

Abstract

Study on Vitalization of Gender Mainstreaming in the Office of Education

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This study aims to draw policy suggestions for vitalization of the institution of gender mainstreaming appropriate to the features of the Office of Education(OOE), in order to enhance gender equality in the policy processes and education administration of local OOE's following the implementation of local autonomy. In order to do so, an analysis of the running of the institutions of gender mainstreaming has been performed, good examples have been selected, and the opinions of civil servants and experts working with institutions have been examined.

The local autonomy of education, granted in 2010, and school me-too campaigns, which have been public issues since 2018, have

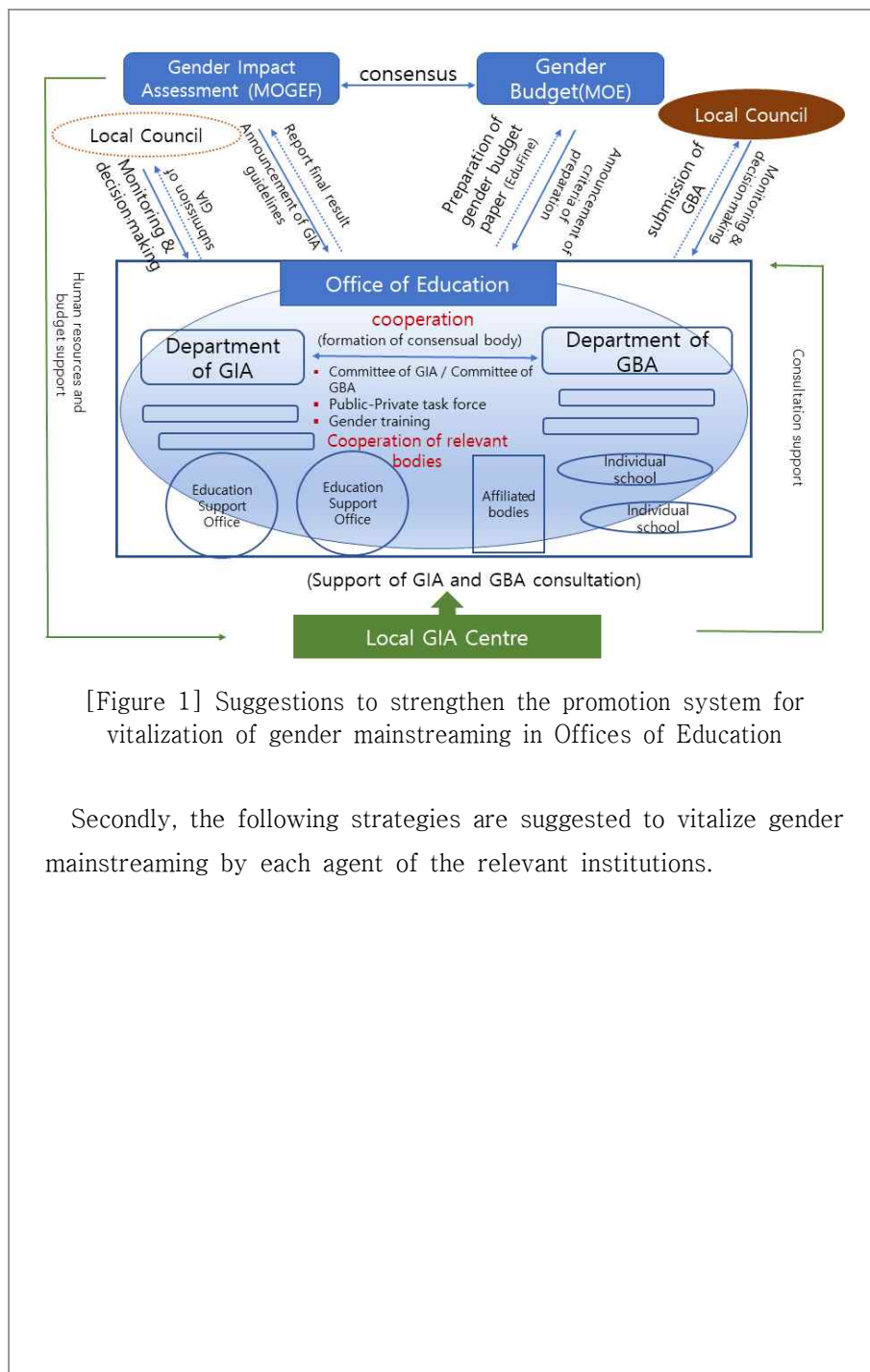
accentuated demands for gender equality in education. Given this background, it is therefore essential to vitalize the institutions of gender mainstreaming which function in the overall administration of education.

The research contents and methods used to achieve the goals of the study are as follows. Firstly, the research contents include legislative acts related to gender mainstreaming and the promotion system in OOE, gender-related education policies and features of the OOE, good examples of gender mainstreaming in OOE, the experiences and perceptions of officers and experts undertaking gender mainstreaming, and suggestions to vitalize the institutions. Secondly, the research methods include international and domestic literature reviews related to gender mainstreaming in OOE, examination of good examples, interviews with 42 civil servants and experts, surveys with 252 officers responsible for gender impact assessment, gender budget, and related programmes, and consultation with experts.

Regarding research outcomes, firstly, the gender issues related to education policies are identified as school me-too campaigns, gender equality education and culture in schools, gender discrimination in the education process and school life, and the expressions of gender discrimination in education materials. The OOE are found to have been relatively passive in the use of gender impact assessment, and therefore it is hard to find any comprehensive analysis of gender budgeting and the accounts of the seventeen OOE. Secondly, study of the legal foundations of gender mainstreaming in the OOE shows that fifteen among the seventeen OOE have enacted bylaws related to gender impact assessment, but only one, Jeju OOE, gives a legal foundation to gender budget. Thirdly, the results of interviews emphasize that it is necessary to consider the features of the OOE,

for example by making a link between gender impact assessment and EduFine systems, which are currently not connected; to strengthen and support expert consultation; and to place an emphasis on the education of gender sensitivity for officers in the OOE. Fourthly, the results of surveys identify the first priority for the vitalization of the institutions of gender impact assessment and gender budget to be the enhancement of gender sensitivity among civil servants working in the OOE, followed by increased provision of training in such institutions, the strengthening of cooperation between departments in the OOE, and the systematization of the selection process for gender impact assessment targeted programmes. Fifthly, when promoting gender mainstreaming institutions in the OOE it must be considered that the policies of the OOE are concentrated in the area of education, and that the targets of policies are students, teachers and parents in kindergartens, elementary and middle schools. Concerning sources of revenue, it is important to note that the OOE have no entitlement to collect taxes, unlike central or local governments, and therefore rely on external sources of revenue. However, financial grants for local education are dependent on general revenues, and 99.7 per cent can be accessed by the OOE.

In conclusion, following suggestions can be made. Firstly, it is necessary to strengthen the promotion and cooperation systems among responsible agents. Specifically, it is necessary to forge a consensus between the Ministry of Gender Equality and Family(MOGEF) and the Ministry of Education(MOE), and to form cooperative systems between the departments of gender impact assessment(GIA) and gender budget and accounts (GBA) within the OOE, as well as to strengthen the internal institutional promotion system which enables support from offices, affiliated bodies, and individual schools as well as central education offices.



Secondly, the following strategies are suggested to vitalize gender mainstreaming by each agent of the relevant institutions.

<Table 1> Suggestions to vitalize the operation of gender mainstreaming by agent

GIA		GBA			Gender training	
MOGEF	OOE	MOE	MOGEF	OOE	MOGEF	OOE
•Improvement of GIA guidelines: Selection criteria of GIA-targeted programmes and examples of reports for the OOE	•Systematization of selection criteria and methods for GIA-targeted programmes	•Comprehensive analysis of annual GBA outcomes in OOE: Discovery and advertisement of good examples	•Invite MOE to participate in the GBA committee	•Strengthen the cooperative system of GBA-responsible departments and consider unification	•Development and provision of gender training to reflect features of OOE and formation of a pool of lecturers	•Strengthen gender training for civil servants: make it obligatory
•Connection between EduFine system of OOE and GIA system	•Strengthen human resources and infrastructure for the operation of GIA	•Improve the criteria for preparation of GBA papers	•Provision of timely GBA training	•Creation of ordinances of GB		
•Creation of an evaluation system to encourage OOE to promote GIA	•Active implementation of GIA by civil servants and special GIA by experts			•Strengthen cooperation between private and public: formation of GB operational committees and intensification of cooperation with local GIA centres		
•Find and advertise good examples of GIA by OOE						
•Strengthen the support of OOE by local GIA centres						

Research areas: education, gender impact assessment(GIA), gender budgeting(GB)

Keywords: Gender Mainstreaming, Office of Education, Gender

Impact Assessment(GIA), Gender Budgeting(GB), Gender Sensitive Education