

KWDI ISSUE PAPER

Research title : Study on Vitalization of Gender Mainstreaming in the Office of Education

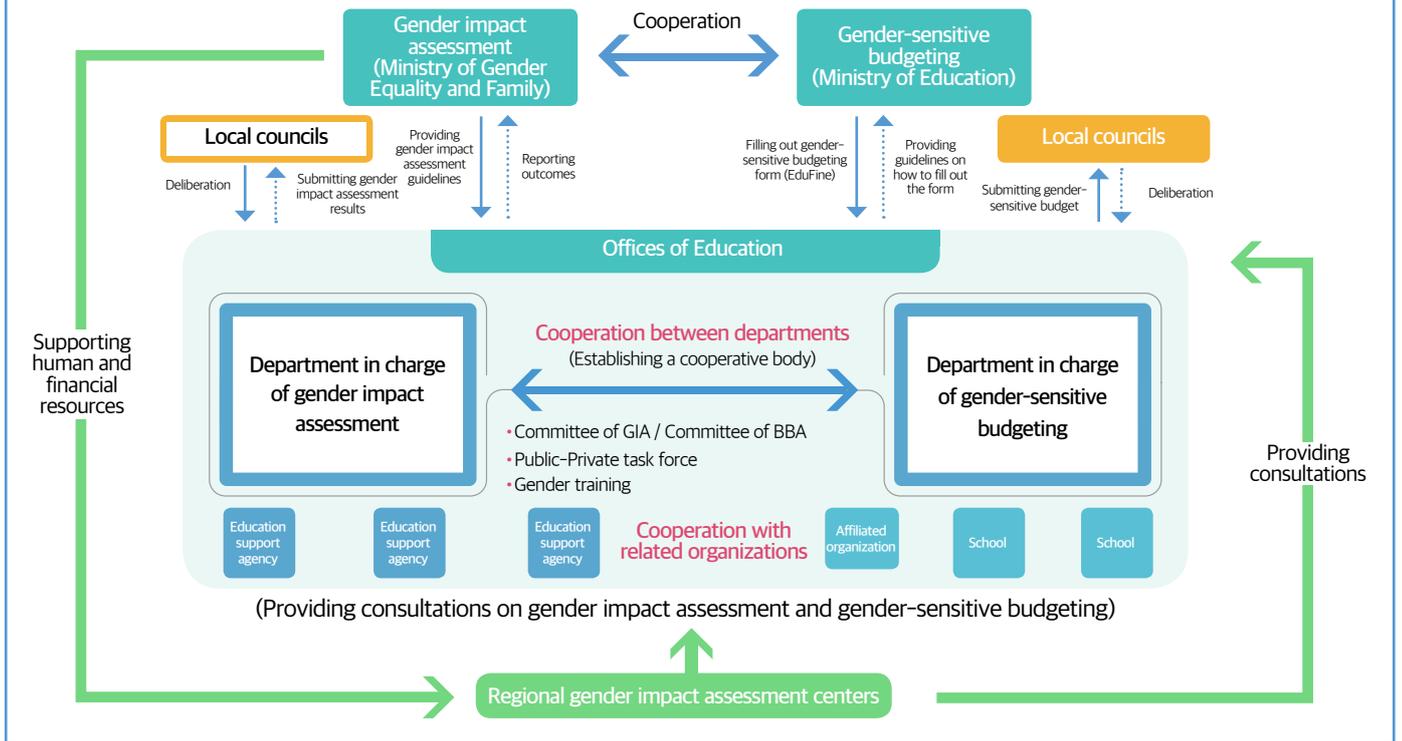
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Measures to promote gender mainstreaming in the Offices of Education

Abstract

- This paper suggests policy measures to promote gender mainstreaming in the administrative and policy procedures of the Offices of Education by reflecting the characteristics of the institutions and their missions. Education policies were decentralized in South Korea in 2010.
 - Strengthening a gender mainstreaming system customized to the characteristics of the Offices of Education: It is necessary to reinforce cooperation between the Ministry of Education and the Ministry of Gender Equality and Family, as well as to establish a cooperative system between the department in charge of gender impact assessment and the department in charge of gender-sensitive budgeting. It is also needed to strengthen ways to promote gender mainstreaming across not only the Offices of Education but also education support agencies, affiliated organizations, and schools.
 - Customizing measures to promote gender mainstreaming for different organizations in charge of gender mainstreaming programs: This paper suggests the roles of the Ministry of Gender Equality and Family, Ministry of Education, Offices of Education, and regional gender impact assessment centers with a goal to help promote gender impact assessment, gender-sensitive budgeting, and gender sensitivity training.

Measures to strengthen gender mainstreaming in the Offices of Education



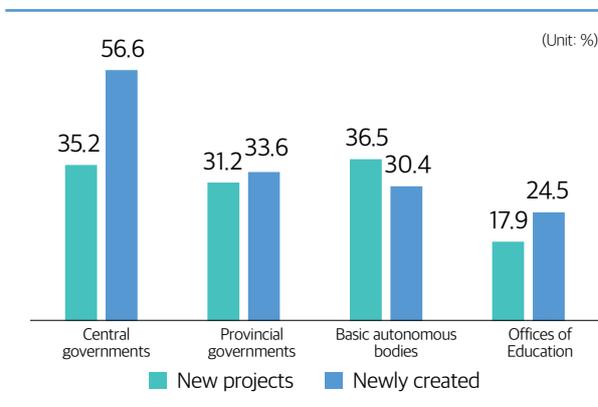
1. Research background and issues

- In South Korea, education policies were decentralized in 2010 with the introduction of the education superintendent direction election system. Since then, the provincial Offices of Education(OOE) have had opportunities to plan education policies catered to the characteristics of their regions.

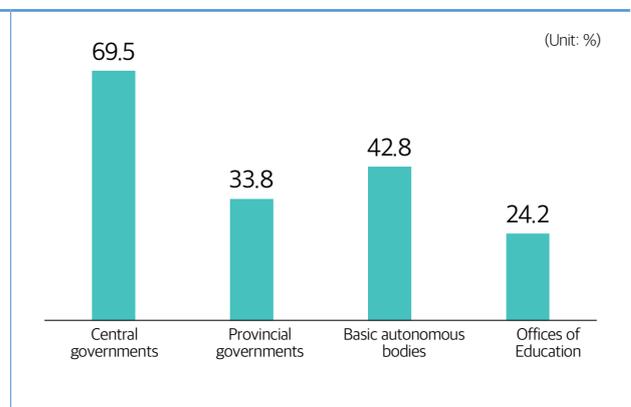
 - ▶ The #MeToo campaign in schools, which began in 2018, has increased calls for gender equality in educational environments. This has propelled a need to strengthen gender mainstreaming systems across the education administration field.
- Despite the great need for the OOE to solidify the foundation for the implementation of gender mainstreaming systems, there lacks a comprehensive analysis of the status of the OOE's operation of gender mainstreaming systems.

 - ▶ Recently, however, the OOE have been less than proactive in implementing gender impact assessment compared to other central and local government organizations (Ministry of Gender Equality and Family, 2020; 2021).
 - ▶ According to the 2019 analysis of the OOE's implementation of gender impact assessment, the OOE failed to conduct the assessment on its mid- to long-term plans, which are established every three years or longer. Among 17 city and provincial OOE, five of them did not conduct gender impact assessment at all.
 - ▶ When the progress of policy improvement following the implementation of gender impact assessment on laws and government projects was examined, the OOE marked the lowest progress among all categories of organization examined. In addition, the rate of participation in related training among those in charge of gender impact assessment was lowest (Ministry of Gender Equality and Family, 2020: 248-250).

<Figure 1> Projects subject to gender impact assessment by organization (2019)



<Figure 2> Progress in gender impact assessment by organization (2019)



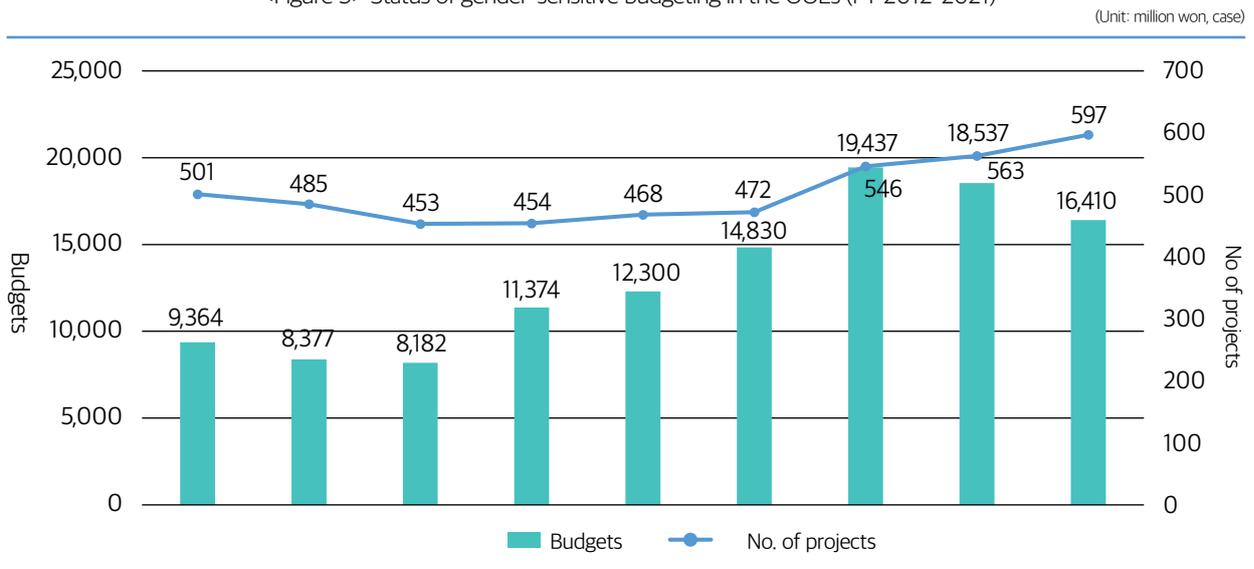
Source: Ministry of Gender Equality and Family (2020) *The 2019 Gender Impact Assessment Report* p. 249.



The gender-sensitive budgeting system, which began to be implemented in the OOE in FY 2013, has also problems.

- ▶ While the number of projects subject to the assessment slowly increased from 2016, the size of the total budgets failed to increase accordingly. This indicates that gender-sensitive budgeting was focused on small projects (Kim Su-jin et al., 2019: 14; Local Educational Financial Statistics Information System, 2021).
- ▶ It has been argued that gender-sensitive budgets assigned in the OOE remained too small relative to the total budgets of the OOE (Kim Su-jin et al., 2019:15; Kim Hee-gyeong, 2021).
- ▶ Some researchers pointed out the following problems in the gender-sensitive budget and settlement statements implemented by the OOE: project operators and project beneficiaries were not clearly separated; project goals did not match performance goals; and there were many cases in which performance goals and targets were inappropriate (Kim Byeong-gon, 2019; Kim Hee-gyeong et al., 2020; Kim Hee-gyeong, 2021).

<Figure 3> Status of gender-sensitive budgeting in the OOE (FY 2012-2021)



Sources:

1. For FY 2013-2016, see Kim Su-jin et al. (2019) "Changes and determining factors in gender-sensitive budgeting in the Offices of Education," *The Journal of Economics and Finance of Education*, p. 15.

2. For FY 2017-2021, see Gender-sensitive Budgets on the Local Educational Financial Statistics Information System website, <https://www.eduinfo.go.kr/portal/intg/intgInftColBudgPage.do?mainM=1&subM=1&myInflId=QZL1VVI2065P306N4G3S1924154&myLinkFlag=Y&myInflNm>, accessed on November 2, 2021).

- In regard to implementing gender mainstreaming systems, the OOE's may have different needs from other central and local government units in terms of administrative organization and major policies.
 - ▶ While local government bodies are provided guidelines on gender-sensitive budgeting by the Ministry of the Interior and Safety, the OOE's are under the direction of the Ministry of Education. However, few research has been conducted on gender mainstreaming systems reflecting the characteristics of the OOE's.
- This paper attempts to suggest policy measures to promote gender mainstreaming systems catered to the needs of the OOE's with a goal to enhance gender equality in education administration and policy procedures.

2. Findings

A Measures to promote gender mainstreaming systems in the OOE's identified in interviews

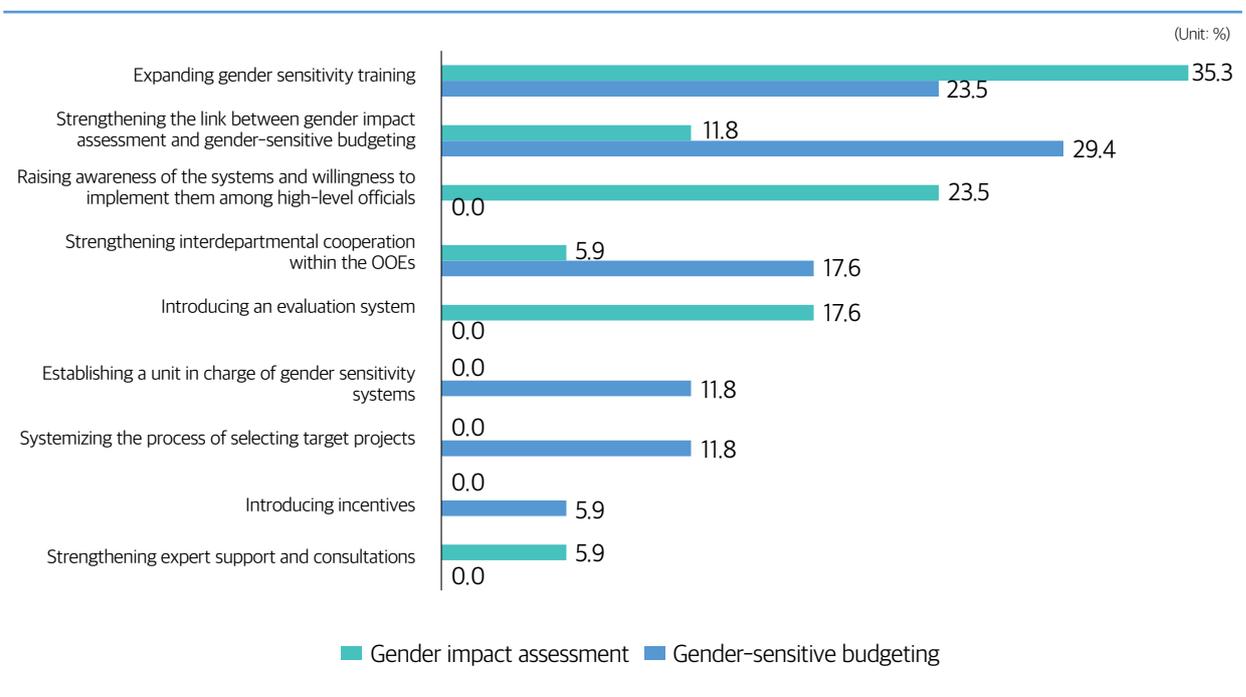
- ▶ Interviewees: 42 public servants in charge of the OOE's gender mainstreaming system and related experts
- ▶ It is necessary to consider the characteristics of the OOE's.
 - Policy areas and targets are more limited compared to other local autonomous bodies: the OOE's focus on education policies mainly targeting students, teachers, and parents.
 - The gender impact assessment system(GIA system) and EduFine, the OOE's administration system, have yet to be linked.
 - Experience of implementing the gender impact assessment system and measures to promote it.
 - The criteria for the selection of target projects and examples of assessment reports presented in the guidelines on gender impact assessment published by the Ministry of Gender Equality and Family need to be improved by reflecting the characteristics of the OOE's.
 - There is no system to evaluate the outcomes of gender impact assessment.
- ▶ Experience of implementing gender-sensitive budget and settlement statements and measures to promote them
 - It is necessary to establish a cooperative system between the department in charge of gender-sensitive budget statements and the department in charge of gender-sensitive settlement statements, or to unify the two departments.
 - It is needed to enhance consultation support from gender sensitivity experts.
- ▶ Experience of implementing gender sensitivity training and measures to promote it
 - It is necessary to develop and distribute training materials reflecting the characteristics of the OOE's.
 - It is necessary to include gender sensitivity training in required training programs for all employees of the OOE's.

B

Measures to promote gender mainstreaming systems in the OOE's identified in a survey

- ▶ Survey participants: 250 public servants in charge of gender mainstreaming systems in 17 OOE's
- ▶ As for those in charge of institutions regarding gender impact assessment, suggested measures include expanding gender sensitivity training for all employees of the OOE's (35.3%); raising awareness of the system and willingness to implement it among high-level officials (23.5%); and introducing an evaluation system by the Ministry of Gender Equality and Family to encourage the implementation of gender impact assessment among the OOE's.
- ▶ Those in charge of institutions regarding gender-sensitive budgeting suggested expanding training to increase awareness of gender-sensitive budgeting(29.4%); expanding gender sensitivity training for all employees of the OOE's(23.5%); and strengthening interdepartmental cooperation within the OOE's(17.6%).

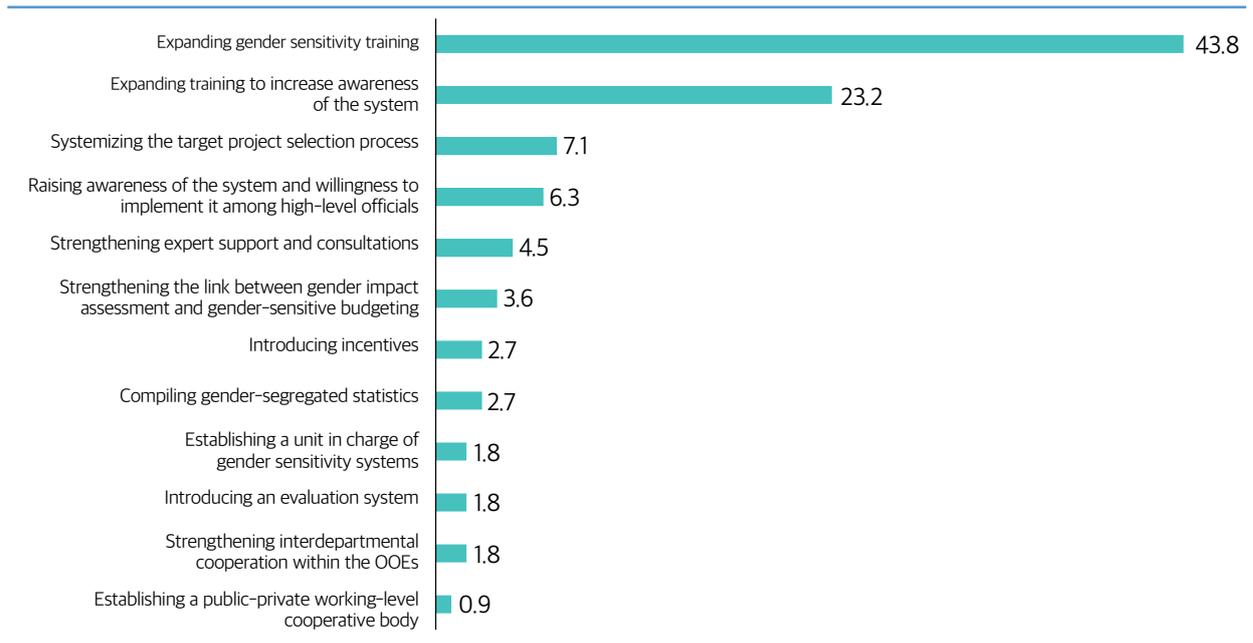
<Figure 4> Measures to promote gender impact assessment and gender-sensitive budgeting in the OOE's identified by those in charge of the systems (top priority)



- ▶ Those in charge of projects regarding gender impact assessment suggested expanding gender sensitivity training for all employees of the OOE's(43.8%); expanding training to increase awareness of gender impact assessment(23.2%); and systemizing the target project selection process(7.1%).

<Figure 5> Measures to promote gender impact assessment identified by those in charge of projects regarding gender impact assessment (top priority)

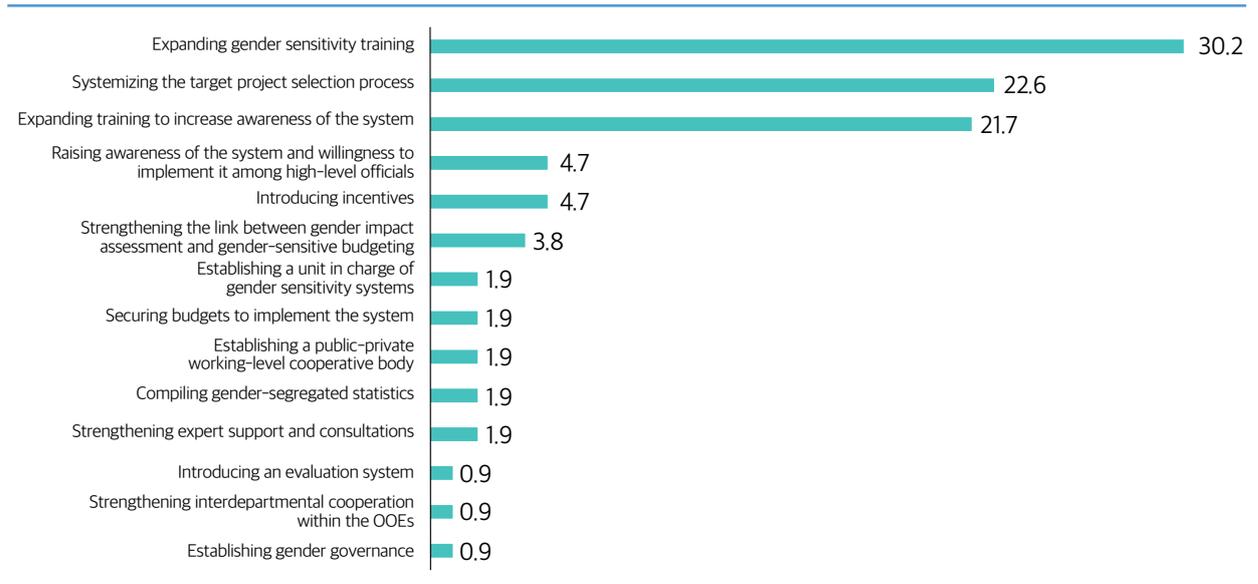
(Unit: %)



► Among those in charge of projects regarding gender-sensitive budgeting, suggested measures included expanding gender sensitivity training for all employees of the OOE(30.2%); systemizing the target project selection process(22.6%); and expanding training designed to increase awareness of gender-sensitive budgeting(21.7%).

<Figure 6> Measures to promote gender-sensitive budgeting identified by those in charge of projects regarding gender-sensitive budgeting (top priority)

(Unit: %)





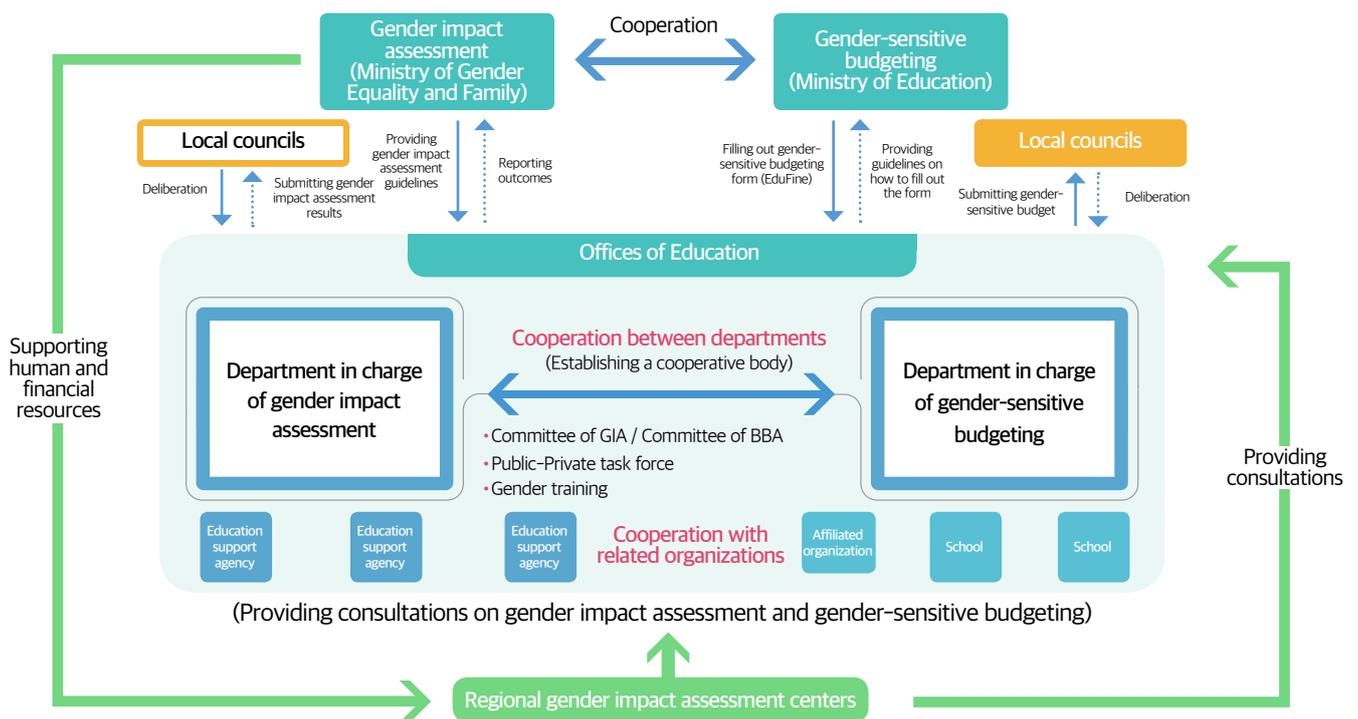
Model practices regarding the implementation of gender mainstreaming systems in the OOE's

- ▶ **Installation of a gender equality team:** After the #MeToo in schools erupted in 2018, one office of education conducted a pilot project designed to eradicate sexual violence and promote gender equality within its own organization and schools in its jurisdiction and in March 2019 installed a gender equality team. This team has six members and two of them are tasked with gender impact assessment. The team also has a gender rights policy expert, who has expertise in the field of human rights.
- ▶ **Hiring a gender sensitivity expert:** Another office of education hired an expert in women's policy to lead a gender sensitivity team. As a result, the awareness of the importance of gender mainstreaming increased among team members and other employees in the organization. The OOE also designated a person to supervise all the tasks related to gender impact assessment in order to implement a seamless gender sensitivity system.
- ▶ **Establishing a public-private cooperative system to systemize the process of selecting target projects:** The Jeollanamdo Office of Education brought together their employees in charge of gender mainstreaming policy (gender impact assessment, gender-sensitive budget and settlement statements, and gender equality training) and external gender policy experts to create a public-private cooperative body and select target projects.
- ▶ **Signing a memorandum of understanding with a local women's policy research institute to strengthen the implementation of the system:** Another office of education signed a memorandum of understanding with a local women's policy research institute in 2016 and since then their partnership has continued regarding the implementation of gender mainstreaming policies. This OOE has systematic consultation support in place, helps build capacities of those involved in the implementation of the systems, and continues to improve relevant policies.
- ▶ **Enacted an ordinance for the improvement of the outcomes of gender-sensitive budgeting:** The Jeju Special Self-governing Provincial Office of Education passed an ordinance for the improvement of the outcomes of gender-sensitive budgeting in 2021 for the first time among 17 city and provincial offices of education. This ordinance is due to take effect in January 2022. This move is greatly meaningful in that a legal basis for systematic and effective implementation of gender-sensitive budgeting in the OOE was established.

3. Policy suggestions

- A need to consider the characteristics of the OOE in the gender mainstreaming systems and to strengthen measures to promote them within the OOE
 - ▶ It is necessary to enhance cooperation between the Ministry of Education and the Ministry of Gender Equality and Family in regard to the implementation of gender mainstreaming systems in the OOE.
 - ▶ Within individual OOE, it is needed to establish cooperation between the department in charge of gender impact assessment and the department in charge of gender-sensitive budgeting. It is also necessary to strengthen a gender mainstreaming promotion system that covers not only the Office of Education but also its support agencies, affiliated organizations, and schools in its jurisdiction.

<Figure 7> How to strengthen measures to promote gender mainstreaming systems in the OOE



Measures to promote gender mainstreaming by different organizations

- The following table shows suggested measures for different organizations in regard to their efforts to promote gender impact assessment, gender-sensitive budgeting, and gender sensitivity training of the OOE's.

Gender impact assessment		Gender-sensitive budgeting			Gender sensitivity training	
Ministry of Gender Equality and Family	Office of Education	Ministry of Education	Ministry of Gender Equality and Family	Office of Education	Ministry of Gender Equality and Family	Office of Education
Improve guidelines on gender impact assessment: provide criteria for the selection of target projects and examples of assessment reports	Systemize the criteria and methods for the selection of target projects	Conduct a comprehensive analysis of the results of annual gender-sensitive budgeting in the OOE's: identify and promote model practices	Ministry of Education should participate in gender-sensitive budgeting committees	Strengthen cooperation between departments in charge of gender-sensitive budget/settlement statements and consider unifying these departments	Develop and distribute gender sensitivity training programs that reflect the characteristics of the OOE's; and create a pool of trainers	Strengthen gender sensitivity training for all public servants: make it a requirement
Link the gender impact assessment system to the OOE's EduFine system	Reinforce the foundation, including human resources, for the operation of the gender impact assessment system	Improve guidelines on how to write gender-sensitive budget/settlement statements	Provide training for gender-sensitive budget/settlement statements in a timely manner	Establish an ordinance on the operation of the gender-sensitive budgeting system		
Create an evaluation system designed to promote gender impact assessment among the OOE's	Proactively implement gender impact assessment conducted by public servants and special gender impact assessment conducted by experts			Strengthen public-private partnership: establish a gender-sensitive budgeting committee and strengthen cooperation with regional gender impact assessment centers		
Identify and share model practices of the OOE's						
Strengthen support for the OOE's by regional gender impact assessment centers						

- ▶ As an example of good practices, the Ministry of Gender Equality and Family has improved guidelines on gender impact assessment by reflecting the characteristics of the OOE. It is necessary to upgrade criteria for the selection of target projects and examples of assessment reports.

<Table 1> The Ministry of Gender Equality and Family's proposal on how to improve guidelines on gender impact assessment

Criteria for the selection of target projects for gender impact assessment (local autonomous bodies)		
	Existing criteria	Proposal for improvement
Applicable organizations	<ul style="list-style-type: none"> 1. The gender impact assessment system 1. Overview of the system □ Applicable organizations <ul style="list-style-type: none"> ○ Central governments: government ministries, agencies, committees, etc. ○ Local autonomous bodies: local governments, district offices, and Offices of Education 	<p>(same as the left column)</p> <ul style="list-style-type: none"> ○ Local autonomous bodies: local governments, district offices, and Offices of Education (including education support agencies and affiliated organizations)
Common subjects	<ul style="list-style-type: none"> ○ Four project areas (omitted) 	<p>(Four project areas: same as the left column) (The following is newly included.)</p> <ul style="list-style-type: none"> ⑤ Projects related to primary and secondary education: education materials, education for gifted students, teacher training, career consultations, library operation, projects to support school facilities

References

Kim Byeong-gon (2019). Evaluating the implementation process of gender-sensitive budgets with a focus on gender-sensitive budgets and settlements of the Jeollanam-do Office of Education, Master's thesis, Korea National University of Education, unpublished.

Kim Su-jin et al. (2010). "Changes and determining factors in gender-sensitive budgets in the Offices of Education," The Economics and Finance of Education. 28(1) pp. 1-28.

Kim Hee-gyeong et al. (2020). An analysis of the 2019 gender-sensitive budget and settlement statements of the Incheon Metropolitan City Government and Incheon Metropolitan City Office of Education and improvement measures, The Gender-sensitive Budgeting Network of Korea

The Ministry of Gender Equality and Family (2020). The 2019 Gender Impact Assessment Report

The Ministry of Gender Equality and Family (2021). The 2020 Gender Impact Assessment Report

Gender-sensitive Budgets, the Local Educational Financial Statistics Information System website (<https://www.eduinfo.go.kr/portal/intg/intgInfTColBudgPage.do?mainM=1&subM=1&myInfId=QZL1VVI2065P3O6N4G3S1924154&myLinkFlag=Y&myInfNm>), accessed on November 2, 2021).

Organization in charge: The Offices of Education: Departments in charge of gender impact assessment, gender-sensitive budgeting, and gender sensitivity training (Note: Different Offices of Education have different departments in charge of these systems. For more details, see the full report.)

Related organizations: The Ministry of Gender Equality and Family (Gender Impact Assessment Division) and the Ministry of Education (Gender Equality Policy Officer and Local Educational Finance Division)