

2017 KICCE Project Report Abstracts

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**ECEC
Policies**

A Mid-term Plan for the Development of Early Childhood Education (2018-2022) in Korea

Mugyeong Moon
Changhyun Park
Moonjeong Kim

Background and Purpose of the Study

- To review the outcomes and limitations of the previous 5-Year (2013-2017) Plan for development of early childhood education (ECE)
- To suggest directions and key policy tasks for the next 5-Year Plan for the new government

Research 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

- **Implementation and Outcome Evaluation on the Previous 5-Year (2013-2017) Plan for ECE**
 - The majority (23 out of 25) of policy tasks were implemented partially except for the two tasks which were fully implemented: improving the kindergarten evaluation system and strengthening support systems for the implementation of the Nuri curriculum.
 - In particular, the comprehensive information system of kindergartens and the auditing system for private kindergartens were not initiated regardless of governmental efforts.
- **Factors Expected to Affect Early Childhood Education in Future**
 - Both citizens and officials of Local Education Offices who responded to the questionnaires were of the view that continued low-birth rates and advancement in technology will substantially influence the landscape of early childhood education in the future.

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- While the citizens tended to focus on government financial support for parental child-rearing, local officials and academia emphasized efforts to improve young children's well-being and happiness.
 - **Priority Policy Tasks**
 - Respondents selected the expansion of public kindergartens and the increase of the government subsidies for early childhood education as priority tasks for the new government.

Policy Suggestion

- Directions for the future include: heightening quality of early childhood education; strengthening multi-sectoral coordination; pursuing balance and harmony between diverse services; fortifying support for parental child-rearing; and promoting the rights and professionalism of early childhood teachers.

Mid-and Long-term Developmental Plans of Childcare Policies: 2018-2022

Jeongwon Lee
Yunjin Lee
Heesue Kim

Background and Purpose of the Study

- Childcare law specifies to develop childcare plans at national level every five years. As the 「Second Mid-and Long-term Childcare Master Plan (2013-2017)」 is headed to the end, it is time for us to establish new childcare plans for the next five years (2018-2022).
- Purpose of this study is to gather data and suggest policy to support the establishment of a Third Mid-and Long-term Childcare Master Plan (2018-2022).

Research Method

- Evaluate the performance of past childcare policies by analyzing research on childcare plans, childcare related statistics and literature review.
- Conduct an investigation with academics and experts in the childcare field (45 cases) and conduct a public survey for 3,000 men and women in their 20's and up.

Result

- **The most agreed issues to be considered for the Third Mid-and Long-Term Childcare Master Plan**
 - The investigation by experts revealed the following issues to be considered for the Third Mid- and Long-term Childcare Master Plan: “continuation of the low birthrate and aging society”, “increased social need for the improvement of childcare quality”, “increased needs for improving happiness of children”, “diversification of the family structures”, “unification of childcare and education”, “need to create an environment for gender equality.”
- **Achievements of the Second Mid-and Long-term Childcare Master Plan**
 - Achievements of the projects, “lightening the parents' burden with childcare and child rearing” and “support for customized childcare and child rearing,” were rated as high among the 6 projects of the second plan. However, the achievements in the four projects were rated low.
- **Currently important projects for the Third Mid-and Long-term Childcare Master Plan**

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- The achievement of “lightening the parents’ burden with childcare and child rearing” was rated the highest among the 6 projects. Nevertheless, it does not rank as highly in importance any more. Instead, the “publicness of childcare and the reinforcement of quality assurance”, “the provision of reliable childcare at good quality”, and “improvement in the financial affairs and delivery system of childcare services” were evaluated as important projects for the Third Mid-and Long-term Childcare Master Plan.
 - **Parents’ feelings about the childcare policies**
 - When parents with infants and/or toddlers were asked about how they feel about the childcare policies, they felt positive about the reduction of child rearing expenses. However, daycare facilities, accessibility of daycare, safety of meal service and most aspects of childcare were rated below average. Therefore, the achievements of childcare plans for the past 5 years were considered low.
 - **The direction that our nation’s childcare policy should aim for**
 - Experts agreed on the “support of a child’s healthy growth and development”, “the fulfillment of a nation’s duty of childcare”, “the improvement of fairness in a child’s early development”, “support of parent’s work-family balance”, the “reinforcement of parent’s capabilities and responsibilities”, “support of age appropriate nurture”, “creation of system for childcare teachers’ happiness” are the directions that our nation’s childcare policy should aim for. Among these, “support of child’s healthy development” was considered as the most important part in the childcare policy.
 - **Helpful childcare supports**
 - Parents answered that the support of “childcare fee and home care allowance” is the most helpful government support, subsequently followed by providing various childcare institutions or services, expansion of community’s support on childcare infrastructure, and increase in the number of preschools.
 - **The reason of using childcare service and the important factor choosing childcare**
 - Parents use childcare services because of their work obligations, needs for surrogate rearing and promotion of child’s development. “Geographical accessibility” is the key factor for choosing childcare service.

Policy Suggestion

- Based on these main results, this study suggested a direction for Korea's childcare policies for the years 2018-2022 as a "vision", four "strategies", and eight "promoting projects" and detailed projects within each promoted projects.
- The study suggested that strategies such as the nation's responsibility for childcare, which was part of the Second Mid- and Long-term Childcare Master Plan, should be maintained. However, it proposed that parent's role and support for parents should be emphasized in the Third Mid- and Long-term Childcare Master Plan. The improvement of teachers' self-esteem and the support of children's healthy growth and development were also suggested.

Life Cycle Conformity Assessment of Policy Response to Low Fertility: Focusing on Childcare

Haemi Yoo
Hyomi Choi
Shinhye Kang

Background and Purpose of the Study

- This study suggests additional methods of childcare support and shows the coverage supported in terms of the policy response to low fertility by analyzing whether childcare support corresponds to low fertility. It investigates whether childcare support meets the needs of those who want to give birth in each childcaring period.

Research Method

- A survey was conducted on the satisfaction, needs, evaluation and improvements of the current childcare support policy for 1,200 policy consumers (parents of children under the age of 18 and pre-parents) and 31 policy specialists.

Result

- **Satisfaction of childcare support and its requirements**
 - The satisfaction of requirement for young children's health checkups and medical expenses was the highest(6.25 points out of 7 points), followed by child support tax(6.17 points), school education support expenses(6.12 points), medical expenses provision for pregnancy and childbirth and childcare fee subsidies(6.06 points), and care support associated with after school programs(6.05 points).
 - The satisfaction of requirement for childbirth support policy for adults who would like to have children was the highest(5.94 points out of 7 points) for new born babies' medical expenses, followed by child raising support(42.3%), postpartum expense support(36.8%), and dispatching newborn and postpartum helpers(29.6%).
- **Efficiency evaluation of childcare support and its improvement tasks.**
 - The efficiency of childcare support was the highest for newborn and postpartum helper support(4.90 points out of 7), followed by childcare expense support for children aged from 0 to 5(5.48 points) and primary school childcare class(5.42 points).
 - The efficiency of requirements for childcare policy in terms of the birth and childcare by the government was the highest for orphan-caring expense

support(6.06 points out of 7), followed by primary after school caring(5.97 points), education fee support commensurate to students' ages(5.81 points), newborn and postpartum helper support(5.74 points) and medical expense support related with pregnancy and birth(5.61 points).

Policy Suggestion

- The coverage of childcare support should extend to primary school ages and to secondary school ages for childcare cash support, tax support, child health checkups and medical expense support.
- Childcare support should be increased from the current support for a childcare fee subsidy to medical care support, school education expenses, medical expenses support for pregnancy and childbirth.
- Criteria for childcare support should be broadened in the healthcare for newborn babies and the mother, elaborating the system of counseling services and parenthood counseling services for a disabled child's language development, while ascending the profit criteria for orphans' health care and medical support.
- Medical expense support, child fees, postpartum support, health insurance fee support for orphans, commuting to school service, and healthcare and medical expense support for secondary and high school could be considered for additional support.

A Study on a Legal Basis to Ensure Children's Rights

Ahreum Kim
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Eun Young Park
Minsun Jang

Background and Purpose of the Study

- The child policy in Korea's current legal system is centered on children in needs. Children are treated as passive members of family and of the country, who are subject to care and protection, not as the holders of inherent rights, which poses limitations to protecting and ensuring children's rights.
- This study aims to analyze the current child-related policies, identify areas for improvement, and to establish a legal basis required to enforce the United Nations Convention on the Rights of children and to guarantee children's rights.

Research Method

- The study conducted literature reviews on preliminary studies of children's rights and policies, the analyses of the current legal system, review of improvement tasks and the collection and comparative analyses of legislation cases in other nations. This study also hosted expert consultation meetings, working council meetings for policy studies and policy seminars.

Result

- **Guarantee of Children's Rights and Legal Basis**
 - Review the scope of children's rights guaranteed and details on the sections, the legal basis for the guarantee of children's rights and the lack thereof.
 - To this end, we examined the enforcement status of the UN Convention on children's rights and the key government measures.
 - The study revealed some of the key corrective or supplementary measures to be taken. In particular, the study presented the guarantee of children's mental healthcare, the integrated support for children in the vulnerable social class, the improvement of the labor environment for working children, protection for unregistered migrant children, participation in school decision making and political activities, improvement on protective systems for adopted children and children's right to play.
- **Analyses and Assessment on Child Legislations in Korea**
 - The study identified whether current child-related laws properly guarantee

children's rights and examined legal issues to be addressed in details.

- It was found that the legal definition and age of children were not consistent among different laws, which necessitates a clear conceptualization of the definition and scope of children through a comprehensive law in the form of a basic law.
 - The study showed the need to eliminate redundancies and blind spots in child policies by streamlining the administrative procedure and service delivery among relevant ministries in order to promote children's rights and sustain systematic efforts.
- **Analyses of Foreign Cases**
 - Germany continues its efforts to regard children's rights as independent basic rights through the amendment of the relevant basic laws.
 - Japan has enacted the Child Welfare Act as a basic law with several special laws attached to it, which enables the implementation of policies in an integrated manner.
 - The UK's legal system for children is built on the premise of a child-centered approach and aims to achieve universal and integrated child protection for all children.

Policy Suggestion

- In order to secure the legal basis for children's rights, it is necessary to amend the relevant laws and regulations where the protection of children's rights is weak and vulnerable, considering that the legal basis of current individual laws is not solid enough in terms of ensuring the children's rights.
- In the second stage, the stipulation of the definition, age and other aspects of children are redundant, which results in the dispersion of the government budget and possible conflicts, which necessitates the amendment and improvement of relevant laws and regulations in a systematic manner.
- In the third stage, a basic law to establish a unified standard and system to guarantee children's rights should be enacted.
- The final stage is to amend the Constitution to reinforce the legal status of children from those subject to protection to those subject to rights and entitlement.

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A Study on the Revision of the National Nuri Curriculum for Children at Age 3 to 5

Eunyoung Kim
Eunjin Kang
Hye Kyung Yeom

Background and Purpose of the Study

- While elementary schools have already implemented the revised 2015 curriculum core competencies, the national Nuri Curriculum for children aged from 3 to 5 is still not revised despite the frequent mentioning of the needs for change since its inception.
- In this context, this study examined the direction for revising the Nuri curriculum in regard to its continuity from the national curriculum for childcare centers (ages 0 to 2) to the revised 2015 elementary school and proposed a revised draft of the Nuri curriculum.

Research Method

- A task force of 27 members was formed that included curriculum experts, childcare experts, early childhood education experts, curriculum area specialists, on-site specialists in kindergartens and childcare centers and officials from the Ministry of Education and the Ministry of Health and Welfare to carry out the revision.
- The Nuri Curriculum Amendment (draft) produced from this process was derived from the written reviews of experts, workshops, on-site teachers' written reviews, and opinions of scholars.

Result

• Directivity of Revision

- Achieve curriculum continuity in the curricula of elementary school and childcare centers
- Include contents regarding core competencies
- Reinforce contents regarding sustainability, global citizenship education, and peace education
- Respond to the changes in the 4th Industrial Revolution
- Implement the presidential pledge to reinforce culture, arts, and physical education
- Meet the basic needs of young children (sleep, nutrition, physical activity, play, etc.)

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- Consider diversity: individualized learning (learner-centered), family diversity etc.
 - **Scope of Revision**
 - Maintain the current structure (5 areas) while supplementing omitted contents in the introduction
 - Reduce contents to decrease teaching load
 - Supplement contents at age appropriate achievement levels and assessments
 - Imply age appropriate learning hours and learning areas
 - Modify terminology to deliver meaning accurately to teachers

Policy Suggestion

- Allow institutions to individualize structures that are affected by the nature of the institutions
- Plan assessment methodology regarding the age of achievement level assessments and the scope of the contents of assessments
- Classify areas in terms of the core competencies or establish other relevant standards
- Revise the current age-based structure by presenting detailed contents according to a more comprehensive and integrated unit levels
- Present the content categories and levels in the Nuri curriculum, while delivering detailed contents through the autonomy of the municipal ministries of education or units of kindergartens
- Establish periodical and on demand curriculum revision plans
- Expand the autonomy of municipal ministries of education and unit institutions in their operation of the Nuri Curriculum

Evaluation of Nuri-policy and Future Tasks

Lee Yunjin
Lee Gyurim
Eun Young Park

Background and Purpose of the Study

- The purpose of this study was to evaluate *Nuri*-policy 1) as a curriculum for education and care and 2) as a policy and to seek measures for improvement.

Research Method

- Classes at kindergartens and daycare centers implementing *Nuri*-curriculum were observed and investigated on site for 1).
- *Nuri*-policy was evaluated by groups of parents, principals, teachers, experts and civil servants.

Result

• Major Findings of the Observed and Investigated Research

- Results showed that instruction-learning was the weakest part. Many teachers both in kindergartens and daycare centers were unskilled at divergently challenging inquiries.
- Though classes taught by public kindergarten teachers were generally excellent, they sometimes received the lowest grades.

• Major Findings of The Survey

- While principals answered that the current amount of subsidy for *Nuri*-policy (₩220,000 per month, per child) was insufficient, parents and civil servants answered it was adequate.
- While principals and teachers were in favor of the current universal support in which the same number of subsidies are offered to all children regardless of household income, experts stated that there must a better way to offer a different number of subsidies according to the level of household income.
- The effectiveness of the *Nuri*-curriculum was thought to be higher by principals and teachers and lower by experts and civil servants.
- Though most answered that the *Nuri*-curriculum did not undermine diverse curricula implemented previously at kindergartens and daycare centers, experts were relatively against the standardized *Nuri*-curriculum.
- While teachers wanted the government to provide detailed source books for

classes, experts thought less materials produced by government and more produced autonomously on site were needed for classes.

- Most, except the experts, were in favor of universal grants for after-school programs. Experts answered that supporting dual-earner families requiring childcare in the afternoon should be a priority.
- Regarding the government guidelines of "providing one after-school activity for an hour every day for all children," all groups (principals, teachers, experts and civil servants) answered that a differentiation according to the children's ages would be better.
- Principals, teachers and experts except for civil servants were generally in favor of integrating teacher training systems for kindergartens and daycare centers as well as government ministries in charge of providing quality education and care equally at kindergartens and daycare centers.

Policy Suggestion

- Gradual increase of subsidies for the *Nuri*-curriculum (up to ₩300,000 per month per child)
- Improvement of instruction-learning during training for teachers
- Revision of government guidelines for after-school activities
- Partial modifications for comprehensive evaluation indicators
- Unified operating hours for kindergartens and daycare centers, integration of teacher training systems and government ministries
- Public discussions on the financial support system for *Nuri*-curriculum and after-school programs (validity of universal vs. differential support)

A Study on School Environment for Promoting Children's Creativity in Pre- and Primary Schools

Eunjin Kang
Namhee Do
Hye Kyung Yeom

Background and Purpose of the Study

- To investigate the factors of school environment which affect children's creativity by exploring the institutional, physical and human-social environment of school.
- This study proposes improvements that would foster a creative climate, enhance classroom lessons and provide an adequate physical environment in kindergarten and elementary schools.

Research Method

- Literature research, in-depth interviews, survey research, and case studies (including the state of Georgia, USA) were performed.
- Survey research was conducted with 400 children from 20 kindergarten and elementary school organizations in the cities of Seoul, Incheon, Gyeonggi, Daejeon and Busan in South Korea

Result

- **Creative Atmosphere in Kindergarten and Elementary School**
 - For the institutional environment, teacher training and literature were provided by the relevant cities and the provinces, the Department of Education and local government.
 - For the physical environment, it was proven that various resources and information were being provided while exploration activities were encouraged.
 - For the human-social environment, it was evident that the teachers' core values, the collaboration between teachers and children and teachers' advices played important roles in generating a creative educational environment in the classroom.
- **Best Practice for Creativity in Kindergarten and Elementary Schools**
 - The school with the best practices for creativity had an institutional environment where teachers partook in active and lively clubs and research societies for improving classes.
 - In terms of a physical environment, an open library, a wide corridor, playing space, and infrastructure in the school were secured.

- In terms of the psycho-social environment, the head of the institution enthusiastically accepted the opinions of the faculty, and there was constant discussions and demand among the faculty members for better teaching methods to enable students to participate voluntarily and proactively.
- **The Relationship between Children's Creativity and Institution Type.**
 - Survey research has shown that the creative tendencies of children were related to the creative atmosphere of the classroom that the children perceived, and there were differences among institution types. It was also shown that a child's creativity was related to a child's creative tendencies, but it did not differ depending on institution type.
 - The creative tendencies of elementary school students were shown to be related also to the creative atmosphere of the classroom perceived by students, the creative attitude of teachers and the creative working environment perceived by teachers. However, the creativity of elementary school students was found to be irrelevant to individual level, school type or teacher variables.

Policy Suggestion

- The study suggests the following institutional improvements to be made: fortified training programs and ongoing support for teachers, administrators specifically employed for classroom improvement by the Department of Education and the department of kindergarten education separated from that of elementary education.
- A system should be established for a future education environment. A variety of spaces would be needed for this system, and the classrooms should be redesigned for the sufficient play and rest of children.
- Schools should provide a psychological environment to foster children's creativity. In order to do so, schools should attempt to create a child-initiated atmosphere, develop lessons to address creative problem solving and creative convergence skills and provide consistent support to fuel children's creativity.

Child Health Improvement Policy Plan (II): Focusing on Diffusing the Plan

Wonsoon Park
Eun-Young Choi
Sang Bong Park
Yoonkyung Choi

Background and Purpose of the Study

- Obesity in young children and elementary school students is a serious issue as it is also correlated to the loss of balanced diet, unhealthy eating habits, and deterioration of physical activity.
- The amount of young children's physical activity, as reported by parents, is only 25.5 minutes a day, which is a significantly low level for the age.
- The level of physical activity in the lower graders of elementary school is low due to the integrated subjects and lack of awareness of elementary school teachers.
- Hence, the purpose of this study was to develop a health improvement program for the lower graders of elementary school and propose a plan for dissemination of the program that is already developed for young children.

Research Method

- Literature review, consultation, development of program and pilot test for lower graders of elementary school, and interview were used.

Result

- **Development of the Kinder-Elementary School Transition Program**
 - Development of the KICCE Health Improvement Program for lower graders of elementary school.
 - The program was developed based on the space related "Mission-X program."
 - Sixteen sessions of KICCE Health Improvement Program for lower graders of elementary school were developed.
- **Limitations of the Kinder-Elementary School Transition Program**
 - As there is no video manual, it is difficult for teachers to understand activities only by document.
 - It is difficult to secure space for physical activity.
 - Promotion and dissemination of the physical activity programs are scarce.
- **Diffusing Already Developed Program for Young Children**
 - Organize a Science Museum program for young children and lower graders of elementary school

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- Organize a short-term experiential activity program
 - Reconstruct the program into small group activities led by young children
 - Make video manuals for children of kindergarten and elementary school

Policy Suggestion

- Include adequate physical activities for lower graders of elementary school
- Ensure sufficient space for physical activities in elementary school
- Support teachers through in-service teacher training and by providing activity plans and teaching materials
- Provide facilities and equipment for physical activities

Panel Study on Korean Children (PSKC)

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Yejin Lee
Yunjin Lee
Moonjeong Kim
Junbum Lim
Heesue Kim

Background and Purpose of the Study

- The Panel Study on Korean Children (PSKC) 2017 was conducted to investigate the trajectory of Korean children's life since birth; the research is a continuous follow-up study that builds up data to comprehend the process of children's development and their upbringing environments. It aims to provide implications for policy design by identifying the characteristics of Child-rearing environment systems such as parents, family, school and child support policy.

Research Method

- Conducted literature review and analyzed related data.
- Developed a long term plan and survey items for the 10th Wave through advisory meetings
- Described the 9th survey data and conducted the 10th survey.
- Held the 8th International Conference of PSKC and released 8th edition of data through the PSKC website (<http://panel.kicce.re.kr>)

Result

- **Outcomes of the PSKC Wave 9 (2016)**
 - The 9th survey covered 1,525 households. The mean age of the children was 99.24 months. Further, 94.4% of household panels were nuclear families consisting of parents and children with average income of 4,926,600 won per month; additionally, most of the children were enrolled in public elementary schools, and 97.8% were registered in private after-school programs such as Hakwon (learning academies).
 - Children's mean score of self-esteem was 3.33, perception of general happiness 3.45 and pro-school attitude 3.36 out of 5. The average hour of watching TV was 1.25 hours on weekdays and 2.43 hours on weekends.
 - The overall dwelling environment was found to be in a good environment, and 56.8% of the children had their own bedroom. On the other hand, the convenience of public welfare facilities, accessibility to amusement parks and other performance facilities were relatively low.

- **Long term planning for PSKC**
 - The research contents of the developmental period from mid-childhood to adulthood are classified based on the direction of the long term plan and the constitutional principle of the Korean Children's Panel II.
 - According to the unique features of variables such as characteristics of child, parent and family, school and private education and community, new survey items are developed and added.
- **Annual Report of the PSKC Wave10 (2017)**
 - In the 10th year survey, the sample retention rate of 1,484 households was 97.3%.
 - For the 10th year of the Korean Children's Panel Survey, 7 types of questionnaires were collected, and the composition of each questionnaire was adjusted considering the survey contents, respondents, time required, survey tools and variables.
 - The 8th International Conference was held, and keynote speakers announced the results of their longitudinal research. Stephen Zubrick, a researcher of The Longitudinal Study of Australian Children (LSAC), and Professor Elizabeth Cooksey, the director of Human Resource Research Center, Ohio State University, USA were invited as keynote speakers.

Policy Suggestion

- **Need for social support for child's growth and development:** It is necessary to provide service, space and time for children staying in after-school care and also develop assistance programs for children who are left alone after school.
- **Strengthen parent support:** It is necessary to guide parents related to after-school care and minimize children's time alone through social promotion and education.
- **Strengthening of community infrastructure:** There is an urgent need to establish a high-level support system for morning care and after-school care along with strengthening social awareness.
- **Continuous support for longitudinal research:** It is important to recognize the importance of panel studies in terms of continuous accumulation of data and to provide budget support for continuation of the panel study.

A Long-term Plan for Korean Children's Birth Cohort and the Validation Study of Development Scale

Jeongrim Lee
Ji Hyun Kim
Lee Gyurim
Hye Joo Cho
Jong Han Leem
Gustavo Carlo

Background and Purpose of the Study

- Korea is currently facing a low fertility problem. It is important to consider its causes and solutions. However, understanding the growth and development of children who are raised in Korea, and providing the children with an environment where they can be healthy is an even more crucial issue. Qualified data production can help researchers and policy makers identify the factors that affect children's healthy growth.

Research Method

- The study method is as follows: the literature review, advisory meetings and workshops to construct a model, world-class cohort study planning through a utilization and connection with international experts, visits to foreign longitudinal study institutes and studies on the validation of scales on major variables.

Result

• Research Protocol Configuration and Development

- First, the protocol development roadmap includes disadvantaged people, collection methods considering neurocognitive development survey targets and details, blood sampling from pregnant women, the search for a research subject collection method, focusing on medical institutes, and collections that include the child's school teacher.
- Second, sample design and collection of research subjects estimates the scope of newborn population analysis, sampling unit and weight calculation & estimation scope, and operates in random sampling when possible; an in-depth review on the samples considering subjects' characteristics.
- Third, the direction and configuration of the protocol development is comprehensive. Contents include transverse viewpoints by lifespan developmental stages for all ages and focus on healthy growth and development, protocol research divided into 6 categories, including child characteristics and parental characteristics.
- Finally, the direction of the protocol development is such that the research

protocol is structured by developmental stages: a questionnaire survey, a measurement through the inspection and collection of biometric data. And the protocol configuration and research hypothesis set by the period in each research field.

- **Validity and Reliability of Developmental Scales**
 - Validation research covered the important variables not included in the Panel Study on Korean Children (PSKC). There was reliability and validity analyses, focusing on positive development among a child's psychological variables (pro-sociality, moral reasoning, empathic/predictive ability). The result showed reliable internal consistency in a pro-sociality scale against children and parents.

Policy Suggestion

- First, the study suggests the establishment of the standards for growth. The results could be used as preliminary data for change in childcare environments, major causes of neurocognitive development disorder, intervention programs for children from disadvantaged families and major government policies
- Second, the study also suggests the formation of academic grounds for future development with the production of extensive data, including the improvement of national reputation through the production of high-level data, a direction for the effective promotion of diverse policies, solutions to several social problems such as private tutoring and analysis of barriers and protective variables.

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Staff of
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Evaluation-based Consulting for Childcare Centers for the Quality Improvement of Childcare Services (III)

Mekyung Kwon
Wonsoon Park
Lee Gyurim
Park In Sook

Background and Purpose of the Study

- The quality management of childcare centers has been performed mainly through the accreditation of childcare centers. However, subsequent management such as periodical quality-maintenance, internal-inspections and monitoring is also critical. Therefore, "Development and Application of Evaluation-based CARE Consulting Model for Childcare Center Quality Monitoring," a 5-year research beginning in 2016, was aimed to provide support for childcare centers with assistance and consultation alternatives to evaluations.

Research Method

- The current study was performed to modify the first CARE Consulting Model (2016) based on the contents of the latest integrated evaluation index, which was employed since November of 2017, and the results of the initial implementation of the model in 2016. The model will be used as a measure for a supplementary and regular quality management system after the accreditation, with an evaluation-based consulting approach. It will also serve as a preemptive measure to the replacement of the current accreditation system to a compulsory evaluation system.
- The childcare center evaluation-based CARE consulting model, its implementation system and the consulting manual were revised. Cooperated by the Central Support Center for Childcare, the second-year pilot implementation of the CARE consulting model was carried out.

Result

- With the results of the demonstrative implementation of the CARE model in 2017, revisions of the model and its implementation system, the current study suggests a plan for an evaluation-based childcare quality improvement and maintenance system.
- The model suggested in the current study aims to build a support system for the CARE consulting model as a tool for a quality monitoring system, which provides management on a regular basis. The process of building the system consists of the following four stages: preparation, planning, implementation and assessment of

the consulting. The consulting process takes approximately four months from the submission of an application for a consultation by a childcare center to receipt of the results and completion.



Policy Suggestion

- Development of a consulting system as a counterplan to the introduction of a mandatory evaluation system for childcare centers is a prerequisite.
- Granting incentives based on the level of improvement after the consulting would be effective.
- The selection and education, as well as the maintenance of a pool of competent consultants is essential.
- Participating childcare centers should be partially responsible for consulting expenses.
- Teacher support for consultation should be improved.
- The accumulation and documentation of the consultation results of the CARE model implementation is necessary for quality management.

Plans to Enhance the Safety of Childcare and Education Environments (III): Analysis on Health and Hygiene Management in Kindergarten and Childcare Centers

Eun-Young Choi
Ahreum Kim
Min Kyung Lee

Background and Purpose of the Study

- This study was conducted as part of a 3-year research on the conditions and management of both physical and human factors for the provision of a safe ECEC environment.
- In the third year, this study sought to find ways to support healthy and balanced growth of young children through an analysis of the health and hygiene environment of kindergartens and childcare centers.

Research Method

- Literature review, on-line surveys, in-depth interviews, overseas case studies, expert consultation, policy research councils and children's safety forum were conducted.

Result

- Based on the results of the study, policy suggestions were made in three areas related to health and hygiene management of both kindergartens and childcare centers: management of children and staff health; disease management and first aid; hygiene of the indoor environment and management of indoor air quality.

Policy Suggestion

- For health management of children and staff, this study proposed items such as improvement of health check-ups for young children, management and promotion of the vaccination system, linking of health education programs between local governments and the Education Office, supplement to the childcare center doctor system, and unification and improvement of the standards for staff health management.
- In the area of disease management and first aid, the study recommended items such as joint management plan regarding injection requests, development and dissemination of manuals for children's special diseases, management of infectious diseases, support for emergency measure education and obligatory arrangement of qualified personnel.

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- As for management of indoor air quality, the proposals included items such as air ventilation standards, development of self-check items for maintenance and management of indoor air quality, and improvement of the indoor air quality test.

Survey of ECEC Staff and Leaders for Quality Improvement of Nuri Curriculum

Choi Yoon Kyung
Jinah Park
Lee Sol Me
Cho Hyunsu

Background and Purpose of the Study

- Since the national curriculum of Nuri was introduced with a view to providing an equal start for all children from three to five years old, the policy of universal supports and Nuri curriculum has produced a wide range of positive effects for children, families and the Early Childhood Education and Care (ECEC) settings.
- While the policy impact of universal supports and common programs for all children before primary school entry has been realized, the implementation of Nuri curriculum itself and the quality improvement of ECEC pedagogy provided by staff haven't been adequately addressed and emphasized.
- Considering the key five factors of ECEC quality improvement (curriculum, staff, universal support, quality monitoring, and parent-community), the competence and professionalism of staff and leaders are the most essential elements for better child growth and pedagogy of curriculum.
- Therefore, the study investigated the current status and pedagogy of ECEC teachers and leaders who implement the Nuri national curriculum in everyday settings of kindergartens and childcare centers. By doing so, the study intended to identify the main factors that could enhance policy-makings for staff and curriculum implementation.
- Also this study was conducted as a part of the international project of OECD 2018 TALIS Starting Strong Survey (3S).

Research Method

- Literature review, focus group interviews with ECEC staff and leaders and the national survey of ECEC staff and leaders for children aged from 3 to 5 were conducted.
- For the OECD TALIS 3S of ECEC staff and leaders (TALIS 3S), the tasks of project were fulfilled, and we participated in the NPM and network meetings.

Result

- **Staff welfare in terms of workload and time arrangement**
 - The welfare status of teachers and leaders was still inadequate owing to long

working hours and heavy loads of administrative works.

- The amount of time set for direct contact with children and for preparation of pedagogy was also found to be insufficient.
- It is crucial to provide an appropriate time management strategy for teachers and leaders. It should be approached systematically, in terms of not only the total working hours but also the allocation of time within the given working hours.
- **Psycho-emotional wellbeing of staff and leaders**
 - Teachers and leaders frequently reported contradictory statements regarding their wellbeing, showing both positive and negative emotions. ECEC teachers and leaders responded that they were happy, satisfied, and confident about their work and job.
 - On the other hand, they were struggling with feelings of depression, frustration, excessive work stress, fatigue and burn-outs.
 - The results suggest that the policy should carefully address the negative aspect of teachers' feelings and psycho-emotional struggles.
- **Professionalism and pedagogy of staff and leaders**
 - The overall self-evaluation of teachers and leaders' professionalism and pedagogy was good and appropriate.
 - However, the proportion of responses that they were not competent at curriculum planning and pedagogy was somewhat persistent, reaching approximately 30%.
 - Teachers and leaders remarked that social recognition and respect of ECEC teachers was quite low, and the perceived low social recognition and respect were associated with their low sense of self-efficacy and professionalism.

Policy Suggestion

- Policy makings for ECEC staff and curriculum are closely related; thus, both policy setting and agenda for teachers and curriculum need to be carefully addressed, designed and implemented, with regards to their mutual benefits and interactions.
- Specifically, it is necessary to lessen the systemic gaps between teachers in kindergartens and childcare centers, in terms of qualifications, salary, working hours, tasks and pedagogy.
- Adequate preparatory time and time away from children need to be secured for

enhancing quality and ensuring better interaction of teachers with children.

- Furthermore, it is necessary to devise professional development programs targeting teachers who reported poor self-efficacy (approximately 30%).

Measures for Supporting Teachers to Reinforce the Operation of Infant Classes

Misun Yang
Yunjin Lee
Moonyoung Jang

Background and Purpose of the Study

- To present a mid-to-long term plan to enhance the quality of infant care by examining the status, issues and difficulties involved in operating infant classes, and addressing infant class teachers' difficulties and requests.

Research Method

- Examined preceding studies that were carried out domestically, reviewed related laws and systems, collected and analyzed the budget and statistical data, and analyzed data on childcare centers' operation, which is stored in the Childcare Center Integrated Information System and DW.
- Conducted surveys with 500 directors of infant care centers and 470 infant class teachers as participants.

Result

- **Difficulties and Requests Related to Operating Infant Classes**
 - As of end of 2016, there were a total of 40,233 childcare centers operating more than one infant class, which accounted for 97.9% of the total number of childcare centers.
 - Following implementation of the customized childcare system, 54.3% of childcare centers continued to operate their routine in the same manner as before, whereas other centers adjusted their schedules.
 - Following the implementation of customized childcare, childcare centers faced difficulties such as increased administrative works (80.8%), decreased income from childcare fee (84.1%), and daily operation (22.2%).
 - Childcare centers that received infant care consulting support accounted for approximately 13.3%, and centers that had plans to receive the consulting within 2017 accounted for 15.0%.
- **Operation and Difficulties Faced by Infant Class Teachers**
 - After introduction of the customized childcare program, the operation of full-day classes was held by mixed-age class (36.2%), by class (33.1%), and by integrated classes by age (28.8%).

- A total of 90.9% of infant class childcare teachers completed the job training for infant childcare. Among the graduates, 76.1% acquired the qualification through online training and 36.3% attended collective classroom training.
- Only 34.2% of infant class teachers were satisfied with the subsidy for improving the working conditions, and those who replied the subsidy was unsatisfactory proposed 340,000 KRW as the appropriate level.
- A total of 93.6% of infant class childcare teachers received additional allowances other than the subsidy for the improvement of working conditions, and received on average 288,900 KRW.
- A total of 71.7% of childcare teachers agreed with the measure to give the subsidy for improving working conditions only when teachers complete a certain level of training, and the level of agreement was on average 2.9 points.
- About 37.4% of infant class childcare teachers worked overtime, and worked on average 2.5 times per week, and worked an average 1.4 hour extra a day.

Policy Suggestion

- Make it mandatory for infant class teachers to complete a prescribed level of training that is equivalent to the training received by teachers of Nuri program in order to receive the subsidy for improving the working conditions.
- Induce childcare centers' directors operating infant classes to complete the training for infant care and reinforce the training contents and face-to-face trainings.
- Reinforce support for the operation of mixed-age infant classes and distribute developed programs.
- Establish a system that manages the training record for childcare teachers, which sends notifications such as the training schedule for childcare teachers and offers functions such as receiving application for the training, issuing of certification, providing information on the training and issuing of training resume.
- The amount of the subsidy for improving working conditions for infant class teachers should be raised 20,000 won every year until 2022 for the subsidy to increase to 300,000 won for teachers. Subsidy for directors serving also as teachers should be increased to 100,000 won.

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- Establish operation standards for infant class teaching assistants, and develop and distribute guidelines by analyzing the job activities carried out by teaching assistants.
 - Expand and support infant care consulting, and differentiate the consulting method according to the type, area and the characteristics of the age-class each childcare center caters to.
 - Adjust the support ratio of human resources for infant teachers and toddler teachers at government supported facilities from the current level of 30% to 40%, and from 80% to 70%, respectively.

A Study on the Improvement of Assistant Workforce for Kindergarten and Childcare Centers

Changhyun Park
Misun Yang
Taewoo Kim

Background and Purpose of the Study

- The purpose of this study is to present policy measures to improve quality of child education and childcare by analyzing the labor and job conditions of the assistant workforce at kindergartens and childcare centers.

Research Method

- Literature review on concept, status, legal system, academic papers, and international case analyses of EU member countries.
- Survey on the status of work conditions and improvement plans with 934 kindergarten and childcare center owners and 360 auxiliary workers as respondents
- Survey on the expert Delphi opinion (3 time surveys of 43 experts)
- In-depth interviews and expert advisory meetings

Result

- **Issues of supplementary workforce policies in EU member countries**
 - Presenting the status of auxiliary personnel in the EU countries, their duties, initial qualifications, the required capacity profile, and development of expertise
 - Core issues involve the need to improve the hierarchy between teachers and auxiliary staff (holistic vs. separation between education and care), improvement of the qualification system, acknowledging the career and background of ancillary personnel and preparing a route for promotion, continuous professional development of all personnel, and strengthening workforce diversity
- **Policy priorities based on analysis of expert opinions**
 - Employment Stability: Provide stable labor support for auxiliary workers and ensure transparency in hiring ancillary workers.
 - Welfare : Provide guidelines for the government's policy support for non-discriminative recognition of teacher experience; improve the annual criteria for social insurance, benefits, bonuses, and supplementary employee leave; and acknowledge working carers as assistants.
 - System and Management: Secure the central and local governments' budget to

support sustainable ancillary personnel, accelerate the distribution of auxiliary workforce according to the size of the agency, prepare job clarity and capacity profile of the auxiliary workforce, and provide additional staff within the guidelines.

- Professional Education: Strengthen preliminary training for ancillary personnel, expand opportunities for ancillary staff to participate in training, and strengthen education on assistants' rights for lead teacher
- Pre-conditioning of Ancillary Staff: Improve the practical treatment of full-time teachers, strengthen the public service for education and care, adjust the total proportion of young children and class size, and ease the gap between kindergarten and childcare teacher. It is also desirable to develop a comprehensive policy approach that equates the value of education and childcare, carries out a large-scale survey of teacher and assistant staff, and improves identity in after-school courses.
- **Survey**
 - A survey on the operation of ancillary personnel was carried out for 594 kindergarten and 340 childcare center managers. The research content was as follows : the need and reasons for hiring additional staff; employment conditions and the environment (salary, status on the 4 insurances, welfare system); job and education (criteria for selection of employees, hourly work for regular employees, reason for training, experience and intent for training, difficulties arising from employment and non-regular employment) etc.
 - Another survey was carried out for 170 kindergarten assistant staff and 190 childcare center assistant staff to gather inputs on their labor status. The research content was as follows : Need and reasons for personnel subsidiary; working conditions and the environment (working week, salary, resting time, subscription to social insurance, work contract preparation); and job and education (job environment, business hours, overall work experience) etc.

Policy Suggestion

- Policy direction for operation of supplementary manpower for kindergartens and childcare centers

- Innovate the ECEC workforce systems; prepare a comprehensive system to empower all personnel
- At the individual level, the initial qualification criteria for the supplementary workforce are to be raised (ideally 60 % or more). Along with this, qualification systems must be prepared to recognize diverse experiences and careers; and training and education materials must be prepared, continuously improved, and made available to applicants.
- At the institutional level, the staff members should be encouraged to share and reflect on such goals and training as team development or joint training for ancillary staff, mentoring of education coordinator, and organizational restructuring for democratic decision making.
- At the intergovernmental level, policy-based initiatives such as support for training at the Center for Childcare and Child Education Promotion, innovative real life sharing, establishment of a cooperative network between similar positions, and preparation of training systems for adaptation of new institutions may be considered.
- At the governance and policy level, policies should support measures such as providing resources for training and mentoring of ancillary personnel, preparing a staff curriculum, and providing teachers with their own time.
- **Policy tasks to improve the operation of supplementary personnel in kindergartens and childcare centers**
 - **Employment Stability:** It is necessary to secure budget for sustainable support for auxiliary workforce from the central government and local governments, ensure transparency in hiring auxiliary workers, and support policy for permanent transition of non-regular workers
 - **Welfare :** Provide transparent government support for recognition of ancillary workers ' work experience, social insurance, benefits and bonuses.
 - **System and Management:** Introduce measures such as expansion of employment for auxiliary workforce, flexibility of support for auxiliary workforce according to the size of the institution, provision of a capability profile for supplementary workforce, distribution of auxiliary workforce manual at the government and local governments, and monitoring of the status of ancillary workforce by the

related authorities.

- Professional Education: Strengthen basic training for auxiliary staff, increase opportunities for participation in training, and reinforce human rights education for teachers and management staff.
- Prerequisites for All Ancillary Workforce: Improve the actual working conditions and treatment of all employees, mitigate the gap between kindergarten, childcare center and institutional systems, and consider special approaches to education and childcare.

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Child-rearing
Cost

Background and Purpose of the Study

- In order to reduce the cost burden for childcare, it is necessary to implement continuous management of goods and service prices related to childcare at the national level.
- 'The 2015 National Survey on Fertility, Family Health, and Welfare in Korea' (Lee, SamSik et al, 2015), revealed that 1,168 respondents among married women (15 to 49 years old) had answered, 'It is all right without my own children.'
- In addition, 29.4% out of all respondents would not want to have children, in order to 'live a relaxed life economically,' and the next higher percentage responded that it was, 'difficult to care for children economically.'
- This shows that a very high proportion was concerned about the financial burden namely the cost for childcare in individual households.
- This study will compute the price index for goods and service in relation to childcare and suggest ways to implement continuous monitoring of childcare prices.
- Such monitoring will contribute to the establishment of an efficient system for price management regarding goods and service related to childcare.
- Ultimately, this will be utilized as the basic data to relieve the cost burden of childcare for individual households.

Research Method

- In order to compute the price index for childcare, both online & offline prices were surveyed through on-site interviews. Phone interviews were also carried out on institutions offering childcare services.
- This is the fifth (year) study of the price index for childcare by KICCE which has been carried out to examine the overall price level for childcare.

Result

- **Computation of KICCE Child-rearing Price Index**
 - The price index for childcare (I) utilizes children's items from the consumers' price index, and it shows that children's clothing has shown the highest increase

by 3.32%.

- Examining the computation results of the price index for childcare (II), the item that has undergone the highest increase is baby stroller at 54.22% compared to price in the previous year.
- As per the price index for childcare (III-1), items that have shown large increase compared to prices in 2016 are baby stroller (27.26%), baby carrier (26.78%), bathtub (19.10%) and outdoor clothing (15.05%).
- Examining the price index for childcare (III-2), items that have shown large decrease in the index compared to prices in 2016 are costs for kindergarten (-31.65%), toothbrush (-26.63%) and water tissue (-18.37%).
- **Analysis on the Trend of KICCE Child-rearing Price Index**
 - The total price index for childcare (II) showed a drastic decrease from 120.35 in 2013 to 98.28 in 2014, and later a small increase in 2015 and 2016. Such increasing trend continued until 2017, when the index increased by 12.16% compared to that in the previous year to reach 113.00.
 - The total price index for childcare (III-1) showed a substantial decrease from 122.88 in 2013 to 97.01 in 2014, and later a small increase between 2015 and 2016 by 3.81% (100.00→103.81). Such increasing trend continued until 2017 to reach 115.92.
 - Furthermore, the total price index showed a critical decrease from 120.95 in 2013 to 98.48 in 2014, and later a small increase between 2015 and 2016 by 0.26% (100.00→100.26). Such increasing trend continued until 2017.
 - Examining the overall trend of the price index for childcare, using the 2016 weight and 2015 price to calculate the price index, it is seen that the price level for childcare items has been increasing continuously since 2014 except the large decrease in price index between 2013 and 2014.

Policy Suggestion

- It is necessary to regularly reorganize the selection of childcare items in KICCE's computation of the price index for childcare.
- It is necessary to compute the price index for childcare in such a way that it fully reflects the change in expense according to child's age (or months).

- Although the present study has expanded the survey area to the entire nation, it is necessary in future research to increase the frequency of surveys for considering or adjusting the seasonality of items.
- It is necessary to establish a system that can comprehensively monitor not only the prices of services provided by child education and care centers, but also the price for childcare to promote the price stability of items for childcare.
- Considering the unprecedented high demand for goods and services and parents' desire for high quality childcare, it should not be overlooked that such price changes may significantly affect the overall price level. Therefore, it is crucial to establish a price monitoring system to compute the monthly price index at a nationwide scale like other price indices.
- It is necessary to carry out further studies in connection with the growth and change in the relevant industrial areas rather than merely computation and analysis on the price index for childcare itself.

Early Child Education and Childcare Cost Estimate Research (V)

Hyomi Choi
Nayoung Kim
Taewoo Kim

Background and Purpose of the Study

- This study represents the final installment in a 5-year research project titled, “Early Child Education and Childcare Cost Estimate Research,” conducted to examine the use and policy needs of households with early children (infants and toddlers) regarding education and childcare services.
- The purpose of this study is to explore possible support measures for households with early children, to alleviate their burden in terms of education and childcare costs, and to better address their needs.

Research Method

- Literature review, analysis statistical data, survey studies (1,119 households / 1,505 children, 40 experts), in-depth interviews and expert advisory meeting.

Result

- **Education and Childcare Expenses of Infants and Toddlers In 2017**
 - The monthly average total education and childcare cost (per early child) was 198,000 KRW.
 - 43.3% of the children were enrolled in childcare centers, with an average monthly cost of 69,000 KRW.
 - 35.2% of the children were registered in kindergartens, with an average monthly cost of 198,000 KRW.
 - Only 3.7% of the children went to half-day (or longer) private academies, which cost much more than other types of services, at an average cost of 735,000 KRW.
 - The average total expenditure for hourly-based private education was 114,000 KRW.
 - The average total expenditure for individual care services per month was 537,000 KRW.
- **Views Expressed by Parents of Early Child**
 - 80.8% of parents responded that they had no intention of adjusting the current number of hours.
 - When asked about policies offering support for childcare and education fees,

parents of early children responded enthusiastically, with 32.6% of respondents answering, “strongly agree” and 53.1% answering “agree.”

- When asked about policies that were needed, parents of early children gave the highest marks (6.3 on a 7-point scale) to “provision of more national / public childcare centers or kindergartens” and “improvement of the service provided by childcare and education facilities.”
- **The Results of The AHP and the In-Depth Interviews with Experts and On-Site Professionals**
 - Professionals responded that an integrated policy of childcare allowance was the most adequate.
 - Professionals prioritized “better treatment of teachers” (0.2695), followed by the “provision of more national / public childcare centers or kindergartens” (0.1776), out of the 14 possible policies.
 - In-depth interviews with on-site professionals revealed distinct differences in opinions between those working at national / public facilities and those working at private childcare centers or kindergartens.

Policy Suggestion

- In the case of childcare centers, the fees to cover an approximate 8 hours of use should be provided by the state.
- In order to provide adequate levels of childcare services, the unit costs of education and childcare services should be calculated in a rational manner.
- Aggressive and continuous measures to increase national / public facilities will be needed in the future.
- There is also a need to foster a social atmosphere that is conducive to child-rearing at home, as well as to reinforce various support measures to facilitate this.
- With regards to measures to assist childcare for children of dual-earner households, there is a need to shift the emphasis from providing long hours of childcare services as in the past, to reinforcing the guarantee of parental rights.
- Vulnerable groups - such as low-income households - should be given a priority in admission to national / public childcare centers or kindergartens, and further support systems should be established in order to prevent additional cost burdens on them.

A Study on the Current Status and Improvement of Extra Curricular Activities for Young Children (III): A Cross-national Comparative Study

Eunyoung Kim
Keun Jin Kim
Jiyeon Yun

Background and Purpose of the Study

- Despite research results that prove that the effects of private tutoring (or extracurricular activities) are not significant, the age at which private tutoring starts continues to lower.
- Under such conditions, this study indicates factors, which drive parents to send their children to private tutoring within socio-cultural contexts through comparative analyses between Korea and other Asian countries with similar socio-cultural backgrounds as Korea, and between Korea and non-Asian countries with different socio-cultural backgrounds from Korea.

Research Method

- We investigated the present status of pre-school public education institutions and private tutoring (or extracurricular activities) in Seoul (Korea), Tokyo (Japan), Taipei (Taiwan), New York City (United States), and Helsinki (Finland). A survey of 300 young children attending kindergartens or childcare centers (a total of 1500 young children) and case studies of young children ages 2 to 5 (a total of young children) were conducted in each city.

Result

• Private Tutoring in 5 Countries

- Asian young children (from Korea, Japan, and Taiwan) participate in private tutoring (or extracurricular activities) to some degree, whereas most Finnish young children do not. The level of participation in the United States was in between.
- Private tutoring (or extracurricular activities) in Asian countries not only included sports and arts subjects, but also curriculum education. Private tutoring (or extracurricular activities) in non-Asian countries (the United States and Finland) was generally limited to sports and the arts.
- Additionally, young children in the United States and Finland participated in a more leisurely daily schedule than young children in Asian countries.

- **Implication**

- The differences are related to general welfare policies regarding the public education system, the parental views of nurturing and the education systems of each country.

- **Policy Suggestion**

- Secure the children's right to play through the guarantee of a minimum quality of life
- Reinforce the nurturing competencies of parents through the reduction of time spent at work
- Satisfy the needs of individual parents through the expansion of a community-based infrastructure in regard to social welfare and labor policies
- Prepare for a future society through the reform of college entrance policy
- Recover public trust through improvement of the quality of public education
- Lead a redirection of the role of private tutoring
- Improve the quality of life for children through the innovation of early childhood education in aspects of educational policy
- Change the awareness of parents through government-led campaigns
- Improve the awareness of parents through community-based parent awareness education

The Standard Cost Computation for Childcare Centers and Kindergarten (V)

Jinah Park
Keun Jin Kim
Jiyeon Yun

Background and Purpose of the Study

- This study is the fifth of a series of studies on calculating “childcare costs” and “standard child education cost” and was conducted to calculate the “standard childcare fee” and “standard child education cost” for 2017.
- Another purpose of the study is to develop an operational cost model for a national standard childcare program (Nuri-curriculum) and calculate costs by incorporating the quality levels of kindergartens and day-care centers that provide the national standard childcare program.

Research Method

- Previous research was reviewed, and expenditure of each institution was analyzed using data provided by day-care centers and kindergartens.
- The childcare cost for 2017 was calculated according to size of day-care centers and child age by estimating a standard childcare fee for each constituent item, and adding to it the standard child education cost in 2017 based on the standard child education cost calculation model.
- The operational cost of the national standard childcare program for day care centers and kindergartens was also calculated.

Result

- **Childcare costs per child (97-person childcare centers)**
 - By the first proposal, the monthly cost of childcare per child is 987,000 won for age 0, 691,500 won for age 1, 551,900 won for age 2, 407,900 won for age 3 and 364,800 won for age 4-5.
 - As per the second proposal, the standard labor cost was raised to the average labor cost of national day-care centers, yielding a cost of 1,040,600,000 won for age 0, 724,100 won for age 1, 575,500 won for age 2, 419,400 won for age 3 and 369,800 won for age 4-5.
- **Standard cost of kindergarten education**
 - The total standard cost of kindergarten education was calculated to be 3,908.8 billion won

- Further breaking the cost into those for public and private kindergartens, the standard child education cost for public kindergartens was found to be 1,107.1 billion won, and the standard child education cost for private kindergartens was 2,810.1 billion won.
- The average standard cost of kindergarten education per enrolled child was estimated to be 5,830,000 won per year and 486,000 won per month. Specifically, the standard child education cost per child enrolled in a public kindergarten was calculated to be 5,903,000 won per year and 492,000 won per month, and the standard cost of kindergarten education per child enrolled in a private kindergarten was calculated to be 5,801,000 won per year and 483,000 won per month.
- **Operation cost for the national standard childcare program (Nuri-curriculum)**
 - Operation cost for the national standard childcare program is defined as “the minimum cost required to perform educational activities while guaranteeing a certain quality level and content for the national standard childcare program for three- to five-year-old children in kindergartens or day-care centers.”
 - The operation hours is assumed to be 4 to 5 hours in accordance with the regulations of the national standard childcare program, and the calculation items include costs for labor, educational activities, management and operation, and provision of meals.
 - Since each institution's situation differs from that of another depending on enrolment size, costs are necessarily calculated depending on various scenarios.

Policy Suggestion

- **Calculate and utilize childcare costs**
 - Establish the concept of “Standards”
 - Reset the childcare cost calculation model and calculation standards
 - Revise the calculation method according to purpose of utilization
- **Calculate and utilize Standard cost for kindergarten education**
 - Modify the standard kindergarten model according to the type of kindergarten establishment
 - Revise the calculation method according to purpose of utilization

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**Childcare Support
for Households and
Communities**

A Study on the Current Status of Participation in Parent Education by Parents of Young Children and Methods of Improvement

Lee Yunjin
Jeongrim Lee
Junbum Lim

Background and Purpose of the Study

- The purpose of this study was to investigate the status of participation in parent education by parents of young children and to seek measures to improve participation.
- This study focused on parents of young children who took an interest in parent education and willingly took part as an effort “to be good parents.”

Research Method

- The study surveyed 757 parents who participated in parent education offered by Childcare Support Centers, Healthy Family Support Centers and Early Childhood Education & Promotion Centers.
- The study also surveyed 114 staff members of parent education, who work at the aforementioned institutes as well as 528 kindergarten and day care center principals.

Result

- **Major findings of the survey completed by parents are as follows:**
 - The participation rate was 49.4% for working mothers and 50.6% for nonworking mothers, which shows higher participation by working mothers compared to other studies.
 - Parents first started to participate in parent education when their children were young and the most common reason for participation was that they wanted “to be helpful to their children (49.8%)”.
 - Among 76.7% of survey participants whose children attend either kindergartens or day care centers, the most common reason for not participating in parent education was because the parents “didn't have time (63.0%)”.
- **Major findings of the survey on 114 staff members are as follows:**
 - Higher participation of parents was mostly because “the content of parent education is helpful (41.2%),” while lower participation was because “it was difficult to bring children along (23.7%).”
 - Most common difficulty staff members face when running parent education

programs was the “low participation of parents (42.1%).”

- Staff members answered that “PR (25.4%)” and a “legal institutionalization of parent education (24.6%)” was needed to stimulate parent education.
- **Major findings of the survey completed by principals showed the following:**
 - The most common instructors of parent education offered in kindergartens and day care centers were principals or teachers.
 - Most kindergartens and day care centers included parent education in their yearly plans.
 - The most common difficulty when running parent education programs in kindergartens and day care centers was also the “low participation of parents (37.5%).”
- **Common findings of the survey of groups of parents, staff members and principals showed the following:**
 - When asked if parent education should be mandatory for the parents of young children, an overwhelming majority (65~70%) of all three groups answered “it is necessary.”

Policy Suggestion

- Though the majority was in favor of making parent education mandatory for the parents of young children, the issue should be carefully dealt with and publicly discussed first, since mandatory parent education would set a precedent not only in Korea, but also in other countries.
- If parent education is to be mandatory for parents of young children, the objectives of education should include to advocate children’s right to pursue happiness, and the duration of the education should be minimized.
- In order to improve the quality of parent education, it is recommended that the relevant laws and regulations be complemented, professional instructors for parent education be trained and placed in the institutes.
- A systematic parent education for parents in each stage of life (pre-parenthood, parents of children from 1 month to 1 year old, parents of children from 2 to 5 years old) should be offered, and special holidays should be given to parents so that they can participate in parent education.

A Study of a Support System for Parents of Elementary School Children

Jaehee Lee
Keun Jin Kim
Ji-won Eom

Background and Purpose of the Study

- To examine the support policy for parents and children at the time of the children's elementary school entrance.

Research Method

- Literature review on the developmental characteristics of children and changes in family life caused by children's entry to elementary school.
- Examination of policies in foreign countries and cases regarding the transition to elementary school and extracurricular care services.
- Conduct in-depth interviews with elementary school children and their parents.
- Analysis of Korean Children's Panel Data to identify differences in family life before and after children's entry to elementary school and relationships between the mother's employment and the adaptation of children to elementary school.

Result

- **Current Support Policies for Parents and Children.**
 - There are several public childcare services available from different branches of the government: Care Class in Elementary School, After-School, Public In-home Childcare Services, Community Children Centers, and Care Classes provided by the local government.
 - Education programs for preliminary school parents are provided by kindergartens, elementary schools and local parent centers.
 - Parental leave and the reduction of working hours for periods of childcare are implemented for working parents.
- **Policies and Cases in Foreign Countries**
 - Most OECD countries provide extracurricular care services for children aged 6 to 11, and approximately 30% of children participate in center-based before and/or after school care services.
 - Extracurricular care services in France, Germany, US and Japan are provided jointly between schools and local governments.
 - Advanced countries such as France and the United Kingdom have made various

efforts, offering preliminary classes and making transfer programs, to improve the quality of transition from preliminary class to elementary school.

- **Change of family life and adaptation to elementary school**
 - One of the critical changes in family life caused by children's elementary school entry is the increase of the after school care hours from 0.85 to 2.51.
 - According to an analysis of the Korean Children Panel Data, children's entrance into elementary school decreases their mother's pay, available working times and opportunity to be employed in a regular job.
- **Awareness and the needs of children and their parents regarding the readiness for elementary school**
 - Parents of elementary school children recognize that they need information related to entry and life of elementary school resulting in a need to accordingly increase the number of care class.
 - Children that had difficulty adapting to school attributed the trouble to more rigid rules than kindergarten, and fatigue due to the long care classes without their parents.

Policy Suggestion

- The ultimate goal of a support system for parents of elementary school children should focus on the happy and healthy development of children.
 - A support system should be established to improve parenting and quality of parent-child relationships.
- Systems and programs to improve the quality of transition from early childhood to elementary education should be developed.
- Reduction of working hours for periods of childcare should be encouraged in working parents' groups, and, related laws should be revised.
- Expansion of care classes in elementary school should be considered through the joint efforts between local governments and elementary schools.

Developing Environment Indicators in the Parenting of One-Year Old Infants

Ji Hyun Kim
Mugyeong Moon
Yoonkyung Choi

Background and Purpose of the Study

- The home rearing environment is a very important aspect of an infants' development.
- Especially, as the home environment is mostly determined by the main caregivers, it is important for the parents to understand what environments are optimal to infant development and what should be provided.

Research Method

- Reviewed the literature on the factors that affect infant development, and the characteristics of the infant development.
- Conducted Delphi research with a second-time survey with 25 experts of infant development, index development.
- Conducted home visit surveys with 300 families for the main survey and 20 families for the preliminary study including a home observation survey on the physical home environment and infant-parent interaction.

Result

- **Development of infant home rearing environment indicators**
 - Categorized the Infant home rearing environment into the following 3 areas: the physical home environment, caregivers' characteristics and human parenting support environment
 - Developed detailed scales to measure the quality of the home environment that the main caregivers provide to 1-year old infants.
- **Analysis of the home rearing environment with 1-year old infants**
 - Analysis was based on the results of the 300-home visiting survey.
 - First, for the physical home environment area, the percentage of family who were evaluated over 'good condition' for the autonomy facilitation environment was highest as 85.6%, and percentage of family with 'good condition' for 'the safety environment' was lowest as 44.7%.
 - Second, the percentage of family with 'good condition' for the sub-indicators under 'Infant-caregiver interaction and caregivers' parenting behaviors' section

were mostly near or more than 80%. However, the percentage of the family with 'good condition' on basic habit formation and outdoor play opportunities was quite low as 63.4% and 68.7% respectively.

- Lastly, under the human support on parenting area, the spouse co-parenting and parenting-friendly workplace atmosphere were included. For the spouse co-parenting, although the percentage of fathers saying 'yes' on participation of infant playing was high as 90.3%, that of housework sharing was as low as 60.2%.
- **Validity and Reliability**
 - Content validity, concurrent validity, and construct validity (exploratory factor analysis) was examined and verified. 8 items were deleted and some of specific areas of the index were partly regrouped and renamed.
 - The reliability for the indicator was examined and the total standardized Cronbach's $\alpha = .748$

Policy Suggestion

- First, the monitoring systems to manage and support the infant home parenting environment are to be established. More specifically, there should be a system in place to diagnose families with vulnerable parenting and a training system to cultivate qualified interviewers is needed as well.
- Second, the parenting education program should consider topics that the parents regard as room for improvement: based on the home survey in this research, there were many families with a low level of home safety and in the restriction of the media usage of infants.
- Lastly, a nationalized atmosphere to create a supportive environment including the fathers' participation in parenting and workplace culture should be accompanied.

Support Measures for Customized Child-Rearing (III): Current Status and Support Strategies for Single-Parent Families

Yun-Jin Bae
Sook In Cho
Moonyoung Jang

Background and Purpose of the Study

- The purpose of this study is to examine the current situation of single-parent families and their needs based on the families' characteristics (e.g., child age, family composition, income etc.)
- The study will also provide suggestions for policies to promote overall quality of life for single-parent families.

Research Method

- This study particularly focused on divorced or widowed single-parent families with children aged between 0 and 11 years old (children in pre-schools or in elementary schools).
- National and international programs and policies for single-parent families were described so as to help the reader understand the current trend and directions of support systems.
- Data from 'A Study on the Status of Sole-Parent Families (Kim et al., 2015)' was reanalysed with selected samples that only contained single-parent families with young children aged 0-11 years old.
- 400 single mothers and single fathers reported characteristics of child-rearing (e.g., ways that parents care for children, social support for childcare, etc.); developmental characteristics of parents and children (e.g., parents' self-esteem, children's health condition and developmental level); and parental perceptions on policies for single-parent families.
- 17 single parents were interviewed in order to find out their unique experiences, difficulties in child rearing and needs for social support in-depth.

Result

- Single-parent families with younger children were shown to face more difficulties in supporting their children. They particularly suffered from lack of time for taking care of their children and also from financial burdens.
- Single-parent families that only consisted of a parent and children (without any other members under the same roof, such as grandparents or other relatives)

showed a higher level of stress due to their multiple responsibilities and social isolation.

- Single-mother families were more vulnerable than any other types of single-parent families. They were more likely to be aware of policies in details and available benefits offered by the government.
- Family income was one of the important factors that were associated with a high level of single parents' anxiety and a low level of social support.

Policy Suggestion

- Results of this study suggest that policies need to consider diversity as well as individuality of characteristics and needs in different single-parent families.
- Ages of children, family composition, employment status of single parents and family income should all be considered together in order to create customized support systems for childcare.
- In addition, it is important that single parents and the community have positive and supportive perceptions toward single parents who are solely in charge of child-rearing.

Plans to Create a Community Environment for Promoting Children's Right to Play

Sook In Cho
Mekyung Kwon
Min Kyung Lee

Background and Purpose of the Study

- The purposes of this study are to investigate mothers' and children's perceptions of, practices in and needs of play and to provide implications for policies to promote children's right to play. More specifically, this study focuses on play by children aged between 3 and 8 years old (preschoolers and those in lower grades in elementary schools).

Research Method

- 706 mothers (350 mothers of preschoolers; 356 mothers of 1st, 2nd and 3rd graders in elementary schools) reported on the current status of their child's play (e.g., when/where/how their child plays, with whom their child plays with, what changes occur after their child enters elementary schools, etc.) and the mothers' primary needs for supporting the child's play. 49 children (25 preschoolers; 24 1st, 2nd and 3rd graders) were interviewed to figure out the children's perceptions of their own play and their needs for better play. Finally, national and international cases of building community playgrounds were introduced to examine how community members and children participated in creating or renewing community playgrounds to encourage play among young children.

Result

- About 70% of mothers did not have a clear understanding of children's right to play (UN Convention on the Rights of the Child, Article 31), although they rather tended to believe that children's play is important for healthy development.
- The study results revealed that a lack of outdoor spaces (e.g., playgrounds, children's park), play time and playmates was the main challenge which discouraged children's play. Due to these challenges, children might end up depending more on the internet and social media.
- Children aged 3-8 years old pointed out that they primarily wanted to play with their parents. School-aged children had less opportunities to play compared to preschoolers because of the pressure for educational achievement and private education commitments.

Policy Suggestion

- The results of this study suggest that the government and communities need to start by building “family-friendly environments” to establish “child-centered play environments” for young children. In addition, children's play space, play time and playmates should be considered together to strengthen the overall quality of children's play.
- Finally, young children's use of the internet and media for play needs to be discussed in depth to minimize their associated negative effects.

KICCE Poll for Establishing the Culture of Happy Childcare (I)

Donghoon Kim
Jaehee Lee
Hyemin Lee

Background and Purpose of the Study

- The purpose of this study is to analyze and evaluate the perceptions and attitudes of policy consumers regarding childcare culture and childcare policies through the 5-year survey of 2017-2021 and to contribute to the formation of a sound culture of childcare.
- To that extent, we will contribute to the re-establishment of the overall direction of childcare support policies and the formation of a healthy childcare culture.

Research Method

- Identification of the direction of childcare policy through literature analysis.
- Analysis of relevant basic plans, media articles and keyword searches for selecting a topic.
- Regular poll (3,000 people) and occasional survey (500 infants and young children) conducted.
 - ※ Regular poll: becoming a parent, child-rearing, marriage, the joy of parenting, early childhood education and childcare policy, policy satisfaction, and policies in response low fertility.
 - Occasional survey: ECEC service policy, nurturing within the family, and opinions about work-family compatibility.
- Parent Monitoring Unit (i-POL) configuration and KICCE POLL website reorganization

Result

• KICCE regular poll results

- Being a parent is a joy and something I look forward to (3.53 out of 5). However, the expectation of parental status is very low in the teenager to 20's age bracket (at 3.06 points for teenagers and 3.03 points for those in their 20's) than in the 50 to 60s age bracket (at 3.37 points for those in their 50's and 3.45 points for those in their 60's).
- There needs to be education on parenting before having children (3.53 points out of a 5-point average). Particularly, young people in their teens and 20's are highly

aware of the need for pre-natal parent education.

- Ideal parenting share was 5.83 for mothers, 4.17 for fathers, and the ideal rate of housekeeping was 5.84 for mothers and 4.16 for fathers. However, the actual share of childcare was 6.86 for mothers, 3.14 for fathers, and 6.81 for mothers and 3.19 for households.
 - There was a tendency to think that marriage is required before having children. However, since unmarried or younger people are more likely to have children out of marriage, the perception that marriage is a prerequisite for childbirth is gradually changing.
 - The economic value of child rearing is at the monthly average of 235.2 million won.
 - The government's priority on financial support for child-rearing support is slightly higher than that for discriminatory support (48.8%) and grants (42.1%).
 - The public recognizes that a priority is given to expanding national and public kindergartens and daycare centers, improving the quality of services, expanding childcare leave and flexible work arrangements.
 - 45.5% of the respondents indicated that the necessity for paying child allowances was agreed, but 40.7% answered that they did not know whether child allowances should be paid.
 - The satisfaction level of the government's ECEC support policy was generally moderate. In the case of the 20-30 age bracket core beneficiaries, among parents with infants, or among parents of a dual-income household, satisfaction was relatively low.
- **KICCE occasional surveys results**
 - Most parents of infants and toddlers perceived that the appropriate time to use an institution for the first time was 2-3 years (30 months).
 - The average time for use of institutions such as daycare centers was 8 hours. In particular, 73.2% of the respondents agreed that parents would pay for the additional use other than the basic usage time.
 - Many respondents said that the number of infants under the supervision of one teacher is high, and that the standard size of the nursery area per infant is small.

Policy Suggestion

- **Childcare culture improvement task**
 - In order to raise the fertility rate, it is necessary to communicate and spread the positive value of parenting to young people.
 - Parent education is mandatory before childbirth.
 - Efforts to spread awareness of the equitable sharing of childcare and housework are needed.
 - Social and institutional recognition of various families is needed.
- **ECEC policy improvement task**
 - It is necessary to further strengthen the responsibility of the state in infant care and education.
 - It is necessary to review the method of free education and education expenses for 0 to 5 year olds and the method of supporting childcare fees and infant school expenses.
 - It is necessary to actively promote various cost support policies such as government childcare support for 0-5 year olds, the 0-5 year old childcare allowance support policy, the extended time childcare fee support (time extension, night childcare, part-time childcare support, and kindergarten after-school courses, etc.).
 - It is necessary to enforce greater punishment for child abuse, and to strengthen and expand child abuse prevention education targeting both parents and teachers.
 - It is necessary to reduce the number of infants to childcare teacher and to raise the standard of the nursery room per infant.
 - It is necessary to raise the effectiveness of the work-family reconciliation policy by activating a child-rearing leave system for the reconciliation of a working family, expanding daycare centers and kindergartens of good quality, and by expanding opportunities to use care services.

2017 KICCE Project Report Abstracts

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