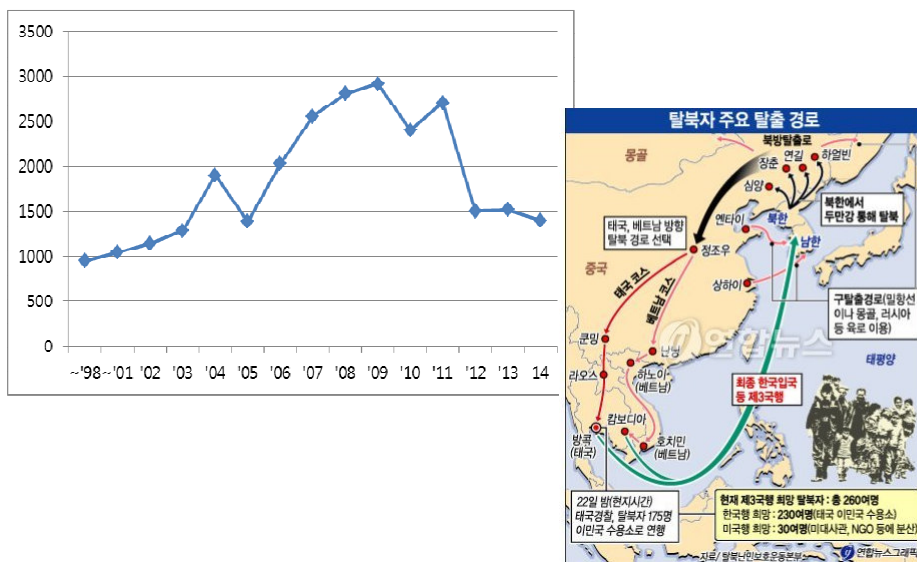# Planners' Understanding on North Korean Defectors as Adult Learners: Implications for "Responsible Planning"

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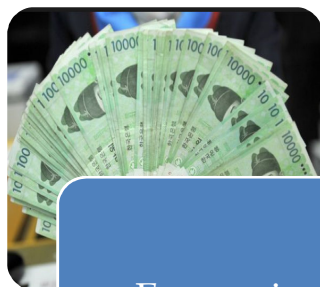
The Context of the Study

The NK Defectors in the South

Policy Change regarding NK Defectors in the South

Economic compensation

Education & Training for Self-reliance

Purpose of the Study

- To explore the nature of planners' understanding in their learners and its impact on learning of defectors

Research Questions

	(a) How do the planners perceive defectors as adult learners?
	(b) What kind of social locations of planners influence the planning process and the learning of defectors?
	(c) What do the planners do to accommodate their knowledge about defectors to the planning process in which stakeholders are involved?

Theoretical Framework

- Sociocultural/ sociopolitical perspectives in planning
  - **'responsible planning'** (Cervero & Wilson, 1994)
  - **'a skilled planner'** (Sork, 2000)

> **Planners' awareness on the context & the learner community impacts on the planning process**

> **Planners' social locations influence the planning process**

Research Participants & Method

- Seven Program Planners for NK Defectors at GOs & NGOs
- Focus group interview (FGI)
- Data Analysis

Research Participants Profile

No	Name (Pseudonym)	Gender	Age	Yrs of Exp	Organization Type
1	Yeon	F	44	15	GO
2	Jay	F	44	12	GO
3	Hee	F	42	10	NGO
4	Inne	F	32	6	NGO
5	Joo	F	37	13	GO
6	Sang	M	39	14	NGO
7	Yeong	F	34	7	NGO

Findings (1)

- Planners' Awareness on the Differences of Defectors

  – on the greater *linguistic and cultural differences* than expected
  – on the uniqueness as *traumatic refugee experiences* in the period of defection

*"When I realized that we were speaking one-sidedly, it was devastating. **They simply don't understand this society** and that makes them hard to understand what's given to them (Jay)."*

Findings (2)

- Impacts of Planners' Social Locations to Learning of Defectors

    – *Emotional withdrawal* from interaction with defectors
    – construction of *personal relationships* with defectors

*With no consideration on their own competencies, they get angry. **I often feel powerless and confused about my role** to them (Kim).*

*"To come to Korea, they do many illegal things and things can't get better since they live with low-class Korean people. So their characteristics are reinforced and they are remained poor. **They often try to make advantage of the system** and this is bad (Yeon)."*

*"She was overly passionate about learning but not quite considerate about their whole family, particularly their children. **How could she take a training program located in a different city and possibly take care of her son who is just now teenager?** A responsible mother would not leave her child unattended(Jay)."*

Findings(3)

- Strategies of Planners to Bring Changes to Program Development

  - Constant *Negotiations* regarding Program Improvement with defectors
  - Benchmarking and *Sharing Concerns* among Planners
  - *Delivering* the Knowledge from the Field to Policymakers

Discussions

1	• a matter of understanding of culture & value
2	• a matter of professional development (PD) for planners
3	• a matter of policy that considers diversity

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