

《論 文》

韓国教育政策の歴史的展開と意義
(学習機会の獲得と矛盾をめぐり)

尹 敬 勲

Developmental History and Property of Korean Education Policy

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Introduction

Learning opportunities appear to be something very inequitable. Well-off children have not been enjoying their bountiful chances of learning, whereas the kids on the other side have been deprived of the legitimate and long-cherished opportunities to be educated from school, public institution etc. The low-income class in the advanced countries has also encountered educational barrier with the weak public education living up to the society and getting the best of the competitors. For them, having a dear hope to equally compete is deemed a luxury, sort of, being discouraged as unable to capitalize on the learning opportunities they deserve.

In light of the foresaid fact and the significance put on the role of education policy, the thesis is to look through the developmental history of Korean Education Policy, aims therein, and set the direction the modern day education.

I . Organization of education policy and Democracy Education (1945~1960)

Year 1945 means substantial to Korea as the Allied Forces won the World War II, thereby evicting Japan from its soil (August 15th). Then-Korea was virtually divided into two, each part being stationed by US and Soviet Forces to settle the conflict within peninsula and establish the independent governments from each. Conflicts were prevailing back then between two Koreas, on matters of the stationary Forces and trusteeship, having consequentially been declared agreeing upon the US and Soviet Forces stationed in the peninsula with GHQ governing South Korea for three years.

Education policy under GHQ influence was mostly focusing on the democratization of education, equality in opportunity, political decentralization, and compulsory education policy, adult education plan.

By way of the enactment and declaration of the Constitution (by the President elected in accordance with UN Resolution in May 10th,

1948) and Korean War, the education policy of Korea has been tipped a bit, paying particular attention to ① Educational reconstruction, out of Japanese influence, ② Anti-communism, ③ Implementation of compulsory education for better opportunity, and ④ Illiteracy Eradication. (Abe Hiroshi, 1987.)

The period dealt so far, from GHQ governance to 1950's, comprises a part of the Korean education history, from politico-economic point of view, having a couple of purposes of "Maintenance of public security of South Korea, seamless establishment of the independent state, and eradication of Japanese influence out of the peninsula to construct a democratic society" and "To eradicate the remaining militaristic ideology for democratization of Korea". To further narrow down, the 1950's Korea and its education policy have been mostly focusing on ① Eradication of Japanese influence and ② Propagation of Democratic Ideology.

In its implementation of the compulsory education and other educational policies, GHQ reorganized the education organization, The Committee of Education of Korea, comprising academic experts in fields of ① Elementary Education, ② Intermediate Education, ③ Professional Education, ④ Cultural Education, ⑤ Female Education, ⑥ Advanced Education, ⑦ General Education, ⑧ Medical Education, and ⑨ Agricultural Education. (O Chusul., 1975.) Ordering the restructuring of elementary schools nationwide on September 24th, 1945 (upon enforcement of General Order # 4 on Sep. 17th, 1945), The Committee banned using Japanese textbook, mandating using Korean in education process. Illiteracy, however, emerged as the barrier as more than 80% of citizens were unaware of using Korean, as a result of Colonial Education (O Chusul, 1975).

Then-president Rhee Syngman and his

government were making a unified education policy in 1948, comprising the rogue systems. Putting a great significance on the education stating "Contribution to the development of a democratic state, by rounding up a proper personality and self-containment (Excerpt, Article 1 of Education Act)", the policy was to present the ultimate value of education and the ideal character of a human being.

Upon occurrence of Korean War, the education policy of Korea put more significance in the technique and national defense by declaring "Wartime Education Policy" and began Anti-communism education as the War subsided. Under the slogan of "Improvement in Anti-communism education contents and simplification of lifestyle", then-Government mostly intended ideological unification, while improving the contents of education, being devastated during the course of Korea War, and establishing simpler lifestyle of people toward the ultimate goal of the nation, the economic boost. Featuring American-style contents and Japanese-style administration body, the post-war education policy was adapting policies of ① School System of '6-3-3-4', ② Conception of Educational Autonomy System, ③ Compulsory Elementary School Education, ④ Improvement in Intermediate and Advanced Education, ⑤ Establishment of Education Collage and School, ⑥ Implementation of Middle School Entrance Examination, ⑦ Post-War Restoration of Education Facility, ⑧ Training and Deployment of Teachers and Expansion of Compulsory Education, ⑨ Consolidation of Technical Education and, ⑩ Implementation of Education Policy, for Educational Autonomy.

The post-Rhee education policy, upon the forced resignation of the corrupted President, was based on the slogan of "Man of Decent Character", as led by then-president Yoon Bo

Seon and Prime Minister Jang Myeon, being focused on ‘Educational Progressivism of America’ and what John Dewey advocated, swerving from the knowledge-based education. Upon such basis the education is to teach individual establishment of lifestyle, as well as establish social security and ‘democratic’ vibe in school putting great emphasis on democratization.

II . Anti-poverty Education Policy (1961~1972)

1. Politico-economic Status

In the wake of Korean War when the economy was struggling, being dependant on the foreign aid, Rhee’s Government pushed the agriculture-driven economic policy. Farmers and agriculture industry had no option but bearing the cost of price stabilization until the industrialization of agricultural structure in 1960. Upon 1961’s Military Coup (May 16th), led by Former President Park Chung Hee and his servicemen, Korean economy suffered turbulence for anti-poverty and economic modernization. Scores of the corrupted entrepreneurs were cracked down on charge of the secretive accumulation of wealth, under Rhee’s protection, to justify the process of regime change done by Then-Government, The Supreme Council for National Reconstruction, reverting such wealth to the national Treasury. Most of the imprisoned entrepreneurs, however, were released on condition of the contribution to

the industrialization, as deemed impossible to see the economic growth without them. Then-leader Park Chung Hee retired from the Army to run for the presidency and his official Government, upon his election, was setting its sight on “Economic Development and Industrialization” (Son Hochul, 1995).

With decline in the foreign aids in 60’s, most of them being Credit Assistance, President Park was facing the necessity for long-term growth plan, as opposed to 50’s policies. Establishing Economic Plan Authority, directing the export-driven economy by way of the cheap, qualified labor, and being along with the boost in global economy, the Korean economy in 60’s had seen the significant growth as follows:

Under the export-driven high growth, however, Park’s economic policy faced a few barriers, due mostly to the increasing trade imbalance, importing more raw materials, redemption of the amount invested to Korea, and global drift toward protectionism. In the face of the myopic growth, the export-driven economy was in need of domestic demand boost together with the export increase.

To cure the disregarded agriculture causing the shortage in the grain supply and the significant imbalance between industry and agriculture, the so-called New Community Movement was leading the integration of the economic and educational policies starting

Table) The Growth Rate of Export and GNP (%) : 1962 - 1971 ⁱ⁾

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
GNP	2.2	9.1	9.6	5.8	12.7	6.6	11.3	13.8	7.6	8.8
Export	31.7	61.1	37.9	45.8	42.9	34.0	45.1	35.4	34.0	28.5

(Amsden Alice, *Aisa’s Next Giants: South Korea and Late Industrialization*, New York, Oxford University Press, 1989, p.66.)

i) Amsden Alice, *Aisa’s Next Giants: South Korea and Late Industrialization*, New York, Oxford University Press, 1989, p.66.

from 70's.

One another factor President Park underscored was 'human resource development', deemed one of the paramount for economy boost and industrialization, in development of the following policies of education:

2. Education Policy for Human Resource

In strong need of the quality, well-educated labor, then-Government brought the concept of 'Human Resource' in its policy and progression of education, under the slogan of "Development of the effective and functional human resource out of education policy" (Choi Jangxip, 1985).

Overhauling the entire curriculum, first established in 1954, President Park stressed 'Independency', 'Productivity', and 'Practicability' in education, securing the skilled, tech-oriented human resources demanded for industrialization.

Compulsory elementary education and expansion in the education contents had continued from the said GHQ period and solidified during the course of Korean War, with the increased rate of intermediate education recipient from 35.1% in 1966 to 40.8% in four years from then. Education environment became more competitive during Park's presidency, with the increased number of students from mid-60. (Kim Eunmee, 1998.)

Repealing Education Autonomy System, President Park enacted <Temporary Education Act> on September 1961, established at least one Education Collage in each Province nationwide in 1962, and opened the first technical high school (5-year course). Year 1968 means significant for Korean education as reformed to improve the status and education contents of the university, to adopt its first University Entrance Examination in an effort to give the equal chance nationwide, and to abolish the middle school entrance examination

in standardization of middle schools. On December 1968, with the enactment of National Charter of Education, President Park presented his educational ideology as well as the desired aspects of life and education. Based on his remark of 'The Second Economy', from the 1968's official press conference, putting emphasis on the anti-materialism, President Park and his society commonly agreed upon the importance of establishing the sound lifestyle and values for the sustainable development of the nation. It could then be said that National Charter of Education is materialization of 'The Second Economy'. From the view of education policy, Education School System was revoked in 1962, replaced by Education Collage (2-year course) which later was replaced once again by Education University to train teachers for intermediate education. In 1970 and 1972, Technical Collage and Correspondence Collage were established, respectively. During the foresaid period Korean education had faced the quantitative growth, correspondingly raising problems on matters of overpopulation in school, oversized school, lack of teachers, retreating quality and contents of education, and over-competition among intermediate students. Scores of policies were suggested and enacted to cure the foresaid problems, in an effort to, once again, restructure the schooling system of the nation.

The education policy of the said period attained the significant growth, quantitatively, living up to the demand of the grown society, as well as bearing problems as to the over-competition and quality of education.

III. Economic Development and Reformation of Consciousness (1972~1980)

Facing politico-economic struggles in 60's society, President Park was to clear off the

vestiges of his industrialization policy, the lopsided development of the nation. In the nation's traditional concept on agriculture mostly focusing on the self-containment, the farmer's benefit had always been pushed aside, being the production machine in line with the national agricultural policy of 'Production Increase'. Such policy led the imbalance in income level, limiting the growth in income for agricultural areas to 50~60% of that of urban area enjoying fourfold growth in GDP during the period of 1962~1970. The annual growth rate of GDP in agricultural areas was limited to 4%, as opposed to 20~25% of the industrial growth rate. (Rhee T.C. 1973.)

Upon importation of US farm products (in accordance with U.S. Public Law No. 480) in 1955, farmer's in Korea should be keeping face with the decreasing price and the governmental policy aiming for the price stabilization, in favor of the growth of the nation, not the agricultural society.

Economic inconsistencies, inherent in the imbalanced, export- and conglomerate-oriented development, come to threat President Park's administration, losing some of seats in the ensuing General Election and supports from the Presidential Election '71. Boosting agricultural areas was deemed the quintessential solution in the wake of those politico-economic threat, by means of domestic market expansion, realization of goods value, and farm production enhance.

Heavily burdened with the expenses for agricultural development and winning political support at the same time was deemed something that Park's government cannot afford to while fast-forwarding industrialization.

New Community Movement (Saemaul Movement) was to resolve such problem, handing over the economic boost to the agricultural areas by means of self-containment. Improving the

lifestyle and being focused on the idea of 'self-reliance' and 'diligence', the Movement was incorporating New Community Education pushing the development of national economy, as well as democratization of the society, all in an autonomous way. Modern era values of New Community Movement helped establishing the Korean Democracy, often referred to as New Community Democracy. Swerving into the political education, the education policy under Park's presidency put a great emphasis on the sovereignty, aside from the subjecthood, aiming for the reformation of 'civic consciousness'.

Alongside the political education, represented by New Community Democracy, was 'educational welfare', in favor of the underprivileged children. Korea National Open Middle School, Korea National Open High School, and Korea National Open University were all established back then, in an effort to provide distance learning media, as well as the special school for working students. Teacher welfare took a big leap, with the enactment of 'Private School Teacher Pension Law', to secure the occupational stability. The relevant laws and regulations including 'Public Corporation Establishment and Operation Act', 'School Operation Property Standard for Educational Foundation', and 'Academic Promotion Law' were correspondingly enacted to prop for the private school finance and take better control of the governing laws.

All in all, the education policy in New Community Movement era was mostly for the political education, via the community-level development and the nationwide promotion of heavy industries. Though produced quality labor forces, highly centralized policies, however, could be construed as restriction and non-democracy, posing the problem of 'educational democracy'.

IV. Educational Democratization and Policies (1980~1992)

The history of 80's was all about political turmoil, upon the assassination of President Park who greatly contributed to the high growth by way of New Community Movement. Another former President Chun Doo Hwan who took the reign by the same way how Park did and by cracking down Gwangju pro-democracy movement had continued pushing for the export industry and invested on middle-east Asia and other foreign countries (Construction/Oil Development), while being struggled with pro-democracy movements nationwide, led by students and factory workers. In response thereto, Chun's administration declared for democracy (on June 29th, 1987), promising the transferral of presidency by way of the democratic voting. In economic terms, President Chun diversified the exports, while upturning the domestic demand exceeding the supply. Also contributed to then-economy was Seoul Olympic Games 1988. (Lee Jaehi, 1999.)

Growth in 80's had done sustainably by settling down the conglomerate-led structure, pivoting on heavy industries. Bearing the problem of collusive links between corporation and government, the 80's economy was more or less dictated by the government.

Collectivism was prevailing as well, stirring labor dispute, thereby human right and social security issues became influential. Overall, the society in 80's could be abbreviated to 'social conflict' where growth and conflict (Pro-democracy Movement) co-existed.

With growing interest on education, followed by the consistent economic growth and hike in income, President Chun adopted 'School Transferral System' in 1969, promoting High

School Equalization Policy in 1974, ticking up the rate of high school enrollment and thereby causing over-competition for university entrance late 1970. With growing income inequality reflected to education, President Chun banned private lessons for high school students, as well as capping the number of university graduate (referred to as 7.30 Measure). Under the slogan of 'Educational Innovation, Cultural Creation' and setting a goal of democratic · righteous · welfare-oriented society, Chun's government had also established the educational framework, amending Constitution in favor of education policies.

One notable is the Article 29 (5) of the 5th Constitution (8th amendment, on October 25th 1980), stating lifelong education. Enactment of 'Social Education Act' (in 1982) provided every citizen a chance to be the recipient of lifelong education to not only supplement school education but improve the civic consciousness. The education policy under Chun's presidency was pivoted on Constitutional amendment, variation of education opportunity, and democratization of education, featured by 'hair & dress code liberalization' and private lesson ban. Due to the military origin of regime, however, it also posed the limitation being unable to resolve over-competition in education.

V. Education Policy in 'Global Era' and Tasks (1990~1997)

With Cold War Era on the wane in the early 90's, the world became globalized and so does Korea concluding military regime and Former President Kim Young Sam established so-called 'Civilian Government'. Upon 6.29 Declaration by another Former President Roh Tae Woo committing the presidential voting, deemed an essence of democratic movements, President

Kim won the very first ‘democratic’ presidential voting to take the post-military era’s reign. Kim’s Civilian Government took the neoliberal direction, declaring his globalization plan, with a new millennium just around the corner, at the press conference of the 2nd APEC meeting (on November 17th 1994) in line with the APEC’s globalization vision and forecast. Detailing the plan comprised unification, economic development, cultural bounty, and ethical decency, practically easing regulations and cranked up ‘market principle’ in the varied fields of economy, administration, education, etc. (Chun Bosun & Kim Hakhan., 1998.)

With neo-liberalism prevailing across the globe and alteration in US-to-Korea policies from national security to economic boost, then-Korea was facing global demands for market open, and globalization. Kim’s conservatism, as well as advisory scholars educated in the States, was in line with the neo-liberalism, being thereby friendly to regulation easing and privatization (ex: Real System in Finance/ Public Concept of Land/New Policy about Conglomerates/Industrial Relations Reform Committee)

Kim’s administration maintained the existing education policy track, while forecasting and preparing for the IT-based education, recognizing the civilizational significance of a new millennium. Predicted stark competition and globalization opening and sharing everything across the globe, the preparation of tech-oriented, IT-based, multi-lateral era was inescapable. With education being the only way to live up to such necessities, Kim’s Civilian Government, under the slogan and goal of ‘New Korea, New Education’ and ‘Creation of New Korean, for Advanced Korea’, established reform-minded education, personality education, IT-based education, and globalization education. Declaration of 5.31.Educational Reform Report (by

Education and Reform Commission) implemented neo-education policies, keeping pace with globalization, information era.

The Commission, under the recognition of problems of the military regime’s education policies (① Memorization-oriented education ② Unilateral education ③ Quantitative education for industrialization), depriving opportunities to be creative and classy, made the education policies reform-minded by establishing the foundation for lifelong education, suggesting ① Recipient-oriented education (bi-lateral education in favor of recipients, boosting competition among educational suppliers), ② Variation of education (swerving from the unilateral, hierarchical education to provide varied curriculum and schooling (Elementary/ Intermediate/Advanced) to foster student potential, creativity, and personality), ③ Autonomous, responsible school operation (standing away from the administrative body, reflecting the recipients’ opinion), ④ Liberal, equal education (equal opportunity for self-development), ⑤ Information-based education (reform-minded, multimedia-based education without time, spatial limitation), and ⑥ Quality education (service-minded education administration for comprehensive support system). Based on the said suggestions, the education policy of Kim’s administration breaks down as follows: 1) Variation · Specialization of University 2) Procurement of education budget (5% of GNP) 3) Establishment of school appraisal system and multi-lateral education 4) Establishment of occupational education 5) Reformation of elementary / intermediate schooling 6) Reformation of governing laws, regulations, taxations 7) Presentation of varied opportunities for university entrance 8) Policy reformation for teacher welfare 9) Autonomous, responsible private school 10) Alleviation of

private education expenses 11) Public childhood education. (Education and Reform Commission., 1995.)

These reformations were to establish variation, specialization of education, in a recipient-oriented way swerving from the administrative control, being self-responsible, autonomous management of education. Breaking the common notion of the traditional education of the military regime, Kim's administration deserved admiration more than any other governments of Korea, as suggested the transformative education philosophy, in preparation of the drastic change to come. Coercive reformation of educational structure and application of neo-liberal market principle to the field of education stood then-education policy away from the absolute perfection, with the serious lack in the financial procurement.

VI. Economic Crisis and Education Policy (1998~2002)

Pan-Asian economic crisis in 1998, commenced from the plunging Taiwanese Bhat, Korean economy was more than crushed. Then-government, led by Former President Kim Dae Joong and often referred to as 'People's Government', was meant to focus on worker's welfare but later, in the wake of the crisis, had no other option but following IMF's austerity measure. Drastic conversion toward the market economy, market open, and other neo-liberal economic policies were to come, together with the regulation ease and corporate privatization. The education policy back then was corresponding to the economic recovery effort, pivoting on 'competition', 'performance', and 'efficiency'. From the socio-cultural perspective, Kim's administration stressed the development of IT technology, demanding the education policy to remain competitive in the

international field of technology. Reformation of education policy was putting a great emphasis on human resources, in conversion from industrial to knowledge-based society, and for the strong resilience from IMF bailout. Competition-based education administration adopted the policy appraisal system by Education Committee and university appraisal system, varying financial support according thereto. People's Government also established 'Human Resource Development Basic Plan', pivoting on human resources and knowledge-based growth, to maximize the efficiency of policy implementation.

The education policies under Kim's presidency first featured the structural reformation of the administrative body, by establishing Ministry of Education & Human Resources Development in light with the significance of human resources for the global competitiveness. Reformation of the school curriculum (often referred to as '7th Reformation') was another notable, suggesting 'Neo-education Reformation Plan' via Education Reformation Committee, the presidential advisory body of education. Neo-education Reformation Plan suggested the three different 'variation-focusing' principles of ① Expansion of curriculum and managerial autonomy. ② Diversion into the multi-lateral, recipient-oriented education for student aptitude and capability, and ③ Adoption of self-initiated education for student creativity. Last was 'Early Retirement Policy of Teacher', recognizing the problem of setting the retirement age at 65 years of age. Deemed deviated from the predicted purpose of 'procurement of skillful teacher' (Chosun Ilbo, Nov. 12th, 1998), the teacher retirement age was set to come earlier than before, to open door for the young teachers and saving the salary expenses (45 million won per teacher reaching retirement age, sufficient enough amount to pay

out three different young teachers). With the policy enacted, one retirement of old teacher granted opportunities to three different young teachers, with fewer students allocated to each teacher. This was also deemed resolving the teacher unemployment problem (Chungang Ilbo, Nov. 3th, 1998).

Notwithstanding the above, Early Retirement Policy had downside as well, as insecure teachers were unable to focus on the teaching duty, as well as causing demoralization plunging the quality of education. Teachers were also opted to 'Voluntary Retirement', causing the pension run dry. Modern day society appraises Early Retirement Policy a failure, causing education quality drop and early retirement of quality human resources. BK 21 (Brain Korea) was one another governmental-level businesses, budgeting 200 billion won a year for seven straight years (1.4 trillion won in total) for human resources development, in preparation of a new millennium. Supporting the regional footholds for the graduate school research and the regional universities in line with the industrial demand, the business was to conduct the quality research programs, as well as the production of quality human resources. Also focused on was industry-university cooperation, for the sound foundation of industrial development as well as the national competitiveness. (Muntaeksu, 2001, p.11.) BK 21, however, likely connote problem as causing special favor between recipients and non-recipients, causing university grading. Support was lopsided, to the big universities and field of science as measured by the research performance, often outperformed by big universities and field of natural science. Overall, BK 21 is deemed to be the system where selective performance and the said problems co-exist.

The education policy of Kim's administration

was based on neo-liberalism and individual responsibility and autonomy, improving the existing custom in favor of competition and appraisal, bearing, in part, impracticability suggesting the significance of 'political reality'.

Please think of the readers and connect previous policy and the move to new education welfare.

VII. Education Welfare Ear and Policies (2003~Present)

The term Education Welfare signifies the particular type of education equaling out the opportunity and quality of education (The Ministry of Education and Human Resources 2004), the very value represented by President Roh and his government, aiming for provision of the sufficient education to people, based on the student aptitude and capability. (Lee Hyeyoung., 2003, p.254.)

Few policies are represented in Roh's administration including the designation of education welfare region. This was to prevent education lack to the underprivileged children and students to improve their academic and physical ability, as well as building decent personality and meeting cultural demand. Education welfare was supported a network comprising <Home - School - Community>.

After-school activity was another effort Roh's administration paid to better provide education opportunity, in favor of the student creativity and personality. The purpose of after-school activity was to satisfy the private education demand within school-level, alleviating private education expenses and in favor of educational equality by protecting education-vulnerable groups (underprivileged, provincial) (The Ministry of Education and Human Resources 2007).

Special education was one another notable education welfare by Roh's administration, with economic affluence and in growing demand for education for the challenged.

Education support for multi-cultural family children was also taking part, with growing number of international marriage and foreign workers marrying and settling in Korea. Those 'culturally vulnerable' classes were highly likely to be exposed to underachievement in education, due mostly to imperfect Korean, financial struggle, and social isolation.

Free education for the underprivileged and other education welfares were comprehensively pushed under Roh's presidency, highly in favor of the underprivileged, multi-cultural family, and provincial areas in poor surroundings.

Appearing to be welfare-oriented, the political ideology of President Roh was in line with Kim's neo-liberalism, pivoting on human resource and self-improvement education devoid of government intervention and established ① Decentralization of education policy, ② Granting equal opportunities to the underprivileged, ③ Activation of correspondence education for more opportunities, ④ Improvement of college entrance-focused school education, and ⑤ Human resource development and promotion of lifelong education.

Though appearing to focus on educational welfare, the value disregarded by the former governments, the education policy under Roh's presidency contained problems as well, by over-easing regulations, decentralizing policies and reflecting neo-liberalism and competition into the education policy, as what Kim's government had done. Improvement of school education, in part, contributed to deviate from the college entrance focus and in favor of student creativity and diversity but caused the unnerve students rushing into the private

institutions, thereby widening the education gap between classes. Overall, Roh's policy enhanced diversity and creativity in education and developed quality human resources, whereas expanded private education market and deterioration of public education.

Incumbent President Lee, took the reign from Roh, under the slogan of 'Autonomous, Diversified Education System' has pushed ① Practical decentralization of education policy, ② High school variation project, and ③ 3-phase Autonomous university entrance. Education policies applied to the provincial area has been decentralized, in a way practicable to the extent the concerned regional administration body is capable of, handing over the entitlement to the regional Education Offices. Variation in principals appointment, increased teacher hiring, and notification of school information were part of the effort for the autonomous school operation. High school variation project is to alleviate competition and secure varied human resources, by establishing Dormitory School, Meister School, and Autonomous Private High School. Admissions officer system and narrowed university entrance exam are other efforts to ease education competition. Lee's administration has further succeeded the policies of the previous government, such as ① Focused welfare for region, school, and student property, ② Basic academic ability guarantee and state scholarship, ③ Childhood education Improvement, ④ Special education support, ⑤ After-school activity for dual-income family.

Being focused on easing competition and private education expenses, Lee's administration suggested students varied educational tracks and job opportunities, while facing downturn insecure teacher's authority and schooling system. Lee's administration, though showing the limitation in the governmental role, stressed

the significance of ‘house hold education’, prompting parents to recognize the importance of decency in student personality. The education policy of post-IMF bailout era has been pivoting on education welfare, granting equal chance to the underprivileged, which was capped by the neo-liberal policies being the chronic problem that Korean education has been facing so far.

VIII. Structural Property and Political Tasks for Korean Education

The education policy of Korea starts from the post-colonization literacy education and corresponding restructuring of education system. Represented by ‘reform-minded’ and progressive reformation along with the sovereign economic development plan, pivoting on human resources development, consciousness reformation, establishment of compulsory education system, and region-based development plan. Highly centralized and authoritative education policies of the military regimes were lack of ‘educational democracy’ which later was improved by ‘Civilian Government’ together with autonomous/diversified public education, educational globalization, and IT-based education. Later In 1998 the education policy reflected neo-liberalism, in the wake of IMF bailout and was finally swerved into education welfare.

Korean education policies have historically featured ① Politico-economic solution ② Highly centralized policies, no matter the origin of regime ③ Less practicable, ‘Touted’ policies in Implementation of education welfare (highly valuable but lack of the active participation by regional communities) ④ Chronic competition and private education boom, stagnating public education. It is mostly to blame how Korean perceives the education, being one of the means for ‘Hierarchical Transferral’ for economic

affluence, bearing educational burden at any costs. Under such grounds, public education may never work properly, as though appearing supporting the underprivileged and deprived regional communication.

Highly centralized Korean education policies have been in sync with the economic growth, with their particular perception thereto, as a means for the hierarchical transferral bearing enormous private education expenses. Such chronic problem led the policies to be in favor of the economic affluence, allowing for the fact the this would be the best way to help the underprivileged and other deprived classes to ‘transfer’ themselves into the wealthier class. Expecting this would be the long-lasting trouble, Korean education policies may sustain the structurally preset problems for the time being.

IX. Conclusion

Upon post-colonization area, Korean education policies were pivoting on the development of democracy and economy. Park’s dictatorial government had capitalized on education as a mean to build up civilian consciousness, economic affluence, and quality human resources, while enlightening citizens toward liberalization. While worked for politico-economic goal, the strong interest and citizen-level investment to education should be deemed more important for the good of its development in the long run. The true meaning of education cannot help but be faded with the perspective of ‘Means to climb up the hierarchy’ currently prevailing. Government’s role on the education policy should be limited, as opposed to the developing period of it, for realization of the strong will of the citizens toward learning.

Overall, education policies should be developed

by means of the fair competition and equal and hopeful opportunities granted to the underprivileged, insofar as there is a strong will, passion, and investment toward and in favor of education. Welfare-oriented education appears legitimate by being in favor of the underprivileged and multi-cultural families, but only if with the equal opportunities given, cancelling out the income differential between classes to retain the essence of education policies.

To conclude, education policies in Korea should fast-forward in ways being favorable to the fair competition and equal opportunities allowed and granted to the underprivileged, with the sound financial sources thereto.

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