

## EDUCATION IN

EDUCATION IN

한글·영  
라장·야

KOREA

Globalization of Korean Education

EDUCATION IN

KOREA



Ministry of Education

PART

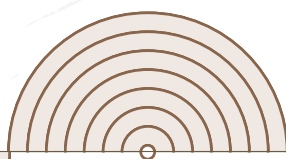
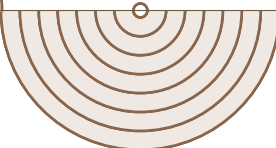
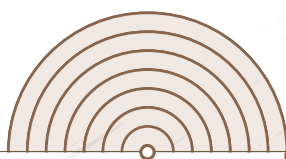
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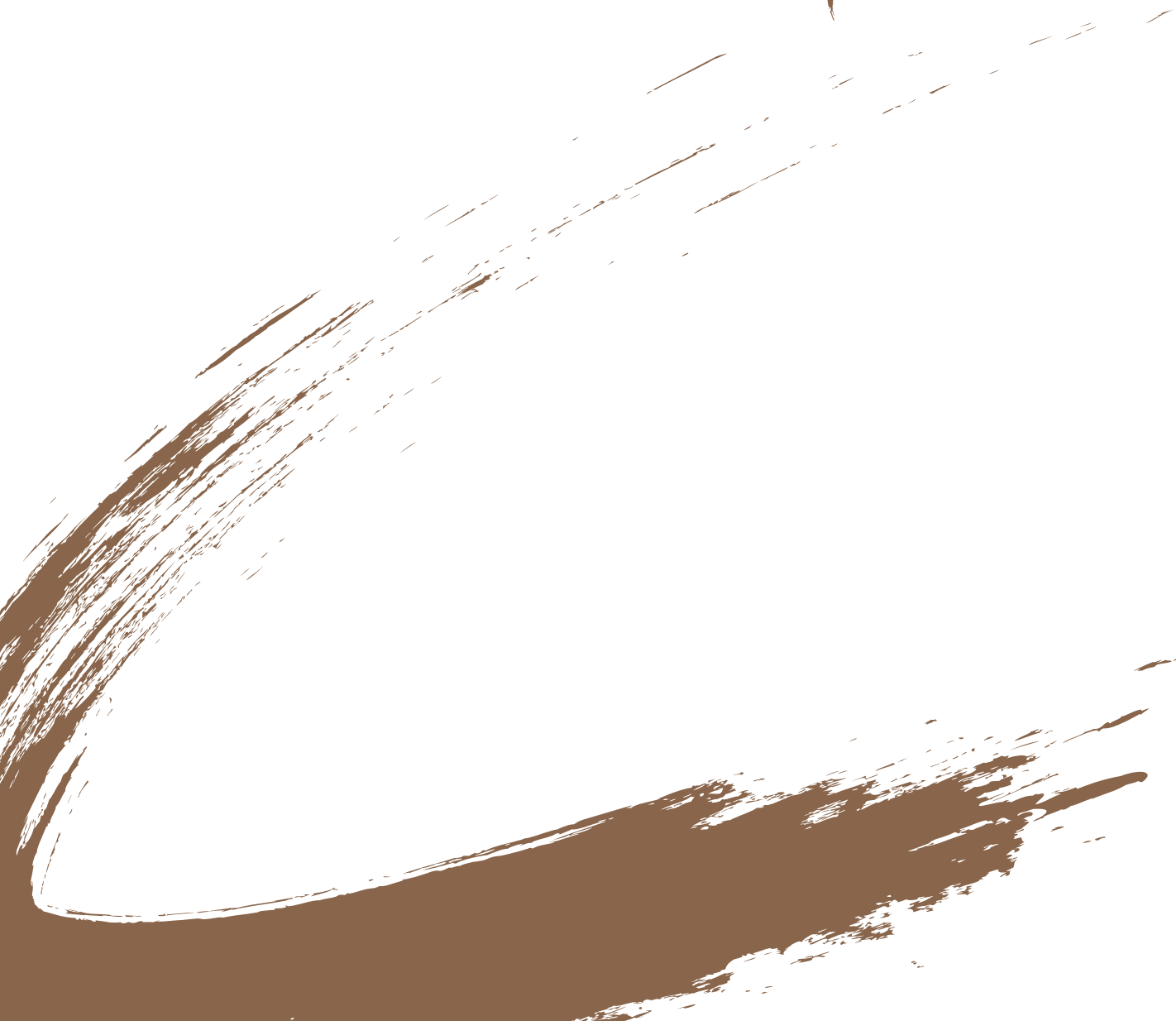
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Globalization of Korean Education  
EDUCATION IN KOREA

Korea



# Introduction to Korean Education

*Korea has achieved remarkable growth in the last 50 years. Education has been the main force behind Korea's rapid growth by quickly supplying outstanding human capital that was capable of absorbing advanced technology and developing its own technology in both quantitative and qualitative terms.*

*For the last 70 years since its liberation in 1945, Korea has successfully achieved economic growth and democracy with the development of its education system. Korean education has achieved high scores in the Program for International Student Assessment (PISA) and has attracted the attention of the international community, which has watched Korea's meteoric rise and considers it one of the most successful development models.*

*The Korean people's strong passion for education, continuous investment in education, the government's spearheading of education policies, human resource development on a national level, and the expertise and devotion of teachers are the success factors behind Korean education.*

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### **Korean people's passion for education**

Education held an important place in Korea's Confucian tradition, which reveres learning. Parents' interest in and passion for their children's education was tremendous.

The following description by a French soldier, who experienced the 1866 conflict when France invaded Korea, clearly shows the Korean society's enthusiasm for education.

"We could not help but be amazed by our discovery, but at the same time, it hurt our pride that there are books in the home, no matter how rich or poor they may be. Almost everybody knows how to read, and illiteracy is held in contempt by the neighbors."

In the late 18th century when the status system was beginning to crumble, education became a means to move up the hierarchy. And after independence, the sorrow and loss felt by the uneducated led them to quench the thirst and caused an education boom.

During Korea's industrial era, continuous economic growth opened up employment opportunities, and under the merit system, people could take advantage of education to become successful. In Korean society, education was the most legitimate means for an individual's self-realization and for them to climb up the socioeconomic ladder, and was at the same time a positive factor that contributed to economic growth.

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### **The government-led education system built and operated**

The Korean education system was built and operated systematically by the government. Education programs, curricula, teacher policies, higher education policies, and so on. The whole education system was systematically controlled by the government.

The government expanded finances for education and made efforts to increase the proportion of the education expenditure in the total government budget and the GNP. The establishment of an "education tax" and the "Local Education Subsidy Act" secured stable funding for education.

To satisfy the people's thirst for education, the government chose policies to educate more students at minimum cost.

Its strategy had the more capable teacher take charge of more students. The student-to-teacher ratio remained high, but the wages for teachers were also kept relatively high. This incentivized more capable manpower to enter the teaching profession. Thanks to the high student-to-teacher ratio, the school attendance rate remained high despite the low investment in public education. Given the limited budget, the more effective strategy to enhance the quality of education was to boost teacher competence rather than bringing down the student-to-teacher ratio.

From the 1950s to the 1970s, programs such as maximizing the number of students per class, multiple-shift classes (two to three shifts), and night schools were all part of the low-cost approach to satisfy the fast-growing demand for education.

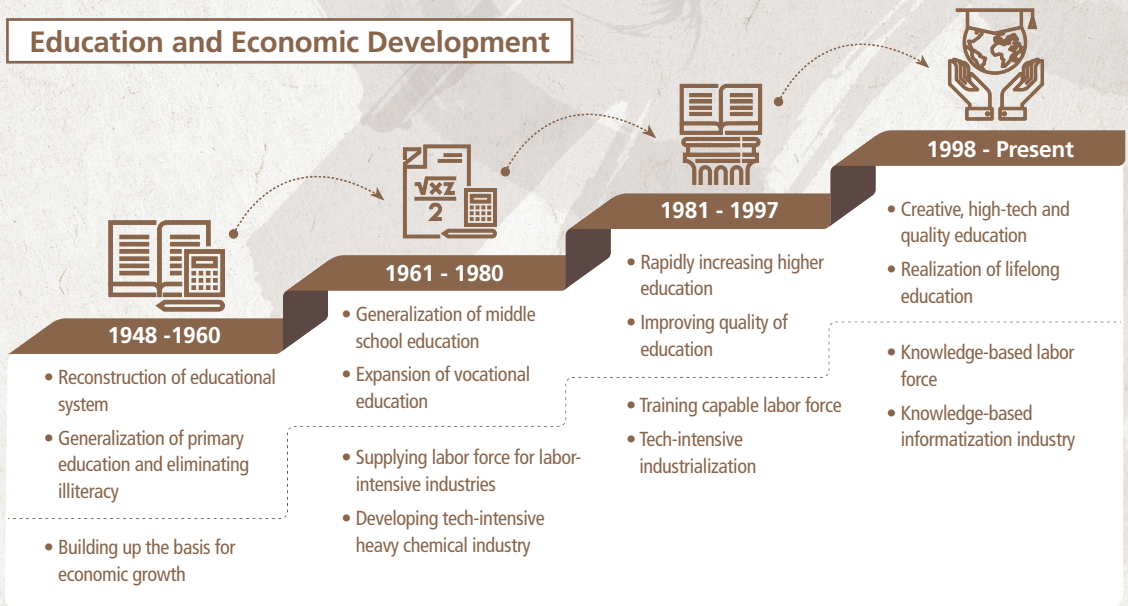
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### **A virtuous cycle between education and national growth**

Education raised people's competence, which brought about economic, political, social and cultural growth in Korea, and the resulting enhanced national competence brought about educational growth. Within this virtuous cycle, education and national growth created a synergy effect.

Industrial market demand was satisfied by people who were trained and acquired skills through the public education system. Five-year economic development plans began in the 1960s, and an education plan to produce the manpower needed was drawn up accordingly to go hand in hand with the national development plan.

Equal education opportunities and the belief that your success depends on your effort and that "you will succeed if you study hard" made the meritocracy a reality, and led the way to social integration. And education was the force behind the citizenship that achieved political democracy. Expanded education opportunities boosted the education standard and thus heightened people's political awareness.



### Shift in the education paradigm : Happiness education, creative and converged talents

Korea's economic development has led to an expansion in education finance so that the government is now able to employ different education policies that cater to the educational demands of individual students, break away from the uniform competition for better grades, bring out the abilities and characteristics of each individual and realize each individual's happiness.

Student-centered education, such as well-rounded education that allows students to learn in safe and happy schools, has taken root. We are faced with a variety of changes in society and outside the education environment, such as a low birth rate, aging society, global education competition, the advent of a knowledge ecology-centered informatization society, and so on.

To meet these changes head on, it is necessary to shift to an education system that emphasizes creativity, cooperation, communication, and regard for others. And to that end, the following are the key assignments that Korean education is focusing on: Producing creative and converged talents, expanding convergence character education, expanding education welfare, global education cooperation, and building a lifelong learning society.

## Korean Education System

### Education and research institutes



- Korean Education Development Institute
- Korea Education and Research Information Service
- Korea Institute for Curriculum and Evaluation
- Korea Research Institute for Vocational Education and Training
- National Institute for Lifelong Education
- National Youth Policy Institute
- National Institute for International Education

### Government



#### ***The Ministry of Education***

- Metropolitan and Provincial Offices of Education (17)
- Local Education Support Bureau (178)

### Educational institutions

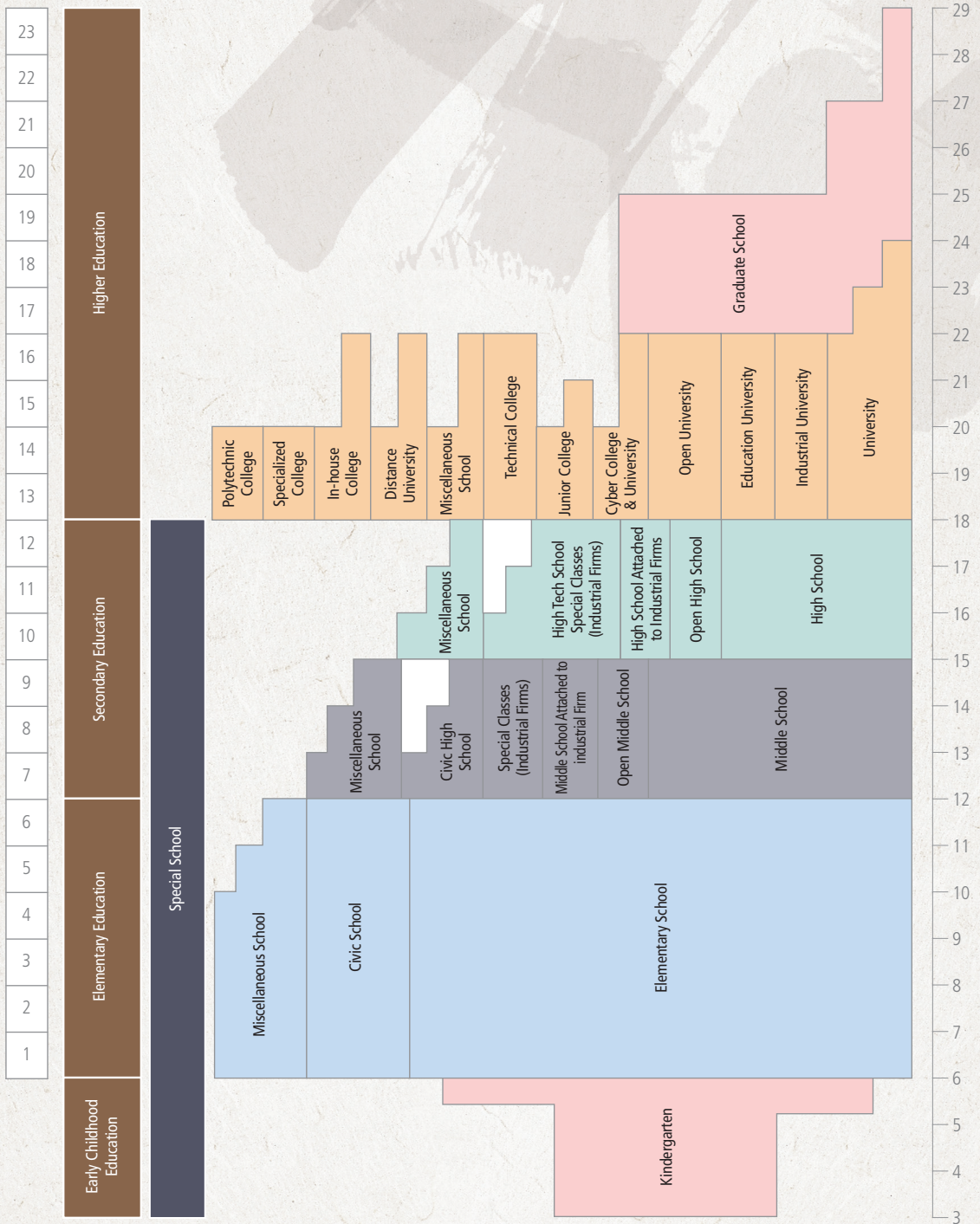


- Public & Private College
- Public & Private Junior College
- Public & Private High School
- Lifelong Education Facilities
- Public & Private Kindergarten
- Public & Private Elementary School
- Private Institute
- Lifelong Education Facilities

## Korean Education System

Schooling  
Age

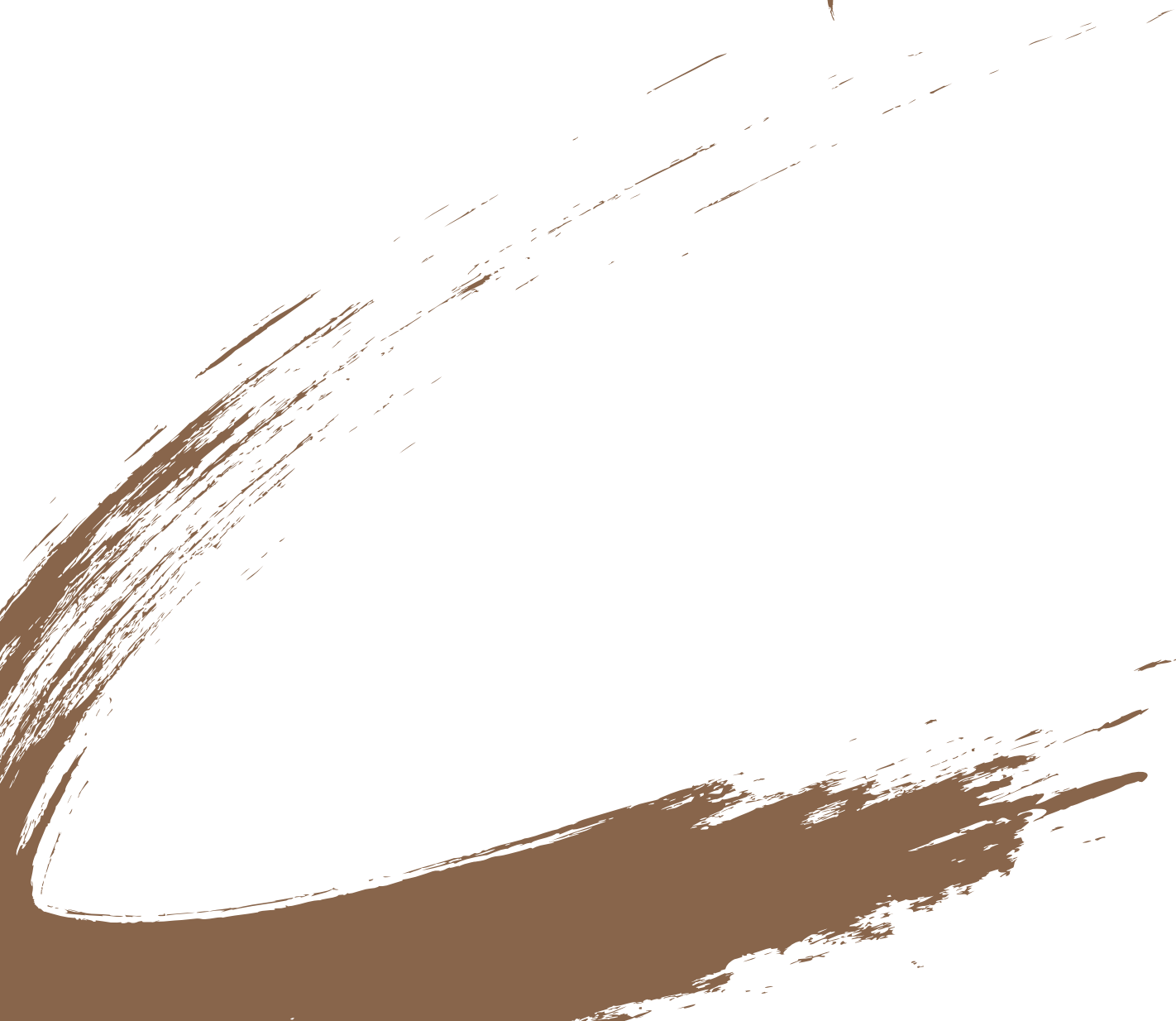
Age





Globalization of Korean Education  
EDUCATION IN KOREA

Korea



PART

# 1

## The Competitive Edge of Korean Education



A Strong Public Education System



Providing Equal Educational Opportunities to Everyone



Promotion of Vocational Education with an Emphasis on  
Field Training Based on NCS



## A Strong Public Education System



*The Fourth Industrial Revolution is bringing about rapid changes to technology and society in general that call for a reform of existing educational systems. National growth is stunted by the continuously low birth rates, and the ever-widening education gap is caused by social polarization. These are just two of the factors which define the tough environment that our education policies face today.*

*To overcome these challenges, the Korean government is seeking to build a stronger public education system through frequent communication with those working in schools, and is making efforts to innovate the education system to produce creative talent.*

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## Nine years of compulsory education

Compulsory primary education in Korea was first initiated in 1950. After that, middle school education was made compulsory in 1985, starting from islands and isolated areas and then moving to farming and fishing villages, small and medium cities, big cities and then finally, Seoul. Also, both primary school and middle school education have been compulsory all across the country since 2004.

The government is in the process of upgrading compulsory education to produce human resources befitting the age of the Fourth Industrial Revolution and the knowledge-based society of the future.

It has adopted many policies to overcome the rigidity and closedness that school education has a tendency to fall into due to its uniformity and universality to satisfy a diverse society and the demands of various learners, and to provide a “happy school” where learning is enjoyable. The following are some of the policies currently being enforced in schools: 2015 Revised Curriculum with integrated education, the Free Semester System to grow dreams and develop talents, a teaching and learning system focused on building character, continuous development of teachers’ competence, and so on.

---

## Happy school with a customized education system

In 2016, all middle schools in Korea adopted the Free Semester System, which brought a fresh wind of change. It has helped students develop their creativity and build character in school, and was thus expanded to other semesters and grades.

By expanding a subject-specialized school system where students can choose the subjects they want to concentrate on, and diversifying courses to include the likes of second foreign languages and convergence subjects so that students have a wider range of subjects to choose from, this education system allows students to make the best of their aptitudes and talents.

Also, if a school is unable to set up certain subjects, it can connect to interactive online realtime courses to expand the options that students can choose from (this is currently being run in five cities and

provinces on a pilot basis).

In preparation for the coming intelligent information society, an “intelligent learning analytics platform” is being developed. This will use big data technology to collect and analyze information on students’ learning activities to diagnose each student’s achievements and deliver a customized prescription for that student.

Also, a customized education support system in the form of an internet portal, tentatively named “EduTalk”, will be set up to allow study materials from private and public sectors to be shared and used by students in accordance with their levels using a website and mobile application.

### Continuous development of teachers’ competence

To ensure the successful implementation of various future-oriented education policies, the curricula of teacher training institutes are being reformed with a focus on practicality to enhance teachers’ competence, and teacher certification exams are also being changed to test for practical competence. Also, after teachers are appointed, both pre-service and in-service teachers are given training according to their needs to continuously boost their competence.

## Various software activities and experiences



Starting in 2018, software education will become a compulsory subject in primary and middle schools. To prepare for that, in-service teachers are being trained, and metropolitan and provincial offices of education are working together to secure new teachers as needed. And at the same time, infrastructure is being established as old computers are replaced with new ones and computer classrooms are set up. In addition, designated software education research institutes and leading schools are sharing and spreading their best practices of software education.

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### Introduction of flexible university academic systems

Universities are given more autonomy to operate their academic systems that fit the characteristics of each college, department and course, and systems such as multi-semester courses (i.e., more than two semesters in one year), intensive courses and convergence majors. Junior colleges are also allowed to become more flexible, so that they can offer one-year curricula for students who are looking to start their own business or are returning to the job market and thus are in need of intensive short-term courses.

To foster the so-called “convergence talent,” those who can also be referred to as well-rounded talent, liberal arts education should be strengthened. Thus, the liberal arts curricula of universities are being reformed, and convergence education is promoted through the integration (or “convergence”) of departments and majors. A “Five-year Basic Plan for the Promotion of Humanities” was drawn up to support the capacity-building plans of universities designed to develop their humanities and liberal arts courses.

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### Enhanced academic-industrial model

To strengthen the role of universities as the source of national growth engine, the cooperation between universities and industries is being promoted. By expanding university-industrial cooperation to include different fields such as liberal arts, social sciences and arts, and supporting startup businesses set up by graduate students, the existing university-industrial cooperation models will become more sophisticated.

The government is finding ways for companies to participate in these models on the early stage of discovering new technology, and is supporting the commercialization of creative assets, such as high value-added technologies and patents in the biomedical sector. By setting up a private and public joint council, in which the government, industry and academia participate, university-industry cooperation and the training of human resources in the field of industrial technology can be promoted.

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### Dual system of work-study, and work-study dual system

New courses are created to meet the demands of industries by companies and universities develop the curricula jointly, and by linking the courses directly with employment. To encourage more companies to jump on the bandwagon, the government plans to enact relevant laws to promote the so-called “made-to-order curricula,” and to expand tax breaks for participating companies.

The government is expanding the apprenticeship-based vocational schools, where the NCS (National Competency Standards) - based curricula are used to train outstanding students through practical job training activities. Part of the plan is to designate more specialized high schools and Meister High Schools to strengthen vocational education with a focus on more practical field training.

Also, the Korean government is promoting the dual system of work and study by organizing job fairs and sharing success stories that show how high school graduates can get a job, and then if they decide to go to university, they can do so at any time they want. Moreover, by integrating and reforming the work - study dual system, an effective lifelong education system is being built.





## Providing Equal Educational Opportunities to Everyone



*The Korean government seeks to provide everyone with equal educational opportunities from the early days of one's life, and to assist even those students with learning difficulties such as underachievers and dropouts, so that everyone can learn and grow together, and be given hope and opportunities.*

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### **Nuri Curriculum ... quality education for everyone from the very beginning of life**

The Nuri Curriculum consists of the common education programs given to all children between the ages of three and five. It is an integrated form of day-care and early-childhood education, which seeks to prevent children from lagging behind from very early on and ensures that everyone receives quality education from the very beginning. Also, the “Full-day Care Class”<sup>\*</sup> offers childcare service from morning to evening, and the government also recruits private kindergartens to serve as affordable public kindergartens for children in the low income bracket.

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### **Basic Academic Skills Diagnosis-Adjustment System expanded**

The Basic Academic Skills Diagnosis-Adjustment System, which seeks to detect underachieving students early and give them support, was expanded to cover school years one to ten from its original range of three to nine years. Under this system, a support group is set up in school to provide assistance to underachieving students. These underachieving students first receive diagnosis of their learning difficulties and then are given consulting and coaching to improve their learning outcome. If the number (or percentage) of underachievers is relatively high, schools can volunteer or be designated as a “Do-Dream school,”<sup>\*\*</sup> and receive appropriate support.

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### **Customized education for vulnerable social groups**

In the case of students from low income families, various after-school programs are provided either at school or through the form of student clubs, and for subjects with high private tutoring demand, such as math and English, high quality lectures are delivered. Multicultural students are advised of their education rights and given guidance on the entry procedure for public education, where they receive education in Korean and basic learning skills and are helped with their adjustment to school life. Furthermore, various customized education programs are offered to help them develop into outstanding members of the Korean society. For students who

<sup>\*</sup> Full-day Care Class offered from early morning to late evening (7am to 10pm), considering the work hours of working parents including those from low-income and/or working families

<sup>\*\*</sup> Personalized instructions for students with learning difficulties due to multiple factors, provided by a team (Do-Dream team) of vice-principal, homeroom teacher, teachers, and part-time instructors within the school



Full-day Care Class



Do-Dream School



defected from North Korea, basic learning skill programs are offered to support their settlement. They also receive counseling to ease the psychological and emotional anxiety caused by the change in environment (from entry phase to transition phase and settling-down phase). Special schools will expand their use of the Free Semesters to customize career education for disabled students. Also, schools in remote agricultural, fishing and mountain villages receive support to build dormitories and other facilities.

For students who have dropped out of school or are in danger of dropping out, their information will be shared among local education offices and the Ministry of Gender Equality and Family, so that suitable programs can be found. Even if they are unable to return to school, programs will be offered to help them complete their compulsory education and receive diplomas. Students in danger of dropping out are offered assistance through the “careful deliberation system.” They are given the opportunity during a one- to seven-week period to reconsider their decision to drop out while taking part in customized programs such as counseling and special activities.

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### Setting up fair student selection systems and reducing the burden of education costs

The social integration admission program has been expanded, mainly for regular high schools and Meister High Schools in areas where students enter high school in accordance with their grades, and more students receive financial assistance to cover their educational expenses. As for university admission, the Equal Opportunity Admissions Program will be continuously expanded, and for popular departments such as medical school, at least 50% must be local

students. The education and living expense burden on lower-income group students will be alleviated by exempting college entrance exam fees, expanding “National Work-Study Program”\*, building more “Happy Dormitories,”\*\* and so on. There are plans to set up a new program tentatively named the “Dream Ladder Scholarship Program” to aid students who have high potential but are in low income groups. Elementary school graduates are eligible with a headmaster’s recommendation, and when selected, various forms of support (study mentoring, career mentoring, dormitory fees, etc.) will be granted to them throughout the middle and high school period. If the student is admitted into a university, a state scholarship will be granted, and the student will be encouraged to participate in a labor scholarship program as a mentor and a role model for younger scholarship recipients and thus become part of a virtuous cycle.

### Customized education for adults going back to school for lifelong learning

Lifelong education universities and colleges have been selected and supported by the government to serve the needs of lifelong learners and workers returning later in life to obtain university diplomas.

The cost of education has been substantially lowered for workers going back to school to get university education, and various programs such as easing the limit on credits per semester, multiple semesters, night and weekend classes, and remote and blended learning are in operation to cater to the needs of lifelong learners.

\* A scholarship program designed to provide economically disadvantaged college students an opportunity to work on- or off-campus to enhance their employability skills, while earning wages to pay for their tuition fees and living costs

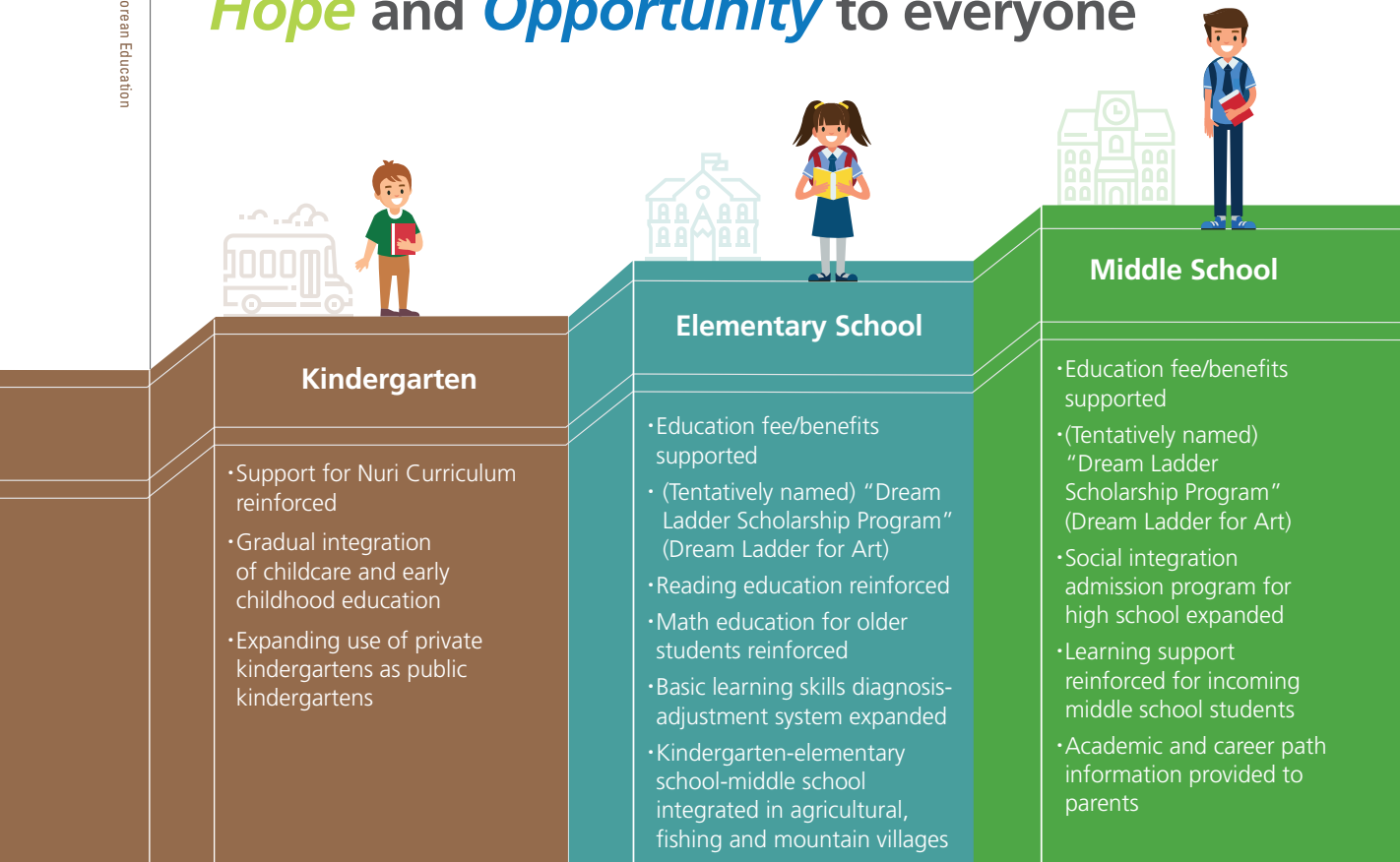
\*\* Publicly-funded dormitories which provide on- and off-campus housing to college students to help ease their financial burden

Anybody can receive customized service, quality educational content and lifelong learning information anytime and anywhere from the National Lifelong Education Portal.

[www.lifelongedu.go.kr](http://www.lifelongedu.go.kr)



# Education that gives *Hope* and *Opportunity* to everyone



## Vulnerable Social Groups



### Students with disabilities

- ✓ New special schools established (combined with community complex)
- ✓ Number of special education teachers increased annually



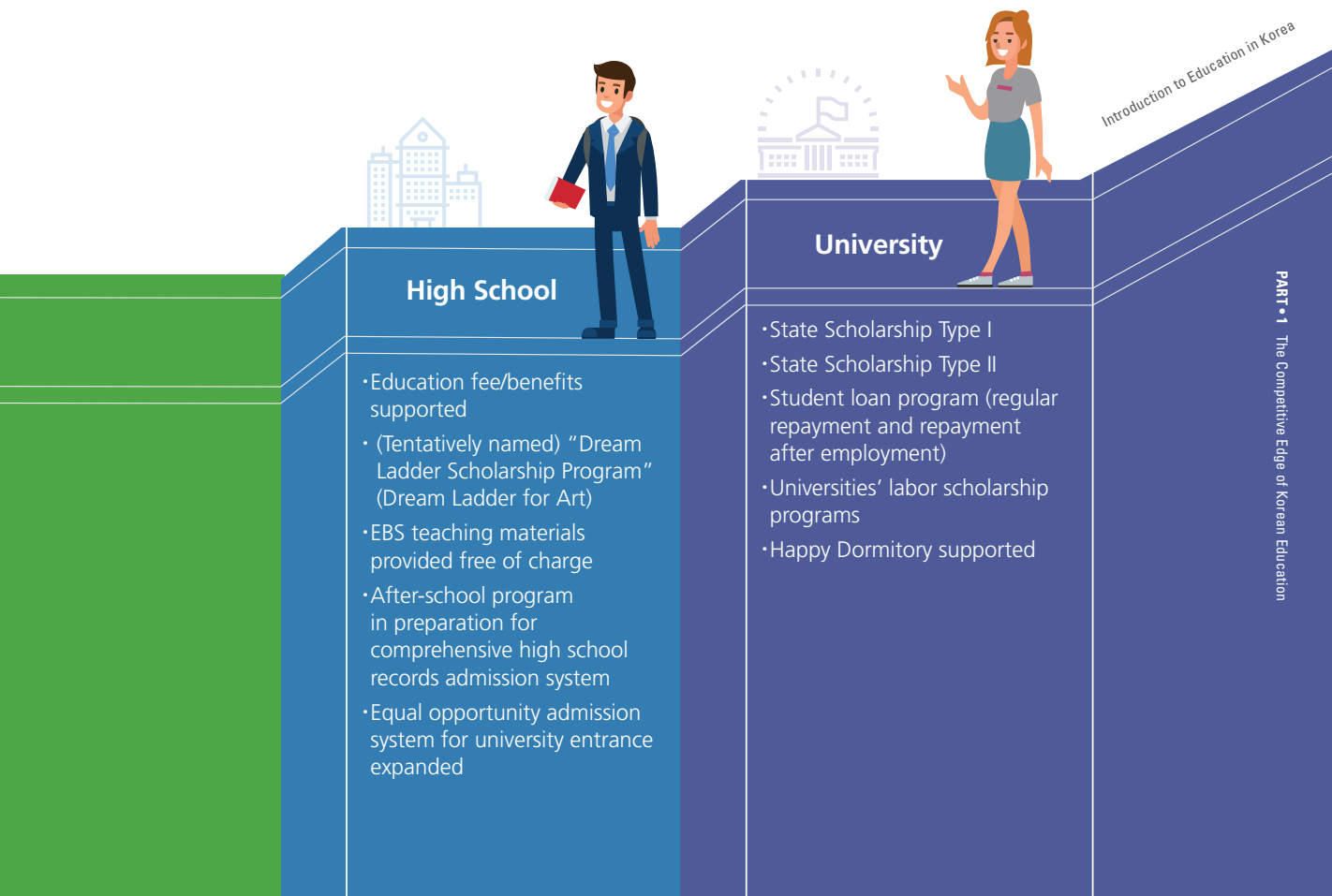
### Multicultural students / Students who defected from North Korea

- ✓ Areas with high number of multicultural students designated as Special Internationalization Zones
- ✓ Mentoring program for international students expanded
- ✓ Legal basis for multicultural education put in place
- ✓ Lifelong mentoring for students who defected from North Korea
- ✓ Career and academic path support provided for students and parents who defected from North Korea








### Underachieving students and school dropouts

- ✓ Support for finding student aptitude linked with job education and training
  - Various short-term to long-term (six months to two years) job programs available
- ✓ Counseling and mentoring reinforced to prevent school dropouts
- ✓ Academic achievement recognition reinforced for school dropouts



### Infrastructure

 <b>Teachers</b>	 <b>Law</b>	 <b>Educational Welfare Priority Support Project</b>	 <b>Finance</b>	 <b>Education donation</b>
<ul style="list-style-type: none"> <li>✓ Support for pre-service teachers’ long-term on-the-job training</li> <li>✓ Subjects of vulnerable social group support reinforced</li> <li>✓ Teachers who worked in vulnerable areas given priority when recruiting education specialists at the Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>✓ Educational welfare support act legislation               <ul style="list-style-type: none"> <li>- Fact-finding survey of vulnerable social groups conducted</li> <li>- Comprehensive plan for vulnerable social group support drawn up</li> <li>- Committee formed to adjust and link educational welfare projects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Schools, Office of Education, local governments, hospitals, companies, universities, and civic groups cooperate to set up local educational welfare system</li> <li>✓ Bottom-up type customized educational welfare projects newly started</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional budget given to areas and schools with more vulnerable social group students</li> </ul>	<ul style="list-style-type: none"> <li>✓ Matching donor and beneficiary</li> <li>✓ University student mentoring provided to students in vulnerable social group</li> </ul>



## Promotion of Vocational Education with an Emphasis on Field Training Based on NCS



*The National Competency Standards (NCS) serve as a stepping stone towards a society where everyone is evaluated and recognized fairly based on their ability rather than their educational background or qualifications. The Ministry of Education has developed NCS Learning Modules to enable NCS Competency Units to be used in training and education. As the NCS-based curricula gradually take firm root, the foundation for a competency-based society is being laid.*

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### **Development and distribution of NCS Learning Modules**

In 2013, the Ministry of Education, together with the Korea Research Institute for Vocational Education & Training (KRIVET), developed 51 NCS Learning Modules, the all-important infrastructure for NCS-based education. And during the last four years, 847 NCS Learning Modules (a total of 8,530 types) have been developed and distributed, and are currently being used in specialized high schools, Meister High Schools, junior colleges, companies participating in the work-study dual system, and various private and public vocational training institutes.

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### **Shift in education content from knowledge-based to performance-based**

NCS-based curricula employ NCS Learning Modules to shift vocational education from the previously knowledge-based content to one that is more performance-based so that the learner can perform well in the field by using the NCS-based curricula, evaluate and manage the student's ability systematically and specifically, and enhance the overall learner's ability.

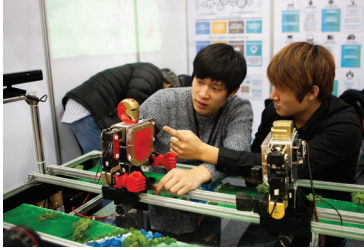
Prior to the full-scale application of the 2015 Revised Curriculum (2018), 196 NCS-based curricula (practical subjects) have been used in 547 out of 594 specialized high schools and Meister High Schools across the country since March 2016. Starting in 2018, all specialized high schools and Meister High Schools will be using NCS-based curricula, and NCS learning modules will be widely used as teaching materials for high school vocational training curricula.

---

### **Improvement of education to job skills-focused "knowing how to do it" with a stronger emphasis on field training**

Specialized high schools, Meister High Schools and junior colleges have consistently been trying to communicate with industries concerning NCS-based vocational training.

And through these attempts, the curricula that used to be based mostly on theory and knowledge have evolved into ones that focus on job competency with an emphasis on practicality and field training that companies have been demanding. As a result, the mismatch between manpower supply and demand has been reduced.



- NCS learning modules will be widely used as teaching materials for high school vocational training curricula. ●●

The development and supply of NCS Learning Modules have led to the acceptance and spreading of NCS-based curricula, and thereby improving the vocational training system to a skills-focused “knowing how to do it” education with a stronger emphasis on field training.

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### **Junior colleges adopt system in connection with Specialized College of Korea (SCK)**

Junior colleges, the higher education stage, in connection with Specialized College of Korea (SCK), have increasingly taken up NCS-based curricula and made wide use of them.

NCS Learning Modules can be used in NCS-based curricula after being revised and adapted to fit the environments and characteristics of different colleges. And by improving the practical side of their vocational training curricula, junior colleges have become more successful at producing manpower custom-made for industrial demands.

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### **Additionally developed NCS for new and promising industries in the future**

The Ministry of Employment and Labor has additionally developed NCS for new and promising industries of the future. Accordingly, the Ministry of Education is planning to develop additional NCS Learning Modules for the new NCS in preparation for education related to the Fourth Industrial Revolution.

Developing the NCS Learning Modules for the newly developed NCS

### Continuous revision and updating of NCS Learning Modules

is a strategic move to prepare for future manpower needs and boost competitiveness in high value-added industries.

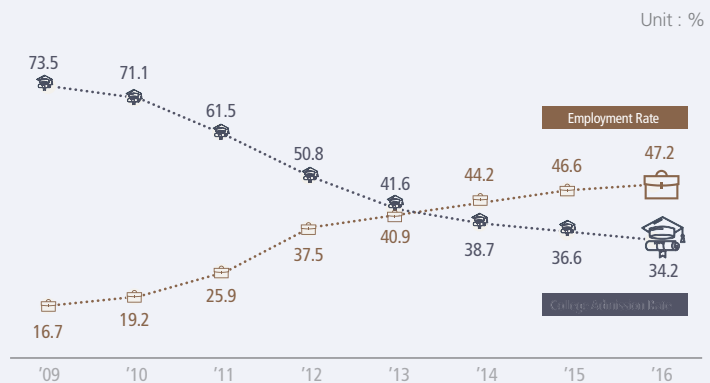
Changes in the industrial environment and NCS-based qualification reform inevitably lead to revision and updates in the Ministry of Employment and Labor's NCS, and so NCS Learning Modules also need to be continuously revised and updated to strengthen the emphasis on field training.

In 2016, the Ministry of Employment and Labor revised the NCS and notified it. And in 2017, the Ministry of Education plans to select 45 practical subject-related NCS Learning Modules for high school to update them.

In addition, the NCS Learning Modules will be revised and updated every year to keep pace with the annual NCS revision and updates, so that the NCS-based curricula always reflect industrial demand and remain up-to-date.

### Trends in Employment Rate and College Admission Rate of Job Training Recipients in High School

Years '09~'16, KEDI Education Statistics



PART

# 2

## Elementary and Middle School Education Systems



Art, Physical and Character-Building Education for Well-Rounded Growth



Free Semester System to Grow Dreams and Develop Talents



Boosting Teachers' Competency and Morale

## Overview of Elementary and Middle School Education Systems

The educational environment has been going through a number of changes in recent years. Education for happiness, creativity- and character-building education, curriculum reform, smart education, achievement evaluation systems, after-school education, and a curriculum based on National Competency Standards (NCS) are some of the keywords in the changing education policies.

Among them, the 2015 Revised Curriculum will gradually be applied to primary and middle school classes, starting with primary school grades one and two in 2017. The 2015 Revised Curriculum shifted the education paradigm from “rote learning” to “education for happiness to promote the true joy of learning,” and aimed to produce the so-called “convergence talent” that the future society needs. School classes are going through transformations in response to the challenges that stem from the emergence of the Fourth Industrial Revolution, which values creativity and collective intelligence.

“Convergence talent” are well-rounded people who possess the imaginative ability that stems from their knowledge of liberal arts and the creativity that comes from their knowledge of scientific technology, all combined with upright character. They are those who have the ability to create new knowledge, converge various sets of knowledge, and come up with new values. The core competencies of these individuals are as follows: ability to self-control; ability to process knowledge and information; creative thinking ability; aesthetic sensibility; communication skills; and the sense of community participation.

The key concepts and principles of each subject are streamlined, and various methods have been proposed to shift the practice of teaching, learning and evaluation in the classroom from the one that is centered on teacher instruction to the one which emphasizes student activity.

Therefore, primary and middle school education aims to produce the convergence talent and help students attain the core competencies needed to lead a successful life in the future society.

Student-centered systems such as the Free Semester, which aims to discover and encourage the development of students’ talents and aptitudes, and character-building exercises are some of the ways to develop the core competencies of convergence talent.



## Art, Physical and Character-Building Education for Well-Rounded Growth



*Traditionally, Koreans have always put much value on the importance of strong character. There has been a time in this age of modernization and informatization when the value of character was overshadowed by achievement and ability, but character has always held a high place in our general social structure.*

*In this context, it is not an exaggeration to say that the core educational ideal in Korea is character, and the overall educational activities are aimed at strengthening character education.*

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### **The Five-year Comprehensive Character Education Plan**

Recent trends highlighted by the emergence of nuclear family, computerization, and automation have underscored the need for character education. Accordingly, the government enacted the Character Education Promotion Act in 2015, created a Five-year Comprehensive Character Education Plan (2016-2020) and has been implementing many relevant policies.

The Five-year Comprehensive Plan aims at improving the traditional method of transmitting and receiving knowledge in class to encourage closer interaction between teachers and students, and among students themselves, thus developing competencies like living together, democratic citizenship, the sense of community and so on.

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### **Character education implementation across public education system**

Character education is carried out throughout the entire curricula of school education. It is not included in just a few specific programs, but is included in every subject and every education activity. In other words, character education is present in every subject and non-subject of the curriculum. Subjects like ethics and Korean language are deeply related to character education, but subjects like mathematics and science, which may appear to be unrelated, are actually also relevant to character education, and are carried out by conducting team exercises, debates and project exercises.

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### **Character education through art and physical education**

Artistic activities and physical activities are also very important part of character education. Artistic activities help cultivate one's inner world and develop empathy and one's ability to live harmoniously with people, the community, and nature. Being a member of an orchestra or choir makes one listen to other people's sounds, and by making a sound, stress is relieved, while communication and cooperation competencies are built. One-on-one musical instrument lessons, singing and performing together, and musical activities in orchestras are actively being pursued in schools.

Metropolitan and provincial offices of education are supporting art



“ The overall educational activities are aimed at strengthening character education. ”

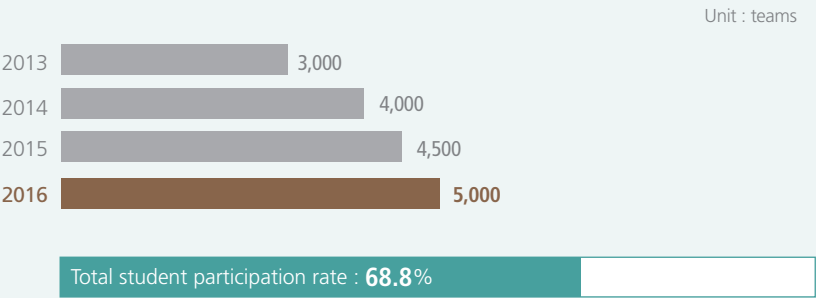
education in schools by linking schools to various local resources, such as artists and related facilities.

Physical education teaches how to observe rules, order, leadership, and fairness, and develops community competencies. Schools are required to have at least three sports clubs so that each student can participate in at least one sport activity, and are encouraged to organize various sports club competitions.

Every teacher participates in character education

Character education is not something that only department head teachers or school counselors have a stake in. In fact, every teacher has a stake in character education. A teacher is not just a transmitter of knowledge.

Support for School Sports Clubs



A teacher must learn the teaching methods needed to educate their students on building a strong character and become role models for students.

### Building support system among education participants

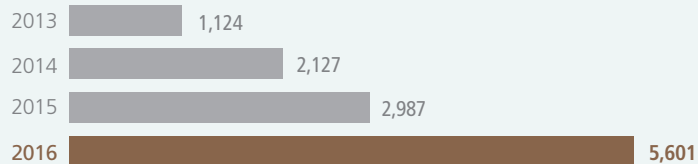
A person's character is formed in their home from infancy and is influenced by the local community they belong to. Therefore, for character education in school to be successful, homes, schools, and communities need to build a cooperative support system and practice living together. For example, a school can link with the community to recruit local human resources, draw up a character education resource map and use it for character education.

In addition, schools are holding character education sessions for parents, because character is greatly influenced by parental guidance. Schools may develop programs which involve activities with parents, share information via promotional leaflets or e-reminder service to educate parents on the importance of character education and support them in providing proper character education to their children at home.

### Character is at the center of school culture

School classes, extracurricular activities, programs with character-building themes, voluntary activities in school, and teachers' teaching methods are all infused with character education, and school culture is built around it.

#### Support for School Artistic Education



Felt positive change in character : 87%

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### **Designating and supporting character education-centered schools**

The Ministry of Education has designated and supported a total of 93 schools (8 pilot schools, 50 model schools and 35 sharing schools) in 2017 as character education-centered schools to restructure the school curriculum, establish a character education practice model and then promote their use. These schools will serve as a hub for character education in carrying out their task of establishing a “character education model” and sharing the results with schools across the country.

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### **Distinguished teachers appointed for character education**

In 2017, 568 distinguished teachers were selected to be trained as experts in character education. They attended training and workshops to reinforce their character education skills, and support is provided for voluntary study clubs formed by teachers who study character education with the goal of making such education part of everyday life regardless of time and place. As of 2017, 200 teachers’ study clubs are being supported.

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### **Developing and distributing character education programs**

Customized character education programs are developed and distributed to raise important core competencies. Such programs are based on activities such as games and roleplaying, and are developed in accordance with different development levels of students.

The teaching material “Happy Trip with Character GPS (Game-play-story)” was customized to suit the needs of primary school students. It includes games, plays, and stories to make it a fun, but natural character development experience. The teaching material “To Live Together as Protagonists” was created for middle school teachers. Its main theme is democratic citizenship. It was developed to be used during creative experiential activity classes (autonomous or career) and designed to foster self-efficacy and independence. The “Building and Living in a Harmonious Community” Project is a program designed to develop the community competencies of middle and high school students. “Empathy Class for Parents and Children” is a program designed to settle generational differences, and can be used at all school levels.



## Free Semester System to Grow Dreams and Develop Talents



*"Who am I?" Right about the time teenagers ask identity questions like this, Korean middle school students are introduced to the Free Semester.*

*The Free Semester is a single semester program during middle school that is run flexibly so that students can explore their dreams and talents in line with their aptitudes, free from the burden of school exams. Students are encouraged to lead classes that feature various activities such as debates, practical exercises, career path exploration and so on.*

### Student-centered subject classes in the morning

Morning classes are subject classes with an emphasis on student participation, such as debates, experiments, practical exercises, projects, etc. The Ministry of Education and the Korean Educational Development Institute hosted a “Free Semester Class Concert” in August 2017, where more than 80 Free Semester model classes were presented, and they showed convergence classes where the boundaries between subjects are blurred. An everyday problem is brought into the classroom, and knowledge is gained through experience. For example, students make pancakes together and then divide them into equal three parts, then equal six parts, and learn that the central angle is proportional to the area of the section.

### Various activities in four key areas in the afternoon

In the afternoon, students take part in various community-related convergence activities. Career exploration, topic selection, art or physical education, and clubs are the four areas where students can explore their talents in line with their aptitudes, map out their career paths, and try different activities that interest them, thereby stimulating their academic motivation and develop their potential.

The first and second semesters of the first year and the first semester of the second year are the three middle school semesters, from which the one Free Semester is chosen by the principal after hearing the opinions of teachers and the parents. More than 170 hours of Free Semester activities are planned during this one semester.

### Process-focused evaluation

During the Free Semester, subject achievements (A - F) are not graded, and there are no midterm or final exams. Although there is no exam, there is a teaching-learning process evaluation in three domains - cognitive, affective and psychomotor - to check on the student's learning progress and to be used as a reference for guidance purposes.



community-related convergence activities

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### Public education that makes students, teachers, and parents happy

Starting with 42 pilot program schools in 2013, the Free Semester has been expanded to every middle school in Korea since 2016 and has been very well-received, exceeding the previous expectations. Students say that engaging in debates, team exercises, and experiential activities while thinking about why they should study and what they want to do in the future has helped them find their career paths and develop communication skills and cooperative problem-solving skills.

Classes with an emphasis on student participation and diverse activities are leading to a happy school life for the students. (Teachers now communicate and study more, thanks to the Free Semester.)

While in the past only a few teachers were trying to build their capacity, now more teachers are making efforts to make the student-centered classes better, and positive changes in the classroom are picking up speed. In the beginning, parents were concerned that their children's grades may fall. However, after witnessing how students discover the true meaning of studying and realizing how the students have become more effective learners, parents have now become fans of the Free Semester programs.

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### School and community in partnership

With the Free Semester programs in full swing, region-specific experiential activities for students have transformed not just the school, but also the whole community. Local experts in various fields are partnering with teachers to pass on the living, breathing knowledge to their students, resulting in high-quality Project-Based Learning (PBL)

classes. For instance, the Ulsan Metropolitan Office of Education, located in an automobile and heavy chemical industry region, offers “automobile and 3D printing” programs, and Busan Metropolitan Office of Education offers ocean and movie/film industry-related programs. Middle schools in Daejeon area are taking advantage of the local science town, the Daedeok R&D Complex, for the nationwide “Maker Education” programs. By offering more chances to experience making things, Maker Education seeks to build up students’ confidence and arouse interest in science, technology, engineering, mathematics, and art. Arduino, 3D printing, scratch-based software programming, drones, and mobile application programming are some of the Maker Education’s main programs.

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### **The whole country is one big school for the students**

As the Free Semester program has become a fixture in the school system, the demand for vivid experiential activities is growing. And to cater to this need, the government has set up a “Free Semester Program and Career Experience Council,” in which government ministries, universities, and private enterprises are participating, to stock up on experience resources.

In preparation for the nationwide implementation of the Free Semester program in 2016, the government enacted the Career Education Act and made it mandatory for government offices and state-owned enterprises to offer career exploration opportunities to students. Also, local “Free Semester and Career Experience Support Centers” were set up to play the role of matchmaker between schools and resources.

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### **Developing core competencies needed in the 21st century**

Lately, led by the OECD, much emphasis has been put on educational innovation to train individuals in cooperation, communication and other core competencies needed for the talent in the 21st century. And the Free Semester programs are being recognized as an education program that helps students develop those core competencies on their own.



## Boosting Teachers' Competency and Morale



*There is a saying that the quality of an education system cannot surpass the quality of its teachers. It underlines the importance of teachers in education.*

*In a country like Korea, which lacks natural resources, the "Miracle on the Han River" would not have been possible if it had not been the expertise and dedication of its outstanding teachers. That is, competent teachers have greatly contributed to enhancing the competency of the country's human resources, which directly led to the development of Korea's competitive edge as a whole.*

*This is why the Korean government is employing various policies to attract outstanding individuals to enter the teaching profession, to help teachers hone their teaching skills and concentrate on educating students.*

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### Teachers attend training for 2015 Revised Curriculum and reinforcement of their competency

Faculty training can be divided into training to obtain certain qualifications (principal, vice-principal, head teacher, teacher librarian, school nurse, etc.), training to learn about the job (subject, student guidance, etc.) and special training (research sabbatical system, studying abroad, etc.).

The 2015 Revised Curriculum will gradually be applied to elementary and middle school classes, starting in 2017 with primary school grades one and two. And teachers have been participating in training programs since 2016 to prepare themselves for the newly revised curriculum because they need to upgrade their competency before they can educate students on creativity and collective intelligence, both of which are core competencies needed in the coming age of the Fourth Industrial Revolution.

As for content, the 2015 Revised Curriculum includes and is focused on how the change in the classroom affects teaching and evaluation methods. This is necessary because the revised curriculum puts a heavy emphasis on student participation, such as project learning, debate/discussion learning, investigative learning, etc.

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### Teacher evaluation system

Teacher evaluation is key to enhancing teacher expertise and achievement and guaranteeing students' right to learn. All faculty members in primary and middle schools, both private and public, are subject to evaluation every year. Teacher evaluation is divided into

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## The 2015 Revised Curriculum training is different from that of the past in terms of method, content, subject, etc.



Training in the past used to come from top down in steps (Ministry of Education ⇒ Metropolitan and Provincial Offices of Education ⇒ Local Education Support Bureau ⇒ Schools). However, this time, 13,000 leading teachers who received training directly from the Ministry of Education are directly going to schools or directly train

performance evaluation and expertise evaluation and is carried out at the school level. The principal, vice-principal and a number of fellow teachers participate in the teacher performance evaluation. And fellow teachers, students, and parents are the three parties that carry out the 360-degree expertise evaluation. There is a legal basis for the teacher evaluation, and the Ministry of Education and the Metropolitan and Provincial Offices of Education set the rules and procedures for evaluating teaching instruction, school life instruction, job function, expertise, character, and attitude as an educator. According to PISA 2012, 85% of individual schools used the students' evaluation as a measuring stick for the teacher evaluation (the OECD average is 50%).

### Master Teacher System

The Master Teacher System was initiated in 2011, and the title "Master Teacher" is given to a teacher with outstanding teaching expertise. Its aim is to enhance the expertise of all teachers, so that the quality of education is improved in all schools across the country. A master teacher's main role is to consult new or less-experienced teachers about teaching techniques and student counseling, etc. Any teacher with at least 15 years of experience with a school recommendation can apply for the master teacher position, and it is selected following an application evaluation, colleague evaluation, in-depth competency evaluation and qualification training. Master teachers are evaluated every four years. To help them perform their

local subject teachers so that content of the new curriculum can be conveyed more vividly and field application of the training can be explored more clearly.

Also, this training is not given in a one-way lecture style, but as participatory lectures emphasizing debates and practical exercises. Teachers need to experience the new teaching methods firsthand because classes are now shifting towards the one which encourages student participation. Additionally, "distance training + on-site training" is being implemented. Newly changed content is taught through distance training, and then teachers gather in one place to discuss how to apply the new curriculum to the classroom and participate in the actual architecture of the teaching and learning methods.

job well, the number and frequency of classes are reduced and are provided with funds to continuously support their capacity-building.

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### Research Sabbatical System

The Research Sabbatical System allows teachers in primary and middle schools to leave their school for one year to concentrate on research at a university or a training institute in line with their own research and capacity-building plans.

Since its introduction in 2011, 3,244 teachers have participated in the program. The top faculty member in the annual “Teacher Expertise Development Evaluation” can apply and is selected by each relevant metropolitan and provincial office of education based on their research plans. Under this system, teachers can conduct theoretical and practical research for one year based on their experiences in school, and apply what they have learned to the classroom when they return. The Research Sabbatical System serves as a virtuous cycle that enhances teachers’ expertise and improves the quality of school education.

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### Support project for “teachers community for research and education”

The Ministry of Education has implemented a support project for “teachers community for research and education” to help self-motivated teachers who are studying with fellow teachers how to improve teaching methods in class. Recognizing that to improve the classroom, the self-motivation of teachers is very important, a total of 4 billion Korean won was budgeted to support this project. School years, subjects, and special themes are some of the categories of the project, and it is available at all levels from school up to the metropolitan and provincial offices of education.

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### Teacher Healing Support Centers expanded

Legislation on the Special Act on the Improvement of Teachers’ Status is being pushed, and offices of education have set up Teacher Healing Support Centers to protect and support the education activities of teachers. The centers have various programs from preventing education activity infringement such as Teacher-Student Together Program to legal advisory, psychological counseling, and post management if

### “Teacher in My Heart” story contest to foster culture of respect for teachers

infringement has occurred. In 2016, four offices of education (Busan, Daegu, Daejeon and Jeju) conducted pilot programs for these centers, and this year, all metropolitan and provincial offices of education have set up their own centers to protect teachers’ educational activities.

To cultivate a culture that respects teachers, a national contest is held to share and spread touching stories about teachers and students.

The first contest in 2016 uncovered some of the most touching stories of teachers and their students. The stories were aired on national television and stirred up a lot of interest. The contest was expanded in 2017 and held for about 40 days, and 3,698 letters, essays, photos, and videos were submitted, and its website ([www.myssam.kr](http://www.myssam.kr)) had about 1.35 million visitors. Starting this year, the “Teacher in My Heart” contest award ceremony will be held in association with the “Teachers’ Day” celebration. A special program produced for this event featured various award ceremonies, special congratulatory meetings between teachers and students, and other highlights. It was aired on national TV, and is part of the effort to cultivate and promote a culture that respects teachers.

### Teacher Healing Support Center Overview

**(Goal)** Education activity infringement prevention training  
Support for victims (psychological counseling, psychological therapy, legal advisory)  
Return to school and post management (comprehensive support for educational activity protection)

#### What the Teacher Healing Support Center Does

##### Education activity infringement prevention

- Training for students, parents, teachers
- Teacher-Student Together Program

##### Support for victim

- Psychological therapy
- Psychological counseling
- Legal advisory

##### Return and post management

- Continuous monitoring and adaptation support for teachers who plan to return to school

PART

# 3

## Higher Education System



Structural Reform of Universities and Promotion of Local Universities



Academic-Industrial Cooperation Policies and Support for Students Searching for Jobs or Starting Businesses



Invigoration of Korean Massive Open Online Course Service (K-MOOC)

## Overview of the Higher Education System

We are living in the age of the Fourth Industrial Revolution. Things that we were only able to see in movies such as artificial intelligence and the Internet of things (IoT) have become part of our everyday life; everything, including humans and objects, can be connected. There used to be clear distinction between reality and cyberspace, but not anymore. Indeed, we are living in a new paradigm. Most importantly, the emergence of artificial intelligence and robots has had a huge effect on the world of jobs.

What will Korea's higher education look like in this intelligent information society that the Fourth Industrial Revolution has brought us? How will the universities cope with the social demands of this new age?

In fact, we are already beginning to witness a mismatch between university education and social demands amidst the rapid changes in the domestic and international environment. Accordingly, universities have been continuously making efforts to produce graduates customized to society's needs, and the government has been employing many policies to support this trend.

Universities play a pivotal role in the creative economy by producing talent who are able to engage in creative activities convergently. One of the vital factors deciding national competitiveness is the ability of a university to produce outstanding graduates that meet the demands of society. That is why the government has been supporting continuous and preemptive structural reforms for universities to be competitive and ready for the future society, and is pushing for an education reform project aims at meeting the demands of society. Some of them are as follows: Advancement of College Education (ACE+) project; University for Creative Korea (CK) project; PProgram for Industrial needs-Matched Education (PRIME) project; initiative for COLLEge of humanities' Research and Education (CORE) project; and Leaders in INDustry-university (college) Cooperation (LINC+) project.



## Structural Reform of Universities and Promotion of Local Universities



*Both the domestic and international environment surrounding universities is rapidly changing. The Fourth Industrial Revolution and the advent of an intelligent information society have increased uncertainty about the future society, and there is an urgent need to find the next growth engine, as the existing industries are losing their momentum.*

*In Korea, the low birth rate has led to a sharp drop in the number of school-age children and a decline in university enrollment rates. This trend is more prominent in local universities than those in the metropolitan area around Seoul. The Korean government is putting various policies to work, such as pushing for the structural reform of universities, to prepare the universities for the future society.*

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### More relevant higher education policies and the second round of university structural reform in progress

By pushing for university structural reforms, the government has been encouraging universities to adjust their functions in preparation for the upcoming social changes.

As part of this effort, universities have been encouraged to restructure and reduce or increase departments in an autonomous way to produce graduates that the society and businesses need.

Based on the achievements of the reforms so far, the government is set to start the second round of university structural reforms in 2017. The second round of reforms will organically link higher education policies to support the autonomous efforts of universities to strengthen their competitiveness.

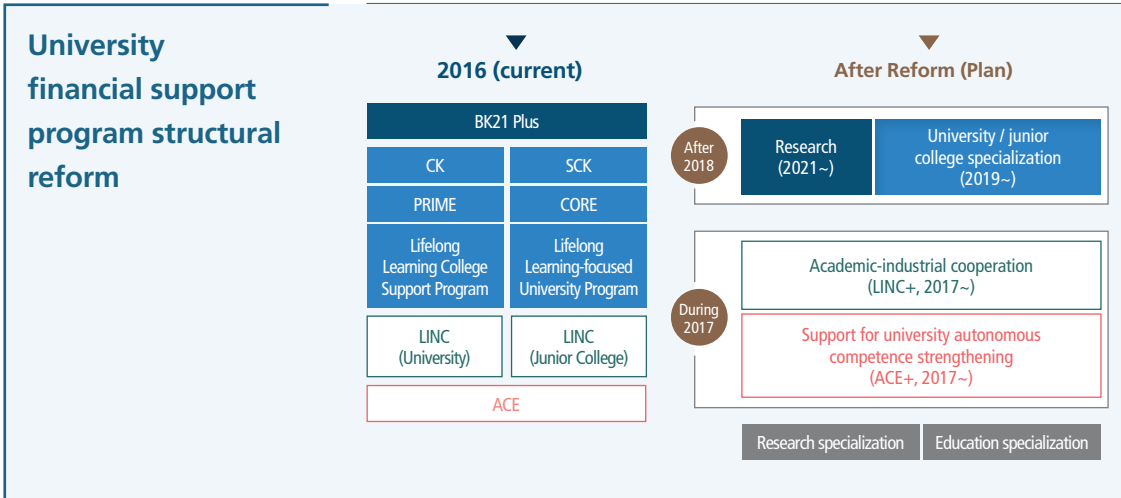
University structural reform evaluation projects and university financial support projects will be closely linked so that financial support will be dependent on the evaluation results. And this will ensure that university reforms will proceed more effectively by guiding universities to pursue specialization, concentrate on graduate education, restructure academic programs and reduce the number of students.

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### To reform financial support programs

The government is encouraging universities to transform themselves into small but strong higher education providers by aiming for the following: To strive to become world-class research universities by concentrating human and physical resources on graduate education ; setting up the foundation for internationalization and academic-industrial cooperation research ; to eliminate inefficiency in department operation by removing the jack-of-all-trades mentality; and to focus a university's resources where its competitive edge lies.

The government's efforts to reform its financial support programs include simplifying its structure (① research, ② education (specialization), ③ academic-industrial cooperation, and ④ autonomous capacity-building), and switching to a bottom-up strategy to build the capacities of universities.



Encouraging university mergers and close-down

There will be support not only for individual universities, but also for cooperative efforts between universities, and university mergers and close-downs will be encouraged.

By merging and closing down universities, their size can be maintained stably within the optimal range, and various incentives will be provided, which will include strategically specializing universities in accordance with their strength.

Step-by-step evaluation to ensure objective diagnosis

Second-round evaluation is carried out in two steps, and each step serves different purposes.

Step one diagnoses each university's "autonomous capacity-building ability" by looking at what its development strategy is and whether it has the basic elements to operate as a higher education institute. If selected as an "autonomous reform university," it will not get categorized into detailed grades or levels and will not be advised to reduce its number of students. It can continue to operate based on its own proactive development plan.

The Ministry of Education plans to render full administrative and financial support to such "autonomously competent" universities to



“ The government is encouraging universities to transform themselves into small but strong higher education providers. ”

fully support their autonomous development.

In step two, evaluation teams will visit universities to take a close look at their sustainability.

They will be evaluated on new indices such as “community cooperation and contribution”, “members’ participation and communication” and “finance, accounting, and corporate accountability.”

The scores will be added up, grades (X, Y, Z) will be given, and structural reform measures (limiting financial support, gradual student downsizing, etc.) will be implemented.

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### Customized evaluation based on university characteristics

Unlike the first round, the second-round evaluation will put more emphasis on regional factors and university characteristics to reduce the regional imbalance.

When selecting “autonomous reform universities,” local universities and those in the metropolitan area were selected separately (to promote regional balance), and to examine the university’s role in its surrounding community, a “community cooperation and contribution” index was introduced in the step two evaluation.

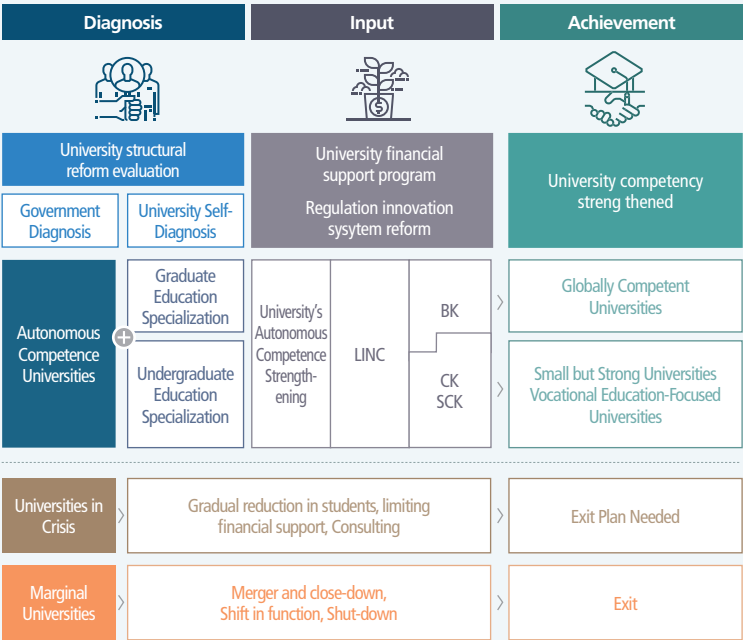
Utilizing evaluation results

The results will be made public so that students applying for a university can refer to the lists of universities eligible for financial support from the government, universities eligible for the national scholarship, universities not eligible for student loans, and so on. And this way, university structural reform evaluation and financial support programs are closely linked, and the government can use public finances more effectively.

Curriculum customized for regional industries ... promoting local universities

With the gap between the economies of metropolitan area and provincial areas widening, the gap in education and research conditions between different regions is also widening further. To overcome this problem and develop a balanced higher education system, local universities have to customize their academic programs to local industries, and become specialized to survive on their own.

Enhancing higher education competitiveness by diagnosis through evaluation and linking with financial support



By allocating a quota for local students to be hired in local industries, local universities will grow more competitive and take up a pivotal role in the development of local economy.

Also, by ensuring the local student admission programs to be expanded to not only four-year universities but also two-year junior colleges, and by gradually increasing the number of students who will benefit from these programs, more and more outstanding local students will become willing to enter universities in their own community.

Expanding business-linked departments and programs such as “contract-to-hire” courses and “made-to-order” curricula, and expanding field training opportunities and other programs customized to industrial demand will ensure that local students will acquire skills they will need on the job.

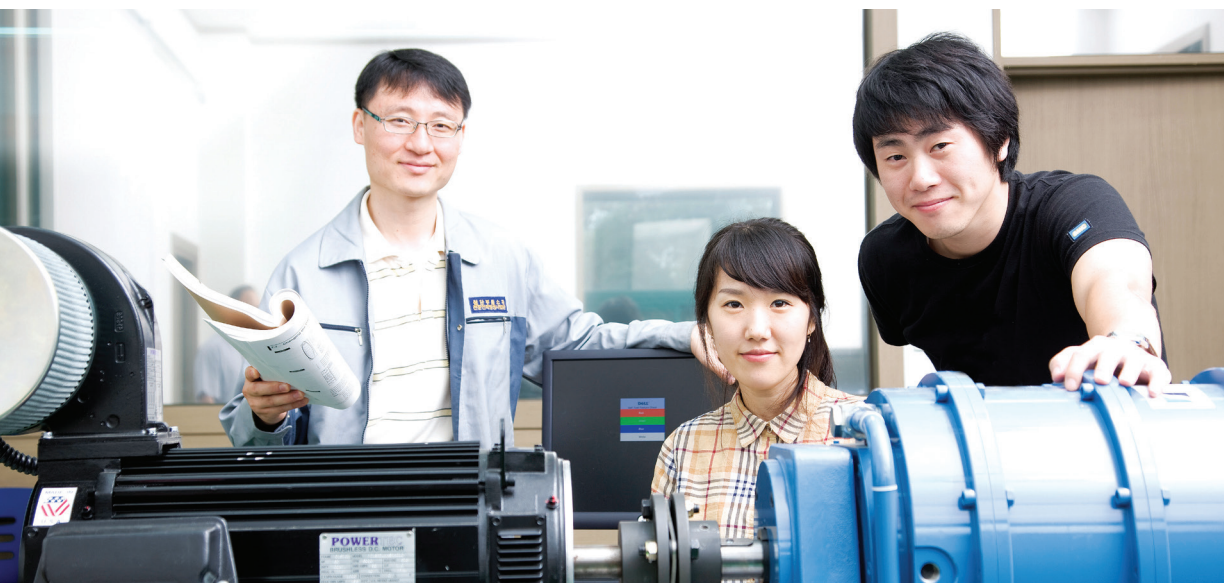
By encouraging local governments, public institutions, and businesses to hire more local talent, outstanding local individuals can gain better access to quality jobs in their community.

And so a virtuous cycle of “university admission → education → employment → contribution to community” is set up to enable local universities and individuals to play key roles in the development of local creative economy.





## Academic-Industrial Cooperation Policies and Support for Students Search- ing for Jobs or Starting Businesses



*As the problem of youth unemployment worsens every day, calls for universities to produce graduates that society needs and businesses want are getting louder. To answer this call, the government has been intent on creating jobs by implementing academic-industrial cooperation policies.*

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### Promoting “business-linked universities” and “university-linked businesses”

The Ministry of Education drew up the “Five-Year Basic Plan to Invigorate Academic-Industrial Cooperation” in 2016 to create more than 50,000 new jobs in the next five years by invigorating academic-industrial cooperation.

*The Five-Year Basic Plan is based on four main strategies:*

- 1. Provide small but strong enterprises with outstanding talent and technology of universities. In addition to producing industry-customized manpower, set up a local foundation upon which local businesses or even small businesses can grow together with the universities.*
- 2. Provide active support to undergraduate and graduate students’ startups, vitalize “university holding companies,” reinforce universities’ efforts to support start-ups, and create university-originated jobs for young people.*
- 3. Invite domestic and international companies to university campuses. Companies and universities educate, conduct research, and transfer knowledge together, all in an effort to pioneer value-added future industries through the convergence of knowledge.*
- 4. Elevate the ecosystem of academic-industrial cooperation. Further elevate the “academic-industrial cooperation personnel system,” which has been well-established with the likes of the Leaders in INdustry-university Cooperation (LINC) program, so that academic-industrial cooperation achievements will be properly recognized, and the culture of academic-industrial cooperation will take firm root in companies and on campus.*

On the basis of these four strategies, universities are transforming themselves into academic-industrial cooperation friendly institutions that can produce graduates that answer to the demands of society and industry. Startup culture is being emerged so that students can create jobs on their own while studying in universities.

### Leaders in INdustry- university Cooperation (LINC+) program

Leaders in INdustry-university Cooperation (LINC+) is a financial support program by the Ministry of Education to transform universities into academic-industrial cooperation-friendly institutions.

It is actually the integration of the 2012 version of LINC and the newly developed society customized department vitalization program. Its goal is to create an autonomous academic-industrial cooperation model based on the specific vision, conditions, and characteristics of universities.

In 2017, 75 universities and 59 junior colleges have been selected for the LINC+ program's\* academic-industrial cooperation elevation category and society-customized department emphasis category, and a total of 327.1 billion Korean won will be provided for the program. Universities selected for the LINC+ program will be training their manpower, creating jobs, supporting businesses, vitalizing start-ups and playing the role of an academic-industrial cooperation innovator in close cooperation with local industries and communities.

### University admission guarantees employment ...promoting social demand-driven departments

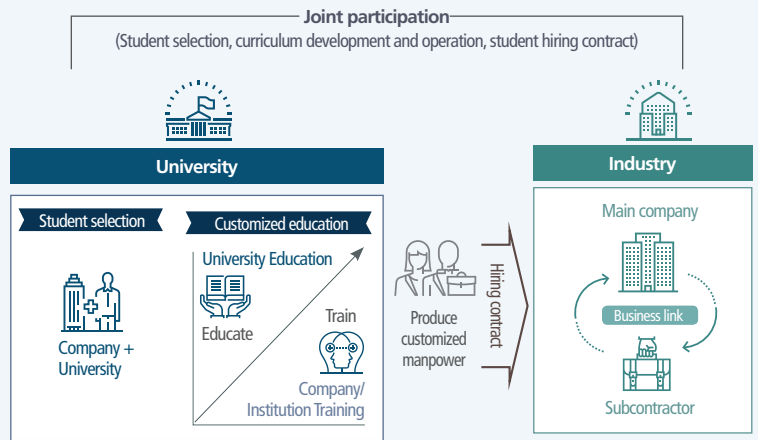
With the objective of selecting and training the manpower that companies need starting from the university admission stage, "social demand-driven departments," where university admission guarantees employment, are being widely encouraged.

Contract-to-hire departments and customized curriculum programs have been widely used by universities and companies in an

#### \*LINC+ program

The academic-industrial cooperation elevation type university plans an autonomous business model that fits its conditions and characteristics and implements an academic-industrial cooperation curriculum and local industry and business support and manpower training. The society-customized department emphasis type university reinforces its employment connections by overhauling its curriculums to be more closely connected to social demands.

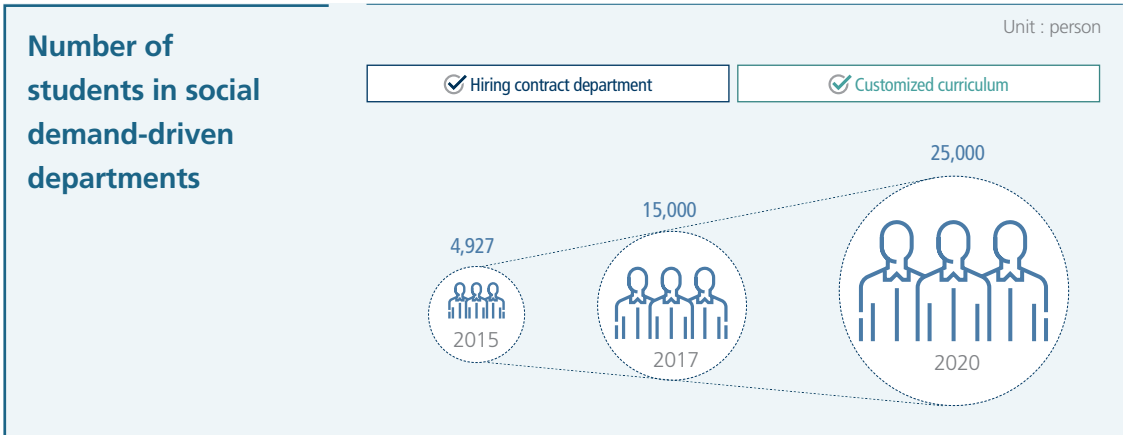
## Social demand-driven department education model



autonomous way and were modified following industrial demand. This signifies the aggressive adoption of a curriculum that universities and industries have partnered in a process that includes student selection, teaching material development, and teaching, and eventually results in hiring by a company.

An example of a contract-to-hire department is Sungkyunkwan University's Semiconductor Systems Engineering Department, where hiring by Samsung Electronics is guaranteed, the company's research experts participate in teaching, and students go to Samsung Electronics for training.

Doowon Technical University's Imported Cars Maintenance Major in the Department of Automobile Engineering is an example of a customized curriculum where imported car maintenance companies jointly develop the "NCS-based employment contract customized curriculum" to train experts in repairing imported cars. As of 2015, 1,813 students in 73 departments of 34 universities were studying in contract-to-hire departments, and 5,608 students in 173 departments of 64 universities were in customized curriculum programs.



Local universities are running social demand-driven departments in partnership with the local small to medium-sized companies that are experiencing difficulties in hiring skilled workers.

Local governments play the role of matchmaker by looking for local companies to participate in the social demand-driven departments, checking their hiring needs, and matching them with local universities. Companies participating in the program receive tax benefits and refunds for employment insurance fund training expenses.

**PRogram for Industrial needs-Matched Education (PRIME)**

The Korean government is providing support to universities to change academic programs, adjust the number of students, and radically reform themselves autonomously with the PRogram for Industrial needs-Matched Education (PRIME).

There are many cases where universities produce graduates that do not match the needs of society, and since graduates cannot find jobs that match their major, they are forced to work in a job that they do not find satisfying. As the problem of youth unemployment has surfaced as a social problem, there is a growing belief that the government and universities should resolve this mismatch in the supply and demand.

The universities participating in the PRIME program have to prepare for the change in academic programs and number of students to cater to social and industrial demands. They need to attract students to majors with high social demand, strengthen career path and employment education, and set up a relevant support system.

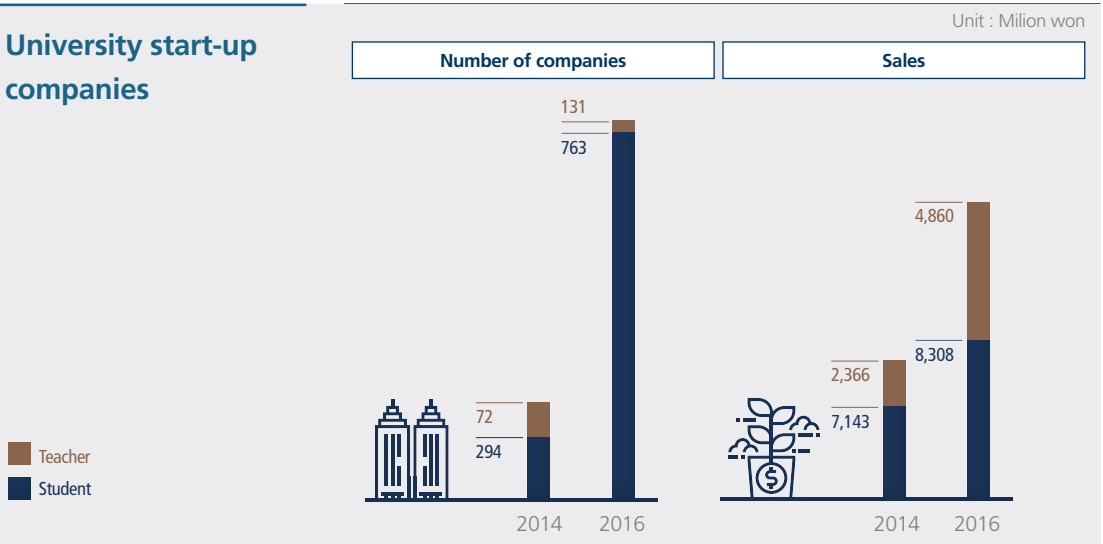
### Vitalizing university start-ups

Curricula and academic programs focused on start-ups and venture capital are needed in order to make universities the center of innovation and start-ups.

Start-up programs were introduced and academic programs were revamped to shift the university paradigm to focus on start-ups, and university venture fund investment (17.1 billion Korean won in 2017) was made to encourage students to start new companies without feeling the burden of failure.

Online start-up education platforms and school-based enterprises provide practical start-up education, and there are plans for joint incubation and global expansion through exchange programs with innovation centers and foreign universities.

### University start-up companies



University start-ups with technology innovation can create new jobs and are one of the alternatives to overcome the high unemployment rate among young people and university graduates. Start-ups in universities also train students in preparation for the Fourth Industrial Revolution and developing and commercializing new technology.

The rising interest in start-ups has led to an increase in the number of start-up clubs in universities, and the number of student start-ups is also increasing.

In order to help the ideas and technologies of students to be transferred successfully to new ventures, the government and universities, local governments, and alumni are raising venture funds on a matching basis.

School-based enterprises, where students and teachers use in field training, a technology developed in school is commercialized, and production and sales, and revenue are generated, provide the opportunity to discover ideas, produce prototypes, and do marketing and sales. That is, to experience actual company management.

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### **Career development and Job competence strengthened by systematic career education**

The “career and job search model university” helps students strengthen their career development competence and their smooth entrance into society by supporting systematic career education and job search preparation.

Students may start early to take advantage of the different career and job search support services, even from their freshman year. Field training and experiential activity programs are offered because receiving job experience while in school can minimize the skills mismatch between company and student and shorten the learning curve, so that job experience programs including on-the-job training is expanded.

Customized career education and job search information is provided through WorkNet, CareerNet, and campus comprehensive career management systems.



## Invigoration of Korean Massive Open Online Course Service (K-MOOC)



MOOC offers unlimited access to education (Massive), is open to everyone (Open), is web-based (Online), and is a lecture for a pre-defined learning goal (Course). Unlike the one-way lecture videos of the past, MOOC allows Q & A, discussion, and assignments so that interactive learning between the teacher and the student, or even between students is possible.

Since it first appeared in the United States in 2012, MOOC has spread to Europe and Asia and is on its way to advance to the whole world. The Korean Massive Open Online Course (K-MOOC) began its service on October 14, 2015, and about 300 lectures are currently available. With its high-quality lectures, K-MOOC is innovating higher education and vitalizing lifelong education in Korea.

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### **Quality university lectures for everyone free of charge**

Thanks to its advanced ICT infrastructure and e-learning technology, Korea's level of higher education informatization is already world class. K-MOOC started in 2015 with 27 lectures from 10 leading universities, including Seoul National University, Korea Advanced Institute of Science and Technology (KAIST) and Pohang University of Science and Technology (POSTECH), in Korea. As of 2017, about 70 universities are participating, and more than 300 lectures on various subjects like engineering, liberal arts, and medical science are available.

Reflecting the rise in interest by learners, the platform recorded 3.2 million visits and 280,000 lecture sign-ups (as of June 2017). A look at the age of the registered members shows that K-MOOC users are evenly distributed over all age groups: the group under 20 years old was 15%, the 20s group was 36.9%, the 30s group was 16.3%, the 40s group was 16.8%, and the 50-year-old and older group was 14.9%.

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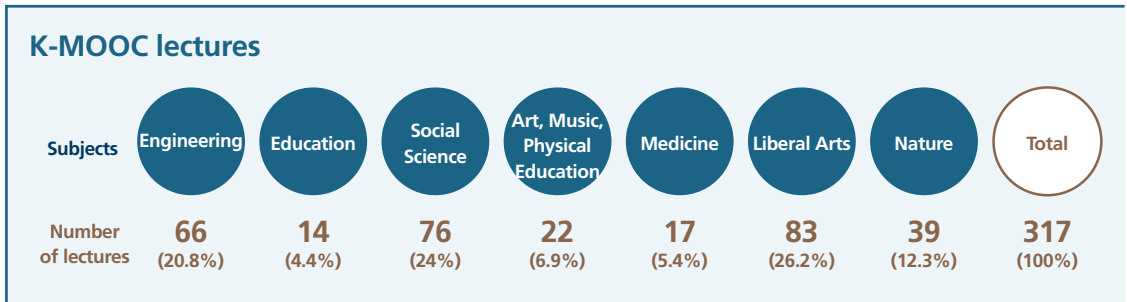
### **Lectures in preparation for the Fourth Industrial Revolution**

The Ministry of Education is developing 160 or more new lectures in 2017 in addition to the existing 143 to bring the total to 300 or more lectures. The new lectures added in 2017 include ones related to the Fourth Industrial Revolution such as AI and big data, and various other subjects such as liberal arts, Korean studies, local-specific subjects, etc. The Ministry of Education expects that expanding the K-MOOC lectures will cater to the various interests and growing demands of learners in this age of the Fourth Industrial Revolution and thus contribute to educating people in preparation for the future. And that is why the Ministry is continuously interested in maintaining the wide variety and high quality of lectures.

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### **Offline meetings with distinguished scholars**

Various events are being held where K-MOOC subscribers can meet the professors who lecture on K-MOOC in person. In June 2017, Hanyang University hosted the "Liberal Arts Meet Architecture" event, and Kyunghee University hosted "The History of Philosophy in Korea." Such offline lectures aims to boost interest in K-MOOC and supplement



the sense of educational meetings and communication, qualities that online lectures may lack.

### K-MOOC mobile application

The K-MOOC mobile app was launched in February 2017, so that subscribers can continue their learning regardless of time and place. K-MOOC users' best practice cases were collected through a contest and published, K-MOOC was introduced at various expos such as the Education for Happiness Expo, and various efforts are being made to promote K-MOOC as a promising education platform of the future.

### "Knowledge and education cooperation" between domestic universities

Seoul National University, KAIST and POSTECH signed an agreement to jointly develop science and technology lectures for K-MOOC. After developing five lectures, the student credits for those lectures have been exchanged, and "knowledge and education cooperation" between universities is expanding. Starting in 2017, it will be possible for multiple universities and research institutes to participate in a consortium to develop and utilize lectures that use team teaching, etc.

### K-MOOC goes global

As K-MOOC makes its way into the world, to set the foundation for its further promotion, it has been made an agenda item as part of MOOC Initiative at the ASEM Education Ministers' Meeting, which will be held in November 2017. Foreign MOOC platforms such as those in Thailand and Ukraine signed an MOU with K-MOOC for joint development and utilization.

PART

# 4

## The Future of Korean Education



Reinforcement of Early Childhood Education, including  
the Nuri Curriculum



Education Informatization, Utilizing ICT in Education and  
E-learning Policies



Customized Lifelong Education Provided to Vulnerable  
Social Groups



## Reinforcement of Early Childhood Education, including the Nuri Curriculum



*In human development, the infant stage is the time when the basis for all-round development and character is formed. If you were to invest the same amount of money in education for every life stage, the infant stage would give you the greatest return on investment. That is why it is necessary to expand the public fund investment in the early childhood education.*

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### **The Nuri Curriculum, guaranteeing the same starting point with an equal educational opportunity**

The Nuri Curriculum kicked off in 2012 as a “common curriculum for 5-year-olds,” with which all 5-year-old children in the country are taught whether they are attending kindergarten or are in a daycare center. It all began with a national consensus that, in the interest of providing equal opportunity and a fair start, early childhood education in preschool should be part of public education.

This means providing all children with quality education regardless of the place of residence or economic situation. After starting the program for 5-year-olds in 2013, it was expanded to 3- and 4-year-olds later that year.

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### **Integrating early childhood education with daycare service**

By integrating the programs of two separate institutions, kindergarten and daycare center, into one Nuri Curriculum, an opportunity was created to provide more funding and enhance the quality of education.

It was meaningful to overcome the conflict between the two preschool programs and creating the Nuri Curriculum for 5-year-olds with collaboration among the Ministry of Education, Science and Technology and the Ministry of Health and Welfare, and the early childhood education and daycare service sectors.

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### **Curriculum considering the age-specific development characteristics of infants**

The Nuri Curriculum seeks to provide children from 3 to 5 years old with basic abilities, upright character, the basis to become democratic citizens, basic knowledge, and other abilities, rather than focusing on cognitive learning of each subject. The Nuri Curriculum for the 5-year-old group is systematically linked to the first and second years of creativity and character education in primary school.

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### **Education cost savings for parents of pre-school children**

Preschool education used to be a financial burden for parents because they had to shoulder the costs. The Nuri Curriculum gradually increased financial support to 3- to 5-year-old children in kindergartens and daycare centers so that the parents’ financial



- The Nuri Curriculum for the 5-year-old group is systematically linked to the first and second years of creativity and character education in primary school. ●●

burden was reduced.

The financial burden for parents was eased starting in 2013 when the government expanded support for kindergarten and daycare center expenses regardless of income.

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### **Fifty kindergartens selected for exemplary implementation of the Nuri Curriculum**

Every year, the government selects 50 kindergartens to award them for their outstanding curricula, encourages the teachers, and shares best practices to boost the quality of early childhood education.

Out of a total of 8,856 kindergartens, 114 (87 public, 27 private) applied in 2016, and 90 were recommended by the Metropolitan and Provincial Offices of Education after screening, and then 50 were finally selected.

They were evaluated in six areas (curriculum planning, curriculum operation, curriculum evaluation, curriculum operation support, linkage with families and the community, best curriculum practices), 10 items, and 24 indices. The 50 exemplary kindergartens selected were awarded with a citation from the Minister of Education and a cash prize.

And these best practices were introduced through various channels, such as the Nuri Curriculum case presentation and case publication, and on the Ministry of Education website.



## Education Informatization, Utilizing ICT in Education and E-learning Policies



*The government has set three goals for the training of creative talents with education and ICT convergence: leading future-preparing creative competence education; providing customized education to grow dreams and develop talents; and providing equal education opportunities through coexistence and cooperation. Now, the government is focusing on carrying out strategic tasks to build a learner-oriented digital education ecosystem.*

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### **The 20th anniversary of EduNet, restructured as a teacher-centered service**

Korea's education information service "EduNet" ([www.edunet.net](http://www.edunet.net)) was overhauled and reborn as the integrated education policy and curriculum service, "T-CLEAR" (Teacher-Curriculum Lead Education All Round).

EduNet has been offering the largest education information service in Korea since September 1996. Thanks to the recent restructuring, various national education policy services can now be found in one place, and the 2015 Revised Curriculum linked teaching-learning support service was improved, to the teachers' benefit.

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### **Security reinforcement of National Education Information System (NEIS)**

The Korea Education and Research Information Service (KERIS) acquired the certification of Korea Internet and Security Agency's (KISA) Information Security Management System (ISMS) for the NEIS Central Operation Center. Accordingly, the safety and security of the Center, designated as national ICT infrastructure in February 2014, were recognized, and thus the basis for a stable national service was formed.

Also, the ISMS certification recognized that it has the security system to protect national infrastructures and services from outside cyber invasions. The information protection system for its education administration services was verified not only domestically but also after rigorous inspection by an international institution.

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### **Promotion of software education**

The Ministry of Education and the Ministry of Science and ICT announced a "Software Education Promotion Plan" for systematic software education development, and decided to provide the infrastructure for the successful implementation of the compulsory software education included in the 2015 Revised Curriculum.

Thus, primary and middle schools will expand curriculums to promote software education, and the Ministry will find and share best cases from model schools for others' reference.

Universities with an emphasis on software will be promoted, curricula



“ Now, the government is focusing on carrying out strategic tasks to build a learner-oriented digital education ecosystem. ”

will be restructured, and basic software education will become compulsory for non-majors to focus on producing specialists.

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### Gradually expanding the use of digital textbooks in primary and middle school

Following the introduction of the 2015 Revised Curriculum, social studies, science and English textbooks from the third year of primary school to the third year of middle school, and English textbooks for high school (five government-approved textbooks) will be digitalized and supplied.

The government textbooks will be used for social studies and science in primary schools and the rest will use government-approved textbooks for digitalization.

Digital textbooks will be used starting from 2018 (primary school years three to four and the first year of middle school), and will be gradually expanded according to the 2015 Revised Curriculum, and used together with paper textbooks. To achieve this, the Ministry of Education will work with an approval agency, publishing companies and a development agency to develop textbooks that are “detailed and easy to learn,” “learner-centered and level-specific learning enabled,” and “virtual reality-enabled with the use of cutting-edge multimedia technology”.

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**Kindergarten admission management system “go-first school” opened**

The kindergarten admission management system “Go-first school ([www.go-firstschool.go.kr](http://www.go-firstschool.go.kr))” has been newly launched to enable kindergarten application, checking application results and registration on a single website. It is linked to a kindergarten notice board ([www.childinfo.go.kr](http://www.childinfo.go.kr)), through which information such as on admissions can be obtained.

One child can apply to three kindergartens, and after random lots are drawn at the Offices of Education, the system allows registration at only one kindergarten, making life easier for parents.

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**KOCW offers university lectures and contributes to expanding educational opportunities**

The KERIS’s university open lecture service Korea Open Course Ware (KOCW) offers outstanding online university lectures free of charge, thereby expanding lifelong learning opportunities and leading the culture of knowledge sharing. First tested in December 2007, KOCW officially opened in 2009 and is celebrating its 10th anniversary in 2017.

It offers 15,000 outstanding lectures and 209,000 lecture materials from 190 universities and institutes. It provides lectures on majors for university students, as well as lectures on practical subjects like foreign languages and various licenses for learners strapped for time or money.



## Customized Lifelong Education Provided to Vulnerable Social Groups



*As we enter the age of centenarians, people should prepare for their second or even third acts in life. To support this new phenomenon, the government is offering life-stage customized programs for anyone who wants to receive lifelong education, and also online learning platforms to let them learn any time wherever they are. It is also expanding its extensive lifelong education system for educationally vulnerable people who missed the opportunity to learn during school age.*

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### **Supporting universities for the promotion of lifelong education programs**

The government is supporting lifelong education systems in universities for lifelong learners and individuals who started working right after graduating from high school and want to study in a university.

This system promotes the so-called, “Job First, University Later” trend, and various programs have been put in place to cater to the different needs of those who go to university later.

Adjusting semester credit limits, introducing multiple semesters, and operating night and weekend classes in addition to distance and blended learning are some of the examples of lifelong learner-customized programs.

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### **Bridging the regional lifelong education gap with Lifelong Learning Cities**

Rather than the government getting directly involved in vitalizing lifelong education programs, it is rendering support to regional-level (si, gun, gu) and village-level (eup, myeon, dong) learning communities where local citizens get involved in teaching and learning and develop the ability to solve local problems on their own. By designating Lifelong Learning Cities, local governments are building lifelong learning infrastructure and laying the foundation for local lifelong education (organization, budget, manpower, etc.).

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### **Happiness Learning Centers**

The Happiness Learning Centers use existing facilities such as community service centers and senior citizen centers to run programs to make lifelong education accessible for everyone.

In particular, agricultural and fishing villages that have not had as much access to lifelong education opportunities are receiving more support to improve the quality of life and bridge the lifelong education gap between other regions.

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### **Life-stage customized education**

Young people who wish to continue their education can go to universities that provide lifelong education programs for various kinds of education, and middle-aged people, including early retirees,



“As we enter the age of centenarians, people should prepare for their second or even third acts in life.”

can go to Happiness Learning Centers to receive education to help them get a new job.

Older people get to enhance the quality of life through hobbies and leisure and get education to adapt to social changes. Women whose career have been discontinued due to child birth and rearing can get into specially customized programs to help them find a new job or launch a start-up to carve out their second act in life.

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### National Lifelong Learning Portal “Neulbaeum”

The National Lifelong Learning Portal “Neulbaeum” ([www.life-longedu.com](http://www.life-longedu.com)) has been in operation since 2015 and offers various lifelong learning information that is accessible regardless of time and place.

The National Lifelong Learning Portal allows you to search for lifelong learning programs all over the country and has links to free online lectures and various content from both public and private sources.

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### Promotion of adult literacy education

From 2006 up until 2016, more than 260,000 people received literacy education through a literacy education support program, and 6,239 of them received primary and middle school diplomas.

However, there are an estimated 2.64 million people with illiteracy issues (according to an adult literacy survey conducted in 2014), and the program is aiming to help 33,000 people in 2017 alone, and 500,000 people by 2020.

There are plans to set up literacy education centers in metropolitan governments and support about 380 literacy education programs in local governments.

Also, primary and middle school textbooks will be provided free of charge to those who have illiteracy issues such as North Korean defectors, multicultural families, and foreign workers.



PART

# 5

## Globalization of Korean Education System



Reinforcement of Multicultural Education



Support for Students Who Defected from North Korea



Expansion of Official Development Assistance (ODA) in  
the Education Sector



Promotion of Student Exchange Programs and  
Outstanding International Students



## Reinforcement of Multicultural Education



*Globalization has brought many people with diverse backgrounds into Korean society, and the number is steadily increasing. There are about 100,000 multicultural students in Korean schools (2017). Not only is their number increasing, their characteristics, such as family background and reasons for coming to Korea, are also getting more diverse. Therefore, the government is supporting these students so that they grow to become healthy members of our society and is using various policies to create a multiculture-friendly education environment.*

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### Helping entry into public education and adapting to school life

To help multicultural students adapt to the Korean public education system, multicultural kindergartens and multicultural pre-schools have been set up, and there is also a university student mentoring program. In multicultural kindergartens, multicultural children are integrated with other children and offered customized Korean language education. In multicultural pre-schools, multicultural students can get intensive Korean language lessons and also learn about Korean culture. University student mentors can support Korean language lessons and enhance basic academic skills, as well as provide counseling about school life.

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### Career path exploration and development of potential

Career mentoring and “Global Bridge” programs are offered for multicultural students to help them in their search for their aptitude and career paths. “Global Bridge” is a special education program that helps talented multicultural students develop their skills in four major fields: foreign languages, mathematics/science, global leadership, and art/music/sports. Career mentors include many outstanding mentors and also mentors with migration backgrounds, and they encourage the multicultural students to understand that their diverse cultural experience can work to their advantage and to build on their dreams.

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### Helping school members embrace diverse cultures

To cultivate a school culture where diversity is respected, multicultural education schools are designated where education programs are added to help understand multicultural issues and boost teachers’ multicultural competence. These education schools run different multicultural education programs for all students in their curriculum and extracurricular activities. To boost the acceptance of diversity for students aspiring to be teachers, multicultural subjects have been added to the curriculum of universities of education. Teachers attend multicultural education lectures, and multicultural education teachers, counselors, and career counseling teachers attend special training programs. Also, efforts are made to share best cases in multicultural education through the multicultural portal ([www.nime.or.kr](http://www.nime.or.kr)).



## Support for Students Who Defected from North Korea



*In 2016, about 2,500 students who have defected from North Korea are attending elementary, middle, and high schools. And their number is increasing every year.*

*The government has adopted many different policies to help them integrate into Korean society and grow into productive citizens in the age of reunification.*

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### **Education customized for students from North Korea**


Of the students who have defected from North Korea, 56.6% were born in a third country like China (as of April 2017). Since the number of such students whose mastery of the Korean language is not perfect is increasing, Samjuk Primary School (a school that North Korean students attend when first they come to Korea) has added bilingual faculty members who can speak Chinese. Hanadul School for middle and high school students from North Korea in Hanawon is another educational facility that added Chinese teachers to reinforce Korean language education. Hangyeore middle and high school is a transition period school that added expert psychological counselors to talk to students from North Korea who are going through a tough time emotionally.

North Korean students attending regular schools can receive psychological counseling through the Hana Center, counseling centers or from local specialists. Homeroom teachers and subject teachers are in charge of continuous one-on-one mentoring and offer customized education such as study guidance, psychological counseling, and cultural experiential activities.

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### **Career and vocational education for students from North Korea**

Vocational education is provided to help them to settle down in Korean society with employment after graduation or by acquiring licenses, and so on. Reflecting current trends and demand of Hangyeore High School students, job training programs in three fields (3D printing, welding, and automobile maintenance) have been newly added. For North Korean students attending regular schools, metropolitan and provincial offices of education are offering career counseling and on the job training with customized career and job camps in conjunction with policy research schools and class research societies.





## Expansion of Official Development Assistance (ODA) in the Education Sector



*When discussing Korea's remarkable economic growth, most people agree that education has been one of the key factors. Our experience in adopting education policies to produce the manpower needed at each stage of the industrial development has been the object of envy all over the world.*

*Developing nations in Southeast Asia, Africa, and Central and South Americas have continuously requested that we share our know-how and experience in education development.*

*And by sharing our experience with the international community, Korea's efforts to return the aid that we received from international society in the past are finally coming to fruition.*

## International Cooperation Leading University ... Korean education ODA model

The government is promoting and supporting International Cooperation Leading Universities to pass on the system, resources, and know-how of Korean universities to universities in developing countries to boost their competitiveness. By assisting in the establishment of new departments and remodeling in the universities of developing nations, Korean universities are helping them boost their education competence and contribute to local community development. And this is the Korean education ODA model that makes full use of the Korean universities' outstanding resources.

This program started in 2012 with two universities (Ewha Womans University and Pohang University of Science and Technology), and now 11 universities are participating in 2017. The Ministry of Education will support each project unit with about 400 million Korean won annually for four years, and universities with outstanding results will receive follow-up support (about 100 million Korean won annually for two years maximum) to ensure the success of the project.

The Materials Science and Engineering Department that Pohang

### The world is learning about the strength of Korean education with the BEAR project



Reforming Africa's vocational education system based on the unique experience of Korea in education, and thus helping the growth of countries, is the essence of the Better Education for Africa's Rise (BEAR) project. The project was started in 2011 at UNESCO's request and is the first multilateral ODA project by the Korean Ministry of Education. The first BEAR

project successfully boosted the competence of vocational education institutes and experts in five sub-Saharan African countries (Botswana, the Democratic Republic of the Congo, Malawi, Namibia and Zambia). And since 2016, following requests from UNESCO and African nations, the second BEAR project is in progress in five East African countries (Kenya, Tanzania, Uganda, Ethiopia, and Madagascar).

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### **Outstanding teachers sent to developing nations ... achieving sustainable educational results**

University of Science and Technology set up at the Adama Science and Technology University in Ethiopia is the first of its kind in that country and is recognized as an outstanding department. Inje University upgraded all national nursing universities in Sri Lanka to a new four-year system from the old three-year system.

The core competence of Korean education is its outstanding teachers, and a program is underway to send them to developing nations. To support basic education in developing countries in Africa, Korean teachers are sent to teach and learn. The program started with 21 teachers in four countries in 2013, and in 2015, 20 teachers were sent to eight countries. And the outstanding education results achieved by the Korean teachers caused an avalanche of requests for more teachers.

The government replied by expanding the number of teachers to be sent overseas in the long term, and initiated programs such as a short-term overseas education volunteer service for pre-service teachers and bringing teachers out of retirement to go overseas in advisory roles. In 2016, a total of 437 teachers were sent to 24 countries.

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### **Korea-UNESCO “Africa Information Communication Technology Using Education Innovation” Project**

Korea is making efforts to expand educational opportunities in Africa with the use of information and communication technology (ICT).

Education opportunities are limited in Africa. Using ICT to produce education content and teacher training programs, applying them to model schools, using remote education to reach more people, then eventually expanding the results to international society is the goal of the program. This program is funded by a funds-in-trust with six million dollars that Korea is providing to UNESCO for three years starting from 2015, and benefits Rwanda, Mozambique, and Zimbabwe. Korean experts will participate in establishing detailed implementation plans for each country, and their advanced ICT know-how is reflected in the whole project.



## Promotion of Student Exchange Programs and Outstanding International Students



*All over the world, countries are focusing on expanding the higher education industry and attracting international students to secure talents. The internationalization competency of Korean universities is relatively low. In view of the study abroad expenditure deficit, school age population decline, and the trend of a decreasing working-age population, universities need to attract outstanding international students to boost their international competitiveness. And the government is making multiple efforts to lure international students.*

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### **Specialized curriculum to make studying in Korea more attractive**

Universities are making studying in Korea more attractive by installing specialized curricula for foreigners and Korean nationals living overseas and education customized to a subject or reason for studying in Korea. And the government is supporting their efforts to restructure and offer bilingual lectures on Hallyu subjects such as specialized industries (IT, shipbuilding, nuclear energy, etc.), specialized skills (health, beauty, automobile maintenance, etc.) and Korea's development experience.

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### **Attracting international students to outstanding local universities**

By using the University for Creative Korea (CK) program and based on surveys and analyses of Korean nationals living abroad on education demand, the government is looking for ways to link the CK universities and Korean nationals overseas.

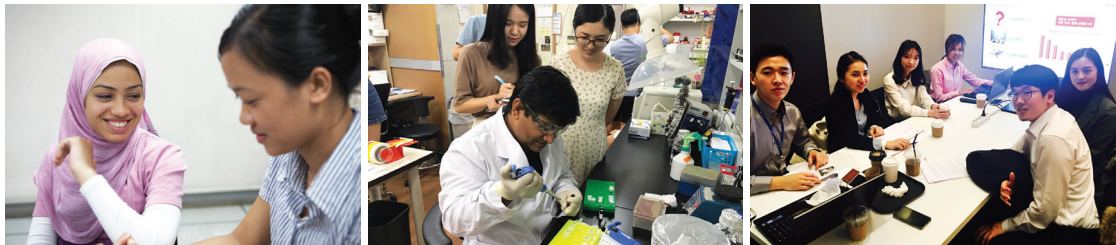
The government has expanded the Global Korea Scholarship (GKS) program to outstanding local universities and has turned to local universities to run the ASEAN Outstanding Science and Engineering University Student Training Invitation Program.

In addition, the government has set up the Study in Korea information system ([www.studyinkorea.go.kr](http://www.studyinkorea.go.kr)) and an integrated dormitory for international students to improve their residential conditions and support their life and employment.

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### **Government invites foreign students to scholarship program**

The government is inviting foreign students to its scholarship program. It invites outstanding students all over the world, provides them with study and living expenses and has them study in Korean graduate and undergraduate programs, thereby producing pro-Korea global talents. From 1967 until now, the government invited 8,119 foreign students from 155 countries to its scholarship program, and as of 2017, about 3,200 scholarship students (including 692 newcomers) are studying in 82 universities in Korea. This program produced about 3,800 alumni, who are active in politics, economy, academia and many other fields all around the world.



“ The government is inviting foreign students to its scholarship program. ”

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### **First ASEAN, and now African and Central and South American students invited to training program**

The ASEAN Outstanding Science and Engineering University Students Training Invitation Program was initiated in 2015 to attract international students from various nations. Building on its success, the program was expanded in 2017 to include Africa and South and Central America, as well as ASEAN.

In 2016, 40 students from six African nations and 40 students from nine South and Central American nations were invited for the first time, and they attended a five-week training at four different universities (Kyungpook National University, Incheon National University, Chonbuk National University and Chonnam National University).

In addition to lectures on subjects in each university's specialized academic field, various programs such as experiments, on-the-job training, visits to companies and research centers, and Korean culture experiences are offered.

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### **CAMPUS Asia: Korea-China-Japan university student exchange program**

Korea, China, and Japan are serious about the CAMPUS Asia project to produce talents who will lead cooperation among the three nations. The CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia) project is a mutual exchange program among the three nations. Korea, China, and Japan are supporting student exchanges between 17 participating consortia in the three countries from 2016 to 2021.

The CAMPUS Asia project was selected as a new program in the third trilateral summit in May 2010 and was operated as a pilot program from 2011 to 2015. During this period, a total of 1,900 students participated in the exchange program, and 39 Korean students received dual degrees through this program.

With this exchange process, students from the three nations can learn each other's languages and cultures, in addition to their academic studies, discuss common issues and thereby enhance their mutual understanding.

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### **Construction of international student dormitory (Global Exchange Center)**

To provide a stable accommodation to international students and boost the internationalization efforts of local governments, the Iksan Global Exchange Center was built on the campus of Wonkwang University in Iksan, Jeollabuk-do, joining the first one built in Gyeongsan, Gyeongsangbuk-do.

The Global Exchange Center is a government program that builds an international students' dormitory where it is needed. The first one was built in Gyeongsan in 2014, and the second one in Iksan in 2016. The Global Exchange Center has a dormitory, but also contains a support center for international students, a Global Lounge for cultural exchanges between students, a conference hall for various events, and other facilities, while playing the role of supporting international students on a variety of occasions.

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### **Plans to attract 200,000 international students by 2023**

The Ministry of Education is planning to attract 200,000 international students by 2023 by supporting the efforts of universities to strengthen their capacity to attract international students and their management competence, including the efforts made by outstanding local universities. Attracting outstanding international students from diverse backgrounds and utilizing them well will lead to the globalization of Korea's higher education and enhance the national brand value.



# Educational Statistics

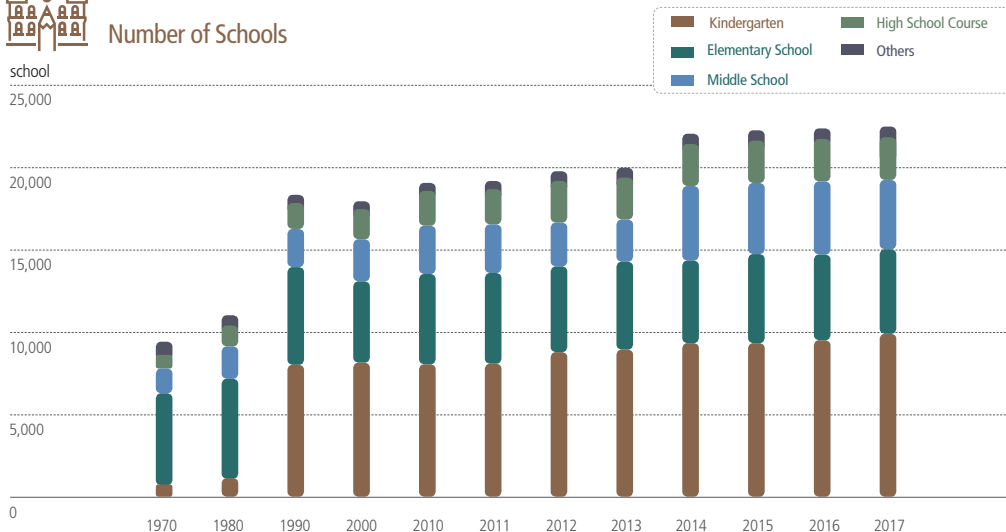
1. Schools, Students and Teachers
2. Enrollment Rate
3. Number of Students per Teacher
4. High School Education & Tertiary Education Completion Rate
5. Proportion of GDP for Public Education Expenditure
6. Public Education Expenditure per Student
7. OECD PISA Rankings
8. Ministry of Education Budget Relative to Government Budget

## Primary and Secondary Education



### Number of Schools

school  
25,000



(Unit : school)

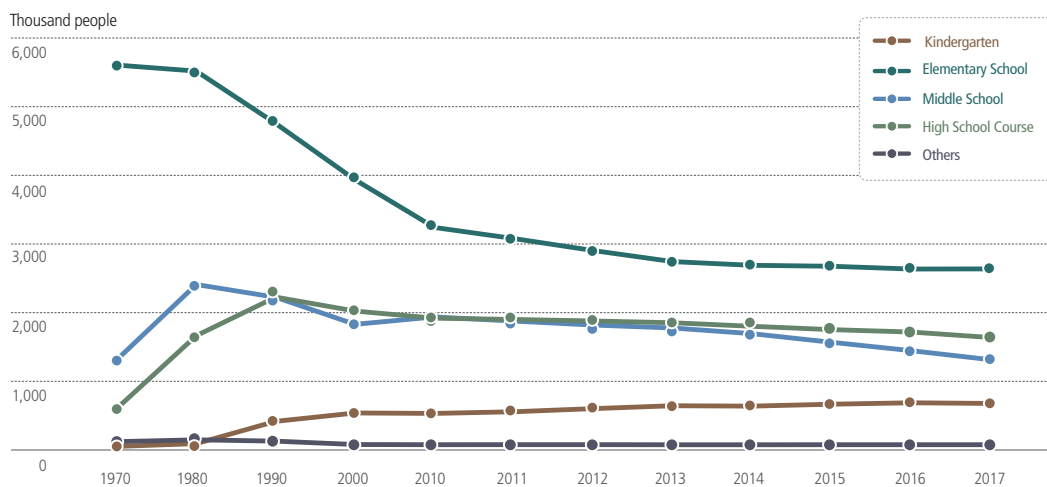
Classification	Total	Kinder-garten	Elementary School	Middle School	High School Course							Others
					Subtotal	General High School	Specialized High School	Special-purposed High School	Autonomous High School	General High School	Vocational High School	
2017	20,938	9,029	6,040	3,213	2,360	1,556	491	155	158	-	-	296
2016	20,835	8,987	6,001	3,209	2,353	1,545	497	152	159	-	-	285
2015	20,729	8,930	5,978	3,204	2,344	1,537	498	148	161	-	-	273
2014	20,540	8,826	5,934	3,186	2,326	1,520	499	143	164	-	-	268
2013	20,336	8,678	5,913	3,173	2,322	1,525	494	138	165	-	-	250
2012	20,137	8,538	5,895	3,162	2,303	1,529	499	128	147	-	-	239
2011	19,974	8,424	5,882	3,153	2,282	1,554	499	120	109	-	-	233
2010	19,850	8,388	5,854	3,130	2,253	-	-	-	-	1,561	692	225
2000	18,659	8,494	5,267	2,731	1,957	-	-	-	-	1,193	764	210
1990	19,078	8,354	6,335	2,474	1,683	-	-	-	-	1,096	587	232
1980	11,213	901	6,487	2,100	1,353	-	-	-	-	748	605	372
1970	9,496	484	5,961	1,608	889	-	-	-	-	408	481	554

#### Note

- 1) The number of schools includes new schools, existing schools, and school closures(excluding closed schools and branch schools)
- 2) Others include special school, civic school, high civic school, trade high school, miscellaneous school, and Air&Corr. middle and high school.
- 3) Specialized High School in 2017 : 466 Specialized High School(job), 25 Specialized High School(Alternative)
- 4) Special-purposed High School in 2017 : 20 science high schools, 8 genius schools, 28 arts high schools, 31 foreign language high schools, 16 Physical Education high schools, 7 international high schools, 45 customized Industry Demand high schools
- 5) Autonomous High School in 2017: 112 autonomous public high schools, 46 autonomous private high schools
- 6) Since 2011, the type of high school has been changed from 2 types(General High School, Vocational High School) to 4 types(General high school, Specialized High School, Special-purposed High School, and Autonomous High School)



## Number of Students by School



(Unit : person)

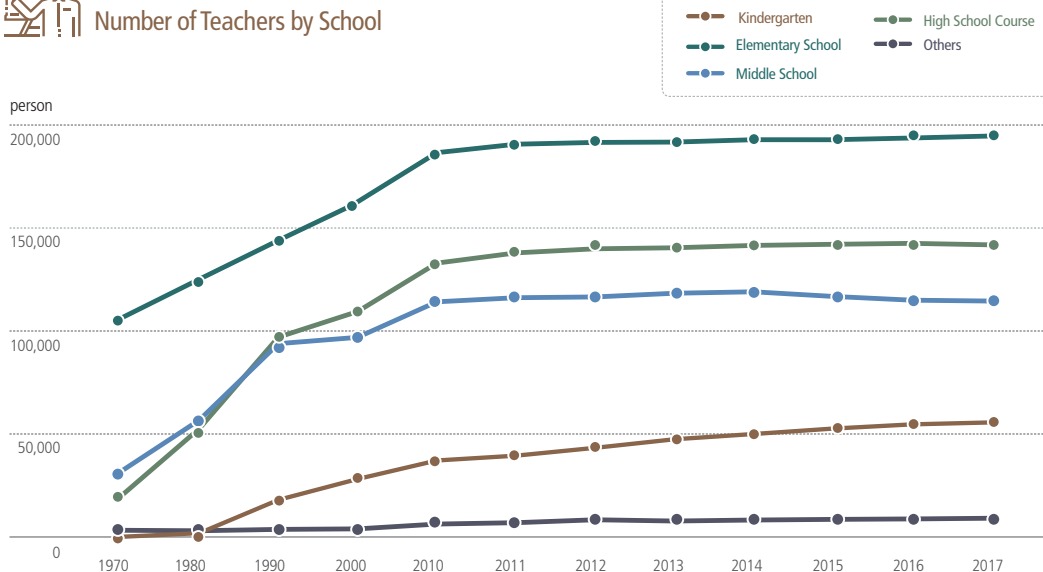
Classification	Total	Kindergarten	Elementary School	Middle School	High School Course							Others
					Subtotal	General High School	Specialized High School	Special-purposed High School	Autonomous High School	General High School	Vocational High School	
2017	6,468,629	694,631	2,674,227	1,381,334	1,669,699	1,193,562	274,281	67,960	133,896	-	-	48,738
2016	6,635,784	704,138	2,672,843	1,457,490	1,752,457	1,256,108	290,632	67,607	138,110	-	-	48,856
2015	6,819,927	682,553	2,714,610	1,585,951	1,788,266	1,278,008	302,021	67,529	140,708	-	-	48,547
2014	6,986,116	652,546	2,728,509	1,717,911	1,839,372	1,314,073	313,449	66,928	144,922	-	-	47,778
2013	7,187,384	658,188	2,784,000	1,804,189	1,893,303	1,356,070	320,374	67,099	149,760	-	-	47,704
2012	7,384,788	613,749	2,951,995	1,849,094	1,920,087	1,381,130	330,797	64,468	143,692	-	-	49,863
2011	7,601,338	564,834	3,132,477	1,910,572	1,943,798	1,425,882	340,227	63,727	113,962	-	-	49,657
2010	7,822,882	538,587	3,299,094	1,974,798	1,962,356	-	-	-	-	1,496,227	466,129	48,047
2000	8,549,865	545,263	4,019,991	1,860,539	2,071,468	-	-	-	-	1,324,482	746,986	52,604
1990	9,965,954	414,532	4,868,520	2,275,751	2,283,806	-	-	-	-	1,473,155	810,651	123,345
1980	10,044,891	66,433	5,658,002	2,471,997	1,696,792	-	-	-	-	932,605	764,187	151,667
1970	7,793,585	22,271	5,749,301	1,318,808	590,382	-	-	-	-	315,367	275,015	112,823

Note 1) Others include special school, civic school, high civic school, trade high school, miscellaneous school, and Air&Corr. middle and high school.

2) Since 2011, the type of high school has been changed from 2 types(General High School, Vocational High School) to 4 types(General high school, Specialized High School, Special-purposed High School, and Autonomous High School)



## Number of Teachers by School



(Unit: person)

Classification	Total	Kindergarten	Elementary School	Middle School	High School Course							Others
					Subtotal	General High School	Specialized High School	Special-purposed High School	Autonomous High School	General High School	Vocational High School	
2017	492,187	53,808	184,358	109,130	134,754	91,064	25,853	7,674	10,163	-	-	10,137
2016	491,152	52,923	183,452	109,525	135,427	91,474	26,306	7,416	10,231	-	-	9,825
2015	489,515	50,998	182,658	111,247	134,999	90,878	26,588	7,245	10,288	-	-	9,613
2014	488,363	48,530	182,672	113,349	134,488	90,174	26,938	6,934	10,442	-	-	9,324
2013	482,686	46,126	181,585	112,690	133,414	89,469	26,759	6,678	10,508	-	-	8,871
2012	476,065	42,235	181,435	111,004	132,953	89,538	27,283	6,289	9,843	-	-	8,438
2011	469,136	38,662	180,623	110,658	131,083	90,464	27,327	5,801	7,491	-	-	8,110
2010	455,907	36,461	176,754	108,781	126,423	-	-	-	-	90,735	35,688	7,488
2000	370,245	28,012	140,000	92,589	104,351	-	-	-	-	63,374	40,977	5,293
1990	342,770	18,511	136,800	89,719	92,683	-	-	-	-	58,074	34,609	5,057
1980	232,643	3,339	119,064	54,858	50,948	-	-	-	-	27,480	23,468	4,434
1970	158,472	1,660	101,095	31,207	19,854	-	-	-	-	9,845	10,009	4,656

- Note** 1) Others include special school, civic school, high civic school, trade high school, miscellaneous school (excluding Air&Corr: middle and high school)
- 2) Teachers include full-time and temporary teachers, excluding retired teachers and part-time instructors(including leave teachers)
- 3) By position, the principal, vice-principal, head teacher, an assigned teacher, teacher, special teacher, professional counselor, librarian teacher, practical teacher, health teacher, nutrition teacher are included.
- 4) Since 2011, the type of high school has been changed from 2 types(General High School, Vocational High School) to 4 types (General high school, Specialized High School, Special-purposed High School, and Autonomous High School)

## Tertiary Education



Comparison of the number of schools compared to the previous year

(Unit : school)

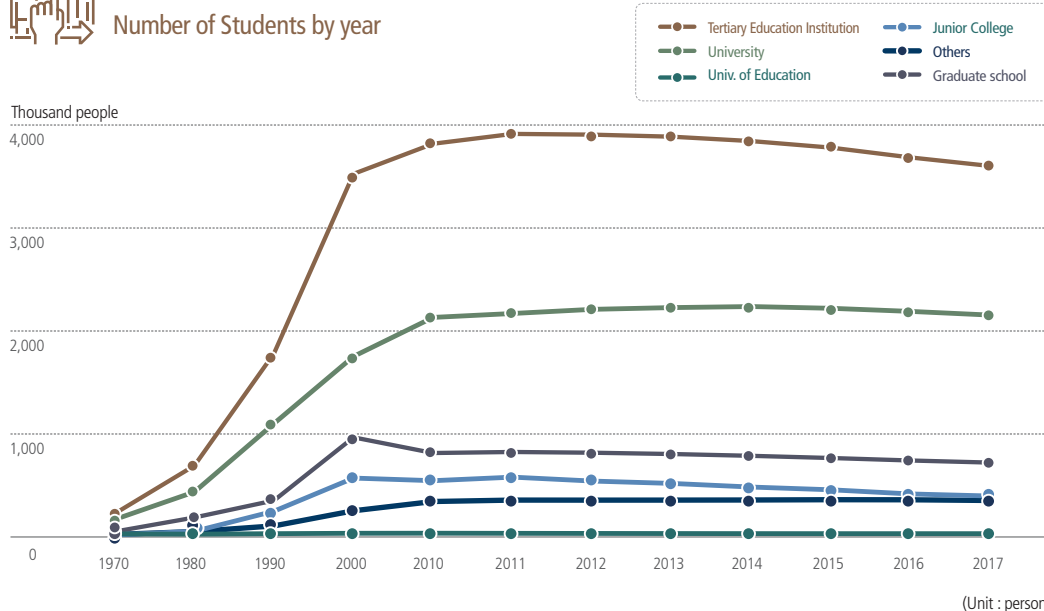
Statute	Classification		2016(A)	2017(B)	Variation(B-A)	Remarks
	Total		430	430	-	
「Higher Education Act」	University		184	184	-	
	Industry University		2	2	-	Chungwoon University, Houwon University
	Univ. of Education		10	10	-	Gongju National University of Education, Gwangju National University of Education, Daegu Education University, Busan National University of Education, Seoul National University of Education, Kyungin University of Education, Jeonju National University of Education, Jinju National University of Education, Cheongju National University of Education, Chuncheon National
	Junior College		137	137	-	
	Air&Corr. University		1	1	-	Korea Broadcasting and Telecommunications University
	Cyber University	Undergraduate	17	17	-	
		Junior College	2	2	-	Youngjin cyber university, Korea welfare cyber
	Technical College		1	1	-	Jeongseok University
	Miscellaneous School	Undergraduate	2	2	-	Full Gospel General Theological Seminary, Korea National University of Arts
		Junior College	-	-	-	
	Graduate school	Graduate School College	44	44	-	
		University Graduate School	<1,149>	<1,153>	<4>	
	「Lifelong Education Act」 (Article 31 (4), Article 32, Article 33)	Specialized College		3	3	-
Distance University		Undergraduate	1	1	-	Youngnam Cyber University
		Junior College	1	1	-	World Cyber University
College in the Company facility in the form		Undergraduate	3	3	-	Samsung Electronics Engineering University, KDB Financial University, LH Land Housing University
		Junior College	5	5	-	Samsung Heavy Industry College, SPC College of Food Science, DSME, Hyundai Heavy Industries Engineering College, POSCO
「Worker Skill Development Act」 (Article 2 (5))	Polytechnic College		9	9	-	IICT Politech University, Korea Polytech I University, Korea Polytech II University, Korea Polytech III University, Korea Polytech IV University, Korea Polytech V University, Korea Polytech VI University, Korea Polytech VII University, Korea Polytech College
Higher education institutions established under other individual laws	University		5	5	-	Korea Advanced Institute of Science and Technology, Gwangju Institute of Science and Technology, Daegu Gyeongbuk Institute of Science and Technology, Ulsan Institute of Science and Technology, Korea Traditional Culture University
	Graduate School College		2	2		Korean Studies Graduate School, National Cancer Center International Cancer Graduate School
	Junior College		1	1	-	Korea Agricultural and Fisheries University

- Note** 1) ucation institutions based on the establishment of special laws and other departments have been formally investigated since 2011 and included in the number of students  
 2) < > are excluded from the total into graduate schools.  
 3) Closed schools and branch schools are excluded from the number of schools  
 4) Politech University Specialized Campus(Polytechnic College) Change of calculation standard(3 schools → 1 schools), retrospectively applied to the number of schools

## Educational Statistics



Number of Students by year

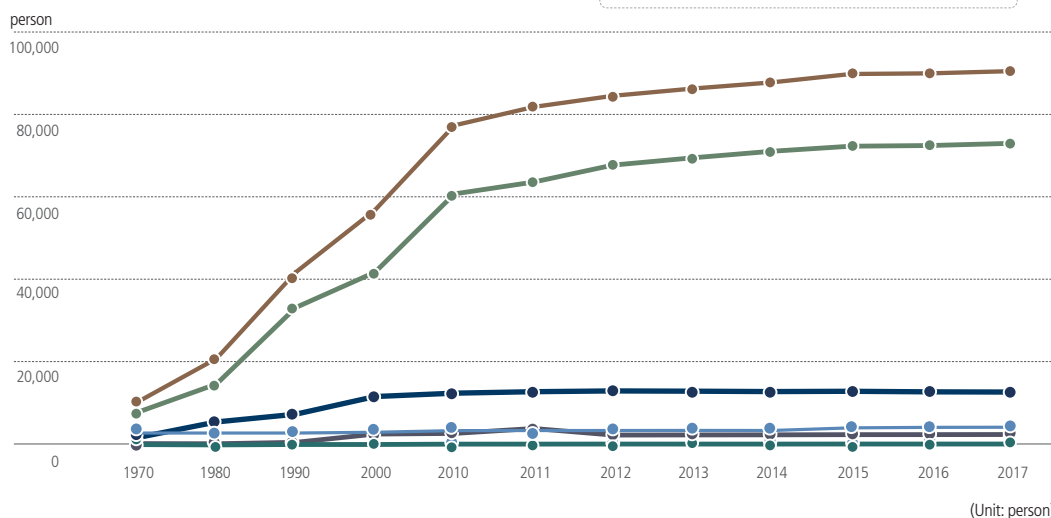


Classification	Tertiary Education Institution	Department				Graduate school
		University	Univ. of Education	Junior College	Others	
2017	3,437,309	2,050,619	15,839	677,721	366,815	326,315
2016	3,516,607	2,084,807	15,903	697,214	385,915	332,768
2015	3,608,071	2,113,293	15,967	720,466	424,867	333,478
2014	3,668,747	2,130,046	16,566	740,801	450,462	330,872
2013	3,709,734	2,120,296	17,500	757,721	484,395	329,822
2012	3,728,802	2,103,958	18,789	769,888	506,623	329,544
2011	3,735,706	2,065,451	20,241	776,738	543,343	329,933
2010	3,644,158	2,028,841	21,618	767,087	509,979	316,633
2000	3,363,549	1,665,398	20,907	913,273	534,534	229,437
1990	1,691,681	1,040,166	15,960	323,825	224,567	87,163
1980	647,505	402,979	9,425	165,051	36,111	33,939
1970	201,436	146,414	12,535	33,483	2,364	6,640

- Note**
- 1) Tertiary education institutions include University, University of Education, Industrial University, Graduate School, Junior College, Air&Corr. University, Technical College, Miscellaneous School, Distance University, Cyber University, College in the Company, Polytechnic College, Specialized College.
  - 2) Others include Industrial University, Air&Corr. University, Cyber University, Technical College, Miscellaneous School, Specialized College, Distance University, College in the Company.
  - 3) Graduate school course include University graduate school and Graduate School College.
  - 4) The number of students enrolled includes the students who have left the school.
  - 5) Tertiary education institutions based on the establishment of special laws and other departments have been formally investigated since 2011 and included in the number of students



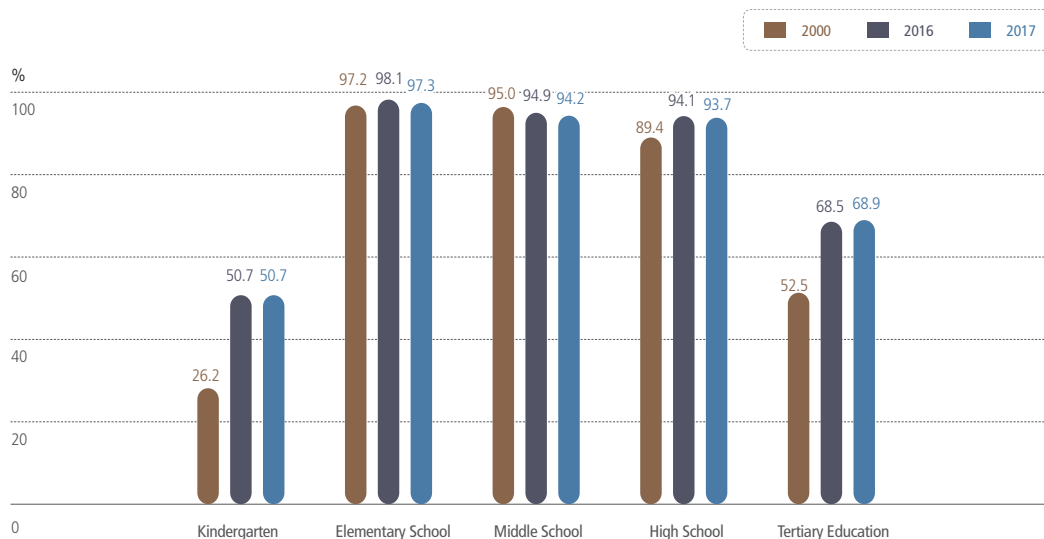
## Number of Teachers by year



Classification	Tertiary Education Institution	Department				Graduate School College
		University	Univ. of Education	Junior College	Others	
2017	90,902	73,326	848	12,804	2,444	1,480
2016	90,371	72,806	845	12,854	2,418	1,448
2015	90,215	72,642	850	12,991	2,410	1,322
2014	88,163	71,401	834	12,920	2,363	645
2013	86,656	69,802	835	13,015	2,339	665
2012	84,900	68,034	842	13,078	2,306	640
2011	82,190	63,905	821	12,891	3,937	636
2010	77,697	61,020	813	12,530	2,715	619
2000	57,097	41,943	698	11,707	2,555	194
1990	41,920	33,340	694	7,382	504	-
1980	20,900	14,696	564	5,488	152	-
1970	10,270	7,779	660	1,637	194	-

- Note**
- 1) Tertiary education institutions include University, University of Education, Industrial University, Graduate School, Junior College, Air&Corr. University, Technical College, Miscellaneous School, Distance University, Cyber University, College in the Company, Polytechnic College, Specialized College.
  - 2) Others include Industrial University, Air&Corr. University, Cyber University, Technical College, Miscellaneous School, Specialized College, Distance University, College in the Company.
  - 3) Teachers of the graduate schools are included in the department(not included before 2003)
  - 4) For tertiary education institutions, the number of teachers represents presidents (deans) and full-time teachers(professors, associate professors, assistant professors, full-time lecturers) including teachers on leave of absence. For public institutions, professors funded by private sources are included, who are satisfying the criteria of full-time teacher. But, due to the revocation of full-time lecturer in 2013, full-time faculties are classified as professor, associate professor and assistant professor.

## Enrollment Rate



(Unit : %)

Classification	2000	2005	2010	2015	2016	2017
Kindergarten	26.2	30.9	40.2	49.4	50.7	50.7
Elementary School	97.2	98.8	99.2	98.5	98.1	97.3
Middle School	95.0	94.6	97.0	96.3	94.9	94.2
High School	89.4	91.0	91.5	93.5	94.1	93.7
Tertiary Education	52.5	65.1	70.1	68.1	68.5	68.9

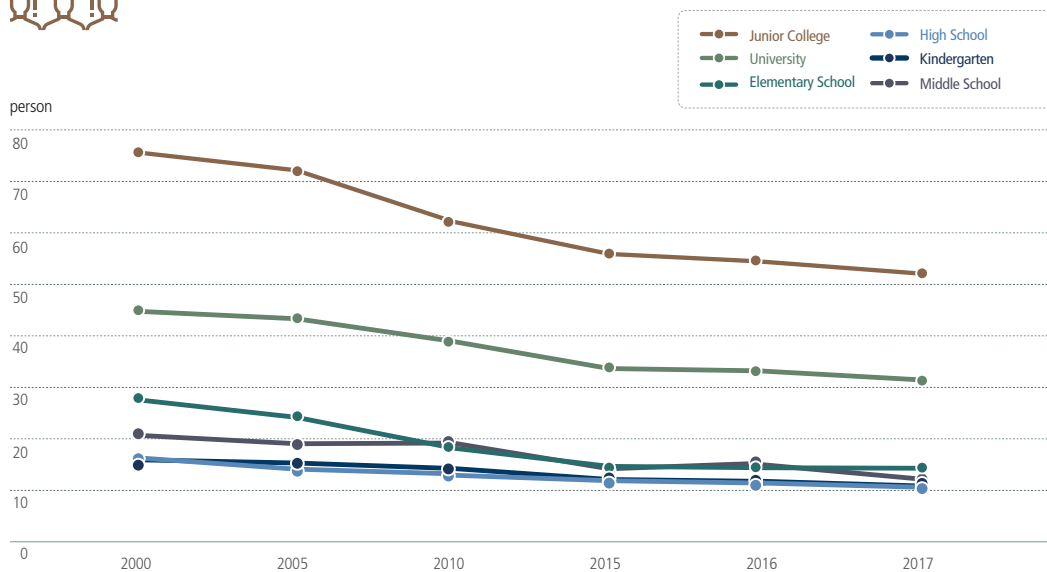
## Note

- 1) Enrollment Rates(%) = (The number of enrolled students of appropriate age / The number of people of appropriate age) × 100
- 2) The basis for enrollment ages is from 'Population Projections for Korea', Korea National Statistical Office. Figures up to 2010 are fixed and figures from 2011 are estimated.
- 3) Age of enrollment : 3-5 for Kindergarten, 6-11 for Elementary school, 12-14 for Middle school, 15-17 for High school, and 18-21 for Tertiary education institutions

## Source

Statistics Korea(<http://kosis.kr>), Population Projections and Summary indicators for Korea(date and year of reference is 1st of December, 2011)

## Number of Students per Teacher

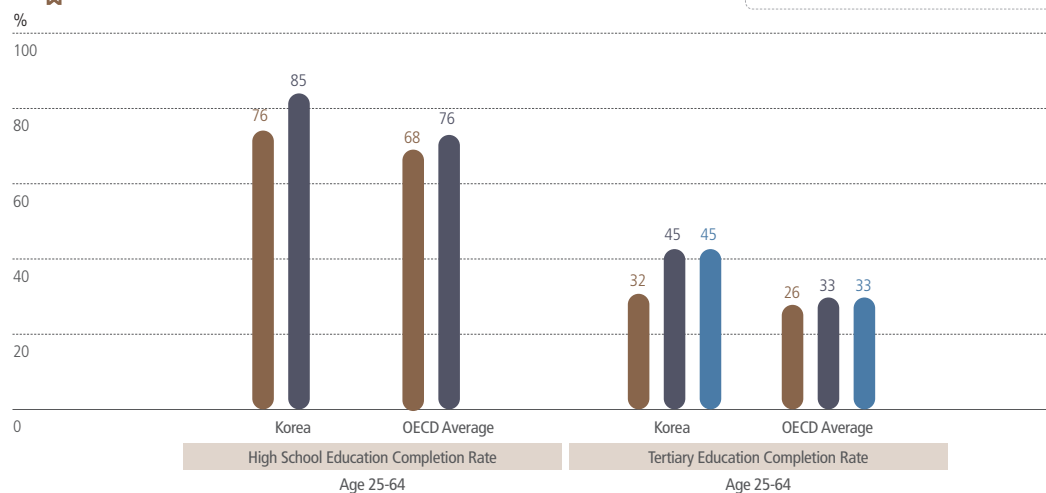


(Unit : person)

Classification		2000	2005	2010	2015	2016	2017
Kindergarten		19.5	17.5	14.8	13.4	13.3	12.9
Elementary School		28.7	25.1	18.7	14.9	14.6	14.5
Middle School		20.1	19.4	18.2	13.3	13.3	12.7
High School	Total	19.9	15.1	15.5	12.9	12.9	12.4
Tertiary Education	University	44.4(31.8)	42.1(29.5)	38.1(27.0)	33.3(24.6)	32.9(24.2)	[23.6]
	Junior College	78.0(51.2)	70.9(44.1)	61.2(39.4)	55.5(36.1)	54.2(35.5)	[34.7]

- Note**
- 1) The number of Students per Teacher = Number of enrolled students/Number of teachers
  - 2) Figures in ( ) for tertiary education institutions indicates a ratio of students who are enrolled for pertinent semester among students registered(including students on the leave of absence)
  - 3) University includes Graduate school faculty and students

# High School Education and Tertiary Education Completion Rate



(Unit : %)

Classification		High School Education Completion Rate					Tertiary Education Completion Rate				
		Age 25-64	Age 25-34	Age 35-44	Age 45-54	Age 55-64	Age 25-64	Age 25-34	Age 35-44	Age 45-54	Age 55-64
2005 (2007)	Korea	76	97	88	60	35	32	51	36	18	10
	OECD Average	68	77	71	64	54	26	32	27	24	19
2010 (2012)	Korea	80	98	95	73	43	40	65	47	27	13
	OECD Average	74	82	78	72	62	31	38	33	28	23
2012 (2014)	Korea	82	98	96	78	48	42	66	52	29	14
	OECD Average	75	82	79	73	64	32	39	35	29	24
2014 (2015)	Korea	85	98	97	84	54	45	68	56	33	17
	OECD Average	76	83	80	74	66	33	41	38	30	25
2015 (2016)	Korea	*	*	*	*	*	45	69	*	*	18
	OECD Average	*	*	*	*	*	33	42	*	*	26

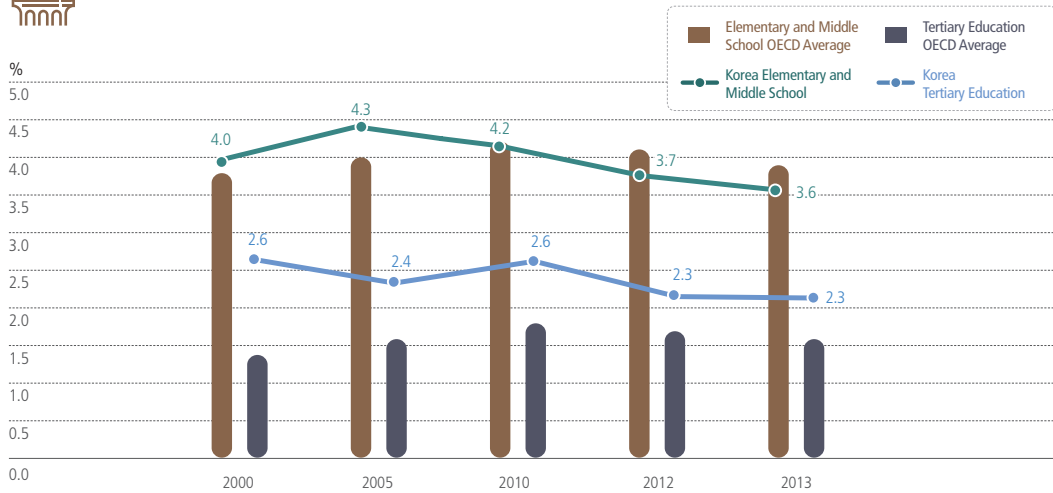
**Note** 1) Attainment Rate measures the number of graduates of high school or tertiary education divided by the population at the typical graduation age for the specified level

2) Years in parentheses are the years of data release

3) \*are unavailable because from its 2016 publications, EAG does not provide percentage of adults who have attained at least upper secondary education by age groups and percentage of adults who have attained tertiary education for age groups "35-44" and "45-54"

**Source** OECD(pertinent year), Education at a Glance: OECD Indicators

## Proportion of GDP for Public Education Expenditure



(Unit : %)

Classification		From Elementary School to Tertiary Education			Elementary and Middle School			Tertiary Education		
		Total	Public Sources	Private Sources	Total	Public Sources	Private Sources	Total	Public Sources	Private Sources
2000 (2003)	Korea	7.1	4.3	2.8	4.0	3.3	0.7	2.6	0.6	1.9
	OECD Average	5.5	4.8	0.6	3.6	3.4	0.3	1.3	1.0	0.3
2005 (2008)	Korea	7.2	4.3	2.9	4.3	3.4	0.9	2.4	0.6	1.8
	OECD Average	5.8	5.0	0.8	3.8	3.5	0.3	1.5	1.1	0.4
2010 (2013)	Korea	7.6	4.8	2.8	4.2	3.4	0.9	2.6	0.7	1.9
	OECD Average	6.3	5.4	0.9	4.0	3.7	0.3	1.7	1.1	0.5
2012 (2015)	Korea	6.7	4.7	2.0	3.7	3.2	0.5	2.3	0.8	1.5
	OECD Average	5.3	4.7	0.7	3.7	3.5	0.2	1.5	1.2	0.4
2013 (2016)	Korea	5.9	4.0	1.9	3.6	*	*	2.3	0.9	1.3
	OECD Average	5.2	4.5	0.7	3.7	*	*	1.6	1.1	0.5

**Note** 1) 'Primary to tertiary' includes from pre-primary education to administrative organization until 2011(2014), but from primary education to administrative organization in 2012(2015).

2) Educational Institutions as a percentage of GDP = (Public Sources + Private Sources) / GDP × 100

3) Total students/households support fund from public sources are included in "Public Sources" from 2012

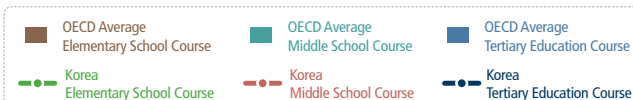
4) Years in parentheses are the years of EAG(Education at a Glance) release

5) GDP of Korea is 522 trillion won in 2000, 811 trillion won in 2005, 1,377 trillion won in 2012, 1,429 trillion won in 2013

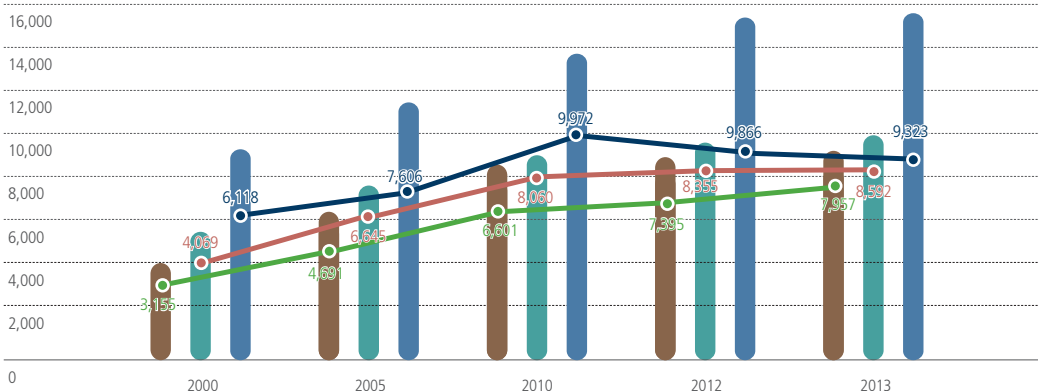
6) \* are unavailable because from its 2016 publications, EAG provides data on primary, lower secondary and upper secondary education separately instead of providing combined data on secondary education.

**Source** OECD(pertinent year), Education at a Glance: OECD Indicators

## Public Education Expenditure per Student



In equivalent USD converted using PPPs for GDP



(Unit : In equivalent USD converted using PPPs for GDP, %)

Classification		Elementary School Course		Middle School Course		Tertiary Education Course	
		Public Education Expenditure per Student	Annual Public Education Expenditure per Student as Proportion of GDP per Capita	Public Education Expenditure per Student	Annual Public Education Expenditure per Student as Proportion of GDP per Capita	Public Education Expenditure per Student	Annual Public Education Expenditure per Student as Proportion of GDP per Capita
2000 (2003)	Korea	3,155	21	4,069	27	6,118	40
	OECD Average	4,381	19	5,957	25	9,571	42
2005 (2008)	Korea	4,691	22	6,645	31	7,606	36
	OECD Average	6,252	21	7,804	26	11,512	40
2010 (2013)	Korea	6,601	23	8,060	28	9,972	35
	OECD Average	7,974	23	9,014	26	13,528	41
2012 (2015)	Korea	7,395	23	8,355	26	9,866	31
	OECD Average	8,247	22	9,518	25	15,028	40
2013 (2016)	Korea	7,957	24	8,592	26	9,323	29
	OECD Average	8,477	22	9,811	25	15,772	41

**Note** 1) Years in parentheses are the years of data release

2) Expenditure on educational institution per Student = ((Current expenditure+Capital expenditure)/number of students)/PPP

3) GDP per capita of Korea is US\$ 15,186 in 2000, US\$ 21,342 in 2005, US\$ 28,829 in 2010, US\$ 29,035 in 2011, US\$ 32,022 per \$1 in 2012, US\$ 32,664 per \$1 in 2013

4) Korea PPP exchange rate is 731.19 won per \$1 in 2000, 788.92 won per \$1 in 2005, 823.67 won per \$1 in 2010, 860.25 won per \$1 in 2012, 871.41 won per \$1 in 2013

**Source** OECD(perinent year), Education at a Glance: OECD Indicators

## OECD PISA Rankings



(Three year cycle, Object : 15 years olds)

Classification		2000 (43 contries)	2003 (41 contries)	2006 (57 contries)	2009 (65 contries)	2012 (65 contries)	2015 (70 contries)
OECD Member Countries	Reading	6	2	1	1~2	1~2	3~8
	Mathematics	2	2	1~2	1~2	1	1~4
	Science	1	3	5~9	2~4	2~4	5~8
All Participating Countries	Reading	7	2	1	2~4	3~5	4~9
	Mathematics	3	3	1~4	3~6	3~5	6~9
	Science	1	4	7~13	4~7	5~8	9~14

**Note** 1) PISA: Programme for International Student Assessment

2) From PISA 2006, a range of rank for each country is provided at the 95% confidence level PISA 2015 International Comparison on Each Subject for All Partners

## Ministry of Education Budget Relative to Government Budget



(Unit : Million won, %)

Classification	Government Budget	Ministry of Education Budget	Ministry of Education Budget Relative to Government Budget
2000	93,937,057	19,172,028	20.4
2005	134,370,378	27,982,002	20.8
2010	211,992,599	41,627,519	19.6
2014	309,692,464	50,835,377	16.4
2015	322,787,071	51,224,094	15.9
2016	329,909,201	54,065,928	16.4

**Note** 1) 2000: Govt. Budget = General Accounts+Special Accounts for the Management of Local Grant+Special Accounts for the Management of Local Education Grant

2) 2010~2016: Govt. Budget = General Accounts+Special Accounts

3) MOE Accounts = General Accounts+Special Accounts

4) 2010~2012 MOE results are the budget of MEST(Ministry of Education, Science and Technology)

5) The results from 2013 are the budget on the basis of the MOE after reorganization, which includes the revised supplementary budget



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Website \_ [www.moe.go.kr](http://www.moe.go.kr)  
[english.moe.go.kr](http://english.moe.go.kr)

EDUCATION IN  
*KoREA*



Ministry of Education

Government Complex-Sejong, 408 Galmae-ro, Sejong, Republic of Korea (30119)

TEL : 82-2-6222-6060, 82-44-203-6118/6119