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A Study on Practical Needs and Strategies for Gender Consciousness Program in Schools

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Korean Women's Development Institute

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Program in Schools**

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I . Introduction

1. Necessity and purpose of study

- Misogyny in our society is no longer an issue concerning only adults. The same sexist hate expressions used in the society, particularly in online communities, also circulate in school classrooms, where they become a peer culture among youths and are reproduced. More seriously, the gap between genders in their awareness of traditional gender roles deepens more among the younger generations. It is reported that such a gap between genders in the same generations is gradually widening.
- Particularly, after the Me Too Movement, problems such as demand for education on feminism, sexual misconduct of teachers, the gap between female and male students in gender equality consciousness have been exposed. This means that this tinderbox of conflict can

be sharply amplified in diverse realms of the society by the time today's youths enter into the mainstream.

- Nevertheless, our school environment is failing to appropriately respond to such changes in students' consciousness and their culture. Currently, gender consciousness education, dependent on the discretion of principal, stops at one time education programs but not even those are provided. In reality, true conditions of the operation of gender consciousness education in schools are not properly grasped.
- Under this awareness of the problem, the purpose of this study is to diagnose gender-discriminatory educational environment exposed in the level of individual students and structural level of schools, and grasp a general condition of gender consciousness education in schools, to use the findings as the basis in preparing educational environment fit to raise students with gender equality consciousness and making suggestions concerning institutional measures to vitalize gender consciousness education in elementary, middle and high schools.

2. Content of study

- To accomplish the above-mentioned purpose, we concentrated on roughly three points. First was to confirm the reality that demands gender consciousness education in school, trying to find whether gender consciousness education is necessary, or whether there exists gender-discriminatory words and deeds exchanged between students. Second was to identify the actual condition of operation of gender consciousness education in elementary and middle school and the

status of policy support, which is the ultimate target of this study. Third was to diagnose the current position of gender consciousness education in actual curriculum so as to explore the possible expansion of gender consciousness education through it.

3. Study method

- In this study, study of literature, survey on actual condition with students and offices of education as subjects, focus group interviews (FGI), and analysis of the 2015 Revised National Curriculum were performed.
- Through the study of literature, focusing on the previous studies related to gender consciousness education in elementary and middle schools, the necessity and importance of school education on gender equality and its effects were examined. In addition, to grasp the current implementation framework and contents of school education on gender equality, policy data of the Ministry of Education and the Ministry of Gender Equality and Family were referred to.
- The Survey on the actual condition was performed with students and offices of education as subjects.
 - The survey of students was conducted online regarding gender-discriminatory school culture and their experience of gender consciousness education with 6th graders in elementary schools, 2nd graders in middle schools, and 2nd graders in high schools as subjects. The online survey was carried out through the Web from July 7 to July 25 of 2019. Finally, a total of 4,419 persons from 224 schools completed their responses.

- A survey of offices of education was carried out with 17 persons in charge in 17 municipal and provincial offices of education on the status of promotion and operation of gender consciousness education through e-mail or fax, to which all of the 17 subjects replied.
- Focus group interviews (FGI) were performed with students and onsite experts as subjects. Student FGI was carried out with 6 groups of female and male students as subjects, 34 students in total, which were composed of 6th graders in elementary, 1st and 2nd graders in middle, and 2nd and 3rd graders in high schools. The interviews were about gender discrimination and sexual harassment they experienced in school, their participation in gender consciousness education in school, and requests for improvement on such education. The FGI of onsite experts was performed with teachers, external instructors of gender equality, activists of organizations related to gender consciousness education as subjects, 14 of them in total, who answered the questions about the promotion of gender consciousness education in school, difficulties in its promotion, and requests for support, etc.
- Contents and range of gender consciousness education within the current curriculum (the 2015 Revised National Curriculum) were analyzed. Analysis of curriculum by subject was limited to Korean, social studies, moral studies, practical arts (technology and home economics), and health, the subjects that are highly connectable to gender consciousness education; as for cross-subject education themes, safety·health education, career education, human rights education, of the 10 national cross-subject education themes, were analyzed.

II . Major findings

1. Realities demanding gender consciousness education

A. Exposure to gender-discriminatory culture and misogynistic environment

○ 14.1% of students are revealed to have gone through gender discrimination themselves or witnessed it inflicted by others in school in the past one year. 59% of students answered a student (or students) in the same grade was the perpetrator, followed by 46% who answered the perpetrator was one of the teaching staff. This finding shows that the culture of gender-based hatred and discrimination among students exist, and that even in hierarchical relationships between students and teachers gender discrimination cases occur not in small numbers.

- Problem lies in that quite a few students just stand gender discrimination and sexual harassment inflicted on themselves or their friends without taking any actions. The rate of such cases was 64.7%. The rate of cases where victims actually asked for help from adults was a meager 10.3%, and the rate of cases where victims asked for an apology from the other party was just 20.8%.

- What are notable here are the different reactions between male and female students. The rate of cases where victims showed no particular reaction was 57.1% among male students, while the figure is 68.4% among female students, higher by 11.3%. The rate of cases where the victims actually reported or publicized the relevant issue is lower among female students. So, it is necessary

to additionally identify clear reasons why female students do not make official complaints, and to prepare relevant measures.

<Table 1> Responses to experienced or witnessed gender-discriminatory remark or behavior (multiple responses)

(Unit: %)

Response	Total (N=565)	Gender	
		Male students (N=182)	Female students (N=383)
Let it pass without taking particular actions	64.7	57.1	68.4
Asked for apology from the offending party	20.8	21.3	20.5
Personally asked for discussion/consultation/help from a teacher, parents, a friend	10.3	12.5	9.3
Made it a public issue through a student autonomy organization within schools (student council, etc.)	4.5	7.6	3.1
Reported/informed to the office of education or the Ministry of Education	3.8	4.7	3.4
Reported to the police	2.0	4.4	0.9
Publicized it through SNS, hand-written poster, etc.	4.5	2.1	5.6
Others	2.1	1.7	2.4
(Since it happened to others) Have no clue of the response	10.4	9.2	10.9

- The results of more detailed investigation into gender-discriminatory experiences inflicted by teachers confirmed that no small number of teachers make gender-discriminatory remarks, and reveal their gender stereotypes in their teaching materials or during career guidance.
 - 31.4% of students answered that teachers still reveal gender characteristics and stereotypes such as “Men should ~, and women should ~.” Besides, the rate of answers that teachers make gender-discriminatory or sexually harassing remarks was 23.7%,

13.6%, respectively. 19.7% of students answered “teachers employ gender-discriminatory teaching materials or class activities.” 18.6% of students answered teachers “guide more male students to the fields of science and technology such as engineering department or technical schools.” This shows that teachers’ viewpoint and low-level consciousness of gender equality are reflected in classes and career guidance. Even when promotion policy for supporting female students’ entering into science or engineering is underway, consciousness level of school teachers fail to meet the demand of the times.

〈Table 2〉 Rate of experiencing gender discrimination by teachers

(Unit: %)

Teachers’ discriminatory action	Rate of experience
Teachers say “Men should~,” women should ~.”	31.4
Teachers employ gender-discriminatory materials for classes or class activities	19.7
Teachers recommend more to male students than female students the fields of science and technology such as engineering or industry.	18.6
Teachers make gender-discriminatory remarks.	23.7
Teachers make sexually-harassing remarks.	13.6
Teachers do not make efforts to create gender-equal school culture.	32.9

- Regarding school regulations on clothes and school discipline, 78.7% of students in middle and elementary school answered they find gender- discriminatory elements in them. More specifically, male students described discrimination mainly in the aspect of school life while the biggest portion of female students described discrimination related to school uniforms.

- Students are revealed to be experiencing sexism even online. As to the internet sites or smartphone applications where they saw gender derogatory writings, YouTube was mentioned the most by 38.8%, followed by facebook (33.2%), twitter (15.0%), internet game (14.1%), and mobile game (13.9%) in that order.

B. Students' gender equality consciousness and attitude toward gender equality

- To measure the gender equality consciousness of students, the questions in a measurement tool, Korean Gender Egalitarianism Scale for Adolescents (KGES-A), were used. Students' gender equality consciousness was examined in the four sub-dimensions of 'home,' 'school,' 'workplace,' and 'society.' The level of gender equality consciousness of students was found to be high, scoring 44.2 out of 48. By each of four sub-dimensions, also, they scored higher than 11 out of 12 in all the sub-dimensions, displaying high gender equality consciousness in all the dimensions without exception.
 - Looking into the gap in gender equality consciousness between different groups of students, differences are revealed according to school level and gender. Students of the higher school level tend to show the lower level of gender equality consciousness. Notably, such tendency is commonly found in all the four sub-dimensions of home, school, workplace, and the society, and the level of gender equality consciousness of female students is distinctly higher than that of male students in all the dimensions.

<Table 3> Gender Equality Consciousness of Students

(Unit: prs., point)

Classification		observations	Home dimension (perfect score 12)	School dimension (perfect score 12)	Workplace dimension (perfect score 12)	Society dimension (perfect score 12)	Total score (perfect score 48)
Total		4,000	11.01	11.02	11.04	11.18	44.2
School level	Elementary	1,418	11.20	11.29	11.23	11.30	45.0
	Middle	1,239	10.90	10.97	11.01	11.18	44.1
	High	1,342	10.89	10.78	10.87	11.05	43.6
Gender of student	Male	2,013	10.60	10.59	10.57	10.85	42.6
	Female	1,987	11.42	11.46	11.52	11.51	45.9

○ On the other hand they were asked to evaluate the level of gender equality consciousness of themselves, their father, and mother based on the perfect score of 10. The result was that the average score they gave to their own level of consciousness was 8.09, the average score they gave to their father was 7.47, and that to their mother was 7.86. That is, students think they have higher level of consciousness of gender equality than their parents, and between their parents they evaluated that the level of the father is lower than the level of the mother.

- A peculiar finding is that male students evaluate their gender equality consciousness level is higher than that of female students. That is in stark contrast to their lower score than that of female students as shown in <Table 3>. This shows that while male students actually have lower consciousness level than female students, they regard themselves as having comparatively higher level of gender equality consciousness.

- Another finding was that students in the higher school level think they have the higher level of gender equality consciousness. This also contrasts with the result of the application of the Korean Gender Egalitarianism Scale for Adolescents (KGES-A), which showed that students in lower-level school have higher average score. On the other hand, students in the higher-level school are confirmed to evaluate the level of gender equality consciousness of their parents the lower. Summing up, students in the higher-level school evaluate their consciousness level the higher and their parents' consciousness level the lower.

〈Table 4〉 Subjective evaluation of the level of gender equality consciousness of family

(Unit: prs., point)

Classification		observations	Themselves (out of 10)	Father (out of 10)	Mother (out of 10)
Total		4,000	8.09	7.47	7.86
School level	Elementary	1,418	7.70	7.54	7.83
	Middle	1,239	8.13	7.50	7.86
	High	1,342	8.47	7.38	7.89
Gender of student	Male	2,013	8.17	7.89	8.12
	Female	1,987	8.01	7.05	7.59

- The thoughts of middle and high school students concerning several social issues related to gender equality were surveyed. Of the total six survey items, the proposition to which the biggest portion of students consented was “misogyny is a social problem that needs to be remedied,” gaining consent from 84.8% of students. The next in rank was “to prevent #School_Me_Too¹⁾, teachers' gender

1) It became a social movement on social media in 2018 by exposing or publicizing students' experiences of sexual harassment and sexual violence suffered by teachers.

equality consciousness should be strengthened,” gaining consent from 83.4% of students. “While women claim equal rights, they leave hard work to men,” gained the lowest support with consent of 43.7% of students. Overall, students show high level of support concerning the issues of misogyny and #School_Me_Too, while granting low-level consent to such issues as army and women’s claim of rights.

- While female students display high rates of support for the issues of misogyny, #School_Me_Too, and sexual minorities compared to male students, male students consider the issues of military service and women’s claim of social rights to be unequal. The issues where the highest gaps between female and male sides are feminism and women’s claim of rights, about which the rates of negative perception of male students are higher more than two times than those of female students.

〈Table 5〉 Attitude toward social issues concerning gender equality

(Unit: %)

Standpoint on social issues	Total (N=2,582)	Gender	
		Male students (N=1,308)	Female students (N=1,274)
Misogyny is a social problem that should be remedied in our society.	84.8	76.7	93.1
It is unfair that only men perform military duties.	56.8	65.4	48.0
To prevent #School_Me_Too, teachers’ gender equality consciousness should be strengthened.	83.4	77.8	89.2
Feminism is female chauvinism or misandry.	51.3	69.2	33.0
While women claim of equal rights, they leave hard work to men.	43.7	59.8	27.3
The society should be changed in the direction of recognizing sexual minorities.	71.1	64.6	77.8

C. Gender-discriminatory school culture and gender equality consciousness: Findings from FGI

- As a result of FGI, such cases were found where students in elementary school feel gender discrimination in teachers' language that reflects their stereotypes about gender roles. They complained about separation of activities between female and male students in physical education class, imposition of more arduous tasks on male students when there are no big physical differences between sexes in elementary stage, and the pressure of having to have manly qualities. This shows some teachers still have fixed ideas about gender roles based on social conventions, and unconsciously convey them to students.

When there is something heavy and something less heavy, teachers have the male student carry the heavy one, thinking that the male student is mightier even if he is smaller, and says how one can be a man if he is weaker than a girl. - (#1 male student in elementary school)

- Similar to the results of the survey of actual condition, occurrences of sexual harassment in school were confirmed in FGI as well. Sexual harassments in school are not only inflicted by teachers but sexual harassment between students seems to be prevalent as well. Sometimes differences in gender equality consciousness between male and female students are revealed through their words and actions, causing conflicts in actual relationship. Sexual harassment by teachers has also been reported like #School_Me_Too scandal.

I attend a coed school, and male students in our class use sexual words without hesitation. Whether the female teacher is present or not, they say the legs of the teacher reminds them of a prostitute. When they see female students putting on make-up they ask whether they are about to become hostesses. I even heard

someone say that he has an erection watching a girl. So, I was startled and said that he must be insane, but he said, “what’s wrong?” We even had a fight when some male students said alcohol is more delicious when a female pour it for them. - (#1 female student in middle school)

We saw #School_Me_Too in our school. One of those busted was our English teacher. Once, in the middle of class, he suddenly said his pen disappeared and asked whether one of us stole it since girls experience a surge of kleptomania during menstruation. - (#1 female student, in high school)

- While most sexual harassment problems objectify girls, it is confirmed that male students are not excluded from such objectification. It seems that male students experience such cases that are inflicted by peer male students rather than by teachers or female students. This suggests that the play culture of male students itself tends to reduce or intentionally exclude sexual consciousness or self-esteem.

When I was in elementary... while submitting my book review, one of my friends put his hand between my legs and touched it and said, “damn, pal, it’s big.” It might have been a prank for him but I felt offended... - (#7 male student in middle school).

About when I was a 4th grader, some boy touched other boy...legs, calves and the upper part. The victim cried and the homeroom teacher scolded him... - (#2 male student in middle school).

- Gender discrimination experienced within family is still very serious compared to those experienced in school. Within the family there remain strong vestiges of gender-discriminatory culture and stereotypes. In many cases female students are forced to fulfill traditional gender roles by their mothers or grandmothers who are also females. Female students sometimes have a dispute within the family having complaints about discriminatory culture. However,

they choose to resign and adapt themselves, finding it difficult to change the firm patriarchal culture within the family. Male students, on their part, talked about the pressure of having to behave manly.

I have a twin brother. Grandmother and grandfather adore him much more than me... They awfully cherish the boy as if he is a king. They say we should never have him do household chores. That is why I sometimes argue with my grandmother. She often calls our home in the morning and if she finds that I am still sleeping, she says, "why are you still sleeping? You'd better wake up and prepare the meal for your brother. - (#5 female student in middle school)

Women are to do housework only and not to do the work outside the house. Men are to do outdoor work. Man should be strong, and putting up a tent is the work of men only.... I hear fathers and grandmothers say a lot of such things when we meet relatives. - (#1 male student in elementary school)

- Teachers and onsite experts say that male students' experiences of gender conflicts, hatred and victim mentality are increasing. Male students, while growing, get to internalize male culture that objectifies women, and incubate misogyny in themselves, cursing and harassing women.

When they become upper graders, they already have male culture internalized. But they ignore the fact that objectification of women and resulting social discrimination against them are ingrained in their male culture. Such an internal part persists in them but they do not pay heed. While group chatting they giggle about girls' faces (omitted). They clearly know that calling "You, a crazy bitch" is a more serious curse than calling "You, a crazy bastard." But they fail to realize that is misogyny. - (Teacher 1)

- An important fact is that such online space as YouTube plays a great role in the formation of misogynic culture among male students. Those students who enjoy YouTube contents imitate actions of YouTubers who show hatred against and depreciation

of women, accepting such distorted perceptions and sometimes putting them in action.

Students are very much interested in YouTube. (omitted) So, children learn from YouTube many misogynic and female-depreciating expressions such as Megal, meaning a radically feministic internet community site, Yeo-hyeom, meaning misogyny, and Geug-hyeom, meaning extreme hatred. - (Instructor 1)

There are a lot of such channels in YouTube... that talk about Gim-chi-nyeo Jeo-jang-so (storing place of women who dates only wealthy men to take advantage of their wealth, neglecting their duties), or how one retributed a Moo-gae-nyum Gim-chi-nyeo (thoughtless women who dates only wealthy men to take advantage of their wealth, neglecting their duties). Since they have grown watching such stuff, the desire to repeat such narration, if given the opportunity, seems to grow in them... Students who have grown continuously coming into contact with such media and narration come to want to punish a girl when he sees her neglecting her duties, uttering ‘what a Gim-chi-nyeo she is.’ - (Teacher 3)

- Watching #School_Me_Too, and circulation of videos of sexual intercourse of celebrities, etc. students have become more sensitive of gender issues, and sometimes this leads to a serious conflicts within school. Male students, in particular, do not just view favorably gender violence against women or feminist movement occurring these days. They express discomfort about feminism, in particular. They understand feminism to be of equal value to hostility against men or misandry. They also distinguish ‘right kind of feminism in the dimension of pure gender equality’ from “denatured misandric feminism.” They say they are willing to recognize the right kind of feminism, but cannot agree to denatured feminism, which a student called “insanity.”

Honestly, feminism looks bad on the internet, although I do not know how to

carry out feminist movement in the right way. I actually think to myself those who promote feminist movement on the internet might be insane. - (#1 male student in high school)

Since feminism has changed. Originally, it was purely about gender equality and improvement of discrimination against women, but it has gradually denatured by minority groups. I kind of think, “do they have to insist that they are engaged in feminist movement at this point of time?” I approve without condition if they have truly pure consciousness of gender equality, but the degenerated feminism these days...men hate women, women hate men, men depreciate women, women depreciate men. - (#3 male student in high school)

2. Status of promotion of gender consciousness education in elementary and middle school

A. Current condition of promotion of gender consciousness education by office of education

- In this study, we surveyed the actual condition with 17 persons in charge of gender consciousness education in 17 municipal and provincial offices of education as subjects, and analyzed the status of the implementation framework of gender consciousness education and cross-subject learning in offices of education as well as the status of promotion and support for gender consciousness education. The results of the survey revealed that policy basis and status of gender consciousness education are very weak, and only a meager level of support is granted. The summary of major findings of the survey of offices of education is as follows:
- The manpower and organization in charge of gender consciousness education in offices of education are weak. Currently, the implementation framework of gender consciousness education in

offices of education differs in each office of education. In general, the three implementation frameworks, department of democratic civil education, department of school life education, and department of physical training, health and safety are mingled in some way or another. Of the total of 17 municipal and provincial offices of education, 16 of them have only one person in charge of gender consciousness education, and this is one of many businesses they take charge of, meaning some of them are persons in charge of gender consciousness education only in formality.

- The results of survey of current condition of implementation framework of gender consciousness education show that most offices of education deal with gender consciousness education in connection with sex education or education for sexual violence prevention. Such a case where gender consciousness education was promoted in the dimension of human rights education or democratic civil education was rare. From this reality, it is revealed that the policy that treats gender consciousness education as a sub-element of human rights education, as shown in the current 2015 Revised National Curriculum, is far from reflecting the reality.
- Overall, budget support is considerably meager, and regional difference is also serious. The results of the survey of annual budget related to gender consciousness education in the past three years revealed that the number of offices of education where no budget was prepared for gender consciousness education was seven (41.2%) in 2017, 8 (47.1%) in 2018, exceeding the half. In 2019, even after the occurrence of #School_Me_Too, the number was still five (29.4%). With some offices of education have no budget and others

have the budget of more than 200 million won, the grand average stopped at 36.37 million in 2019, which reveals how weak the interest in and support for gender consciousness education is in Korea.

- According to the result of investigation into whether they had a meeting or workshop of persons in charge of gender consciousness education, 35.3% of the 17 municipal and provincial offices of education performed one of them and 17.6% have a schedule to perform, but 47.1% had no plan. The number of times they performed (planned) a meeting or workshop was just one in annual total in seven offices of education, and the number for the rest two offices of education was two. This shows present condition where support for persons in charge at school to boost their onsite competencies is lacking unreasonably, and at the same time it is difficult to expect related businesses will be effectively promoted in the future.
- In addition, the results of listening to the opinion of the persons in charge in offices of education on methods to promote gender consciousness education, the biggest percentage of them consented to the implementation of gender consciousness education in the dimension of subject matter education. With regard to vitalization of gender education, the greatest portion of respondents cited raising teachers' consciousness as the priority matter (20.8%), followed by development of programs to be utilized on site (18.8%), and improvement of perception of principal-initiated education (16.7%), which confirms that raising teachers' consciousness and development of relevant programs are major promotion tasks.

B. Status of promotion of gender consciousness education in school environment

- In general, gender consciousness education, though not essential, is perceived as a ‘routinely performed education.’ As to the experience of gender consciousness education, 72.6% of students answered they have had gender consciousness education in the past one year. The hour they had gender consciousness education was creative experiential activities class or extracurricular activities class or optional activities class (45.8%), followed by subject instruction class (45.1%), and events related to gender equality (33.4%). Education method was education with entire students as subject (60.4%), followed by education by grade (28.4%), and education by class 27.7%. In many cases it was performed as a large scale education in the auditorium or through broadcast. As for the teacher of gender consciousness education, 64.2% answered their school teacher performed the education, followed by external instructor (56.6%). Although education by school teacher is the most common cases, dependence on external instructor is not low.
- With regard to the person who performs gender consciousness education, a remarkable difference according to school level was found. While 81.2% of elementary schools carried out the education by school teachers, only about half of high schools (46.2%) performed the education through school teachers. In contrast, the rate of hiring external instructor is far higher in high schools (71.9%) than in elementary schools (41.9%). In terms of education method, while education by class was the major method chosen by 42.9% of elementary schools, collective teaching,

gathering the whole school was the main method in middle and high school (70.3% of middle schools, 77.6% of high schools). Regarding the hour of education, while education through subject instruction classes was highest among elementary schools (63.4%), education during creative activities classes was the highest among high schools (56.3%), and education through events related to gender equality was comparatively high among middle schools (42.0%).

- The above-mentioned findings show that while elementary schools approach it as an education performed by a teacher of a subject by unit of class, middle and high schools perform it as a collective education given at extra-curricular hours through external instructors.

○ In reality, it was confirmed that students have diverse demand concerning school education on gender equality. According to the results of examination of requested improvements from students concerning gender consciousness education, 42.2% of them said “the contents of education should be interesting and relatable to students,” followed by 18.7% who said, “Lots of current social issues, including actual cases, should be dealt with,” 10.0% who said “Rather than lecture or screening of videos, more diverse methods, such as participatory experience, discussion, role play, etc. are preferred,” and 9.0% who said, “The contents should be suitable to school grade and age.”

- Students in elementary school, in particular, showed higher rates of answering, “rather than lecture or screening of videos, more diverse methods, such as participatory experience, discussion, role play, etc. are preferred,” (12.4%) and “the contents should be

suitable to school grade and age,”(11.1%) than students in middle or high school. On the other hand, among high school students the percentage of those who had the opinion, “Lots of current social issues, including actual cases, should be dealt with,” (22.2%) was comparatively high. That is, whereas for the lower graders the more efforts of employing diverse teaching methods are required, the higher-graders require the more in-depth and substantial education dealing with current events and social issues.

〈Table 6〉 Required improvements in gender consciousness education

(Unit: prs., point)

Classification	Total (N=4,000)	School level		
		Elementary (N=1,418)	Middle (N=1,239)	High (N=1,342)
No particular improvements	8.4	7.4	9.2	8.7
The contents of education should be interesting and relatable to students	42.4	42.5	42.9	41.9
Lots of current social issues, including actual cases, should be dealt with	18.7	15.2	18.9	22.2
The contents should be suitable to school grade and age	9	11.1	8.5	7.2
Rather than lecture or screening of videos, more diverse methods, such as participatory experience, discussion, role play, etc. are preferred.	10	12.4	10.4	7.2
To make it sufficient and wholesome, hours of gender consciousness education should be increased	3	3.1	3.3	2.8
Would rather learn about it through classes of diverse subjects than in separate classes about gender equality	7.8	8.1	6.2	9
Other	0.7	0.4	0.6	1.1
Total	100	100	100	100

○ The results of regression analysis performed to confirm the effects of gender consciousness education reveals that subject instruction is the most prevailing factor, of all the other learning factors, that raises the effectiveness of gender consciousness education. Another notable finding is that completion of more hours of gender consciousness education remarkably raised the effect of education, suggesting that as important as the qualitative improvement, qualitative expansion itself is not a negligible factor. Regarding the factors that reduce the effectiveness of gender consciousness education, hiring external instructors and operation by grade are found to be such factors. This points to the necessity of measures to improve qualities of instructors in the future. Gender discrimination experienced in school is also found to be another factor that lowers the effect of gender consciousness education, confirming the fact that overall gender-equal culture and climate in school directly and indirectly leads to be a positive effect of gender consciousness education.

C. Experience of participation in gender consciousness education:
Findings of FGI/FGD

○ In students' memory, participation in gender consciousness education was a time of repeatedly learning "similar," "plain," "boring" contents every time. Especially, collective education, such as broadcast education, was regarded as 'time for play, or time for sleep.' Students hope a kind of education that is composed of such contents that are new and useful in real life.

During such an education, we learn about all the stuff, gender equality, peer rejection (peer alienation), school violence, and everything. However, during

such an hour the teacher does not involve him/herself at all... He/she does not say anything even if students get noisy, and students really don't listen to anything of the content even to the degree that it feels like a waste of electricity and money. When the school hands out the calendar, we think it is a play day.
- (#7 male student in middle school)

It is delivered through broadcast, and the teacher moves here and there. The teacher awakens students who fell asleep, saying “why aren't you listening?” But students sleep again when the teacher does not watch. Those students who do not listen really do not listen at all, but suddenly pretend to listen if the teacher appears. This is repeated all the time. - (#3 female student in middle school)

- Many onsite experts also recognize the lack of repertoires in gender consciousness education and emphasized the necessity of development of diverse contents. They also talked about the necessity to employ teaching methods that could attract empathy and interest of students, including game or debate, rather than descriptive education. Insisting the necessity of approaching from various angles, they also mentioned that in terms of gender equality consciousness, in particular, the focus is fixed only on women's social advancement and work-family balance, lacking narrations to which women will find relatable.

We sometimes discuss or debate about a certain subject, assuming we are the other sex, thereby we get to talk in the position of the other sex, and I want more of it to happen in class. - (#1 female student in elementary school)

Participatory experience study was much better because we got to concentrate, and the atmosphere gets boisterous. I would like provision of something we can immerse ourselves in such as a game or a board game.
(#3 female student in middle school)

It would be much better if the texts are more relatable to women. The current

gender consciousness education is seriously concentrated on roles, household labor, work-family balance...So I strongly feel the limitation of the current education is the fact that it only deals with work-family balance. - (Teacher 3)

- According to onsite experts, both female and male students have positive concepts of the effects of gender consciousness education: male students think they could be freed from the pressure of having to be manly; and female students see the possibility of changing gender-discriminatory practices and habits that are ingrained in consciousness and body. But experts insist that for gender consciousness education to be successful, we need to get out of the current style of education that is dominated by “retributive descriptions” such as ‘don’t do this or that’ not to become a victim, and “prepare norms of gender equality together,” and reorganize “education that is connected to real life of children.”

(When we teach gender equality) we see many girls get awakened. That’s because they constantly feel inequality. (omitted) Male students are drawn to such descriptions as men do not have to be strong. They kind of think like, “I am happy because now I can take off my Man Box.” - (Teacher 1)

Education for prevention of sexual violence says, “Don’t go around late at night. Don’t do this. Don’t do that.” But if we think of it the other way around, it means it is natural for those who go around at night to fall victims to sexual violence. That’s what retributive descriptions are about. (omitted) Overall, in our current education such kind of retributive description as ‘then, it’s ok to punish the girls who have done wrong,’ are implied in a great deal. - (Teacher 1)

I got the impression that attempts to teach prevention of violence or prevention of sexual violence in school are too controlling and monolithic...(omitted) The system within school has to be composed of the agreements that could lead to actual creation of gender equality... (omitted) Norms of gender, don’t they become meaningful when they are prepared together? - (Expert 4)

- In addition, experts on gender equality point out strengthening of gender

equality consciousness of school members, including teachers, school parents, etc., and training of professional instructors are main tasks. Particularly, school parents have become more sensitive after #School_Me_Too and Burning Sun scandal, and demand more of relevant education. However, their purpose is not to strengthen gender consciousness but to avoid victimization of their children. That is the farthest we can reach in reality. Besides, strengthening of expertise and openness of external instructors also emerge as an important matter. Compared to teachers who reveal traditional views on gender roles even today, external instructors are advantageous for their expertise, but for them to catch up with the latest issues and apply them to relevant scenes, they need continuous high quality education.

3. Analysis of gender-equal contents revealed in the 2015 Revised National Curriculum
- We extracted from the 2015 Revised National Curriculum, an official curriculum that can be served as a formal authority to be referred to for current school education, the subjects, contents, range and position that reflect gender equality to analyze them. Of subjects, we analyzed Korean, social studies, moral studies, practical arts (technology and home economics), and health, the five subjects that are highly connectable to gender equality or directly dealt with content elements related to it. As for cross-subject curriculum, we chose to analyze three themes (safety & health education, career education, human rights education), of the 10 national cross-subject learning themes, that seemed either directly connectable in terms of content or applicable by extension.

- As the result of analysis of the 2015 Revised National Curriculum, it was confirmed that explicit curriculum fails to secure sufficient value of gender equality on the formal achievement standards. In addition, analysis of contents factors of the subjects, where gender equality-related contents are connected or reflected indirectly, reveals that in most of them the quantity and quality dealt there are too small and low to find any deepening or materialization of relevant contents all through the curriculum, although there were differences between subjects.
- Of the five subjects, Korean, social studies, moral studies, practical arts (technology·home economics) and health, in the 2015 Revised National Curriculum, only two subjects (moral studies and technology·home economics) and three curriculums in total, all through elementary, middle and high school, explicitly include 'gender equality' in their achievement standards. The result of analyzing achievement standards that reflect, by extension, any content related to gender equality as content elements shows that social studies include six of them, moral studies three, and practical arts (technology·home economics) 11, and health 12. The contents of Korean education, in particular, fails to be connected to the viewpoint of gender equality all through elementary, middle, and high school. Considering that this analysis included even minor subject matters of each subject in all school years, it is evident that achievement standards related to gender equality are reflected in the current curriculum very restrictively.
 - We tried content analysis of each achievement standard and found that achievement standards in the subjects, excluding social studies, are too slanted towards sexual ethics, sexual health, etc.

This shows that major subjects are failing to include diverse and wide topics in dealing with gender equality issue as a theme of education. This also confirms the comment made by onsite experts during FGI that there do not exist diverse repertoires of gender equality in our curriculum.

- As a result of analyzing how much of gender equality-related contents are reflected in gender equality, as a sub-dimension of sexual education under safety·health, career education, and human rights education of the ten learning themes, gaps between dimensions and lack of consistency were found. Sexual education and human rights education included multilateral goals and content elements related to gender equality to fit their names, but career education included none of them.
 - In the teaching-learning materials for safety·health education published by the Ministry of Education, examples of learning activities related to gender equality that can be connected to classes of particular subjects are suggested. But most of the contents are focusing on sexual education, although even these cannot be found in the elementary level. For middle and high school levels, the contents and goals are concentrated on sexual education, dealing with biological gender differences between men and women and respect for them, objectification of sex, and pregnancy and childbirth.
 - We analyzed the teaching-learning materials for career education prepared by the Ministry of Education, and found that the examples of referring to gender or gender equality, or covering related contents in the teaching-learning materials for the total of 51 instructions are very restricted. Relevant learning materials we

could find were only the materials for the 1st instruction of elementary school and the materials for the 1st instruction of middle school. But they also remain at the level of dealing with gender issue as one of prejudices and discrimination against many kinds of works and jobs. - In learning materials for human rights education, the efforts to reflect gender equality-related contents that are very close to real life all across the data were confirmed. Most peculiar point is they deal with gender equality in family lifestyle displayed at home all through elementary, middle, and high school. However, it gave somewhat unsatisfied feeling that gender consciousness education within human rights education focuses mainly on the culture of 'work·family balance.'

III. Policy suggestions

1. Measures to restructure national gender consciousness education

- Currently, gender consciousness education is not only confused with other adjacent educations conceptually, but also has similarity and overlapping parts as well. In that respect, it is difficult for gender consciousness education to have policy impetus by itself. Therefore, we suggest the measure of restructuring various gender-related educations that are currently scattered in the direction of integrating under gender consciousness education.
 - Measures to rearrange the legislation related to gender consciousness education. (Plan 1) Measure of integrating not just school educations but all gender-related education provided under individual laws on the national level of gender equality policy. (Plan 2) Measures to promote gender mainstreaming within school education through education policy. (Plan 3) Measure to guarantee gender-equal teaching-learning activities and creation of suitable educational condition
 - Measures to reorganize implementation framework of gender consciousness education: Strengthening the function of exclusive responsibility for gender consciousness education within the Ministry of Education, installation of an organization solely responsible for gender equality and a commission related to gender equality in offices of education, installation of ‘department of support for gender consciousness education’ as an exclusively responsible organization within the Ministry of Gender Equality and Family.

2. Measures to reorganize curriculum for vitalization of gender consciousness education in school

- Learning elements and contents, etc. covered in school education are basically determined by curriculum. Under this context, for gender consciousness education to be vitalized within school education, reflecting them in curriculum is important more than anything. We suggest a measure of structuralization, where key subjects and cross-subject themes that will reflect gender equality are selected, and educational measures are prepared in such a way that each education can be connected to gender consciousness education.
 - Suggestion of goals and achievement standards
 - Strengthening the connection to the 2015 Revised National Curriculum
 - Development of various teaching materials by stage, subject and type

3. Strengthening of consciousness and professional qualities of teachers and instructors

- To raise students' gender equality consciousness and have this subject sufficiently covered within the framework of education, teachers' qualities are most important. Within the current education policy, we make the following suggestions for strengthening of gender consciousness education for teachers.
 - Measures to reinforce gender consciousness education for teachers: Development of standardized curriculum of gender consciousness education for teachers, teacher-supporting projects to promote gender consciousness education, making gender consciousness

education for teachers mandatory

- Opening of gender consciousness education as a mandatory subject in the teacher training course: (Plan 1) Opening it as an additional subject; (Plan 2) Insertion of gender equality contents into existing subjects by cross-cutting method; (Plan 3) Operation of gender consciousness education as a compulsory subject to be completed for graduation from college of education.
- Measure of reforming qualifications of professional instructors of gender consciousness education: Establishment of qualifications of professional instructors focusing on school education environment, including students and teachers

4. Vitalization of projects supporting gender consciousness education in school

- We suggest incubating projects that directly support schools under the name of research school, model school, leading school, etc. so that they can serve as occasions that arouse interest of schools and teachers in gender consciousness education as a subject of learning.
 - Promotion of school-support projects (plan): (Plan 1) Expansion of research/model/leading schools; (plan 2) provision of consulting to schools, and collection of best practices and diffusion of achievements
 - Promotion of education of and support for school parents (plan): Production and distribution of guiding data on gender equality for school parents and promotion of the project for creation of gender equal villages.

〈Table 7〉 Summary of policy measures for revitalization of gender consciousness education in elementary, middle, and high school

Policy orientation	Policy measure
Restructuring of national gender consciousness education	↔ 1) Restructuring in the direction of integrating various gender-related education under gender consciousness education
	↔ 2) Rearrangement of the legislation related to gender consciousness education
	↔ 3) Reorganization of implementation framework of gender consciousness education
Reorganization of curriculum for the vitalization of gender consciousness education in school	↔ 1) Reorganization of the curriculum of gender consciousness education
	↔ 2) Suggestion of goals and achievement standards
	↔ 3) Connection to the 2015 Revised National Curriculum
	↔ 4) Development of teaching materials by stage, subject, and type
Raising consciousness and professional qualities of teachers and instructors	↔ 1) Strengthening of gender consciousness education for teachers
	↔ 2) Inclusion of gender equality and human rights education as compulsory subjects in teacher training course
	↔ 3) Measure to reform qualifications of professional instructors of gender consciousness education
Vitalization of projects supporting gender consciousness education in schools	↔ 1) Promotion of consulting for schools
	↔ 2) Promotion of education of and support for school parents in diverse methods



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