

## A Research of Building and Invigorating Plans to the Cooperative Education–Governance with General Administration

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This research aims to propose cooperative educational-governance system with application of government's philosophy 3.0 as a solution to inefficiency caused by separation between civil and educational administration. This research involves theoretical analysis of arguments through reference research as well as investigative research evaluating current state of affairs and problems. Also it encompasses analysis of relevant government officials' demands as well as domestic and foreign cases.

The search of activation plan was conducted within the boundaries of constitutional principles that entitle educational autonomy as well as political neutrality, and approve professional management. With focus on encouraging development of education through cooperation, identifying joint administrative tasks between educational and civil administration, and maximizing implementation of government 3.0 philosophy, the search recommends the followings in establishing educational-governance system.

First, expand the boundary of cooperative educational-governance to include not only central agencies —ministry of education and ministry of the interior— but also metropolitan and provincial offices of education and government as well as district offices.

Second, enforce formation of consultative body among central, provincial and regional educational and civil administrations as compulsory; create a unit directing cooperative tasks among different parties through mutual cross dispatching of officers between

educational and civil administration. Additionally, legislating specific procedures of operations, obligations and tasks is recommended to promote efficiency of cooperative unit as well as sincere cooperation.

Third, for a successful operation of cooperative educational-government system in all administrative districts, formation of efficient networks encompassing not only administrative entities—all subnational assemblies as well as education councils—but also education communities such as civic organizations, parents associations and teacher's associations is recommended. By establishing such network, promote cooperation and participation among relevant agencies and various civilian organizations.

Fourth, for effective operation of cooperative educational-governance system and the joint education network, expand boundaries of consignment, delegation and transfer of authorities by redistributing tasks granting sharing of responsibilities as well as authorities between central and municipal governors and educational superintendents.

This research also proposes the followings as a plan to flourish the suggested educational-governance system.

First, to ensure efficient formation and management of three primary educational cooperation bodies—government 3.0 cooperative administrative consultative council linking ministry of education and ministry of the interior, municipal education administrative consultative council of city and state mayors and governors and superintendent of education, district education consultative council connecting district administrative offices and district education offices, develop and distribute corresponding regulations and guidelines.

Second, to enhance communication and cooperation between educational and civil governance, appoint cooperation officer as an ex officio member of consultative council, elevate the cooperation official's rank, and increase the number of corresponding working-level officials.

Third, establish educational cooperation task force directly under immediate direction of city and state superintendent of education or as a part of planning and management department and regularize mutual exchange of tasks to maintain organic coordination structure.

Fourth, to incentivize cooperation with civil administration and promote

educational-governance, provide financial support to organization yielding successful cooperation. Also provide government officials with excellent cooperation rewards or personnel benefits.

Fifth, to increase investment of education, operate coordinated finance management between civil and educational administration. Civil administration bodies and educational administrative bodies to mutually draw a joint business plan for investment of education.

Sixth, mutually manage performance of cooperative educational-governance system, and establish a feedback system enhancing evaluation of investments' propriety and validity promoting support of local citizens.

Seventh, to encourage continuous support from local civil administrations, enhance their educational cooperation and public relations regarding the cooperation. Also hold informative sessions and conferences announcing outcomes for residents and parents and promote cooperative projects and reflecting citizens' opinions by operating a web-site.

In this research, in order to legitimately carry out aforementioned recommendations, suggestions regarding relevant legal enactments or reforms that need to be implemented were provided as following:

First, multiple reforms on Article 121 of 'Local Government Act' and Article 41 of 'Local Education Autonomy Act' were proposed to establish obligatory consultative operating system between civil administrative agencies such as city halls and provincial governmental body and educational administrative agencies such as city/provincial education agencies.

Second, this research proposed 'regulation on organization and operation of local education operating consultative board between city/local authorities and respective educational agencies' under Presidential order in order to carry out the formation of local education operating consultative board, establishment of operating system and implementation of education cooperation project.

Third, to amend Article 32 of 'Enforced Ordinances regarding Local Finance Act' that is significantly limiting and restricting local authorities' ability to make autonomous decisions for educational system related investments, following provisory clause was proposed as an addendum to the respective section: 'To make an expenditure that supports education related work in respective jurisdiction, such motion can be carried out by utilizing local ordinance as the support for such decision.'

Fourth, in order to allow local authorities to stably assist and support education related expenses for pertinent jurisdictions, amendment to Article 11 of ‘Local Education Subsidy Act’ is proposed to define in sections 2 and 3 that ‘transfer from general account is to be transferred in equal proportions for each quarter’ and ‘that according to local ordinance, provincial and city authorities can autonomously transfer such expenses as special educational expense account respectively.’