

**Placing SDG 4.7 at the heart of education  
for the Sustainable Development Goals (SDGs)**

**June 10, 2019**

**CIATE KOREA**

**(Civil Alliance for Social Transformation through Education)**



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Civil Alliance for Social Transformation through Education

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# INTRODUCTION

‘Democracy or progressives only go as far as the citizens think and act. The society can get better just where the citizen imagines and agrees<sup>1</sup>.’

CIATE Korea is a network of citizens and civil society organizations that believe in education can influence social change. We have worked on building bridges between various organizations and individuals who are willing to take actions for embracing the ideas of peace, human rights, democracy and diversities into education policy, systems as well as day-to-day educational practices.

This report is the Korean civil society issue report on SDG 4.7, which is one of the review subjects of the 2019 UN High-Level Political Forum. Through the lens of SDG 4.7, the report highlights the *issues of Peace Education, Education Equality and Gender, Equity and Shadow Education, Democratic Citizenship Education, as well as Global Citizenship Education*. The status of each topic, major activities of civil society, and suggestions are included.

Peace education, global citizenship education, gender equality, and democratic citizenship education are directly addressed in the 4.7 goals. What is common in the four sections of the report is that the mix of concepts makes its implementation fragmentary and blocks the way each issue is handled more effectively. They also noted that governments and civil society should build good cooperation and that this should be mainstreamed throughout every educational moment in life, rather than fragmentary approaches such as opening a separate subject.

The issues of education equity and shadow education are not mentioned directly in the 4.7, but it is included because it is a notable and powerful phenomenon that makes it difficult to experience the value of 4.7 in Korean education. In Korea, most students are "approaching" public education, but more than half of the students are receiving shadow education. The expenditure of shadow education continues to grow, and polarization of education is also a big problem as a result. This is closely related to the competition-oriented entrance examination system in Korean society, and the big task of 'entrance examination' makes it difficult to experience the values in 4.7 in the school. Therefore, it is essential to understand this phenomenon in order to understand Korean education.

This is the first report in South Korea's civil society that analyzes Korean educational issues through the angles from the SDG 4.7. There are also some deficiencies, yet we have sharply focused on the critical issues in Korean education. We would like to express gratitude to those who share their Knowledge and opinions for it.

Jun 10, 2019. CIATE Korea

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<sup>1</sup> Roh Moo-hyun, 16th President of Korea, (2007.04)

# I. PEACE EDUCATION

## 1. The Meaning and Current State of the SDG 4.7

The SDGs consist of 17 goals and 169 targets to be achieved in five sectors, which are People, Prosperity, Peace, Partnership and Planet. Different goals have been added to the SDGs apart from the MDGs and ‘Peace’ is one of them. The goal of peace is stated in SDG 16: *“Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”*

As seen, this goal mentions not only ‘peace’ separately but also “peaceful and inclusive societies” and “accountable and inclusive institutions with justice”. It is clear that peace, justice and inclusive institutions are interrelated. However, SDG 16 does not directly articulate the violence issues such as war, armed conflict, arms race, and disarmament currently taking places with the curtailment of illegal arms trade uniquely stated.

Including the word ‘peace’ in the SDGs was the most controversial issue in the process of drafting the SDGs. The UN System Task Force’s report in 2012, *Realizing the Future We Want for All*, set ‘peace and freedom from fear’ the main agenda dealing with peace and security as one of the critical issues for the future. This became contentious immediately among UN member countries and stakeholders. It is because that in case of UN’s adopting ‘peace-security’ as an agenda, it is likely to intensify the right of UN Security Council to intervene in threats and breaches of peace that the UN Charter enshrines (chapter 7). Therefore, ‘peace’ that the SDGs bear is substantially limited.

‘Peace’ is also found in the target 4.7 aligning with an education goal of SDG 4. This target is: *“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”*

Notably, the indicators of the target 4.7 are the extent to which sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity are mainstreamed at levels in national education policies, curricula, teacher education and student assessment. The SDGs not exist independently but are interconnected; the SDG 16 and target 4.7 are also interdependent. The reason is that the role of citizens is decisive to build a peaceful, just, and inclusive society.

## 2. South Korea's Domestic Issues and Challenges

### ■ Disagreement on the concept of peace education

Since the 2018 inter-Korean summit, each regional office of education has been making peace education policies competitively. However, those policies are results of insufficient understanding and interpretation of peace education which is not based on clear agreement on what it is. Some call it unification education; some name it security education; and others consider it human right education, multicultural education or global citizenship education. This is self-contradictory that nobody clarifies the concept of peace education trying to tie diverse values to peace education. For the better understanding of peace education, the both are required: (a) contextualizing the promotion of peace and non-violent culture of target the 4.7 in Korean society, (b) glocalizing Korea's peace education based on the target 4.7 to be understood in local and global perspectives.

### ■ Lack of dealing with the arms race and military issues

To realize peace and non-violent culture promoting the education of the target 4.7, it is impossible to set aside the regional issues of committing Panmunjom Declaration for peace and denuclearization in East Asia; and international issues of relieving arms race and threats to war. We need a new curriculum that proactively reflects the international agenda shift from national security to human security. That is, Korean education should deliver not the traditional security-centered contents but multidimensional aspects of peace. This radical change of the entire educational system starts from individual actors' self-reflection.

### ■ Assimilation of the target 4.7 into global citizenship education

The government-led agenda of target 4.7 tends to be substituted for or assimilate into 'global citizenship education'. This approach insists that the values of sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and cultural diversity could be represented by 'global citizenship'. CIATE-KOREA has raised a question to it while participating in target 4.7 Working Group. In the Korean context, does 'global citizenship' sufficiently reflect the values of target 4.7? If all the values inside target 4.7 are represented with global citizenship education is not important. The important things are (a) to monitor how those issues and values of the target 4.7 are reflected in education, (b) to monitor how they are mainstreamed in education and fortified.

### ■ Conflicts between Korean competitive education system and the target 4.7

The target 4.7 emphasizes practical life skills as well as knowledge. In other words, educational contents and school system should reflect the cores of target 4.7. Nonetheless, Korea's competitive society leads even the education to fall to university test-centered system

where students are lost in the discrepancy between what they ‘memorize’ and ‘daily life’. It has been naturally accepted that that students’ right and freedom are suppressed or infringed until they pass the most important stage in their life, university entrance exam. Recent School Me-too movements and controversies on establishing student’s right ordinance by Gyeongsangnam-do office of education have proven that students are deprived of experiencing the values of target 4.7 at schools. It is too naive to say that target 4.7 is achieved by one-time activities at school. The achievement of target 4.7 is on par with changes in school culture and system and is related to the task of reforming violent Korean education where learners are controlled and oppressed.

### 3. Civil Society’s Activities

Several Civil Society Organizations (CSOs) have involved in monitoring the peace education policies designed by the Ministry and Offices of Education; and have suggested related policies to encourage the implementation of the target 4.7. However, in the circumstance where Korean civil society is not aware of the education goal of the SDGs, it is hard to share the detailed idea of the target 4.7. Relating peace education and the target 4.7 would also take longer for the public. The reasons for the delay in sharing the detailed ideas are as follows: first, only a few governmental and non-governmental organizations are conducting the target 4.7 discussions; second, Korean CSOs’ are overwhelmed by domestic issues to be monitored, lacking the capacity to review the international education agendas. In response to it, CIATE KOREA has been publishing the guidebooks on the target 4.7 and holding seminars on this agenda.

### 4. Recommendations

Since liberal superintendents of education were elected, the Ministry of Education has established the Citizenship Education Division, and many local offices of educations are following it. Yet, civil society is concerned that peace education is fragmented into different versions tangled with themselves. This becomes burdens to educational actors because current peace education does not have deepened philosophy. Civil society argues that first, the issues and values of target 4.7 should be woven into a comprehensive citizenship education rather than exist as respective subjects. To that end, second, flexible thinking and experiences of cooperation are required to ensure the CSOs’ independence and synergy. Therefore, lastly, we suggest that the government design educational indicators for global citizenship education and interpret the target 4.7 comprehensively to apply the diversity of civic efforts for peace education to the national curriculum of Korea.

## II. EDUCATION EQUALITY AND GENDER

### 1. Gender dimension of the SDG targets

Whilst the Millennium Development Goals (MDGs) consistently have emphasized gender issues, the Sustainable Development Goals (SDGs) aiming at sustainable development of society, economy, and the environment also adopted the gender issues as an independent goal of the SDG 5, which is encouraging. Gender equality in the SDG educational goal is directly addressed in the target 4.5 and 4.a. The SDG target 4.5 aims to “*eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.*” This is meaningful in that it is crucial to address gender inequality in education; while achieving the goal of SDG 4 to ensure inclusive, equitable quality education and lifelong learning opportunities for all. Notably, the target 4.5 is to ensure education equity not only against gender discrimination but also for disabilities, migrants, and children at humanitarian crises who are likely discriminated or unable to exercise their rights.

The SDG 4.a stipulates that “*Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.*” This becomes an essential basis for a safe, non-violent, and inclusive educational environment. It is because that the target provides the foundation for improving the educational environment from emotional and psychological gender perspective beyond the application of gender issue merely facilitating the physical education places.

The SDG 4.3, “*ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university*”; and the SDG 4.4, “*substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs*” are noteworthy that the gender perspective could lead the agendas on vocational training, higher education, employment, and women’s politics education. In the international education agenda, the issue of opportunity for women to access to education has been emphasized, but recently the qualitative aspects such as educational environment, educational process, teaching-learning relations, female education leadership and education-employment have been highlighted. This is mainly because the developing countries in the UN are shifting their interests to educational quality, but also the new roles and expectations of the SDGs distinctively enforce developed countries to fulfill all of the goals stated as well.

The SDG education target 4.7, “*ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural*



*diversity and of culture's contribution to sustainable development*” should be considered important from the gender perspective. This goal highlights the dissemination and promotion of global citizenship education to cultivate the knowledge, skills, values, and attitudes necessary to enable all learners of the world to contribute to the creation of more inclusive, just, and peaceful world. The learners could have supranational and transcultural citizenship that aligns with the era of globalization through global citizenship education. From the gender perspective, education not only considers its problem based on the social differentiation by sex but also recognizes its political and social roles underlying social justice such as democracy, human right, gender equality, and peace. In this dimension, the SDG 4.7 serves as a highly relevant basis to navigate how the gender perspective affects the social role of education.

However, the SDG 4.3, 4.4, 4.5, 4.a mentioned above have a limit of emphasizing gender equality in terms of ensuring quantitatively equal opportunity and closing the gender gap. National and international civil societies have consistently raised the criticism that the SDG 4.7, which can fuel the philosophy and policy basis to other educational targets, makes other targets non-political by existing itself separately. This view of emphasizing the differences between two sexes - not gender- could define an alien goal. Thus, it is possible to concern that the SDGs' transformative value is diluted in the issues of gender equality and therefore, the educational goals of the K-SDGs are limit the scope of gender quality as the issues of only two sexes as policy objectives and administrative indicators.

## 2. South Korea's National Issues and Challenges

### ■ Gender equality issues beyond education access

It is fair to say that Korean education has reached a fairly equitable educational opportunity in terms of access. On the other hand, the quality of education issue has been expanded in Korea, regarding the suspension of learning. However, there is a little gender gap in elementary school has shown in Korean education. However, it is worth to note that middle school boys' dropout rate is high (the Ministry of Education, Korea Educational Development Institute, 2017). In the case of higher education, since 2005, the dropout rate of male students is consistently higher than that of female students. Especially, it is observed that the gender gap in higher education (college) was much higher than that of high school, marking 1.3%P as of 2016. (the Ministry of Education, Korea Educational Development Institute, 2017). But the male's dropout rate in higher education should be discussed in relation with the transfer, retake of CSAT (College Scholastic Aptitude Test) and employment; and it needs national and social support from education area.

#### ■ Gender gap in education leadership in basic education

The SDG 4.5 raises questions about the gender gap at both teacher and learner level. The proportion of Korean female teachers is steadily increasing, but this is not affecting the increase in female representation. The fact that decision makers and managers such as superintendent, the principal are less represented compared to the proportion of all female teachers in Korea shows the discrepancy of institutional gender equality and qualitative gender equality. This also implies a glass ceiling in education. Even though the majority of elementary and middle school teachers are women, the ratio of female high school principal stays significantly low at 10.4%, which becomes severe problems of democracy in schools.

#### ■ Gender gap in education employment and leadership in higher education

The issue of leadership in education in favor of women is still lacking practice compared to existing policies. While this phenomenon is common in Korea at the level of primary education and higher education, the issues of women's educational leadership are much more severe in that the number of full-time female professors and decision makers of higher education institutions (president, vice president, dean, etc.) are very limited. Since 2004, the Korean government has monitored the gender representative through the 'Strategy for Enhancing Female Employment in National Universities'. However, the recent study showed that only 14.9% were full-time women professors in higher education institutions in f 2018 (Yoon-jeong Choi, 2018). The fact that the teaching and researching condition of temporary female instructors is still not improving does not attract the attention to the education area.

#### ■ Lack of linkages between education, training and employment from gender Perspective

Korea still lacks the implementation of gender equality promotion policies in education to publicize the expansion of women's educational opportunities internationally. To start with, the value of gender equality should be added to the Career Education Act article 4 (basic directions of career education) and article 5 (obligations of state, local government, etc.). According to government's second Framework Policy on Gender Equality, the Ministry of Education has committed to strengthening teacher training, and has the plan to incorporate the 'gender equality' contents in related training for career consultancy which is gender equal and non-biased. The concern is that the analysis of gender division in universities and the labor market does not show positive signals of improvement. And the policies, cooperating with industry and academia to ensure educated women's right to choose jobs and career, do not seem effective. Moreover, Korean Women's Development Institute, dealing with the second Framework Policy on Gender Equality, gender-related strategies of the Ministry of Education and other related issues, did not overcome the 'sexual' disparity frame in education to have gender equality perspective. This is a serious problem that this institution provides legal and policy basis with this limited recognition.

- Narrowed down interpretation on ‘safe’ education environment in the K-SDGs

In K-SDGs report, the SDG 4.a was interpreted and contextualized in Korean society. The government emphasized the physical dimension of safety to ‘establish safe educational condition’ by enhancing safety awareness and ability to respond to safety accidents of students and school personnel; reinforcing the buildings against disasters such as earthquakes; and strengthening safety education. A relevant indicator was also selected as earthquake-proof school buildings rate (number of earthquake-proof completion/number of total target). From the gender perspective, the K-SDG 4.a – to establish psychologically and emotionally safe schools – with the indicator of this target is operation rate of WEE (We Education + We Emotion) Class is welcoming. Nevertheless, it is worth to note that the WEE Class program is mainly focusing on the students who ‘can not adjust’ to school life due to distraction, media addiction and loss of interest in learning and are not equipped with the detailed plans, activities and relevant human resources for dealing with gender-related violence and related issues.

- Unsatisfactory ministerial-provincial-city level efforts in supporting, implementing and monitoring gender-sensitive education

The efforts of addressing the issues of gender-based discrimination, violence and sexual violence in practices seen as relatively passive or as ‘minimum’. More than half of Korean students reported that they had never received gender equality education at school, and the content and quality of gender equality education is also being criticized for its very fragmentary level. The reason is that schools just remain spectators, reduce those problems to girl’s issues, or concentrate on downsizing those problems. Recent data from of offices of education and policy research reports show that the sensitivity of female adolescents to gender equality is increasing steadily, while male adolescents regard gender equality as a ‘threat’ or ‘reverse discrimination’ (Yoo-jin Choi et al., 2016). To name a few, teacher-student trust relationship lacks consideration and respect; Male students feel threatened; Female students are anxious about gender discrimination and sexual harassment; and parents and teachers recognize the situation differently. These cannot be ignored at the national level.

A lack of proactive the ministerial-provincial-city level for supporting, implementing and monitoring gender-agenda in Korea’s education practices have often criticized in years. Now only the actual implementations of policy and programs should be seriously considered, but also the policy on gender equality and sexual harassment; and the protection of human rights are disregarded in vocational education institutions or higher education institutions under the dogma of ‘university autonomy’. Without reinforcing clear ethics guidelines at school levels and reorienting the gender equality consciousness of education are done, the issues of gender and education may become a major root of many of other social conflicts in Korea in the near future.

### 3. Civil Society's Activities

WeTee – Teenage Feminist Network: An organization of teenage feminists which first started as a group Feminism for Youth in 2016. It concentrates on creating opportunities for young feminists to speak in public, about their experiences of complex discrimination as a 'girl' and a 'teenager'. Also, it is at the center of the movement '#schoolmetoo' in Korea since 2018. It held several demonstrations against sexual harassment in school, and submitted a report about #schoolmetoo to the Committee on the Rights of the Child (CRC), which resulted in being mentioned in List of Issues. Research Group on Gender Equality in elementary education: It is established by several teachers in 2016, when Gangnam murder triggered a massive wave of feminism and social discussions about misogyny in Korea. This organization studies the education from the gender-sensitive perspective, while finding and fixing sexist attitude in textbooks, and analyzing an actual condition of sex education in class.

### 4. Recommendations

Korean education is now at the curial point, where a leap into education that nurtures gender-equally sensitive human being is required. First and foremost, Ministry, Offices of Education, and education leaders together need to have a more realistic sense of urgency about the reality of Korean education from the gender perspective. The issues of gender are only about a few girls. The issues of sexual violence, harassments and discriminations in Korean schools have existed for decades, and there are growing concerns on gender conflicts, growing misogyny among boys, as well as growing needs of school feminist movements. Therefore, the current perceptions that seek 'easy and quick solutions' for the 'girl issues' are distorting the fundamental nature of Korean education's issues on human rights and equality.

Second, the most urgent issue is dealing with sexual violence and gender-discriminatory cases more professionally and at the same time working on creating a gender-friendly culture in schools are needed. The solutions are not solely solved by operating the WEE Class. It is a welcome change that the Ministry of Education and local offices of education recently decided to install a sexual harassment help desk and notification hotline in local offices of education. However, more of regional and school-level initiatives in collaboration with CSOs will be critical in working on the culture of gender friendly schooling.

The human rights protection system for young people in vocational education specialized schools, universities, graduate schools and laboratories are also in the blind spot where the monitoring by the Ministry of Education does not reach. In this context, more pro-active policy and programs are necessary for addressing the issues of sexual violence and gender-discriminatory culture in schools.

Now, the Korean government should propose a comprehensive approach to educational strategy, policy, and application in school field to raise 'gender-equally sensitive human being',

not conceiving that the Korean education achieved gender equality in terms of educational opportunities. The gender perspective that looks at education is not simply to improve the relationship between girls and boys, male teachers and girls; but ultimately to respond to the social demands that Korean education should ‘raise decent citizenship in a respect for human rights and democratic society.’

Redirecting education in gender perspective should not be limited to elementary and middle school, but should be applied to all spaces where education and learning occur, from early childhood education to higher education institutions. To this end, it is crucial to expand human rights protection and gender equality and to implement policies to empower women’s leadership at all stages of education. In this regards, the stakeholders of education should make consistent efforts to apply and publicize the current Student’s Right Ordinance and associated school policies while actively embracing the SDG 4.7, which provides a basis for creating a school culture which is democratic, gender-equilibrium, and respectful of human rights, regardless of their gender, race, ethnicity, disabilities, and sexuality.

### **III. EDUCATION EQUITY AND SHADOW EDUCATION**

#### **1. The Meaning and Current State of the SDG 4.7**

The SDGs' target 4.7 is an ultimate goal that embraces the targets 4.1-4.6 and makes them feasible by itself. In Korea, touted as the world's most educated society, the meaning of the target 4.7 is special. In this society, the universal access to education is ensured, though inequity and excessive competition inside the education system cause the expansion of shadow education. Still it is vital to enter the prestigious universities in finding a suitable job. Thus, the competition for these privileges is overwhelming the public-shadow educations. Everyone 'attends' to public school, but the rates of participation in shadow education that help students with exam-driven learning are 55.0% in primary school, 59.3% in middle school, and 45.4% in high school respectively, which is strikingly high.

What is worsening the problem is that the excessive competition driven by shadow education is so severe that the student's human right is threatened. This overheated competition makes it hard for students to experience the values of human rights, peace, and sustainable lifestyle in target 4.7 through education. In 2011, UN Committee on the Right of the Child observed Korea that shadow education 'has a negative impact on children's physical and mental health' and 'hinders the adequate fulfillment of the rights of the child to leisure and recreational activities'. It also recommended the state party increase its efforts to strengthen public education to address the cause of the dependence on shadow education resulting in inequality in access to higher education; ensure the right of children to enjoy leisure, cultural and recreational activities, in compliance with article 31 of the Convention (Convention on the Rights of the Child, CRC). UN Economic and Social Council recommended followings for equal access to quality education:

- Limit the need to resort to night-time courses and extracurricular activities by ensuring the quality and delivery of school curricula;
- Revise the secondary and tertiary education entrance systems to ensure equal access for all on the basis of capacity;
- Revise the secondary and tertiary education entrance systems to ensure equal access for all on the basis of capacity;
- Pursue the egalitarian function of education, including with a view to promoting equality of opportunity and treatment in employment.

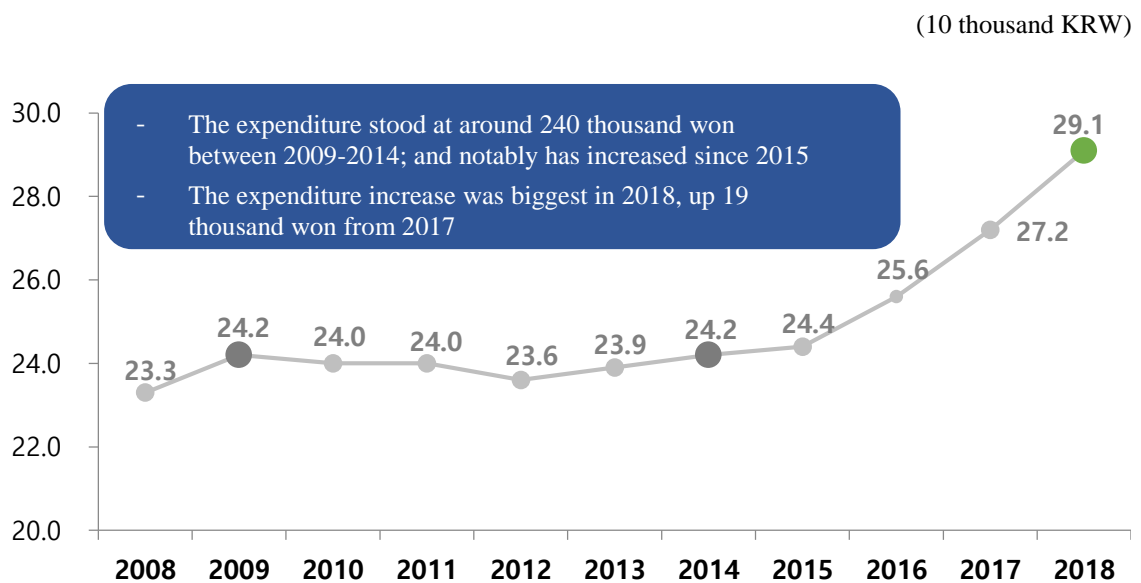
However, the Korean government has not taken any follow-up measure in line with those recommendations.

## 2. South Korea's Domestic Issues

### ■ A drastic increase in shadow education expenditures for three consecutive years

According to the Shadow education Expenditures Survey of Elementary, Middle and High School Students in 2018 published by Statistics Korea, the average monthly shadow education expenditure per student marked 291 thousand KRW, which broke the highest of 272 thousand KRW in 2017. The percentage of increase is 7.0% with 19 thousand KRW, which shows the biggest gap within a year. The expenditure used to increase more or less than three thousand KRW but it increased 12 thousand KRW, marking 256 thousand KRW in 2016 during the Park Geun-hye government. In 2017, the former and present government are both accountable for, it marked 272 thousand KRW, showing the drastic increase of 16 thousand KRW from that in 2016. In 2018, 19 thousand KRW increased and it proves that relevant policies to reduce the shadow education expenditure not have been taken. The steady increase in expenditures on shadow education means that the violation of human rights also has been exacerbated. [figure 1].

[figure1] Trend of monthly shadow education expenditures per student



※ Source: Ministry of Education, Statistics Korea

### ■ Polarization by shadow education expenditures

According to the survey of Statics Korea, the expenditure differential between the highest and lowest household income level was 5.1 times, which is a clear polarization of educational opportunity. [figure 2].

[table 1] Shadow education expenditures increase/decrease per student compared to the previous year

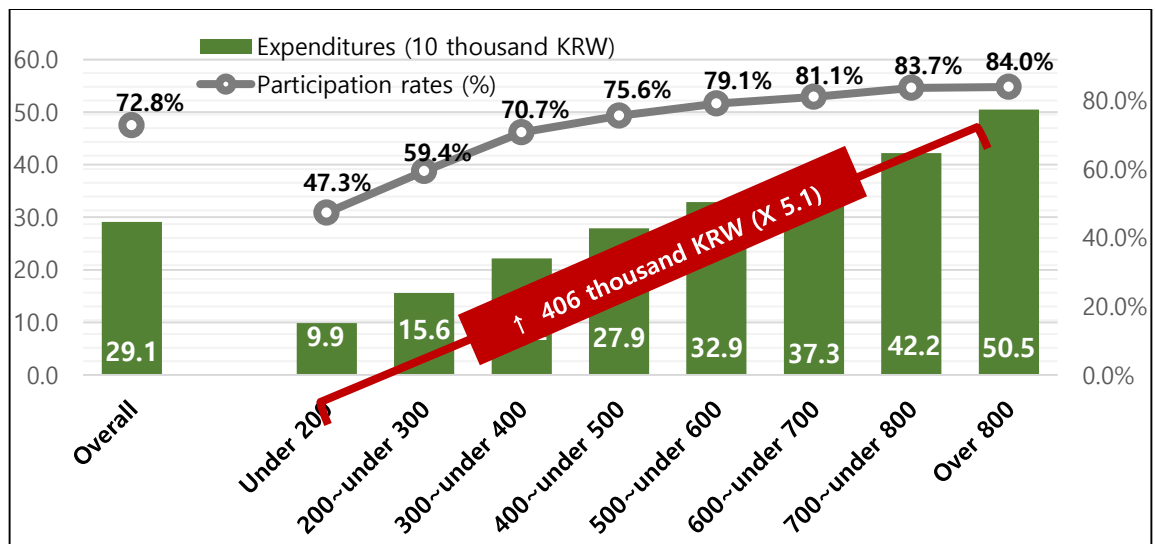
(10 thousand won)

| Year         | 2008                     | 2009   | 2010   | 2011 | 2012   | 2013                     | 2014   | 2015   | 2016   | 2017                   | 2018   |
|--------------|--------------------------|--------|--------|------|--------|--------------------------|--------|--------|--------|------------------------|--------|
| Government   | Lee Myung-Bak government |        |        |      |        | Park Geun-Hye government |        |        |        | Moon Jae-in government |        |
| Differential | 1.1(+)                   | 0.9(+) | 0.2(-) | 0    | 0.4(-) | 0.3(+)                   | 0.3(+) | 0.2(+) | 1.2(+) | 1.6(+)                 | 1.9(+) |

■ Shadow education and polarization caused by stratification of high schools

The stratification of high school exacerbates participation in shadow education, expenditures on shadow education and prior learning that cause educational polarization. The participation rate and the average shadow education expenditure both have increased by students who expect to go to special-purpose high school. In the case of a middle school student, the participation rate rose from 74.6% to 77.8% in 2017 as well as the expenditure from 538 thousand KRW to 578 thousand KRW [table2].

[figure 2] Average monthly shadow education expenditures per student and shadow education participation rate by household income



※ Source: Ministry of Education, Statistics Korea



[table 2] Participation rate and average shadow education expenditure of special-purpose high school applicants

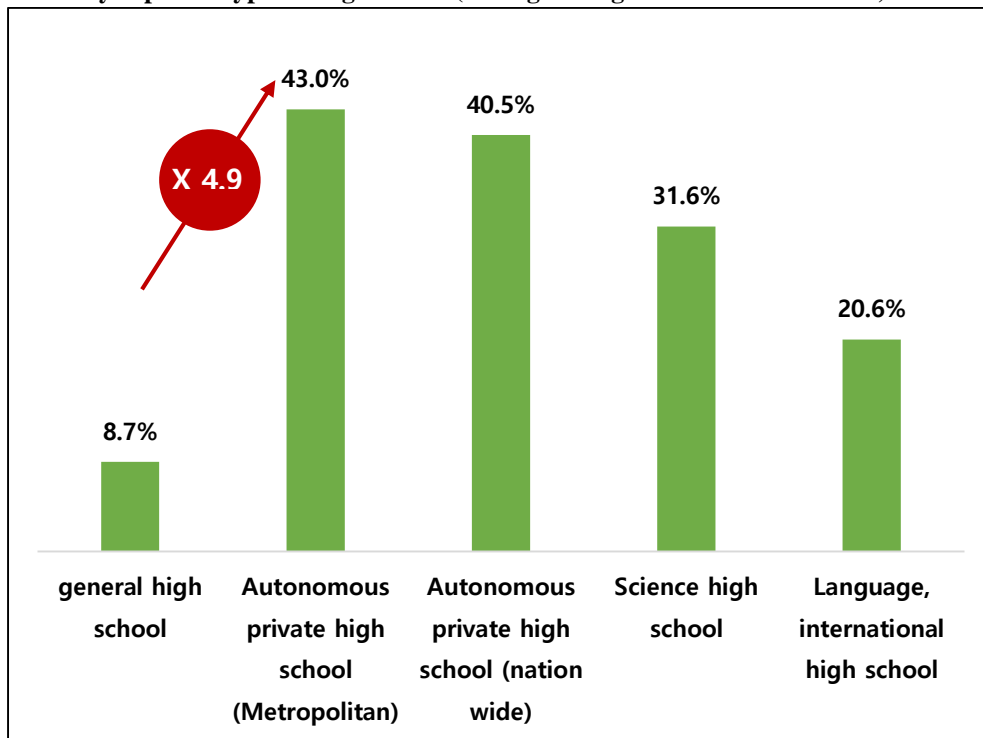
(10 thousand KRW)

| School level      | Year | Rates of applicant | Average expenditure | Participation rate in shadow education | Average expenditure who participate in shadow education |
|-------------------|------|--------------------|---------------------|--|---|
| Elementary school | 2015 | 28.8%              | 28.4                | 85.8%                                  | 33.1  |
|                   | 2016 | 31.4%              | 30.0                | 84.9%                                  | 35.3  |
|                   | 2017 | 26.8%              | 32.2                | 87.4%                                  | 36.8  |
| Middle school     | 2015 | 20.4%              | 39.0                | 79.9%                                  | 48.8  |
|                   | 2016 | 20.3%              | 40.2                | 74.6%                                  | 53.8  |
|                   | 2017 | 17.7%              | 44.7                | 77.8%                                  | 57.4  |

※ Source: Kyung-mee Park, National Assembly of Korea, 2018.10.11

Among third grade middle school students who spend over million KRW on shadow education, the participation rates in shadow education to apply for autonomous private high school were in metropolitan level 40.5% and nationwide level in 43.0%. The biggest was 4.9 times of normal high school, which was 8.7%. [figure 3].

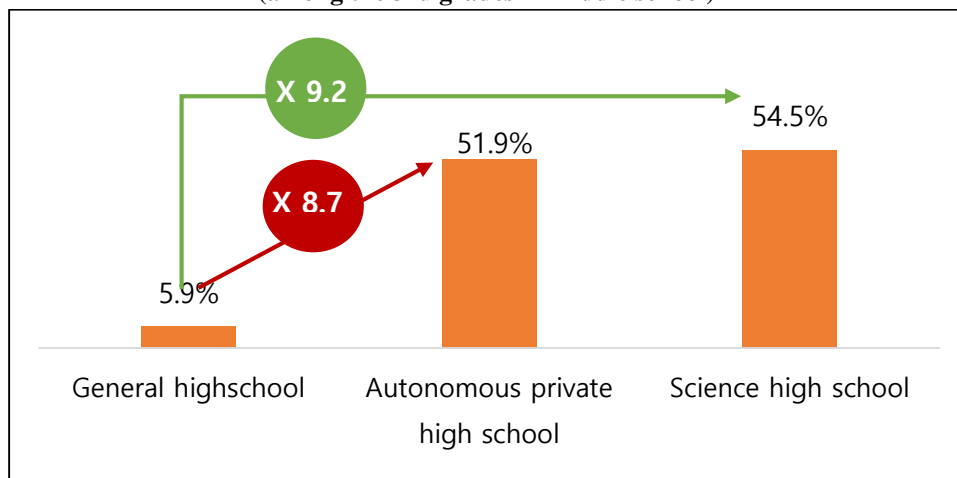
[figure 3] Rates of shadow education expenditure over a million KRW per month by expected types of high school (among third grades in middle school)



※ Source: The World without Worries about Shadow Education, Young-hoon Oh (National Assembly), 2017

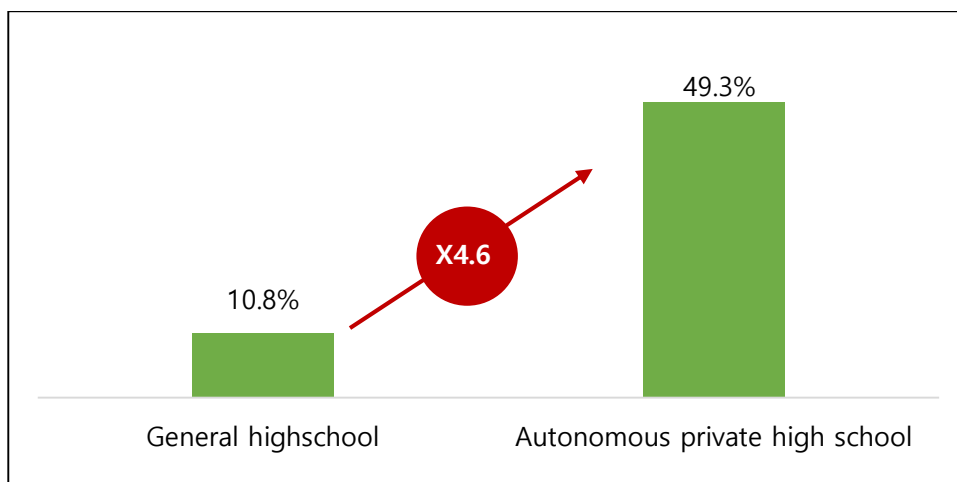
54.5% of students applying for science high school and 51.9% of students applying for autonomous high school were participating in prior learning for mathematics at second grade level in high school. Only 5.9% of students were learning the same higher level of mathematics to go to general high school marking the 9.2 times and 8.7 times each. In the case of English, participation rates for autonomous private high school and general high school were 49.3% and 10.8% each, making 4.6 times of gap. [figure 4].

**[figure 4.1] Participation rates in prior learning for mathematics over two grades  
(among the 3rd grades in middle school)**



※ Source: The World without Worries about Shadow Education, Young-hoon Oh (National Assembly), 2017

**[figure 4.2] Participation rates in prior learning for English over two grades  
(among the 3rd grades in middle school)**



※ Source: The World without Worries about Shadow Education, Young-hoon Oh (National Assembly), 2017

- Increase of shadow education expenditures caused by a discrepancy between curricula and university entrance policies

Statistics Korea's 2018 survey shows that the average monthly expenditures on shadow education increased most at high school level by 321 thousand KRW, up 36 thousand KRW compared to the previous year. This is because of the changes of college admission procedure, starting 2022, raising demands for shadow education<sup>2</sup> The 2019 CSAT (College Scholastic Ability Test) is also pointed out as one factor being said to be the most difficult ever. Thus, the government should ensure procedural justice in college admissions, and guide CSAT to be closely related to the general curricula. The ultimate goal is to establish the college admission procedures not to spur competitive participation in extracurricular activities.

### 3. Civil Society's Activities

- Action for regulation laws against prior learning by The World without Worries about Shadow Education
- Action for regulating shadow education and night-time courses by Rest Education
- Action for abolishing special-purpose high schools by No Privileged Private School
- Action for legislation to protect the rights of infants and children by The World without Worries about Shadow Education
- Action for reforming college admission procedures (i.e. absolute evaluation of CSAT) to promotes students' potentials by Civil Networks for Moon Jae-in President's Education Policy Commitment

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<sup>2</sup> The government announced the new college admission procedure in August, 2018. The new policy continues to expand the regular admission based on CSAT, but showed little improvements in Comprehensive student record screening. The expansion of CSAT is criticized because CSAT-driven teaching alienates general curricula in schools. The comprehensive student record screening burdens students in two ways, requiring differentials in extracurricular activities and putting threshold of CSAT results. Ultimately these policies consistently force students to engage in shadow education to make special record of awards and self-introduction.

## 4. Recommendations

- First, legislate children's human rights law to ensure children's balanced physical and mental development by limiting hours on shadow education.
- Second, legislate regulation laws against shadow education in the night-time to ensure teenagers' right to health and leisure.
- Third, reform the high school system for integrated development of students' capability for the future.
- Fourth, alleviate competition for universities through policies aiming at less stratification of universities<sup>3</sup>. (with concrete policies, for instance; Minimum qualification system for university<sup>4</sup>, Joint admission system<sup>5</sup>, Joint admission system for national universities<sup>6</sup>.)
- Fifth, shift school learning from memorizing knowledge to the capacitating student themselves for the future and to ensure delivery of school curricula to prevent competitive participation in shadow education.
- Last, establish a sustainable organization to control shadow education and to ensure internal stability of public education. The Ministry of Education should partner with the public sector to deliberate on related policies and carry out them.

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<sup>3</sup> An alternative university entrance system that ensures for students the right to choose universities they want with minimum achievement in high schools. It is suggested to simplify the complex university admissions and alleviate the excessive expansion of shadow education.

<sup>4</sup> If students achieve a certain level of academic background in high school, they should be allowed to go to a university of their choice without any more difficult conditions.

<sup>5</sup> a system of combining national and private universities into a network and conducting joint admissions at this unit as part of a way to ease university hierarchy and boil up the quality of university education.

<sup>6</sup> Same above, but in categories of only national universities

## **IV. DEMOCRATIC CITIZENSHIP EDUCATION**

### **1. The Meaning and Current State of the SDG 4.7**

In the past Industrial Age, democratic citizenship education was recognized only as citizenship, suffrage, or political education to live as a member of society. Even after the 1990s, democratic citizenship education still has been considered as education to cultivate qualification of a member of society with the emphasis on the welfare state's role.

However, when it comes to the different versions of civics, citizenship, democratic citizenship education of the states, they can be defined as: 1) obtaining the fundamental knowledge to live the democratic society as a citizen; 2) cultivating the capacity to live as a responsible citizen; 3) respecting the rights of others as accountable democratic global citizen. In particular, the social structure and paradigm are changing now in the fourth industrial revolution. Moreover, the most urgent issue is to create collective intelligence of society through the acquisition of the fundamental values of democracy, which are human dignity, respect, equality, and cooperation.

In this sense, the value education for sustainable development and lifestyle that SDGs target 4.7 states is not different from democratic citizenship education, which is indispensable to live together as members of society. Therefore, the Korean civil society considers that it is necessary to achieve a consensus on the definition of Korean democratic citizenship education and others; such as human rights, gender equality, and global citizenship education. Consequently, the development of new indicators for assessment and review of the procedures of implementation is required.

### **2. South Korea's Domestic Issues and Civil Society's Activities**

#### **■ Continuous Struggles for Establishing Democratic Citizenship Education Law**

Korean civil society has struggled for the foundation of governmental organization or corporation to practice democratic citizenship education with the participation of the civil, government, and political parties. This was for preventing education from being one of the bureaucratic tasks. In 1997, the Citizens' Coalition for Economic Justice (CCEJ), People's Solidarity for Participatory Democracy (PSPD) and other 11 CSOs held the democratic citizenship education forum and first submitted the 'Democratic Citizenship Education Support Bill' with Representative Park, Myung-hwan of the National Assembly on October 31. However, this bill was abolished automatically due to the expiration of the term of office without any discussion at the Standing Committee. Since then, civil society has submitted

the bills with a few amendments every start of the sessions, through persuading the members of the National Assembly and discussing with them to establish responsible government agencies and organizations. Nonetheless, until the last 19th National Assembly, those are all abolished automatically with the same reason.

| The list of abolished Democratic Citizenship Education Support Bills  |
|---|
| <ul style="list-style-type: none"> <li>• October 31, 1997, ‘Democratic Citizenship Education Support Bill’ by Representative Park, Myung-hwan and others</li> <li>• January 3, 2000, ‘Civic Education Promotion Act’ by Representative Kim, Chan-jin and 28 members</li> <li>• June 5, 2007, ‘Democratic Citizenship Education Support Bill’ by Representative Lee, Eun-young and 14 members</li> <li>• May 20, 2013, ‘Electoral Politics Education Support Bill’ by Representative Hwang, Young-chul and 9 members</li> <li>• January 22, 2015, ‘Democratic Citizenship Education Support Bill’ by Representative Lee, Un-joo and 11 members</li> <li>• February 5, 2015, ‘Democratic Citizenship Education Support Bill’ by Representative Namyoon, In-soon and 12 members</li> </ul> |

Those bills above are all abolished due to the termination of sessions even without discussions at the Standing Committee. In the 20th National Assembly, the ‘Democratic Citizenship Education Support Bill’ was proposed on September 12, 2016, by Representative Namyoon, In-soon with the efforts of civil society as well. This bill was put as an agenda during the general committee meeting, and now in the proceedings of the legislative subcommittee after examination but without discussions. Korea’s current situation is that even in the National Assembly, an agency of people does not exist single consensus or discussion on democratic citizenship education.

■ Engagements and Limitations of the Moon Jae-in government in democratic citizenship education

The Moon Jae-in government, elected after Korea’s Candlelight Revolution in 2016 and 2017, mentioned democratic citizenship education for the first time among all the previous governments while announcing the 100 policy agendas. However, that was not an independent agenda but sub-agenda of strengthening public education delivery as ‘dissemination of democratic citizenship education by the National Election Commission’ and ‘improved democratic citizenship education in schools’. This is a mere but remarkable change of government’s perspective that reflects the progress of Korean society.

To be aligned with the national agenda, the Ministry of Education established Citizenship Education Division in January and announced Masterplan for Vitalizing Democratic Citizenship Education (in schools) in November 2018. Also, the Ministry of the Interior and Safety is conducting social consensus for democratic citizenship education out of schools and networks of civil society for democratic citizenship education through the Korea Democracy Foundation under the Ministry.

These attempts of the government organizations are considered as the first response to the civil society's claim for the state's responsibility of the democratic citizenship education for the past 30 years. However, as the Ministry of Education showed in the Masterplan for Vitalizing democratic citizenship education, only were raised the problems of lacking social consensus, making school curriculum and strengthening teachers' capacity. The details on developing curriculum and modeling the classes are still on the stage of start. Furthermore, the democratic citizenship education out of schools does not have a master plan yet because of the lack of legislation mentioned above. And the Korea Democracy Foundation simply cares no more than present issues. The prospect of democratic citizenship education is not much bright unless the related bills are not passed through the National Assembly regarding the efforts made to vitalize it.

■ Establishment and limits of democratic citizenship education ordinances by local governments

Current Korean society has been conducting campaigns for establishing democratic citizenship education ordinances at the level of local governments as an alternative to the national government's slow progress in legislation. At Metropolitan level, Seoul enacted the ordinance on January 9, 2014; and among districts, Gangseo-gu first enacted on June 7, 2017. Gyeonggi-do Office of Education established it on July 19, 2016, as a metropolitan city office of education. Until now, 8 out of 17 metropolitans, 21 out of 226 districts and 9 out of the regional offices of education enacted the ordinances.

Those ordinances are partially different from each other in terms of object, definition, basic principles and contents of democratic citizenship education; though the frameworks are very similar. Still, the local governments have different ideas on the most controversial issues - masterplan, committee, intermediate supporting organizations, regulations of commission and operating institutions. The ordinances legislated so far, have positive significance as itself and limits as followings:

- Democratic citizenship education is not referred in a master plan but as a subordinate plan to lifelong learning.
- Most of the local governments reduced the committees to advisory bodies not making decisions.
- Democratic citizenship education was defined as a task of the lifelong educational

institution without considering specialized organization for its operations and supports.

These limits reflect the fact that current ordinances stay at the declarative level rather than emphasize the internal rules for the contents of democratic citizenship education.

### 3. Challenges and Recommendations

Korean society's efforts to activate democratic citizenship education above have been lonely struggles without supports. Different areas of value educations have been practiced with their own histories and frameworks. However, in the boundary of democratic citizenship education, each organization has defined the concept of democratic citizenship education and developed the pedagogy of 'non-teaching', relating various values and strengthening capacity by itself in small-scales.

Now it can be said that it is a start. The positive aspect is that the 30 year-efforts of civil society for Korean democratic citizenship education start to be acknowledged by the government. There is a possibility of cooperation. In this regard, the further challenges of civil society are:

- First, social consensus on the concept of democratic citizenship education
- Second, campaign for social consensus on the principle of democratic citizenship education between progressive and conservative parties to enact 'Democratic Citizenship Education Support Bill'
- Third, action for establishment and revision of democratic citizenship education ordinances by local governments
- Fourth, empowering the network of democratic citizenship education activists and solidarity with other value education activists
- Fifth, studying various pedagogies of democratic citizenship education and its applications



## V. GLOBAL CITIZENSHIP EDUCATION

### 1. The Meaning and Current State of the SDG 4.7

In Korea, the SDG 4.7 goal tends to be discussed around the discourse of global citizenship education. However, due to the lack of clarity in the definition of global citizenship education, there are various levels of interpretation and implementation. This report tries to find out how global citizenship education has been understood, implemented, and what should be noted in the Korean context.

*#Scene 1. “Please let my friend be accepted as a refugee with a fair determination process”*

This is an agenda posted on the online petition board of the Blue House, Cheong Wa Dae<sup>7</sup>, South Korea, 2018. A third-year middle school student has petitioned for refugee status for his Iranian classmate. The petition states that this Iranian student who came to Korea seeking religious freedom would be sent back to his home country and be sentenced to severe punishment if he or she is not accepted as a refugee. The Seoul Metropolitan Office of Education raised the possibility of violating the UN Convention on the Rights of the Child, saying the issue should be viewed as an education issue, not a refugee issue. At the same time, on the other page of the online bulletin board, a petition against recognizing the refugee status of Yemenis, who came to South Korea to avoid civil war, was gaining consents from 700,000 Koreans.

*#Scene 2. “We call South Koreans our brothers, relatives and our compatriots, but they treat me, from North Korea, just as a migrant worker or less. Then who am I?”*

The number of North Korean refugees in South Korea stood at 31,000 as of 2017. This number, which stood at 300 in 2000, reached 2,800 in 2009, and more than 1,000 have arrived in South Korea last year. The number is increasing, but the prejudice against them remains. According to the 2017 Human Rights Conditions Survey conducted by the National Human Rights Commission, 45.5% of the North Korean refugees were discriminated against just because they were from North Korea. According to the survey on North Korean student defectors conducted by Korea Hana Foundation, 60% of them responded they would not reveal their identity under any circumstances unless they were forced to reveal that they were

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<sup>7</sup> This online petition channel is a communication platform that reflects the present Korean government’s philosophy of accountability to the people. The idea is that if a petition gets more than 200,000 consents within 30 days, the government or a relevant official would answer the petition directly.

from the North. In addition, when inter-Korean relation is tense, they are easily treated as ‘reds’ (Jeong Jin-ah, 2017)

*#Scene 3. “Mom, my friends make fun of my dark skin.”*

*“Hey, Multicultural.” My homeroom teacher calls my friend like this.*

On November 13, 2018, a 14-year-old boy died. It happened after four middle school students’ gang-lynched him on the roof of an apartment building. The middle school student was from a multicultural family and lived alone with his mother, an ethnic Korean with Russian nationality called Koryoin. In 2016, a school violence committee was held at an elementary school in JeollaNamdo, where students cut their class mate’s hairs and stabbed his head with needles. The victim was also from multicultural families. In Korea, nearly 100,000 students from multicultural families attend elementary, middle and high schools. However, according to the National Survey on Multicultural Families conducted by the Ministry of Gender Equality and Family in 2018, from 57% to 80% of children from multicultural families said they did not adapt well to school ‘because they did not get along well with their friends.’

## 2. South Korea’s Domestic Issues and Challenges

### 1) Current status

South Korea hosted the UN World Education Forum in 2015 to play a key role in the establishment of the SDG 4 - Education 2030. In particular, it has drawn attention from the international community for successfully making the global citizenship education agenda of this form, which is the central theme of the SDG 4.7. But as of 2018, about two years after the adoption of this agenda, the implementation of the SDG 4.7 in Korea including global citizenship education, is still lagging. UNESCO Institute for Statistics (UIS) has published a technical report that examined the status of each country’s implementation of the SDG 4.7 in the areas of national education policy, curriculum (contents and resource), teacher education and student evaluation. According to this report, Korea received a ‘low’ grating in all areas, which is equivalent to failure, only except for ‘medium’ rating in the curriculum.

### 2) Progress

The global citizenship education in Korea began in the early 2000s, mainly with large international development NGOs. Notably, the inauguration of former UN Secretary-General Ban Ki-moon in 2006 served to increase the social awareness of global citizenship. The global citizenship education conducted during this period mainly justified the need for foreign aid to fight poverty and emphasized the moral aspect and promotion of individual

awareness. The global citizenship education from a humanitarian perspective conducted by development NGOs is supported by KOICA, an agency dedicated to international development under the Ministry of Foreign Affairs. This trend resulted from the establishment of the UN SDGs in 2015 and constituted one of the major components of South Korea's global citizenship education. Recently, CIATE KOREA has been founded to connect the diverse domestic and international education issues beyond development assistance; and to approach those issues critically from the perspective of social change. It is aiming at representing the position of the Korean civil society in the education sector about the SDG 4.7 topics, including global citizenship education.

Meanwhile, the UNESCO World Education Forum, held in Incheon in 2015, provided the global citizenship education agenda with a critical opportunity to be incorporated into Korea's public education system. Since hosting the forum, South Korea's Ministry of Education has designated the Asia-Pacific Centre of Education for International Understanding (APCEIU) as an agency dedicating to global citizen education, running global citizenship education-related projects such as teacher training, textbook research and development; and holding domestic and international meetings. Global citizenship education is being promoted within the public education system by the Ministry of Education and local education offices. Moreover, it has been reflected mainly in social study or operated as a separated program at the level of the education office or school, in coordination with the capacity-based curriculum that has been conducted since 2015.

### 3) Issues

#### ■ The complex concept of global citizenship education

Korea's concept of global citizenship education, formed by different processes depending on the background and the purpose of institutions, is very mixed. Especially, the two perspectives - one stressing the importance of foreign aid to low-income countries and the other emphasizing the ability to respond to the transnational issues in Korea, such as refugees, multiculturalism and climate change - are causing conceptual confusion to teachers and learners in education practices. In addition, global citizenship education seems to try to embrace democratic citizenship education and peace education that has existed before.

#### ■ Fragmentation of Governance

The mixture of concepts results in the fragmentation of governance systems within the government that promotes global citizenship education. Except for the Gyeonggi-do Office of Education, all other 16 local education offices across the country do not have divisions dedicating to integrated global citizenship education because it is divided into (democratic) civic education, multicultural education, international education, or peace education. On top of that, the global citizenship education, conducted by the Ministry of

Foreign Affairs (KOICA) as so-called, ‘development education’, is fueling inefficient government administration and confusion of the field.

#### ■ Lack of a CSOs cooperation network

Despite the activities of CIATE KOREA, there is a discrepancy between the development NGOs that approach global citizenship education from the development education perspective; and the domestic educational organizations that understand it from the democratic citizenship education perspective. In addition, when global citizenship education is expanded to align with the SDG 4.7, it is necessary to establish a cooperative network involving civil society organizations related to human rights, peace, gender equality, sustainable development, and multicultural education.

#### ■ Limitations of K-SDGs

- Procedural limitations: The Korean government adopted ‘Re-establishment of Sustainable Development Governance’ as a national project (Sep, 2017; Presidential Policy Initiative 61-1). The government prepared ‘Plan for Establishing National Sustainable Development Goals (K-SDGs)’ (Feb 2, 2018). To carry out this plan, a K-SDGs working group was established joining civil society, government, and academia. To enhance procedural democracy, the Major Groups of other Stakeholders (MGoS) was added to the discussion framework. Nevertheless, the operating process was poorly run in practice, because the schedule was so tight and the opinion of MGoS on the working group was not reflected. Although an open public forum was held, it was difficult for citizens to participate in the event, as the panels were not presented in the official web site and neither the program itself until the day before the event. Accordingly, the civil society criticized that the establishment of K-SDGs is just ‘a show-off ceremony, not a process of consideration and public discussion.’
- Consequential Limitations: Despite the fact that the target 4.7 contains a variety of values, the indicators selected in K-SDGs are only limited to the extent that the global citizenship education is mainstreamed in national education policy; the national curriculum includes sustainable development and global citizenship education; and the number of trained instructors for global citizenship education teacher training.

### 3. Civil Society’s Activities

Korea NGO Council for Overseas Development Cooperation (KCOC) conducts global citizenship education instructor training workshop and sends them annually. The topics include diversity, interconnectedness, human rights, poverty, the environment, peace and international development. In addition, Good Neighbors, Korea Food for the Hungry

International (KFHI), Save The Children, Beautiful Store, Beautiful Coffee, World Vision, World Together, COPION, Team & Team, One-body One-spirit, and Ho are providing instructor training and direct education for global citizenship education. Its name varies: global citizenship education, international citizenship education, international development cooperation education, fair trade class, charity education, children's rights and non-discrimination education, multicultural perception improvement education and youth Rights education.

On the other hand, even though not explicitly classified as a global citizenship education, the following educations, closely related to the SDG 4.7 objectives, are being carried out: understanding sexual minority rights education (Korean Sexual-Minority Culture & Rights Center), democratic citizenship education (Civic Community, Education Side, SIMIN, Network for Civic and Future), differently abled person's right education (Research Institute of the Differently Abled Person's Right), human right education (Human right Education Center DL), peace education (PEACEMOMO, PULLULLIM).

While these organizations above are responsible for providing education, CIATE KOREA has played a role of civil association for SDG 4.7 governance, as it was recently founded in 2017 and aims to serve as a platform for civic education that connects national and international agendas by gathering voices about education in Korean society.

#### 4. Recommendations

As analyzed, Korea's global citizenship education sector is diversified into a humanitarian view of global poverty eradication spread by development NGOs in the 2000s; a capacity-based perspective that the government is implementing through public education since 2015; and a critical point that has recently begun to be introduced through CIATE KOREA and academia. For the effective implementation of global citizenship education in Korea, which is diversified according to the interests of sectors and actors, CIATE KOREA proposes to the national and international civil societies and the Korean government as follows.

First, what matters is that the mixed concept of global citizenship education cannot be an 'umbrella' that encompasses civic education, environmental education, peace education and human rights because the existing definition and approach of it are too narrow. If we want to capture the values mentioned in the SDG 4.7; including human rights, gender equality, cultural diversity, and sustainable lifestyles with an umbrella concept, it is required to make each education's value clearer. CIATE KOREA also suggests building flexible civil solidarity rather than having a single heavily administrated formal network to respond to issues undermining peace and sustainability with supranational and inter-sectoral cooperation. Loose solidarity is not a concept that allows participation only to the registered member but aims for open membership and platform where anyone can join nationally and internationally.

In this respect, the creation of CIATE KOREA and its activities can be seen as an experiment in Korean civil society for loose solidarity.

Second, the Korean government should build an inclusive, democratic and integrated global citizenship education governance. To this end, it is necessary to unify the fragmented departments responsible for global citizenship education-related affairs in the Ministry of education and local offices of educations. Then the entire curriculum should internalize the values and perspectives of global citizenship education. Considering that global citizenship is a matter of value, not knowledge acquired through a particular subject, the civic value should be reflected in cultures and the way of running schools, where education takes place.

Finally, the government should actively consider accepting a growing number of refugees, multicultural families, and North Korean defectors into South Korea as new citizens and joining UNESCO's Convention Against Discrimination in Education to protect their right to education.

## CIATE KOREA'S RECOMMENDATIONS

In summary, CIATE Korea's recommend to Korean governments, international, regional and national education institutions, as well as all education actors should locate SDG 4.7 at the heart of Korea's education policy and practice, not as a separate goal. In this context, the issue report has touched upon the four areas of issues of Korean education; peace, education equality and gender, equity and shadow education, democratic citizenship education as well as global citizenship education.

First of all, the report emphasized that the new generation of Korea's education should place peace as a fundamental agenda in policy and practice. The report has highlighted issues of some disagreement on the concept of peace education, a lack of dealing with the arms race and military issue, some issues of assimilation of the target 4.7 into global citizenship education, as well as emerging conflicts between Korean competitive education system and the target 4.7 are current critical among many issues. In this regard, it is critical for international and national civil societies should more actively be engaged in the issues and values of target 4.7 that should be woven into a comprehensive citizenship education rather than exist as respective subjects. To that end, peace education should embrace flexible thinking and experiences of cooperation are required to ensure the CSOs' independence. It suggests that the government design educational indicators for global citizenship education and interpret the target 4.7 comprehensively to apply the diversity of civic efforts for peace education to the national curriculum of Korea.

In the second agenda that CIATE Korea highlighted is the daunting tasks of ensuring equality and equity in Korean education policy and practice. This report highlights that celebrating Korean education success stories that were exhibited in the 2015 World Education Form was premature when analyzing the perspective of education equality and equity. As the SDG 4.7 provides a critical basis for creating education which is democratic, gender-equilibrium, and respectful of human rights, regardless of their gender, race, ethnicity, disabilities, and sexuality, the issues of gender and sexuality in Korea's education need to be taken more seriously at the policy and practice. The report highlights the current issues of gender gap in education leadership in basic education, gap in education employment and leadership in higher education, a lack of linkages between education, training, and employment from gender perspective, a narrowed down interpretation on 'safe education environment in the K-SDGs, as well as unsatisfactory ministerial-provincial-city level efforts in supporting, implementing and monitoring gender-sensitive education. In order to address such urgent matter for Korean children and youths, it suggested as below: first, the Offices of Education and education leaders together need to have more realistic sense of urgency about persisting sexual violence, harassments and discriminations as well as growing concerns on gender conflicts, growing misogyny among boys, as well as growing needs from school feminist movements; second, dealing with sexual violence and gender-discriminatory cases more

professionally and at the same time working on creating gender-friendly culture in schools; working closely with more of regional and school-level initiatives in collaboration with CSOs; and finally, properly implement and monitor the stricter human rights protection system in all spaces where education and learning occur, from early childhood education to higher education institutions, including vocational trainings, graduate schools, research institutes, and laboratories

In the same token, Korea's education at the global forums in recent years, including the major conferences at the United Nations have strongly highlighted relatively high success in results of internationally comparative learning outcomes that have led numerous challenges in Korean education from the perspective of equality and equity. As Korean education has openly criticized due to the issues of educational inequality over last few decades, the CIATE-KOREA report illustrates that there is a noticeable increase in shadow education expenditures for three consecutive years drastic, as well as an increase in the volume of shadow education, mainly caused by stratification of high schools. It provides some warning signals that the shown increase of shadow education expenditures is likely to be caused by university entrance policies. Given such analysis, we urge the recommendations below; *first*, legislate children's human rights law to ensure children's balanced physical and mental development by limiting hours on shadow education; *second*, dramatic shifts of school learning from memorizing knowledge to capacitating student themselves for the future and to ensure delivery of school curricula to prevent competitive participation in shadow education; *third*, legislate regulation laws against shadow education in night-time to ensure teenagers' right to health and leisure; *fourth*, reform high school system for integrated development of students' capability for the future; *fifth*, alleviate competition for universities through policies aiming at less stratification of universities; and *last*, establish sustainable organization to control shadow education and to ensure internal stability of public education. The Ministry of Education should partner with the public sector to deliberate on related policies and carry out them.

The third thematic issue that this report dealt with is global and democratic citizenship education. In regards to democratic citizenship education, there are a number of the continuous issues are summarize and they are; first, constant struggles for establishing Democratic Citizenship Education Law; second, establishment and limits of democratic citizenship education ordinances by local governments as well as; the third, the issues of engagements and limitations of the Moon Jae-in government in democratic citizenship education. In a similar manner, although the global citizenship education becomes popularized in various reasons, the complex and conflicting understanding on global citizenship education, fragmentations and a lack of collaboration and integration with democratic citizenship education, multicultural education, international education, or peace education. In the context of global citizenship education, the roles of civil societies are particularly new in collaboration with government bodies.

In order to build comprehensive approaches for SDG 4.7, the report suggested various suggestions and they are; first, more active campaign for social consensus on the principle of



democratic citizenship education between progressive and conservative parties to enact ‘Democratic Citizenship Education Support Bill’; second, urgent action for establishment and revision of democratic citizenship education ordinances by local governments; third, empowering the network of democratic citizenship education activists and solidarity with other value education activists. Particularly, as for the global citizenship education, the CIATE KOREA suggests that it is necessary to build flexible civil solidarity rather than single formal and heavily managed network to respond to issues undermining peace and sustainability with supranational and inter-sectoral cooperation among existing education initiatives. Still, Korean national and local government, as well as civil societies in education together, should utilize the SDG 4.7, which included a variety of transformative values in order to mainstream in national education policy; the national curriculum; and the number of trained instructors for global citizenship education teacher training. the CIATE KOREA believes that this could be only possible when various education actors can actively build social consensus on the concept of new education for peace, human rights, democracy, and cultural diversity in more open, participatory and democratic forums, while the Korean government builds an inclusive, democratic and integrated global citizenship education governance.

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## APPENDIX 1 List of Contributors

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- Moon Suk HONG, Visiting Professor of Graduate School of Pan-Pacific International Studies, Kyung Hee University(Steering Committee member of CIATE Korea)
- Seo Hyeon HONG, Steering Committee member of CIATE Korea

- **Education Equity and Shadow Education**

- GU Bon Chang, Policy department director of The World without Worries about Shadow Education

- **Democratic Citizenship Education**

- Noh Taehoon, Executive director of JINGGEOMDARI(Steering Committee member of CIATE Korea)

- **Global Citizenship Education**

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