

# OECD-KDI Policy Review: Strengthening Social Cohesion in Korea

5 February 2013

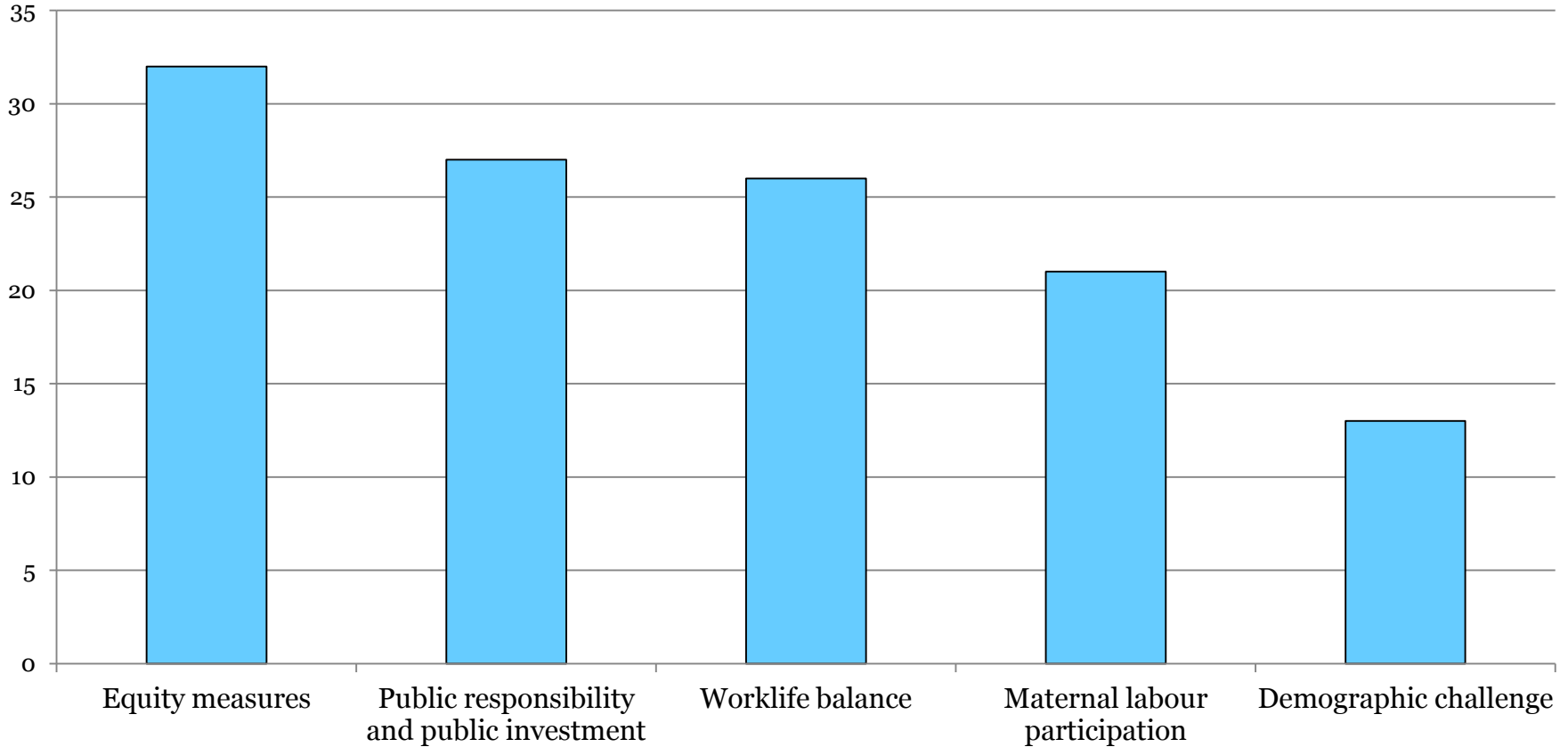
## Early Childhood Education and Care Policy to Ensure Social Cohesion for Children, Women, and Society at Large

Miho Taguma  
Senior Policy Analyst  
Early Childhood and School Division, Directorate for Education

# OECD countries set different goals for ECEC policy.

*Korea considers all five goals as relevant.*

■ Number of times cited as policy goal



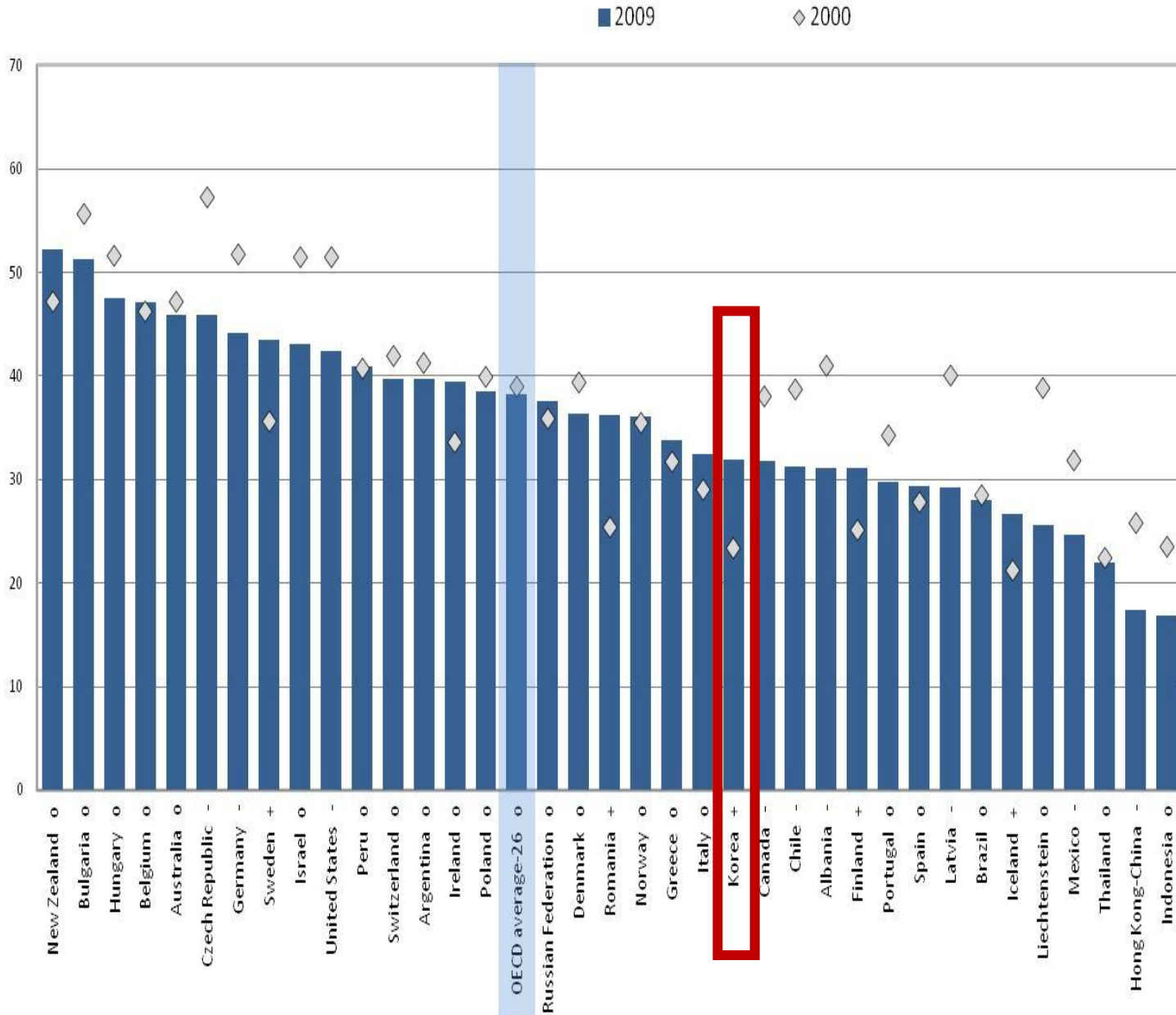
Note: 31 countries

Source: OECD Network on Early Childhood Education and Care's "Survey for the Quality Toolbox and ECEC Portal", June 2011.

# *ECEC as an Equity Measure in Education for Children*

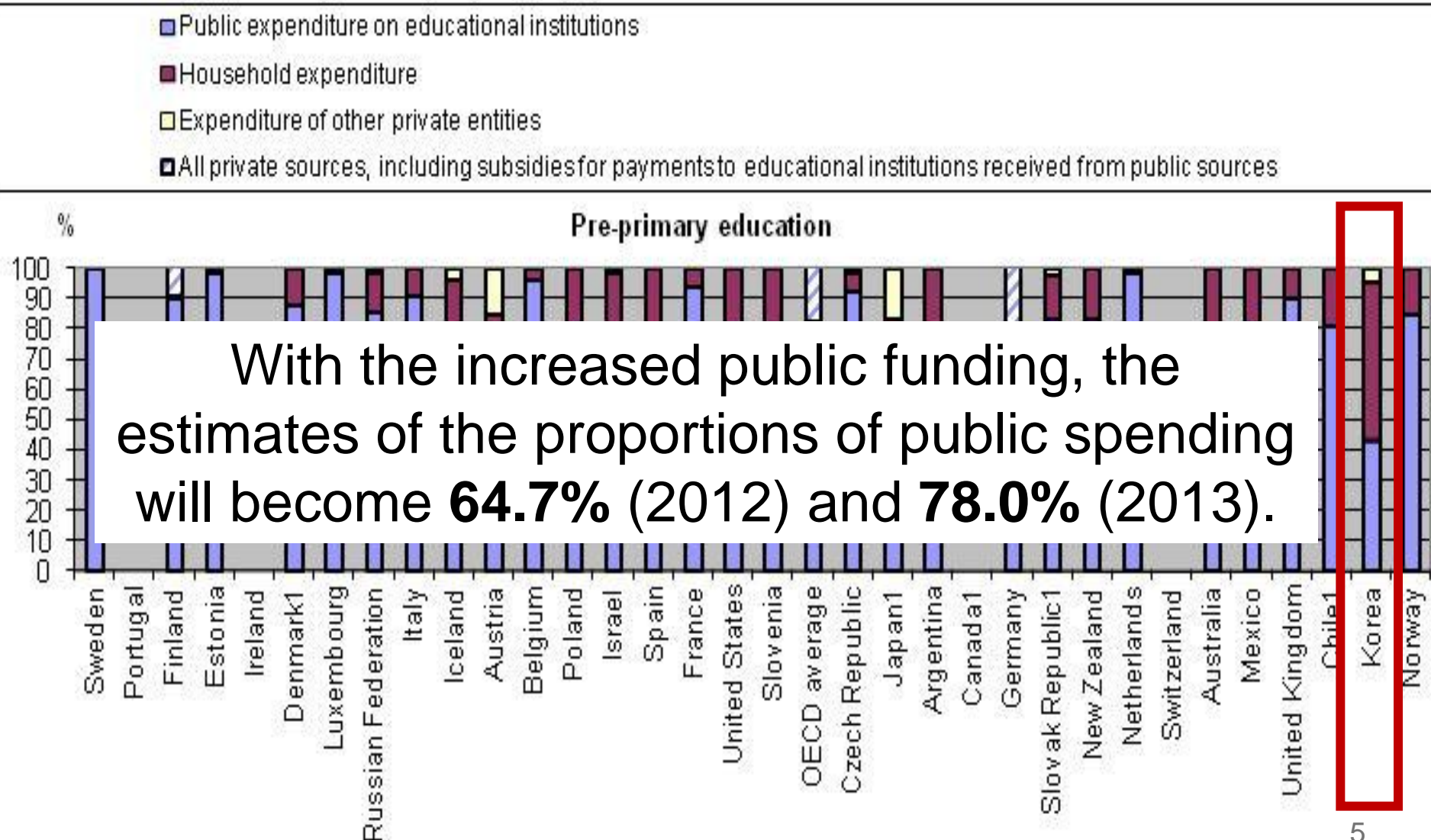
# The impact of socio-economic factors on educational outcomes has become stronger from 2000 to 2009 in Korea.

Sore point difference associated with one unit increase in the PISA index of economic, social and cultural status



Source: OECD (2010), *PISA 2009 Results: Learning Trends – Changes in Student Performance Since 2000*, Vol. V, Figure V.4.4.

The share of private spending in education is large in Korea. It increases the impact of socio-economic factors on educational outcomes.



Source: OECD (2012c), *Education at a Glance 2012: OECD Indicators*, Tables B3.2a and B3.2b. UNESCO Institute for Statistics (World Education Indicators Programme) for Argentina. See Annex 3 to OECD (2012c) for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

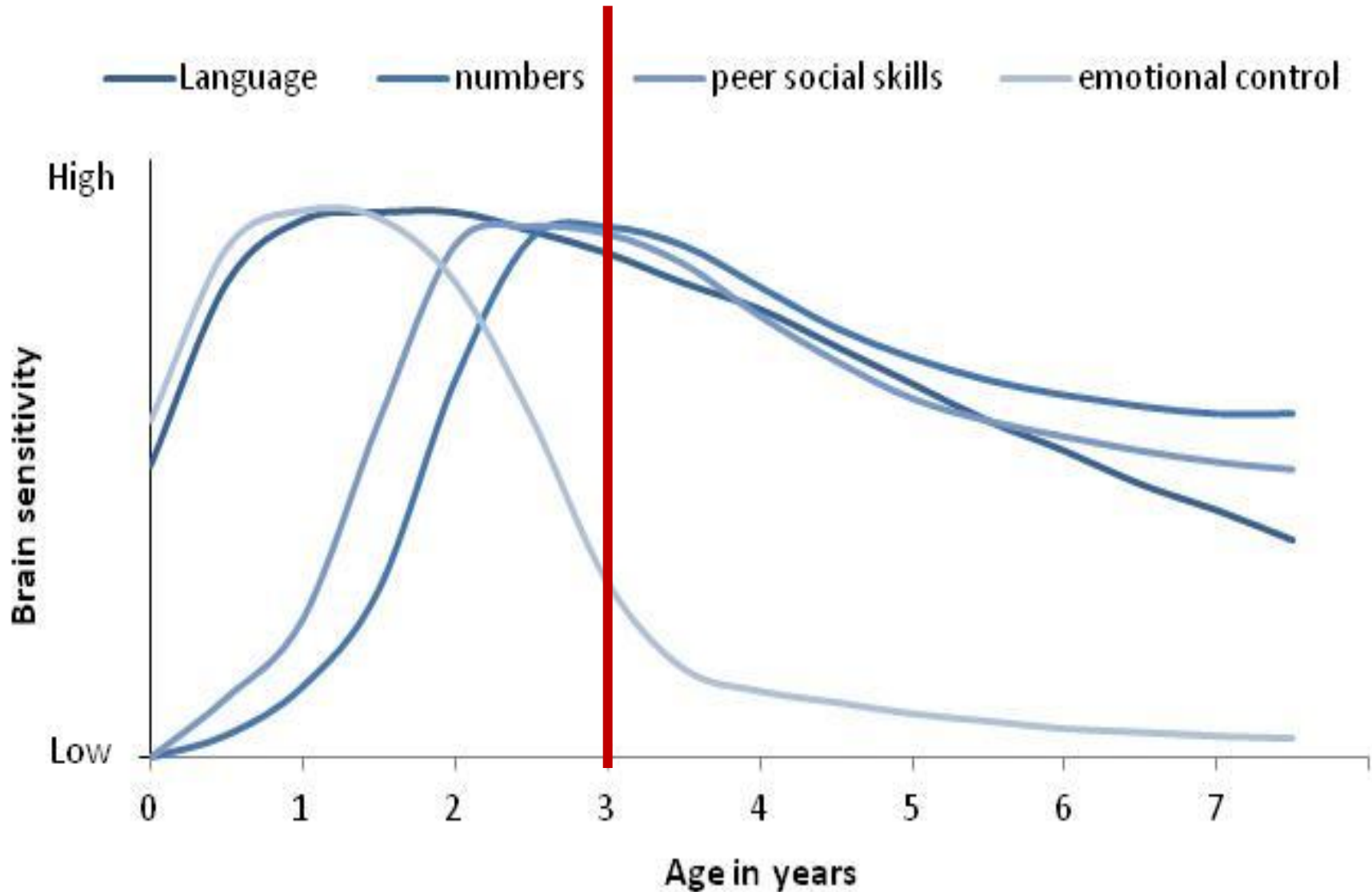
# Korea will need to shift from “*more spending*” to “*smarter spending*” --- Quality is the key.

**ECEC services are regulated with different quality standards in Korea.**

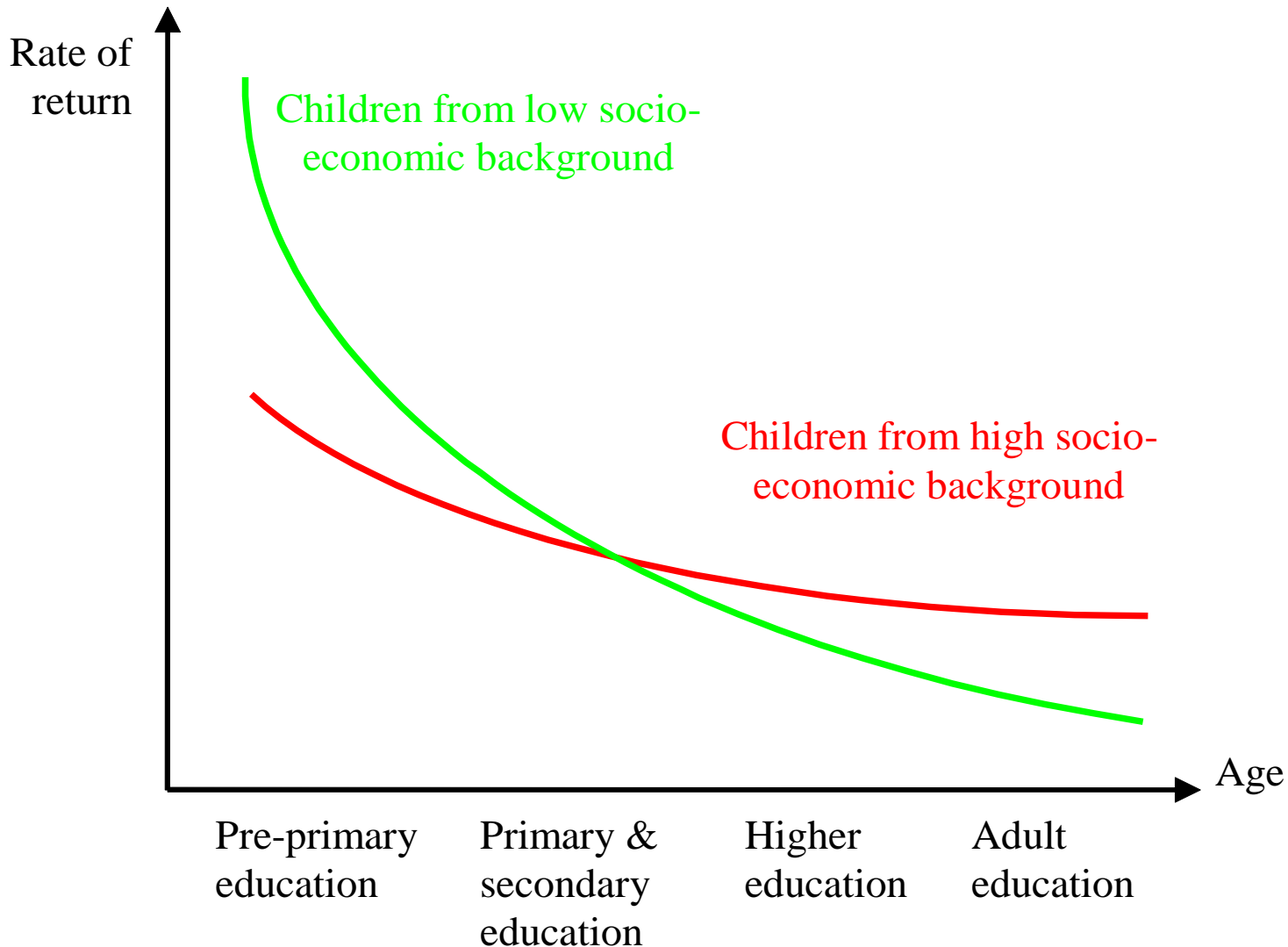
	Standards/curriculum for Care
	Standards/curriculum for Education and/or Education and Care
	No standard curriculum is in place for the specified age group
	Compulsory schooling

Age	0	1	2	3	4	5	6	7	
Australia	Belonging, Being, Becoming - Early Years Learning Framework for Australia								
Czech Republic				Framework Educational Programme for Pre-school Education					
Germany (Bavaria)	Bildung, Erziehung und Betreuung von Kindern in den ersten drei Lebensjahren			Der Bayerische Bildungs- und Erziehungsplan für Kinder in Tageseinrichtungen bis zur Einschulung					
Germany (Hamburg)	Hamburger Bildungsempfehlungen für die Bildung und Erziehung von Kindern in Tageseinrichtungen							up to 15	
Hungary				National Core Programme of Kindergarten					
Ireland	Early Childhood Curriculum Framework: Aistear								
Japan				Course of Study for Kindergarten					
	National curriculum of day care centers								
Korea				National curriculum for kindergarten		Nuri Curriculum			
	Standardized childcare curriculum								
United Kingdom (Scotland)	Pre-birth to three - staff guidelines			Curriculum for Excellence		up to 18			
United States (Massachusetts)				Guidelines for Preschool Learning Experiences					

**Brain research suggests that the quality of childcare in early years is of particular importance for children to lay a strong foundation for life skills and life chances.**

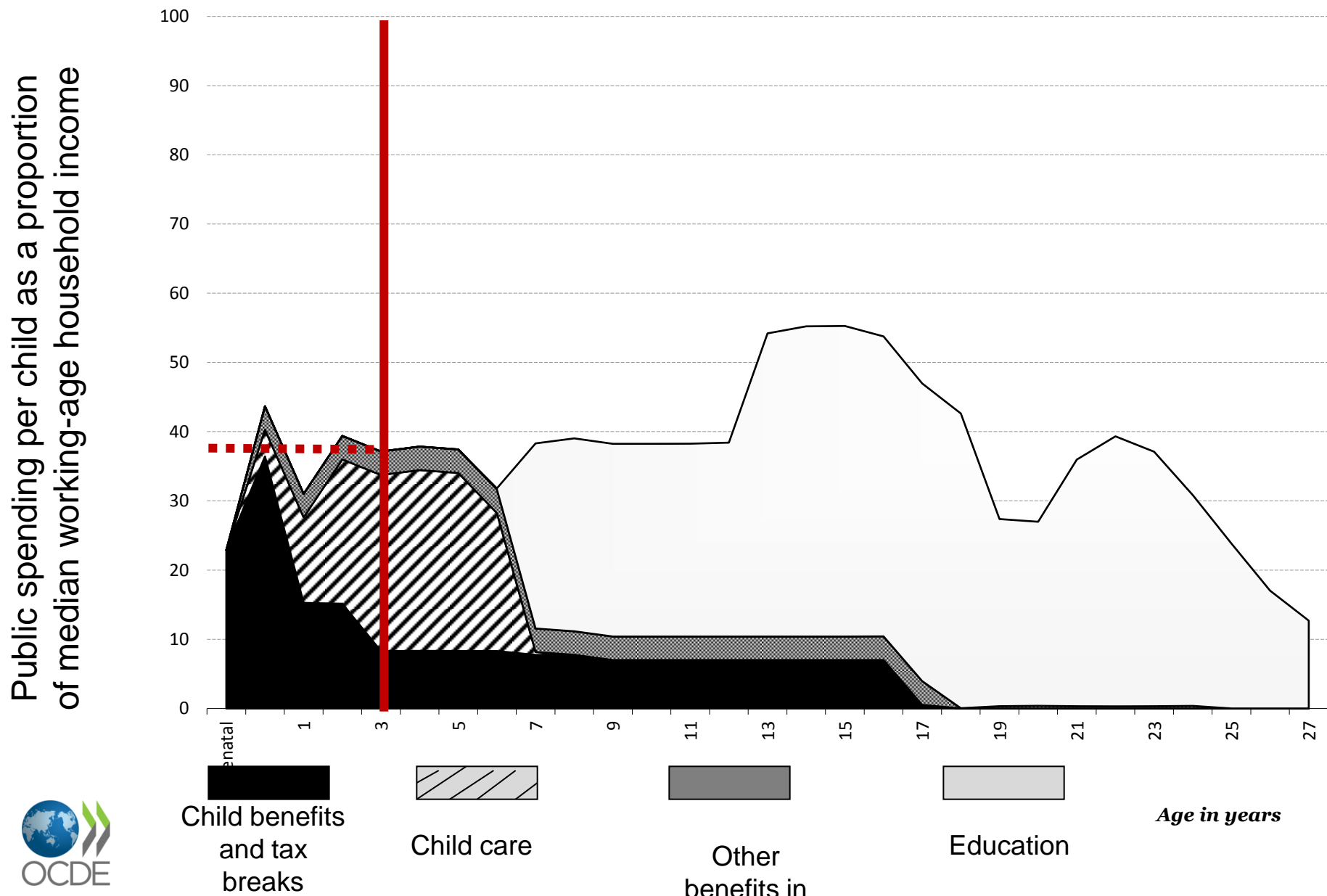


# Research has indicated the highest return on investment in early years, in particular, for the children at risk



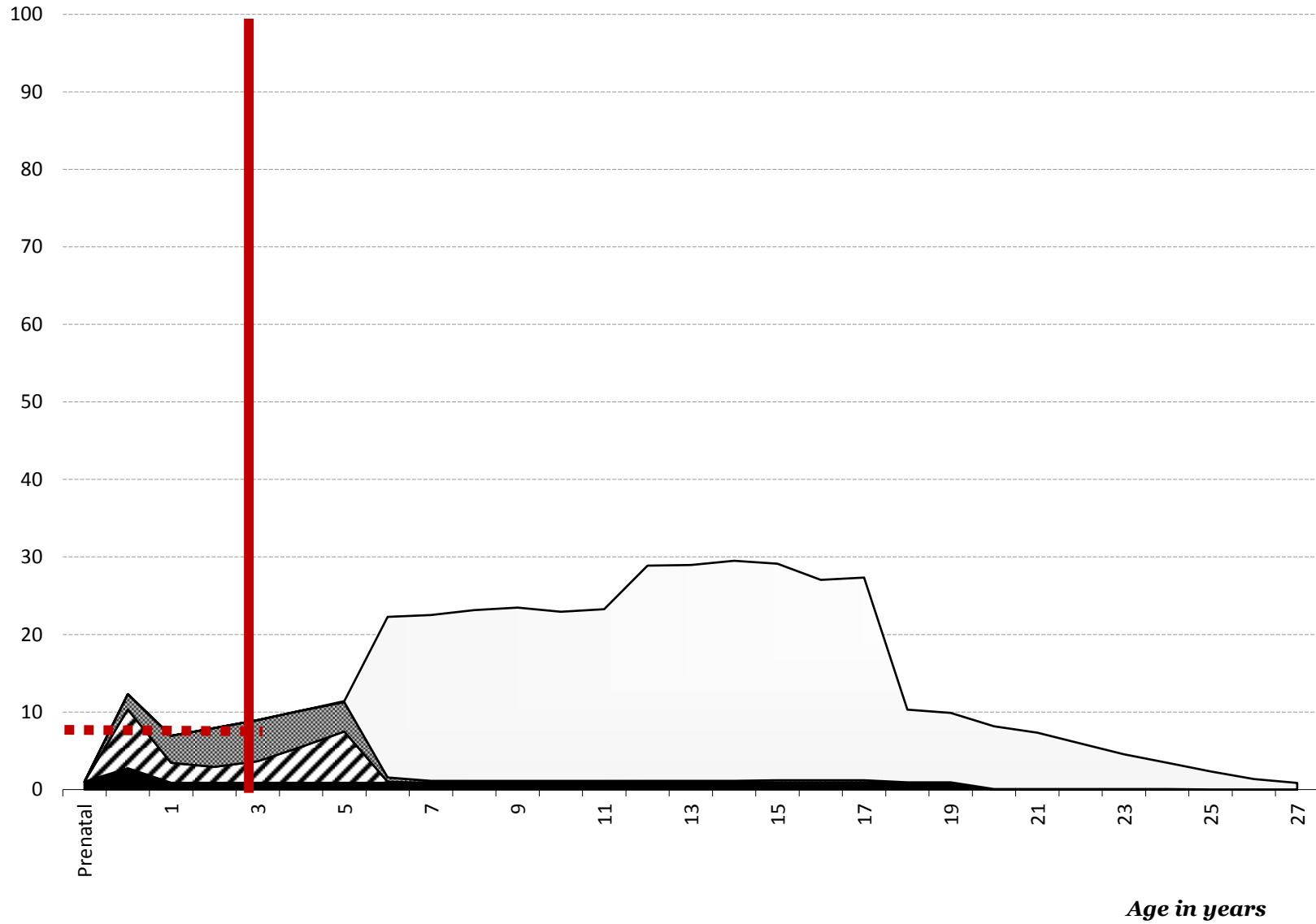
Source: Cunha et al (2006) adapted by EENEE (European Expert Network on Economics of Education )

# An example of spending pattern where countries invest in early years – Finland –2007



# Korea - 2007

Public spending per child as a proportion of median working-age household income

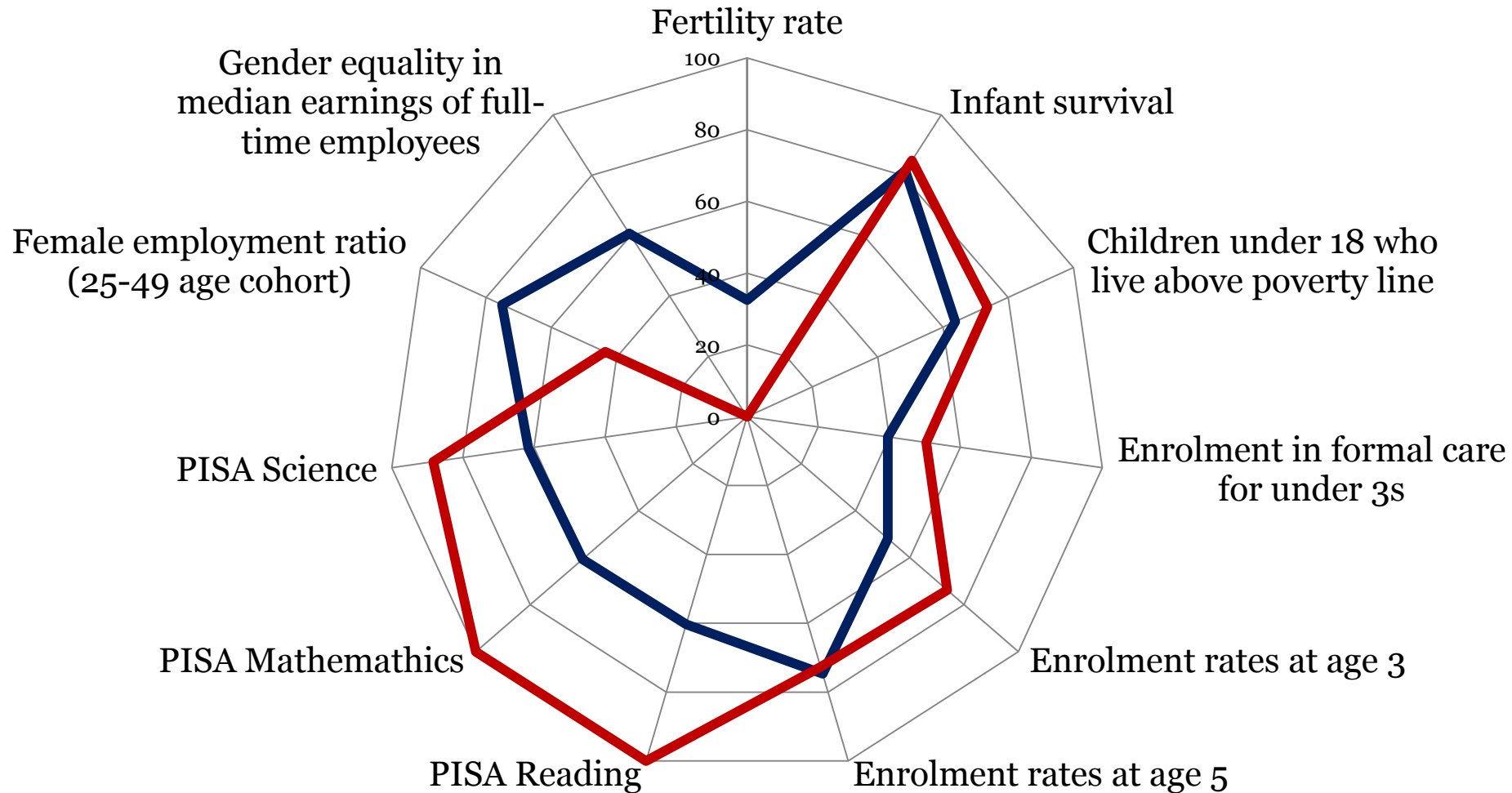


# Policy Options to Ensure Social Cohesion for Children

- Prioritise extending public support for ECEC to all 3- and 4-year-olds starting in 2013, as planned.
- Ensure effective implementation of the common curriculum for 5-year-olds in childcare and kindergarten, continue harmonising the curriculum for 3- and 4-year-olds, and upgrade the programmes for children under age 3
- Set out common regulations and standards (e.g. staff qualifications) for all children aged 3-5, regardless of care or kindergarten, moving towards integrated ECEC services
- Support infants and toddlers (0 to 2-year olds) through a different combination of ECEC policy measures

# ECEC to Support Women to Work and Have Families

# ECEC Policy Outcome Indicators



# Policy Options to Ensure Social Cohesion for Women

Economic Survey for Korea 2012 has suggested:

- Narrow the gender wage gap by reducing the high share of non-regular employment and making greater use of performance-based pay
- Extend maternity leave and promote take-up of maternity and parental leave
- Expand flexibility in working time to make it easier to combine paid employment with family responsibilities, given that total working hours in Korea are the longest in the OECD area
- **Increase the availability of affordable, high-quality child care ----- How?**

# Policy Options to Ensure Social Cohesion for Women

- Increase the availability of affordable, high-quality child care

## Supply-side and/or demand-side:

- Expand capacity of public kindergartens.
- Improve the quality, *e.g. a policy package* of:
  - relaxing the price ceilings to promote competition
  - + ensuring the affordability with subsidies for low-income families
  - + introducing a well-established information and accreditation system.

## Universal and/or Targeted:

- consider adopting a “cascaded” approach, *e.g.:*
  - Universal free provision (half-day) to all families
  - With targeted provision (full-day) to parents in employment and/ or to parents with low socio-economic status

Thank you!

Welcome for Questions for Discussion