

A study on strategy for Korean education contents to enter the global market through popularization of Korean Wave

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한류의 대중화를 통한 한국 교육컨텐츠의 세계시장 진출전략 연구

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Abstract It is needed to advance into the global market at the present time, which has the best educational contents along with the Korean Wave. In this study, an analysis was conducted to emphasize the necessity of entering educational contents into the global market, and in the necessity of disseminating educational contents and branding educational contents were approached. The strategies to enter the global market for educational contents are as follows: First, the government established a strategy for disseminating and using educational contents to expand overall cultural exchange with developing countries. Second, localization strategy for continuous growth of educational contents. Third, localization of contents and formation of partnership for local resistance, which is a response to unilateral propagation. Through the advancement of educational contents to the global market, it will be possible to sustain not only the positive effect on the national image, but also the economic effect that Korean Wave originally has.

Key Words : Educational contents, Korean Wave, Dissemination of educational contents, Cultural exchange, Korean Wave branding

요약 한류열풍과 함께 우수한 교육컨텐츠를 보유하는 현시점에 세계시장으로 이를 알리고 진출하는 것이 필요하다. 본 연구는 한국의 교육컨텐츠의 세계시장 진출의 필요성을 강조하기 위해 교육컨텐츠 보급의 필요성과 브랜드화에 관한 분석을 하였으며, 이를 진행하기 위한 전략방법을 제시하여 한류와 더불어 한국교육컨텐츠의 세계시장 진출방안을 모색하고자 한다. 전략방법으로는 첫째 교육컨텐츠 보급과 활용을 통한 문화교류 확대, 둘째 교육컨텐츠의 지속적인 성장을 위한 현지화 방안, 셋째 일방적 전파로 비추어질 수 있는 상황에 대처를 위한 컨텐츠 현지화 및 현지 파트너쉽 형성이 있다. 교육컨텐츠의 세계시장 진출은 국가이미지에 긍정적인 영향은 뿐만아니라 한류가 본래 가지고 있었던 경제적 효과도 지속시키는데 도움을 줄 수 있을 것이다.

주제어 : 교육컨텐츠, 한류, 컨텐츠 보급, 문화교류, 한류 브랜드화

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Received March 27, 2020

Accepted May 20, 2020

Revised April 9, 2020

Published May 28, 2020

1. Introduction

The Korean Wave has attracted more attention and interest in Korea than ever before. In the early days, the Korean Wave, which was limited to dramas, movies, and K-pop, is spreading across all areas of Korean cultural contents, from games and fashion to medical. In this paper, it is intend to discuss the advancement of educational contents into the global market as a way to continue the positive effects of Korean Wave. Education in one country was formed through long-term practice, which is also a very conservative field in accepting new trends or ways. Education is conservative, but it means that once educational content is established, it is sustainable. In recent years, the world education community has been facing great changes. Although various digital devices have been developed and information has been developed at a rapid pace, even in developed countries, the speed of developing and applying multimedia devices and educational contents corresponding to them is slow in the education field. On the other hand, Korea has been continuously developing by introducing informatization and ICT education at the school since the late 1990s, and it has a wealth of educational contents through accumulated technology[1]. In addition, in terms of educational environment, digital devices are becoming widespread in all schools, and are applied to the teaching method of students. In addition, The Ministry of Education recognizes the distance learning of teachers as training credits and uses this educational content for most of the teacher training. As a result, educational contents have formed a large market within the teacher training, and there are more than 40 teachers who are registered in the teacher training network of the Ministry of Education and Human Resources Development. Based on this, teachers' training center companies are competing and developing

excellent educational content. Whenever the President of the United States, Obama, gave a speech on education, he said, "The driving force behind Korea's development is the power of education". At the World Education Forum in Incheon in 2015, the Vice President of the World Bank said, "The development strategy through education in Korea is a best practice that any country can follow, and the poorer the country, the more effective it will be[12]." In the meantime, education in Korea has been the driving force for economic development, and it means that developing countries have been recognized as examples to be followed.

Therefore, it is appropriate time for Korean education contents to advance into the global market with the best educational contents in keeping with the Korean Wave. For this, it is necessary to establish a systematic plan at the government level as well, and it is possible to enter the global market sufficiently by disseminating it by utilizing various contents already in our education market rather than developing new ones. To this end, this paper examines the necessity of entering the global market for educational contents in addition to opening the Korean Wave and exploring its strategies.

2. Necessity to enter educational contents into the global market

2.1 Current status of Korean Wave

In the past, the Korean Wave was a craze mainly in China, Taiwan, and Japan, but now the region is expanding all over the world, including Southeast Asia and Europe[5].

As shown in Table 1, the economic ripple effect of the Korean Wave produces the greatest added value to games and tourism[5]. However, games and tourism are a fashion-sensitive field,

Table 1. Economic ripple effect of Korean Wave

	2010		
	Production	Added Value	Employment
Movie	10,855	3,905	69
Broadcasting	366,425	111,524	1,607
Game	1,185,402	576,232	13,574
Music	137,182	68,351	1,654
Book	-	-	0
Tourism	1,998,731	602,784	25,642
Cloth	184,636	64,994	1,417
Cosmetics	208,719	70,399	1,967

and there is a limit to maintaining added value if it does not follow the rapidly changing consumer's tendency along with the continuity of content supply. In the case of K-POP, it not only creates direct economic added value, but also has a great ripple effect, such as raising national brand and product awareness[14]. In particular, the effect of linking with the cultural industry is remarkable, but the popularity of K-Pop is not directly linked to the cultural industry, and it is difficult to find the exact data figures whose activities are directly linked to record purchases or sales[4]. In this regard, it is necessary to develop educational contents that can maintain added value continuously. As educational contents tend to have a large ripple effect on national brand and product awareness, the distribution strategy is necessary.

2.2 Status of Educational contents

According to the recent announcement by the Korea Creative Content Agency (2013), the overseas export volume of the domestic content industry in 2012 amounted to \$4.83 billion, an increase of 11.6% from \$4.32 billion a year ago. During the period from 2006 to 2010, the export volume of our content industry increased by 2.4 times, and the surplus also increased more than 4 times from \$430 million to \$2.17 billion during the same period[9].

In addition to the trend of increase in total exports, the music industry is also showing a

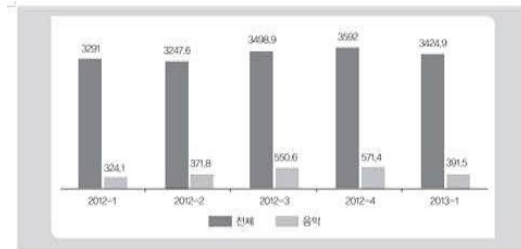


Fig. 1. Recent changes in content exports (Total and Music industry) (KRW 100 million)

high growth rate, and it is believed that the Korean Wave is continuing to continue, and that educational contents also have a foundation to enter the global market and there are opportunities.

2.3 Necessity of disseminating educational contents and Branding

The Korean Wave is such a prevalent phenomenon that certain fields, such as Korean culture and art, are in vogue, and this term is now used in the same sense in European and Asian countries. At present, the Korean Wave encompasses all aspects of Korean culture, including popular music, movies, fashion, games, starting with dramas. Considering that the brand expansion of Korean Wave is not only limited to the evaluation of the brand, but also the consumer stimulus that affects the evaluation of other brands, educational contents can give positive stimulus to the existing Korean Wave content. The influence of the brand due to the expansion of the brand is called the feedback effect, and it can be divided into a strengthening effect and a dilution effect. Among the feedback effects, educational contents can be expected to have a strengthening effect that positively affects the brand[7].

In the other view point, Educational content can utilize its advantages as software content. After integrating with other countries' heterogeneous and interesting culture through software contents, interest in the country

develops. Eventually, a place of mutual understanding can be prepared[8]. According to Joseph, soft power is defined as 'the influence of others through attraction, not compulsion or reward, to achieve the desired result.' Softpower says it relies on three resources: the culture that exists in a space that is attractive to the other, the political values that the country and other countries will serve as examples, and foreign policies that have legitimate and moral values. This is a soft power, and educational contents can operate sufficiently, and further, it can have a positive effect on national image[6].

3. Strategies for entering educational contents into the global market

3.1 Government-level strategies

In order to enter the global market, educational contents must be supported by the culture-related companies by establishing government-level strategies. The Korea Trade-Investment Promotion Agency (2011) introduced the development process of the Korean Wave ① stages that have not yet been introduced, ② stages of gaining popularity in some minority groups, ③ stages perceived by the general public, ④ popular popularity and sales of products related to the general public are introduced. Stage, ⑤ The stage in which the sale of Korean Wave products is smooth[2]. The table 2 show classification according to the degree of propagation of Korean Wave[15].

Table 2. The degree of propagation of Korean Wave

Stage	Nation
①	Bangladesh, Pakistan, Cuba, Switzerland, Austria, Croatia, Algeria, Kuwait, Oman
②	India, Netherlands, Greece, Denmark, Finland, Turkey, Italy, Czech Republic, Russia, Colombia, etc.
③	Indonesia, New Zealand, USA, Canada, United Kingdom, Belgium, Germany, France, Spain, Argentina, Venezuela, Peru, Panama, Chile, Brazil, Ukraine, Poland, etc.

④	Malaysia, Philippines, Burma, Cambodia, Hungary, Uzbekistan
⑤	Japan, China, Thailand, Vietnam, Singapore, Taiwan, Kazakhstan

In the 4th and 5th stage, educational contents can enter the global market by using Korean Wave content to prepare the conditions for advancement. However, in the 2nd and 3rd stage, it is necessary to make efforts to settle the existing Korean Wave contents and educational contents in parallel rather than the strategy of advancing educational contents alone. Most of the Middle East is in the 2nd and 3rd stage. The Middle East is a politically and economically important country for us, and the cultural distance to Korea felt by the Middle East is being reduced by the influence of the Korean Wave. In addition, since they have a sense of homogeneity and appreciation for Korea, which has grown into a culture-exporting country, and wants to learn a lot, it is also necessary to simultaneously spread the Korean Wave and spread educational contents[6].

3.2 Strategy to enter the global market for educational contents

Korean Wave content's overseas expansion has been accomplished in various ways. As shown in Table 5, program content sales and co-production are applicable as educational content participation elements, music content is for music sales, and movie-animation content is for copyright export and co-production[10].

Table 3. Korean Wave contents' overseas expansion

	Type	Method
Broad casting	Program sales	Selling programs to local broadcasters
	Format Sales	Reverse format sales (production and export of Korean versions of original works)
	Co-production	Co-production with overseas production companies
	Manpower export	Starring overseas Korean star

Movie	All right reserved	Exporting copyrights of movies to overseas movie distributors or secondary market distributors
	Remake	Overseas production remake of original
	Manpower export	Director and actor hired as key personnel in overseas films
	Production Attraction	Attracted overseas production for domestic production
Music	Performance	CD / DVD sales and live performances
	Music Sales	Sales via internet and mobile
Animation	All right reserved	Exporting domestic creative rights to overseas distributors
	Co-production	Participation in domestic and overseas production companies from planning

I-Scream, the most frequently used program by Korean elementary school teachers, has signed an MOU with the Construction Media and Overseas Koreans Foundation to provide free I-Scream content to 1,800 Korean language schools abroad[11]. In addition, the Korean educational content companies were recognized for their ability to integrate ICT into educational services, and they also played a role in making digital textbooks in Colombia. This is the first example of developing multimedia content in major subjects, ranging from service and teacher capacity building programs. After that, the Colombian government plans to strengthen its digital education capability centering on key teachers by using Korea's advanced ICT as a model for education. Furthermore, in order to bridge the gap between urban and rural education, the plan is to actively spread Korean educational contents centering on regional educational innovation centers. It is significant that the Colombian digital textbook business has opened a way to expand the platform not only in the Korean educational contents sales contract, but also in the entire Latin America region in the future[13].

3.3 Precautions when entering the global market

According to the analysis of the Korea Culture and Tourism Institute (2009), the rejection and resistance to the Korean Wave are ① other

expressions of interest in the Korean Wave, ② criticism of the young generation of their own country, ③ history, and national sentiment due to conflicts between countries, ④ Korean cultural industry closedness and cultural supremacy, and ⑤ concerns about losing the cultural identity of the country. According to the theory of 'culture change', the resistance of existing cultures to new cultures from other countries or cultures is somewhat unavoidable[3]. Negative reactions to the Korean Wave can be problematic in that they can lead to more than just cultural rejection and even national or ethnic dissent. In particular, it is an important issue that cannot be overlooked in a situation where 'cultural technology' including Korean Wave is used as a future growth engine[4].

4. Conclusion

In this paper, important matters regarding the entry into the global market of educational contents were dealt with as a way to sustain the positive effects of Korean Wave. Since education is a field with a strong preemptive effect, it is urgent to advance into the global market with the best educational contents in combination with the Korean Wave. In order to discuss the necessity of entering educational contents into the global market, the current status of Korean Wave and educational contents was reviewed, and the necessity of disseminating educational contents and an approach for branding educational contents were also mentioned. Accordingly, the conclusion of the global market entry strategy is as follows.

First, the Korean government is trying to spread the Korean Wave, but it is necessary to make more active efforts to expand overall cultural exchange with developing countries. This is possible through the dissemination and utilization of educational contents, and it is

necessary to establish a strategy to maximize it. Second, educational contents should be utilized well considering cultural differences and similarities with other countries in order to grow with the spread of Korean Wave contents. In addition, a localization strategy is required for the continued growth of educational contents, and the introduction of the Korean Wave flagship model may be effective for this. Third, in general, nationalistic emotions, which are easily perceived differently from culture, exert a considerable influence on the acceptance and consumption of the Korean Wave, and this should also be considered in disseminating educational contents. In addition, educational contents can be transformed into unilateral propagation. As local fears and resistance are expected, efforts to localize content and form local partnerships are needed.

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