character education*
  - *Integration of ECEC*
- **Utilization of Findings of International Research**

# Part I

## *Current Status of ECE in Korea*

### Current Status of ECEC in Korea\_1

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



- 8,826 kindergartens (652,546 Children) & 43,770 childcare facilities (family daycare 54%) (1,486,980 children) (2014)
- Teachers and directors (2014):  
48,530 in kindergartens & 219,250 in childcare facilities



## Current Status of ECEC in Korea\_2

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

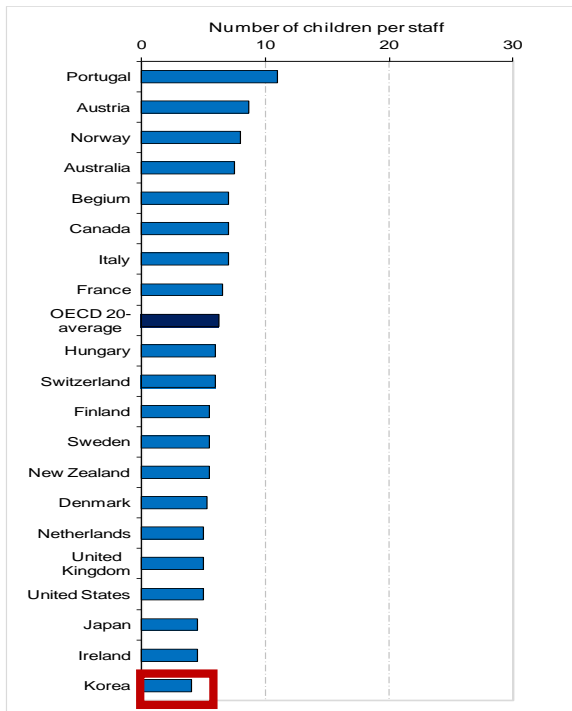
## Kindergarten Education in Korea (2014)

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

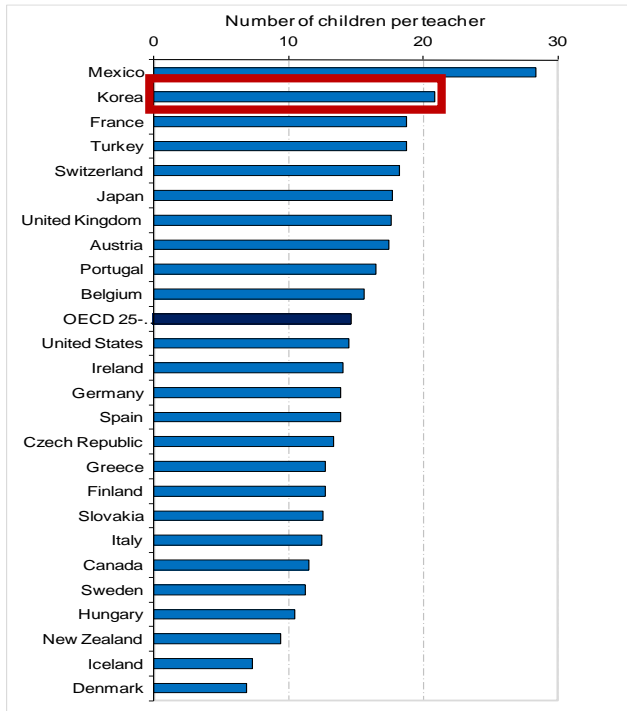
Source: Choi., E. Y. et., al. (2014). *Annual report on accomplishments and tasks of Early Childhood Education Policies*, Korea Institute of Child Care and Education.

# Regulated Teacher-Child Ratio in ECEC services

## Childcare centres (mostly 0 to 2)



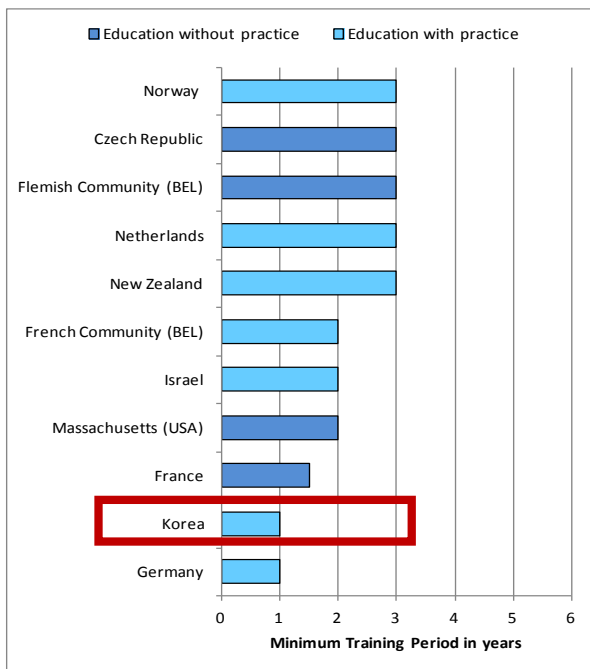
## Kindergarten/ preschool (mostly 3 to 5)



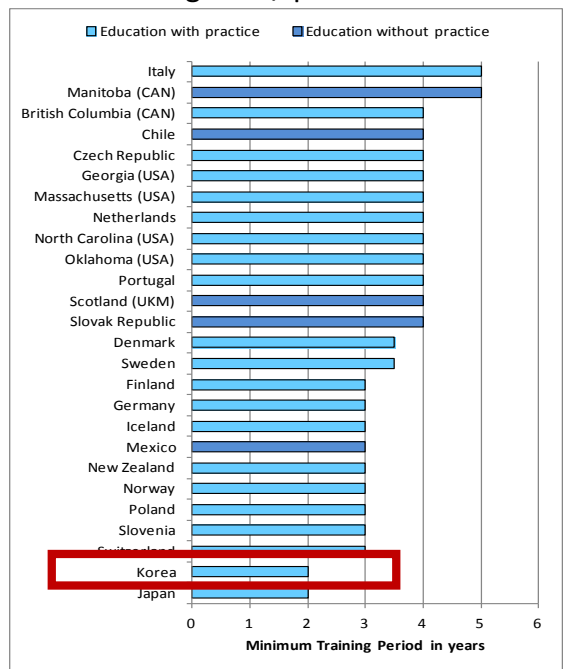
\* Source: OECD (2012). Starting Strong III

# Minimum Length of Pre-service Education for ECEC Staff

## Childcare



## Kindergarten/ preschool



\* Source: OECD (2012). Starting Strong III

# ECEC System in Korea

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

Singapore ECDA-KICCE Seminar  
9 May, 2016, Seoul, Korea



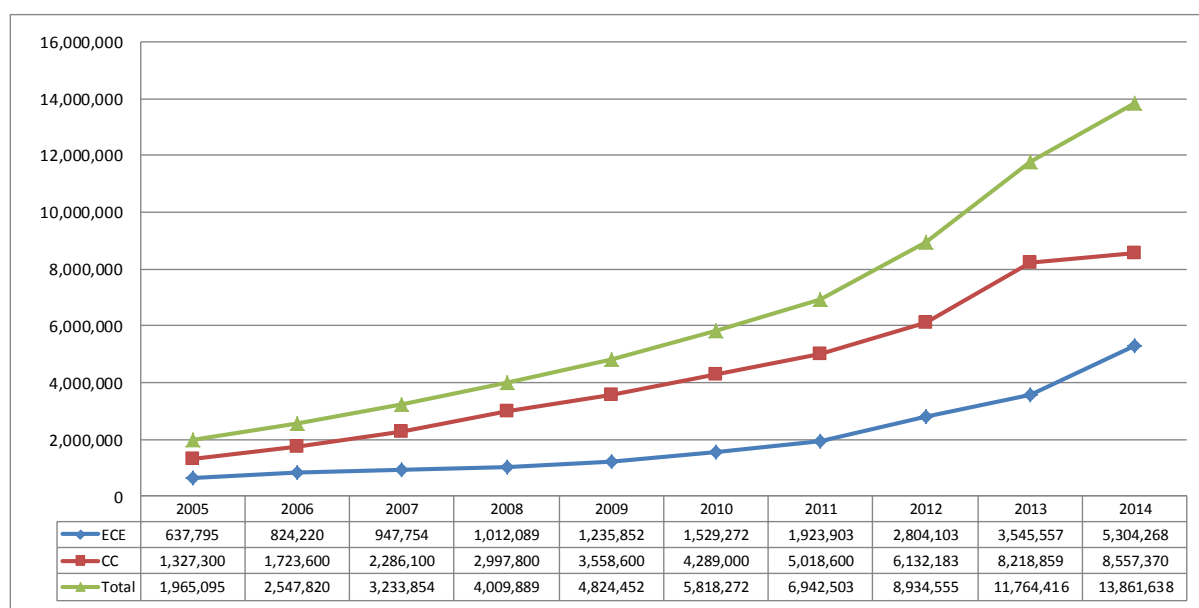
## Part II

### *Recent ECEC Policy Developments in Korea*

# Policy Developments in ECEC : Access & Affordability

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

## Public Expenditure on ECEC in Korea



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

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

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

## Policy Developments in ECEC : Quality\_1

### *Plan on the Advancement of Early Childhood Education*

(Dec., 2009.12~Dec., 2012)

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

## Policy Developments in ECEC : Quality\_2

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

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

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

### *Major Tasks for the Future*

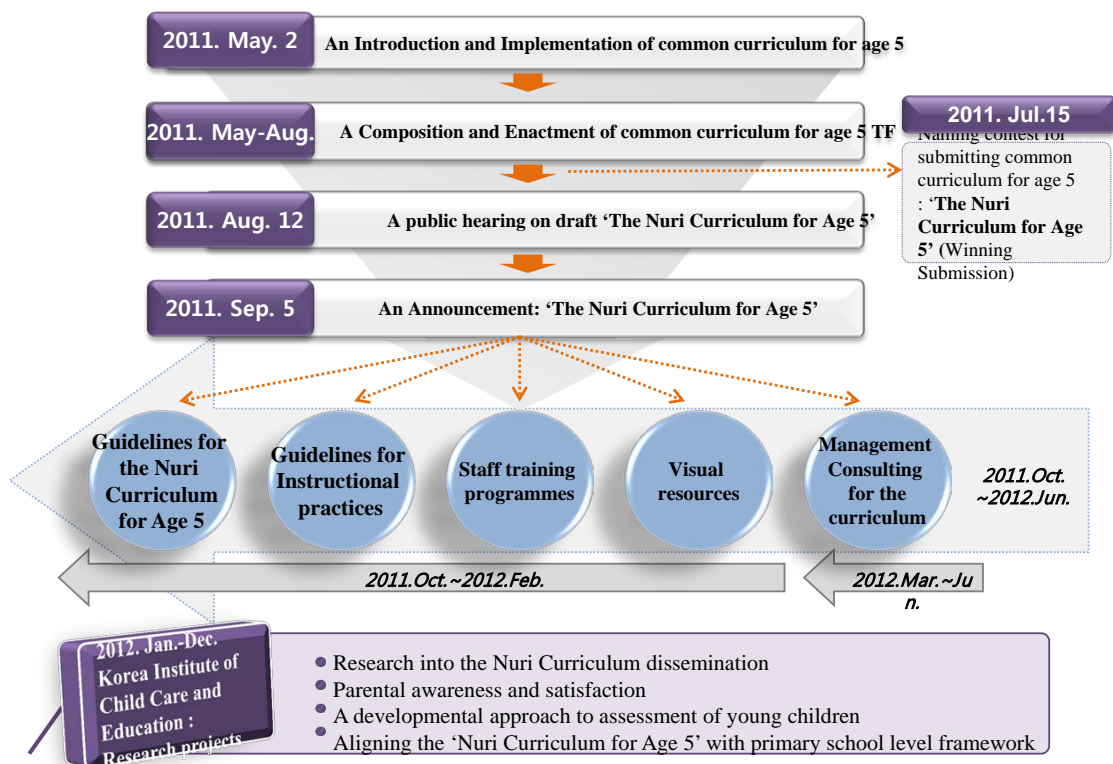
- Lessening the parental burden of child-rearing
- Childcare support tailored to the needs of individual users
- **Expanding public childcare services and strengthening monitoring quality**
- **Creating and assuring safe childcare environments**
- Establishing childcare systems with enhanced public transparency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

## Five-Year Plan for the Development of *EC Education* by **Ministry of Education** (2013-2017)

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

# Nuri Curriculum\_1

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



<Development and Implementation Processes of the 'Nuri Curriculum for Age 5'>

Source: Moon, M., et al. (2011). Developing measures to integrate the national kindergarten curriculum and the standard childcare curriculum. KICCE

# Nuri Curriculum\_2

## Areas and Content Categories of the Nuri Curriculum

- 5 areas, 20 categories, 62 sub sub-categories and 136 details

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

## Character Education\_1

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

# Character Education\_2 (Policy Initiatives)

## i) Curriculum Revision

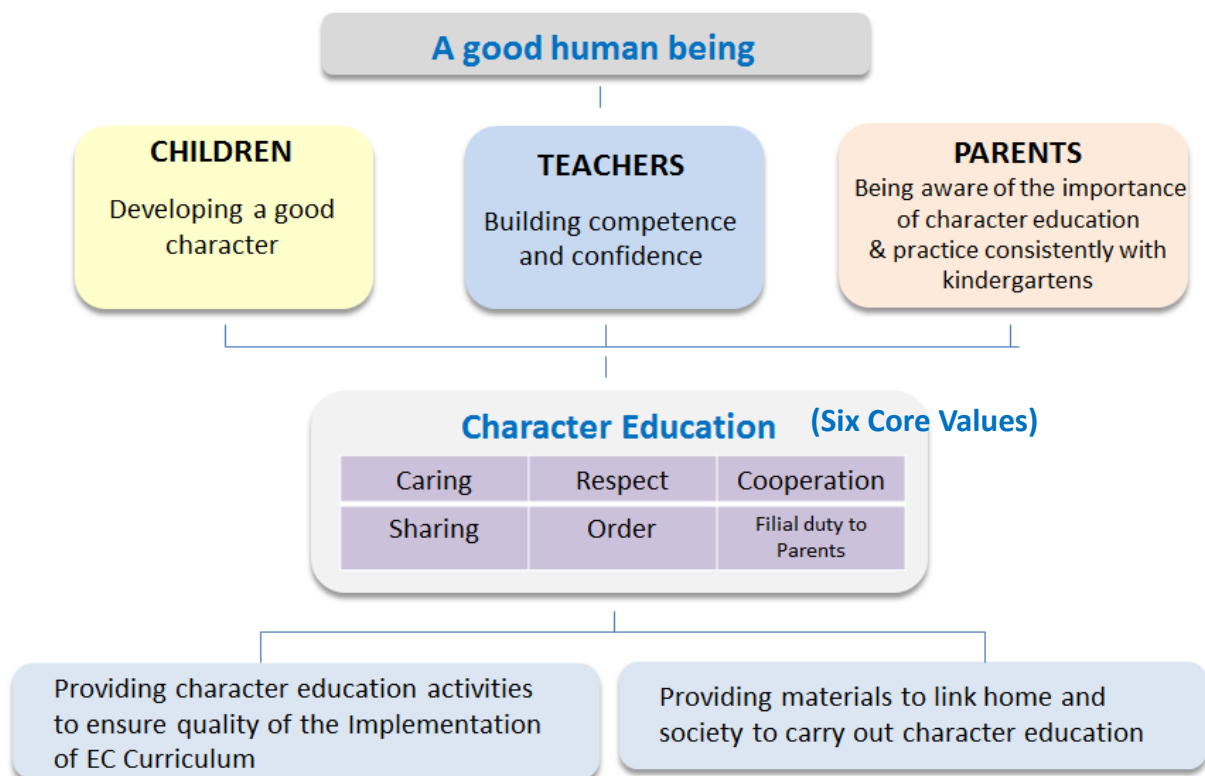
- Establishing an expert committee to adjust difficulty levels of educational contents
- Strengthening teacher professionalism
- Evaluating competence of individual teachers

## ii) Clarification and Specification of Achievement Criteria

- Developing achievement criteria relevant to children's creativity and character development
- Specifying learning scopes and providing concrete methods and guidelines
- Implementing evaluation focused on children's creativity and character development

## iii) Improvement of Support Systems

- Establishing an expert committee to adjust difficulty levels of educational contents
- Strengthening learning communities and networks for teachers
- Evaluating competence of individual teachers



Source: Components of character education in kindergarten curriculum (MEST, 2012)  
(Kim, E.S., et al., 2013, KICCE)

## Character Education\_3

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

## Integration of ECEC\_ history

- **1<sup>st</sup> Phase (1997-2003)**
  - *Early Childhood Education Reform Plan* announced by Presidential Committee on Educational Reform (1997)
  - Special Committee on Early Childhood Education Reform
  - Efforts for the legislation of Early Childhood Education Act
- **2<sup>nd</sup> Phase (2004-2011)**
  - *Comprehensive Plan for the Development of ECCE* developed by Presidential Advisory Committee to cope with aging society (2004)
  - **Establishment of Korea Institute of Child Care and Education** (2005) to take integrative approaches to policy research on ECCE
  - Joint efforts by ECCE sectors to develop the Nuri Curriculum for Age 5

## Integration of ECEC\_ **history**

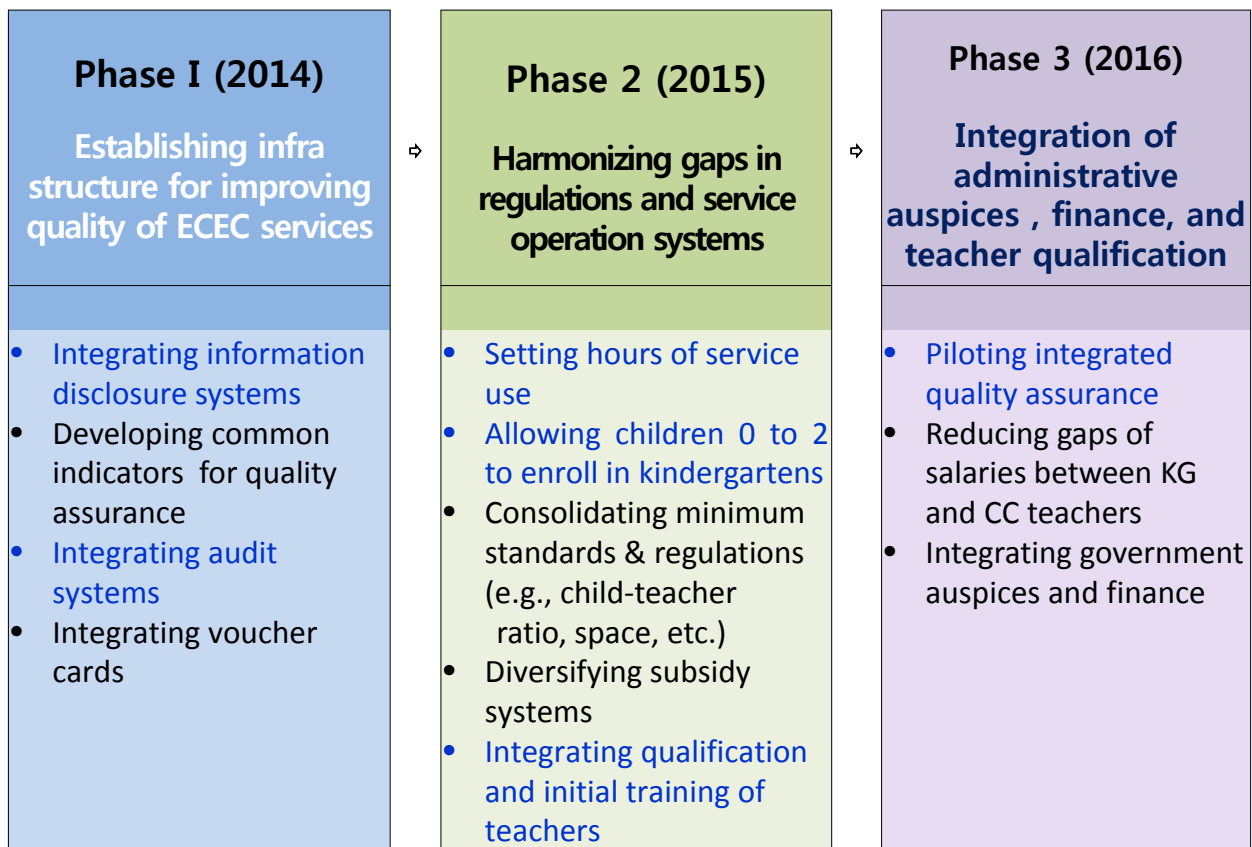
- **3<sup>rd</sup> Phase (2012-present)**
  - Implementation of the Nuri Curriculum for Children 3 to 5
  - Inter-ministerial Committee on the ECCE integration under the Prime Minister's Office (May, 2013)

## Integration of ECEC\_ **Directions**

### *Directions for the ECCE integration*

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

## Plan for the ECEC Integration (2014-2016)\_Research projects



### Tasks for Further Development

- Consolidating and coordinating ECEC systems and policies
- Securing sustainable public investment for the Nuri Curriculum Initiative
- Supporting and monitoring private institutions
- Reducing teacher-child ratios in kindergartens
- Increasing qualification of childcare teachers
- Engaging parents in holistic development and learning of their children

# Part III

## *Utilization of International Research Findings*

### Involvement in International Research



[www.oecd.org/edu/earlychildhood](http://www.oecd.org/edu/earlychildhood)

- Thematic Review on ECEC policies and systems (2002-2006)
- Enhancing Quality in ECEC (2007-2012)
- Monitoring quality in ECEC (2013-2015)
- Staff level-data collection (2015-2019)

# Involvement in International Research



<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/early-childhood/>

- Integration of ECEC (2011-2012)
- Asia-Pacific Regional Policy Forum on ECCE (2013)
- Learning Metrics (2012-)

- 
- ***Cost-benefit Analysis***
  - ***Neuro science studies***
  - ***Longitudinal Studies***
    - EPPE (Effective Pre-school and Primary Education), ECDS, Nubbek in Germany , etc.
  - ***Others***
    - NICHD (National Institute for Child Health Development),
    - New Zealand's Competent Children, Competent Learners, etc.

# Utilization of Findings of International Research

- *Understanding where ECEC in Korea stands in international contexts*
  - *Searching for policy strategies to resolve current challenges*
  - *Developing new policies*
  - *Benchmarking innovative and effective policies and practices, etc.*
- *Needs more specific information from in-depth country case studies*
  - *Needs more up-to-date key statistics and information*
  - *Needs expert networks of ECEC policies*

Moon., et. al (2013). *Analysis on Trends of Early Childhood Education and Care Policies in Advanced Countries*, KICCE.

## Websites

**Ministry of Education** <http://english.moe.go.kr/enMain.do>

**Ministry of Health and Welfare** <http://www.mohw.go.kr/eng/index.jsp>

**Ministry of Gender Equality and Family** <http://www.mogef.go.kr/eng/index.jsp>

**National Research Council for Economics, Humanities and Social Sciences (NRCS)**  
<https://www.nracs.re.kr/english/main/>

**Korea Institute of Child Care and Education (KICCE)**  
<http://www.kicce.re.kr/eng>

**Korea Institute for Health and Social Affairs (KIHSA)**  
<https://www.kihasa.re.kr/english/main.do>

**Korea Educational Development Institute (KEDI)**  
[kedi.re.kr/khome/eng/webhome/Home.do](http://kedi.re.kr/khome/eng/webhome/Home.do)

**Korea Institute for Curriculum and Evaluation (KICE)**  
<http://kice.re.kr/en/index.do>

**Korea Women's Development Institute (KWDI)**  
<http://eng.kwdi.re.kr/>

***Thank You.***

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**Singapore ECDA-KICCE Seminar**

# **Early Childhood Landscape in Singapore**

*Ms. Joanna Liew*

Assistant Manager, Professional Partnerships, ECDA

# Early Childhood Development Agency

Sharing with KICCE

9 May 2016



## Background on ECDA

Set up in 2013 as **regulatory and development authority** for early childhood (EC) sector

*“The government will invest substantial resources in preschool education and play a more active role. First of all, we will establish a new statutory board to oversee preschool education ...”*

- PM Lee, NDR 2012

### Oversight from MOE and MSF

More integrated and coherent approach, as well as reap synergies, in developing EC sector



### Stakeholders

1,700 centres (1,200 child care and 500 kindergartens)

165,000 children (and their parents)

15,000 principals and teachers



# Early Childhood Landscape

## KINDERGARTENS



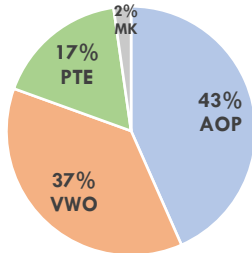
- Mainly children **3yrs to below 7yrs**
- 2-4hrs of education per session
- 5 days a week, excluding school holidays

## CHILD CARE CENTRES



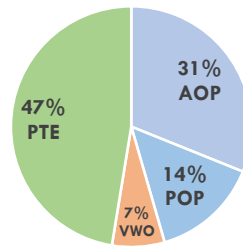
- Children **2 mths to below 7yrs**
- Mainly full-day programmes for working parents
- 5.5 days a week, open year-round

Kindergarten Market Share by Enrolment



Total Enrolment: 64,000

Child Care Market Share by Enrolment



Total Enrolment: 95,000

- Anchor Operators (AOPs) and Partner Operators (POPs) who are funded to provide good quality and affordable services
- Voluntary Welfare Organisations (VWOs) with a social mission
- Private Commercial Operators (PTE) who cater to middle to higher income families
- MOE Kindergartens (MKs) which started operations in Jan 2014

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## Challenges

### 1. Fragmented market

- Diverse range of operators
- Highly uneven quality
- Affordability and social mixing issues

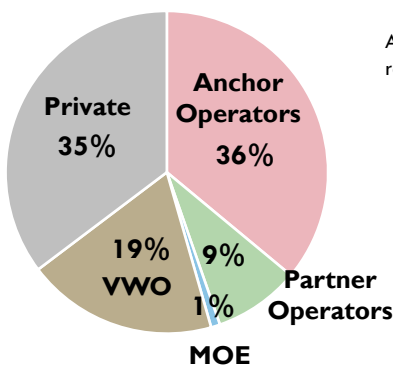
### 2. Rising demand for full day-quality services

- Growing recognition of importance of early years
- Policy to expand full-day services to support changing needs of families

### 3. Strong manpower demand, but challenges in attraction and attrition

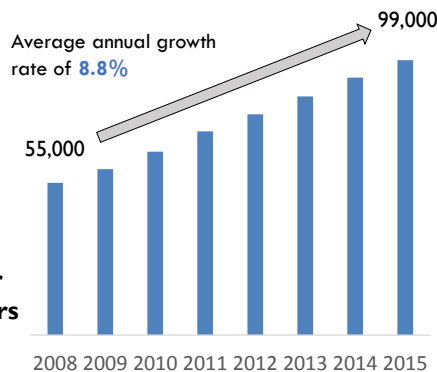
- Limited career development – low starting salary and slow progression
- Challenging working environment
- High attrition

Industry Structure



\*Market share by enrolment

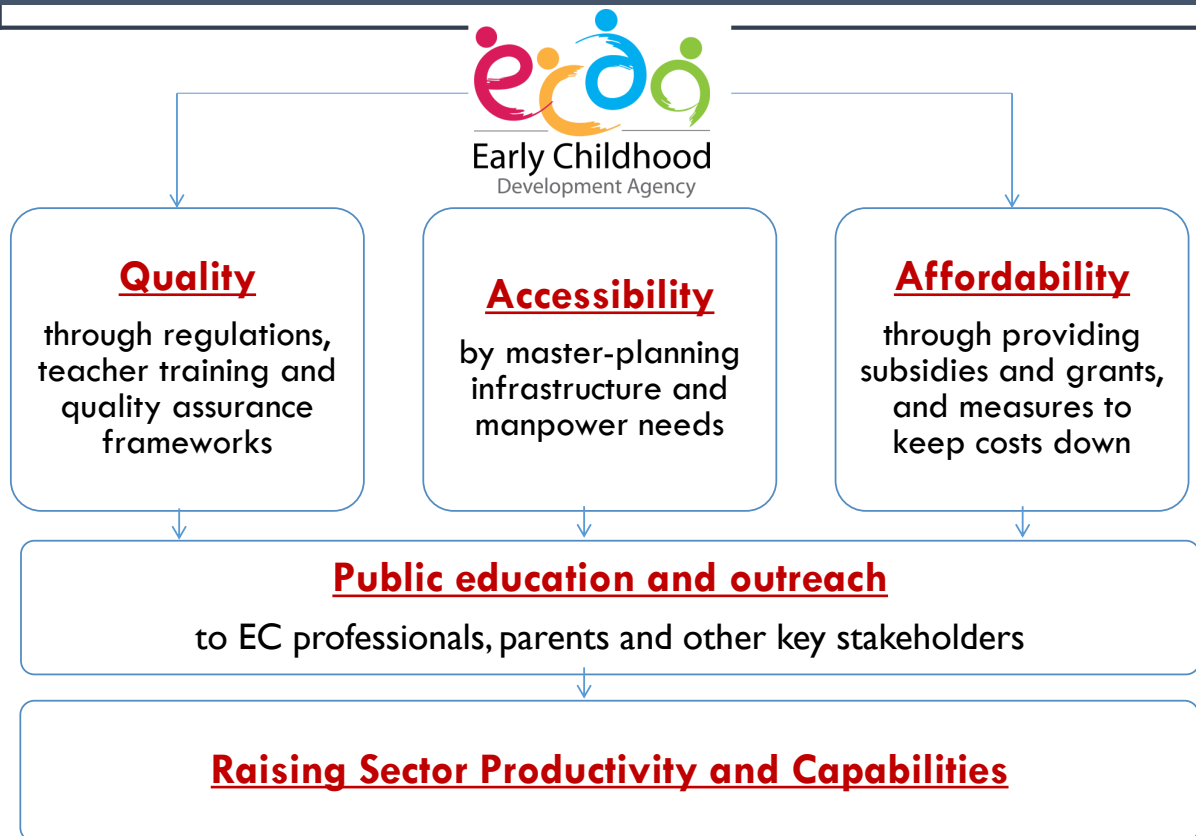
Child Care Centre Enrolment from 2008 to 2015



\* Reported as at October of period, which is typically at the peak of child care enrolment in the year, includes both child care and infant care enrolment

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# Key Strategies



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## Quality



**Centre Quality:** Frameworks to ensure accountability and quality improvement

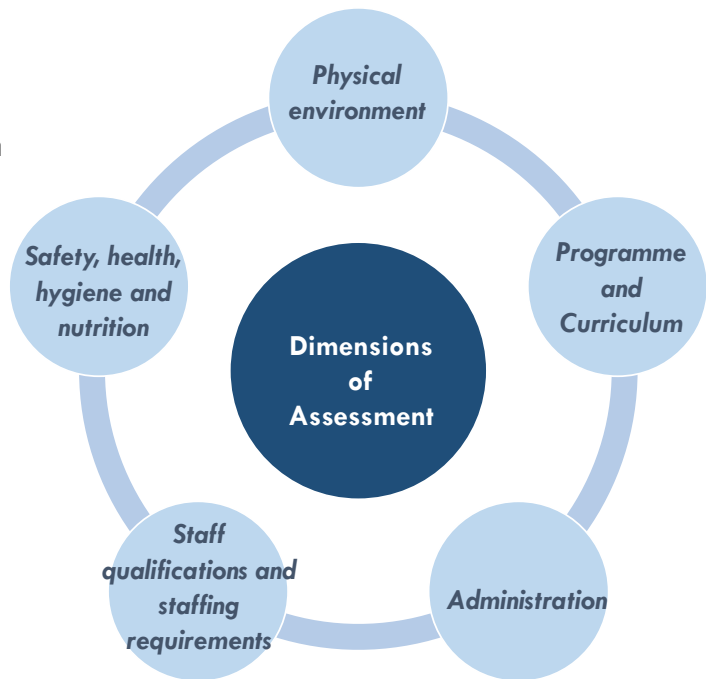
**Programme and Curriculum Quality:** Emphasis on holistic development

**Teacher Quality:** Competent and responsive early childhood professionals

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# Centre Quality

- Licensing & registration regime ensures centres meet baseline requirements for quality of care and education
- Currently :
  - Child care centres are licensed under the Child Care Centres Act
  - Kindergartens are registered under the Education Act
- Working towards a **harmonised legislative framework**



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# Centre Quality



## Singapore Pre-school Accreditation Framework

- Uplift the quality of education offered by kindergartens and child care centres
- Encourage self-monitoring and evaluation through Quality Rating Scale, and distinguish centres with strong teaching and learning practices through SPARK (Commendation) category
- Provide parents with informed choices



## Anchor Operator (AOP) Scheme and new Partner Operator (POP) Scheme

- Funding to **scale up the provision of good quality and affordable services**
- AOP scheme enhanced in 2014 to admit three new AOPs
- POP scheme introduced in 2015, implementation from 2016

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# Programme Quality



## Curriculum Frameworks

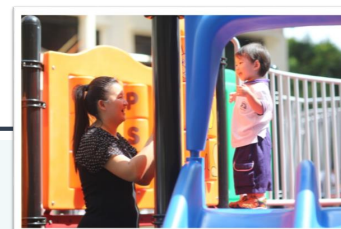
- **4-6 year olds:** Nurturing Early Learners Framework
- **0-3 year olds:** Early Years Development Framework

## Innovation Grant, Practitioner Inquiry & Early Childhood Research Fund

- Encourage centres to enhance quality through innovative practices
- Harness Whole-Of-Government resources to provide novel and enriching learning environments/materials
  - E.g. with National Heritage Board, Science Centre Singapore, National Arts Council, etc.

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# Teacher Quality



## Requirements

### Centre Leaders

- Diploma in Early Childhood Care and Education – Leadership
  - Min. 2 years of pre-school teaching experience; ECDA-certified L2 teacher

### L2-certified Pre-school Teachers (18 months to 6 years)

- Diploma in Early Childhood Care and Education – Teaching
  - Min. 5 GCE 'O' level credits including B4 in EL1 or EL Acceptable Alternatives

### L1-certified Educators (18 months to 4 years)

- Certificate in Early Childhood Care and Education
  - Min. 3 GCE 'O' level credits including a credit (at least C6) in EL1 or EL Acceptable Alternatives

### EY1 and EY2-certified Infant Educators (2 months to 3 years)

- EY2 - Advanced Certificate in Early Years (2 months to 3 years)
  - Completed Sec 4; and an avg. Statement of Attainment (SOA) 5 in Workplace Literacy (WPL) and credit in EL1 or IELTS 5.5 or SOA5 in WPL (writing)
- EY1 - Higher Certificate in Infant Care (2 months to 18 months)
  - Completed Sec 2 or 8 years of formal education; and attained an avg. SOA 4 in WPL

**Training more future teachers to raise overall teaching quality**

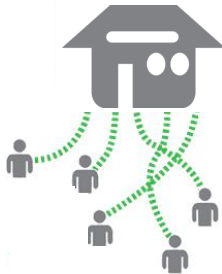
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# Attracting, retaining and developing manpower

- ✓ **Shape market and improve career progression/professional development and quality**
  - Anchor and Partner Operators: 50-60% of market by 2020
- ✓ **Improve image** of Early C professionals
  - Campaigns and outreach
  - Partnering with other agencies (e.g. WDA, MOE)



- ✓ **More entry/upgrading pathways**
  - Pre-Service (Training Awards)
  - Mid-Career (Scholarships, Professional Conversion Programme)
  - In-service (SkillsFuture)
- ✓ **Retention and development** of manpower through
  - **Continuing Professional Development Masterplan**
    - Courses and support measures for educators to attain key competencies
  - **Professional Development Programme**
    - Three-year structured programme for in-service educators
    - Gain competencies and skills in preparation for larger job roles



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# Accessibility

- **Master-planning** services in public housing estates based on local demand under Child Care Masterplan
- **Larger child care centres** with capacity of 300 to 500 children to be developed by AOPs
- **Capital grants** for Anchor Operators & Voluntary Welfare Organisations
- Incentives for setting up **workplace child care centres**



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# Affordability

Child Care	Kindergarten
Full-day child care: <b>\$856</b>	<b>\$171</b>
Full-day infant care: <b>\$1,357</b>	

\*Median fees per month

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# Affordability

## Child and Infant Subsidies for Singaporean citizen children

- **Basic Subsidy** of up to \$600 for infant care and \$300 for child care per month, with working mothers receiving more.
- **Additional Subsidy** for working mothers in lower and middle-income families with monthly household income of \$7,500 (set to cover up to two-thirds of households) and below.
  - Up to \$540 for infant care and \$440 for child care per month, with lower-income families receiving more.

## Kindergarten Fee Assistance Scheme

Assistance for families with a monthly household income of \$6,000 and below.

- Up to \$170 per month, and families could pay as little as \$1 per month.
- Enhanced eligibility criteria from \$3,500 maximum monthly household income in January 2015.

## Baby Bonus cash gift and Baby Bonus Plus

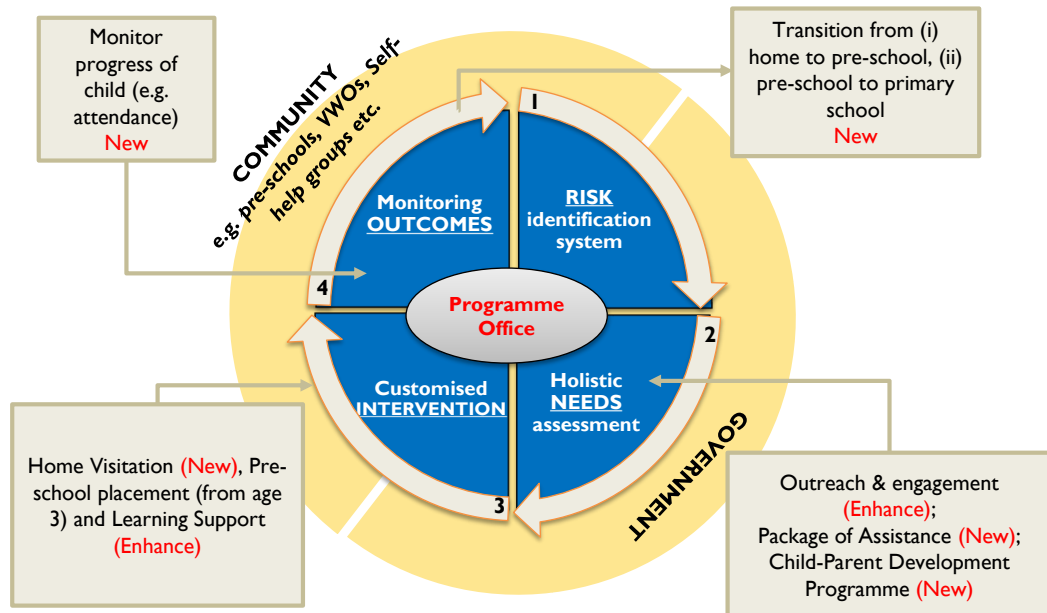
- Families will receive a total of \$8,000 for the first two Singaporean citizen babies and \$10,000 for the third child onwards.

**Child Development Account (CDA)** Government matches dollar-for-dollar, up to a ceiling, parents' deposits into their children's CDA, whose funds can be used to offset fees

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# More upstream and systematic support for low-income and vulnerable children

- **Pilot programme** for the next three years (2016-2019)
- Low-income and vulnerable children **benefit especially from quality ECCE**
  - ✓ Not just academic, but **lifelong social-emotional skills**
  - ✓ Need to **intervene early at 0-3 years** – language development etc.
- **Integrate and enhance existing efforts** in domains of family, health and learning
- **Programme office** to coordinate efforts with partner agencies and stakeholders; implement in **phases**



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## Summary of strategies and initiatives

Accessibility	Affordability	Quality
<ul style="list-style-type: none"> <li>✓ 50% cohort provision by 2017</li> <li>✓ 90% homes within 300m of a child care centre</li> <li>✓ 27,000 places added since 2013</li> <li>✓ 10,000 more places by 2017</li> <li>✓ Support for workplace centres</li> </ul> <p><b>20,000 more childcare places in four years</b></p> <p>New childcare centres being built will cater to average families here</p>	<ul style="list-style-type: none"> <li>✓ Means-tested additional child care subsidies in 2013</li> <li>✓ Enhanced Kindergarten Fee Assistance Scheme in 2014</li> <li>✓ Fee caps for AOPs and POPs</li> <li>✓ Coordinated support on existing subsidy framework through KidSTART pilot programme</li> </ul> <p><b>WHAT FAMILIES WILL GET</b></p> <p>New childcare subsidies will slash costs for families</p>	<ul style="list-style-type: none"> <li>✓ Expansion of Anchor Operators (AOPs) in 2014</li> <li>✓ New Partner Operators (POPs) in 2015</li> <li>✓ SPARK quality accreditation (1 in 4 centres certified in 2015)</li> <li>✓ Singapore Skills Framework in 2015</li> <li>✓ 15 MOE Kindergartens by 2016</li> </ul> <p><b>3 new pre-school anchor operators</b></p>
<p><b>A Good Start for Every Child</b></p>		
<p><b>Manpower</b></p> <ul style="list-style-type: none"> <li>✓ Expansion of pipeline from polytechnics and ITEs</li> <li>✓ Scholarships and training awards</li> <li>✓ Professional Conversion Programmes</li> <li>✓ Beanstalk (teacher and parent outreach)</li> <li>✓ Continuing Professional Development Masterplan in 2013</li> <li>✓ Professional Development Programme in 2015</li> <li>✓ SkillsFuture Study Award for EC sector in 2016</li> </ul>		
<p><b>Regulations</b></p> <ul style="list-style-type: none"> <li>✓ New Early Childhood Development Centres Act in 2016</li> </ul>		

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**Thank you**





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