

KICCE

2012

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PROJECT REPORT ABSTRACTS

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An Analysis on the Daily Tasks of Teachers in Kindergartens and Childcare Centers

Eunyoung Kim
Mekyung Kwon
Hyejoo Cho

It has been largely unknown that how teachers in Kindergartens and childcare centers actually spend their working time. Only conceptual approaches by use of 'time' as a single, tangible and salient variable were attempted to understand what the daily tasks of teachers in Kindergartens and childcare centers are. The purpose of this study is to suggest an effective way to improve the teacher training curriculum by examining and analyzing the daily routines of teachers in Kindergartens and childcare centers. Fourteen kindergarten teachers and nineteen childcare staffs recorded their tasks taking five minutes as unit of record, along with the amount of time spent on each task, during their working hours for four full weeks. These collected data reflect the daily tasks of teachers and staffs, and the percentage of time spent in the form of planning/preparation, instruction, assessment, professional development, childcare, parent consultation, events operation, paper work, facility management and social/local activities. The work of teachers were described as 177 tasks, and then classified into 10 categories. The following data were also collected through an online survey from 1,468 kindergarten teachers and 1,218 childcare staffs to evaluate the frequency, importance, and level of difficulty of each task.

The results of this study suggest that the curriculum for kindergarten teacher should put an emphasis on subjects such as childcare, character education, parent consultation, and discipline guidance. The curriculum for childcare staff should put an emphasis on subjects such as teacher development, character education, teaching method/assessment, parent consultation, and discipline guidance. Since this study also suggests that kindergarten teacher and childcare staff have similar tasks in their work, the initial education for both would be better unified.

The Development of Consulting Models for the Nuri Curriculum Implementation

Eun-Young Choi
Yoon Kyung Choi
Jin-Gyu Kim
Min-Jo Kim
Kyung-Mee Kim

The purpose of this research is to develop effective consulting models to facilitate the Nuri Curriculum implementation. The models aim to improve teacher/care giver competence in implementing the new curriculum. A literature review was conducted, followed by an online survey of 1,967 teachers(977 kindergarten teachers and 991 care givers), whose jobs involve teaching/caring for 5 year old children. On the basis of the survey results, consulting models were developed, then examined by field experts. Consultation with participants at kindergartens and childcare centers revealed differences as regards the consulting personnel, the contents of the execution systems and implementation processes centering around each relevant government department - yet the purpose and context of the consultations were similar. As a result, the demand of teachers for the Nuri Curriculum consulting was high, and consulting experts in general agreed that the Human Resources Integration System is an appropriate model for consulting execution systems.

Policy suggestions are as follows: (1) provide group discussions or workshop opportunities for practitioners to raise awareness of and to share opinions of the consulting models; (2) increase opportunities for consultants to exchange experiences in order to establish and strengthen regional and central networks between kindergartens and childcare centers; and (3) secure a sufficient pool of top-tier principals and teachers using the institution evaluation system, and encourage lower-tier practitioners to apply for consulting by granting consulting privileges.

Readdressing the Influence of Time Spent in Childcare Services on Child Development through Analysis of Cortisol Levels

Yoon Kyung Choi
Yun Jin Lee
Se Hyun Kim
Jihye Na

Cortisol levels are widely used as a measurement of stress. This study examined the relationship between preschool aged children's cortisol levels and the amount of time spent at daycare centers. Furthermore, the relationship between children's stress levels and their family environment(i.e., mother's employment status, family income), the children's individual characteristics, and the quality of daycare centers was also examined.

The subjects were 243 children between 1 month to 6-years of age. Cortisol levels were measured via saliva samples taken from children attending daycare centers. The samples were collected three times, in the morning, the afternoon, and the evening. Mothers were asked to answer a questionnaire on family information; their child's characteristics and behavior; and their own depression and stress level. Teachers also answered a questionnaire on their personal information and the characteristics and behavior of each child in their class.

According to the findings, children who spent 10-12 hours at daycare centers demonstrated the lowest cortisol levels, lower than that of the children who spent less time at the center. The reason for the increase in cortisol secretion when staying at daycare centers for a shorter period of time may be due to the additional services experienced by those children. In other words, the use of additional services after daycare may cause more stress to the child. Also, the cortisol levels of younger children were higher than those of the older children. This explains the possibility that older children are better at coping with stress than younger children.

The findings of this research call for the provision of high-quality daycare, and the need to delay children's entrance to day care centers.

An Investigation of Improved Methods of Support for Inclusive Childcare and Education for Young Children with Special Needs

Jeong Rim Lee
Eunyoung Kim
Ji-Won Eom
Kyung Sook Kang

The aim of this study was to investigate the status of the current support system for inclusive childcare and education for young children with special needs, and the potential for the improvement of this system.

Twelve sessions of focus group interviews with 73 directors, teachers, and parents were conducted. In addition, case studies and interviews with government officers, leaders of special education support centers, and field experts were also undertaken.

Based on the findings of the study, the following measures are suggested: First, a diagnosis and placement system for young children with special needs should be arranged under the supervision of the government. Secondly, the ratio of teacher to child with special needs should be reduced. Thirdly, the roles of a general teacher, a general teacher of an inclusive class, and a special education teacher should be clearly defined. Professional positions and incentives should be offered to special education teachers who are willing to work with young children. Fourth, educational opportunities of the 'in-class' type for special education teachers should also be provided more regularly. Fifth, more programs for parents, such as parent education, counseling, and family relationship improvement should be provided. Sixth, a systematic supervision of special needs children should be conducted via computerized networking.

In conclusion, all young children with special needs should be provided with quality care and educational services, regardless of their residential areas, ultimately in an inclusive setting.

An Analysis of Expenditure on Childcare and Education, and Related Policy Suggestions

Moonhee Suh
Misun Yang

This study was designed to examine household expenditure on early childhood care and education, and to suggest policy measures to decrease the supplemental costs involved. A household survey involving a nationally representative sample of 2,500 households and 3,392 0-5 year old children was conducted. The questionnaire was comprised of two parts; the first part investigated the demographic and socio-economic status of the parents, including their perceived burden as regards childcare and educational costs. The second part inquired as to the type and cost of ECEC service used among the 9 different kinds of ECEC services, including private education, during the month of June, 2012.

The expenses of the 9 kinds of childcare and education services, whose total annual costs are estimated to be 5,900 billion won nationally, or 4.8% of GDP: 1,360 billion won for 0-2 year old children, and 4,439.6 billion for 3-5 year old children. The total annual cost of private education is estimated to be 2,720 billion won, or 0.2% of GDP: 551 billion won for 0-2 year olds, and 2174 billion for 3-5 year old children. Policy measures were suggested based on the findings as follows: First, institutional infrastructure should be established: a strong support for national curriculum, development and dissemination of special programs; the provision of guidelines and supervision for supplemental education in childcare centers and preschools; and an increase in the supply of public institutes, etc. Second, the support system for the disadvantaged should be improved; current financial benefits for disadvantaged children should be increased, additional support should be considered in the form of benefits for child-raising in the case of low-income families, as well as vouchers for extra-curricular programs, etc. Last, in terms of long term long-term policy, the child(family) benefit system should be reviewed.

An Investigation into the Cost of Child-Rearing and the Development of a Child-Rearing Price Index (CPI)

Yoon Kyung Choi
Haemi Yoo
Sungsook Kim
Shinyeong Song

Despite the government's continuous effort to expand child-rearing support policies, the cost burden of child-rearing remains high. As this issue is closely related to the prices of products and services associated with child-rearing, the objective calculation of the cost of child-rearing goods and services and a greater understanding of current trends is needed. This basic research is a pre-study for calculating the 'child-rearing price index', which is necessary when calculating the cost level and changes associated with raising a child. This paper aims to identify the most commonly purchased items in child-rearing, and give weighting for each of the items.

First of all, an analysis of related documents and statistics was conducted. A survey of 450 parents residing in Seoul with at least one infant child was conducted in order to investigate their household expenditure. Products and services accounting for more than 10% of the total household expenditure were included. Among the 64 items, 52 were products whereas 12 were services, and these can be broken down according to the following categories: 10 products and 1 service fell into the food category; 15 products into the clothing and footwear category; 6 products into housing, water costs, electricity, and other fuels; 4 products into furnishing, household equipment and routine household maintenance; 7 products into medical supplies and appliances; 2 into healthcare service; 7 products into recreation and cultural entertainment; 2 into related services, 3 products into educational supplies, 3 into educational service, and 4 fell into the category of miscellaneous goods and services.

In order to measure the current child-rearing price level, there were several special requirements. First, a market-price survey manual containing detailed and accurate information on the features and types of products and services was required. The sampling area, which should be selected on the basis of the consumer price index and the market share data, was another key issue. In future studies, it is also recommended that 10 urban areas be selected according to the index and data, and that survey locations are distributed evenly across dense and more sparsely populated areas.

The Current Status of the Local Community Childcare Delivery System and Suggested Improvement Measures

Haemi Yoo
Misun Yang
Shinyeong Song

Recently, the Korean government has mainly focused on providing childcare services. However, the childcare support system has received criticism due to the perceived current lack of regard for the various needs of parents from a diverse range of backgrounds. Therefore, the current study examines the status of the childcare delivery system in order to illuminate alternative measures to establish a more comprehensive system. Results show that the existing childcare support service delivery system lacks a coordinated structure, essentially due to the segmented administration procedures of service provision. This in turn creates a lack of accessibility and efficiency within the service. Additionally, the infrastructure of community-based childcare support is considered inadequate, since it concentrates mainly on parental counseling and training rather than the provision of comprehensive services.

This paper also sheds light on the issue of the distribution of community based childcare support according to the size of regions. Metropolitan cities tend to have a wider range of childcare support facilities. Rural areas tend to use existing facilities within multicultural family support centers or regional centers that provide direct and mobile service programs.

It is therefore suggested that providing regulations to make the community-based childcare support system more comprehensive and establishing a local coordinated support service that includes an information center, a city hall, and a public office, would address the need for a childcare service that meets the needs of families of diverse backgrounds more effectively.

An Investigation of Potential Policy Measures to Support Children of North Korean Migrants

Yun Jin Lee
Jeong Rim Lee
Kyung-Mee Kim

This study suggests a plan for the provision of Early Childhood Support for North Korean Migrants' Children based on data collected via interviews and surveys which reveals the problems faced by North Korean migrant families. The results of this study are as follows.

North Korean migrant families have a few common characteristics such as 1) their experience of financial hardship, 2) feeling restrained to become legally married due to living wages and 3) their financial situation determining their emotional and psychological well-being. For example, mothers who are financially independent are more satisfied with their marriage, have a higher sense of self-worth, and are less depressed.

North Korean migrant families can be classified as either 'Famine Evasion Type' or 'Plan Type'. 'The Famine Evasion Types' have tended to linger for a long period of time in a third country (usually China) beforehand, because they had no plans to migrate to South Korea in the first place. The 'Plan Type', in comparison, stay in the third country for a relatively short period because their main goal is to come to South Korea. 70.4% of North Korean migrants' Children were born in South Korea. Children who were born in North Korea or in China often suffer due to their poor linguistic and physical development. North Korean migrant families are living together in residential areas where disabled or old people live, which is why children from such families have few chances to socialize with South Koreans, fewer educational opportunities and are more likely to develop aggressive tendencies, according to day care center presidents interviewed in this study, who often stated that children in North Korean migrants families tend to be aggressive and tend not to form personal relationships with other children in their age group. North Korean migrant families who are recent arrivals are aware of support services, and are satisfied with them, whereas migrants who arrived in

South Korea five years ago often do not know about the new support services, especially low-income childcare support initiatives, such as Dream Start, and We Start, etc.

The following policies are suggested: 1) A legal definition of the term 'North Korean Migrant' is required, 2) ① Parents' education as regards daily routine and Hanawon should be provided, ② Assistance should be provided so that practical employment can be obtained, ③ A support service should be provided for people who have completed the five-year period of protection, 3) the participation of the president and teachers in Regional Councils for North Korean migrants should be initiated, 4) contact must be established between low-income Child Support Initiatives and North Korean Migrant families, 5) Korean education programs for children who were born in North Korea or China should be provided, 6) the issue of the locations in which North Korean migrant families are concentrated should be reviewed.

An Investigation of the Current Costs of Standard Childcare

Meehwa Lee
Moonhee Suh
Yangmi Lim
Jin-kyung Lee

Recently, childcare has become a policy priority in Korea and thus a large portion of the government's budget has been allocated to the childcare sector. The current study aimed to calculate the standard childcare costs to increase economic efficiency, and consequently be able to improve the quality of childcare services in Korea.

The Subjects of the study were 307 childcare centers that were selected by statements of accounts. They were classified according to 4 types: public, corporate, private, and family care. Focus group interviews, surveys, and case studies were conducted, and the data were contextualized by a literature review exploring domestic and international research on childcare cost policy, all with a view to establishing what constitutes fair childcare costs. Descriptive analyses, chi-square, and ANOVA were used for data analyses. Findings include the average annual expenditure per capita, and suggest the standard childcare cost, differentiated according to children's age and size of the facility.

The main results are as follows: First, the monthly costs per child decrease as the child gets older. Specifically, the labor costs and the management costs of childcare curriculum are decreased greatly. Second, there are some different needs and spending by childcare types. Usually, family care centers show less spending and public care centers have less desires to increase childcare costs. Third, the standard childcare costs were higher than the actual average childcare costs when the quality of food and educational materials were taken into account, in which case, the figures are as follows: 877,878 won for a child under the age of 1; 589,224 won for a 1-year-old child; 474,603 won for a 2-year-old child; 324,245 won for a 3-year-old child; and 292,542 won for a 4- or 5-year old child. Lastly, as regards the size of the childcare facility, the study showed that the smaller the childcare center is, the higher the per capita cost of standard childcare.

Establishing Criteria for Standard Unit Costs of Early Childhood Education: Focusing on Private Kindergartens

Mugyeong Moon
Se Young Chun
Hyun Joo Hwang
Jin-kyung Lee

The study aimed to review criteria in establishing standard unit costs of early childhood education and to set a more realistic and reasonable standard unit costs for kindergarten education by reflecting upon financial characteristics of private kindergartens. Annual accounting reports of a total of 702 private kindergartens were collected nation-widely and analyzed by employing regression analysis. In order to enhance adequacy of the data analysis, several workshops with private kindergarten directors were conducted and comparisons with unit costs of public kindergartens were undertaken. In addition, the unit costs of private kindergartens from information disclosing system were compared and finally, a simulation of the standard educational unit cost was conducted.

The annual standard educational unit cost for 5 year olds is 4,598,000 KW(approx. USD 4,180). Specifically, labor costs for teachers and staff are 27,045,347 KW and 13,907,143 KW respectively. The annual school(kindergarten) operational cost is 1,705,675 KW including costs for teaching materials(361,196 KW), teaching and learning activities(488,106 KW), and basic operational costs(468,231 KW). Besides, following items, although excluded in the educational unit cost in this study, need to be taken into account: 1) the beneficiary-bearing costs such as, expenses for field trip(157,348 KW), extra-curricular activities(488,556 KW), meals(560,200 KW) and transportation(312,304 KW); 2) school building depreciation expenses(345,500 KW), and others.

The standard educational unit costs for kindergarteners established in this study is merely an example, which requires considerations for its application and utilization. Further studies need to be undertaken with respect to consolidating items of unit costs of education and childcare and setting adequate levels of depreciation costs in private kindergartens.

Current Status of and Support Policies for Overseas Korean Kindergartens

Mugyeong Moon
Hyejin Jang
Eunug Jeong

As the law to establish a kindergarten attached to the overseas Korean schools was enacted on September, 2010, the Korean government has officially begun to support the early childhood education of overseas Korean children. Currently, 30 overseas Korean schools are operating in 15 countries around the world. Among them 16 schools have an attached kindergarten operating. The number of children enrolled in these kindergartens amount to 898, which takes up 7.9% of the total students in the overseas Korean schools. With the increasing number of overseas Koreans and their preschool aged children, the demand for ECE provision has risen. This study examined the current status and demands for governmental support of the kindergartens within the overseas Korean schools.

Questionnaire surveys were undertaken with 16 directors and 52 teachers of 16 kindergartens attached to the overseas Korean schools and 334 parents of 9 overseas Korean kindergartens. In addition, principles of 14 overseas Korean schools without an attached kindergartens were participated in the questionnaire survey regarding their plans and needs for establishing attached kindergartens. Site visits and interviews were also undertaken with parents and teachers in overseas Korean kindergartens.

The study focused on investigating the current status of enrolled children and teachers, learning environments, finances and tuition fees, curriculum, teacher qualifications and in-service training, parental involvement, and quality assurance of kindergartens attached to overseas Korean schools.

Based on findings of the study, several policy recommendations are provided including expanding overseas Korean kindergartens, providing subsidies for teachers and kindergartens, allowing more autonomy in curriculum planning and implementation, establishing a delivery system of teaching and learning materials, strengthening continuous teacher training and quality monitoring mechanisms.

A Study on Mid- and Long-term Development Directions in Early Childhood Education Policies: 2013-2017

Myung-Lim Chang
Sung-On Hwang
Mina Kim

The current study aimed to explore mid- to long-term development directions in overall early childhood education policies from 2013 to 2017 and further to suggest concrete political tasks. Literature review offered analyses on the current status and problems in overall implementation of early childhood education including features and tasks in the current governmental policies and on the recent trends in early childhood education policies abroad including OECD and UNESCO suggestions to Korea.

Two consultative meetings with early childhood education professionals from academic and administrative circles were conducted to elicit directions for proceeding policies for mid to long term. Surveys with parents as well as professionals were followed to examine appropriateness of early childhood education political tasks suggested. The directions suggested for future policies in early childhood education are to ensure universality and equality of educational opportunity; to secure quality and public release; to close the gap bred; to activate involvement of homes and communities; and to pursue gradual integration of early childhood education and care. The detailed political tasks include 1) expansion of tuition support, realization of tuition, income-based support for after-curriculum expense; 2) improvement of working condition for teachers, support for teacher training, upgrading teaching certificates; 3) expansion of public kindergarten, support on private kindergarten implementing public release; 4) empowerment of the vulnerables, 5) enhancement of governmental support system expanding administrative personnel and public advertisement and parent empowerment, and 6) integration of early childhood education care newly organizing by age etc.

Mid- and Long-term Developmental Plans of Childcare Policies: 2013-2017

Meehwa Lee
JongIL Yuh
Ji-Won Eom

The present study aimed to establish mid- and long-term goals for childcare policies from 2013 through 2017. This study investigated the achievements of the childcare policies implemented by the Korean government from 2008 through 2012, and the future tasks. Two-hundred ninety-two childcare policy experts consisting of professors, government officials, and professional workers at support centers, and parents of young children participated in the research. In addition, a critical review of literature on domestic and international childcare policies was conducted along with secondary in-depth data collection through advisory meetings with childcare policy experts. Criteria for childcare policy were based on the national framework, affordable childcare costs for families, infrastructure and delivery system for diverse programs and services, quality improvement, professional development in the workforce, participation of supporting systems and parents, and quality assessment. A series of Chi-square analyses yielded six main frameworks for future policies. The results revealed that the current childcare policy is considered to focus on providing affordable childcare for parents. The findings also indicated that the current childcare policy contributed to the improvement of the delivery system, as well as, quality assurance regarding the environment, programs of and standards for childcare. Secondly, it is suggested to impose a stronger emphasis on the healthy development of children. Perspectives on childcare assistance to parents and subsidy support to service providers were varied by groups and specific contents. For quality improvement, increase in opportunities of professional development and development of a seamless delivery system is recommended. Lastly, implications of the findings and suggestions for future childcare policy development were discussed.

Current Status and Improvement of Public Kindergartens

Eun-Young Choi
Sung-On Hwang
Woosang Hwang

The current study aimed to propose effective improvement measures for public kindergartens in South Korea by analyzing the current status of the kindergartens and recognizing related problems. Literature review offered implications on the current status and standards in terms of facilities and the operational situations of public kindergartens. Four consultative meetings with directors of public kindergartens and public officials of the early childhood education department were conducted to elicit the course for improvement. Surveys of parents, academic and field experts of early childhood education, and administrative circles were followed to examine the problems of and demands for public kindergartens. The survey results suggested the need to establish concrete standards for in terms of the construction regulations, employment and placement of administrative personnel, developmentally appropriate facilities, the maximum and minimum children capacity of the classroom, the teacher to child ratio, the minimum number of classrooms per public kindergarten, the number of mixed aged classes, etc. The study proposes the following three-level improvement procedure for public kindergartens; Level 1: the establishment of the optimal size of a kindergarten, Level 2: the integration of adjacent kindergartens, and Level 3: selective expansion and improvement of public kindergartens in big cities.

Establishment and Operation of Public Childcare Centers

Misun Yang
Im, Jihee

This study evaluates the overall public childcare installation and operation status, and seeks for areas of improvement in order to address regional imbalance, meet childcare demands, and enhance public welfare. First, publications on domestic and overseas childcare centers were reviewed to gather information on the regulations and statistics of local governments. Secondly, a survey of public officials, field experts, and parents using childcare facilities was conducted. Thirdly, an assessment of the plans to increase the number of facilities in Seoul, Incheon, and Gyeong-gi province was administered. Lastly, in-depth group interviews were held with public officials, heads of childcare centers, and parents using or waiting to use childcare facilities, along with consultation meetings with public officials and experts to collect their opinions on the current policies on childcare.

Results are as follows: During from 2010 to 2013, the average number of childcare facilities added to each city was less than one, which falls far shorter than the recommended 6.9 childcare centers. Main reasons for the shortage are budgetary deficit and difficulty in securing sites for construction.

As for the commission types, individual commission took up the largest portion, followed by social welfare organizations and religious corporations. The commission period of three years was the largest, and three times of consecutive commission was average, making the total operation period eight years. New commissions were selected mainly through open competitions, but not in the case of an extension, which indicated the need for a change in the selection method.

The admission rate for the socially vulnerable children was higher in public childcare centers than in private or corporate facilities. As for the period of waiting for admission to a childcare center, both the directors of the centers and parents saw that a system to extend the waiting period was necessary. However, they did not see eye to eye on the issue of priority in admission.

Based on the results of this study, suggestions are recommended on the procedure and measures to expand public childcare centers and to improve the commission and operating systems.

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A Research on an Integrated Support System for Child-Rearing of the Socially Vulnerable (IV): Developing Character Education Programs in the Early Years

Myung-Lim Chang
Eun-Young Choi
Mina Kim
Seung-Sun Baek

The current study aimed to develop a parent education program whose purpose is to enhance character education in early childhood and to devise an integrated supporting network system to link homes, institutes, and communities with government-run social services for the socially vulnerable. The literature review offered analyses of the curricula of domestic and foreign early childhood and elementary programs as regards character education as well as analyses of the current status of character education in early childhood and the problems in its implementation at home, institutes, and communities.

Consultative meetings were implemented to obtain advice and opinions from faculty and professionals in the field, including teachers, in terms of the difficulties involved in character education practices and their needs in relation to the enhancement of children's character education through the education of parents. The programs developed include: (1) a parent training program empowering parents with essential information and preferable parenting attitudes and strategies necessary to nourish desirable character traits in infants presented in the form of sets of parent booklets, teachers' guides, and a CD-ROM, (2) a workshop for parents in PPT, and (3) a teachers' guidebook in parent counsels dealing with examples of children's behavioral problems related to character education. An internet site providing integrated support for infancy and early childhood was built so that different personnel from different governmental services targeting the vulnerable could share their knowhow with others by introducing their programs and uploading their resources, thus promoting inter-institutional interaction and debate.

Achievements of the Childcare Policy in 2012 and Future Tasks

Moonhee Suh
Hyejin Kim

The objective of this study is to assess the effectiveness of childcare policy being promoted through the Ai Sarang Plan during the period of 2009-2012 and to make suggestions as to future medium/long-term childcare policy. Additionally, in the interests of conducting an in-depth review of the major projects of the government, 3 initiatives including child nurturing allowance, a pilot project of the dualization of using-time and fee of childcare centers, and the operation of an accreditation system for childcare centers during 2010-2012 were studied in detail.

Owing to the promotion of the Ai Sarang Plan over the past 4 years, childcare service has achieved a positive outcome, both quantitatively and qualitatively. In particular, as a result of the strengthened policy of moderating the burden of childcare on parents, the total childcare project budget was expanded to ₩7.1 trillion, including the central government's total budget of ₩6.13 trillion, and the local government's budget for special projects, which accounts for 16.2% of the central government's budget. However, such issues as the installation of too few public childcare centers, a lack of quality control within private childcare centers, insufficient facilities for the use of parents and their children and the need for the improvement of the working environment for childcare teachers and the enhancement of their expertise were all issues that need to be addressed in the undertaking of future tasks.

The study proposes that the first future task should be to address the present insufficiency of the child nurturing allowance as reported by the majority of parents of children aged 0-2 years old on the threshold of poverty, who stated that ₩300,000 would be a more reasonable figure. A relatively large number of non-beneficiaries of the current nurturing allowance and users of childcare centers also replied that they would take care of their children at home without using childcare centers any longer

if the child nurturing allowance were to be expanded. If childcare subsidies are increased, children from low-income families may be deprived of the opportunity to enroll in childcare centers, thus careful consideration is required when adjusting the relevant policy.

As a second broad-gauge task, the outcome of a five-month pilot project involving the diversification of time-use at childcare centers located in Namdong-gu, Incheon was assessed. This task was a meaningful mission whose goal was to enhance the rationality of a system by changing the existing uniform structure in such a way that the regular childcare center's course was divided into two types: the 'whole-day type' and the 'shortened type', parents being allowed to choose whichever they preferred. As a result of the pilot project, the operational burden of the operator was reduced due to the reduced number of children being left at the center until midnight, and the satisfaction of teachers as regards their working environment was increased due to the reduced childcare burden. However, due to the inherent limitations of the pilot project's design, it is hard to validate its effectiveness.

As a result of feedback from the relevant childcare personnel in relation to the operation of the second year of the accreditation system for childcare centers, issues concerning the necessity of diversification of the accreditation period, intensified follow-up, disclosure of accreditation scores, and the instances of sudden conversion to a visit system at the time of site inspections were raised by participants. It was revealed that in relation to the majority of concerns, site observers tended to prefer a general strengthening of the existing accreditation system to an evaluation by committee members. On the other hand, the responses of evaluation committee members reflected diversified opinions case by case, as well as considerable understanding of the operations of their particular site.

Outcomes of the Early Childhood Education Policy in 2012 and Future Tasks

Mekyung Kwon
Moonjeong Kim

Recently, not only have early childhood education policies for central and local governments been gradually increasing in scope and in terms of the number of their target subjects, but they have also become increasingly diversified. In collecting preliminary data on early childhood education policies in an annual project, this study examined the overall current state of early childhood education and policies of the central and local governments supporting education. It also aimed to review all projects for the advancement of education, and especially examined two further projects as the focus policies: 'The Education Information Disclosure System for Kindergartens' and 'The Early childhood Education Development Institute'.

The study methods utilized included a literature review, interviews, questionnaires, and professional consultative meetings. The results demonstrated that interest in early childhood education has been increasing in Korea. In proportion to the increase, the level of finance/funding for early childhood education has also been increasing. The ratio of young children per teacher in Korea is becoming closer to the average ratio of the OECD, and the ratio of usage of public and private finance tended to show a continuous increase. On the basis of these outcomes, in regard to the policies, some impending challenges which need to be confronted are as follows: the continual expansion of finance/funding for the support of early childhood education, the systematization of procedures involved in enactment of the policy, publicity for the policy-beneficiaries, overcoming regional differences, and the selection of and focus on the advancement of the policy.

Analysis on Outcomes and Processes of Collaboration Between Kindergartens and Childcare Centers (IV): Promoting the Yeong Cha Project by Expanding Pilot Sites

Mugyeong Moon
Mekyung Kwon
Yu-Jeong Oh
Ji Young Hwang

The study as the fourth year of the Yeong Cha project aimed at expanding pilot sites in order to promote collaboration between kindergartens and childcare centers. It also intended to analyze the processes and outcomes as well as to identify factors affecting the service coordination of kindergartens and childcare centers in the fourth year of the project.

The pilot sites were selected on a voluntary basis with certain criteria and expanded from 22 institutions in 3 regions in the third year(2011) to 44 institutions in 8 regions in the fourth year(2012). These pilot institutions were categorized into four different types in terms of features of collaboration: rural, urban, split by age, and small group types. The fourth year of the pilot project focused on 1) collaboration of kindergartens and childcare centers in implementing the Nuri Curriculum for Age Five, 2) differentiating collaboration types by reflecting upon different needs and circumstances of pilot sites, 3) establishing collaborative networks between kindergartens and childcare centers, 4) promoting the project to stakeholders, especially parents by sharing and disseminating outcomes and cases of the collaboration.

Outcome evaluation was undertaken by the pilot sites as well as external experts. Questionnaire surveys were conducted with about 3,700 parents, 400 directors and teachers of the pilot sites and 50 local government officials regarding their perspectives and experiences regarding the collaboration of kindergartens and childcare centers.

The overall level of collaboration of pilot sites in the fourth year was found to be improved over time by self-evaluation of participating kindergartens and childcare centers. Moreover, evaluation of external experts, compared to self-evaluation of the participating institutions, on levels of collaboration were higher in all aspects. Pilot sites in urban areas displayed a higher level of collaboration than other types,

especially in the implementation of the Nuri Curriculum.

A total of 10 seminars and small-scale meetings in pilot regions were held in order to establish collaborative networks between kindergartens and childcare centers for sharing and disseminating successful cases. A total of about 1,300 participants from non-pilot sites were attended and highly regarded the willingness to collaborate and joint activities of pilot early childhood centers.

The parents of the pilot sites responded that they were mostly satisfied(76.7%) with collaborative activities, especially with the quality of programs and the expanded peer relationships. The teachers also responded the program collaboration as the most active and successful. Both teachers and local government officials highly evaluated the collaboration in implementing the Nuri Curriculum and establishing collaborative networks, expecting further joint efforts for the Nuri Curriculum for 3 to 5 in 2013.

Directions for the fifth year of the Yeong Cha project are suggested including transforming the pilot project into a regular local government project, continuing collaboration in the implementation of the Nuri Curriculum for 3 to 5, strengthening collaboration between family daycare and kindergartens, analyzing unsuccessful pilot cases in-depth, and collecting children's perspectives on collaborative activities. Above all, it is highly important to develop strategic ways of utilizing outcomes and processes of the Yeong Cha project in coordination and integration of early childhood education and care systems and policies in Korea.

Current Status of and Policy Measures for the Company Support for their Employees' Child-Rearing

Namhee Do
Jeong-won Lee
Moonjeong Kim

This study was designed to (1) analyze the companies' policies as regards support for child-rearing, (2) examine the current status of their implementation of those policies and seek exemplary cases, and (3) propose alternative policy suggestions.

For this study, domestic and foreign previous research into child-rearing in companies was reviewed. Also, related supporting systems as well as laws and ordinances concerning child-rearing were examined. Furthermore, policy suggestions were provided based on literature research, case studies, and a fact-finding survey.

The survey that was conducted involved a nationally representative sample of 1,000 employees whose ages ranged from 20 to individuals in their early 40s and who rear children, and 800 members of staff in charge of personnel management or welfare support in companies.

According to the findings of the present research, most of the employees, 72.9% of the participants, suffered from issues relating to child-rearing. Maternity leave was the most popular policy among companies' measures aimed at supporting employees rearing children, and over 85% of the employees responded that companies' child-rearing support policies were helpful as regards the balance between work and family. Based on the responses from the members of staff in charge, 13.8% of the companies provided their employees with childcare benefit, and just 5% of them were equipped with on site facilities at the workplace. Participants also reported that the value and culture of the workplace would be enhanced by the promotion of various policies meant to create a flexible working system. In addition, domestic and foreign companies, having better maternal/paternal and child-rearing leave policies also having invested heavily in the running of high quality on-line facilities at the workplace were implementing policies based on the particular characteristics of their own employees.

To promote the companies' policies supporting child-rearing, the compulsory enforcement of related laws and ordinances and the management's will to implement child-rearing friendly policies are important, and their effects can be intensified by the government's own support system. To relieve employees' suffering due to child-rearing the quality of their working environment, especially as regards long working hours and the issue of gender equality in the context of child-rearing, should be a matter of serious consideration. Furthermore, practical policies to help the balance between work and family are needed. A family-friendly atmosphere at the workplace would help to raise the implementation rate of maternal/paternal leave. To support child-rearing policies effectively, a publicity plan should be developed with a view to encouraging companies to become better equipped, as far as their on-site facilities are concerned. In addition, diverse and flexible policies should be suggested to raise both women's employment rate and their birth rate.

Recommendations for Policy Proposals for Improving Fertility Rate and Reconciling Work and Family Life (II): A Focus on In-home Care for Infants and Suggested Support Measures

Jeong-won Lee
Namhee Do
Se Hyun Kim
Jihye Na

Typically, children under 36 months are considered to be better raised at home. This study aimed to analyze the case of parents who provide day care to their children, and determine the type of support system they need.

In particular, this study separated home day care into three categories according to the identity of the 'primary caregiver' and compared the conditions of home care and the associated needs of families belonging to the three categories.

The data were collected from participants in all regions nationwide, except Jeju. A total of 1,000 survey cases and 14 in-depth interview cases were collected and analyzed.

The main results of this study were as follows:

First, families raising their children at home were typically nuclear families with an average of 3.7 people per household. Fathers were mostly employed, whereas the mothers' employment rate was only 26.6 percent.

Second, these families revealed that they employed a different parenting style depending on the child's age. Parents with a child under 24 months old reported that home care is the most desirable way to raise a child. The desire for home day care decreases as children get older. Most of the parents claimed that the appropriate age for a child to start center-based day care is 33 months.

Third, among the home care families, the person who acts as 'primary caregiver' differs according to the size of a region, family income, and mother's characteristics. Generally, data concerning parents who provide home care for their children revealed that there was a low employment rate among mothers. However, in the case of a babysitter or a relative other than the mother taking on the role of primary caregiver, mothers were employed.

Fourth, families who chose to provide home care were satisfied with their parenting style. In the case

of hiring a babysitter, mothers find balancing work and family easier. Fifth, regardless of their parenting type, there was a consensus among parents that they required 'financial support', specifically, child-rearing support. However, data showed that when parents take care of children on their own, the need for short-term day care service and parenting information is high. When a relative plays a role as primary caregiver, data revealed that the demand for health care service is high, due to its potential to decrease the primary caregiver's level of stress and improve their health. In the case of families who employed a babysitter to play the role of primary caregiver, the demand for a quality management system for babysitting was high.

Based on the results of this study, recommendations were made according to the following basic principles: 'ensure diversity and selectivity in child-rearing', 'prevent a contradiction between the parent supporting system and the mother's participation in economic activities', 'strengthen parenting abilities', 'increase childbirth rate by supporting parents' and 'provide a customized support system according to the existing parenting type'.

The following recommendations for future policy have been made on the basis of the results of the research: 'the establishment of differentiated child allowance levels according to the total income level of the family', 'set limitations as to the use of child allowance', 'an expansion of the term of parental leave', 'permission for both parents to receive wages during parental leave', and 'the establishment of a credible organization that can assign babysitters who are able to provide a high level of care and can provide an allowance to pay for the provision of that care'.

An Investigation of the Current State of the Nuri Curriculum for age 5 and Suggestions for its Improvement

Eunseol Kim
Haemi Yoo
Ji-Won Eom

Korean In 2012, the Korean government adopted the new ECEC integrated curriculum, Nuri for age 5 whose object is to provide a universal experience of care and education for free for 5 year old children in childcare centers and kindergartens (namely, ECEC institutes). The purpose of this study is to investigate whether Nuri for age 5 is being operated properly in ECEC sites and whether teachers and directors are encountering any obstacles in managing the new curriculum. In addition, we suggested some ideas for improving the curriculum.

Nuri for age 5 has been implemented by about 8,400 kindergartens and 11,000 childcare centers. 7,822 teachers and directors in ECEC institutes participated in our survey. According to the results, 75.5% of the institutes offer classes involving only five-year-olds and 37% have mixed-age classes. Data showed that teachers running mixed-age classes seem to need support to help them manage the age-oriented new curriculum appropriately; teachers think the teaching guides and materials are useful: the curriculum is utilized for 3-5 hours a day as part of the daily program; As a result, teachers feel a greater burden in relation to their teaching plans, in comparison to previous years.

Based on the results of this study, the following recommendations have been made as regards future tasks: a) to provide teachers in mixed-age classes with concrete teaching guides for each age-group and with assistants for teaching, b) to supply the integrated teaching guide for both kindergartens and childcare centers, c) to make the managers and teachers aware of the importance of evaluation based on the successfulness of the implementation of Nuri, and d) to provide special support for teachers in rural regions who have limited access to the available support systems for teaching the new curriculum, etc.

An Analysis of the Current Status of the Nuri Curriculum for age 5 and Proposals for the Improvement of its Implementation

Yun Jin Lee
Jeong-won Lee
Moonjeong Kim

The study proposed a plan for policy improvement of the Nuri Curriculum for age 5, which was implemented for the first time this year. The major findings of this study involved 1,605 parents who have 5 year old children and, use kindergartens and childcare centers (the number of kindergarten users: 1,015, the number of childcare center users: 590) across the whole country (except Jeju Island). According to the sampling, the number of people whose children attend the same institution as they did last year is 1,079 (67.3%), the number of people whose children attend a different institution from the one they attended last year is 383 (23.9%), while 143 (8.9%) were parents of children attending an institution for the first time. 94.5% of all respondents were aware of the Nuri Curriculum for age 5, and December, 2011-January 2012 was the period in which 36.7% of people found out about the Nuri Curriculum, and this was the highest proportion. Also, 49.9% of people learned about the institution through 'word of mouth' and this was the highest ratio. The monthly mean cost of using kindergartens and childcare centers decreased by 90,000 won before and after the implementation of the Nuri Curriculum age 5 (Prior to the Nuri Curriculum the monthly mean cost was 200,000 and afterwards it was 110,000 won). The cost of attending national kindergartens was 43,000 won, which was the cheapest, while the cost of attending private kindergartens was 163,000 won, which was the most expensive.

88.4% of people approved of the Nuri Curriculum for age 5 and 94.9% of people responded that the curriculum has a positive impact on their household finances because it adds 200,000 won to their budget every month. However, the overall costs of the various types of extracurricular education have increased since last year. Moreover, households in metropolitan areas and households which receive a large income (more than 5,000,000 won per a month) often used the allowance, 200,000 won, for

their children's extracurricular education.

In terms of policy changes which participants hope will be implemented in the future, parents living in metropolitan areas stated that they would like to see an expansion of public institutions, while parents in small and medium-sized cities and rural areas reported that a reduction of the tuition fees of private institutions would be of most benefit to them. In addition, since many households that receive large incomes used the allowance of 200,000 won for extracurricular education, a differentiated policy based on the region in which recipients live and their household income is now required.

A Study of the Implementation of the Nuri Curriculum for age 5: The Development of the Child Assessment Scale

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Myoung Soon Kim
Kyung-Ok Lee
Wan Jeong Lee
Jeongwuk Lee
Il Sun Choi
Hye-Yeong Choi

The study aimed to develop the child assessment scale for the Nuri Curriculum for 5 year-olds. The Nuri Curriculum has been developed as a common curriculum for all 5-year-olds, and is currently being expanded to include 3- and 4-year-olds. The curriculum sets goals, contents, and standards across 5 domains comprising physical activities and health, communication, social relationships, art experiences, and nature. The child assessment for the Nuri Curriculum was designed to: (1) ensure the child's progress through the Nuri Curriculum; (2) improve teaching methods; (3) promote communication between parents and teachers; and (4) provide parents with systematic information to enhance their understanding of child development. The curriculum-based assessment was developed through a consortium including the Korean Institute of Childcare and Education, the Korean Society for Early Childhood Education, and the Korean Association of Child Studies. Information gathered from advisory meetings with experts and service providers was also used to refine the methods of assessment. The effectiveness of the curriculum was assessed based on the children's performance in the context of the broad range of knowledge, skills, and attitudes that children are thought to gain through the Nuri Curriculum. The measure, containing 68 items across 59 contents, was given to 494 teachers who implemented the curriculum in childcare centers or kindergartens. Overall, the findings supported that the child assessment can be used as a reliable and valid measure to evaluate the effectiveness of the curriculum for five-year-olds. The limitations of the study, utilization of the scale, and suggestions for future research were also discussed.

Curriculum Articulation between the Nuri Curriculum for age 5 and Elementary School & the Nuri Curriculum for ages 3 and 4

Myung-Lim Chang
Hyejin Jang
Hwanki Lee
Seungmi Lee
Shinyeong Song
Mimi Choi

This study aims to develop strategies for better transition from 5 year olds to elementary school by enhancing the degree of curriculum articulation between the Nuri Curriculum for age 5 and Elementary school & the Nuri Curriculum for ages 3 and 4. For the research, literature review, analysis on continuity and sequence of national curriculums, and classroom observation, interviews with teachers at kindergartens, childcare centers, and elementary schools were mainly used.

The research results were reviewed by experts to increase the credibility on comparison of national curriculums and to find appropriate policy proposals. The results in details are as follows:

- (1) According to the comparison between the Nuri Curriculum of age 5 and elementary school curriculum, the general framework for curriculum were very similar in its educational direction both curricula emphasized creativity. A more detailed analysis revealed that the Nuri Curriculum contents for age 5 except 42 out of 137 items had a linkage with elementary school curriculum. The domain, Physical activities and Health were found to be relatively less connected.
- (2) Classroom observation and interviews with teachers showed that teaching material for both curricula were fundamentally similar. However, there were differences in terms of daily routine, classroom environments, and activities. While elementary school lessons were divided by hourly classes, the Nuri Curriculum were based on children's free choice, large group conversation with teachers, and small group activities.
- (3) For better transition, elementary school teachers suggested that pre-primary education should be focused on basic life habits, character education, and sociality. Also, teachers at kindergartens, childcare centers, and elementary schools pointed out the need of mutual understanding of different curriculum, reciprocal visiting, and pre/in-service teacher education.

Lastly, policy recommendations are summarized to three categories; Forming and operating a joint committee for developing curriculum, Encouraging teachers to have more interaction among teachers and to participate in pre/in-service teacher education about mutual curriculum, Equalizing the quality of education in the field of early childhood education.

Panel Study on Korean Children 2012

Eunseol Kim
Namhee Do
Wang, Younghee
Song, Yo Hyun
Yi, Ye Jin
Younghye Jung
Youngwon Kim

This study was designed to obtain national data on the current facts and trends of child-rearing in Korea. It is expected research in related fields to be promoted and childcare and education policies of the nation to be made and improved, based on the PSKC data. The report is consisted of two parts: the first part describes how the PSKC 2012 annual study was conducted and the second part presents the results of the PSKC 2011 data and the longitudinal data of the 4 years.

For the PSKC 2012 annual study, the 5th year survey, an individual creativity test was performed to each panel child as well as CBCL and HOME test through computer assisted personal interview(CAPI). The 4th year data was collected with a nationally representative sample of 1,754 panels in 2011. The data was also obtained being computer assisted personal interviews, questionnaires from parents by mail or in person, and questionnaires from teachers via web-mail.

The data were analyzed according to six topics: the general characteristics of participating panels, child development, parenting, childcare services, types of childcare/education, and childcare policies. The results are as follows:

1) General characteristics of participating panels: The average monthly income of households was 5,330,100 won, while the average monthly expenses were 3,138,100 won. The employment rate of mothers increased every year with 29.2% in the first year, 31.3% in the second year, 32.9% in the third year, and 38.5% in the fourth year. 2) Characteristics of child development: The children weighed 4.78kg, and were 96.87cm tall on the average. The activity that the children did most during a day was TV/video watching, followed by reading and attending at a day care or preschool. Analysis of Receptive Expressive Vocabulary Test has found that the receptive vocabulary proficiency was higher than the expressive vocabulary proficiency; 80.2% and 70.4% of the children were within the normal

range at the receptive and expressive vocabulary proficiency, respectively. 3) Characteristics of parenting: 20.2% of the participating panels had an additional birth plan; 72.7% didn't have; and 7.2% didn't know. About 60% of the mothers and fathers didn't show any preference over the sex of their children. Mothers responded that the husbands took part in child-rearing for 1.56 hours during the weekdays and 4.86 hours during the weekends on the average, while they did 5.12 hours and 9.02 hours, respectively. Over the four years, the husbands intended to satisfy with their marriage more than the mothers. 4) Characteristics of childcare services: During the daytime, 90.8% of the panel children attended a day care center, 2% got a personal care service, 1.7% went to a kindergarten, and 1.4% used a cram school. Almost 70% of the institutions offered an extra curriculum with the English program most. 5) Characteristics of types of childcare/education: Most of the children preferred the block and pretend-play area most at a day care center or kindergarten. The parent mainly participated in parental guidance for child development and child activity-related programs.

6) Characteristics of childcare policies: Regarding balance between work and family, about 30% of mothers choose maternity leave, while as 26% of fathers did aid for childcare expenses. One hundred ninety-nine households have received a support service from a government. The households used regular physical check-ups for infants and young children most. Over the years, as the need for maternity leave has decreased, the needs for childcare leave and aid for childcare expenses have increased.

An Investigation of the Panel Study on Korean Children

Edited by Eunseol Kim

The purposes of this research are to prove the academic significance of the Panel Study on Korean Children(PSKC), suggest implications for developing policies, inform scholars in the related fields of the findings of the PSKC, and check the utility of the data from the third wave by analyzing the PSKC data through in-depth studies.

This research report includes four independent studies, each having a different theme. The first study explored the effects of trait, sleeping hours, and mothers' style of parenting on young children's development.

The second examined the state of language development in 3 year old children and explored the estimate variables by investigating young children's personal characteristics, daily activities, and everyday life.

The third analyzed the factors involved in the decision-making of couples who choose to have a second child and couples who have not a second child even though they both intended to have more babies after the birth of the first child.

The purpose of the final study was to compare the mothers' and fathers' perception of childbirth and parenting and explore the effects of different parenting styles on child-rearing.

2012 KICCE PROJECT REPORT ABSTRACTS

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