Equality Issues in Education of Korea

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^{*} Note: Not for citation. This version of presentation did not include full referencing.

I. Introduction

Equity vs Equality

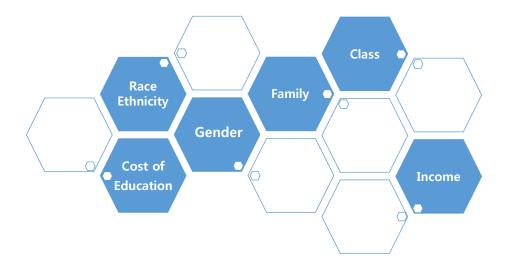
Equity

- Equity recognizes that some are at a larger disadvantage than others and aims at compensating for these peoples misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle. Examples of this are:
- "When libraries offer literacy programs, when schools offer courses in English as a second language, and when foundations target scholarships to students from poor families, they operationalize a belief in equity of access as fairness and as justice" (ALA, 2014)

Equality

- "access to channels of communication and sources of information that is made available on even terms to all--a level playing field--is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose." (ALA, 2014)
- In this definition of equality no one person has an unfair advantage. Everyone is given equal opportunities and accessibility and are then free to do what they please with it. However, this is not to say that everyone is then inherently equal. Some people may choose to seize these open and equal opportunities while others let them pass by.

Macro Relations Between Education and Economic, Social and Cultural Aspects



Equity in Education of OECD

| Criteria | Themes | Main Components | Key Indicators |
|----------|---|--|---|
| Input | The access to learning opportunities as the input | Level of equitable educational opportunities | School enrolment Public education expenditure per student |
| Process | The participation as the process | Participation in learning process of vulnerable groups | Completion of upper secondary |
| Output | The learning achievement as the output | Quantitive and Qualitative differences in learning outcome between students from vulnerable groups and none- vulnerable groups | Differences in learning outcome based on the level of parents' education Differences in learning outcome based on family income |

Access and Qaulity in Education of UN

A framework for education quality

LEARNERS

e.g. health and nutrition, parental engagement, stimulating home environments, emotionally supportive relationships, abilities, traits, barriers to learning, poverty, and language at home.

SYSTEMS

e.g. finance, planning and monitoring, curriculum and language, standards and accountability, recruitment and incentives, professional development, links with other sectors, links across tiers of government, and inclusive policu development

SCHOOL AND CLASSROOM SETTINGS

Teachers and teaching process

e.g. motivated, well-prepared, attention to diversity, interactions, language, pedagogy, time on task, assessment for learning, and various teaching strategies.

School leadership and governance

e.g. setting expectations, focusing on learning, and fostering collaboration.

Structures and material inputs

e.g. teaching and learning materials, technology, facilities, and water and hygiene.

OUTCOMES

For learners

In pre-primary education
e.g. school readiness, executive function,
social-emotional and motor development, and
pre-academic skills.

In primary, secondary and tertiary education e.g. learning achievement, critical thinking skills, collaborative skills, values and attitudes (including a better understanding of the world).

For society

e.g. behaviours linked with sustainable economic, social and environmental development; culture of peace and non-violence; global citizenship; and cultural diversity.

CONTEXT

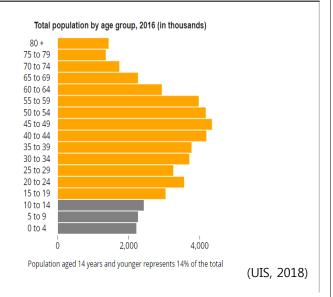
Economic, political and social conditions

GMR (2016)

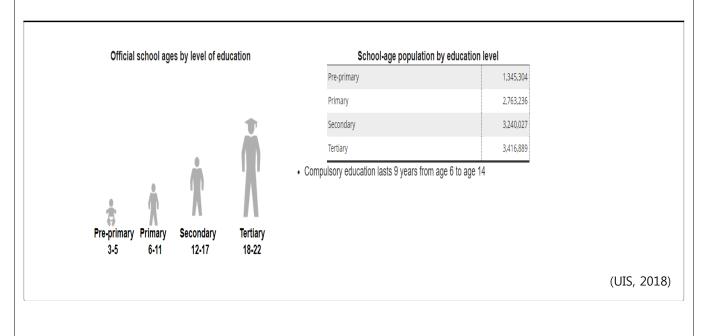
II. Korean Education: Overview

Korea – Overview

| Total population (in thousands) | 50,792 |
|---|--------|
| Annual population growth (%) | 0.40 |
| Population 15-24 years (in thousands) | 6,619 |
| Population aged 14 years and younger (in thousands) | 6,934 |
| Rural population (% of total population) | 17 |
| Total fertility rate (births per woman) | 1.20 |
| Infant mortality rate (per 1,000 live births) | 3 |
| Life expectancy at birth (years) | 82 |
| Prevalence of HIV (% of population aged 15-49 years) | |
| Poverty headcount ratio at 3.10 PPP\$ a day (% of population) | |
| GDP per capita - PPP\$ | 34,549 |
| Annual GDP growth (%) | 3.10 |
| Total debt service (% of GNI) | |
| GDP in billions - PPP\$ | 1,969 |

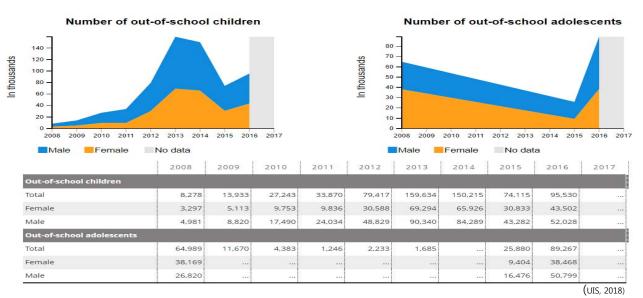


Korean Education System

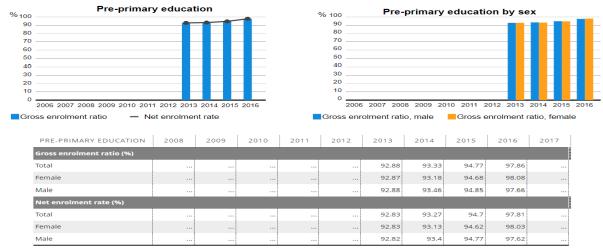


III. Korean Education: Trends

Participation in Education (Dropout)

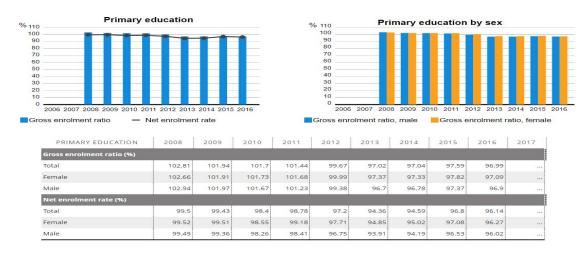


Participation in Education (Pre-Primary)



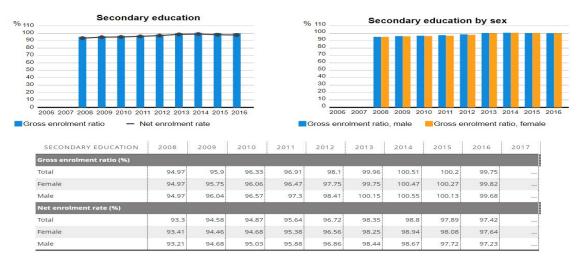
(UIS, 2018)

Participation in Education (Primary)



(UIS, 2018)

Participation in Education (Secondary)



(UIS, 2018)

Participation in Education (Tertiary)



(UIS, 2018)

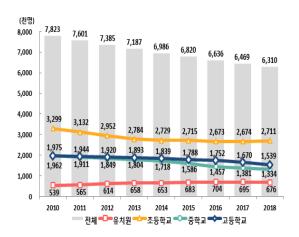
Progress and Completion in Education

| | TOTAL | MALE | FEMALE | |
|---|-------|------|--------|--------|
| School life expectancy ISCED 1-8 (years) | 16.39 | 16.9 | 15.82 | (2016) |
| Percentage of repeaters in primary (%) | 0 | 0 | 0 | (2016) |
| Survival to the last grade of primary (%) | 99,4 | 99,4 | 99.39 | (2015) |
| Gross intake ratio into the last grade of primary (%) | 96.12 | 95.8 | 96.47 | (2016) |
| Primary to secondary transition rate (%) | 99.65 | 99.8 | 99.49 | (2015) |

(UIS, 2018)

IV. Equity in Korean Education

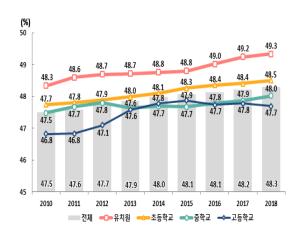
Schools and Students



- Number of schools increased by 29, while 24 primary schools are increased in comparisons to the number of of schools in 2017.
- Overall, total number of students in 2018are in decline (6,468,629, 158,906, 2.5% in decline), while the number of primary school students are in increase
- Total number of students are all in decline, except in Sejong City which 17.8% increased in comparison to that of 2017.

Translation: Grey (total), Red (Pre-primary), Yellow (primary) Green (lower secondary), blue (upper-secondary) Source: 2018 Korean Education Statistics (MoE, August, 2018)

Status of Girls in Education

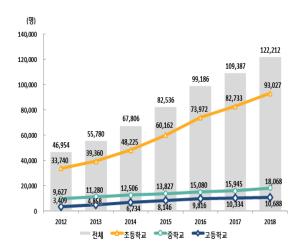


- Ratios of girls in primary and lower secondary increased 0.1% each in comparison to those of 2017.
- Total number of girls in in primary and lower secondary decreased by 72,454 in comparison to those of 2017.

Translation: Grey (total), Red (Pre-primary), Yellow (primary) Green (lower secondary), blue (upper-secondary)

Source: 2018 Korean Education Statistics (MoE, August, 2018)

Multiculturalism in Korean Education (1)



Translation: Grey (total), Red (Pre-primary), Yellow (primary) Green (lower secondary), blue (upper-secondary)

- 'Students with multicultural backgrounds' is make up of 2.2% (122,212) of total number of students in Korea
- Total number (109,387 -> 122,212) and ratio (11.7% increased) of students with multicultural backgrounds increased
- Total number (82,733 -> 93,027) and ratio (12.4% increased) of students with multicultural backgrounds increase.

Source: 2018 Korean Education Statistics (MoE, August, 2018)

Multiculturalism in Korean Education(2)

- In 2018, Ratio of 'Students with multicultural backgrounds increased by 2.2 % in comparison to 1.9% in 2017
- In 2018, 80.4% 'students with multicultural backgrounds' are from internationally marriage couples (born in Korea) '
- In 2018, largest number of parents of 'students with multicultural backgrounds' are from Vietnam (35,568 persons, 29.1%).

(Unit : number of persons, %)

| | | (Unit : number of persons, %) | | |
|-----------------------------------|-------------------------|-------------------------------|--|--|
| Countries | Number of Students with | Ration | | |
| Total | 122,212 | 100.0 | | |
| Vietnam | 35,568 | 29.1 | | |
| China (exclude Korean Chinese) | 27,200 | 22.3 | | |
| Philippines | 14,093 | 11.5 | | |
| China (Korean Chinese) | 12,522 | 10.2 | | |
| Japan | 10,363 | 8.5 | | |
| Others | 22,466 | 18.4 | | |

주 1) Note) "Others " includes Thailand, Mongolia, Russia, US, USA, Taiwan, Indonesia, EU, Africa, Oceania, South Asia, central Asia

Ten Year Overview 2018-2017 (Pre-primary and Primary)

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|--------------|----------|--------|--------|--------|--------|--------|--------|-------|------|
| □ Pre-primary educatio | n | | | | | | | | | |
| Number of pupils per teacher | | | | | | | | | | |
| Pupil/teacher ratio | | | | | | 14.67 | 13.63 | 13.36 | 13.25 | |
| ■ Primary education | | | | | | | | | | |
| Gross intake ratio into the first grade of primary (%) | | | | | | | | | | |
| Total | 101.52 | 93.8 | 99.88 | 99.04 | 92.8 | 96.34 | 105.59 | 100.42 | 96.53 | |
| Female | 101.56 | 93.7 | 100.48 | 99.68 | 93.24 | 96.58 | 105.88 | 100.42 | 96.39 | |
| Male | 101.48 | 93.89 | 99.34 | 98.45 | 92.39 | 96.12 | 105.31 | 100.41 | 96.66 | |
| Survival to the last grade of pr | imary (%) | | | | | | | | | |
| Total | 98.83 | 99.28 | 99.04 | 99.23 | 99.56 | 99.35 | 99.46 | 99.4 | | |
| Female | 98.73 | 99.33 | 99.1 | 99.27 | 99.48 | 99.35 | 99.6 | 99.39 | | |
| Male | 98.91 | 99.24 | 98.98 | 99.18 | 99.63 | 99.36 | 99.33 | 99.4 | | |
| Gross intake ratio into the last | grade of pri | mary (%) | | | | | | | | |
| Total | 100.02 | 101.55 | 101.13 | 103.1 | 109.54 | 102.21 | 94.26 | 98.88 | 96.12 | |
| Female | 99.58 | 102.1 | 100.73 | 103.05 | 109.41 | 102.67 | 94.39 | 99.44 | 96.47 | |
| Male | 100.42 | 101.04 | 101.48 | 103.15 | 109.67 | 101.8 | 94.15 | 98.37 | 95.8 | |
| Number of pupils per teacher | | - | | | | | | - | | |
| Pupil/teacher ratio | 24.07 | 22.38 | 20.92 | 19.05 | 17.88 | 16.85 | 16.5 | 16.55 | 16.31 | |

Ten Year Overview 2018-2017 (Secondary & Tertiary)

| ■ Secondary education | | | | | | | | | | |
|--|-------------|-------------|---------------|-------------|--------------|-----------|------------|-------------|-------|--|
| Primary to secondary transition rate (%) | | | | | | | | | | |
| Total | 99.99 | | 99.98 | | 99.8 | 99.69 | 99.64 | 99.65 | | |
| Female | 99.98 | | 100 | | 99.63 | 99.56 | 99.51 | 99.49 | | |
| Male | 100 | | 99.97 | | 99.95 | 99.8 | 99.76 | 99.8 | | |
| Enrolment in technical and voc | ational edu | ucation and | l training (T | VET) as % (| of the total | enrolment | in seconda | ry educatio | on | |
| Total | 25.47 | 24.38 | 23.68 | 21.35 | 19.45 | 17.71 | 17.85 | 17.82 | 17.54 | |
| Female | 24.62 | 23.54 | 22.88 | 20.31 | 18.11 | 16.13 | 16.06 | 15.82 | 15.32 | |
| Male | 26.23 | 25.13 | 24.38 | 22.26 | 20.63 | 19.14 | 19.48 | 19.64 | 19.56 | |
| Number of pupils per teacher | | | | | | | | | | |
| Pupil/teacher ratio | 18.05 | 18.02 | 17.64 | 16.21 | 15.98 | 15.61 | 14.91 | 14.41 | 13.84 | |
| □ Tertiary education | | | | | | | | | | |
| Gross graduation ratio. ISCED 6 and 7. First degrees (%) | | | | | | | | | | |
| Total | 48.37 | 50.9 | | 53.23 | 50.39 | 47.7 | 46.03 | 47.8 | 49.42 | |
| Female | 47.9 | 51.19 | | 54.35 | 51.93 | 49.54 | 48.62 | 50.77 | 52.76 | |
| Male | 48.8 | 50.64 | ••• | 52.25 | 49.05 | 46.09 | 43.76 | 45.19 | 46.45 | |

V. DISCUSSION & CONCLUSION

Korean Education : Competitiveness and Challenges

A Strong Public Education System
Providing Educational Opportunities

Promotion of Vocational Education with an Emphasis on Field Training Based on NCS Elementary and Middle School Education
Systems

Art, Physical and Character-Building Education for Well-Rounded Growth

Free Semester System to Develop Talents

Boosting Teachers' Competency and

Reinforcement of Early Childhood
Education, including the Nuri Curriculum
Education Informatization, Utilizing ICT in

Customized Lifelong Education Provided

Structural Reform of Universities and Promotion of Local Universities

Academic-Industrial Cooperation Policies and Support for Students Searching for Jobs or Starting Businesses

Invigoration of Korean Massive Open
Online Course Service (K-MOOC)

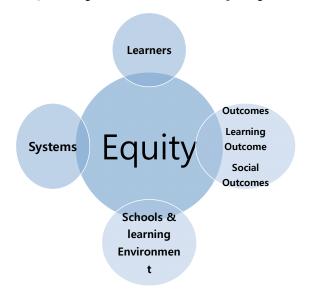
Reinforcement of Multicultural Education

Support for Students Who Defected from North Korea

Expansion of Official Development
Assistance (ODA) in the Education Sector

Promotion of Student Exchange Programs and Outstanding International Students

Korean Education Access and Qaulity From the Equity Perspective



Korean Education From the Equity Perspective

Providing Equal Educational Opportunities to Everyone

Promotion of Vocational Education and Training to Everyone Art, Physical and Character-Building Education for Well-Rounded Growth for Everyone

Develop Talents

Dispatching and Development of Teachers in the remote and marginalized regions

Early Childhood Education for All Children

Equitable Education Informatization, ICT in

Education

Lifelong Education Provided to Vulnerabl

Promotion of Regional and Local
Universities

Academic-Industrial Cooperation Policies and Support for Students Searching for Jobs or Starting Businesses to Vulnerable Social Groups Reinforcement of Multicultural Education in Vulnerable Social Groups

Support for Students Who Defected from North Korea

Expansion of Official Development Assistance (ODA) from the Education Sector in developing countries

Thank you!

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