

# KICCE Policy *Brief*

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## Childcare Center Survey 2018

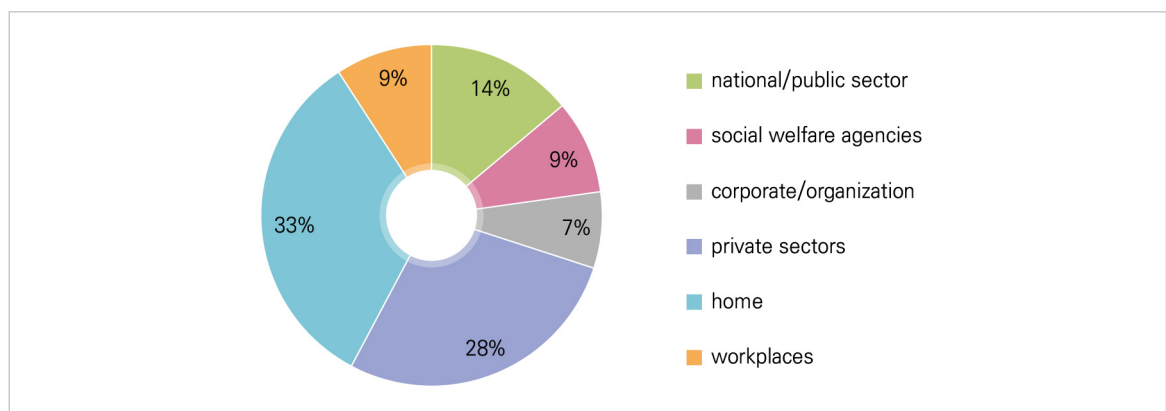
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# Childcare Center Survey 2018

## I. Survey Overview

- KICCE conducted a survey on childcare centers in 2018 to diagnose the quality of the centers and to identify future improvements, which was commissioned by the Ministry of Health and Welfare. It was in accordance with the Infant Care Act (Article 9), which requires inspections of the current status of childcare every three years.
  - ▶ As of June 2018, the target population was 39,259 childcare centers registered in the Childcare Integration Information System. Among them, 3,400 centers, which are 9% of the population, were selected as the final sample size.
  - ▶ In terms of the type of childcare centers, 490 national/public sectors, 317 social welfare agencies, 240 corporate/organization, 959 private sectors, 1,105 home-based centers, and 289 workplace childcare centers were assigned. In terms of the region, 1,284 from large cities, 1,306 from small- and medium-sized cities, and 810 from small towns were sampled.
  - ▶ The childcare center survey included the institutional survey and the childcare staffs survey. After selecting a childcare center for the survey, one of the teachers working there was selected at random.



[Figure 1] Samples by type of childcare centers

1) This brief report was a part of the research "Korea Institute of Child Care and Education(2018). Child Care Center Survey. Ministry of Health and Welfare."

## II. Characteristics of Korean Childcare Centers

- The characteristics of childcare centers are as follows.
    - ▶ When it comes to the type of national/public childcare centers, the personal consignor accounts for the largest portion (54.6%), and it has been increased since 2009. The proportions of the personal consignor in small- and medium-sized cities and small towns are 71.7% and 75.9%, respectively.
    - ▶ 80.5% of corporate/organizational childcare centers are religious corporations, and only 2.1% are school corporations. In small towns, the proportion of religious corporations is 90.6%.
    - ▶ For the workplace childcare centers, 49.0% are commissioned and operated by professional operation agencies, and this type of operation accounts for 53.5% in the large cities. Also, a large center is more likely to have such a type of operation.
  - The average number of classes in a childcare center is 5.24.
    - ▶ The average number of children per class is 2.69 for 0-year-olds, 4.68 for 1-year-olds, 6.63 for 2-year-olds, 12.49 for 3-year-olds, 16.19 for 4-year-olds, and 16.52 for 5-year-olds. In Korea, a child-to-teacher ratio is based on the national childcare service guideline which specifies maximum as three children per teacher at age 0, five at age 1, seven at age 2, 15 at age 3, 20 at age 4, and 25 at age 5.
    - ▶ The average hours of operation are 11 hours and 41 minutes on weekdays. On average, childcare centers open at 7:42 and close at 7:23 pm on weekdays. The hours of operation are reduced by 15 minutes compared to the previous 2015 survey.
  - The characteristics of safety management, operation of a school bus, health care, and meals in childcare centers are as follows.
    - ▶ The place where safety accidents occurred most frequently at childcare centers is classroom, which makes up 62.8% of accidents, followed by playroom (14.1%), outdoor playground (10.8%), and outside the centers (4.7%).
    - ▶ In Korea, CCTVs are installed in most childcare centers to prevent child abuse. In 15.6% of all childcare centers, it was reported that there had been requests for access to CCTV. The main reasons for requesting for the access to the visual information processing equipment including CCTV are suspected safety accidents (53.9%), suspected safety accidents (17.9%), and suspected child abuse (10.2%).
    - ▶ 54.4% of all childcare centers operate a school bus. Compared to 57.6% in 2015, the rate of school bus operation has been slightly reduced. The school bus is mainly driven by a driver (48.8%) or a director (46.2%).
    - ▶ When a child is sick at the childcare center, 61.6% of the directors and 32.4% of the childcare teachers care for the child. Participation in the joint purchase of food
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ingredients is 26.1% of all childcare centers, which has been increased from 21.8% in 2015.

- A striking part of the 2018 survey is the large increase in the placement of assistant teachers. It is assumed that it results from the Childcare Policy from Ministry of Health and Welfare.
  - ▶ The proportion of childcare centers with assistant teachers who are qualified as a childcare teacher but do not take care of their own class is 63.4% of the total number of childcare centers. The average working hours of assistant teachers are 4 hours and 38 minutes. On average, their work starts at 10:08 am. The average monthly salary of assistant teachers is 946,000 won (USD 814.60). Their main tasks are mostly relevant to infants (54.1%), followed by 3-5 years classes (25.9%).

### III. Working Conditions of Korean Childcare Teachers

- Working hours, break times and places, salaries and job satisfaction for 3,400 childcare teachers in childcare centers were surveyed.
  - ▶ The total working hours of childcare teachers are 9 hours and 7 minutes. The total working hours per day include hours for childcare, childcare preparation, other works, lunch, and break. The average hours teachers spend on childcare are 7 hours and 32 minutes, while the average hours for childcare preparation and other works are 50 minutes.

[Table 1] working conditions by survey year

Unit:

	working hours (per day)	break time	salaries	No turn over plan
2012(4,000)	9 hrs 28	26'	-	72.9%
2015(4,063)	9 hrs 36	18'	(KRW) 1,781,000 (USD 1,533.63)	68.7%
2018(3,400)	9 hrs 7	37'	(KRW) 2,170,000 (USD 1,868.60)	82.9%

Note: 1) This Child Care Center Survey started in 2012, and sample size was 4,000.

Source: 1) KICCE(2012). Child Care Center Survey 2012. Ministry of Health and Welfare.

2) KICCE(2015). Child Care Center Survey 2015. Ministry of Health and Welfare.

3) KICCE(2018). Child Care Center Survey 2018. Ministry of Health and Welfare.

- ▶ The average lunch time for teachers is 7 minutes, and the break time is 37 minutes. The total weekly working hours of childcare teachers are 46 hours and 26 minutes on average. This is a significant decrease compared to 48 hours and 18 minutes in the 2015 survey.
- The break times and locations of childcare teachers are as follows.
  - ▶ The average start time of break for child care teachers is 13:10, and the break ends at 13:52. 56.8% of the teachers have one break, with an average of 56.7 minutes. 9.4%

of the teachers divided the break time into two times, with 29 minutes each on average.

- ▶ 39.7% of the respondents said that there are no separate rest places for childcare teachers; 31.9% said they use a teachers' room, and 21.7% use a break room. 8.6% of respondents said that they go outside during breaks.
- Teachers' salary and working environment are as follows.
  - ▶ The average monthly after-tax wage for mid-career teachers is 1,680,000 won (USD 1,446.65) for the basic salary, 61,000 won (USD 52.53) for the center allowance, 227,000 won (USD 195.47) for the allowance from the government (central), and 196,000 won (USD 168.78) for the allowance from the local government, which make the total of 2,170,000 won (USD 1,868.60).
  - ▶ When it comes to the separate convenience space and facility for childcare teachers, the ratio of lockers and adult toilets are high, followed by a teachers' room (50.8%), a rest room (31.2%), and a personal desk (26.5%). 14.7% of respondents said that there is no separate space or facility.
  - ▶ Regarding the plan of turnover or resignation, 12.2% of teachers intend to quit the job including 6.2% considering resignation and 6.0% planning to resign, while 82.9% do not have a plan to quit or change the job.
  - ▶ For teachers' work satisfaction, a positive response rate is higher than 2015 in terms of work reward, work environment, physical environment, and human environment, and working hours, except for salary level and social awareness.

#### IV. Suggestions for Policy

- President Moon government has set a goal of achieving 40% enrollment rate in the national/public childcare centers. As shown in the previous results, personal consignment in the national/public childcare centers is gradually increasing; thus, supplementation for public security of these institutions is necessary.
    - ▶ To reinforce the publicness of the national/public centers, it is necessary to strengthen in-service education and consulting for childcare teachers and staffs.
    - ▶ In addition to the self-help efforts for the safety management of childcare centers, enhancement in establishing a support system for childcare, respecting the rights of infants and children. In addition, it is necessary to continuously upgrade the standards of safety management for the facility.
    - ▶ Regarding the health care of children and staff, the rate of notification of suspected infectious diseases to the relevant department in the city/district/county office is as low as it was in 2015. Thus, it is necessary to enhance the management plan for the
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infectious diseases.

- Enhancing expertise and working conditions for childcare teachers
  - ▶ The rate of completing the compulsory in-service teacher education for childcare teachers has risen compared to 2015, and the number of institutions that have retrained childcare teachers with support of substitute teachers has increased.
  - ▶ According to the revised Labor Standards Act, which has been effective since March 2018, 19,000 assistant teachers supported by the national budget has been provided to guarantee the break time for childcare teachers since July 2018. Moreover, an additional revision budget has been provided to support the centers with 6,000 additional assistant teachers. As a result, the proportion of childcare centers recruiting assistant teachers has been increased to 69.6%, and the average number of additional staffs per year has also increased to 2.1.
  - ▶ However, on-site inspections should be continuously conducted to ensure appropriate working hours, including hours for preparing childcare and break time, and a separate space for break time.
  - ▶ The difference in wage by the types of institutions is marked, but the increase in the amount of benefits provided by the central government is lower than the one by the local governments, compared to 2015. Therefore, it is necessary to extend the support for benefits to the childcare teacher at the central government level.
  - ▶ The availability of childcare teachers' maternity and parental leave before and after the birth remains at 50%. Increased support for alternative human resources for work life balance of teachers is required since the rate of the availability of the system for shorter working hours during the pregnancy and parenting is only 37.4% and the actual rate of using the system is 7.2%.

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