

A study on the Directions for a Integrated Design Guideline of the Kindergarten

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1. Introduction

Early child education, based on special character, is one of the solution for increase of working parents that cause low birth rate. Also, for the increase of social interest in health and welfare, on 2007, building standard was established to promote public value in architecture. Establishing early child care centers as a public facility will be important in social welfare aspects.

Public roles in early childhood centers is insufficient because Ministry of Education Science and Technology allocate low budget on early child care. For the easy access in high quality early child care centers with low cost and enhancing the public value in architecture by improving facility and materials, the assistance from government is essential. In addition, for raising creative and global brains and supporting low-middle income family, government needs to change some policies for school environment and its facility. Especially, Early child care centers are school in the legal policy but practically they are excluded from attaining the rights as a school. Currently, with the design standards for public early childhood centers, it is not guaranteed the effectiveness of center

construction. To design high quality architectural environment and keep maintaining consistently, public kindergarten as a independent facility needs to bring in integrated design guideline

In this research, integrated design guideline of kindergarten is proposed to control the process; plan-design-construction-use and maintenance. Also this guideline will be helpful for quality control for designing early childhood centers. with this guideline, it is expected that basic direction of policy enable public independent kindergarten to pursuit public value as a facility as well as a good child education place.

2. The concept of integrated design guideline

Integrated design guide does not mean unifying the scattered standards but the consistent relation between vernacular architecture and main regulation which needs to apply generally. This guide will enable several participants to engage in creating kindergarten to more consider users. Also, integrated guideline will direct the kindergarten to keep its special character including its regional needs.

For the integrated design, flexible synthesized standards need to clarify the role between Ministry of Education Science and Technology and municipal education department for keeping consistency and diversity. Furthermore, design guideline needs to reflect the opinion of related participants and integrate planning and quality control including performance of facility standards. Integrated early child care center will be a base of social harmony, reflecting local inquiry.

3. Current situation and problems of domestic public kindergarten

Specific design guide for kindergarten is not established yet in the central government or municipal government level because

kindergartens were not built in a large scale. For the consistent construction of public kindergarten, the object, direction and hierarchy of early childhood education environment needs to be resettled. After enacting the law of early childhood education, kindergarten is separated from the system of school, however, in other policy, kindergarten is regulated by existing school policy. The policy of school does not consider the development process of early children, so specific regulation which reflect special character of early children needs to be established.

In current policy, only classroom size is mentioned, so there is no design guide which considered the process of early childhood and the character of early childhood education for the better quality of education environment. Ministry of Education Science and Technology should inform municipal education department the object and the direction for the process of administration, safety issue, access of the disabled. Municipal education department will follow the direction and adapt the guideline for their local condition.

Kindergarten is for the education facility for early childhood and it requires to install utility and equipment. For the high quality facility, architecture process should reflect the understands of the education, and the development process of early children who are the main user of kindergarten. For constructing kindergarten, the opinion of kids, staff, teachers, parents, architect, municipal and federal government should reflect consistently from the beginning to the end. The legal policy of design guide as a minimum standards should attain its practical effectiveness.

Design guideline is not the list of specific information but the direction of how participants are using as a reference. This guide will contain essential standards for planning and design development, and

common contents and other information for materials and utilities will be the general standards.

4. Design Standards of Overseas

Japan, United Kingdom and United States regards the kindergarten as an independent facility and they have separate guideline for program and performance. Central government direct the guideline and show the examples, and municipal governments spread the guideline of acoustics, lighting environment and safety issue as general issues.

General information for the development of early childhood facilities, designing the facility, installing the furniture and the setting of playground are high-lightened in guideline. Especially the guideline is composed with emphasizing program of classroom for the facility and generalizing the performance.

The standards of foreign countries' kindergarten mainly focused on the object, direction, planning process, architecture process, funding and selecting site, maintenance, allocation of classroom, relation between classroom and choosing materials, furniture and utilities. Also, each countries reflects its own issue, United States is more focused on quality control through certification and Japan is more interested in detail information of building structure and anti-crime plan.

5. The basic direction of Integrated Design Guideline

After the enactment of Early Childhood Education law, legal foundation of early childhood education is established and the recognition about the system of kindergarten is changed. To adjust the upgraded

phase of kindergarten, basic design process and standards of guideline need to be established urgently. Kindergarten as a public architecture is required to emphasize more the character of publicity to follow the law, the foundation of architecture. The early childhood centers pursuit user based facility with considering publicity, and strengthen the value of local community as an education facility. For the public character, kindergarten should focus on substantiality, safety and maintenance, social integrated design, flexibility and vernacular architecture. The integrated design guideline for high quality early childhood education is urgent to satisfy the demand of kindergarten as a public architecture and the stronghold of independent kindergarten.

The integrated design guideline means user oriented design, early childhood education focused design for flexible activities and staff, parents and local inquiry reflected design standards. The guideline pursuits the flexible adaptation by following the development process of early children, the effective operation of classroom, the nature friendly classroom and the vernacular space for integrated society.

Integrated design guideline is the participated design managing system which suits for children and the environment for early childhood education. The guideline will enable the public kindergarten to role the public community center in local aspect. Furthermore, guideline will be the physical standards of early childhood education as well as the evidence of performance and quality control standards. Using guideline is expected to clarify the role of participants and simulate the process to enhance the quality. Guideline will be adjusted by depending on local situation and this will enable the kindergarten to realize various shapes by its culture and location. Based on design guideline, municipal government should reflect its own character to create intimate relation between community and local character.

This research composes the system of integrated design guideline by limiting its boundary on public kindergarten which is operated as an independent facility. Design guideline contain the list of necessary rooms and the relation between the rooms for planning. Appendix of this guideline contain technical performance. In addition, some examples will help to understand how the requirement is altered by the periods and education environment and how to enhance the quality of centers as an education facility.

Central government consider the integrated design guideline legal policy to guarantee its effectiveness. With guideline, it is expected that intimate relation between participants of design and building the system of design management, and live marketing of early childhood education. Also the managing organization which keep developing the guideline for kindergarten needs to be established for archiving continuous records and evaluating the performance of maintenance.

6. Conclusion

Inquiry to build public kindergarten as an independent facility is demanding. The public kindergarten is expected as the education center for the early children and the public building which supports local community activities. Because of the enactment of early childhood education law, kindergarten became the independent facility, but other contents still needs to follow school policy. To solve inconsistency, additional revising is required in the legal aspect.

This research suggests integrated design standards which enable the central and municipal education department to keep policy consistently. Also with the guideline for kindergarten, all the participants can coordinate their idea and embrace the planning and performance at the same time. When the integrated design guide runs effectively, the

kindergarten become the base of social harmony and upgrade its phase as an education place and a local community center.

The research try to direct the integrated design by analyzing current public kindergarten, specially the independent one. The design guideline suggests specific approach such as size, safety, and accessibility of disabled and enables the education aspect to transform into architectural forms. With this guideline, the research expect the integrated kindergarten to own general character as a education center as well as specific character that reflects the local character.

Keywords : Kindergarten, Integrated Design Guideline