

2020 April Educational Issues in Korea

Innovative Education District Project in Korea : Focusing on the case of Seoul Metropolitan region



EFFORTS TO IMPROVE EDUCATIONAL POWER
AND DEVELOP THE LOCAL COMMUNITY!

NATIONWIDE INNOVATIONAL EDUCATION DISTRICTS

**Based on the
Seoul innovational
education district
operation case**



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Innovative Education District Project in Korea : Focusing on the case of Seoul Metropolitan region

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The ‘Innovative Education District’ project began in 2011 in six cities of Gyeonggi-do province (Gwangmyeong, Guri, Siheung, Anyang, Osan and Uijeongbu) and is now being implemented across the country (Ministry of Education, 2020). It was initially aimed at providing administrative and financial support to innovative schools, but after it has been expanded nationwide, the current main purpose of this program is establishing a sustainable local educational community based on the cooperative governance between the Office of Education and local governments (Yang Byung-chan et al., 2019). The next section looks in detail at the current state of innovative education districts, focusing on the Seoul metropolitan region.

Innovative Education Districts in Korea

As shown in Table 1, a total of 16 cities and provinces out of 17 cities and provinces nationwide have implemented innovative education districts project as of February 2020, which includes 167 districts (73.6%) out of 227 cities, counties.

[Table 1] Innovative Education Districts in Korea (as of Feb. 2020)

Region	Name	Year of implementation	Percentage of designated districts		
			Total	designated districts	(%)
Seoul	Seoul Metropolitan Innovative Education District	2013	25	25	100.0
Busan	Multi-happiness education District	2018	16	7	43.8
Daegu	Daegu future education District	2020	8	6	75.0
Incheon	Educational Innovation District	2015	10	7	70.0
Gwangju	Local Education Community	2016	5	5	100.0
Sejong	Happiness education District	2015	1	1	100.0

Region	Name	Year of implementation	Percentage of designated districts		
			Total	designated districts	(%)
Daejeon	Connecting Happiness-Innovative District	2018	5	5	100.0
Ulsan	Sharing Education District	2020	5	2	40.0
Gyeonggi	Innovative Education District	2011	31	30	96.8
Gangwon	Happiness Education District	2016	18	12	66.7
Chungcheon buk-do	Happiness Education District	2017	11	11	100.0
Chungcheong nam-do	Happiness Education District	2017	15	14	93.3
Jeollabuk-do	Innovative special District	2015	14	6	42.9
Jeollanam-do	Jeonnam Innovative Education District	2013	22	22	100.0
Gyeongsang buk-do	Gyeongbuk Future Education District	2020	23	5	21.7
Gyeongsang nam-do	Happiness Education District	2017	18	9	50.0
Total			227	167	73.6

※ Source : Ministry of Education(2020) p.5.

Seoul Metropolitan Innovative Education Districts

The Seoul Metropolitan Innovative Education District has various community-school collaboration programs with the aim of creating a local education community where children and adolescents can grow happily (Hong, Young-ran, 2018). The data on the Innovative Education District in Seoul is as shown in Table 2. Among the total 898 related sub-projects as of 2020, “developing school curriculum with the community” (43.8%) accounted for the largest proportion, followed by “public-private collaborative governance” (23.9%), “establishment of a local community activities system (17.8%)” and “support for youth autonomy” (14.5%).

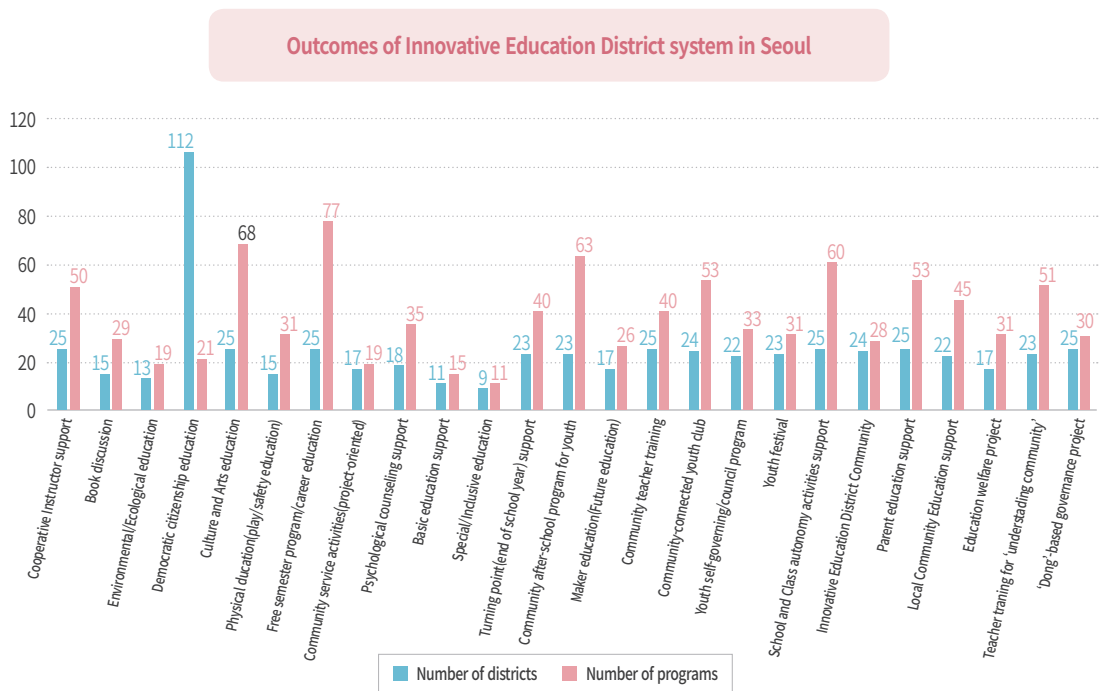
[Table 2] Number of Seoul Metropolitan Innovative Education District, by

Project	Number of cases(%)				
	2016	2017	2018	2019	2020
Developing school curriculum with local community.	53 (18.6)	129 (22.0)	145 (25.3)	237 (37.7)	393 (43.8)
Local community activities program(including after-school community program)	113 (39.6)	301 (51.3)	271 (47.4)	182 (28.9)	160 (17.8)
Support for Youth Autonomy	33 (11.6)	81 (13.8)	81 (14.2)	116 (18.4)	130 (14.5)
Public-private collaborative governance	86 (30.2)	76 (12.9)	75 (13.1)	94 (14.9)	215 (23.9)
Total	285	587	572	629	898

※ Source : Seoul Metropolitan Office of Education-Seoul Metropolitan Government(2020) p.41.

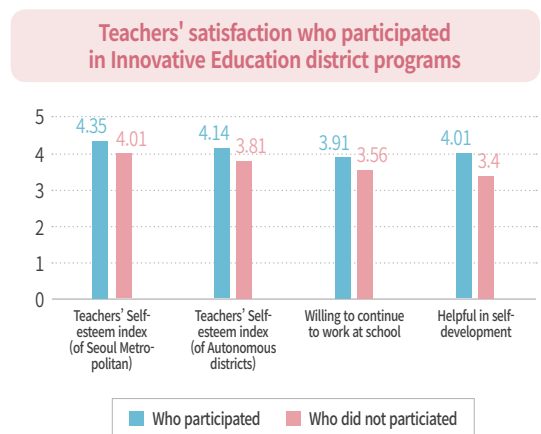
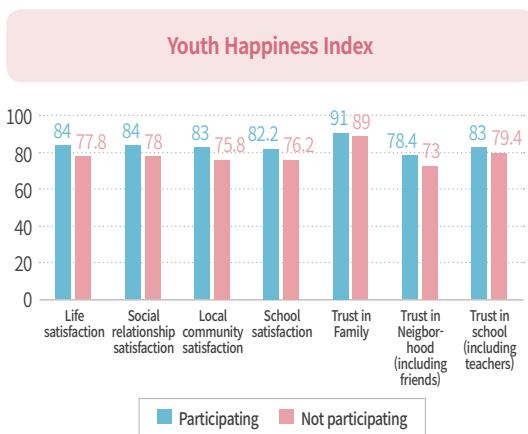
The details of programs by policy areas are shown in Figure 1. The innovative education district projects in Seoul showed a big difference in scale among a total of 25 education policies. All innovative districts have projects related to ‘cooperative instructor support’, ‘culture and arts education’, ‘free semester system and career education’, ‘local community instructor training, ‘school and class self-governing activities support’, ‘parent support projects’ and ‘local unit(‘dong’) governance’. On the other hand, projects related to ‘special education’, ‘basic education support’ and ‘democratic civil education’ have been found to be relatively small. Innovative education districts are operating various programs autonomously by region.

[Figure 1] Programs of Seoul Metropolitan Innovative Education District, by policy areas.



※Source: Seoul Metropolitan Office of Education·Seoul Metropolitan Government(2020) p.42.

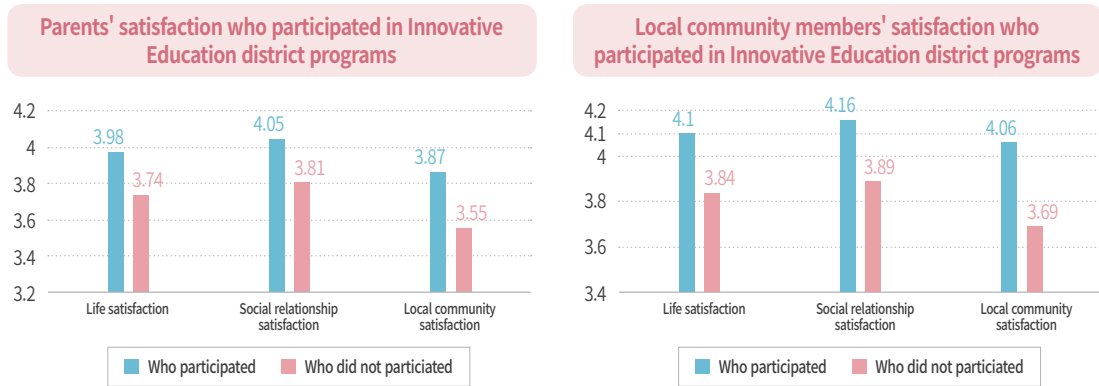
In terms of the satisfaction of students, teachers, parents and local residents, the outcomes of the Seoul Metropolitan Innovation Education Districts are as follows. First, the happiness index¹⁾ of teenagers who have participated in the innovation education district programs was higher in all areas than those who did not participate. Second, teachers who have participated in innovative education programs showed higher satisfaction in self-development than those who did not participate.



※ Source : Seoul Metropolitan Office of Education(2019).

1) Happiness index: the satisfaction(about their own lives, social relationship, local community and school)+Trust(in family, neighborhood and school)

Third, the parents and local residents who have participated in innovative education district programs reported a higher level of satisfaction than those who did not participate in. And so was the satisfaction for social relationships and the local community. These results suggest the possibility that education policies with the innovative education district platform can enhance the happiness of youth as well as other education consumers.



※ Source : Seoul Metropolitan Office of Education(2019).

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