

Abstract

Evidence-Based Study on the Effectiveness of Educational Policy(V): Analysis on the Status of Education Support Programs for the Educationally Underprivileged

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The purpose of this study is to analyze the status of education support for the educationally underprivileged and suggest the development plan of the education welfare policy in the era of social polarization. Despite the steady enlargement of budget for education welfare policies, it is necessary to secure financial stability and construct selective welfare programs based on the universal welfare framework for the social investment welfare.

Interests and discussions on the income inequality have been increased since the financial crisis in the late 1990s and the global economic crisis in the late 2008. Unlike in the past, welfare policies for new social risks such as low fertility, aging, working poverty, and social polarization are concerned rather than simple poverty and inequality. In the education sector, the government policies for the welfare of the educationally underprivileged began to appear since the late 1990s. The total amount of education welfare budget implemented by the Ministry of Education has increased from 4,600 billion won in 2011 to 7,162 billion won in 2013. Given studies on education welfare are discussed with more emphasis on the effectiveness of policies rather than theoretical aspects. In this study, education welfare programs are discussed in the perspective of social investment policy, which encompassing both universalism and selectionism in welfare studies.

Regrading education welfare policy budget, even though the number of students is declining, the size of education welfare financing is expected to increase moderately, but investment in selective welfare policies is shrinking compared to universal welfare policies. Local education finance requires additional financial resources because it has a high proportion of dependent resources and a high proportion of fixed spending expenses, which is inherently limited in securing and operating welfare programs. It is necessary to adjust the education welfare programs considering the local transfer through securing stable financial resources rather than the long-term implementation of the Ministry's special grant project.

The transfer of Education Welfare Priority Program from central to local government in 2011 is a great innovation and change of business in local education administration, school administrative and management. It has an autonomous and flexible business operating system that reflects the characteristics of the region and the school. Nevertheless, the linkages between business organizations are still insufficient. It comes from the insufficient establishment of community of Education Welfare Network due to the lack of professionals to carry out linkage work. While the evaluation of program focuses mainly on quantitative indicators, it is necessary to establish an integrated and comprehensive support system focusing on improving the quality of programs and curriculum.

Since the Education Support Program for North Korean Migrants in 2008, the budget has expanded significantly for the individual students to experience higher funding than other program beneficiary however, there is lack of budget autonomy. Although the Ministry of Education and the Ministry of Unification share the role of supporting North Korean defectors in North Korea, the Ministry of Education and the Ministry of Unification are required and the program is not a type of project that can see the results in a short term period.

Regarding Education Support Program for Multi-Cultural Families, there is a problem of stigma or reverse discrimination by specifying policy subject only with assumption of migration background. According to changes in the school-age demographic structure, elementary school-centered policies are required to supplement policy for middle and high schools. There is also need for the introduction of policies for the increase of middle-entry children.

Selection of education welfare policy targets means that the selected continue to remain as others in our society. Therefore, low-income family students, North Korean refugees, multi-cultural students, and other students all need social integration based on their perception of difference. One of the fundamental objectives of the educational welfare program is to invest in children to improve their capacity to help themselves become independent members of society when they become adults, thereby preventing poverty. To design future-oriented education welfare policies that prevent future poverty risk and weaken welfare dependency, it is necessary to operate detailed program selectively based on universal welfare framework.

Key words: educationally underprivileged, Education Welfare Priority Program, Education Support Program for North Korean Migrants, Education Support Program for Multi-Cultural Families