



**KEDI**

# Educational Decentralization and Institutional Leadership in Korea

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# Presentation Outline

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- ❖ Korean Education at a Glance
- ❖ Educational Decentralization and SBM
- ❖ Role of Principals in SBM
- ❖ New Reform Initiative: School-centered Restructuring
- ❖ Further Questions



# **Korean Education at a Glance**

## Number of Schools by Type, 2002

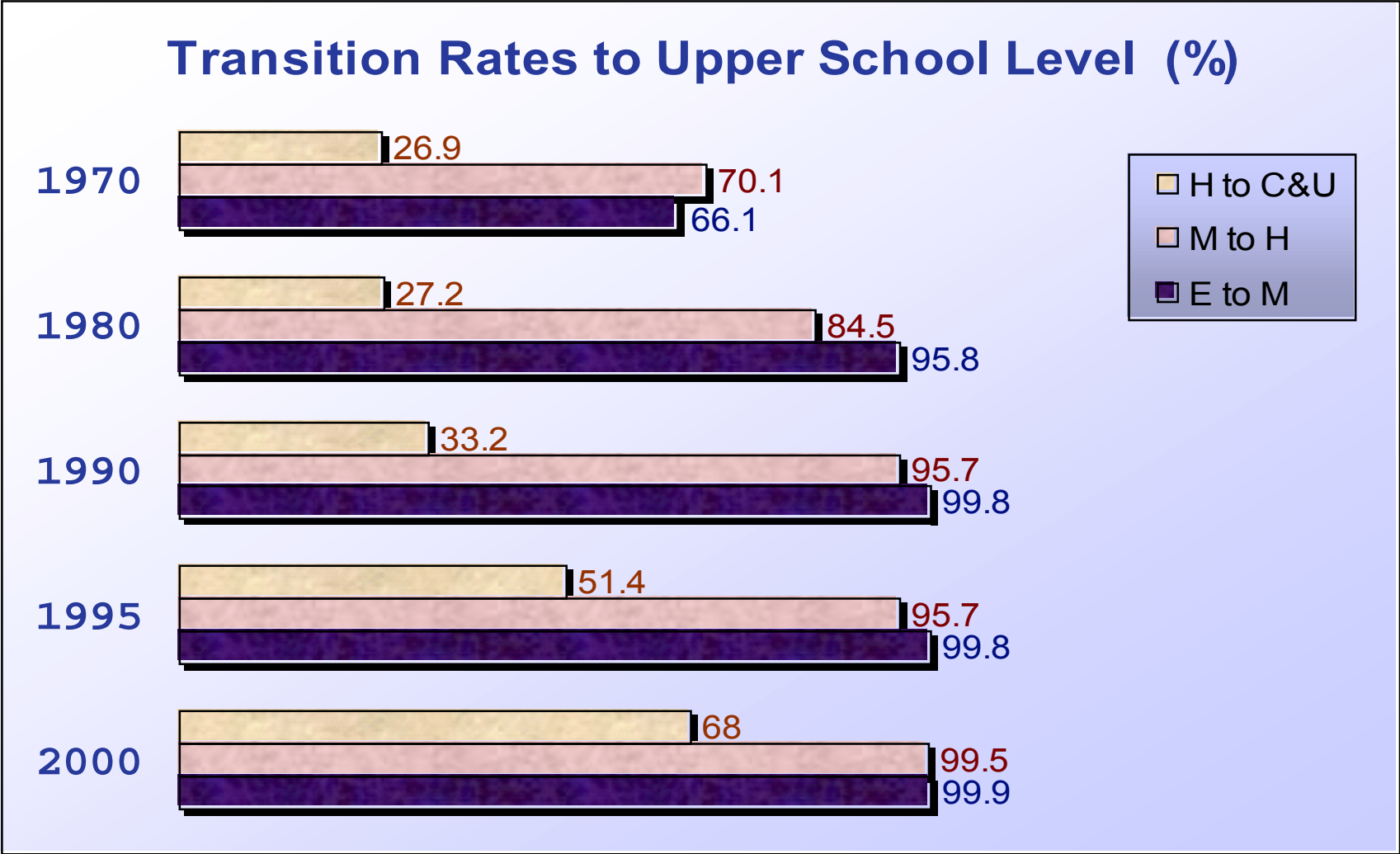
Classification		Number of Schools			
		Total	National	Public	Private
Grand Total		19,124	103	12,807	6,214
Kindergarten		8,343	3	4,237(51%)	4,103(49%)
Elementary School Course	Total	5,385	17(0.3%)	5,291(98.3%)	77(1.4%)
Middle School Course	Total	2,824	10(0.3%)	1,093(53.1%)	683(24.2%)
High School Course	Total	2,060	17(0.8%)	1,093(53.1%)	950(46.1%)
Special School		136	5(3.7%)	44(32.4%)	87(63.9%)
Junior College Course	Total	160	7(4.4%)	9(5.6%)	144(90%)
Under-graduate Course	Total	198	44(22.2%)	2(1%)	152(76.8%)
Graduate School Course	Total	945	151(16%)	13(1.4%)	781(82.6%)

## Korea's Educational Competitiveness(2002)

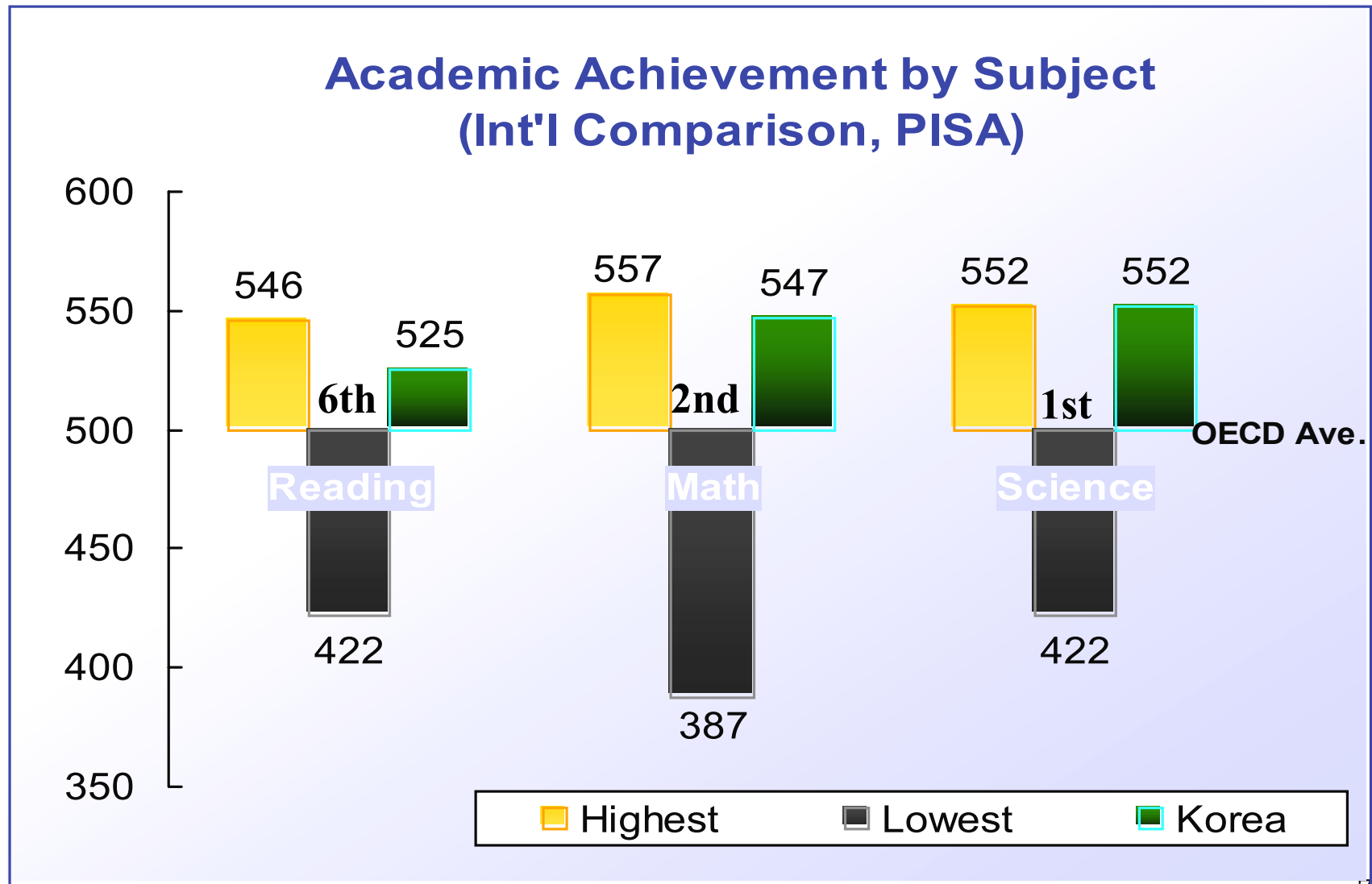
Competitiveness Input Factor	Ranking
Public Expenditure on Education/GDP (3.7%)	42nd
Enrollment Rate for Secondary Education (100%)	1st
Completion Rate for Higher Education (25-34 years of age, 35%)	6th
Efficiency of University Education	41st
Efficiency of the Education System	32nd
Qualified Engineers	33rd
Company-University Cooperation	17th
<b>Nation's Total Competitiveness</b>	<b>27th (49 countries)</b>

Source : Swiss IMD, The World Competitiveness Yearbook

# High Enrollment and Low Drop-out Rates



# High Academic Achievement



## High Education Zeal

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- ❖ Education has provided a means for upward social mobility
- ❖ Overheated competition for prestigious university entrance
- ❖ Parents' willingness to pay for education expenses: excessive private tutoring expenses

# Poor Educational Conditions

## Students per Class by Year

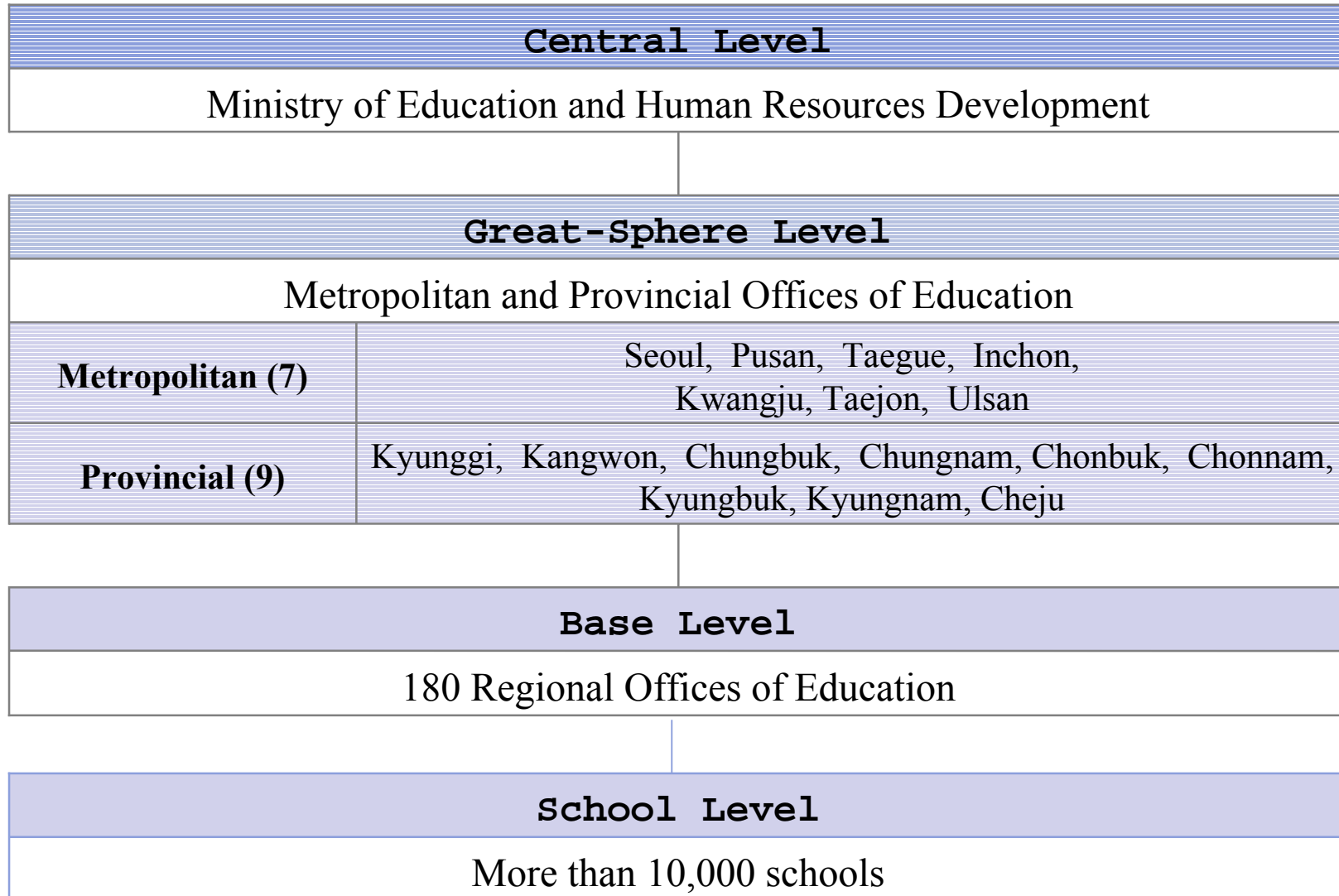
(Unit: Person)

<b>Year</b> <b>School Level</b>	<b>1965</b>	<b>1970</b>	<b>1975</b>	<b>1980</b>	<b>1985</b>	<b>1990</b>	<b>1995</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>Elementary</b>	65.4	62.1	56.7	51.5	44.7	41.4	36.4	34.9	35.4	35.8	35.6	34.9
<b>Middle</b>	60.7	62.1	64.5	62.1	61.7	50.2	48.2	40.8	38.9	38.0	37.3	36.7
<b>High</b>	57.1	58.2	58.6	59.8	56.9	52.8	47.9	48.2	46.2	42.7	39.7	33.9



# **Educational Decentralization and SBM**

# Structure of Educational Administration



# History of Educational Decentralization

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- ❖ Centralized administrative structure despite of the 50 years of history began in 1945
- ❖ Devolution and power-sharing with lower echelons: slowly progressing
  - uniform and straight administration once was the prime factor for achieving quantitative education development by providing efficiency
  - now considered as one of the causes of various drawbacks and problems of Korea's education
- ❖ Discussions on SBM:
  - began to be discussed by the government since mid-1980s
  - serious attempts for implementation was not made until 1995

## New Demands for SBM

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- ❖ Both external and domestic changes required the change of educational governance structure.
- ❖ Localization, decentralization, and autonomy have guided recent reform efforts: re-balancing of authority required
- ❖ New demands for the restructuring emerged and intensified.
  - Request for small and efficient government/bureaucracy
  - Diversified social demands for education
  - More successful implementation of educational reform
  - Demand for democratization: participatory decision-making where education takes place
  - Demand for accountability for the outcomes

# Introduction of SBM

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- ❖ In 1991, with the implementation of local education self-governing system, the demand for SBM was extended.
- ❖ In 1995, Presidential Commission for Education Reform proposed the establishment of School Council in 'Education Reform Proposal for the New Education System.'
- ❖ Adopted model: combination of principal and community as the locus of control
- ❖ Previous governments(civilian and people's government) introduced the following measures to extend SBM.
  - regulation-free schools
  - independent private schools
  - empowering school council
  - school-based financing(devolution of budgets to schools)

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# **Role of Principals in SBM**

# Expected Roles

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- ❖ CEO of the school
- ❖ Personnel manager
- ❖ Reform facilitator
- ❖ Community relations coordinator

## Principals: Watchdog of Teacher Professionalism

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- ❖ Share visions and values instead of rules and processes.
- ❖ Encourage teachers' participation in decision-making and delegate responsibility.
- ❖ Provide timely information and training to facilitate informed decision-making.
- ❖ Be conscious of outcomes.
- ❖ Ask questions rather than providing solutions.
- ❖ Create working environments allowing open communication and trust.

## Questions on Principals' Autonomy

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- ❖ External relations: Is it possible for the principals to get away from the commend and control of the upper-level educational authorities?
- ❖ Internal decision-making: Are the decision-making bodies and processes at the school site clear and appropriate enough to guarantee principals' leadership?
- ❖ Personal capacity: Are the principals equip with appropriate skills and mind to play the required roles?



**New Reform Initiative:  
School-Centered  
Restructuring**

## Background of the Initiative

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- ❖ Launch of “the Participatory Government” in 2003
- ❖ Seek ways to localize and decentralize educational administration
- ❖ Initiated a large-scale project to reform local educational administration system to become more school-centered
- ❖ Re-balancing of the power structure among different levels of educational authorities
- ❖ Took local-knowledge approach instead of blueprint
- ❖ Considered as a revolutionary attempt

# Educational Paradigm of the New Government

Knowledge-based Society

Globalization/ localization

Matured citizenship



**Paradigm Shift**

school age, school system



Individual and lifelong

Memory-centered



Higher-level thinking skills

Rigid education system



More flexible system

Centralized administration



Autonomy of schools

Opposition and conflict



Participation and harmony

Academic attainment



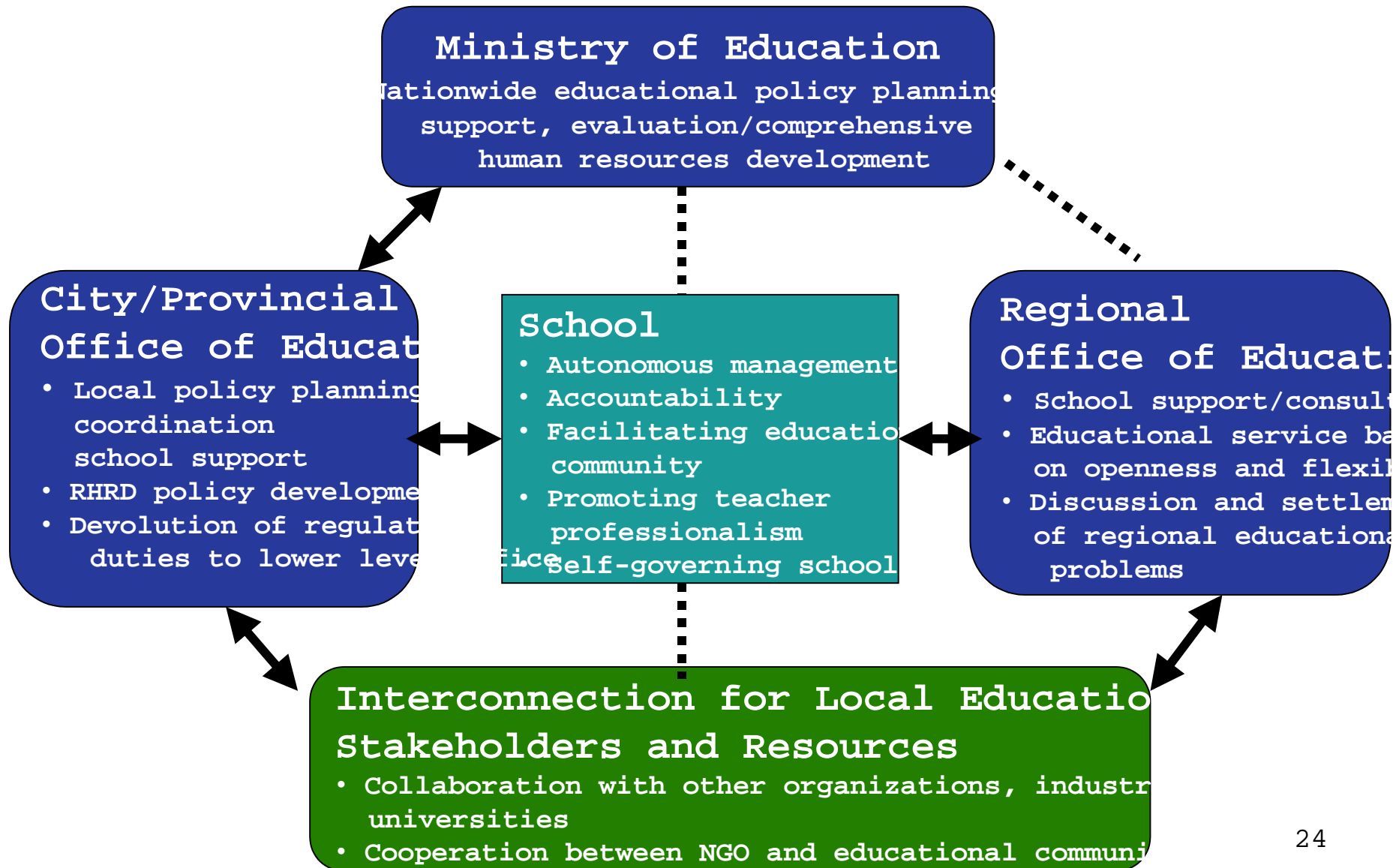
Ability

# Problem Statements

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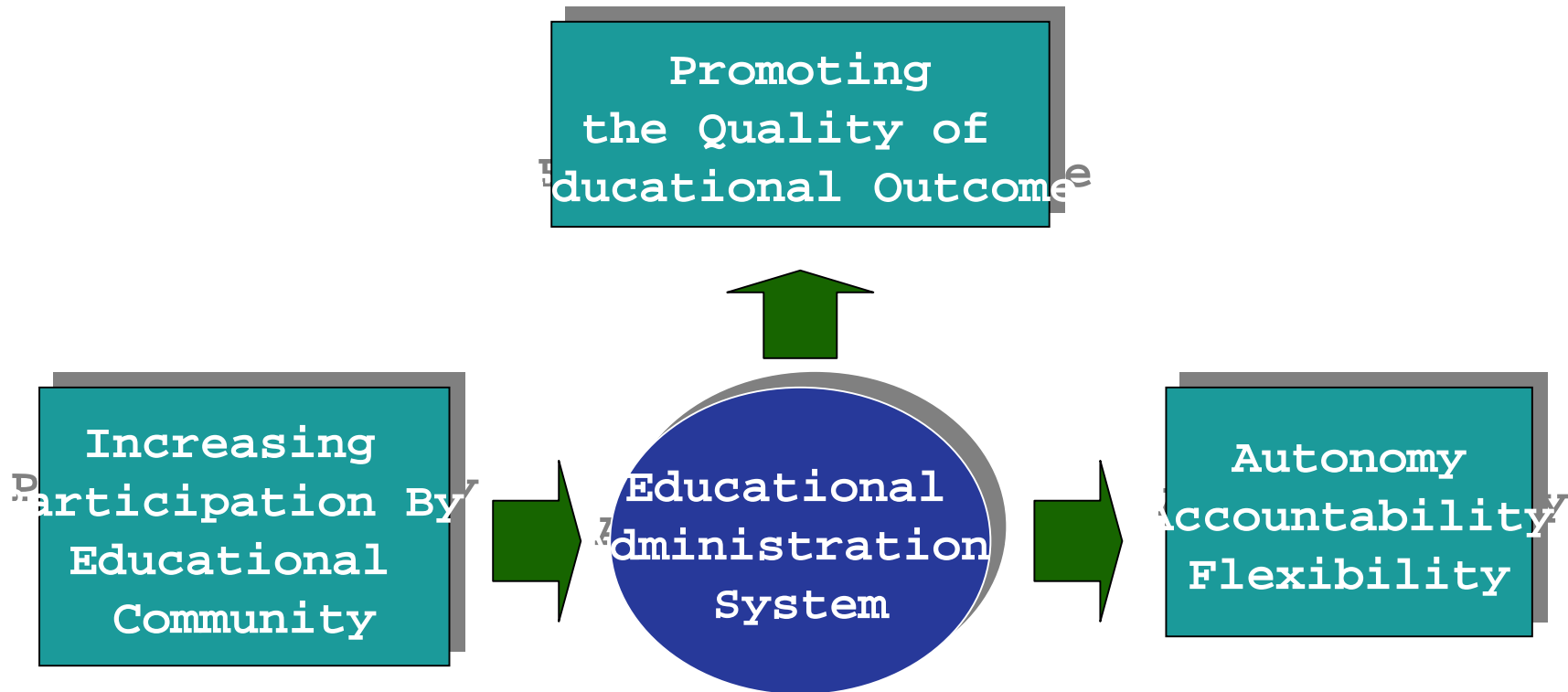
- ❖ Central level
  - weak policy planning, quality assurance, evaluative functions due to excessive implementation functions
  - carry out closed, rigid and top-down educational reform
- ❖ Great-sphere level
  - inappropriate supervision and inspection of schools
  - problematic relations between local board of education and municipal assembly
- ❖ Regional level
  - lack of support functions
  - size adjustment required due to the unbalance in the number of schools and students under offices of education
- ❖ School level
  - Lack of participation by the community, lack of capacity to manage school , too much administrative task and chore

# School-Centered Reform Model



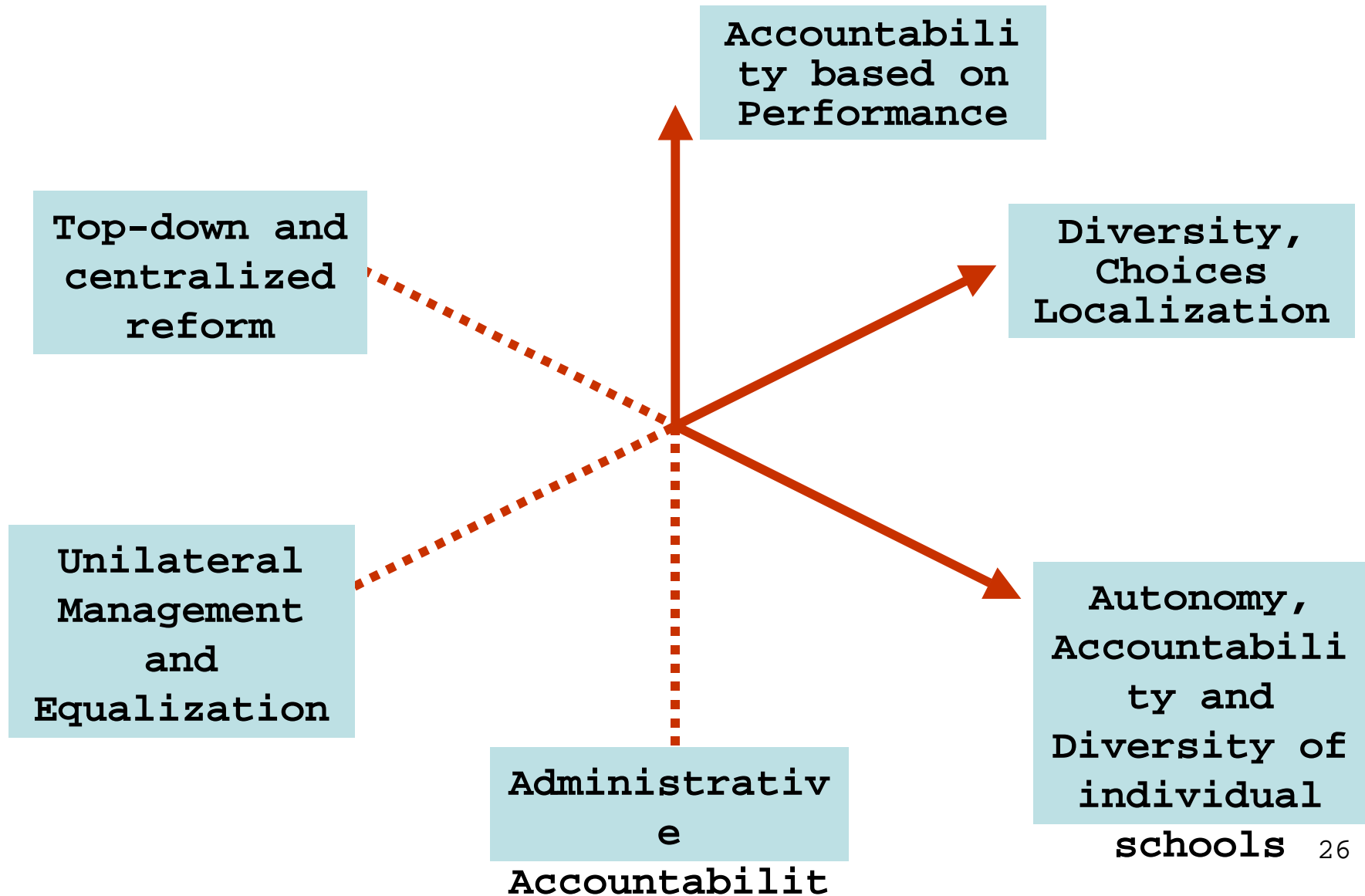
# Purpose of the Reform

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# Directions of Reform: Shift in Principles

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## Directions of Reform: Strategies

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- ❖ Set up school-based management on a firm ground through legislation of innovative initiatives
- ❖ Devolution of increased authority and responsibility for the schools to solve problems by themselves.
- ❖ Teacher empowerment: strengthen teacher professionalism and research capacity
- ❖ Support human as well as material resources to build capacity for self-governing school system
- ❖ Support curriculum management to enhance diversity and autonomy
- ❖ Seek supportive administrative structure focusing on school sites and classrooms.



# Further Questions

## Further Questions to be Asked

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- ❖ Are the functional relations among different levels of education appropriate?
- ❖ Is the self-evaluation system by the schools themselves working all right to hold them accountable for outcomes?
- ❖ Has the substantial authority provided to the school council and principal?
- ❖ Is the teacher union collaborative?
- ❖ Are the perception and belief of major stakeholders changing? Are they committed to the core values?
- ❖ Is the participants' capacity enough?
- ❖ Are financial resources allocated and managed appropriately?