

**Thematic Session
Children and Youth**

**Inclusive Future Education
Led by Local Governments
-Future Education Strategy through Overcoming
Multi-dimensional Inequality in Education-**

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I . Introduction – From Poverty to Social Exclusion

Educational inequality is a dynamic and developing process in which fundamental inequality in life expectancy or health (life inequality) and inequality (existential inequality) related to social rights could undermine one's balanced growth and development by causing exclusion throughout the life-long history. However, the office of education has focused on just short-term measures to deal with educational equality considering them as learning and educational gaps. In particular, those policy measures have concentrated on passive efforts such as putting investment including subsidy provision for after-school programs or providing support for the children with development issue. However, they have not paid attention to the process such as creating learning environment or helping student gain confidence. In general, in terms of addressing educational inequality, approaches have been taken to provide improved conditions for students from the family of economic difficulties or implement tutoring programs for those in difficulties in learning by emphasizing the situation of a static phenomenon, so-called, 'educationally deprived condition'.

Those approaches of the office of the education and local governments for providing in-cash subsidies or programs have failed to effectively responding to educational gaps and inequality accumulated through one's whole life. Therefore, we have to concentrate on dynamism of education inequality in perspective of balanced growth and development for individual student. In so doing, we have to interpret educational gaps as an issue of multidimensional disadvantage not just growth, development, and lack of learning capabilities and put more focus on it as a relational issue associated with engagement, authority and social integration. The perspective of balanced growth and development needs to be based on a paradigm shift from poverty to social exclusion. Social exclusion could be explained as a process that happens dynamically at multidimensional level including 'resource deprivation (poverty)'. In the view of social exclusion, the existing approaches on educational inequalities are based on the practice in which a national minimum was set and supporting tutors and programs were provided with allocating budget when a student failed to meet the standard in hopes to address learning gap. This approach, however, is proven to be too simple to deal with the issue. As a result, multidimensional disadvantage has formed an accumulative causality circle to develop the issue of the educational gap into a chronic and hereditary issue. The educational gap becoming a chronic and hereditary issue has worsened and caused the overlap and absence of policy especially in Korea where local autonomy is

implemented in separation between education and other general sectors. Meanwhile, local governments and the office of education have repeated to provide indiscriminate support to address educational inequality by simplifying the issue as just learning gap, which could cause blind spot in terms of providing support.

Growth and development of students happen regardless of autonomy separation between education and general sectors and the separation between school and society. Simply put, the children's growth and development are the process that plays out throughout one's whole life cycle. Throughout this comprehensive process, students have to go through a plenty of frustrations and gaps. Therefore, a desire approach needs to be designed based on a perspective of creating an ecosystem that could support a student to strengthen fundamental capability not to lead the multidimensional disadvantage to the trap of social exclusion.

A Swedish scholar Göran Therborn suggested that we had to view the issue of inequality as an overall social issue rather than just a simple economic one. The approach could take a complementary role by helping narrow learning gaps and make up the gaps at least partially.

Therborn also explored various types, cause and the results of inequality in his book 'The Killing Fields of Inequality'. In his book, he did not recognize the inequality as just simple economic issue but as a comprehensive social, cultural, and political issue.

First of all, he did not determine inequality as the inequality in income or assets. Instead, he analyzed the inequality in the view that it had multidimensional traits related to life, resource, and recognition. The cause of inequality is naturally related to institutional, structural, and cultural factors. In others words, there are various factors such as traditional social structure, institutional barriers, economic system, and educational system that could stimulate and maintain inequality. Such inequality could affect various parts such as health, life expectancy, education opportunity, and self-respect for people. Thus, strategy and method to ease inequality have to be multidimensional accordingly. Considering all these, he insists that inequality needs to be dealt with through institutional reform, economic policy, equal education, and social movement.

The fact that inequality is complicated, multidimensional, a continued process that lasts through out one's own life cycle implies that the approach needs to be wholistic as well. Especially, only when human rights city's vision is specified to create disruptive transformations getting away from inequality backed by individualism and meritocracy, we could design policies and systems be fitted for wholistic life.

Human rights city's approach implies that creating a space for all students and the youth to fully enjoy their own fundamental human rights is the target and direction of urban plan and policy. In order to implement such a human rights city vision, we have to strive to overcome multifaceted exclusion that students and the youth tend to experience in reality. In this regard, this study would like to explore strategy and ways of future education in a bid to build inclusive and human rights friendly cities that guarantee diversity and promote easy accessibility while proactive responding to education inequality for balanced growth and development of students and the youth.

II. Accumulating Causality of Inequality and Multidimensional Deprivation

1. Students and the youth entrenched in familism, individualism, and meritocracy in context of development

Growth and development of human beings including children could be achieved in a given environment. In other words, the level of children's growth and development could be dependent on circumstances such as economic level, political system, welfare, education system of the nation and society that the children belong. Therefore, we have to take into account the development in the context when talking about growth and development. Considering the development in context provides us with a perspective that the growth and development of an individual have an imperative relation and is intertwined with various contexts of the person.

From the perspective of the development in context, as human-beings are organisms that change throughout a whole life cycle, the outcomes of human development could emerge through dynamic interactions with environment (Lerner,1995). In the framework of the development in context, in order for the

growth and development of students and the youth to be fully completed, there has to be a certain premise, environment, required. In other words, what matters most is to build an environment before thinking about what experience or program needs to be prepared for the growth and development of students and the youth. In this regard, we would like to reflect what the balanced growth and development means in order to specify visions for inclusive education and what kind of environment needs to get prepared to make the inclusive education possible.

In the view of education, because the process of growth and development is understood as a continued process in which the present and the future are deeply connected, the present health and safety, and a life together with others and preparing for the future have to be considered in growth and development at the same time. This presentation deep dives into the capability of life in context of balanced growth and development based on the theory of 'central human capabilities' of Martha Nussbaum, a political philosopher. Nussbaum proposed 10 central human capabilities among other mandatory fundamentals for a dignified life of human beings. Here, 'central' refers to something basic and essential for dignity. 'Capability' is an overarching concept that covers an opportunity to do so, freedom of the person concerned to do so, and the state of doing so.

In terms of raising power of living, education considers even up to the consequences not just simply whether opportunity is given. In this regard, the concept of Nussbaum well explains human dignity that we intend to realize through human rights and is deeply connected to the vision of education for a balanced growth and development. In particular, Nussbaum's 10 capabilities that are required to live a decent life as an individual and citizen based on interdependency, which send us a critical implication. What she proposed were life, physical health and integration, sense, creativity and thinking, emotion, reasonable thought, relation, ability to live with interests with and relations with other species than human beings, play, and control on environment and those capabilities need to be primarily nurtured for the future life.

The 10 capabilities could be categorized as below when considering in association with the UN Convention on the Rights of the Child.

Wider area	Mid scope area	Ex
Right to survive	Health and nutrition	Child's health condition, vaccination, nutrition
	Safety	Safety education, prevention physical abuse, creating safe environment
Right to development	Physical development	Physical growth and development, athletic ability
	Emotional and social development	Emotional regulation, social relations, social adjustment
	Intellectual development	Basic capability required in life (learning capability), creativity, problem solving ability
	Cultural development	Recognizing cultural diversity, cultural engagement
Right to protect	Preventing abuse and neglect	Abuse prevention, adequate protection measures, secure in household
	Social protection	Economic support, social security, proper education/treatment
Right to participate	Decision making participation	Engaging in decision making process of household, school, local community
	Data access and freedom of expression	Appropriate information provision, Freedom of speech

Joining the UN convention in 1991, Korea reported the status of implementation of the rights of child and received concluding observations. Since then, Korea has brought changes in institutions and policies guaranteeing survival, development, protection, participation of child with accepting international society's recommendation. Especially, in 2015, relevant ministries jointly came up with the '1st Framework Plan for Child Policy' in order to implement child rights in a comprehensive and systemic manner.

A prolonged shut-down of schools due to Covid-19 pandemic has had a considerable impact on a balanced growth and development of child. More accurately speaking, it could have been predicted in the view of development in

context. With complementing that Korea was outstanding in quarantine measures, OECD also pointed that the nation showed better performance than the average in internet access, computer facility at schools, network and connection speed, digital tool usage during class, and teachers' teaching skill and technic. However, in Korea, there are not many cases to gain positive impact to improve the situation in the field by establishing monitoring system and accumulating data continuously.

2. Educational enthusiasm as institutionalization of accumulative causality

A Swedish novel laureate in economics in 1974, Gunnar Myrdal valued the concept of dynamic balance the opposite of the static balance. Myrdal discovered inequality and imbalance necessarily internalized in our society and insisted national involvement be required. One of his famous theories is Cumulative Causation Theory. This theory could provide explanation on the imbalance in economic development and expansion of economic gaps among regions. The Myrdal theory put focus on inequality among nations or regions, however, it could also be applied to inequality among individuals. Such an approach could be helpful to understand how economic inequality occurs in Korea and what kind of circulation structure could be formed as the consequences.

According to Myrdal, economic benefit is initiated from a certain region or nation, and later the region or the nation are highly likely to attract more resources in turn. Similarly, once some individuals gained economic benefit initially, then, they could expand their benefits by taking advantage of additional education, investment, and networking opportunity. When an individual with higher access to education or resources in the beginning, that person could have higher chances of getting better in terms of capability and economic condition. Because of that, individuals with less resources and opportunities could be in a comparably bigger difficulty. In particular, the theory of Myrdal could be applied to education and career path consulting market in Korea. Korea is well known for enthusiasm in child education, however, that enthusiasm could also become a major cause of expanding disparity within society. Indeed, households absolutely value the investment in education for children. This educational enthusiastic has driven up competitiveness in college admission in Korea, and households tend to an enormous amount of money to ensure their children to get admitted by prestigious university. However, parents' ability to invest in private education is highly dependent on income level. Family with high income could provide their children an opportunity to learn from premium

academies and one-on-one tutors, which are unaffordable for the low income household. Therefore, students from household with high income could be in an advantageous environment for college admission, while students from household with low income have to compete in a disadvantageous situation. As a result, college admission rate, especially for prestigious universities could show a significant difference by household income level.

The career path consulting also shows differences by income level. Students from high income family could enter globally prestigious universities and have plenty of chances of learning various career paths to come to have wide views on their future career. On the other hand, students from low- income family need to make their own decision based on limited data and resources. Educational inequality occurring in this process could lead from leaning gaps to career gaps, and even to relation gaps, which could generate series and accumulated inequalities in turn. Economically successful individuals often tend to form a very close network with other individuals of similar social and economic status. This close network could accumulate economic benefits by facilitating access to data, chance, and resources. Eventually, early education and investment are getting more emphasized. In order to reverse accumulative causality, early education and investment value most. In order to make sure all could have equal opportunities; it requires to provide chances of education and other sources. Furthermore, chances for self-realization have continuously provided regardless of one's ability. When approaching educational inequality in perspective of exclusion, multidimensional disadvantage of social individuals, being excluded from corresponding society but at the same time integrated in the society, could become the subject to policy. In other words, socially excluded individuals cannot obtain the material conditions they need outside of society even though they experience exclusion within society.

The fact that those socially excluded are actually incorporated in society at the same time implies that the state of poverty could only be socially solved. Again, as 'material condition necessary for a dignified life' could be socially determined, also, the absence of that condition or exclusion are the issue to be socially produced and to be only socially addressed.

Thus, what constitutes social exclusion condition, produces the absence of conditions, and addresses the absence, is the corresponding society. Therefore,

educational inequality refers to social inequality. In conclusion, it requires local mediation to overcome the multidimensional inequality. In order to accumulative inequality, the office of education and local government need to establish a coordinated governance to seek for active redistribution policies including welfare programs and educational opportunities.

3. School: a place where familism is replaced with individualism and meritocracy

Inequality of a nation is proportional to the areas of intersection between education and college entrance exam. In Korea, education boils down to college entrance exam, so, inequality is pretty intensified. However, when considering education as same as college entrance exam, multifaceted education inequality including poverty could be reduced down to just the issue of college entrance exam. Therefore, we have to put aside the issue of college admission and to build another story on relations of social equality when dealing with educational inequality in Korea. By doing so, we have to find out more questions not only on college admission but also on poverty, LGBT, migrants, and gender within the discussion of education inequality. There has been a certain public consensus that education, as one of basic structure in society, has to provide equal opportunity to everyone. The background of the consensus lies in the inherent values of meritocracy and individualism that value exercising and achieving one's capability through education.

Also, we have to pay attention to how those values pay out in efforts of reducing education inequality. One of strategies to coping with education inequality is to provide educational opportunity for all students. This approach, however, could beefing up the system of classification and evaluation depending on individual ability. With educational opportunity expanding, competition based on individual ability and achievement has further flared up, which puts more values on meritocracy. Under the circumstances, efforts of addressing education inequality naturally aim at creating an environment in which every individual could wield their capability to the fullest.

As a result, individualistic values that consider individual efforts and choice could be directly linked to outcomes could be emphasized, which strengthens the tendency to attribute an individual's failure and success solely to that individual's efforts and ability. As such, addressing educational inequality has to be a critical

social target, however, the issue here is that meritocracy and individualism are emphasized in the process. While recognizing the issue, it needs to be clearly integrated in the vision that education is critical not only for individual achievement and ability exercise but also for promoting mutual respect and cooperation within community. In this regard, we have to consider that efforts of addressing education inequality in school enhanced the discourse on normality centering around meritocracy and individualism and raised possibility to amplify meritocracy based on certain values and criteria not only enhanced access and diversity.

With considering all of them, what needs to be premised in education inequality discussion is that every member of society deserves to education, as a righteous obligation of a society. Therefore, some criticize that education is a kind of one-fits-all system, nevertheless, the nation has no choice but to run universal education curriculum, maintain and manage school facilities, and control the quality of teachers. Even though, however, when the quality of teachers is under control, education facilities are equally provided, and universal education program is operated, educational sources could vary depending on the region and school. In a slightly different expression, as Robert David Putnam pointed out in his book “Our Kids: The American Dream in Crisis”, school program is not enough to solve the issue of a clear inequality of opportunity caused by family background of each student. Clearly, even with the same educational infrastructure, the same level of teacher level, and the same curriculum, resources and opportunities provided by schools are not the same. But we have not taken that into account, which clearly shows that we are not much serious about the educational inequality issue.

Even with the structural obstacles, however, all students need to live and behave in dependently. Within the boundary of school, parent’s income and economic power do not affect individual performance for all students at least at formality level. Because everything in school depends solely on individual effort and ability, students have to live and act as independent individuals. School believes in the proposition that individuals can achieve anything they want if they work hard. When one continually hears some proverbs such as ‘you can do anything if you work hard’, then the person come to take it for granted, which could reinforce the myth of individualism and meritocracy.

During their school years, students become to internalize an attitude that accepts the myth of individualism and individual achievement without criticism. Parent's disability and poverty, neighborhood, relations with friends, learning difficulties could not be regarded as a social system that prevents people from living individual. Rather, they could be converted into issues of personal hygiene, abilities, and attitude of not working hard despite poverty, and voluntary friendship. In order for students to grow a free existence with critical awareness, they need to be able to reflect on their own inability instead of blaming on society for their own problem as a being to be protected by society for their opportunity to create ability of living required to grow. Are students born and growing as an individual? Frank Fromherz discussed individualization and inequality in his book 'The Myth on Individualism'. In his book, he suggests that we have to recognize the fact that inequality is formed within an interaction organized by a very strong social force. A true competition, therefore, occurs among family and class that an individual belongs. Also, he adds that we could not conclude that unemployment, crime, divorce, education deprivation, bad health, and other issues simply reflect limits and disadvantage of individual. As the author mentions, individualism and meritocracy make it impossible for people to live as an individual and conceal the fact that non-ability factors have influence on people's life than ability. We all are built by complicated intertwined social relations. Individuals have to accept the power held by social system that does not mitigate the power of the family. Therefore, we are not able to gain insight for our and others' life as recognizing that there is an absolute limit in one's power. Fromherz called the phenomenon the blinker of individualism and meritocracy that could be converted into the matter of individual's ability, which make it difficult for individuals to move forward a better future.

Uneven industrialization in Korea has made family take a role of state. So, the subject of competition for status through education has been family not individual. In order to win a fierce competition for wealth and social status, it required to build a system of resource solidarity, support and mobilization at family level not individual level. With this phenomenon structured, a culture of college admission that mobilize all members of family, which is represented as the phenomenon 'helicopter mom'.

Such functions of school need to be complemented by human rights cities. The attitude for human rights cities regarding education inequality is to make sure schools to be a fair space. To that end, we have to recover multidimensional

perspectives on poverty to have a more advanced discussions poverty and inequality, which could lead to significant practices.

III . Human Rights Cities Strategy to Support a Balanced Growth and Development

1. Establishing monitoring system for all-round development

Inequality and poverty are in a very complicated and intertwined dynamic structure. Such inequality could trigger exclusion and hierarchy within society. Educational inequality can be seen something experienced as part of the path from poverty to abundance within the overall structure of inequality. As seen earlier, the upward path for the majority of the poor is blocked by three major obstacles, so-called the valley of inequality: meritocracy, individualism, and familism. Students and the youth trapped in the obstacles have to grow overcoming them by themselves and with their abilities. As explained above, students gradually come to live cumulative unequal lives as differences in talent and proficiency caused by natural and contextual factors overlap. Individualism here refers to values that focus on individual achievement and effort, meritocracy refers to determining achievement and rewards based on individual ability and talent, and familism refers to the social and economic aspects of the family significantly affecting individual achievement and opportunities. This educational gap between meritocracy, individualism, and familism can be seen as one of the main causes of educational inequality. Familism has become relatively obscured and individualism and meritocracy have become more prevalent in our society. So, school find itself under the control of a principle that wealth, power, or honor could be allocated based on how much an individual made contribution to social goals (mainly production or economic profit creation in capitalism), regardless of their birth status, lineage, or class. As such, school represents the ideal of a society in which anyone who works hard and does not spare any efforts for self-development could be treated well. Therefore, it conforms well to the principle of equality for all citizens, the preposition of democracy. However, in the perspective of balanced growth and development of students the barrier has only changed its shape rather than disappeared.

To twist Plato's words a little, one's future is determined by which parents and in what direction the person begins to be educated. The logic reproduced by those such a school demonstrate a subtle combination or tension between democratic inequality and elite education. As Richard Reeves mentioned in his book '20 VS 80

society' students have to internalize a saying 'School did not exclude me because I was poor. School excluded people who were not smart. It is unfortunate that a poor person like me isn't smart'.

Our society structured according to a hierarchy of wealth turned to the one structured almost entirely according to a hierarchy of labor and human capital. In the process. The principle that students have to enjoy equal achievement potential regardless of social background is becoming increasingly obsolete, however school is reproducing the environment that the potential exists in equal manner but not enough. Restoring this point in human rights perspective needs to be the role and responsibility of local governments in terms of development in context. It is because the office of education and schools have no choice but to take the approaches of addressing learning gap and promoting equal opportunities. In this regard, the role of local governments is critical in overcoming the adversarial and multidimensional causal relations throughout a whole life. Local governments have to focus on reducing accumulated inequality and gaps by implementing policies that promote inclusiveness and diversity in education with a vision of human rights cities. In other words, inequality and gaps holds a complex causal relation, and in order to overcome them, local governments have to take an active role to increase inclusiveness in education and reduce educational gaps caused by individualism, meritocracy, and familism. Specifically, the core vision of human rights city is to ensure that all students have to equal educational opportunities. IN this regard, local governments need to implement the following measures. First of all, a policy for equal educational opportunities has to be came up with. Also, investment to improve the quality of education and policy promotion to improve the quality of public education are needed. Next, we need to expand public career consulting service. In so doing, we have to make sure that all students could enjoy quality career path consulting service.

Through this approach, we could address the issues raised in the theory of Myrdal and build a society in which all students are able to enjoy equal educational opportunity.

The Korean education system has a special structure in which educational autonomy and general autonomy are operated in separation. This structure is more complex than that of other nations, and sometimes leads to differences in goals

and directions between general autonomy and educational autonomy. There is, however, no reason why this specificity will cause difficulties in efforts to solve the problem of educational inequality. On top of all, the separation of educational and general autonomy was launched with the intention of strengthening educational expertise and autonomy. Meanwhile, we have to deal with equality of opportunity as a critical issue in efforts to approaching education in the view of life-long education. This is not just a matter of educational autonomy, but a critical task that has to be solved by all metropolitan governments together.

Especially, Gwangju City, as a metropolitan government, has to consider educational inequality as something that needs to be addressed under the responsibility of autonomous local government with the vision that education is the key to a sustainable development not only for future and quality life of individuals but also for a city as a whole. In this context, it is imperative to organize indicators for a balanced growth and development of children and establish monitoring system.

The central government established the first Children's Policy Basic Plan (2015 ~ 2019) in 2015 under the banner of 'the public happiness' in recognizing that childhood is very critical and decisive period for rights development and making sure a nation as a whole has to be fully prepared to help children grow in love and understanding for a complete and harmonized development. To that end, the government set its goal to enhance the happiness of children with the vision of 'happy children and respected children'.

Also, the core goal is to bring children's happiness degree up to the OECD average level within 10 years and to establish the principle of ensuring and realizing children's interests as the top priority. By doing so, we are providing an environment for a child-friendly development to ensure children could happily enjoy their childhood. In addition, we are coming up with fundamental changing strategy to make development environment including household as a space to bring up children in happy environment. The basic plan presents basic areas and selects key tasks and detailed tasks, including the creation of an implementation base in order to implement a children policy based on children's rights.

In parallel with the efforts of central government, Gwangju has been putting efforts to define and monitor the complete growth and development of students and the youth. In line with these efforts, we need to develop indicators that we could continuously monitor the growth and development of students and the youth in order to establish a system to understand a long-term impact. In private sector, there have been such efforts made already, for instance there is a quality-of-life index co-developed by the Seoul National University's Social Welfare Research Institute and Save the Children and happiness index, developed by Yonsei University and Bangjeonghwan Foundation, that has been published every year since 2009 with aiming to compare children happiness of OECD members.

In order to build a regional growth and development model and establish a monitoring system, we have to constantly collect and monitor data to build serial material in a bid to build mid and long terms growth and development model. In particular, indicators need to be developed in perspective of relevance, accuracy, trust, accessibility, validity, and time continuity. First of all, relevance refers to that indicators have to project critical sectors related to a complete development of children. Regarding accuracy and trust, indicators need to be measured in a constant manner, accuracy means that related data needs to be accessible and understandable, and also, they need to be designed to allow various stakeholders to easily use. Also, for validity, given indicators need to represent the development of the youth and reflect inputs from experts and stakeholders from certain sectors. Lastly, time continuity suggests that indicators need to hold constant significance even time goes by, and provide long term trend analysis. On top of all, indications need to reflect educational issues in the view of inclusive recovery and digital transformation since the covid-19 pandemic. At the same time, they need to cover physical and mental health and resilience, social emotional capabilities, digital literacy and basic literacy and numeracy, the very basics by the OECD. Additionally, we have to set indicators of growth and development in a way to make sure they could be led to and manifested as inter connected capabilities in the view of totality of life. Then, we need to ensure indicators to be connected to building human rights cities through clinical monitoring. When composing detailed indicators, what needs to be included are as follow.

A. Emotional support and security: Each student's sense of security and worth of one-self is important not only for academic achievement but also for self-development and socialization. Without emotional support within the educational environment, students experience emotional stress, which could affect their academic performance and mental well-being.

B. Diverse learning experiences and opportunities: all students need to be provided with the same learning experiences and opportunities. Students who are not provided with diverse learning experiences such as art, music, and sports lose the opportunity to discover and develop their talents.

C. Sense of cultural belonging and recognition: In a multicultural society, an educational environment that recognizes and respects students' cultural backgrounds is important in forming students' identities. An educational environment that ignores or denies this practice could harm student's self-esteem, causing educational inequality.

D. Customized education: It is important to provide customized education according to each student's learning style and needs. One-size-fits-all teaching methods overlook students' individual needs and abilities, which could neglect some students.

E. Educational resources and support services: Access to educational resources and support services such as books, IT, resources, and tutoring programs has a significant impact on the quality of education. Limited access to these resources and services could lead to educational gaps.

F. Social networks and mentoring: Social networks and mentoring opportunities could help student to go for holistic growth and career exploration. Students who do not have access to these opportunities are unable to reach their full potential, which could lead to educational inequalities.

In particular, what matter in education is to resolve relational gaps. Robert Putnam, a professor and political scientist, assessed that "social capital has catastrophically

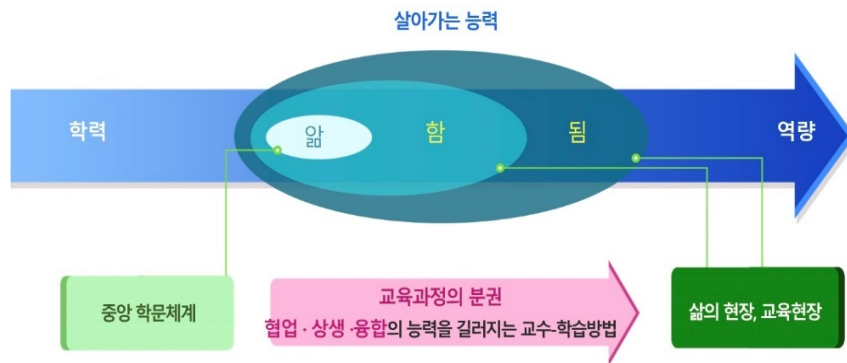
decreased in the US over the past 50 years”, and said “children income could be enhanced only by building social relations among classes than other factors.” That has sent many implications in Korean society, where division among local communities is becoming increasingly severe and children from similar economic backgrounds are gathering at the same school. In Korea, the rich make friends only with the rich and the poor make friends only with the poor, and the phenomenon of nationalization is accelerating even within Gwangju. It cannot be overemphasized that creating an environment where people from various classes within society can interact and connect is very important in perspective of the future education for easing educational inequality.

In addition, educational gaps and inequalities in the view of all-round development and holistic growth through indicators include not only academic achievement but also various factors for the overall development and growth of students. It is important to recognize the issue and prepare appropriate countermeasures.

2. A cooperative model to address multidimensional inequality- establishment of regional education governance at metropolitan government level

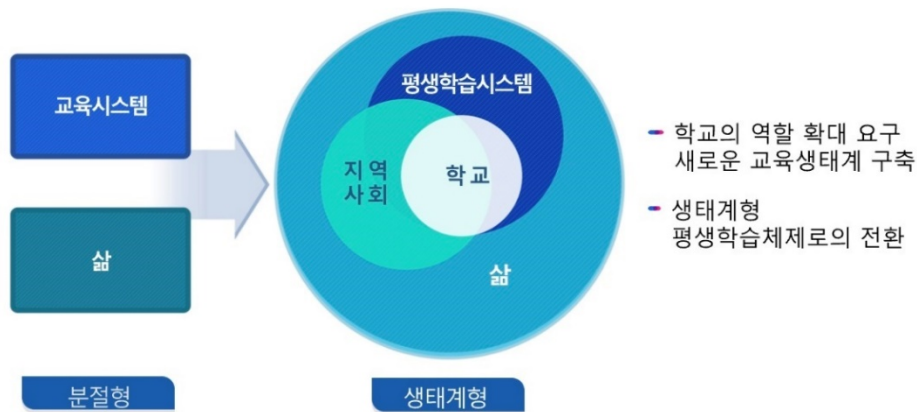
Metropolitan governments have to actively respond to issues of educational inequality that occur within their own areas within Korea’s separation structure between educational and general autonomies. To that end, the cooperation system with the office of education has to be strengthened, and, also, investment and support for education have to expand further, too. Additionally, metropolitan governments have to thoroughly analyze the causes and solutions to educational inequality problems that occur within their region. Also, based on the analysis, they have to establish and implement educational policies.

In this context, the matter on how to design education for children’s growth and development has to be dealt with a support and monitoring system for the changes in the lives substantially felt by students and the youth, as the subjects of rights. It is necessary to establish a monitoring system by creating the Gwangju Student Index for a balanced growth and development as presented above, and then, support the implementation system through relevant ordinances. At the same time, we have to establish a cooperative governance between local and educational autonomous authorities to ensure education to be based on actual life.



Addressing educational inequality needs to be viewed as a phenomenon in society as a whole, beyond simply a problem within schools. Because only with the efforts of school is limited, it is necessary to establish cooperative governance with the region. School education based on life provides an educational environment in which students could directly experience and acquire knowledge through education to be connected with real lives of students. Such an educational environment is all the more effective when it is associated with regional resources.

When regions and schools collaborate to create and implement educational programs, school education becomes a part of students' lives beyond theory. Then, students could build a closer relation with local community. That could raise the practicality of education and makes students realize the importance of social participation. Additionally, cooperation between regions and schools enables to build curriculum reflecting various local cultures and values to contribute to addressing educational inequalities. In particular, such collaborative governance is more important in providing customized education to students from diverse backgrounds including students from the socially underprivileged and multicultural families.



Metropolitan governments have to aim at providing educational opportunities fairly to all citizens within the region. To that end, it requires to develop and implement various programs and policies related to the distribution and utilization of educational resources. In this regard, metropolitan governments are able to take responsibility for resolving the problem of educational inequality even within the separate autonomy between education and general affairs.

As mentioned above, education inequality in modern society does not mean only learning gap, but has to be dealt as a multidimensional problem spanning economic, social, and cultural background. The causes and consequences of educational inequality are affected by various factors such as region, culture, and economic factors. To address these multidimensional inequalities, the introduction of a collaborative governance model is necessary.

Once a collaborative governance model is established to resolve multidimensional inequality, it will make it possible to take into account complex factors of education in perspective of multidimensional inequality, getting away from limited approaches focusing on learning gaps.

The cause of educational gaps and inequality are gaps in learning ability or academic background. Also, inequality at various levels including economic, social, and cultural background could affect education, and this multidimensional inequality could not be easily caught by learning gaps.

However, due to lack of proper cooperation and role division so far, there were several some projects overlapped. Also, individual's holistic development and society's sustainable development were missed out. Such an approach limited to learning gap has overlooked other important factors such as family economic background, physical health, and emotional stability and caused a paradox in which policies to address economic inequality have worsened educational inequalities throughout generations. In conclusion, in order to deeply understand education cap and inequality and effectively address them, it requires an approach comprehensively considering multidimensional inequality beyond the one only focusing on learning gaps. In this regard, we could find out a clue of solution through establishing cooperative governance.

Even with educational governance by metropolitan government, local unit governance has to be established together in order to set customized strategy based on accurately understanding local and school characteristics and needs. Also, all members of the governance have to set up a structure in which various stakeholders including education authorities, local governments, schools, and community could work together, not just represent their own opinions as parties of interest. The 5 policy directions that we have to concentration on through cooperative governance are as follows.

A. Close cooperation with the office of education

Discuss and determine cooperation measures through regular governance meetings. Organize a dedicated team in charge of cooperation with the office of education to enable opinion exchange possible in real time. Share and evaluate determined cooperative project in advance.

B. Establishing life-long guardianship and providing career consulting

Organize a pool of career consulting experts and deploy them to educational institutions. Establish guidelines and training programs for the life-long guardianship system and introduce and promote them to students and parents.

C. Establishing local based growth system through social network building

Operate internship and mentoring programs for students in working with local organizations, Plan and implement events of projects that could promote

exchanges between school and local community.

D. Establishing learning assist system in which anyone could learn and grow while learning within community

Establish inventory of learning sources and facilities within region and open various learning programs and classes using them. Provide customized learning materials and support according to the needs of students.

E. Setting inclusive digital literacy education for narrowing digital gaps

Develop a digital literacy education curriculum and provide relevant education to teachers. Evaluate students' digital skill levels and provide support programs accordingly. Expand digital literacy education to seniors or parents in the local community.

3. Establishing support strategy from a life-long perspective: Development of the Gwangju Social-Emotional Competence Framework

As social existence, it matters most for humans to live in various relations, understand one another, and develop skills required for communication. Social and emotional capabilities are emerging as one of those skills, which aim at comprehensively raising abilities of adjusting to society, building social networks, and managing emotions.

Developing social emotional competencies brings a variety of benefits. First, the ability to control and understand emotions helps relieve stress and enhance self-esteem. Second, improving the ability to interact with the surrounding environment plays a critical role in building relations and resolving conflicts. Lastly, it can greatly help improve an individual's quality of life by reducing social exclusion and feelings of isolation.

The framework for systemically developing such social emotional competencies has advanced overseas with a plenty of researches and practices conducted. One of representative frameworks is the one proposed by Collaborative for Academic, Social, and Emotional Learning (CASEL). According to the framework, the social emotional competencies are composed of 5 major elements.

A. Self-awareness: the ability recognizes one's emotions and their causes and effects. This builds a basis for an individual to understand and develop oneself.

B. Self-management: this includes expressing and managing emotions properly and also managing one's stress and ability of concentration.

C. Social awareness: it refers to the ability to empathize with the feelings and positions of others and to practice respect and understanding in interactions with others with diverse cultural backgrounds.

D. Relationship skills: building and maintaining positive relationships, conflict solution and collaboration skills focus on this section.

E. Responsibility and decision-making: it is to have the ability to make decisions and act based on social and ethical standards.

This framework provides a fundamental structure for an individual's social adaptation and emotional development, and education and programs could be offered accordingly. Improving social-emotional competency is an essential element for the development and harmony of not only individuals but also society as a whole. Therefore, the significance of continuous research and education have to be emphasized.

Educational support from a lifelong perspective refers to providing educational support according to the various changes and needs that occur as an individual pass through one's life cycle. Especially, educational inequality does not simply mean the gap in academic performance, but occurs and accumulates as various factors such as family life, economic situation, and social network of students and youths affect educational opportunities and outcome. Thus, in order to address the issue, local governments have to closely work with the office of education to come up with a comprehensive support strategy that could span a whole life cycle of students. Overall direction needs to set as follow.

A. From a newborn baby up to preschooler: this period is important in that a basis of learning is formed. Local government have to provide quality resources and environment for education in a close partnership with diverse organization.

B. Elementary, middle, and high school periods: school is a main venue for education and educational inequality could get seriously worsened during this period. Therefore, students need to get help to enhance their capability through customized education problem, mentoring program, career consulting, and social networking building program.

C. After high school graduation: in this period, career choice and vocational training are key issues. Local governments have to cooperate with universities, companies, and professional vocational organizations to provide career experience programs, internships, and vocational training programs. Also, these programs have to be jointly managed and taken responsibility for through the free semester and high school credit system.

On top of all, local government have to establish a comprehensive system to manage support programs by phase. They have to build a database to manage one's data and learning history, and design customized support system accordingly. The purpose and target of life-long education supports is to constantly provide educational opportunities according to each student's situation and needs and create an environment in which students could take advantage of those opportunities. In this regard, proactive efforts and innovative strategies from local governments are badly needed. The comprehensive support strategy in life-long history is aiming at facilitating overall development and growth of individuals by taking into account characteristics and needs of each phase in life cycle and providing continuous educational supports.

IV. Conclusion- Social Mix Policy for Combining Accessibility and Diversity

A human rights city refers to a city where all citizens could enjoy equal rights and opportunities. In such a city, social mix matters most. Social Mix means that people from various socio-economic backgrounds coexist and interact in one community, which is one of critical key elements of social integration. All city facilities, including

schools, have to be easily accessible to everyone and should not provide only uniformed standard to entice citizens for the discourse of normality.

In Korean society, education has been regarded as a path for social mobility among generations and classes, and also as the most important means for an individual's social success. However, the significance of education soon became a major factor highlighting the problem of educational inequality. However, educational inequality of Korea is mainly manifested in gaps of academic performance, accessibility of academies and private education, and college entrance rate. In particular, it become more difficult for students from low-income family to get access to private education, which could finally further emphasize the gaps in academic performance. The biggest challenge in social integration is 'inclusive integration'. It is not just about integrating minorities or diverse groups, but recognizing their diversity and utilizing it as an enriching asset for society. This vision of inclusive integration means combining diversity in an 'inclusive' context.

In certain Canadian provinces, especially Ontario, Quebec, and British Columbia, formal inclusive education in only its name has often been pointed out as a problem. Their inclusive education tends to integrates students from diverse backgrounds, however, it is difficult to nurture a deep solidarity or interaction between them. It is far away from substantial targets of inclusive education to exist just as a being separated while being together. Therefore, some raise an opinion that it has to be addressed.

One of the proposed solutions is 'creating an inclusive index'. That is to create a system to measure and evaluate the level of inclusiveness in each region and make use of it as an indicator for continuous improvement. Also, some others say that it requires to adopt 'local curriculum that embodies the value of inclusion'. In so doing, we have to reflect various experience and knowledge of students from diverse backgrounds, so as to promote their solidarity and interaction ultimately to destroy obstacles in design and operation of education process and to seek for building community.

Ultimately, if the target of the human rights cities goal is to build a community where all member could respect their diversity while at the same time to forming deep solidarity, then we have to continuously develop a vision of inclusive and

integrated education and come up with substantial implementation plan accordingly.

We need to create a culture that recognized and respects diversity, so that all citizen could be proud of their won differences and avoid prejudice or discrimination against one another.

Urban space and infrastructure should not restrict accessibility and mobility for people experiencing social exclusion. Also, in the process, it is necessary to redefine urban space to create an environment where people from diverse backgrounds can live together, interact, and understand each other. By doing so, cities could go for a direction that reduces social exclusion and improves the quality of life and dignity of all citizens.

Inequality does not simply mean economic variation, but has already deeply embedded in all aspects of our society at social, cultural, and educational levels. Multifaceted inequality not only reduces the quality of life of individuals, but also poses a threat on a sustainable development of entire communities and countries. In order to address the issue, a sustainable strategy is needed not a short-term measure or temporary approach.

Metropolitan governments obtain a critical status as an entity to address multidimensional inequality. Metropolitan governments that have best known what the local characteristics and issues are could come up with and implement effective solutions. The followings are the key responsibilities that metropolitan governments must undertake in addressing multifaceted inequalities through sustainable strategies.

First, metropolitan governments have to accurately identify inequality in various sectors such as local education, culture, and social welfare. To that end, continued investigation and research is necessary, through which policy priorities and directions have to be set. Second, metropolitan governments have to establish a collaborative system with various stakeholders in the region. We could also effectively address inequality in cooperation with various entities such as local residents, businesses, schools, and private organizations.

Third, metropolitan governments have to have a continuous monitoring and evaluation system. In so doing, it is possible to identify the effects and problems of policies in implementation and prepare appropriate corrections and supplementary measures. It requires a balanced growth and development: customized support and monitoring system. Temporary and prescriptive supports including free education programs and cash transfers, clearly plays a significant role in resolving the economic and educational shortcomings of children and the adolescents over a certain period of time.