

2016 KICCE Project Report Abstracts

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Korea Institute of
Child Care and Education

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Major Research Projects

Purpose

- This study will present ways to improve policies for parenting young children. In the study, 'parenting young children' is defined as the whole service that parents provide to their children, including not only education but also personal care. The purpose of this research was to explore different policies for parenting and to evaluate their effectiveness in meeting children's needs.

Method

- This research reviews the literature which the current policies are based on, in order to illuminate needs in society. Secondly, it examines the current system for supporting parenting and its implementation by agencies. Thirdly, the study underlines successful policies that have had positive impacts on parenting. Additionally, it addresses parents' participation in the system, as well as their satisfaction and needs based on a study of 1,302 mothers. Lastly, based on experts' suggestions, the study explores what good parenting is and how to help realize it.

Result

- **Evaluation of parenting ability at home**
 - Parents of infants and toddlers place high importance on capabilities for caring and support, parenting information, and recognition and utilization of policies required for child care processes; however, their own competency is relatively low, and this factor influences parenting burden. As a result of the analysis carried out in this research, it was established that the physical burden on mothers of infants was significantly high.
- **Need to improve parenting support policy**
 - There is a high demand for higher cost support irrespective of income level, and the demand for differentiation of subsidy according to income level rather than universal support is high in the low income group.
 - This research found high demand for support in the following areas: expenses, care, information and education, support for goods, healthcare,

comprehensive services, family rearing, child-care and living expenses, and medical checkup for infants and young children. While awareness and utilization rates are very high more than 90%, there are care support and comprehensive service support policies that are significantly lower in recognition and utilization rates.

- **Evaluation of parenting support policy**

- Mothers of infants and toddlers shared the following views on the government's policies: 'The government is concerned about the support of infants and toddlers(2.6/4.0points)'; 'The government should increase the support provided for care of infants and toddlers to a level higher than the present support (3.1/4.0points)'. They would accept tax increases for cost support, followed by care support (2.5/4.0points).

Suggestions

- As a result of this research, three aspects were identified for improving the supportive system: transit from parent-centered policies to children-centered policies; the value of parenting; and the pursuit of parenting culture in a community. Along these threads, policies should be aligned with an ecological approach, the long-term goals of the government, accessibility of the service, and the equality of benefits without exclusion. Furthermore, policies should be developed keeping in mind the family and the improvement of parenting and motivation for it.
- To be specific, the study will scrutinize the consequences of the current policies, such as the Third Level Plan for Low-Birth Rate and an Aging Society and the Third Level Initiative of Health and Family, and examine the efficiency of support based on their agenda and strategies.
- Here are the specifics of the current policies this research examined: grants for parents, information for parenting and education, support for resources and health. Along with having appropriate policies in place, promoting public awareness is important to help positively impact the parenting system. It is also crucial to implement a system for supporting caregivers and its application as a central model that is based on the community. In other words, it will be efficient

to supplement the aforementioned system with the role of the current community center, improve its accessibility, deploy a sufficient number of staff specialized in the system, and enable implementation based on preschools and kindergartens. This research sheds light on the positive impacts of parenting support and cultivates a culture that values parenting, for the benefit of both parents and their children.

Evaluation and Improvement Plan for Public Child Care and Education Supply Policy

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Background and Purpose

- To present a policy measure in order to promote the government's child care and education supply policy in the future by reviewing the progress, status and key issues of the current child care and education supply policy, and by developing and evaluating an analysis framework for the evaluation of the supply policy.

Research Method

- Examined previous studies, related laws, systems and others; conducted a secondary analysis of the 2012 National Child Care Actual Conditions Survey and the satisfaction survey on users of child care centers; and held surveys with local government officials, professional officials from municipal and provincial education offices, workplace child care facilities using parents and non-users, and directors of public kindergartens and workplace child care facilities.

Study Results

• Public Child Care Supply Policy Evaluation

- Adequacy: Conducted qualitative analysis and performance evaluation.
- Universality: Calculated and analyzed supply rate, usage rate, operation rate and usage rate of the system for care of vulnerable children, ratio of children on standby for admission, etc.
- Effectiveness: Calculated and evaluated accreditation rate, ratio of child care teachers with level 1 credentials, utilization time of child care facilities, satisfaction level of users, etc.
- Efficiency: Comparative analysis of expansion per child, installation budget and base pay, meal and snack expenses, and expenses for instructional materials and tools.

• Public Education Supply Policy Evaluation

- Adequacy: Conducted qualitative analysis and performance evaluation.
- Universality: Presented enrollment rate, care class operation rate and number of classes per childcare facility.
- Effectiveness: Presented evaluation participation rate, usage time of kindergarten, number of children per teacher and number of children per class.
- Efficiency: Analyzed materials of public and private education facilities including

educational environment improvement expense per child, human resources, meal program management, and basic expenses for educational activities.

- **Remarks and Requirements Related to Public Child Care and Education Supply**

- 47.7% of professional officials from municipal and provincial education offices pointed out the inadequacy of national and public child care facilities.
- With regard to the preferred expansion method for national and public child care facilities, new construction and conversion of private child care facilities was highest at 26%, followed by conversion of public child care in apartment complexes at 19.2%, and purchase of existing facilities and remodeling at 15.4%.
- With regard to tax relief, the support measures that had high satisfaction among businesses were recognition of expenses required to operate the child care facility at 50%, followed by deduction of income tax and corporate tax at 28.1%, and tax break on real-estate at 21.9%.
- More than 70% of respondents replied that the measure of eliminating the child care benefit from compulsory execution means among workplace child care facilities was appropriate.
- With regard to the difficulties of expanding the public-type child care centers, high selection standard was rated the most challenging at 44.4%, followed by low personnel expenses and operation expenses at 25.9%, and operations management standards at 11.1%.
- Only approximately 28.6% of public officials in the child welfare domain answered that there were sufficient public kindergarten within the community.
- Approximately 70% of public officials replied it is necessary to adopt a public-type kindergarten system, while 80% of directors replied that it is unnecessary.

Policy Recommendations

- Promote public child care/education supply policy through objective and rational prediction of supply.
- Calculate appropriate public child care and education supply rate.
- Provide standards for priority areas, with due consideration to supply of public child care and education.
- Establish an effective mid-to-long term public child care and education supply policy.

Implement Strategies for ECEC Integration and Settlement in Korea

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Introduction – Background and Purpose of the study

- While developed countries had invested on integrated ECEC services since 2000, Korean government divided the ECEC services into early childhood education (kindergarten) and care (child care center).
- Despite efforts towards creating a roadmap in 2014-2016 by the Office for Government Policy Coordination, there is no clear outline of how the integration of Early Childhood Education and Care (ECEC) has been implemented up till now and how it will be implemented in the future.
- The purpose of this study is to propose a strategic action plan for implementing ECEC and discuss its future direction.

Research Method

- Conducted focus group interviews and online surveys with teachers, ECEC municipal officials, and early childhood experts.
- Conducted an extensive literature review.
- Analyzed newspaper articles and the comments on news on the internet.

Results

• The Structure of Administrative and Financial Systems in ECEC

- The characteristics of the tasks are not significantly different between early childhood education and care; their responsibilities involve providing educational service, supporting the system, and managing the facility environment. Therefore, it is possible to integrate the two different systems into a single department based on the similarities in tasks. However, due to the notable differences in the emphasis and strengths of each department, it would be important to bring out the best competence and arena in each, to establish an integrated administrative governance.
- The early childhood education budget consists of the federal education block grant from the government (the Department of Education) and the local budgets of 17 municipalities. On the other hand, the childcare budget is made up of the general budget and special funds; the current childcare budget consists of

government funds, local fund support, and the federal education block grant in an approximate ratio of 5:3:2.

- **Analysis of Perceptions and Needs for ECEC Integration**

- The results of the survey on the preferred integration model for Korea were in the following order: Full Integration (60.0%), Open Integration (15.6%), Partial Integration (13.8%), Selective Integration (5.5%)
- The following items among requirements and orientation for future ECEC received the highest ratings: a high-quality public education, an integrated educational system (21.2%), healthy child development and pursuit of their happiness (16.7%), promoting superior quality childrearing by including early childhood education and care (7.9%)
- The preferred approaches to the integrated ECEC were top-down (74.9%) and bottom-up (21.8%). The respondents highly preferred centralized implementation with a top-down approach.

Policy Proposal: Action Plan for Implementing ECEC Integration

- First, regarding the integration plan for the federal administrative system, we propose a new governance system for the Department of Education/Childcare/Family within the larger context of fertility and childrearing. This approach holds the ECEC integration as the overarching agenda while covering the issues thus far dealt by the Ministry of Education, ECEC, and also low fertility issues.
- Second, regarding the integration plan for the local administrative system, we propose (1) integration into the ECEC support division under the office of education and educational support. (2) The long-term plan for reorganizing local education and the local administrative system will include educational administration within the general administrative system so that the educational superintendent can be supervised by mayor or governor. For a transitional plan, the Department of Education may embrace the local educational administration. (3) We also propose integrating the separate duties of the office of education; the office of city/province, however, should proceed gradually considering the different administrative systems between kindergarten and preschool.

- Third, for the action plan of centralized implementation with a top-down approach, we recommend two options: one is horizontal integration between early childhood education and care, and the other is vertical integration between federal-local governments. This plan involves both significant integration of ECEC in a horizontal direction, and integration based on ongoing issues in each municipal jurisdiction within the boundaries of government (vertical direction)
- Fourth, as a strategic plan including these three proposals mentioned above, we propose to (1) activate public opinion and encourage all stakeholders to freely communicate and share, and to (2) reset the future-oriented integration strategy. This would allow us to provide a new discourse and framework and encourage the mutual growth of ECEC instead of merely putting two separate systems together.

A Study on Improving Institutional Education for Care of Infants

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: Focusing on Home Day Care

Background and Purpose

- Since the introduction of customized day care system in July 2016, the direction and =operation of home day care centre for infants have been redefined to improve the effectiveness of policy.

Research Method

- A total of 960 parents whose children attend home day care nationwide completed the survey on the current conditions of service usage and its requirements. Further, 106 directors of home day care centers participated in the survey on the current status and challenges of running a home day care centre.

Research Results

- **The status of home day care centre for infants and its requirements**
 - As of March 2016, the average number of teachers' service years in infants' class was 1.43 years, 78.8% with less than two years, and the rate of teachers who did not take up retraining was 67.3%.
 - Directors of home day care centers awarded an average of 4.20 points (out of 5 points) to 'the requirement of having indoor and outdoor play areas and play equipments'. In terms of overall management, 'the effort to ensure professional development is consistently achieved' was rated the lowest at 4.16.
 - The biggest challenge for directors was a 51.9% gap in assistant teacher demand. The highest portion of labour cost support in financial investment for improving the qualitative level of home child care was 41.5%.
- **Status and demand of home day care for infants**
 - 51.3% of the respondents answered that they did not have anyone to take care of their children whilst they were at work, and the response rate was high at 83.6% for households with 0-year-olds.
 - The evaluated and certified institutes recorded significantly higher satisfaction in the facilities and environment, contents of curriculum, expertise of the director and teachers, provision of school meals, parental involvement, and emergency child care.

- Satisfaction with service was the highest with 4.68 points (out of 5), out of which 4.4 points was for parental involvement and the lowest score of 4.52 points for facilities and environment.
- The most important factor to be considered in home child care was human resources, which scored 4.71; this segment comprised trustees, directors and teachers. 74.4% of the respondents preferred small home child care for infants.

Policy Suggestions

- Home Child Care focuses on dual-earner households, especially for 0 to 1 years old.
- In order to improve the geographical accessibility of infant child care, there needs to be a diverse range of child care services including home child care for 0-1 year olds in households with a high number of dual-earners and home child care for areas with low density of population (less than 10 children).
- In order to improve the quality of child care services, 1) provide separate guidelines for home care for infants, 2) identify and publish best practices for child care provision, 3) prioritize support for teaching including materials.
- In order to strengthen professionalism in infant care, 1) prioritize robust childcare curriculum training 2) invest in specialist training for infants care, 3) broaden alternative teacher support, 4) provide support for smaller home child care staff
- In order to strengthen parental involvement and cooperation, 1) facilitate regular and reliable communication of information on parental involvement programmes in the region, 2) establish strong links with local service agencies to encourage parents' participation, 3) emphasize the relationship between monitoring teams, the evaluation of results and consultants.

Strategies for Improving the Environment of ECEC: Exploring the Most Appropriate Ratio of Teachers vs. Children

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Eun Young Park

Purpose

- To explore an appropriate teacher-to-child ratio in a childcare and kindergarten class.

Method

- Review of literature on child development, child care and education and role of the teacher in childcare facilities and kindergarten
- Review of foreign cases with respect to teacher-to-child ratio
- Survey of 260 experts in early childhood education and child care
- Investigation and observation of interaction between teachers and children

Results

- **Teacher-to-child ratio in childcare facilities and kindergartens**
 - In the case of kindergarten, there are some differences in teacher-to-child ratio stipulations among local governments. Requirement for 3 years old children are 15-18 per class, for children aged 4 it is 20-30 per class, and for 5 year old children the ideal strength is 21-30 per class.
 - There are national requirements on teacher-to-child ratios. Requirement for 0 years old children is 1:3; for 1 year old children 1:5; for 2 year old children 1:7; for 3 year old children 1:15; and for 4~5 years old children the ratio is 1:20.
- **Foreign cases**
 - Teacher-child ratio in OECD countries vary from country to country.
 - In Scotland teacher-child ratio is relatively low compared to other OECD countries. The reason is that the preschool period is short because the child enters elementary school at the age of five. Preschool institutes in Scotland utilize various staff such as childminder.
- **Experts survey**
 - Regarding an appropriate number of kindergarten children per class, the average number per class was 14.8 for 3 year old children, 19.4 for children aged 4, and 22.9 for children aged 5 years.
 - When it came to the ideal teacher-to-child ratio in childcare facilities, the

average ratio was 2.1 for 0 year old children , 3.7 for children aged 1, 5.6 for 2 year old children, 10.8 for children aged 3, 14.5 for 4 year old children, and 16.2 for children aged 5.

- **Interactions between teachers and children**
 - It has been observed that it is necessary to reduce the current teacher-to-child ratio in classes for 0 year-olds and 1 year-olds, where interactions between teachers and children are more active than interactions among children.
 - On the other hand, additional staffs seems to be needed in classes for older children in childcare facilities.

Policy Suggestions

- **Five ideas regarding teacher-to-child ratio**
 - 1. A new criteria for teacher-to-child-ratio in each age group
 - 2. Criteria for class size and additional staffs
 - 3. A new approach to defining age groups
 - 4. A new criteria for teacher-to-child-ratio only in class for children aged 3
 - 5. Placement of additional staff such as assistant teacher.
- **The estimated budget for each idea**
 - It is estimated that additional funding of at least 84billion won to 350billion won will be needed to apply each idea.

A Study on the Current Status and Improvement of Private Education for Young Children II: Focused on Two- and Five-Year-Old Children

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Mikyung Jang

Background and Purpose of Study

- Private educational groups have gradually lowered the target age of eligible students, extending it to young children. However, private education during early childhood can have a negative influence on young children.
- This study attempts to examine the general status of private education through surveys on private education and extracurricular activities. Based on these analyses, the objective of the research is to propose the direction of improvement and policy support measures for private education, which in turn will lead to the healthy growth and development of young children.

Research Methods

- The study was conducted through literature research, surveys, workshops, and advisory conferences.

Research Results

- **Daily Schedule of Young Children**
 - Study hours in the daily schedule of two-year-old and five-year-old children attending private educational institutions were considerably high. Children attending full-time private institutes spent a considerably high number of hours in learning.
- **Status and Realization of Private Education for Young Children**
 - 35.5% of two-year-old children and 83.6% of five-year-old children were found to receive private education.
 - Two-year-old children were taking on an average 1.7 types of private education, 2.6 times per week and 47.6 minutes per session. Five-year-old children were taking 2.2 types of private education, 5.2 times per week and 50.1 minutes per session.
 - Many of the two-year-old and five-year-old children were taking private lessons in the Korean language.
 - The monthly expenditure on private education per child was about 4% of the monthly household income.
 - The parents of two-year-old children spent an average of 134,300 KRW and the parents of five-year-old children spent an average of 161,300 KRW per month.
- **Status and Realization of Extracurricular Activity for Young Children**
 - 75% of two-year-old children were found to participate in extracurricular activities;

they participated in 2.6 types of such activities, 3 times per week and 27 minutes per session. The parents of two-year-old children spent an average of 16,000 KRW per month.

- 91% of five-year-old children were found to participate in extracurricular activities; they participated in 3.4 types of such activities, 4.4 times per week and 32 minutes per session. The parents of five-year-old children spent an average of 10,000 KRW per month.

- **Case Study of Private Institutes**

- The reasons for selecting a private institute were as follows: a lower teacher-to-child ratio, careful management, and less expensive than expected.
- However, parents complained about the lack of information about the institute, the absence of standards, and the cost burden.

- **Studies on Counseling Cases**

- The highest number of parents tended to send their children to private institutes for the following reasons: vicarious gratification through their children's achievements, to assuage their inferiority complex, and to obtain some psychological security.

Policy Suggestions

- Securing young children's rights of happiness by harmoniously balancing their daily schedule
- Recovery of parent-child relationship by loosening parents' dependency on private education
- Educating parents on the development of young children and strengthening their competency as parents
- Quality management of private institutes for young children
- Countering the perceived need for private education by enhancing the quality of public education
- Building infrastructure that can absorb the demand for private education
- Proposing educational direction by conducting a longitudinal study and by sharing the study results
- Reforming the social atmosphere through reconsideration of general educational policy

Building of Child Care Support System for North Korean Refugees with Young Children

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Donghoon Kim
Seungjin Kim

Purpose

- This study aimed to analyze the characteristics of households such as economic characteristics, nature of parents' occupation, their childcare methods, the need for childcare support, and the reasons for use of childcare and educational institutions.

Methods

- Literature review
- Survey of 200 North Korean refugees with young children
- In-depth interviews with 20 North Korean refugees with young children
- Consultation meeting with experts

Results

• Descriptive Statistics

- An average number of 3.1 household members living with North Korean refugees
- Majority of the respondents are recipients of basic living allowance
- Monthly average household income: 1.8 million KRW (about 1,600 USD)
- Monthly childcare costs for infants and young children: 450 thousand KRW (about 400 USD)

• Childcare Practices and Attitude

- 55% of North Korean refugees thought that taking care of their children was their personal responsibility
- Perceptions on nurturing roles: Similar share of nurturing roles compared to S. Korean parents
- Rate of playing with their children: Significantly lower than S. Korean parents
- Emergency childcare: This constituted the biggest difficulty for North Korean refugees in raising children because they didn't have relatives in S. Korea
- Needed information on the government's childcare support policies
- Main source of child raising information: Friends and neighbors
- Healthy Families Support Center: The most frequently visited child care support delivery systems

- Parent education: Often fail to receive
- Support system for urgent situations: Other North Korean refugees were the first to place their children with, followed by friends or neighbors
- **Social Network**
 - North Korean refugees mainly rely on strong Social network connections such as friends and relatives rather than the weak/distant links of their social network
 - Guidance on comprehensive and systematic childcare support policies was required in common spaces such as resident centers
- **Dialect**
 - Language of North Korean refugees: This served as the marker to inform that they are from North Korea
 - This has not just been a matter of language itself, but an indicator of the social prejudice against refugees
 - North Korean refugees were reluctant to communicate with others because of their dialect
- **Mass Media**
 - Mass media influence is strong on North Korean refugees
- **Education for Sex and Parenting**
 - Education and information about sex, marriage, pregnancy, and parenting is needed

Recommendations

- The direction of the policy for support of North Korean refugees should be changed from individual-centered to family centered.
- A North Korean refugee ombudsman system needs to be introduced
- Create a child support manual for North Korean refugees
- The North Korean Refugee Support Regional Councils should be more activated

Purposes of the Study

- 1) To investigate Koreans' perspectives and values on becoming a parent and bringing up children
- 2) To identify and explain changes in parental values over the years, and 3) To provide implications for policy and research.

Research Methods

- Questionnaires were administered to a total of 1,013 adults sampled nationwide by gender and age through 20s to 50s. The questions probed their values on parenting and child-rearing.
- Single parents and voluntary childless couples were also surveyed and a total of 8 focus group interviews were conducted in order to supplement surveys.
- The survey results were compared with those of the study undertaken by the Korea Institute of Child Care and Education (KICCE) in 2008.

Major Findings

- **Major features of Koreans' values on becoming a parent and raising children**
 - 64.5% of the respondents considered having a child essential while about 20% of women thought negatively about having a child because of financial burden.
 - Koreans perceived child-rearing as a serious financial burden; financial capability of the parents was considered the most important requirement to be a good parent.
 - Issues of child-rearing change in tandem with the child's growth cycles, starting from care before schooling, adjustment to school (primary school years), support for academic achievements (secondary school years), to seeking work and entering the workforce.
- **Values of Single Parents and Voluntary Childless Couples on Parenting**
 - Single parents, compared to their couple counterparts, emphasized the importance of psychological preparation to become a parent, and believed that securing time to spend with their children was critical.
 - Voluntary childless couples attached little meaning and low expectations to

having a child and tended to concentrate on career and relationship with their spouse. However, they believed that parenting education was essential to start a family and flexible working hours and subsidies for childcare were necessary in raising a child.

- **Changes in Parenting Values between 2008 and 2016**

- Koreans believed parental influences on their children's life became stronger than in the past, and held that parents needed to support their children financially until they begin to work.
- Compared to the past, Koreans valued children's academic achievement less and placed more importance on social competence and personality. Nonetheless, parental aspiration for their children's academic achievement continues to be even stronger than before.

Policy Implications

- Parental self-esteem of Koreans needs to be restored by demystifying the underlying values beyond financial capability.
- Child-rearing policies for the future need to be established in accordance with parental value systems, especially with consideration for parental perspectives on their children's education.
- There is a need to embrace the diverse values and needs of the growing number of single parents and voluntary childless couples, by going beyond normative values on parenting in Korean society.

A Study on the Environment of Child-rearing and Development of the Brain to Promote Children's Creativity

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Jihyun Kim
Hyejoo Cho
Yoo_hun Suh
Uk Su Choi
Eun Jeong Lee

Background and Purpose

- In order to cope with the rapid changes of the future society, problem solving ability and the capacity to think for oneself are important. Creativity plays a key role in the development of these capabilities.

Research Method

- Collected domestic and foreign researches related to creativity and recent research trends and policy data.
- Brain activities through MRI was performed only for interested respondents, after conducting various psychological tests such as questionnaire, creativity test, intelligence test, and personality test for 270 children of preschool age, 2nd grade and 5th grade in Seoul, Gyeonggi and Incheon areas and their parents.

Research Results

- **Characteristics of creativity in children**
 - In terms of creativity and gender, girls showed greater creativity than boys', and it was also found that age and creativity of children were interrelated.
 - Creative propensities were higher in elementary school students than infants, and children of parents with higher educational attainment showed higher creativity.
- **Parental characteristics related to creativity**
 - High parental ages showed significant correlations with viewing and perspective performance in creativity.
 - Parents' educational attainment did not have a significant effect on creativity, but higher educational attainment was associated with the addition of new factors or the composition of creativity.
- **Creativity and the home environment**
 - A difference was observed in linear connection (CI), which is one area of creativity, depending on the number of children in the household, the size of the area and the monthly income.
 - In a simple comparison of the average score, creativity was seen to be higher in the group with high flexibility in family interaction and in the group with high

respect for the child within a creative family environment.

- As a result of analyzing the relationship between creativity and the parenting environment, it was observed that the amount of private tutoring influenced creativity, and creativity decreased as the amount of private tutoring increased.
- Independent stimulation in a creative home environment affects creative tendencies.
- The higher the score of creativity, the lower was the activation of the right side of the cerebral cortex in the brain. This is because the brain is more efficient in creative brain activity than in the case of the space rotation task.

Policy Suggestions

- It is necessary to set aside time to talk about children's experiences and respect opinions because the creative thinking capabilities of children can develop through intimacy with family, family relations, and helping each other.
- Provide a foundation to allow children grow into creative talents by respecting the interest and choice of the child and providing various experiences and experience-oriented educational opportunities.
- Awareness of creativity and acceptance of new initiatives are needed. From an early age, it is desirable to allow children learn with greater emphasis on process-oriented learning rather than its achievement-oriented variant.
- Education for parents and teachers is needed to guide and develop creativity. In addition, it is important to study the effectiveness of creativity programs or curriculums in future education.

KICCE Childrearing Price Index and Parents' Perceptions on the Cost of Childrearing (IV)

Park, Jinah
Kim, Nayoung
Lee, Jaehee
Jang, Moonyoung

Background and Objectives

- The purpose of this study was to investigate the burden of childrearing in a household with a young child by constantly calculating the Korean childrearing price index and parents' perceptions on childrearing costs.
- By calculating the Korean childrearing price index and parents' perception of the costs, this study analyzed the price fluctuation of raising children. Furthermore, another purpose of the present study was to investigate the consumption patterns in households with Korean young children, analyze the factors that are accounted for the burden of raising children, and utilize this information to inform new policy proposals
- Moreover, to analyze the consumption patterns in Korean households with young children, this study analyzed the childrearing items that were purchased in Korean households with young children, and recalculated the transactions that were made to raise a child. The analysis was used to recalculate the expenditure weight on the Korean Childrearing Price Index.

Method

- Investigation on the market price on childrearing (both online and offline)
- Survey of parents (online survey of parents' perceptions on childrearing costs)
- Investigation of the childrearing costs in 1,419 Korean households with young children.

Results

- **Calculation of the Childrearing Price Index in households with young children**
 - Applying the main 53 childrearing items listed by KICCE, the 2016 KICCE childrearing price index has increased compared to that of 2015.
 - However, factoring into the 12 childrearing items listed by Statistics Korea, the 2016 KICCE childrearing price index(I) decreased by 3.84% since 2015.
- **Calculation of parents' price perception index of childrearing costs**
 - In terms of childrearing consumption goods, parents' price perception index on the costs of childrearing, burden on household budgets, and the parents'

perception index of price fluctuations seems to have decreased between the period of 2013 and 2016.

- In terms of durable goods for childrearing, parents' price perception index on the costs of childrearing decreased by a small margin after the surge in 2014. In contrast, parents' perception index of price fluctuations showed a small decrease after the sharp decrease in 2014.
- **Childrearing costs in households with young children**
 - Average cost of childrearing per month was \$944. It appeared that an average household with a young child spends 19.3% of their income on child-related expenses. Also, the household spends 21.7% of their expenditures on childrearing.
 - The average monthly cost of raising a young child and the average cost of raising two young children are \$878 and \$1066 respectively.
- **Restructuring the weight of the Childrearing Price Index**
 - Compared to 2012, the expenditure weights of milk powder, diapers, vaccination, home-school worksheets and day care fees have decreased.
 - In contrast, a lot of expenditure weight has been put on kindergarten tuitions and extra costs from kindergarten.

Policy Proposals

- It is necessary to calculate the KICCE Korean Childrearing Price Index countrywide.
- Improvement of the childrearing support plan: focus on helping households with the expenditures according to the period of use and the kinds of the households, instead of according to the usage of services.
- The cost support plan needs to be structured not according to the number of children, but based on the income groups, and the birth order.
- Implementation of a policy that facilitates the services of in-home child-care providers.
- Develop a policy support system that encourages a rational consumption culture.

A Study of Paternal Involvement in Parenting and Empowerment of Paternal Involvement

Lee Yunjin
Kim Ahreum
Lim Junbum

Purposes of the Study

- Many studies have consistently proved the positive effect the father's active involvement in parenting has on the child's development.
- This study focuses on the current status of involvement of fathers with infants, toddlers and first and second grade elementary school children and suggests ways of empowering paternal involvement in parenting.

Study Methods

- Survey: The participants of this study were 1,500 fathers and 1,500 mothers(the fathers and mothers were not married couples; in other ways this was not paired sampling) with infants, toddlers and first and second grade elementary school children.
- To measure the father's competency of child rearing, this survey used a revised and modified version of "Parent Competency Self-list for Happy Infants and Toddlers", which was developed by the Korea Institute of Child Care and Education in 2013.

Results of the Study

- About 18~20% of fathers used paternal leave and only 10.1% of fathers completed the father education program.
- Fathers' competence of child rearing was high among fathers who lived in the city rather than country, and among college graduates working in white-collar jobs with high income.
- Men who has previously used paternal leave (3.6point), completed the father education program(3.7point), men with short working hours per week (3.5point), and men who had good relationship with their fathers during childhood (3.7point) had higher competency of child rearing.
- Among the four areas of (1) development and play, (2) health, safety and guidance, (3) family relations, and (4) the physical environment of the household and local community, usually the score of the physical environment of household and local community was low compared to other areas.
- About 90% of participants said father education was necessary and the portion of

mothers who recognized the necessity of father education was higher than that of the fathers'.

Policy Recommendation

- **Institutional support system**
 - Time allowance for parenting, Educational support for fathers before marriage, Open an offline papa cafe etc.
- **Guideline for father education**
 - Creation and dissemination of guidelines for father education by life cycle.

The Current State and Future Plan for Child Care Support: Leave Policy and Working Time Policy

Nayoung Kim
Namhee Do
Dongha Lee
Hyejoo Cho

Background & Purpose

- Various policies for supporting child care have been implemented in Korea over a decade.
- Most policies, however, enable means of direct support such as financial aids and providing services.
- On the other hand, parents who raise young children need a substantial amount of time to be with their children.
- This study, therefore, places its focus on policies pertinent to child care time, and investigates, through surveys of either parent from double income households, how these policies are performing.

Method

- Based on the survey, the study analyzes what factors affect a decision on child care hours, using the ordinary least squares (OLS) method and negative binomial regression (NBR) model.

Results

- **Summary of Survey**
 - 40 percent of mothers and fathers achieved an increase in child care hours by using flexible work time policies.
 - More than 50 percent of them said that their company implements leave policies, but it is hard to utilize these policies when they need them.
 - Many respondents answered that they have experienced disadvantages at the workplace after availing flexible work time or parenting leave.
- **Empirical Analysis**
 - The policy for reducing work time for child care increased the mother's child care time by 1.20 hours. This was calculated using model 4 with the OLS method.
 - Using the NBR model, policies that enable more flexible work time and parenting leave influence an increase for child care hours.
 - It was found in both analyses that, for fathers, various policies affect an increase for child care hours.

Policy Implications

- To narrow the difference between policy demand and utilization in future research
 - Surveys on the demand and utilization by employees and employers should be performed simultaneously.
- In addition, to encourage the father's participation in child care,
 - Policy-makers should recognize that different considerations between the parents affect a decision on child care hours.

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Abstracts

General Research Projects

Background and Purpose of the Study

- The purpose of this study was to provide childcare support and thereby enable an increase in birthrate by focusing on a supportive childcare environment. This study analyzes countrywide assessment of the childcare environment and consumer satisfaction and needs, to suggest policy measures for customized childcare support services.

Research Method

- Professional advisors divide the childcare support environment into 6 domains such as Preschool Education and Childcare, (Total) Childcare Services, (Customized) Care Support Services, Cultural Infrastructure, Health and Medical Services, and Safety Management and Security, and then examine the appropriateness of each domain's components and evaluation criteria. Based on evaluation criteria, we looked at the childcare environment of each district from 252 municipalities and presented it as a map through GIS (Geographic Information System). Next, the upper and lower range districts were selected based on the size of the district and 1,200 parents of young children were asked about their user satisfaction and policy demands relevant to the childcare environment. Also, the case of a child-friendly city of Korea and the case of Rotterdam city of Netherlands are presented to examine and push for an effective organizational and achievement management system for the child-friendly city.

Results

- The overall results of childcare environment evaluation had a large deviation and there were many districts with low supplies. Thus, supply policy modifications concerning the size of the district and the ratio of young children need to be considered.
- The results of the parent survey showed a high utilization ratio and high levels of satisfaction in Preschool Education and Childcare domain. However, due to low utilization ratio, it was difficult to investigate Childcare Services and the Care Support Services domain.
- Except for some components in the Cultural Infrastructure and Health and

Medical Services domains, the overall level of satisfaction was high. The levels of satisfaction was low in Safety Management and Security domains where a need for improvement was felt.

- Additionally when looking at parents' demands for improvements in the childcare environment, it was evident that they thought childcare support organizations and services were grossly lacking in their districts. They believed the most important factor to create a child-friendly environment was a reliable education and childcare center, and also believed there was a need for improved access to infrastructure.

Policy Suggestion

- Plans for improving policies on childcare support should consider the level of supply and parental satisfaction in each childcare environment district, and it is also desirable to have improvement plans that the central and local governments can act on for integrated management of childcare services.

Suggestions for Policy Improvements to Enhance Career Happiness of Preschool and Daycare Teachers

Eun Jin Kang
Jeong Sook Kim
Seungjin Kim
Hey Jun Ahn

Background and Purpose of the Study

- In this study, preschool and daycare teachers' career happiness is divided into different domains and their components are further analyzed. The purpose of the study was to suggest policy plans that can improve the level of career happiness.

Research Method

- To perform these tasks, the study first conducted a preliminary investigation with participation from 300 preschool and daycare teachers. Then we interviewed 1,543 preschool and daycare teachers to gather their views on improvements that can boost their career happiness. The qualitative data were collected 10 times (1-2 times per week) from 9 preschool teachers and 14 daycare teachers (8 from toddler classes and 6 from kindergarten classes) over a period of two months based on daily reconstruction method.

Results

- **Career Happiness of Preschool and Daycare Teachers**
 - Preschool teachers and daycare teachers from toddler and kindergarten classes reported relatively high satisfaction scores in their relationship with their colleagues and young children.
 - Daycare teachers from toddler classes reported the highest average satisfaction scores in the following 4 domains.
 - In general, the average score for each question regarding the Working environment was lower than the total average satisfaction score in the Relationship domain.
 - The average score for questions from the Career Awareness domain which probed the teachers' opinions on their job was quite high at 3.8.
- **Preschool and Daycare Teachers' Needs**
 - 68.6% of the surveyed teachers reported that the Work Environment domain needs improvements to enhance career happiness
 - 18.7% of them reported that the Relationship domain needs improvements
 - 9.1% reported that the Psychological·Emotional domain needs improvements

- 3.4% reported that the Career Awareness domain needs improvements.

Policy Suggestions

- To improve the overall Relationship domain satisfaction scores of preschool and daycare teachers, it is important to find ways to develop leadership programs for colleagues and the director, parent education programs that can increase respect for the teacher, and special consulting or therapy programs for teachers.
- To improve the Work Environment domain scores, it is advisable to redetermine teachers' working hours and to assign more teachers to a class. It is also important to: overhaul the current payment system to raise teachers' salaries; define the physical space standards not only for young children but also for teachers; rearrange the work environment for more safety; offer more group activities and provide information on teacher's welfare.
- To improve the Emotional domain scores, it is necessary to offer teachers with different work experiences and more opportunities to develop emotional competence, and allow a sufficient break for teachers to regulate their stress.
- To improve the Career Awareness domain scores, it is necessary to: launch a countrywide awareness campaign promoting the value of teachers; make adjustments to teachers' work requirements; implement and expand a system of sabbatical for teachers; and adopt a code of ethics for teachers, parents and the head of each centers.

Policy for Autonomy and Diversity in Curriculum Planning and Implementation for Improving the Quality of the Nuri Curriculum

Changhyun, Park
Mi Sun, Yang
Hye Joo, Cho

Background and Purpose of the Study

- Since the beginning of the Fourth Industrial Revolution, convergent talent training, endowed with curriculum of the future, and development of creativity and personality, have been the center of much attention.
- Although there have been positive outcomes, the fields need an even better quality of curriculum management and a more liberal and diverse curriculum since the introduction of the Nuri program.
- This study analyzes the present and actual state of the Nuri program in the field of ECEC and proposes solutions to realize diversity in the field in order to raise the quality of the Nuri program.

Research Method

- Literature review, survey of experts' opinion, social big data analysis, case studies, interview, and other surveys were performed to accomplish the purpose of the research.

Results

- According to our Big Data Analysis, since the implementation of the Nuri curriculum (2013-2016), it has been known as a program for free education and care; therefore, the image of it as the national curriculum gained low attention among the public.
 - In the range of the Nuri curriculum, there was a high demand among netizens for improving the quality of teachers and institutions. Furthermore, issues such as child abuse, corruption in the ECE institutions, high extra tuition, and the CCTV issue got widespread attention.
 - Among topics related to the curriculum and program, 4-5 hour Nuri program course management and gender equality education were the mostly discussed.
- In a survey of 868 teachers in ECE institutions, participants agreed that the curriculum in the field has been standardized since the implementation of the Nuri curriculum.
 - The surveyed teachers stated that there were improvements in areas such as

less morning extra curricular activity, increase of outdoor play, decrease of parents' financial burden, increase of education and care quality, and equality of education and care.

- On the other hand, the teachers' scores of autonomy and diversity in the Nuri curriculum relatively indicated low performance.

Policy Suggestions

- Enforce the identity of the Nuri curriculum as the national standard curriculum and build the concept of the curriculum: establish the Nuri guidelines as early childhood standard policy, and change the paradigm into 'the Nuri Curriculum for All'
- Minimize the volume of the national standard within the Nuri program and enforce teachers' ability to reconstruct and regionalize the curriculum
- Enforce educational content regarding child rights, multiple cultures, and community life
- Encourage diversification of operating hours and form at an institution.
- Protect the eight-hour day and provide an ordinance in order to secure class set up time for teachers
- change the frame of the teacher training system and provide financial incentives when hiring an experienced teacher
- Demand change and improvement of the assessment system
- Support and vitalize a professional learning community and democratic governance
- Expand the scope of inclusive education considering children with disabilities in national kindergarten and childcare centers and supply trained manpower
- Provide steady support for the Nuri curriculum and review the support plan for foreign citizens in Korea.

Purpose of the Study

- This study aims to develop a performance index for the Nuri policy that was established in year 2012 and is now in the fifth year of enforcement, and to diagnose the current performance of the Nuri policy and propose a policy plan.

Study Methods

- Literature review, interview, interview of specialists, survey and many other methods.
- The performance indicator was developed based on the BSC (Balanced Score Card) model.

Results of the Study

- **Customer Perspective**
 - Customers were parents and children. A total of eight key performance indices (KIP) were considered. Among these, two indices were achieved, five indices were achieved partially, and one index (the extra fee that parents who are using institutions pay) did not reach the goal.
- **Internal Business Perspective**
 - A total of three key performance indices (KPI), viz. sufficiency of finances, expansion of the Nuri policy fund, and appropriateness of the cost of the Nuri policy fund, were assessed. all three indices failed to reach the goal.
- **Internal Process Perspective**
 - A total of six performance indices (KPI) in the order of plan, operation, and management of Nuri-policy were considered. Among these, two indices (the Nuri-curriculum was established as the government planned; and after the enforcement, the program has been run in accordance with the government's guidelines) were achieved. Partial compliance was achieved for one index (after school time observance). There were three unaccomplished KPI (the amount of discussion among stakeholders of the Nuri policy was insufficient. etc.).
- **Learning and Growth Perspective**
 - A total of twelve KPI were reviewed. There were differences between the indices.

However, eleven KPI excluding the compilation of the Nuri policy budget reached the goal. The legal framework for the Nuri policy and parent's rights of selecting the institution remain problems that need to be addressed urgently.

Policy Recommendations

- Reduce fee disparity between the institutions and -increase number of public institutions in city areas
- Standardize teacher level between the institutions
- Rational calculation of Nuri policy fund
- Expand the Nuri policy fund
- Modify and strengthen legislation framework for Nuri policy
- Constitution and operation of the balancing act
- Modify use of extracurricular activity
- Changes in targets of supporting extracurriculum activity
- Fulfillment of free education, childcare & education starting from five year olds.

Purpose of the Study

(1) To investigate the current status of internal and external monitoring of quality in early childhood teachers' implementation of the Nuri Curriculum, 2) to identify aspects for improvement based on the Importance-Performance Analysis (IPA) (Martilla & James, 1977), and 3) to develop measures to improve systems for monitoring the quality of teacher performance.

Research Methods

- A survey with participation from 17 Local Offices of Education and Comprehensive Support Centers for Childcare regarding types, methods and procedures, contents, and budgets of external monitoring.
- Two questionnaires with participation from 847 teachers and 417 directors of kindergartens and childcare centers, about their experience of using the Nuri curriculum and needs for monitoring, as well as about their perceived importance and performance level of the Nuri Curriculum.

Major Findings

- **Current Status of Monitoring on Teacher Implementation of the Nuri Curriculum**
 - A number of external monitoring methods were utilized by the local governments including supervision of classroom teaching, consultation, professional learning communities, mentoring, peer supervision, on-line sharing of video clips of exemplary teaching, etc.
 - Consulting and professional learning communities were the most actively utilized among a variety of monitoring methods.
- **Perspectives and Needs of Early Childhood Teachers and Directors on Monitoring of the Nuri Curriculum Implementation.**
 - The most frequently used monitoring methods were peer learning through open classes by kindergarten teachers (87.1%) and internal review of daily activity plans by childcare teachers (65.7%).
 - Internal monitoring (e. g. peer consultation and internal review on daily activity plans) were favored by both kindergarten and childcare teachers due to its

supportive, autonomous and sustainable nature.

- Securing time for monitoring and heavy workload were the most frequently mentioned challenges.

- **Importance and Performance Analysis**

- Areas for improvement based on the IPA included a balanced implementation of the five learning areas, outdoor activities, age-appropriateness, and flexible use of teaching materials
- The areas with high importance, but low performance level, included balanced implementation of the five learning areas of the Nuri curriculum, 'outdoor play', 'age-appropriate activities', and 'more flexible use of teaching and learning materials'.

Policy Implications

- 1) For external monitoring: include child outcome indicators in monitoring the quality of teacher performance; strengthen the monitoring competence of local authorities; establish monitoring systems and methods in terms of types of early childhood settings (e. g. kindergartens/childcare centers, public/private, large/small settings) and experiences of teachers; coordinate teacher in-service training programs among training institutes in order to avoid overlaps; ensure the equity in opportunities for in-service training of the Nuri curriculum, etc.
- 2) For internal monitoring: fortify the curriculum leadership of directors; strengthen peer learning communities by utilizing experienced teachers; provide incentives to teachers for internal monitoring; develop and distribute guidelines and manuals for internal monitoring.

Early Children Education and Child-care Cost Estimate Research (IV)

Hyomi Choi
Gilsook Kim
Dongha Lee
Junbum Lim

Purpose of Research

- Exploring policy alternatives through an analysis of the actual costs spent by households with early children (infants and toddlers) on educational and childcare services, in addition to the effects of government- provided subsidies.

Method of research

- Literature review, analysis of statistical data, survey (1,312 households / 1,820 children), in-depth interviews (20 parents of infants and toddlers), and expert advisory meeting.

Results

- **Analysis on the effect of support policies for education and childcare costs for infants and toddlers**
 - The age at which children were first sent to childcare centers tended to reduce progressively in the more recent cohorts.
 - In particular, the use of childcare centers grew dramatically since 2012 - the year when full cost support was extended to households of all incomes.
 - In 2012, a decrease (compared to the previous year) was observed in the average expenditure on education and childcare services among children of the same age.
 - Childcare costs among households with early children increased again in 2013 - the year when full cost support in addition to childcare allowance payments were extended to infants of all ages from households of all incomes.
 - Results of the quantile regression indicate positive (+) household income elasticities in all quantiles, with larger elasticities observed among quantiles with lower expenditure.
- **Education and childcare expenses of infants and toddlers in 2016**
 - In 2016, the average monthly expenditure on childcare and educational services among households with early children was 169,000 KRW, the monthly average expenditure for children in daycare centers was 65,000 KRW, and the average expenditure among children enrolled in kindergarten was 194,000 KRW.

- The average total cost of time-based private education services was 118,000 KRW, and babysitters were paid an average monthly fee of 563,000 KRW.
- In terms of annual figures for the country as a whole, the total estimated cost stood at 6,411,485.34 million KRW.
- **Views expressed by parents of infants and toddlers**
 - 47.6% of the parents responded that they would continue using the current facility regardless of the cost increase.
 - Those who set a reservation price - indicating the maximum level of additional fees- responded that they were willing to pay an additional 57,000 KRW per month on average.
 - While the most frequently-given response (61.1%) was that education and childcare support policies(including childcare allowances) should continue to be made available to households of all incomes, 24.7% responded that support should be limited only to disadvantaged households while 13.7% responded that support should be extended only to children of certain ages.

Policy Suggestions

- Need to introduce an optimal level of childcare / educational hours (basic nationally supported hours)
- Recommended the promotion of in-home care as a means of cutting private educational expenditure
- Need for continued supervision and management by the government in order to prevent excessive use of special activities or specialized programs,
- Emphasized the need for institutional reforms in order to ensure that these policies can be funded in a stable manner.
- Proposed intervention programs and expansion of service support for low-income households with children aged 5

Calculation of Childcare Center Cost in 2016: Considering the Types of Childcare Services

Donghoon Kim
Eun-Young Choi
Moonjeong Kim

Purpose

- The purpose of this study, the fourth annual investigation of the Five-year (2013-2017) Project, was to estimate child care costs considering the types of childcare services, focusing on full-day and extended childcare services.

Methods

- The data on the operation and use of daycare centers are based on recent research results such as childcare statistics and "the National Childcare Survey of 2015"
- Analyzed the annual revenue and expenditure structures of childcare centers by using data disclosed by childcare centers.
- Data were collected at 23,799 childcare centers.

Results

- **Full-day childcare costs per infant and child (77-person childcare centers)**
 - The first measure was estimated by applying the overall average wages to calculate the labor cost. The monthly childcare cost per child was calculated as 942,100 won (1,200 won is about \$1) for age 0, 653,500 won for age 1, 517,300 won for age 2, 376,700 won for age 3, and 334,700 won for ages 4 and 5.
 - The second measure was to raise the labor cost to the average level of the public childcare center in terms of improving the quality of childcare. The results were as follows: the cost was 1,022,300 won for age 0, 702,200 won for age 1, 552,400 won for age 2, 393,700 won for age 3, and 347,800 won for ages 4 and 5.
- **The cost of extended childcare services per infant and child**
 - Labor costs were calculated at 1,944,105 won, reflecting the four compulsory social insurance policies, and the overtime allowance for the cook.
 - When calculating the time extension cost per hour, the cost of the snack was considered to be spent at the first hour of extension. Therefore, the cost of the first hour was 5,370 won, and after 1 hour, it was 3,920 won. Considering that the unit price per unit time of 2016 was 3,000 won, unit price adjustment is necessary.

- **The cost of 24-hour childcare services per infant and child**
 - The cost of 24-hour childcare services was calculated regardless of children's age. The cost of childcare per child was calculated as 665,503 won, including the monthly labor cost of 388,821 won per child and the cost of the rest at 276,682 won.
- **The cost of holiday childcare service per infant and child**
 - The cost of holiday childcare service was divided into overtime allowance and service costs according to typical work during holidays. It was found that teacher's holiday work allowance should be raised from 50,000 won to 60,000 won. In addition, holiday childcare service cost was calculated as 23,530 won per child.

Policy proposal

- It is necessary to raise the cost of extended, 24-hour, and holiday child care services.
- Childcare costs should be centered on facility size rather than per child, and labor costs should be calculated separately from child care expenses.
- It is necessary to expand the information disclosure period of childcare centers to not only the current year but also to the last three years, and also establish a penalty provision for false information.
- It is necessary to re-calculate standard childcare costs and to institute at least a five-year research cycle of survey items in related laws.

Purpose of the Study

- This study on standard early childhood education costs aimed at identifying the demand for additional finance for early childhood education and providing reasonable and scientific data to support the findings. This is the fourth-year study for calculating standard early childhood education expenses.

Methods of the Study

- We analyzed settlement of revenue and expenditure accounts of kindergartens in 2014, obtained through the "e-childschoolinfo" website. Data from 196 public and 413 private kindergartens, among 804 kindergartens recruited in 2013, were analyzed. Also, we sought advice of experts from academia and field in reviewing contents and validity of the questionnaires, as well as in diagnosing and suggesting policy modifications.

Major Results of the Study

- **The annual average expenditure of kindergartens**
 - The annual average expenditure of public kindergartens was 475.8 million won and the monthly expenditure per child was 410,000 won. The annual average expenditure of private kindergartens was 547.7 million won, and the monthly expenditure per child was 446,000 won.
 - The monthly expenditure per child of private kindergartens was found to be lower than that of public kindergartens. This was established by an analysis of recent three-year financial statements(2012-2014) using statistical methods such as cost function model.
- **Estimating the Standard Cost of Kindergarten Education**
 - We calculated standard labor cost, standard educational activity cost, and standard common operations cost from standard early childhood education expenses in 2016.
 - The total standard labor cost of kindergartens was 2.103.7 billion won, and the cost per child was 3,290,000 won a year and 275,000 won a month in 2016. The total standard educational activity cost was 452,600,481,000 won, and the cost per child was 710,000 won a year and 59,000 won a month. Furthermore, the total standard common operation cost of public kindergartens was 226,407,427,000 won and that of private kindergartens was 850,910,592,000 won, totalling up to

1,773,180,190,000 won.

- The total standard early childhood educational expense was 3,633,644,046,000 won, of which 1,016,201,304,000 won was for public kindergartens and 2,617,442,742,000 won for private kindergartens. Of the three constituents composing the standard early childhood educational expenses, standard labor cost accounted for 57.9%, followed by standard common operating cost for 29.7% and standard educational activity expense for 12.5%.
- **The total standard early childhood educational expense**
 - Standard early childhood education expense was estimated by the size of institution. It was 1,421,502,483,000 won for large institutions, 1,286,687,413,000 won for medium institutions, and 925,454,150,000 won for small institutions. Standard early childhood educational expense per child was 1,451,000 won for small institutions, 2,017,000 won for medium institutions and 2,228,000 won for large institutions. The larger the institution was, the higher the expense was.
- **Estimating the standard common early childhood educational expense and childcare fee**
 - We defined 'standard common early childhood educational expense and child care fee' as the 'minimum expense necessary for carrying out educational activities of Nuri curriculum for 3-5 year old children, with due emphasis on quality'. Based on this, standard operation expense calculation items of the Nuri curriculum were suggested.

Discussions and Suggestions

- We identified that there was a misunderstanding of standard early childhood educational expenses, and that the concept of expense could differ depending on utilization of standard early childhood education expenses.
- We reviewed issues related to the legal framework to support early childhood educational expenses (Nuri curriculum expenses) and suggested the revision of the financial supporting system for education.
- For further study on estimating the standard operation expenses of Nuri curriculum, we suggested a conceptual definition and examination of suitability for elaboration and validation of the calculating model.

Individualized Child Care Support Plans(II): Current Status of the Supporting Programs for Adopted Children and Plans for Further Improvements

Yun-Jin Bae
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Shinyeong Song
Ji-Sung Kwon

Purpose of the Study

- The purpose of this study was to describe the current status and systems of adoption, to identify ways to improve the supporting policy based on experiences of adoptive families.
- This study attempted to investigate how the children were cared for before adoption, to determine the factors that help or impede development of adopted children, and to suggest programs to support adoptive families in the post-adoption period based on their parenting experiences.

Methods of the Study

- Described the current status of the adoption system by analyzing statistical data and reviewing literatures on adoption
- Surveyed 272 parents in adoptive families
- Interviewed 39 adoptive families

Major Results of the Study

- **Parenting adopted children**
 - The major factor that influenced the decision to adopt was parents' infertility and subfertility; however, the parents were concerned about the social prejudice against adoption.
 - The time spent with their children on weekdays was reported to be 3.18 hours for fathers and 7.59 hours for mothers. In this study, fathers were found to spend more time with their children compared to the National Childcare Survey and Korean Children Panel Survey of 2015. And their parental behaviors were warm and affectionate.
 - The greatest parenting- related difficulty for the adoptive parents was the social stigma against adopted children. Childcare expenses increased with their children's age.
- **Use and Needs of Parenting Support Services for Adoptive Families**
 - Most of the parents answered that training programs for pre-adoptive parents were helpful, and 61.% of them rated the time for compulsory education (8 hours)

as appropriate.

- The rate of using adoption leave and parental leave for adopted children was low.
- Parents were satisfied with the current support policies for adoptive families and particularly emphasized the need for policies to support adopted children with disabilities.
- When parents needed information or wanted counselling about their adopted children, they received the most help from adoptive family self-help groups. Further, the surveyed parents expressed hope that this would be more active.

Discussions and Suggestions

- Child caring system before adoption: Minimization of separation experience and sudden change in environment, providing a supportive environment for development, giving foster care prior to adoption, meeting adoptive parents before adoption, preparing regulations of foster care, and forming bonds between adoptive parents and children
- Supporting systems for adoptive families: Improving adoption services, improving the financial support system from a long-term perspective, activating substantial parenting education program, enhancing continuity and accessibility of the program, strengthening professional intervention for children with special needs, case management of families requiring mediation, and training adoption specialists
- Enhancing public awareness of adoption: Overcoming the discrimination and bias against adoptive families, eliminating biased terms of adoption, carrying out anti-bias education for adoption, and creating healthy adoption culture

Research on Plans for Improving Children's Physical Health: Centered on the Effects of Physical Health Promotion Program

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Jinah Park
Yoonkyung Choi
Hyunjung Lim
Sae Yong Lee

Background and objectives

- The purpose of the present study was to examine the possibility of applying the 「KICCE Early Childhood Health Promotion Program」 that was established in 2001 and to find ways to implement the program in the field by verifying the effectiveness of the program.

Method

- A literature review, an experimental research on verifying the effectiveness, an investigative research, workshops, and in-depth interviews at advisory conferences were conducted.

Results

- **Testing the effectiveness of 「KICCE Early Childhood Health Promotion Program」**
 - Among the 6 factors including upper body strength, lower body strength, flexibility, balancing, agility(quickness), and the ability to react instantly, the program had significant effectiveness in 1) flexibility ($F=4.76$, $p<.05$), 2) balancing ($F=8.68$, $p<.01$), and 3) the ability to react instantly ($F=8.46$, $p<.01$).
 - There was no significant improvement regarding young children's nutrition and eating habits.
 - When the change after participating in the program was investigated, the children showed positive change through an above average score (score of 3).
 - When the frequency of children engaging in the activities learned from the program at kindergarten/day care were examined, the children practiced rolling ($M=3.58$), standing on one leg ($M=3.52$), and skipping rope ($M=3.12$) the most. In contrast, they practiced push-ups ($M=2.32$), walking sideways ($M=2.34$), and squats ($M=2.38$) the least.
- **Teachers' satisfaction and feedback on 「KICCE Early Childhood Health Promotion Program」**
 - 89% of the teachers submitted above-average satisfaction on the teacher training they received.
 - Mostly, positive feedback was gathered on program management. However,

teachers showed slightly high dissatisfaction regarding the provision of material supply including educational materials and program management materials.

- More cost support on distributing materials is needed for the program, the teachers demanded improvement in areas such as educating the teachers using educational videos, providing a certificate of completion of training, and getting monitored by a physical health expert regularly.

Policy Proposals

- Application of 「KICCE Early Childhood Health Promotion Program」 as an outdoor activity.
- Supply of necessary materials for the physical health promotion program.
- Implementing a monitoring system under a physical health (P.E.) expert.
- Hiring guest educators when educating children on nutrition and healthy eating habits.
- Usage of both video and online modes for training teachers.
- Taking the parents and the program plan into consideration to improve young children's physical health. Also, respondents remarked on the necessity of training parents in groups and using of diverse methods such as handing out newsletters and booklets to the parents.
- Informing the teachers to find future physical education methods through discussions with hands-on-workers.

Development and Application of Evaluation-based CARE Consulting Model for Monitoring Quality of Child Care Centers

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Introduction – Background and Purpose of the study

- This study was designed to 1) prepare an evaluation-based consulting model for mandatory evaluation system of child care centers, 2) suggest an alternative to the current evaluation/quality control system, and 3) explore the applicability of the new consulting model.

Research Method

- Conducted a literature review and analyzed related data
- Developed a research project consortium with the Office of Korea Childcare Promotion Institute and five early childhood experts to construct a new model of child care center consulting and to apply it to the field.
- Analyzed the results from CARE consulting (reports, pre-post tests, satisfaction surveys)

Results

- **Analysis of the Results from the 3rd Child Care Accreditation**
 - According to the analysis of the third child care accreditation in 2015, ‘safety’ received the least portion at 3 points (excellence). ‘Administering curriculum’ and ‘safety’ earned a relatively high portion of 1 point (poor). The results show that the most difficult part of the quality control in current child care centers is ‘safety’ and ‘administering curriculum.’
 - A total of 90 child care centers, among 1,186 child care centers that received the third accreditation, completed the CARE consulting in the study. They voluntarily applied for and participated in the consulting process.
- **Development of the CARE Consulting Model**
 - The CARE consulting model is structured to diagnose the features of child care centers based on C (Common values), A (Ability), R (Resources), and E (Empowering). Furthermore, this model supports staff and leaders to improve each element, which eventually enhances organizational culture and communication.
 - The CARE consulting project was based on the business management consulting concept, which is differentiated from the original evaluation-related consulting

and rather focuses on improving the individual's motivation and competence. This model aims to develop leadership and internalize management competency (i. e. organization management, regular and voluntary monitoring process, ongoing feedback loop).

- The CARE consulting lasted about five months to complete all four stages — application, making a consulting plan, implementation, reporting and evaluation. Two site visits were conducted: the first was to consult with the centers, and the second visit was to check the centers' improvement during the period. Inspection through online mode was also conducted in the middle of the consulting process.
- **Result from Application of the CARE Consulting Model**
 - There was a fair amount of need for consulting to improve interaction and communication (between teacher and children, teacher and director, teacher and teacher, and teacher and parent), child care curriculum implementation and instruction, curriculum planning and documenting, as well as organizing. The participants set the consulting agenda and drew specific core behaviors on their own.
 - The results of pre-post tests, which carried out quantitative and qualitative examination on directors' four main jobs (observation, reviewing the documents, providing feedbacks, interaction and communication) and two main behaviors in each center, showed significant increase and enhancement of staffs' and leader's specific behaviors and management capabilities.

Policy Proposal: Consulting Model for Quality Monitoring and Maintenance of Child Care Centers

- Suggest an alternative by developing the CARE consulting model and pilot application including quantitative expansion and quality improvement
- Reframe the concept of consulting and evaluation, by improving the connections between various consulting stages: "evaluation as a support system", "evaluator as a consultant and mentor."
- Need of customized consulting for disadvantaged or poor-quality centers in preparation for mandatory evaluation system and integrated ECEC inspection.
- Specialization and diversification of child care center consulting
- Need of monitoring the system for child-centered ecological and developmental

approach

- Institutionalization of consulting support: : legal base for the purpose, subject matter expertise, support for consulting, systematization of qualification and training of consultants
- Investments in the leader/teacher qualification system and professional development of teachers, and the need for ongoing partnership with parents and communities.

Safe Childcare and Educational Environment Plan II: Awareness of Child Abuse at Home and Institution and Methods for Prevention

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Background and Purpose of the Study

- As media reports about serious child abuse have increased in frequency, so has the level of social interest. Child abuse carries serious consequences. The purpose of this study was to find ways to prevent child abuse by raising the awareness of parents, childcare centers, and kindergarten teachers who manage and educate young children.

Research Methods

- This study was conducted through a literature review, questionnaires (1,139 parents of pre-kindergarten and kindergarten age children, 1,247 teachers, total 2,386 participants), advisory committee meetings, policy research working committee meetings, and forum.

Research Results

- **Child abuse status**
 - The highest type of child abuse for children under one year is neglect. For children between one and six, the common types are emotional and physical abuse.
 - Meta-analysis reveals that the factors affecting the occurrence of child abuse are parenting stress, marital dissatisfaction, mother's lack of social support, attachment, and parenting attitude
- **System and policies related to child abuse**
 - In 2014, the government finalized its Comprehensive Measures for the Prevention of Child Abuse Act and declared 2016 as the first year of implementing measures for prevention and early detection of child abuse.
- **Awareness of parents and teachers on abuse of young children**
 - Parents' perceptions of the severity of child abuse were generally rated more seriously than those of teachers.
 - For the occurrence of child abuse at childcare centers and kindergartens, the most common explanation parents and teachers offered were "job stress due to poor working conditions." As for measures to help prevent child abuse, the

responding parents supported “reinforcement of the teacher training process” while teachers answered “expansion of kindergarten and childcare center staff.”

- The most common cause of child abuse at home was parenting stress. When asked about government measures to prevent child abuse, parents most often chose “policy support to alleviate parenting stress,” while teachers chose “mandatory parent education on child abuse.”

Policy Suggestions

- **Institutional and administrative support**
 - Review of the system to prevent child abuse
 - Coordination and systematic sharing between government departments, ministries and implementing agencies
 - Use of medical systems and big data
 - Flexible intervention in child abuse
 - Use of home visiting programs
 - Establishment of objective standards for child abuse
- **Measures of Support by Support Target**
 - Support for parents: Mandatory parent education, provision of parent counseling services, expansion of childcare support services, campaigns using TV media, activation of parents' self-help groups; and
 - Support for teachers: Strengthening in-service teacher education, strengthening selection process of pre-service teachers, improving teacher education curriculum, improving institutional management to prevent child abuse structurally, strengthening human resources to reduce teachers' job burdens, service provision, and improvement of social awareness.

Panel Study on Korean Children (PSKC) 2016

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Shinyeong Song
Eunyoung Park
Sinkyung Kim
Eunjeong Kim

Purpose

- This Panel Study on Korean Children (PSKC) is conducted to investigate the trajectory of Korean children's life from birth to early adult period (2027). The research is a continuous follow-up study that builds a body of data to realize and comprehend the process of children's development and their upbringing environments.

Method

- Described the 8th survey data and analyzed the 1st through 8th sets of data.
- Held the 7th international conference of PSKC, and released the 1st ~ 7th sets of data through the PSKC web site (<http://panel.kicce.re.kr>).
- Developed the survey items through literature review and expert consultation and prepared for the 9th wave.

Results

• Research Outcomes of the PSKC Wave8 (2015)

- The 8th survey included 1,598 households. The mean age of the children was 87.98 months; the mother was 37.92 years; and the father was 40.35 years. Among the participating households, 88.2% were nuclear families. The monthly average income of the households was 462.99 thousand won, and 43.6% of the mothers were employed.
- Mothers perception on their marital and parenting relationship was more positive compared to that of their husbands. Further, 90.3% of mothers helped with their child's homework, mother's parenting stress was slightly higher than father's, and the higher the mother's education level and household income, the lower the parenting stress level was.
- 34.4% of panel children were assigned homework in schools 3~4 times a week, and 95.9% were using private tutoring.
- While more than half of the respondents said that it was convenient to use playgrounds, parks and trails in the parenting environment, 3~40% recognized indoor and outdoor athletic facilities as convenient, and 54.4% recognized libraries as convenient facilities.

- **Trend Profiles of the PSKC Wave1~Wave8**
 - The average time that children spent at school during the day was 5.54 hours, which was reduced by more than an hour compared to an average of 7 hours spent in ECEC. Further, the service hours of care service facilities have increased greatly by 2 hours and 30 minutes.
 - Mother's employment rate is gradually increasing, 47.6% of the mothers who were continuously employed were professional workers and 35.3% were office workers.
- **Annual Report of the PSKC Wave 9 (2016)**
 - The sample retention rates in the 9th year survey were 95.4%, 1,525 households.
 - At the 7th International Conference, Kathy Sylva (University of Oxford) of UK and Bernhard Kalicki (The German Youth Institute, DJI) of Germany, as keynote speakers, emphasized the importance of internal and external research.

Policy Implications

- Improvement of the school system is needed. Needed measures include extension of the first grade of elementary school and connecting the school with the ECEC institutions record.
- Reinforcement of flexible functioning of ECEC institutions is needed. This includes steps such as the opening of all day classes for 1st grade children depending on the characteristics of their parents' employment status, and strengthening reading support for 1st graders of low-income households.
- Government inducement of the direction of birth control is needed, in areas such as establishing flexible work arrangement at all workplaces and supporting couples to have two children.
- As a community resource, it may be useful to expand the applications of public libraries so that they can function as cultural experience spaces.

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