

A Study on the Perception of Education Recovery as a Crisis Management Plan for COVID-19

- Focusing on Gwangju Metropolitan Office of Education

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A B S T R A C T

This study aims to analyze the perception of faculty members about educational recovery as a crisis management plan in the educational field and provide implications for educational recovery policies. In this study, an anonymous online survey was conducted on faculty members belonging to the Gwangju Metropolitan Office of Education. Variables were measured using a 5-point Likert scale ranging from 1 (very positive) to 5 (very negative) with higher scores indicating more positive responses. As a result of analysis, Due to the prolonged COVID-19 of all faculty members, students' educational deficits were 60.84% learning deficits, 50.83% psychological and emotional deficits, and 28.99% health deficits. Based on the analysis results, the following policy directions were presented. First, policies that need the most improvement include measures to resolve overcrowded classes, support psychology and emotions, improve basic education, cultivate sociality, and intensive curriculum supplement programs. Second, it is an effective way to ensure the basic educational background of students.

Key words: COVID-19; education recovery; crisis management plan; education policy

1. Introduction

There are concerns about a decline in national competitiveness due to learning deficits caused by COVID-19. According to the combination of online school opening, school attendance, and remote classes, the number of school days decreased to about 50% of the average year (190 days), resulting in a learning deficit. If learning deficits are accumulated without being resolved in the early stages of occurrence, it negatively affects not only the overall personal life such as employment but also national competitiveness. In addition, not only learning deficits, but also psychological and emotional, sociality, and physical health showed red signals. The number of mental counseling among adolescents is increasing due to depression and atrophy caused by COVID-19, which has a negative impact on students' psychological and emotional health. Students' satisfaction with school life has decreased due to difficulties in forming friendship due to the reduction of school attendance, and there are concerns about a decrease in sociality. Students' physical health is also deteriorating, with the obesity rate increasing as the amount of exercise decreases due to restrictions on school classes and outdoor activities.

In this regard, in response to the COVID-19 crisis, there is a tendency for elementary and secondary education investment to expand in many countries, and most countries have promoted policies to alleviate the learning gap for all students. In particular, the United States promoted the 'American Family Plan' with the main content of strengthening educational investment. The federal budget was provided to states that provide free education for the ages of 3 to 4, and non-department employees such as expanding subsidies for low-income schools, mentoring and leadership programs, improving teacher treatment, and counseling and health were added. The UK invested in tutoring programs to bridge the educational gap.

It is necessary to establish educational conditions to leap forward beyond simple daily restoration. In other words, it is necessary to improve educational conditions by resolving overcrowded classes for customized education to support learning deficits (Ministry of Education, 2021). Therefore, this study aims to analyze the perception of faculty members about educational recovery as a crisis management plan in the educational field and

provide implications for educational recovery policies based on this.

2. Education Recovery as a Crisis Management Plan for COVID-19

2.1. Covid 19 and education

COVID-19 has caused various problems in education, including the mass production of learning gaps and the problem of care gaps. According to Lee Jung-Hyun et al.,(2020), students were restricted from outside activities due to COVID-19, reducing activities with friends and family, while private education and the use of digital devices increased significantly. Teachers had difficulty in promoting student participation in online classes, lack of interaction with students, and difficulty in forming rapport with students. Parents focused on quarantine and hygiene management, and elementary school parents were paying a lot of attention to friendship, and middle and high school parents were paying a lot of attention to performance evaluation, assignments, and career advancement.

According to Park Mi-Hee (2020), educational differences are educational inequality in that they occur according to the economic level of the family, not the individual's ability. According to him, the lower the economic level of the family after COVID-19, the poorer the environment and learning conditions for online classes. Students from families with financial difficulties did not understand the contents of online classes well and had difficulty in performing school assignments. However, rather than receiving help from teachers or guardians, they often solved or failed to solve it alone. On the other hand, in families with high economic levels, guardians were actively involved in learning activities while participating in their children's online classes and guiding their studies.

2.2. Education Recovery and Education deficits

Education deficits caused by COVID-19, that is, students' learning, psychological, and emotional deficits, can be seen well through the results of the 20-year academic achievement evaluation. Looking at the level of achievement by subject, the proportion of students with ordinary education or higher tends to decrease compared to 2019, and the proportion of students with less basic education tends to increase. In the case of students' happiness in school life, middle school students' happiness decreased by 4.9%p and high school students' happiness decreased by 3.5%p in 2020. In the case of teachers and parents, the opinion that the most necessary is to supplement the teaching and learning

capabilities to resolve learning deficits. Students suggested that it is necessary to supplement their teaching and learning capabilities to revitalize student activities such as peer activities and support for out-of-school experience learning and resolve learning deficits (Ministry of Education, 2021).

<Table 1> Percentage of achievement level by subject (%)

Category	Level 3 or higher (normal education)					
	Middle school student 3			High school student 2		
	Korean language	Math	English	Korean language	Math	English
'19	82.9	61.3	82.9	61.3	82.9	61.3
	(0.54)	(0.94)	(0.54)	(0.94)	(0.54)	(0.94)
'20	75.4	57.7	75.4	57.7	75.4	57.7
	(0.76)	(1.01)	(0.76)	(1.01)	(0.76)	(1.01)

(continued)

Category	Level 1 (less than basic education)					
	Middle school student 3			High school student 2		
	Korean language	Math	English	Korean language	Math	English
'19	82.9	61.3	82.9	61.3	82.9	61.3
	(0.54)	(0.94)	(0.54)	(0.94)	(0.54)	(0.94)
'20	75.4	57.7	75.4	57.7	75.4	57.7
	(0.76)	(1.01)	(0.76)	(1.01)	(0.76)	(1.01)

In order to overcome these difficulties, the concept of educational recovery emerged. Education recovery means recovering problems such as the educational gap and alienation of students caused by the continued COVID-19 epidemic and response situation without going to school and non-face-to-face classes becoming commonplace. In other words, the purpose is to comprehensively support deficits such as student learning, psychology, and emotion to recover all students' education and further leap forward into future education

2.3. Education Ministry's Major Policies for Education Recovery

The Ministry of Education is promoting various education recovery policies. First, it is support for the recovery of educational (learning, emotional, and social) deficits. To this end, it is supported customized for students according to the level and hope of each student suffering from learning deficits to expand

practical educational opportunities and help foster learning capabilities. The "Concentration of Curriculum Supplement (Learning Guidance) Program" will open small classes of about three to five students who have deficiencies in curriculum or want to teach them intensively after school and during vacation. Small-scale learning supplementation, counseling, and feedback (feedback) are supported through "tutoring" using university students and local instructors such as schools and private universities, and senior teachers support 1:1 customized "learning consulting" for high school students. It actively supports students in need, such as expanding cooperative class operation schools, strengthening support for Do Dream schools, and establishing a comprehensive learning clinic center at all education offices. For comprehensive counseling and treatment tailored to students, it helps recover deficits such as psychology, emotion, sociality, and physical health, such as counseling, support for treatment costs, and medical services visiting vulnerable areas.

Second, it is customized support for infants, vocational high schools, and vulnerable groups. To this end, it helps children and vocational high school students who are having difficulties in their early stages of development and employment due to COVID-19 through customized support. It will quickly provide comprehensive support for psychological and emotional counseling and development support so that infants can grow up properly, and create an environment for children to play sufficiently. It helps vocational high school students to support employment by providing additional tests for technician qualifications, supporting application fees, and using assistant instructors for practical classes for unemployed graduates.

From initial adaptation to multicultural, disabled, and North Korean defectors to supplement learning deficits, psychology, emotions, and career guidance, customized intensive support will be provided for each student situation. In the case of students from low-income families, education support will be expanded to bridge the learning gap, and middle and high school students with potential will continue to be provided to universities.

Third, improve educational conditions. To this end, in consideration of the expansion of school and the pandemic of similar infectious diseases, comprehensive improvement will be promoted to reduce the density in schools and reduce overcrowded classes. We will actively resolve overcrowded classes (the top 20% level) with more than 28 students per class (from 2024), and actively cooperate with the provincial and provincial offices of education to promote phased reduction. It supports the promotion of projects to resolve overcrowded classes by the metropolitan and provincial offices of education by expanding financial support for new and expanded schools and improving systems such as investment screening.

The Ministry of Education and the Office of Education will operate a working-level organization to establish a mid-to long-term plan to resolve overcrowded classes, and secure an appropriate size of teachers by preparing a mid- to long-term teacher supply model. Through the Teachers' Healing Support Center and Psychological Healing Camp, we will support the psychological recovery of teachers exhausted by education and quarantine during the COVID-19 crisis and

promote the efficiency of school work. In order to leap forward into future education, future curriculum and textbooks will be prepared and climate, ecology, and democratic citizenship education will be strengthened.

3. Materials and Methods

In this study, an anonymous online survey was conducted on 1,821 faculty members belonging to the Gwangju Metropolitan Office of Education. Looking at the personal background of the survey subjects, 65 kindergartens (3.57%), 797 elementary schools (43.77%), 557 middle schools (30.59%), 340 high schools (18.67%), 29 special schools (1.59%), and 33 administrative agencies (1.81%). By occupation, there are 1,535 teachers (84.29%), 61 education administration workers (3.35%), 176 education officials (9.67%), 29 education professionals (1.59%), and 20 other occupations (1.10%).

<Table 2> Descriptive statistics of survey participants

Characteristics		N(%)
	school class	
Kindergarten		65(3.57)
Elementary School		797(43.77)
Middle School		557(30.59)
High School		340(18.67)
Special-Education School		29(1.59)
Administrative Organization		33(1.81)
	type of status	
Teacher		1535(84.29)
educational administration personnel		61(3.35)
educational assistant		176(9.67)
educational professional personnel		29(1.59)
others		20(1.1)

The questionnaire was converted into a web survey that was easy to respond to online and distributed via e-mail to respondents. Variables were measured using a 5-point Likert scale ranging from 1 (very positive) to 5 (very negative) with higher scores indicating more positive responses.

4. Analysis results

4.1. Necessity of Comprehensive Plan for Education Recovery

The majority of faculty and staff agreed on the necessity of the 'comprehensive plan for educational recovery' policy (86.71%). Due to the prolonged COVID-19 of all faculty members, students' educational deficits were 60.84% learning deficits, 50.83% psychological and emotional deficits, and 28.99% health deficits. For all elementary, middle and high school faculty members, the figures for students' educational deficits were similar.

<Table 3> Necessity Perception of Comprehensive Plan for Education Recovery

category	elementary school	middle school	high school
very agree	376(47.2)	207(37.2)	129(37.9)
agree	340(42.7)	250(44.9)	163(47.9)
disagree	38(4.8)	64(11.5)	18(5.3)
Very disagree	8(1.0)	24(4.3)	13(3.8)
not know	35(4.4)	12(2.2)	17(5.0)
Total	797(100)	557(100)	340(100)

Relatively, elementary schools had high health deficits, middle schools had high psychological and emotional deficits, and high schools had high learning deficits.

<Table 4> degree to which students perceive educational deficits

category	learning deficit	psychological and emotional deficits	health deficit
no problem	83(4.56)	83(4.56)	246(13.51)
weak	128(7.03)	126(6.92)	221(12.14)
neutral	502(27.57)	577(31.69)	826(45.36)
serious	796(43.71)	739(40.58)	414(22.73)
very serious	312(17.13)	296(16.25)	114(6.26)

Policies for educational recovery were found to be fostering student sociality (26.37%), supplementing curriculum and learning capabilities (26.01%), and psychological and emotional counseling and treatment (22.09%).

<Table 5> deficits Areas of Intensive Support for Education Recovery

category	N (%)
Supplementation of curriculum competency	922(26.01)

psychological and emotional counseling and treatment	783(22.09)
cultivation of student social skills	935(26.37)
health promotion program	256(7.22)
Customized support for vulnerable groups	626(17.66)
Others	23(0.65)

4.2. Satisfaction with the Comprehensive Plan for Education Recovery

Overall satisfaction (very positive + positive) by school level (elementary, middle and high school) was in the order of elementary school (65.9%), middle school (57.3%), and high school (51.0%). Projects with high satisfaction (very positive + positive) were found to be psychological and emotional support (67.44%), basic education improvement (66.01%), basic and basic learning diagnosis (65.24%), psychological and emotional diagnosis (64.97%), social development, and private education programs (64.25%). Low satisfaction (very negative + negative) projects were found in resolving overcrowded classes (22.18%) and integrated recovery of teachers (18.89%).

When analyzing the results of detailed project surveys by school level, elementary school staff showed relatively high satisfaction in basic and basic learning diagnosis, basic education improvement, and curriculum supplementation programs. Middle school faculty members were relatively satisfied with physical health activities (66.6%), and dissatisfaction was high in the curriculum supplement concentration program (15.7%) and overcrowded classes (25.8%). High school faculty members were relatively satisfied in psychological and emotional support (59.1%) and future education innovation (56.2%), while dissatisfaction was high in measures to resolve overcrowded classes (22.3%) and integrated recovery (25.3%).

This is due to the lack of links between elementary, middle and high schools. In other words, in elementary school, only the basic parts are taught, while many students have difficulty learning due to the sudden increase in the level of middle and high school. Accordingly, in order to diagnose basic and basic learning and improve basic education, it is necessary to encourage continuous guidance, not one-time. Not only a simple academic background diagnosis but also an overall diagnosis is required. Management support is needed not only for the vulnerable but also for children in the upper middle class. Teachers in the first and second grades of elementary school need support to focus on guiding students' basic lives. In order to improve basic education, it is necessary to continuously input professionals or supplement the system, not to show. It is

necessary to establish a vacation learning guidance system so that learning deficits are not repeated due to disconnection during vacation. A process should also be prepared to supplement student learning deficits to learn what to learn and to evaluate so that promotion is possible.

It is the aspect of intensive curriculum supplementation program and learning consulting. This policy has a good educational purpose, but it is difficult in school sites such as difficulty in recruiting students, low participation and learning motivation of students, non-guaranteed student options, and the burden of teacher classes. In many cases, the teacher's opinion collection process was not passed due to unilateral instruction. In addition, students want to study, but they often don't know what to do. Therefore, since the teaching and learning of the supplementary class method is ineffective, it is necessary to design it so that learning, experience, play, and care can be performed together during vacation. It opens a intensive curriculum supplementation program as an after-school program and operates it in the long term. It is also necessary to invest part of the budget in the production of online content with good access, such as EBS, to come up with a plan for all necessary students to learn regardless of time and place, and to provide textbooks necessary for supplementing subjects. It is necessary to actively understand and promote the curriculum supplement concentration program for the educational community, and customized consulting and continuous management are important to improve students' self-directed learning skills.

It is the aspect of psychological and emotional diagnosis and support. At a time when community activities for each class are insufficient due to the current high school credit system, psychological anxiety has intensified due to COVID-19. Therefore, it is necessary to strengthen the capacity of counseling teachers and actively encourage the above-class counseling activities in unit schools. It is also necessary to prepare programs to restore family and friendship, and to prevent and treat student smartphone addiction. In addition to administrative and financial support for psychological and emotional diagnosis, direct support such as psychiatric treatment costs linked to professional counseling institutions, and intensive counseling and treatment support from counseling experts are also needed. It is also necessary for the Office of Education to establish an integrated psychological and emotional support system that can actually support unit schools.

learning diagnosis	elementary school	(398)	(394)	(166)	(20)	(05)	(18)
	middle school	143 (257)	191 (343)	182 (327)	13 (23)	16 (29)	12 (22)
	high school	46 (135)	107 (315)	111 (326)	27 (79)	11 (32)	38 (112)
Psychological and emotional diagnosis	elementary school	247 (310)	321 (403)	178 (223)	26 (33)	10 (13)	15 (19)
	middle school	142 (255)	213 (382)	161 (289)	18 (32)	11 (20)	12 (22)
	high school	50 (147)	138 (406)	94 (276)	23 (68)	12 (35)	23 (68)
Medical diagnosis	elementary school	235 (295)	329 (413)	176 (221)	23 (29)	11 (14)	23 (29)
	middle school	127 (228)	225 (404)	156 (280)	22 (39)	10 (18)	17 (31)
	high school	53 (156)	123 (362)	98 (288)	12 (35)	10 (29)	44 (129)
Improvement of basic education	elementary school	327 (410)	302 (379)	134 (168)	12 (15)	9 (11)	13 (16)
	middle school	133 (239)	213 (382)	157 (282)	26 (47)	15 (27)	13 (23)
	high school	44 (129)	116 (341)	111 (326)	28 (82)	10 (29)	31 (91)
Supplementation of curriculum and intensive program	elementary school	312 (391)	283 (355)	134 (168)	17 (21)	21 (26)	30 (38)
	middle school	135 (242)	167 (300)	156 (280)	36 (65)	51 (92)	12 (22)
	high school	59 (174)	117 (344)	92 (271)	25 (74)	21 (62)	26 (76)

It is a social cultivation program. Currently, due to COVID-19, the closed life has been prolonged, and the opportunity to learn how to get along with others has disappeared. In non-face-to-face situations, the necessity of social education through social face-to-face activities and experiences such as inexperience in expressing self-emotion is being raised. Therefore, it is necessary to operate various programs to form the credibility and intimacy of the educational community (teachers, students, and parents). In the bleak atmosphere, it is also necessary to form a bond between the homeroom teacher and the students through programs accompanying the priest such as Hope Class.

It is a physical health activity. After COVID-19, students' physical strength weakened due to shrinking physical activities, experiential learning, school trips, and training activities. Accordingly, it is efficient to intensively support swimming classes in one grade, and it is important to revitalize the operation of unit school sports clubs and health classes, and to operate mini sports competitions and sports hours by grade.

<Table 6> Satisfaction by detailed project(a)

category		very positive	positive	neutral	negative	very negative	no reply
Basic	elementary	317	314	132	16	4	14

In order to provide customized support for infants, it is necessary to improve the infant play curriculum and provide support tailored to the characteristics of infants. In order to support employment at vocational high schools, it is important to strengthen employment support, such as actively finding employment places, and field training at vocational high schools should be activated. It is customized support for the vulnerable. The harder the economy is, the greater the economic and emotional difficulties of vulnerable students, resulting in difficulties in adapting to school. In this regard, it is important to provide 1:1 customized programs for children from multicultural and low-income families, and to provide customized support for vulnerable students who need help.

<Table 7> Satisfaction by detailed project(b)

category		very positive	positive	neutral	negative	very negative	no reply
Learning consulting	high school	62 (18.2)	111 (32.6)	97 (28.5)	29 (8.5)	19 (5.6)	22 (6.5)
	elementary school	276 (34.6)	293 (36.8)	156 (19.6)	25 (3.1)	15 (1.9)	32 (4.0)
Psychological and emotional support	middle school	154 (27.6)	230 (41.3)	132 (23.7)	19 (3.4)	8 (1.4)	14 (2.5)
	high school	68 (20.0)	133 (39.1)	89 (26.2)	21 (6.2)	9 (2.6)	20 (5.9)
	elementary school	250 (31.4)	310 (38.9)	156 (19.6)	39 (4.9)	19 (2.4)	23 (2.9)
Cultivation of social skills, priestly companion program	middle school	134 (24.1)	201 (36.1)	159 (28.5)	33 (5.9)	18 (3.2)	12 (2.2)
	high school	71 (20.9)	119 (35.0)	96 (28.2)	21 (6.2)	15 (4.4)	18 (5.3)
	elementary school	201 (25.2)	274 (34.4)	216 (27.1)	70 (8.8)	17 (2.1)	19 (2.4)
Physical health activities	middle school	128 (23.0)	243 (43.6)	136 (24.4)	31(5.6)	9 (1.6)	10 (1.8)
	high school	71 (20.9)	109 (32.1)	95 (27.9)	24(7.1)	13 (3.8)	28 (8.2)
	infant	31 (47.7)	18 (27.7)	11 (16.9)	2(3.1)	2 (3.1)	1 (1.5)
Customized support for infants	high school	55 (16.2)	112 (32.9)	83 (24.4)	23 (6.8)	13 (3.8)	54 (15.9)

This is a way to eliminate overcrowding. In the COVID-19 situation, children should practice minimum distancing, but if there are more than 20 students in the current classroom standard, distancing cannot be conducted. There were no incentives for

overcrowded classes or science colleges, so the relative fatigue of teachers working was high. Therefore, it is necessary to reduce the number of infants per class or to support educational activities, and not only 28 or more classes, but also gradually reduce the number of students per class to 20 per class.

It is an integrated recovery of teachers. In the case of teachers, healing clubs or teacher work mitigation are not felt with their bodies. This is because it is difficult to choose a club that can be healing and the reduction of work has not changed much three years ago or now. As a result, it is easy for teachers to burn out to support additional work given due to social situations and student problems caused by various deficits, so support is needed to recover them. For example, it is necessary to distribute standards for work manuals to resolve work conflicts between the administrative office and the teacher's office.

Future education is also important. However, the systematic management system of the tablet support project for students is poor. For example, if paid to individual students, the burden of loss and damage is high. Students often use wireless LANs built in schools at random to play mobile phone games during breaks and lunch hours. Accordingly, students' ability to use information and communication, AI education, and media literacy education are important.

<Table 8> Satisfaction by detailed project(c)

category		very positive	positive	neutral	negative	very negative	no reply
Customized support for vulnerable groups	elementary school	238 (29.9)	303 (38.0)	159 (19.9)	32 (4.0)	8 (1.0)	57 (7.2)
	middle school	120 (21.5)	194 (34.8)	163 (29.3)	29 (5.2)	9 (1.6)	42 (7.5)
	high school	60 (17.6)	110 (32.4)	102 (30.0)	14 (4.1)	15 (4.4)	39 (11.5)
Overcrowded class resolution	elementary school	214 (26.9)	210 (26.3)	162 (20.3)	73 (9.2)	84 (10.5)	54 (6.8)
	middle school	127 (22.8)	135 (24.2)	130 (23.3)	63 (11.3)	81 (14.5)	21 (3.8)
	high school	87 (25.6)	87 (25.6)	65 (19.1)	33 (9.7)	43 (12.6)	25 (7.4)
An integrated recovery of teachers	elementary school	209 (26.2)	221 (27.7)	202 (25.3)	71 (8.9)	64 (8.0)	30 (3.8)
	middle school	101 (18.1)	165 (29.6)	169 (30.3)	48 (8.6)	56 (10.1)	18 (3.2)
	high school	69 (20.3)	74 (21.8)	90 (26.5)	32 (9.4)	54 (15.9)	21 (6.2)
Future Education Innovation	elementary school	256 (32.1)	286 (35.9)	159 (19.9)	36 (4.5)	22 (2.8)	38 (4.8)
	middle school	143 (25.7)	192 (34.5)	143 (25.7)	38 (6.8)	19 (3.4)	22 (3.9)

high school	71 (20.9)	120 (35.3)	93 (27.4)	16 (4.7)	14 (4.1)	26 (7.6)
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5. Conclusions

This study analyzes the effectiveness of school recovery policies centering on the Gwangju Metropolitan Office of Education and presents policy implications. There is a growing consensus across society that it should leap forward into future education based on innovative changes in the educational field that are taking place in the process of responding to COVID-19. As remote classes increase the openness of classes and attempt various experimental education methods, expectations for the possibility of educational innovation using advanced technologies are increasing. In particular, as the educational space expands and various classes using digital infrastructure are possible, fundamental questions about the role of schools and teachers in the future are being raised.

Based on the analysis results, the following policy directions were presented. First, policies that need the most improvement include measures to resolve overcrowded classes, support psychology and emotions, improve basic education, cultivate sociality, and intensive curriculum supplement programs. Specific improvements include gradual reduction of the number of students per class, strengthening counseling teachers' capabilities, actively encouraging counseling activities in unit schools, preventing and treating student smartphone addiction, operating a student mentor system (college students, retired teachers, etc.), social education, play, and rest time.

Second, it is an effective way to ensure the basic educational background of students. To this end, it is necessary to expand and operate the teacher system dedicated to basic education, support the linkage of the learning clinic center, and guide the responsibility of the homeroom teacher. In particular, in order to compensate for learning deficits, it is necessary to expand the role of a learning clinic center, strengthen support projects for guaranteeing literacy and mathematical skills, develop and distribute subject supplementary guidance materials, and strengthen the use of a basic education correction system.

Third, it is the cultivation of students' psychology, emotion, and sociality. To this end, it is necessary to provide medical services linked to counseling and external institutions, develop and distribute psychological and emotional support programs, operate life education programs

centered on relationship recovery and autonomy, and provide art experience opportunities. In addition, it is necessary to expand experience programs, install We-Class for all schools, expand the budget for class operation costs and desired classes, and revitalize experiential learning.

Fourth, it is also necessary to activate students' physical health activities. To this end, it is important to support the operation of in-school sports clubs by level, to train and share cases in health and physical fitness classes, and to promote the operation of health curriculum. In addition, it is necessary to operate health and physical education classes by district, prepare measures to utilize local governments' linked facilities, revitalize physical education classes in the curriculum, support specialized sports facilities, expand simple sports facilities, and revitalize small sports competitions in schools.

Fifth, teacher support and psychological recovery are very important. To this end, it is necessary to promote the operation of a teacher's healing club, personal (group) counseling and psychotherapy support, mental healing job training, and mind care programs to visit schools.

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