

Article

Development Task and Direction of Overseas Korean Studies to Foster Global Citizens: Focusing on Central Asia

Aigerim BELYALOVA & Sun Hyung PARK



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Introduction

The Republic of Korea, after escaping from the ravages of war and economic poverty and with accession to the OECD Development Assistance Committee, shares its development experience with other partner countries and promotes “South Korea, a country of coexistence and mutual prosperity” (Mo 2016). On the Eurasian continent, Central Asia is a strategically valuable region and a key space for the realization of Korea’s Eurasia initiative at the level of building Eurasia’s transportation, logistics, energy, and trade networks (Park et al. 2017, 23). Based on strong historical and cultural bonds, economic ties as well as cultural exchanges between Korea and the countries of the region in the future are expected to be strengthened. The interconnection of the interests of developing countries in Central Asia that admire and imitate South Korea and the influence of the Korean Wave have created an environment in which Korean Studies can naturally be taught abroad.

Starting in 1973, the overseas Korean Studies support project is currently carried out by organizations under the Ministry of Foreign Affairs, such as the Korea Foundation, the Korea International Cooperation Agency (KOICA), the Overseas Koreans Foundation, and the Academy of Korean Studies (AKS), an organization under the Ministry of Education, and by the Ministry of Culture, Sports, and Tourism (Lee 2009, 16). Each institution provides support for the establishment of courses and professorships in Korean Studies, local research activity, and teaching material development, dispatches visiting professors, and offers scholarships for students on master’s and doctoral programs in Korean Studies (KF 2020). Among these projects, the “Seed Program for Korean Studies” and “Core University Program for Korean Studies” correspond to representative policy examples for Central Asia. However, the effectiveness of the support project is questionable because each university only announces achievements based on research results. In other words, support projects fix various problems such as one-off, limitations of the amount of support, lack of information on Korean Studies abroad, that when provided superficially, is also one of the most important problems (Jang 2014, 73).

In addition, the trend of previous research related to Korean Studies in

Central Asia can be broadly divided into research in Korean language education and in the sociology field. In other words, while research related to Korean language education (Nam 2011; Kim and Larionova 2018; Soleeva 2019; Ryu 2020) focuses on educational content and the implementation status of Korean language education, research in the field of sociology (Kang, Khon, and Hong 2014; Lee 2003; Kokaisl 2018; Koh and BaeK 2020; Ahn 2021) mainly focuses on the history and status of Koreans abroad, ethnic identity, and analysis of the motivation for applying to Korean universities. This is because the courses at each university are currently focused on Korean language and literature education, without diversity in Korean Studies, and many educational institutions in Central Asia do not have the capacity to conduct research related to Korean Studies (Jang 2018; Belyalova 2020). Therefore, for the development and international competitiveness of Korean Studies, it is necessary to expand the scope of Korean Studies as global studies that communicate with other studies through universal trends like peace (Kim 2020, 532), international understanding, and fostering a global mindset, breaking away from the narrow framework of linguistics, literature, and historical education.

In a global society, where the interdependence of countries and environmental uncertainty are growing, educating students about their roles as global citizens is a challenge that has taken on increasing importance (Noddings 2005). As the world needs to “cultivate a global citizenship,” it was introduced as a key priority of the Global Education First Initiative (GEFI) in 2012 and said to improve the quality of world education at the 2015 World Education Forum (WEF) in Incheon (UNESCO 2015). The 2015 WEF provided the Republic of Korea with a valuable opportunity to raise its status as a great educational power and to play a role as a leading country in setting the education agenda. Based on these premises, the main purpose of this study is to analyze the current state of Korean Studies through the cases of major universities in the Central Asian region which provide a dynamic and strong development of Korean Studies education and to explore implications to empower students as global citizens in the context of Korean Studies, focusing on the perceptions and practices of teachers. The study was driven by the following research questions:

- 1) What is the overall state of Korean Studies and its supporting policy by the Korean government in Central Asian major universities?
- 2) How do teachers understand global citizenship, and what mechanisms

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are at work to foster students as global citizens in the context of Korean Studies?

- 3) What actions should stakeholders take to ensure the sustainable development of Korean Studies in Central Asia to foster global citizens?

Literature Review

Korean Studies Support Policy in Central Asia

In the 21st century, the earth has been transformed into a single unit of life, and the boundaries of the modern nation-state, centered on the existing territory, have been weakened. In line with environmental changes and free trade agreements, each country is making various attempts to actively establish close cooperative relations in the fields of political society and culture, as well as in economic areas such as the means of production and the labor market (Park and Belyalova 2017, 212). In particular, efforts are made to establish an institutional mechanism to secure a human platform for economic cooperation, as well as mutual understanding between countries through the effective exchange of human resources. Among them, Central Asia has grown in status in the reorganization of the new international order and has now become an area where strategic understanding and attention from major countries around the world is concentrated (Park et al. 2017).

Since the independence of Central Asian countries, the Republic of Korea has boldly made trade and investments, but the human resources needed for international exchange between the countries are very limited (Park and Belyalova 2017, 212). In this context, since the 1990s the Korea Foundation as a specialized public diplomacy organization, the National Institute for International Education (NIIED), and the first-aid universities support dozens of students from Central Asian countries to study in Korea each year (Lee 2019, 67). In addition, Central Asia has emerged as a key partner of the Korean government's "New Asian diplomacy" and the recent "New Northern Policy" (Lee 2009, 99). Accordingly, since 1992 the Korea Foundation as a public diplomacy organization has supported Korean Studies to enhance cultural influence and to promote proper awareness and understanding of Korea in the region. Today the Korea Foundation provides support for the establishment of courses and professorships in Korean Studies at prominent

universities worldwide to support Korean Studies and the teaching of Korean language abroad. Dedicated to fostering the next generation of Korea experts, Korea Foundation also dispatches visiting professors and offers scholarships for students on Korean Studies master's and doctoral programs (Korea Foundation 2020).

On the other hand, the Korean Culture and Information Service (KOCIS) announced details of their "Strategies for the Globalization of Korean Arts and Culture 2018–2022" plan during a press briefing in Seoul on April 30, 2018. According to this four-year action plan, in the Commonwealth of Independent States (CIS), KOCIS (2018) is to expand its cultural programs to transform the Russian and Kazakhstani cultural centers into full-on Korean culture hubs, while the King Sejong Institute Foundation is to increase its number of Korean language students from 60,000 to 90,000 by 2022. Aiming for progression and advancement in Koreanology studies both domestic and abroad, the Korean Studies Promotion Service (KSPS) of the AKS supports programs focused on establishing infrastructure for Koreanology research and education, creating academic and educational content, and producing individual or group studies (Song 2014). Table 1 shows the funding for each global project of the AKS as of 2021.

Table 1. Korean Studies Promotion Program and Funding

Project	Title	Category	Program Project	Total Budget for 2021 (Unit: Million KRW)
Korean Studies Promotion Program		Koreanology Programs: Global	Seed Program for Korean Studies	829
			Core University Program for Korean Studies	1,212
			Laboratory Program for Korean Studies	600
			Strategic Research Institute Program for Korean Studies	200
			Academic Translation of Korean Texts	260

source: The KSPS Website

(accessed August 15, 2021, <https://ksps.aks.ac.kr/hpjsp/hmpeng/bizguide/koreanstudypurpose.jsp>)

In the same context, an international seminar on the theme of “Expanding the Horizon and Strengthening the Potential of Research on Overseas Korean Studies” was held at the Faculty of Oriental Studies at the Al-Farabi Kazakh National University from 3 to 5 October 2018. The main proposal of this seminar, attended by 18 research teams from 15 countries, was to make a significant contribution to the establishment of realistic overseas Korean Studies-related policies and development directions through the construction of the latest Korean Studies information and data. Participants had opportunities to share information about Korean Studies in their respective universities and countries, including the difficulties and problems related to overseas Korean Studies seed-type projects. The seminar played a great bridging role leading to a greater leap and development into “Korean Studies in the World” and “Korean Studies in Communication,” and further expanding the horizons and enhancing the status of Korean Studies abroad (AKS 2018).

As mentioned above, the government’s policy to support Korean Studies abroad is having an impact as one of the factors for the development of Korean Studies. However, it is difficult to simplify and measure the effect of implementing Korean Studies support policies for overseas universities due to the specific environmental conditions of each country. The Republic of Korea and Central Asia have established reciprocal cooperation based on such human exchanges and mutually complementary economic structures, but the scale of cooperation in the field of Korean Studies is still far behind its potential. To maximize the effect of the support project, it is necessary to collect information about research and education trends in overseas Korean Studies, based on the opinions of local expert groups formed by countries or regions (Kwak 2012, 236), but the previous studies related to Korean Studies in Central Asian region are insignificant. In other words, previous studies that identify the current state of Korean Studies research and education trends in Central Asia are insufficient. The existing studies related to overseas Korean Studies (Lee 2009; Cho 2009) mainly deal with the leading areas of the field (such as North America, Europe, Japan, etc.) and the information on the official websites of Korean Studies support organizations, or their published materials are presented only in general terms. As such, it is necessary to have a deeper understanding of the external and internal environments of Korean Studies in Central Asia, which can affect the efficiency of financial support and consequently help the future development of overseas Korean Studies and educational innovation.

Current State and Task of Korean Studies in Central Asia

At present, Central Asia is a multi-ethnic and multi-religious region that serves as a crossroads of continental trade routes and geopolitical, strategic, and cultural understandings and that has Western and Eastern characteristics. In recent years, due to the rising economic status of South Korea in the world, there has been a significant increase in Korean language students in Central Asia for employment purposes, and Korean language education in this region has grown rapidly in popularity, in line with interest in Korean popular culture. With the steady human and material support of the Korea Foundation, Education Center Embassy of the Republic of Korea, and the Academy of Korean Studies, Korean Studies has become a foundation for growth in the region. Table 2 shows the status of Korean Studies at major universities in Central Asia.

Table 2. Status of Korean Studies at Major Universities in Central Asia

University	Total Budget for 2021 (Unit: Million KRW)
Korean Studies Promotion Program	<ul style="list-style-type: none"> • 1992 - Korean language course started • 1993 - Korean Department established • 2006 - Signed a double degree system contract with the Department of Korean Language, Kyung Hee University, Republic of Korea • 10 faculty members and 100 students • Affiliated College/Faculty: Oriental Studies and International Relations Faculty * Majors: Korean Language, Korean Studies, East Asian Studies
Tashkent State University of Oriental Studies (Uzbekistan)	<ul style="list-style-type: none"> • 1991 - Korean language course started • 1993-2004 - Operated Department of Korean Studies • 2004 - The Department of Far Eastern and South Asian Languages changed to the Department of Korean Studies • 2015 - Reorganized the Department of Oriental Languages and Korean Studies • 2012-2015 and 2015-2018 - Completed “Seed Program for Korean Studies” • 2018 - Reorganization of Korean Studies Department • 27 faculty members and 308 students • Affiliated College/Faculty: Korean Studies * Majors: Korean Language and Literature, Korean Studies

Al-Farabi Kazakh National University (Kazakhstan)	<ul style="list-style-type: none"> • 1988 - Korean language course started • 1994 - Department of Korean Studies established • 2017-2020 - Carried out "Seed Program for Korean Studies" • Operates double degree educational program with the Hankuk University of Foreign Studies, Busan University of Foreign Studies, and Kangnam University, Republic of Korea • Operates the KF Global e-School, One Asia Program • 23 faculty members and 171 students • Affiliated College/Faculty: Oriental Studies * Majors: Language and Literature, Translation, Oriental Studies
Kazakh Ablai Khan University of International Relations and World Languages (Kazakhstan)	<ul style="list-style-type: none"> • 1993 - Korean language course as a second foreign language started • 1998 - Korean Language major in the Department of Oriental Languages established • 2012 - Reorganized the Department of Korean Studies and opened Center for Korean Studies • 2013 - Korean Translation major opened • 2012-2015 - Completed the "Seed Program for Korean Studies" • 2015-2020 - Selected for "Core University project" • 18 faculty members and 238 students • Affiliated College/Faculty: Oriental Studies * Majors: Language and Literature, Translation, Oriental Studies

source: Korea Foundation Statistics Center
(accessed August 21, 2021, <https://www.kf.or.kr/koreanstudies/koreaStudiesMap.do>)

As shown in Table 1, major universities in various Central Asian countries mainly provide education in Korean literature, interpretation and translation, and Korean Studies. Since the 1990s, Korean language education and Korean Studies have grown in popularity, and the demand for Korean language education has significantly increased. This is because a large Korean diaspora lives in Kazakhstan, Uzbekistan, and Kyrgyzstan, where Korean language education as an ethnic language education occupies an important position (Jang 2013). In this way, through Korean language and literature, as well as Korean Studies education, learners can acquire language, cultural, social, historical, and literary abilities. Therefore, it is now necessary to think of ways for Korean

Studies to coexist with a world where it is considered as a study of cultivating global citizens. According to Kwon (2014), education for native citizens on human character within literature education encompasses education on national identity and individual identity. However, if learners from multi-ethnic and multicultural regions, such as Central Asia, which do not have a single goal of ethnicity, are the subjects of teaching, the goals and directions will have to be revised.

In recent years, many students have taken courses in elementary and secondary educational institutions. The growth of Korean language education is likely to continue due to Central Asia's interest in the economic power of Korea and the influence of Korean popular culture, also known as "Hallyu." According to the Korea Foundation Statistics Center information (www.kf.or.kr), while close to 52 universities in Central Asia currently offer Korean language courses, only four universities in three countries have master's and doctoral degree programs. Therefore, there is a shortage of Korean teachers, including doctoral staff, compared to the number of students. The fact that there are fewer master's degrees of people in their twenties and thirties reflects the reality that people who have studied at graduate schools in Korea since the 1990s rarely return to Korean Studies (Jang 2013). At those ages, it is still early to settle as a scholar or professor, but considering the reality that a person practically begins to take courses from their mid-20s, it is only when they settle as a new scholar or professor that they will be able to faithfully establish the foundation of Korean Studies. This is the reality that Central Asian academics are facing today, and the lack of a doctoral level of staff makes up for the difficulty to provide quality education for graduate and postgraduate students. The training of doctoral level personnel in graduate schools is an urgent issue, and it seems that quicker realistic alternatives and countermeasures are needed (Lee 2019, 76).

In addition, in Central Asian countries, the economic status of professors and scholars is relatively low, which is due to the general situation of not being able to provide a stable research environment (Belyalova 2019, 16; Belyalova and Chun 2020). The problem is that the lack of expertise in Korean Studies allows the increase in demand to remain a temporary phenomenon, and it is difficult to expect development on a long-term level (Jang 2014, 64; Lee 2019). In the end, for Korean Studies to develop in the region, it is necessary to substantially strengthen exchange and cooperation at the domestic and external levels and to gain expertise in parallel with research and education. Central

Asian Korean Studies require innovation in education and research systems, including the content and methods of Korean Studies, but many of the above problems make this change and innovation difficult.

Therefore, to consider the tantalizing problems of Korean Studies and to jointly explore the direction of development, teachers joined forces to form the Central Asian Teachers Council. In June 2014, the Association of Korean Studies Professors in Central Asia was founded—with its first president Tae-hyeon Back, professor of Bishkek Humanities University—during an academic conference at Bishkek University of Humanities (Jang 2018). The Center for Korean Studies of the Kazakh University of International Relations and World Languages in collaboration with the Central Asian Association of Korean Studies Professors conduct activities related to Korean Studies abroad, such as co-publishing journals, newsletters, and websites (<http://canks.asia>).

Global Citizenship in the University Curriculum

In the context of Central Asia, discourses around global citizenship and Global Citizenship Education (GCE) have begun recently, around 2011–2012 and were provided by three institutions: MDP Program on Sustainability, the regional office of UNESCO (with support of UNESCO chairs at Al-Farabi KazNU), and the United Nations Academic Impact (Abazov 2021). The subregional workshop was attended by 80 participants from Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan, including representatives of the Ministry of Education, teacher training institutes, national school coordinators, school principals, and teachers. International experts presented the concept and objectives of GCE, explained the possibilities of promotion through formal and non-formal educational institutions, shared existing experiences with all participants, and discussed the main priorities and steps at the national and Central Asian levels (<http://en.unesco.kz/sub-regional-workshop-on-global-citizenship-education-in-central-asia>). However, the lack of clarity about global citizenship is of particular concern to curriculum scholars and practitioners, since universities are viewed as agents for socializing students as citizens and are increasingly shaped by global forces (Evans et al. 2009; Marshall 2011; Oxley and Morris 2013). It can be seen that this is fundamentally due to the imaginary or aspirational characteristics of the concept of global citizenship (Rizvi 2009; Marshall 2011; Pashby 2011).

The Asia Society–OECD conception of a globally competent citizen (Colvin and Edwards 2018), which will be tested as part of international PISA tests (OECD 2018), includes intercultural education, GCE, twenty-first-century skills, deeper learning, and social and emotional learning. For Oxfam (2015, 5), an influential UK-based non-governmental organization (NGO), a global citizen is those who know about the wider world and understand their places in it, respect and value diversity, understand how the world works, those who are passionately committed to social justice, participate in communities at all levels, collaborate with others to create a more egalitarian and sustainable world, and those who take responsibility for their actions. It also argues that a key aspect of their social justice and human rights approach to addressing problems in the developing world is to encourage and provide resources in schooling to assist teachers to foster global citizens who learn, reflect, and participate in the world (Bourn 2016). However, in the current educational climate, where national interests and individual competitiveness are still prioritized, perspectives vary depending on the extent to which the desire to foster global citizens can be effectively achieved, or how it can be achieved.

Bourn (2016) argues that Oxfam's approach to fostering global citizen, which includes three educational principles of learning, thinking, and acting, is important because it assumes that a global citizen is involved in, and has a relationship to, the world, and its message is delivered through state instruments—classroom teachers. On the other hand, a global citizen is a person who comprehensively understands and acts on oneself, others, and the environment, as one feels a sense of belonging to the broader community and the entire human race, holds an open view of the region, country, and world, and respects diversity and plurality based on universal values (UNESCO 2013, 25). According to UNESCO (2013), there are three areas that cultivate global citizens. The first is the cognitive area. This is the ability to care about what is happening around the world, to know that these things are closely related, and to think critically about them. The second is the social and emotional sphere, which is based on a sense of belonging to the human community, respect and empathy for universal values such as human rights, and having a mind that respects diversity and sees the weak. The third is the area of action—no matter how small the actions taken at the local, national, and international level, they are taken according to beliefs and friendship. To some extent, this depends upon whether some of the pedagogies of global citizenship are used in universities, as

global citizenship is not only schooling about the world and its interdependence but also requires a transformative pedagogy.

As such, Korean Studies in the 21st century is facing the challenge of pursuing both educational and research achievements. As mentioned above, the Department of Korean Studies in major universities in Central Asia (Table 1) are affiliated to the Oriental Studies or International Relations Faculty. All degree programs there share not only oriental language, but also East Asian history, culture, religion, and policy courses, which are compulsory for students to attend during their studies. It is correct that these courses serve as opportunities for situating Korea in the greater East Asian context. Therefore, we can propose that Korean Studies should encompass ethnology, comparative regional studies, and world (universal) studies and that each level must coexist in an ambivalent manner. To contribute to the lives of the students by fulfilling its role as a global study of “coexistence and co-prosperity,” Korean Studies must be an academic field not only by and for Koreans but also by and for people of the world.

In addition, much previous research on Korean Studies (Jang 2013, 2014; Lee 2019; Belyalova 2020) found that the curricula of education programs are rather unbalanced, focusing more on Korean language and literature, instead of concentrating on Korean Studies itself. However, the effectiveness of Korean language and literature courses might also be rightfully challenged in the global citizenship education context. According to Kwon (2014), beginner learners can naturally have a culturally relative attitude by first encountering their country and other Korean characteristics through literature. However, in the intermediate stage, learners have the perception that the conflicts and contradictions of literary works are not just culturally relative attitudes, as in the beginner, but are problems of world universality, not of the non-Korean situation. This uncovers a commonsense problem rather than a special problem that a particular culture or society may have. By seeking solutions to common problems that have been discovered, we can share a common sense of the problem as global citizens. After going through these stages, learners in the advanced stage will have a balanced view and an attitude of rational understanding toward humans, society, and the world (Kwon 2014, 200). With concerns about a balanced curriculum and the effectiveness of Korean language and literature education, it is now one of the main tasks of Korean Studies to ensure that the changes of educational achievement propel it to develop

accordingly as a field of research and to broaden the horizons of Korean Studies in Central Asia.

Research Methods

Methods

This paper analyzes the current status of the Korean Studies education and research fields in Central Asia according to the expansion of Korean Studies and changes in viewpoints on fostering global citizens. Through an in-depth analysis of case studies of the operation of Korean Studies in the Central Asian region, the possibility of its introduction as a global study was reviewed with reference to literature data, including official university documents and the government-level support policies and interviews with teachers who are members of the Association of Korean Studies Professors in Central Asia. Interview questions were adopted based on the conceptual framework of global citizenship education applicable to the education field laid out by Oxfam (2006, 2015), UNESCO (2015), and Morais and Ogden (2011) and were modified according to the survey tool of “Cultivating Global Citizens: A Tool and Case Studies for School Leaders” developed by Global Citizenship Education Alliance (2016).

With a view to get a clear idea about teachers’ perceptions and practice of Korean Studies for fostering global citizens, all the interview data collection tools focused on three broad areas. These were: (1) teachers’ perceptions and practice of the nature of global citizenship, (2) their approaches to teaching Korean Studies for fostering world citizens and implications, and (3) providing feedback. The qualitative data were analyzed via thematic analysis and deductive-coding from the point of gatekeeping (Hastie and Glotova 2012). Thematic analysis is a methodology for identifying, analyzing, and registering patterns or themes within data (Boyatzis 1998). This process includes the identification of themes through careful reading and re-reading of the data (Rice and Ezzy 1999). Then check of interview members were conducted to maintain the credibility of the findings.

Participants

The study involves in-depth, semi-structured interviews with 15 professors of Korean Studies and teachers at universities in Kazakhstan, Kyrgyzstan, and Uzbekistan. The data were collected between early January and the end of June during the first semester of the 2020–2021 academic years and were complicated by the constraints of social distancing and the prioritization of the safety of participants and researchers in the COVID-19 era (Roberts, Pavlakis, and Richards 2020). Table 3 presents personal information about the research participants.

Table 3. Personal Information of the Participants

Characteristics		Number (%), n = 15
Gender	Men	6 (40)
	Women	9 (60)
Country	Kazakhstan (KZ)	8 (53,3)
	Kyrgyzstan (KR)	2 (13,3)
	Uzbekistan (UZ)	5 (33,3)
Department of graduation	Philosophy	1 (6,7)
	Education	2 (13,3)
	Policy	1 (6,7)
	History	3 (20)
	Philology	5 (33,3)
Educational degree	Literature	3 (20)
	Master's	11 (73,3)
	Doctorate (PhD)	4 (26,7)
Professional Seniority	1-5 years	3 (20)
	5-10 years	5 (33,3)
	10-15 years	5 (33,3)
	15+ years	2 (13,3)

Global citizenship is not a legal framework but is about belonging to a broader community and common humanity and adhering to universal values

(UNESCO 2013), involving cognitive, socio-emotional, and behavioral approaches (UNESCO 2015). It is clear that the teachers' society is a spontaneous learning community oriented toward an informal/horizontal side and that it is also affected by this, meaning that the teaching role could shift from being an instructor of knowledge to being more of a guide and facilitator of learning processes to foster global citizens (Lee et al. 2015, 163; UNESCO 2020, 29).

Research Results

Strong Convictions about the Necessity of Global Citizenship and the Prior Concerns of Teachers

Four universities participated in the interview survey: Two universities in Kazakhstan, one in Uzbekistan and the other in Kyrgyzstan. According to the results, the understanding of the sub-topic of education for global citizenship was different for each teacher who directly developed and was in charge of the Korean Studies education program. Some teachers saw this as human rights education, some understood it as happiness education, and others understood it as multicultural education. However, the common feature of all is that they found a point of contact between the educational beliefs or prior interests that an individual usually had and GCE. This point of contact can be a driving force that enables teachers to realize the necessity of cultivating global citizenship and to voluntarily conduct education for global citizenship.

Kazakhstan is also a world where there are so many ethnic groups and so many foreigners. Surely one day there will be so many foreigners in the world that our students can't imagine. There are not only people from developed countries that we think of, but people from various countries must be mixed in there...I think it would be difficult for children to live without any knowledge or mental preparation at that time.

(KZ, Korean language teacher, 11 years teaching experience)

Central Asia is becoming the best learning place for nurturing global citizens incomparable to any other regions. It is an area where wide research on the coexistence of different ethnic groups is possible, and it is like a "textbook of international relations" where world powers are competing for abundant

underground resources. On the other hand, Kyrgyzstan teachers who teach Korean Studies understood Korean Studies education, which pursues the value of coexistence, in connection with happiness education.

For me, being a teacher is to foster human beings, and cultivating personality is the first thing, and then it would be good if Korean language was equipped as a necessary tool [...], that thought has become stronger now, and I have changed my mind to a point of view that emphasizes the happiness of students. Wouldn't it be better to nurture students with the value of peaceful coexistence on the global stage that is being talked about in global citizenship education so that they can grow up to be happy people... (KR, Korean Studies teacher, 13 years' experience)

The Korean Studies teacher at the university of Uzbekistan explained the educational curriculum for cultivating global citizens, emphasizing that it is both values education and practical education and that it is important for students to establish a correct identity for themselves and their culture before they know the world.

...centering on "identity awareness," the history class in the second year is structured with a focus on developing a sense of problem through understanding the earth and the world... (UZ, Korean Studies teacher, 11 years teaching experience)

As mentioned above, the concept of and emphasis on global citizenship education linked to Korean Studies among teachers varies, and the current situation where no consensus has been reached is consistent with the previous research results. According to the results of a quantitative study by Lee et al. (2015), more than 60% of teachers answered that they did not understand the concept of GCE. These results seem to be related to the lack of a theoretical consensus on the concept and core values of GCE, even in academia (Evans et al. 2009; Oxley and Morris 2013), rather than due to the ignorance of teachers. At the same time, in terms of policy, although the political volition for GCE has been expressed, this suggests the need for specific policy measures for teachers, such as the provision of a teaching syllabus or textbook that defines the core values and concepts of Korean Studies education for cultivating global citizens.

Korean Studies Education Entrusted to the Discretion and Passion of Teachers

In most participating universities, Korean Studies education deals with various topics and issues of GCE (such as human rights, multicultural society or multicultural families, discrimination, minority rights, Islamic culture, gender equality, etc.) with Korean Studies teachers individually targeting their curriculum or class. In addition to the curriculum, the Korean Studies department program actively uses the resources of civil society and the community to provide Korean education, such as "*sin sedae*" (New Generation) club activities, special lectures by employees of the Korean Consulate visiting universities twice a year, "Connecting Classrooms" online class exchanges between overseas Korean education centers and universities, cultural diversity understanding activities in connection with Korean Cultural Week or World Language Week events, and voluntary activities.

...for example, special lectures by Korean government agencies, visiting lectures by Korean universities, and special lectures by foreign scholars. These kinds of lectures are a form of useful cooperation that is very beneficial in that they act as a direct window of information transmission of Korean studies to students.

(KZ, Korean Studies teacher, 15 years' experience)

...During the summer and winter vacation camp activities are usually held for a period of one to two weeks, during which students studying Korean Studies in Kazakhstan exchange information on Korean studies and have chance to develop new relationships with visiting Korean students...

(KZ, Korean literature teacher, 7 years' experience)

One of the things that provide direct benefits to students is that we must mention interpreter volunteer activities. It is a very valuable and meaningful opportunity for students because it gives students the chance to gain experience of itself... (UZ, Korean Studies teacher, 12 years' experience)

I also have to mention the Weekly Korean Studies cultural events held every semester. A variety of events will be held throughout the week to promote Korea's history, culture, traditions, food, K-POP, and movies.

(KR, Korean language teacher, 5 years' experience)

Since the teachers had differing beliefs about Korean Studies education and global citizenship, they voluntarily invested their time and energy to develop the curriculum and conduct educational activities.

...There is no specific manual, but there are actually many educational institutions that teach Korean Studies. For example, I regularly look at the books of King Sejong Institute or (Korean) Education Center. Also, I was very interested in this field, so I searched a lot of papers...When the latest material comes out, I make a copy and use it in class.

(KR, Korean language teacher, 7 years' experience)

As above, most teachers collected and reconstructed data at their own discretion and used them in class. This method may bring high personal satisfaction and a sense of achievement based on the teacher's own personal motivation and interest, but if it persists for a long time, there is a risk that it may lead to the burnout of individual teachers.

(Korean Studies education programs at the universities)...This is a bit different from the Global Citizenship Education...We need something to show. [...] If there is a conflict with the school during human rights education, or if something is not recognized even when something is done properly [...] I think it is better to actively use it and use it to raise it further.

(KZ, Korean policy professor, 17 years teaching experience)

Some teachers prefer student-led instructional methods such as discussion, group work, and project instruction, so that students can think and apply the ideas after being taught specific content. Unlike the existing subject classes, the knowledge-transfer-function of teachers was weakened, but it was the common view of the teachers participating in the interview that this teaching method helps to improve the students' collaboration, listening, conversation, and expression skills. Teacher, who understands Korean Studies education as values education and practical education, responded as follows.

I have changed a lot from the way I used to teach classes before. Korean Studies education has no meaning if it ends with conceptual education, right? Korean Studies education should lead to practice, but the subject class ends with arranging concepts and memorizing them. So I think it is right to go with the class format itself as a project. In terms of teaching

methodology, my students are not used to doing project-type classes at all, so I think it is one of the important tasks for me to make my students familiar with such classes...It is also a student-led class.

(UZ, Korean literature professor, 18 years' experience)

As revealed by this teacher's words, the student-led, practice-oriented teaching method pursued by the teachers was unfamiliar to the students. In addition, student participation in creative experiential activities that are not reflected in student evaluation can vary greatly depending on the individual. This educational phenomenon can be interpreted as a conflict between the ideal of a student-led teaching method projected by teachers and the iterative practice logic of most university settings, which consist of students already immersed in the existing implanted teaching method (Biesta, Priestly, and Robinson 2015). This is also a way to develop educational activities to nurture global citizens by utilizing the "structural niche" of creative experiential activities and extracurricular activities that are relatively free from evaluation (Hargreaves and Fullan 2012). In response, the teachers took the position that they should consider it from a long-term perspective as an opportunity to "sow seeds for the future" rather than strengthening the position of the evaluation of student activities in the Korean Studies education field.

Policy Implications

This study has led to the following implications regarding promotion and future development of the Korean Studies in Central Asia.

Expanding the Field of Korean Studies

Today, Korean Studies or Korean language courses are open to more than 50 educational institutions in Central Asia. As previously stated, lectures are currently being conducted at various universities focusing on the field of language (Jang 2018; Lee 2019). Even though Korean literature, history, policy, and culture are important areas of Korean Studies, they are still out of the center. At present, these fields are found to be relatively inferior to the language field in all aspects such as lecture manpower, teaching materials, and lecture time and

quality, so there is a limit to transfer quality knowledge. However, there are core elements of GCE that are required of all students in the 21st century, including an understanding of social justice and fairness, an open attitude toward identity and diversity, critical and creative thinking, empathy, communication skills, self-reflection, and the ability to deal with complex issues and uncertainty (Oxfam 2015). Therefore, there is a necessity for establishing status of Korean Studies in a way that emphasizes the meaning of Korea's experience in the framework of the universal study of human beings and for breaking away from the traditional Korean Studies that emphasize national specificity. It cannot therefore be founded on a top-down approach or a standardized model. It requires drawing up local implementation plans, considering local traditions, culture and history, specific challenges, and requirements, and establishing effective links between global, national, and regional issues.

Training and Expansion of Professional Manpower

In recent years, many pedagogical studies and educational policies view teachers as change actors who actually implement curriculum or education policy in the school field (Fullan 2003; Biesta, Priestly, and Robinson 2015; Evers and Kneyber 2015). According to the previous studies of global citizenship in Central Asia (Abazov 2021; Ordabayeva 2017), teachers have a basic understanding of GCE and the importance of implementing this concept in the curriculum. Moreover, the participants highlighted some resistance to incorporating global citizenship in their lessons and indicated that it is still much needed in order to give deeper understanding of GCE and enable students to become global citizens. Research findings from this study can be concluded that promoting global themes and universal values in Korean Studies indicates the role of curriculum as a driving one that could help teachers to use it in the classroom and teach students to become globally aware. Therefore, Korean Studies education for foster global citizens is an educational paradigm that requires teachers to exercise their creative expertise and trust their professional judgment. A key element is obviously continuing pre-service and in-service teacher training. The transmission of knowledge, values, and skills related to global citizenship such as critical thinking, ethno-relative perspectives, and respect for diversity requires teachers to be trained in “transformative pedagogy” (Education Above All 2012).

However, the expansion of the professional manpower is considered one of the urgent problems to be resolved in the field of Korean Studies in Central Asia. The recruitment of professors is a budget-related issue, so it would be more tough in the current situation. As a way to solve this problem, Korean humanities and social sciences researchers can be filled as participating professors in the Central Asian Korean Studies program and provide their lectures to students online. With COVID-19, online lectures have developed. Moreover, quality educational content has accumulated based on a collaborative network with competent Global Korean Studies researchers in Korea, and using their educational content in lectures can be a realistic solution. The ultimate goal is to help the students lead their academic growth and simultaneously explore their roles as global citizens.

Enlargement of the Research Field and Construction of a Data Sharing Platform

Currently, the Central Asian region is very vulnerable to academic exchanges and cooperation. Since the dissolution of the federation, the political relations of each country have become complicated (Jang 2014). Above all, there is a difficulty in sharing the research results made by city and university due to the long distance between regions and most of these regions are financially weak (AKS 2018). Over the matter of modest amount of academic exchanges, there are many limitations in sharing and critically developing existing research results. In addition, exchanges and cooperation with overseas Korean academic circles are not being performed well. As such, Korean Studies in Central Asian region have low external contribution and have weak impact on educational outcomes. In order to overcome these difficulties, policy measures to support knowledge sharing projects, such as the creation of an online platform for data exchange, should also be explored. For example, the National Research Foundation of Korea (NRF) has released the “International Cooperation Project Information Search Service” on its website (<https://www.nrf.re.kr>). Now researchers can easily find information on investigation projects that have been supported. The disclosed search service includes information from overseas researchers (state, research institutes, etc.), who have conducted joint investigation with Korean researchers, which is expected to help acquire practical investigation information. In addition, this stream of research achievement globalization

demands fundamental changes in the nature of international research society.

The Development of Educational Policies Directed at Balanced Curriculum

Given the possibility of the introduction of GCE to the Korean Studies education system in the future, it is necessary, among other things, to formulate a government-level policy and to form a detailed plan for expansion into universities. In particular, the most important factor is the establishment and operation of the management organization, as well as the establishment of a feasible and clear understanding of curriculum by the board members and teaching staff. Therefore, in terms of Korean Studies education, elements of GCE should be extracted from all subjects, and educational activity materials containing practical and specific details on how they can be implemented at the class site and how to evaluate teaching methods should be developed. This vast amount of work is practically limited to the discretion of individual teachers and unit departments, so it should be led by related research institutes supporting Korean Studies abroad. For example, in 2005 the UK Curriculum & Standards published a booklet titled “Developing the Global Dimension in the School Curriculum” and recommended to use it in curriculum activities. As shown in qualitative research analysis, it is necessary to recall that what is actually needed for teachers to carry out GCE was the question of “what” they teach and “how” they teach. Therefore, it is necessary to develop education workbooks and reference materials to fostering global citizenship specialized for autonomous activities, club activities, and volunteer activities, which are sub-areas of creative experience activities.

Conclusion

Since the collapse of the Soviet Union in early 1990s and the independence of many countries, exchanges and cooperation with Central Asia countries and South Korea have increased explosively in many fields, both at the government and the private levels. This is the result of the diligent efforts of various Korean educational and public diplomacy institutions in the region during the last three decades. Besides, as the overseas Korean Studies has been focused on introducing

South Korea so far, now it needs to think of ways of coexistence with the world where South Korea also learns from them too, finally contributing to the improvement of the lives of learners. Based on these issues, this study analyzed the current status of the Korean Studies in Central Asia and demonstrated its potential to provide different and complementary perspectives, particularly in terms of education to foster global citizens.

According to the findings, despite the rapid growth and development of Korean Studies, there are some unsolved problems left in current Korean Studies in Central Asia. Including the shortage of teachers representing Korean Studies, the difficulties in basic research and education of Korean Studies are considered one of the urgent questions to address and resolve for development of genuine progress. Therefore, this paper suggests focusing on the new perspective beyond Central Asia. Fostering world-class students through this new perspective will help prepare the next stage of Korean Studies.

Next year 2022, the Republic of Korea and the Central Asian countries will celebrate the 30th anniversary of the establishment of their bilateral diplomatic relations. In this context, it is time for Korean Studies abroad to reflect on the past three decades in this region, because recognition as a best practice in the field of knowledge sharing in the international community, raising the national image, and developing future-oriented international cooperation depends on fostering future generations of Korea and Central Asia. To put it in principle, among the policy promotion strategies, the establishment of a knowledge infrastructure for Korean Studies should be promoted first, followed by the popularization of Korean Studies that communicates with the world. The dissemination of Korean Studies content in connection with fostering global citizens, has the significance of raising the national image and linking it to the level of national competitiveness in the era of globalization.

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Aigerim BELYALOVA (aigerim.belyalova@kaznu.edu.kz) is an acting associate professor, deputy head of the Far East Department on Scientific and Innovative Activity and International Relations at Al-Farabi Kazakh National University, Kazakhstan. She received her master's degree in Korean Language and Literature from Sungkyunkwan University and doctoral degree in Education from Dongguk University of Seoul in South Korea. She specializes in the study of Koreanology, Educational Administration and Policy. She is the lead author of this research article.

Sun Hyung PARK (sunhpark@dongguk.edu) is a Professor in the department of Education, Dongguk University, Seoul, Korea. He received his doctoral degree from University of Tasmania in Australia. He specializes in the study of Educational Administration and Policy. He is the corresponding author of this research work.

Abstract

This study aims to analyze the current state of Korean Studies in Central Asia and to suggest policy implications to promote Korean Studies abroad in terms of education to foster global citizenship. The results are interpreted based on the analysis of the literary data and perceptions of teachers who are members of the Association of Korean Studies Professors in Central Asia. According to the results, most teachers of subjects related to Korean society, history, or policy reported higher levels of awareness, and their classes were structured in a way to foster the next global generation, under such titles as human rights, education for sustainable development, and happiness education. However, they highlighted problems with educational materials related to international society trends, the establishment of a variety of subjects in the Korean Studies field, recruitment of Korean Studies doctoral degree teachers, etc. Based on these results, this study suggests that efforts to link each educational policy according to theme and content are necessary to empower students as global citizens and for the sustainable development of Korean Studies in the future.

Keywords: overseas Korean Studies, global citizenship, Academy of Korean Studies, Korea Foundation, Central Asia

