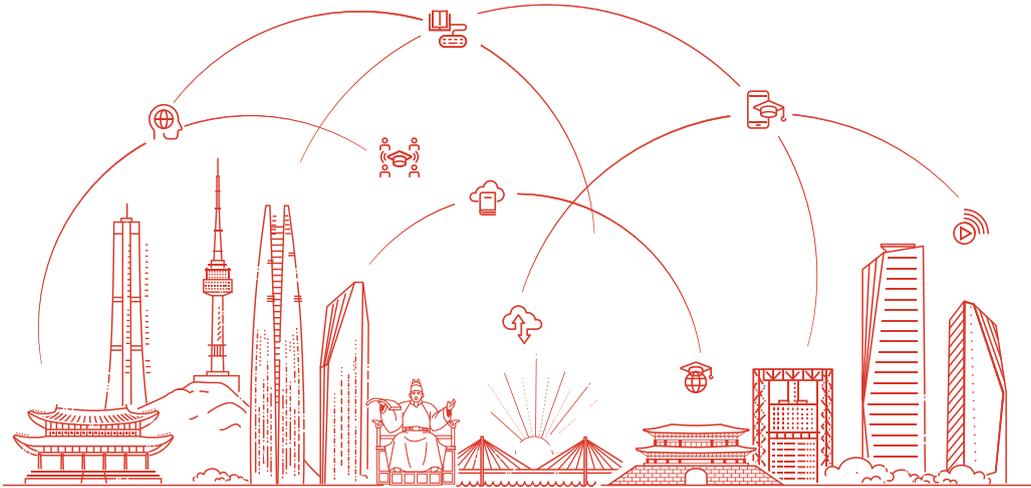


# Education in Korea









Education in  
**KOREA**





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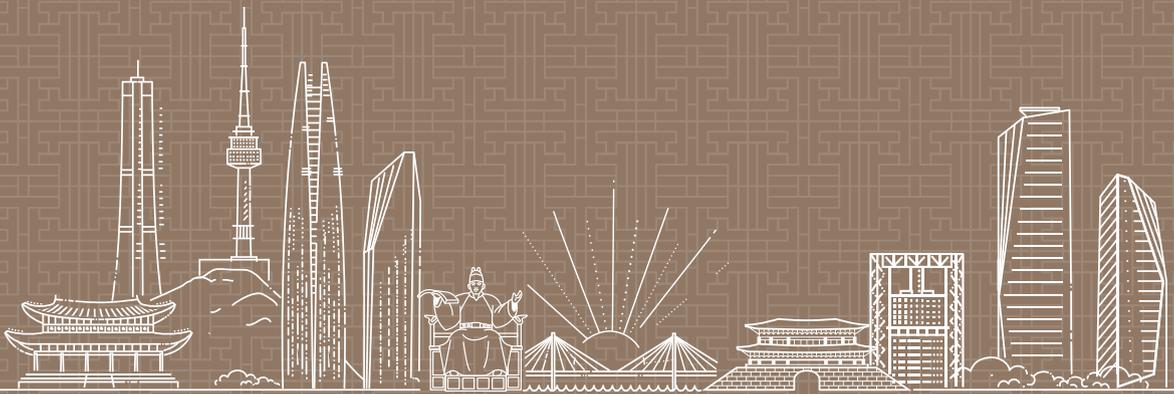
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Education in Korea | 한국의 교육



Part



# 1

Journey into  
Korean Education:  
Milestones of  
Excellence and  
Growth





# Key Policies that Shaped the Education Landscape

The Republic of Korea (hereinafter, Korea) was formally established in 1948 after the end of World War II in 1945. Since then, Korea has made remarkable strides building the country through the concerted efforts of the people and the government. The foundation of the education system in Korea is in the Constitution of the Republic of Korea enacted in 1948 and the Education Law enacted in 1949; they stipulate the curriculum for elementary and secondary education, the qualifications and responsibilities of teachers, and the rights of students. Pursuant to the Education Law, Korea introduced a 6-3-3-4 single ladder system, and in 1953, elementary education was made compulsory for all children, which laid the solid groundwork for Korea's educational development.

During the 1960s and 1970s, Korea made efforts to attain quantitative growth in education and foster human resources. Due to the industrialization and economic development, the number of students, education facilities, and teachers dramatically surged. In this context, the Ministry of Education adopted necessary measures to innovate and improve the education system, ensuring increased access to secondary education for all Korean citizens. To meet industry needs, the student quota for higher education was expanded, and engineering colleges began to offer distinctive and specialized programs in their respective disciplines.

The 1980s marked a significant era in the history of Korean education, a period that led to qualitative development and universalization. The policy for education innovation was enacted, which emphasized the importance of nurturing sound citizens. The Constitution stipulated the necessity of lifelong education, making Korea the first to enforce lifelong learning among all countries across the globe. The government implemented the education tax system to secure a stable source of revenue for education reforms. Furthermore, the curriculum, educational conditions and environment and initial teacher education programs were refined, and higher education became more accessible to the public. Individuals who completed secondary education and higher education formed the fundamental foundation of human capital for the Korean society.



The 1990s saw the expansion of democratic citizenship education and international education in response to the rapid social changes caused by globalization. Education became decentralized, autonomous, and democratized, with greater authority delegated to students, parents, and teachers. In 1995, the May 31 Education Reform was initiated to improve the education system, which previously focused on college entrance exams and rote memorization. Instead, the reform aimed to promote student-centered, creative, and practical education. In addition, the government's responsibility over education from early life was reinforced to ensure equal educational opportunities, and access to lifelong education was expanded.

In the 2000s, new innovations in education were promoted at the national level to improve the overall quality of education. While guaranteeing equal educational opportunities, efforts were made to establish a competitive education system in the areas of curriculum, performance, and achievement. Higher education institutions were diversified in disciplines with specialized fields, and the structural reform was initiated for their self-sufficiency and autonomy. The role of the Ministry of Education was also augmented to focus on the development of human resources demanded in the transition to a knowledge-based economy. The status of the minister was promoted to deputy prime minister for social affairs, overseeing broader tasks related to education.

In the 2010s, Korean education garnered global recognition. This was achieved through the implementation of policies aimed at providing educational assistance to developing and third world nations and promoting the Korean Wave (*Hallyu*, in Korean). The Ministry of Education placed an emphasis on education that fosters creativity in elementary and secondary schools, while expanding students' educational right to choose their preferred career paths. Relevant measures were initiated to diversify high schools, and to establish a system for vocational education and the "Job First, University Later" program. In addition, a lifelong learning system was created in the face of the "Homo Hundred" era through the Lifelong Learning Promotion Plan, ensuring individuals of any age to receive education anytime, anywhere.

Since the 2020s, Korea has embraced remote learning as a newly emerging educational practice, in response to the unprecedented challenges posed by the Covid-19 pandemic. The Korean government also initiated a human capital cultivation system to proactively respond to future changes. The Ministry of Education, under the Yoon Suk Yeol administration launched in May of 2022, is committed to nurturing talents equipped with core competencies for the future through innovation in education using cutting-edge technologies such as Artificial Intelligence (AI) in the era of digital transformation.



## Major policies of Korean education by periods

1945- 1950

1960

1970

1980

### Early Childhood & Elementary & Secondary Education

- Establishment of the 6-3-3-4 education system
- Compulsory elementary education
- Establishment of the special education system
- Enactment of the Education Act in 1950

- Universal and compulsory elementary education
- Elimination of the middle school entrance examination

- Policy of the standardization of high schools
- Expansion of special education
- Launch of Open High Schools

- Introduction of compulsory lower secondary education
- Further development of gifted education
- Implementation of special free education
- July 30 Education Reform (Banning private tutoring/ shadow education) in 1980

### Higher Education

- Proclamation of the Enforcement order on the regulations of the establishment of higher education institutions
- Quantitative expansion of higher education

- Implementation of student quota system and degree registration system
- Expansion of regional higher education institutions
- Implementation of the preliminary examination for college entrance

- Promotion of the specialization of higher education institutions
- Providing higher education opportunities based on remote/ distance learning (Open University) Providing higher education opportunities based on remote/ distance learning (Open University)

- Popularization of higher education
- Introduction of the college entrance examination

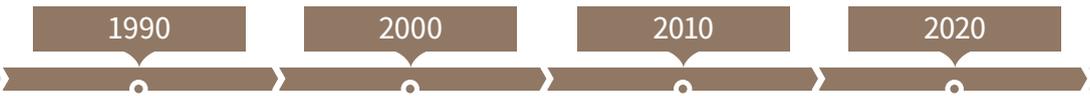
### Vocational Education & Lifelong Learning

- Social education centered around the elimination of illiteracy
- Locally based Enlightenment movement

- Strengthening technical education to foster human resources for modernization
- Expansion of the national movement to rebuild the nation

- The Saemaul Movement to develop local communities
- Social education centered around mental enlightenment
- Focused cultivation of vocational and technical training high schools

- Stipulation of the national responsibility over the promotion of lifelong education in the 1980 Constitution
- Enactment and proclamation of Social Education Act in 1982
- Expanded renewal of junior and technical colleges



### Early Childhood & Elementary & Secondary Education

<ul style="list-style-type: none"> <li>✿ Free education for 5 year olds</li> <li>✿ May 31 Education Reform in 1995</li> </ul>	<ul style="list-style-type: none"> <li>✿ Enactment and Amendment of the Act on the Promotion of Gifted Education, Early Childhood Education and Special Education</li> </ul>	<ul style="list-style-type: none"> <li>✿ Introduction of free high school education</li> <li>✿ Subsidizing early childhood education for all socio-economic classes</li> </ul>	<ul style="list-style-type: none"> <li>✿ Introduction of AI-based education</li> <li>✿ Implementation of the consolidation of early childhood education and childcare</li> <li>✿ Introduction of the high school credit system</li> </ul>
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### Higher Education

<ul style="list-style-type: none"> <li>✿ Universalization of higher education</li> <li>✿ Diversification and specialization of the models of higher education institutions</li> <li>✿ Autonomous management of the student quota and academic operation</li> <li>✿ Enactment of the Higher Education Act</li> </ul>	<ul style="list-style-type: none"> <li>✿ Promotion of the project to cultivate world-class graduate schools and excellent local higher education institutions (Brain Korea 21)</li> <li>✿ Substantial structural reform of higher education institutions (e.g. merger/closure among higher education institutions)</li> </ul>	<ul style="list-style-type: none"> <li>✿ Implementation of the evaluation of higher education institutions' structural reform</li> <li>✿ Establishment of the industry-academia cooperation system</li> <li>✿ Establishment of the government-funded scholarship system</li> <li>✿ Internationalization of higher education</li> </ul>	<ul style="list-style-type: none"> <li>✿ Expansion of financial assistance in higher education</li> <li>✿ Introduction of the Regional Innovation System &amp; Education (RISE)</li> <li>✿ Cultivation of professional talents in leading-edge industries</li> </ul>
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### Vocational Education & Lifelong Learning

<ul style="list-style-type: none"> <li>✿ Expansion of the participation of adult learners in higher education (Self-Study Degree System and Academic Credit Bank System)</li> <li>✿ Expansion of local social education in connection with schools</li> </ul>	<ul style="list-style-type: none"> <li>✿ Establishment of the First Lifelong Education Promotion Plan</li> <li>✿ Substantial implementation of lifelong education programs for the disadvantaged</li> <li>✿ Policy on specializing vocational high schools</li> </ul>	<ul style="list-style-type: none"> <li>✿ Completion of the lifelong education promotion system at national, regional, and local levels</li> <li>✿ Implementation of the higher education institutions-centered lifelong education system</li> <li>✿ Cultivation of Meister high schools</li> </ul>	<ul style="list-style-type: none"> <li>✿ Promotion of flexible learning paths aligned with careers, qualifications, and credentials for educational attainment</li> <li>✿ Promotion of AI-driven customized lifelong learning</li> </ul>
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# Notable Accomplishments & Features

## 1 Accomplishments of Korean Education

The Korean education has shown remarkable growth over the past decades. In 1945, out of 15 million people aged 13 and above, only 12.6% had completed elementary education or beyond, while 8 million people, or 53% of the population were illiterate. The first major policy initiative, the Six-Year Plan for Compulsory Elementary Education (1954-1959) significantly increased the enrollment rate for elementary schools.

By 1957, the enrollment rate for elementary schools surpassed 90%. In 1990, the enrollment rate for middle schools reached 90% and by 1999, the enrollment rate for high schools achieved 90%. Higher education is considered universal if the enrollment rate exceeds 50%, and Korea had accomplished this milestone in 2000. According to

### Enrollment and advancement rate by level of education

(Unit: %)

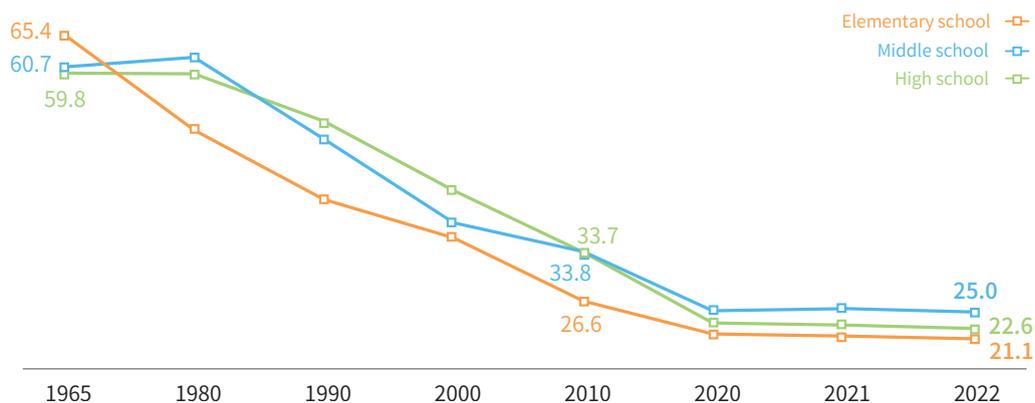
		1980	1990	2000	2010	2020	2021	2022
Kindergarten	Enrollment rate	4.1	28.9	26.2	40.3	49.2	50.8	53.4
	Advancement rate							
Elementary school	Enrollment rate	97.7	100.5	97.2	99.1	98.2	98.1	98.5
	Advancement rate	95.8	99.8	99.9	100	100	100	100
Middle school	Enrollment rate	73.3	91.6	95	96.5	95.1	97.3	98.2
	Advancement rate	84.5	95.7	99.6	99.7	99.7	99.7	99.7
High school	Enrollment rate	48.8	79.4	89.4	91.7	90.5	95.3	94.2
	Advancement rate	27.2	33.2	68	79	72.5	73.7	73.3
Higher education	Enrollment rate	11.4	23.6	52.5	69.3	71	72	73.8

the statistics from 2020, the average years of schooling for adults in Korea is 12.5 years, implying that the majority of Koreans have attained high school education or above. Such an astonishing pace of Korea in expanding educational opportunities for the public is virtually unparalleled in the world.

Korea has also shown an exceptional achievement in the quality of school education based on universal indicators such as average class size and student-teacher ratio. In 1965, Korean elementary, middle, and high schools had an average class size of 65.4, 60.7, and 59.8 students per class, respectively. However, in 2022, these numbers have significantly decreased to 21.1, 25, and 22.6 students per class, respectively. These numbers are comparable to the Organization for Economic Cooperation and Development (OECD) average of 23 students in elementary schools and 22.6 students in secondary schools. The student-teacher ratio has also decreased from 1965 to 2022, from 62.4 to 13.7 students per teacher in elementary schools, from 39.4 to 11.7 students in middle schools, and from 32.2 students to 9.6 students in high schools. The student-teacher ratio in Korean elementary and secondary education outperformed the OECD average of 14.4 students in elementary schools, 13.2 students in middle schools, and 12.6 students in high schools in 2022. This remarkable growth in the quality of education demonstrates Korea's efforts and investments in increasing the number of schools and teachers. On the other hand, it needs to be noted that the recent decline in the total number of students in Korea may have affected the statistics.

### Average number of students per class (1965-2022)

(Unit: person)

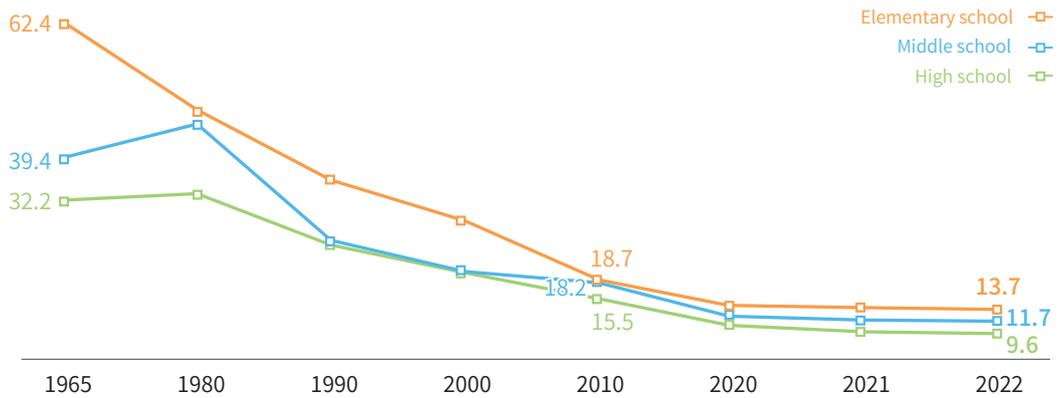


Source 2022 Basic Education Statistics Survey Results by Ministry of Education Press Release, August 30, 2022



## Student-to-teacher ratio (1965-2022)

(Unit: person)



Source “2022 Educational Statistics Analysis Data Collection: Early Childhood, Primary and Secondary Education Statistics,” by Ministry of Education & Korean Educational Development Institute, 130p

According to the 2022 OECD data, Korea’s public education expenditure per student in elementary education is \$13,341, which surpassed the OECD average of \$9,923. For secondary education, Korea spent \$17,078, compared to the OECD average of \$11,400. Korea’s public education expenditure was only 70% of the OECD average in 2003. In 20 years, Korea has managed to outpace the OECD average, increasing its spending by 1.3 times for elementary education and 1.5 times for secondary education.

## Public education expenditure per student

(Unit: \$)

		2003 (2000)	2022 (2019)
Primary	KOREA	\$3,155	\$13,341
	OECD average	\$4,381	\$9,932
Secondary	KOREA	\$4,069	\$17,078
	OECD average	\$5,957	\$11,400

Source Education at a Glance 2003, 2022: OECD Indicators

Korean students have excelled in academic achievement, an important indicator of educational performance. In the first Programme for International Student Assessment (PISA) conducted among 31 countries in 2000, Korean students ranked first in science (552 points), second in mathematics (547 points), and sixth in reading (525 points). Despite some changes in subsequent PISA assessments, Korean students have consistently demonstrated world-class academic performance in the Trends in International Mathematics and Science Study (TIMSS) conducted by the International Association for the Evaluation of Educational Achievement (IEA).

### Average PISA score

(Unit: point)

		2000	2003	2006	2009	2012	2015	2018
Reading	KOREA	524.8	534.1	556	539.3	535.8	517.4	514.1
	OECD average	493.5	494.1	485.4	490.3	493.2	490.2	487.1
Mathematics	KOREA	547	542.2	547.5	546.2	553.8	524.1	525.9
	OECD average	500	499.5	490.4	491.7	490.4	487.2	489.3
Science	KOREA	552	538	522.1	538	537.8	515.8	519
	OECD average	500	500	494.8	497.7	498.3	490.6	488.7

Source "Education Indicators for Korea 2022" by Ministry of Education & Korean Educational Development Institute, 187p



Korean teacher and English assistant teacher team teaching in the English language class (Elementary School of Busan National University of Education)

## 2 Major Features of the Success of Korean Education

Korea's exceptional achievements in education have received recognition worldwide. This is because, despite a number of countries making efforts to strengthen public education, not many have achieved the same level of success as Korea. Multiple factors have contributed to Korea's remarkable success in public education, which include the following attributes.

First, Korea has proactively implemented policies on education and talent cultivation that are aligned with socioeconomic triggered by the national economic development plans, transition to a knowledge-based economy, and expanded access to higher education. With a focus on economic growth, Korea has prioritized talent development as a key policy at the national level. This has led to policies that expand educational opportunities, such as implementation of compulsory elementary education, the elimination of the middle school entrance examination, and the standardization of high schools.

Second, Korea has made intensive investments in education at the national level. Since the 1960s, the government has substantially increased the education budget to 16% of its total budget, the highest among OECD countries relative to their GDPs. Korea has secured financial resources for education through laws that obligate the allocation of a certain percentage of the domestic tax (20.79% in 2022). To supplement government funds, private educational foundations have also been utilized to increase educational opportunities.

### Number of schools

(Unit: school)

	1965*	1980	1990	2000	2010	2015	2020	2021	2022
Kindergarten	423	901	8,354	8,494	8,388	8,930	8,705	8,660	8,562
Elementary school	5,125	6,492	6,336	5,268	5,855	5,978	6,120	6,157	6,163
Middle school	1,208	2,236	2,485	2,736	3,134	3,219	3,250	3,272	3,285
High school	771	1,437	1,761	2,012	2,303	2,393	2,416	2,424	2,422

**Source** "2022 Educational Statistics Analysis Data Collection: Early Childhood, Primary and Secondary Education Statistics," by Ministry of Education & Korean Educational Development Institute, 16-17p

\*1965 Data source: Statistical Yearbook of Education 1966

The government has continuously increased the number of schools and teachers to improve the quality of education. In fact, between 1965 to 2022, the number of elementary schools increased from 5,125 to 6,163, and the number of elementary school teachers increased from 79,164 to 195,037. The number of middle schools increased from 1,208 to 3,258, and the number of middle school teachers increased from 19,067 to 115,673. The number of high schools increased from 771 to 2,422, and the number of high school teachers increased from 14,108 to 131,086.

### Number of teachers

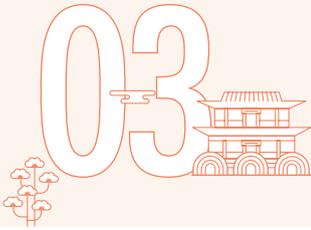
(Unit: person)

	1965*	1980	1990	2000	2010	2015	2020	2021	2022
Kindergarten	1,402	3,339	18,511	28,012	36,461	50,998	53,651	53,457	53,696
Elementary school	79,164	119,079	136,804	140,003	176,756	182,658	189,286	191,224	195,037
Middle school	19,067	55,636	89,781	92,613	108,802	111,257	111,899	113,243	115,678
High school	14,724	51,620	93,484	104,571	126,520	135,096	132,178	131,191	131,151

Source "2022 Educational Statistics Analysis Data Collection: Early Childhood, Primary and Secondary Education Statistics," by Ministry of Education & Korean Educational Development Institute, 16-17p

\*1965 Data source: Statistical Yearbook of Education 1966

Third, along with the government efforts, Korea's deep-seated passion for learning, instilled by a culture rooted in Confucian values played a pivotal role in the development of education. As industrialization opened up new opportunities for social advancement through education, parents began investing in their children's education and developed a strong trust in the teaching profession. This shift had a profound impact on educational outcomes, contributing to Korea's reputation for high academic achievement. However, this intense focus on education has also led to the proliferation of private and shadow education, which comes at a high cost and poses a challenge to education equity. Nonetheless, Korea's enduring reverence for learning remains a driving force in its educational development.



# Education System & Structures

School system				
Age	System	Schooling Age	Type	
29	Higher Education	23	<ul style="list-style-type: none"> <li>⊕ University/College (2-6 years)</li> <li>⊕ Industrial University· University of Education· Open University· Technical College (4 years)</li> <li>⊕ Cyber University ·Distance University· Intra-company University, Miscellaneous College (2-4 years)</li> <li>⊕ Junior College (2-3 years)</li> <li>⊕ Specialized College· Polytechnic College (2 years)</li> </ul>	Graduate School (3-5 years)
28		22		
27		21		
26		20		
25		19		
24		18		
23		17		
22		16		
21		15		
20		14		
19	Secondary Education	13	<ul style="list-style-type: none"> <li>⊕ High School (3 years)</li> <li>⊕ Open High School· High School Attached to Industrial Firms, Special Classes for Industrial Firms (3 years)</li> <li>⊕ Trade High School, Miscellaneous School (1-3 years)</li> <li>⊕ Middle School (3 years)</li> <li>⊕ Open Middle School· Middle School Attached to Industrial Firms, Special Classes for Industrial Firms (3 years)</li> <li>⊕ Civic High School, Miscellaneous School (1-3 years)</li> </ul>	Schools exclusively for students with special needs (Special Education School)
18		12		
17		11		
16		10		
15		9		
14		8		
13		7		
12		6		
11		5		
10		4		
9	Primary Education	3	<ul style="list-style-type: none"> <li>⊕ Elementary School· Civic School (6 years)</li> <li>⊕ Miscellaneous School (4-6 years)</li> </ul>	
8		2		
7		1		
6				
5	Early Childhood Education		<ul style="list-style-type: none"> <li>⊕ Daycare Centers/childcare facilities, Kindergarten</li> </ul>	
4				
3				

## 1 General Education

The Korean school system is comprised of a 6-3-3-4 single ladder system, 6 years in elementary schools, 3 years in middle schools, 3 years in high schools, and 4 years in university or 2 to 3 years at a junior college. The first academic semester begins in March, and the second academic semester at the end of August. Summer vacations are typically in July to August, and winter vacation in December to February. Elementary and middle schools are compulsory education. In accordance with the principle of equal educational opportunity, all citizens receive primary, secondary, and higher education according to their abilities, regardless of their social status or position.

### Early Childhood Education



Early childhood education is highly valued in Korea, and the government places a strong emphasis on providing high-quality educational opportunities from the very beginning. Early childhood education is operated through a dual system of kinder-gartens run by the Ministry of Education and childcare centers run by the Ministry of Health and Welfare. These entities operate separately, subject to different administration and financial laws and regulations. Three types of kindergartens are in Korea based on their founding entities: government/public, corporate, and individual. As of 2022, there are 8,562 kindergartens nationwide. Early childhood education is not compulsory, but it has become increasingly universal, with the enrollment rate for kindergartens at 52.7% in 2022, up from 44.2% in 2012. Notably, the enrollment rate for early childhood education, including childcare centers for children aged 3 to 5, is 94.0% in 2020, which exceeds the OECD average of 87.4% by a significant margin.

At the core of early childhood education in Korea is the Nuri Curriculum, a national-level common curriculum implemented in 2013. The curriculum is designed to develop physical, emotional, cognitive, and social skills of children aged 3 to 5. To alleviate the financial burden on parents, the government provides subsidies for operating expenses. In recent years, the government has prioritized the promotion of equity and access to high-quality education and childcare for all children, leading to the consolidation of early childhood education and care. This integration aims to address the disparity in quality and services provided by kindergartens and childcare centers, ensuring all children with high-quality education from an early age.



## Primary Education



### Six years in elementary education

Elementary education is the foundational level of the public education system, providing Korean students with a fundamental understanding of core subjects. The elementary education consists of 6 years, and students begin at the age of 6. Elementary education is compulsory, as stated in the 1948 Constitution, “elementary education is compulsory and free of charge,” and “all citizens shall have the right to receive education equally according to their ability.” The Six-Year Plan to Complete Compulsory Education (1954- ) as well as the Five-Year Plan to Expand Educational Facilities for Compulsory Education (1962, 1967) has enabled the gradual expansion and completion of compulsory elementary education. As of 2022, there are 6,163 elementary schools nationwide, including 73 private elementary schools.

## Secondary Education



### Three years of middle school education/lower secondary education

Middle schools are classified as national/public and private middle schools. As of 2022, there are 2,625 national/public middle schools and 633 private middle schools. The compulsory middle school education was introduced in 1985. It was expanded regionally, starting with remote regions in small and medium-sized cities, then large cities, including Seoul. In 2004, the compulsory middle school education became universal for all three middle school grades. The government abolished the middle school entrance exam in 1971, which has led to a lottery system for school assignments, with preference given to the middle school nearest to the student’s residence. As of 2022, the enrollment rate for middle schools is 98.2%.



### Three years of high school/upper secondary education

Individuals who have graduated from middle school or who have passed a qualifying exam and/or an assessment where equivalent credit is granted may enroll in high school. The high school enrollment rate reached 94.5% in 2022, with various types of high schools available, such as regular high schools, vocational high schools, autonomous high schools, special-purpose high schools, and schools for gifted students. Students can select a high school based on their career goals and paths as well as the level of their academic achievement.

The high school curriculum offers a range of elective subjects in addition to common



subjects, giving students options to take subjects aligned with their desired career paths and personal interests. High school education is not compulsory, yet Korea introduced free high school education for the third-year high school students in the second semester of 2019, which was expanded to all three high school grades in 2021. As of 2022, the percentage of students who have progressed to study in higher education institutions from high schools stands at 73.3%, which is the highest in the world.

Type	Characteristics
Regular High Schools	<ul style="list-style-type: none"> <li>High schools that offer general education in a wide-range of disciplines</li> </ul>
Special-Purpose High Schools	<ul style="list-style-type: none"> <li>High schools that offer specialized and focused education in a specific field (Types) Foreign language high school, International high school, Science high school, Arts high school, Physical education high school, Meister high school (Customized industry high school)</li> </ul>
Vocational High Schools	<ul style="list-style-type: none"> <li>High schools that offer education with a goal of fostering talents in a specialized field focusing on practical hands-on training in the field and building experiences (Types) Schools based on occupations, alternative education</li> </ul>
Autonomous High Schools	<ul style="list-style-type: none"> <li>High schools with relatively greater autonomy in school management and the operation of the curriculum (Types) Autonomous private high school, Autonomous public high school</li> </ul>
High Schools for the Gifted	<ul style="list-style-type: none"> <li>Schools for gifted students who require specialized and customized education that meets their ability and aptitude to develop their potential</li> <li>Education offered at the level equivalent to high school education</li> </ul>

## Higher Education



### Higher education institutions 2-6 years

Higher education is available for high school graduates or individuals with equivalent academic credentials approved by relevant laws in Korea. However, admission to higher education institutions is determined by multiple factors such as the College Scholastic Ability Test scores, school records, etc. Higher education institutions come in various forms, including regular four-year comprehensive universities, universities of education for pre-service elementary school teachers, open university and cyber colleges for distance education and online learning, industrial colleges for lifelong education, junior colleges, intra-company universities established by companies to educate their employees, and polytechnic colleges for job-related skills training.



As of 2022, there are 134 junior colleges, 9 of which are national public institutions. They provide post-secondary education programs that aim to cultivate mid-level technicians with a solid foundation in both theory and practical skills. Upon graduation, students can enter the workforce or transfer to a four-year university. There are about 200 four-year comprehensive universities in Korea that offer bachelor's degree programs. The majority of these institutions are private with their own academic regulations. In addition, colleges of medicine, Korean medicine, dentistry, and pharmacy provide a six-year program for specialized skills and knowledge.



### Graduate schools 3-5 years

Graduate schools offer advanced research and education, providing specialized training for individuals seeking to expand their knowledge and expertise in a particular field. There are three types of graduate schools: general, professional, and specialized. General graduate schools primarily focus on academic research, while professional graduate schools aim to cultivate talents in the professional field. Specialized graduate schools offer continuing education or professional development opportunities for working professionals and adult learners to further their education and professional development. Since the establishment of the Graduate School of Public Administration and the Graduate School of Public Health at Seoul National University in 1959, the number of professional and specialized graduate schools has increased exponentially. Today, specialized graduate schools offer a wide-range of programs, including education, business administration, industry, theology, international, environment, interpretation, medicine, finance, and law. As of 2022, 1,167 graduate schools are in operation nationwide.

Korea has a relatively high completion rate for higher education of adults aged 25 to 64, which stands at 51.7% in 2021, surpassing the OECD average. In particular, the higher education completion rate for young people aged 25 to 34 is 69.3%, which is significantly higher than the OECD average of 46.9%, with Korea being ranked first among OECD member countries.

Reference Year	Division	Aged 25-64	Aged 25-34
2021	Korea	51.7%	69.3%
	OECD Average	41.1%	46.9%

## 2 Vocational Education and Lifelong Learning

### Vocational Education



Vocational education in Korea begins in high school, with vocational training primarily offered by vocational high schools. Vocational high schools are divided into two categories: specialized high schools and Meister high schools. The latter is designed to cater to the needs of industrial sectors. Of the 583 vocational high schools, specialized high schools account for 80% with 464 schools currently in operation. Around 12% of general high schools provide vocational classes, while Meister high schools represent 8% of the total. The primary goal of vocational education is to develop skilled professionals who can readily meet the industrial demands in the workforce. Meister high schools, established in 2010, lead the development of vocational education by nurturing technical experts, or “Meisters,” who can address specific industrial demands.

### Vocational education policies to support employment 2023

Policy	Aim
Designating new Meister high schools	Fostering Meister high schools in the leading-edge and promising industries such as AI and digital technology, 3-4 new Meister high schools are designated in the semi-conductor and digital fields in 2023
Reorganizing departments of vocational high schools	Reorganizing departments and introducing micro-curriculum to vocational high schools that aspire to transition their departments to new technologies, new industries, and promising fields
Capacity-building of specialized high schools	Enhancing the digital capabilities of specialized high schools and providing support for specialized curriculum tailored to each region (200 schools in 2023)
Developing a framework to manage high school graduates	Expanding the leading framework of employment support that can be operated by vocational high schools for unemployed graduates, graduates discharged from military service, etc.
Operating vocational high school programs linked to employment and job training	Offering a three-month integrated pre-employment training and on-site education to vocational high school graduates (and soon-to-be graduates), taking into account the demand from hiring companies (1,350 individuals in 2023)

The government plays a critical role in supporting vocational education, with a particular emphasis on employment. To this end, a support system has been established, connecting the central government, regional government, and schools for graduates to apply their skills and specialties to job opportunities. The Ministry of Education and the Metropolitan and Provincial Offices of Education have created Employment Support Centers to assist vocational high school graduates in finding quality employment. In addition, the “Job First, University Later” system has been implemented, and higher education institutions offer a special admission track for individuals who are already employed, providing subsidies for college tuition for those who pursue college degrees later. As a result, even if students find employment immediately after high school graduation, they can continue to develop their abilities through higher education at any time.

### Lifelong Education



Korea's lifelong education encompasses educational activities that can be classified into six areas: supplementary schooling, adult literacy education, vocational education, liberal arts/culture/arts education, and civic participation education. Since the introduction of the self-study degree system in 1990, the government has made continuous efforts to promote lifelong education. The Academic Credit Bank System and the Part-time Enrollment System implemented on the basis of the 5.31 Education Reform in 1995 were among these efforts.



The 6th Korea Lifelong Learning Expo (October 25-27, 2018 / Busan BEXCO)

To make lifelong education accessible to everyone, the government has implemented flexible systems such as Accounts for Lifelong Learning (ALL) in 2006 and a Lifelong-learning University Project in 2008. In addition, semi-formal lifelong education institutions and online lifelong learning systems are offered beyond the barriers of time and space. The Lifelong Education Voucher System, introduced in 2018 with an aim to support individuals from low-income and vulnerable groups, scaled-up the support so they can continue learning without disruptions.

Korea introduced the “First Lifelong Education Promotion Plan” in 2002, and has been implementing a statutory basic plan every five years. The Fifth Lifelong Education Promotion Plan (2023-2027) was announced recently, pursuing the goal of “promoting customized lifelong learning that everyone enjoys.” The plan operates under the slogan of “the Great Transformation of Lifelong Learning,” which aims to prepare individuals for changes brought about by the digital transformation and super-aged society.

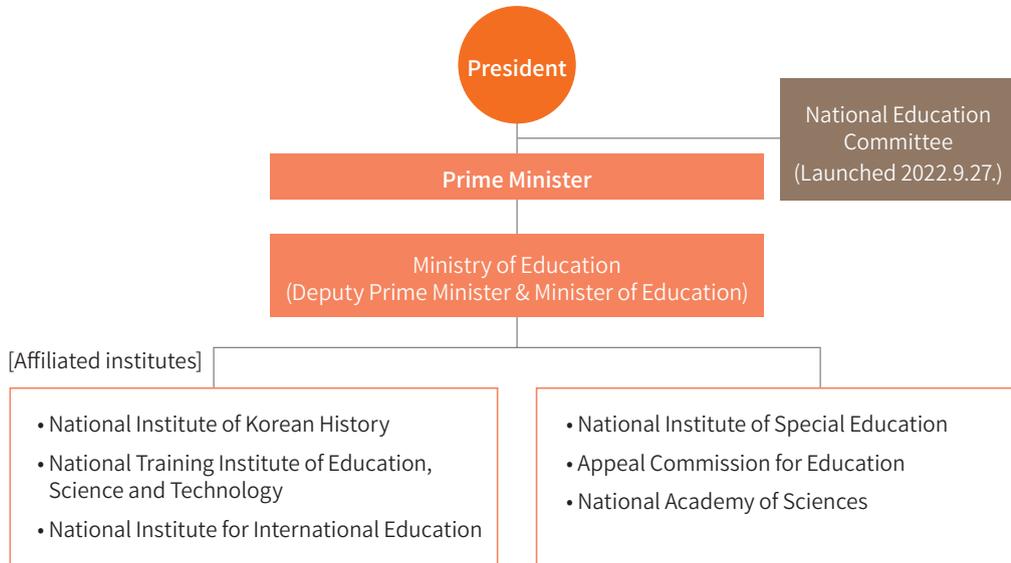
### Lifelong Education Promotion Plan

	First (2002-2006)	Second (2008-2012)	Third (2013-2017)	Fourth (2018-2022)	Fifth (2023-2027)
<b>Vision</b>	Enjoyment of learning, Joy of sharing, the realization of acknowledge-able learning society	Enjoyment of learning, cultivating tomorrow, the actualization of co-living lifelong learning society	The realization of people’s happiness through creative lifelong learning in the era of the Homo Hundred	The realization of sustainable lifelong learning society in which individuals and society grow together	Opportunity for anyone to leap anew, lifelong learning society that everyone enjoys
<b>Key Points</b>	Region, social integration, adult education, building infrastructure	Creative learners, social integration	Higher education institutions, online, social integration, region	Anyone, jobs, locally-based	Sustainability, opportunity, connection

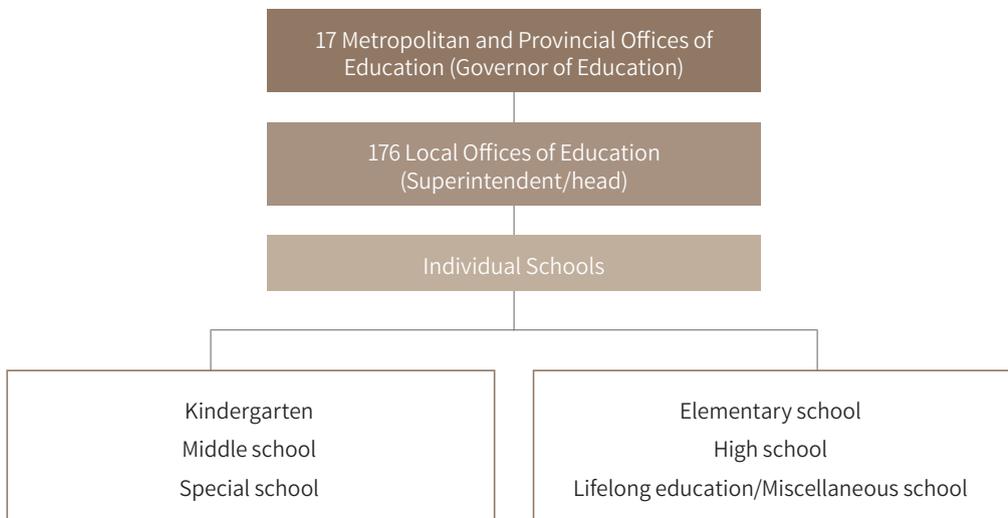


### 3 Education Administration System

#### Central Education Administrative Governance



#### Local Education Administrative Governance



### Central Education Administrative Governance



The central education administrative governance consists of several key actors, including the President, the Prime Minister, the Ministry of Education, and affiliated institutes. The Ministry of Education serves as a central administrative body, with the Minister having the role of the Deputy Prime Minister for Social Affairs. The Minister of Education oversees human capital development policies, school education, lifelong education, and academic affairs at the national level.

### Local Education Administrative Governance



In 1991, the Local Education Autonomy Act was enacted, leading to the decentralization of the Ministry of Education's budget and major administrative decisions related to local education. This shift resulted in the establishment of a decentralized local education autonomy system, and the delegation of authorities to local governments.

With regard to local educational administrative governance, the Metropolitan and Provincial Offices of Education, in conjunction with the Educational Committee of the Metropolitan or Provincial Councils, serve as the core component of local education autonomy. The Educational Committee acts as a deliberative and decision-making body. The Governors of Education of the Metropolitan and Provincial Offices of Education are directly elected by residents and serve a 4-year term, with the possibility of re-election for up to three terms. During the term of office, the Governor of Education is entrusted with decision-making authority, responsible for overall local educational administration, including education, arts and sciences. Local Offices of Education are lower-level educational administrative agencies of the Metropolitan and Provincial Offices of Education. They are in charge of supporting students, parents, and schools on the front line of schooling. As of 2023, there are 17 Metropolitan and Provincial Offices of Education and 176 Local Offices of Education.



## National Education Committee

### National Education Committee launched in September 2022, to deliberate and decide on mid-to-long term education policies

On September 27, 2022, the National Education Committee, an administrative committee operating directly under the President, was launched reflecting the people's long-standing aspiration that education policy should be consistently pursued and promoted based on social consensus. The National Education Committee decides on the direction of the nation's education policy and performs tasks that must be promoted through social consensus from a long-term perspective, such as establishing a national education development plan regarding the vision based on social consensus, mid- to long-term policy direction and education system improvement, collecting and coordinating public opinions on education policies, etc. As the National Education Committee established the mid- to long-term national educational development plan\*, the Ministry of Education can focus on the function of establishing, planning, and implementing short-term and extensive policies within the framework of the mid-to- long-term policies established and directed by the National Education Committee.

#### National Educational Development Plan

The National Plan regarding a mid-to-long term policy direction such as academic system, teacher policy, college entrance policy, setting an appropriate number of students per class and improving educational conditions

1

Elements regarding the establishment of the national education development plan

2

Elements regarding the standards and contents of the national curriculum and its publication

3

Elements regarding collecting and coordinating public opinions on education policies

## 4 Changes and Tasks in Education

### 1. Changes in the educational environment

The education landscape is evolving rapidly across the globe, and Korea is not an exception. The outbreak of the Covid-19 pandemic amid the Fourth Industrial Revolution, has accelerated the digital transformation, as cutting-edge technologies such as Artificial Intelligence (AI), big data, and metaverse are closely affecting daily lives of people. In the field of education, transformation of educational contents and personalized education are on the rise, placing a greater emphasis on digital literacy and digital technologies in the process of learning.

One of the major changes in the educational landscape pertains to the demographic structure, affected by the declining birth rate leading to a reduction in the school-age population. While this decrease presents an opportunity to enhance the overall quality of education, Korea is faced with a structural transformation of the public education system, focusing on the number of schools and teachers. In particular, as the number of students for higher education institutions is decreasing sharply, the crisis faced by local universities may lead to the extinction of the region due to university closures, bankruptcies, and underfilled institutions.

Second, the average life expectancy has increased, and the Korean society is rapidly aging with a surge in the proportion of the elderly citizens. This, in turn, has led to a reduction in the working-age population ratio and a consequent social challenge of enhancing the productivity of the young generation. In addition, the demand for lifelong learning is on the rise. The younger generation, in particular, seeks vocational skills education and training in response to technological advancements. The elderly citizens, on the other hand, seek lifelong learning to utilize their leisure time in pursuit of a happy life.

#### Changes in the educational environment



Third, along with the increase of multicultural students in Korea due the continued rise in the number of foreign workers, international marriages, and North Korean defectors, the demand for individualized education has become a pertinent issue. This is important as Korea has relatively limited experience in multicultural education compared to other countries. As students from multicultural background are at a higher risk of academic struggles, the policies that support their basic academic ability and expanded institutional and systemic support are becoming more imperative in Korea.

Fourth, excessive competition among students has led to heightened participation in private and shadow education in Korea. According to the 2022 private education expenditure survey, the total amount of private education expenditure reached a record high of 26 trillion won. Despite the decrease in the number of students and the overall competition rate for college admissions, the increase in the total shadow education expenditure indicates that private education expenditure per capita is continuously rising. It also shows that the competition to enter prestigious universities is getting fiercer. In addition, the survey depicts a widening gap in private education participation and expenses based on income levels. This has raised concerns regarding the potential for social polarization and inequality in educational opportunities.

## 2. Educational tasks for the future

The current learning system, where a single teacher teaches a large number of students from diverse backgrounds, has been effective in providing educational opportunities. Yet, it has shown limits in providing a learning experience that meets individual's capabilities and learning pace.

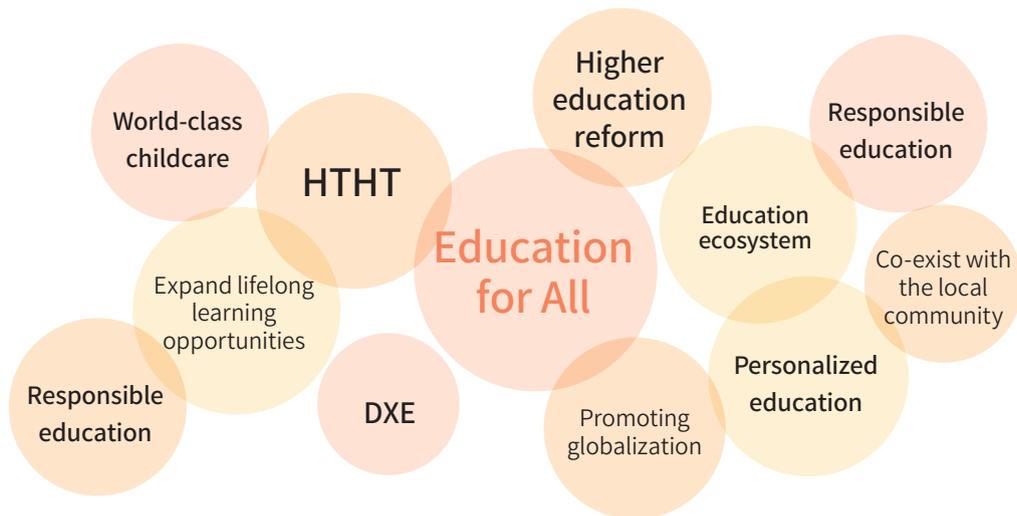
However, recent advances in digital technology and data science have created the opportunity and conditions for personalized education to become a reality. It has leveraged advanced AI technology to deliver educational content personalized to individual student's level and capabilities, while giving more autonomy to teachers to focus on human connections such as mentoring and coaching. With this High-Touch High-Tech (HTHT) Initiative, the Ministry of Education is aiming to get back to the fundamentals of education – “Education for All” – through personalized learning for every student, which is also the direction for future education.

To this end, the Ministry of Education is currently pursuing policies to provide personalized learning opportunities for all students through the adoption of Digital Transformation

of Education (DXE) Initiative. It plans to introduce AI-embedded textbooks from 2025, provide professional development to teachers who will lead classroom innovation through technology, and create an edutech ecosystem to facilitate the usage of edutech in schools.

At the same time, as demand for lifelong learning increases, innovations in higher education are on the rise to co-exist with the local community and to expand lifelong learning opportunities. In this context, the education system needs to be operated more flexibly and proactively in response to the rapidly evolving socioeconomic structures and demands. Finally, promoting globalization will also be vital to enhancing the overall quality of education.

### Tasks for the future





Education in Korea | 한국의 교육



Part



# 2

Bridging Tradition  
and Innovation:  
Education in  
Korea Today





# Current Trends & Practices

## 1 The New Administration and the Education Reform

### 1. Deputy Prime Minister and Minister of Education Lee Ju-Ho appointed by the new administration

On May 10th, 2022, President Yoon Suk Yeol was inaugurated as the 20th President of the Republic of Korea. He articulated a new vision for the nation, “The Republic of Korea that leaps anew, a nation of people who thrive together.” On November 7th, 2022, Minister Lee Ju-Ho, who had served as the Minister of Education, Science and Technology from 2010 to 2013 was appointed as Deputy Prime Minister for Social Affairs and the Minister of Education. At the inauguration ceremony, Minister Lee Ju-Ho expressed his determination to bring about “education reform” through the overhaul of the Ministry of Education in line with the new government’s agenda.

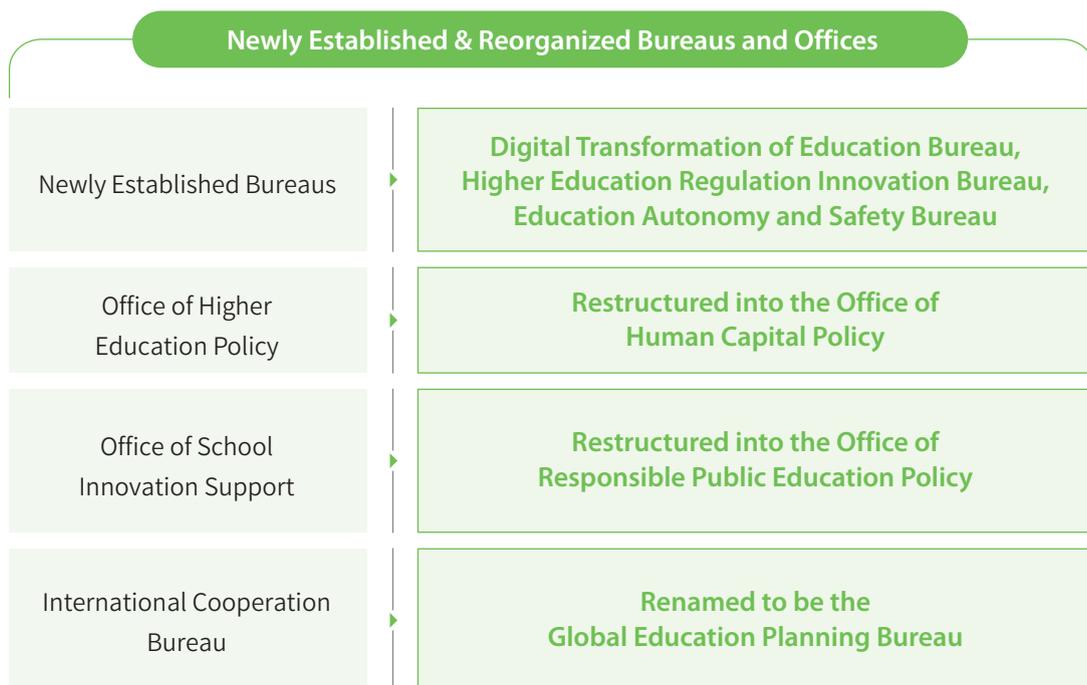


Inauguration ceremony of Deputy Prime Minister and Minister of Education Lee Ju-Ho (November 7, 2022 / Government Complex Sejong)

## 2. Organizational Transformation of the Ministry of Education

The first step to the education reform was the reorganization of the Ministry of Education. The previous organizational structure aligned with the main academic system of elementary, secondary, and higher education was replaced by a more task-oriented structure, with an aim to focus on fostering human capital, strengthening the government's responsibility over public education, and promoting digital education transformation.

One of the most significant changes involved the merger of the Office of Higher Education and the Bureau of Lifelong Vocational Education. These two units were reorganized into the Office of Human Capital Policy, a division reinstated after 10 years. The Office of Human Capital Policy is in charge of cultivating key talents in coordination with local governments, and supporting a lifelong competency development system. Tasks related to higher education regulations were taken over by the Higher Education Regulation Innovation Bureau, a bureau independent from the Office of Human Capital Policy, in charge of deregulation and structural reform of higher education to resolve a decrease in the school-age population





The former Office of School Innovation Support was restructured into the Office of Responsible Education Policy to ensure that every child has an equitable start to education; thereby strengthening the government's responsibility over public education including early childhood education and childcare. A new bureau, the Educational Welfare and Care Support Bureau, was established to lead the "consolidation of early childhood education and childcare management system," previously co-operated by the Ministry of Education and the Ministry of Health and Welfare. This bureau oversees organizational units in charge of childcare and early childhood education.

The Digital Transformation of Education Bureau was also newly established to promote "one-million-strong digital talents," a national priority of the new administration. This bureau will integrate tasks related to digital education that were dispersed across the Ministry of Education and lead the digital education transformation. The International Cooperation Bureau changed its name to the Global Education Planning Bureau to fully respond to the increasing demand for international cooperation in light of the changing status of Korean education in the world.

Following this extensive structural reorganization, the Ministry of Education will focus more on its role as a ministry that fosters talents, devises and enforces policies for educational institutions, and carries out the government's responsibility over education by integrating education and childcare.

## **2 Korean Education in the Post-Pandemic Era**

### **1. Flexible quarantine measures and academic operation in response to COVID-19**

Amid the COVID-19 pandemic, the Ministry of Education has remained steadfast in their efforts to implement effective quarantine measures and operate academic affairs without disruption. The goal was "a full recovery of daily life" in the face of this unprecedented crisis. In 2022, the third year into the pandemic, the Omicron variant that swept across the world spread quickly in Korea before the start of a new academic year. The number of confirmed cases among teenagers and young adults surged dramatically. The Ministry of Education pushed ahead with the "Quarantine Measures and Academic Operation Plan for the First Semester of the 2022 Academic Year" in February to ensure a safe and productive academic year for all students.

In fact, the Omicron variant prompted schools to take swift actions; the academic management system, in particular, underwent significant changes to address the new challenges. On the one hand, a collective approach was taken to manage all schools, on the other, a more diversified approach was simultaneously adopted, giving schools options to have all face-to-face classes, hybrid classes, or all remote classes based on the classroom density. This granted schools greater autonomy to implement teaching and learning according to their respective circumstances and conditions.

## 2. Full recovery of daily life

With the implementation of “Full attendance in the First semester of the Academic Year of 2022,” all schools have gradually resumed full physical attendance. As a result, the average attendance rate of students, which had fallen to 50% at the onset of the COVID-19 pandemic in 2020, steadily rose to 73.1% in the first semester of 2021 and reached 93.4% in April of 2022. By having full physical attendance of all students in May 2022, schools in Korea have come one step closer to the full recovery of daily life.

On January 30th, 2023, the quarantine authorities lifted the indoor mask mandate. Thus, masks were no longer required in daycare facilities, early childhood education institutions and schools. It had been 27 months since the mask mandate was imposed.

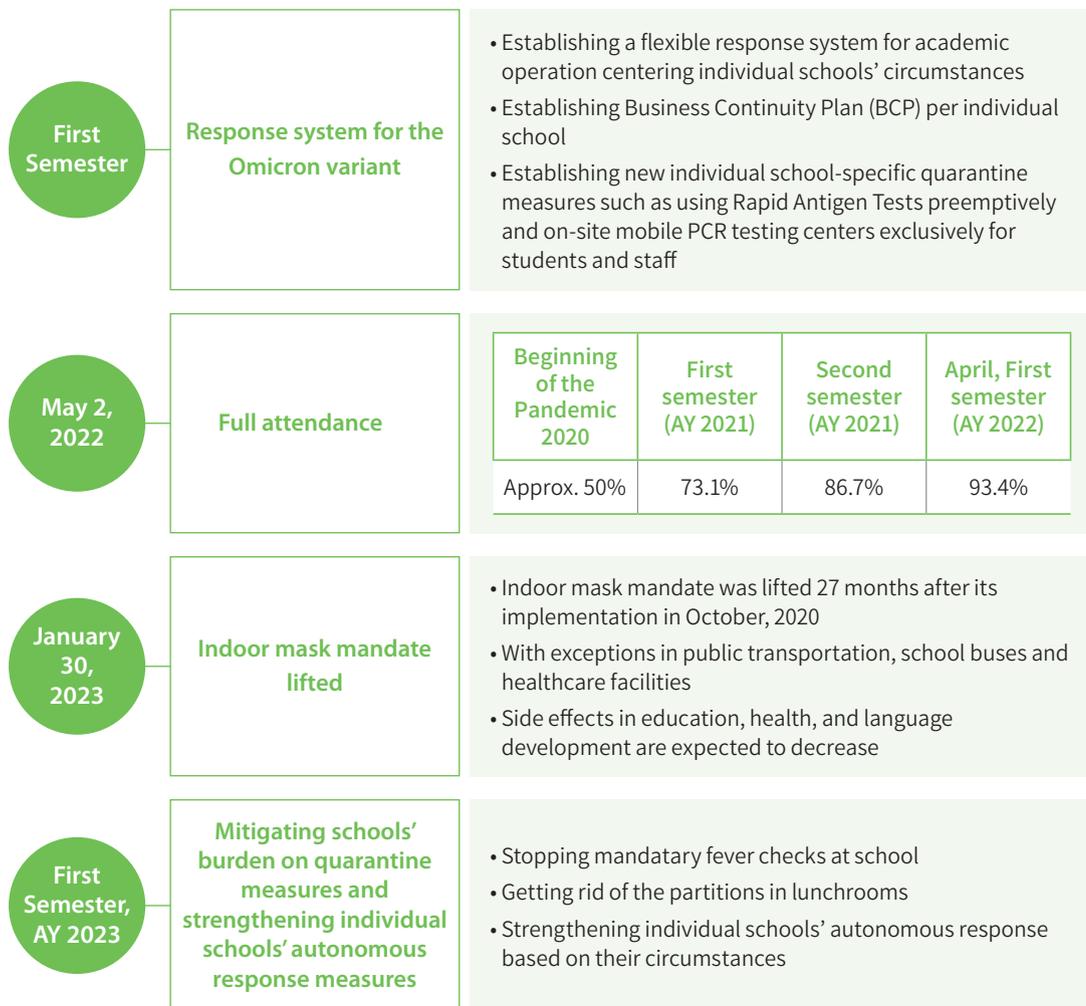


Beginning of a new semester during COVID-19, Seoul Heungin Elementary School



Due to the growing concerns about the side effects of wearing masks in classrooms, this new mandate instilled hope for the improved emotional, linguistic, and social development of young children. In addition, the Ministry of Education announced the “New Academic Year School Disinfection Control Plan (February 13),” which reduced quarantine measures, stopped mandatory fever checks, and removed the partitions in lunchrooms. This plan allowed schools to respond autonomously, moving promptly towards.

## Quarantine measures and academic operation during the COVID-19 pandemic



### 3 Comprehensive Plan for Guaranteeing Students' Basic Academic Ability

Students' lack of basic academic skills caused by the long-standing COVID-19 pandemic has become a common issue in Korea. The percentage of students with low basic academic skills increased within 2.1%p to 5.7%p per grade and subject in 2021 compared to 2017. In response to this growing issue, the Ministry of Education initiated the First Comprehensive Plan for Guaranteeing Students' Basic Academic Ability (2023-2027) in October, 2022. This plan on basic academic ability aims to analyze the root causes of the decline in students' academic performance and provide comprehensive support for students' academic skills and emotional wellbeing.

#### Guaranteeing Students' Basic Academic Ability

Basic academic ability consists of reading, writing, and arithmetic skills which affect the development of academic competency to maintain individuals' social life. Guaranteeing students' basic academic ability signifies the government's accountability at the national level so that students can continue to advance their academic performance.

The plan also aims to increase students' academic performance by introducing an AI-driven learning diagnostic system and creating multiple academic safety nets through the coordination of the Ministry of Education, Metropolitan and Provincial Offices of Education and individual schools. Edutech is used to strengthen individualized learning support, reinforce the co-teaching system, and diversify class models suitable for individual school contexts. Academic deficits caused by COVID-19 are supported through after-school supplementary learning, mentoring, as well as psychological and emotional counseling programs.

In addition, the plan strives to provide diagnostic services and customized learning in accordance with specific backgrounds and characteristics of students. Through the system that guarantees students' basic academic skills, the Ministry of Education intends to reinforce the government's responsibility over education, ensuring equitable and individualized education for all.



## 4 Dynamic Initiatives in Progress

### 1. National Curriculum in Korea

The national curriculum serves as the foundation for elementary and secondary education in Korea. It depicts general standards for education and directs the future. Since the First National Curriculum in 1954, the national curriculum in Korea has been revised in line with internal and external changes in education; over the course of nearly six decades, the curriculum has undergone seven periodic revisions. With the educational landscape rapidly evolving, the “flexible curriculum revision system” was adopted in substitution for “comprehensive periodic revision system” since 2007. In 2021, the Ministry of Education initiated the “2022 Revised Curriculum,” which is the fourth revised curriculum following the 2015 Revised Curriculum, and the 11th curriculum in Korea.

For the 2022 Revised Curriculum, the Ministry of Education held public hearings, policy forums, town hall meetings to incorporate the voices of all citizens and stakeholders, and it was officially announced on December 22, 2022. The curriculum aims to equip students with digital competencies by reorganizing and expanding informatics education using innovative digital technologies. The 2022 Revised Curriculum sets a vision for students as “self-directed individuals with inclusiveness and creativity.” It also outlines six core competencies for students to navigate the challenges of the future society, which include self-management competency, knowledge-information processing competency, creative

### 2022 Revised National Curriculum



thinking competency, collaborative communication competency, and community competency. The 2022 Revised Curriculum will be applied to elementary schools in 2024 and will be gradually extended to middle and high schools in 2025.

## 2. Strengthening the Support System for All Citizens' Lifelong Learning

In Korea, lifelong education is considered a national responsibility according to the Constitution. In 2002, the government developed a mid- to long-term plan to lay the foundation for the promotion of lifelong learning and has expanded relevant infrastructure and raised social awareness. Currently, the participation rate in lifelong learning for adults aged 25 to 79 has risen to 40%, to the level of participation before COVID-19, and the number of individuals who have obtained degrees through the **academic credit bank system** and the **self-study degree system** reached 1,022,521 and 23,197, respectively. By providing literacy education for 80,000 people annually, the number of beneficiaries of the adult literacy program reached 640,000 as of 2022.

### Academic Credit Bank System

An open lifelong learning system that recognizes various learning and qualifications inside and outside school as credits and that grants degrees equivalent to those of junior colleges or universities (118 bachelor's degrees, 111 majors of associate degrees)

### Self-study Degree System

Providing an opportunity to obtain an alternative bachelor's degree through a state-administered examination for adult learners who have difficulty entering college, such as career-interrupted women, those who are already employed, soldiers, and prisoners (11 majors of bachelor's degrees)

In December 2022, the government announced the Fifth Lifelong Learning Promotion Plan, which contains a five-year plan, aiming to further increase all citizens' accessibility to lifelong learning through six major tasks. In particular, this plan sets the "great transformation of lifelong learning" as the policy direction in preparation for the digital transformation and super-aged society. By emphasizing the importance of lifelong learning, the government is proactively reinforcing lifelong learning policies centered on local governments and local higher education institutions.



## Fifth Lifelong Learning Promotion Plan (2023-2027) and Six Key Tasks

### Vision

**Opportunity for anyone to leap anew, lifelong learning society that everyone enjoys**

### Six Key Tasks

1. Making higher education institutions as permanent platforms for lifelong learning
2. Promoting lifelong learning centered on local governments
3. Supporting lifelong learning for individuals aged 30 to 50
4. Expanding and strengthening support for the least supported
5. Strengthening the alignment among employment history, qualifications/credentials and educational attainment
6. Providing AI-based customized support

First of all, the Ministry of Education has a vision to open higher education institutions as permanent platforms for lifelong learning. This is to enable people to improve their competencies at any time through a wide-range of non-degree and learner-tailored degree programs at these institutions.

The Ministry of Education plans to establish a local lifelong learning system centered on local governments. To achieve this, local governments across the country are designated as “lifelong learning cities,” in which 195 out of 226 local governments (86.3%) are part of developing lifelong learning programs tailored to their regional characteristics. In the future, local governments will identify learning demands from local industries and residents. And thus, lifelong learning system led by local government will be formed, where local governments provide lifelong learning programs in cooperation with higher education institutions and companies.

In addition, Korea is establishing a nationwide lifelong learning system that will enable individuals to conveniently learn what they need, when they need it. An artificial intelligence and big data-based system will be incorporated, recommending personalized lifelong learning courses, and supporting individuals to manage and utilize their learning results.

The Ministry of Education seeks to expand lifelong learning opportunities in promising fields such as leading-edge technologies, and promote policies that increase the social recognition of lifelong learning outcomes. For instance, the “National Recognition of Prior Learning System,” which recognizes work experience as credits and degrees will be adopted. This system intends to encourage individuals to continue learning throughout their lives, empowering them to achieve their full potential.

### 3. Vocational Education to Nurture Highly-skilled Talents at an Early Stage

The advent of the Fourth Industrial Revolution along with demographic changes (i.e., low birth rate and an aging population), as well as deepening social polarization have led to substantial changes in technologies, industries and employment structures.

This, in return, is expected to affect occupational organizations and competencies required for job performances. To this end, the Ministry of Education has supported the reorganization of departments and curricula for vocational high schools and junior colleges so they can adapt to the new technologies and industries in changed industrial and occupational structures. Moreover, the Ministry of Education is building an innovative model for vocational education in higher education institutions suitable for the Korean context, and at the same time, encouraging the participation of the industry.



On-site meeting of the Next-Generation Semiconductor Big Data Consortium (June 20, 2022 / Seoul National University Semiconductor Research Institute)

These efforts aim to enhance the practicality of degree and non-degree programs at education and training institutions such as vocational high schools, junior colleges, and polytechnics.

In the future, vocational education and training will be scaled-up to foster innovative technical talents in promising fields that can serve as growth engines. The Ministry of Education plans to increase the number of Meister high schools tailored to the demands of leading-edge industries and develop a leading vocational education model aligned with digital transformations. On the one hand, best practices of Meister high schools will be introduced to local schools, by operating a joint curriculum with specialized high schools and co-using equipment and facilities. On the other hand, joint training centers for leading-edge technologies will be built at the level of the Metropolitan and Provincial Offices of Education to create a vocational education environment that fosters talents in digital-based leading-edge fields.

In addition, the Ministry of Education is expanding the number of leading junior colleges specialized in new industries and Meister colleges that foster highly skilled technical talents. The Ministry of Education is also establishing a consortium of Digital Transformation Academy (DX-Academy) to up-skill and rehire adult learners in their 30s or older in the local community.

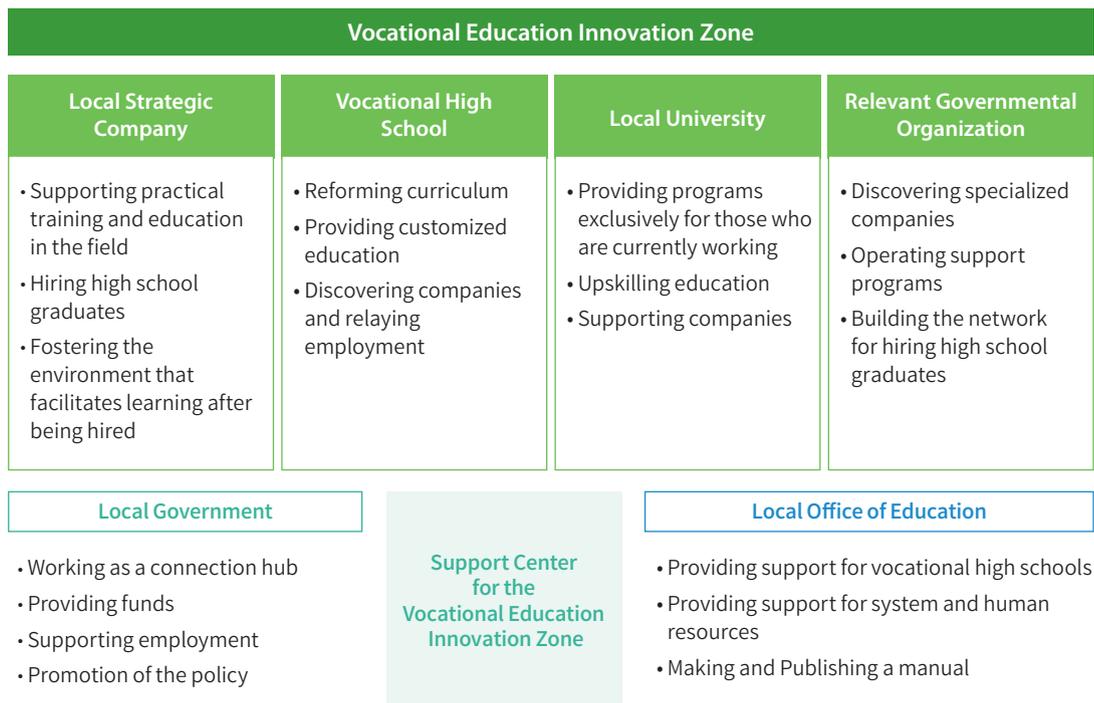
For a more aggressive cultivation of high school talents, the Ministry of Education plans to leverage the Vocational Education Innovation Zone in coordination with local vocational high schools, companies, and higher education institutions.



On-site visit to industrial demand customized high school (February 1, 2023 / Geumo Technical High School, Gyeongbuk)

The curriculum will be tailored to strategic industries, fostering high school talents who can lead local industrial development. The emphasis also lies on the establishment of a platform where “vocational high school-local company-university” co-participates in making pathways for high school graduates, leading to employment-first (i.e., by local companies) and learning-after (i.e., at higher education institutions). In line with this, the Ministry of Education has selected five Vocational Education Innovation Zones in 2021 and decided to provide 400 million won per zone per year for up to three years. In 2023, a total of 12 zones will be operated with the grant of 500 million won to one billion won per zone. For example, Sacheon, Jinju, and Goseong zones in Gyeongsangnam-do province have excellent industrial conditions where more than 70% of the domestic aviation industry is located. The Ministry of Education plans to provide a wide-range of benefits for companies participating in curriculum of the Vocational Education Innovation Zone in cooperation with local governments, such as offering incentives for hiring local talents, preferential treatment in finances, and additional points for companies known for excellent employment outcomes.

### Structure of the Vocational Education Innovation Zone





## Education Reform for All: 3 Major Policies and 10 Key Tasks

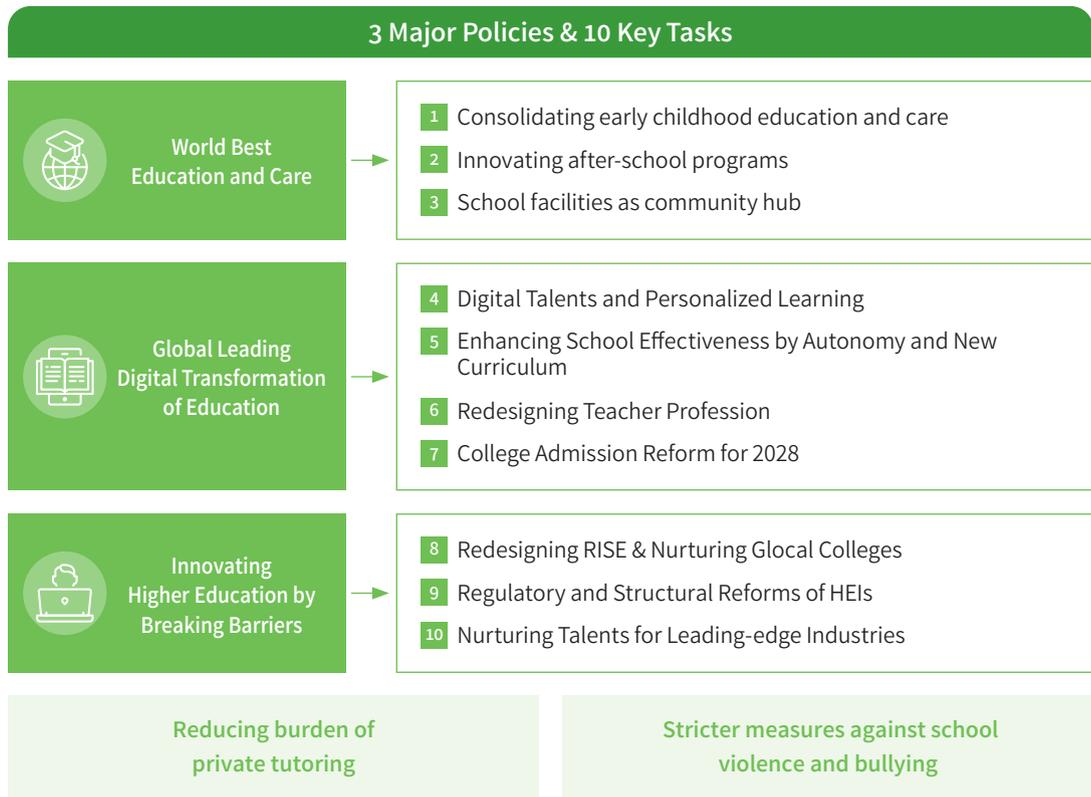
*“The notion of education must adapt to the evolving needs of the society. In the past, education was mainly about transferring knowledge from teachers to students. However, in the digital age, education should be about helping students develop the competency to solve problems using digital devices.”*

– Inaugural Speech, Deputy Prime Minister and Minister of Education Lee Ju-Ho



2023 Education and Talent Policy Seminar (April 19, 2023 / Government Sejong Convention Center)

Under the new administration’s education philosophy, the Ministry of Education declared the year 2023 as the year of education reform with the vision of “Education Reform, the First Step to Korea’s New Leap Forward.” Robust reforms reflecting the social demands for education reform are to be initiated, addressing the challenges amid changes in the educational landscape such as the population decline, breakthroughs in technology, and regional extinction. The Ministry of Education has set major goals to respond to crises and challenges surrounding Korean education, and announced the implementation of 3 major policies and 10 key tasks.



## 1 World Best Education and Care

### 1. Consolidating Early Childhood Education and Care

Korea has a dual system, in which kindergartens provide early childhood education under the supervision of the local office of education, and daycare centers provide childcare under the supervision of the Ministry of Health and Welfare and local governments. This separate and dual system has drawn criticism due to disparities in the level of support and the quality of service between education and care. Discussion on consolidating early childhood education and childcare began in the 1990s to streamline administration and secure necessary budget. In particular, the Nuri Curriculum, a common education and childcare curriculum for children ages 3 to 5 was introduced in 2012, which laid the groundwork for the consolidation of early childhood education and childcare.



The Nuri Curriculum is crucial in enhancing the quality of the early childhood education, integrating education and childcare curriculum and ensuring equitable start to education from the earliest stages of a child's life.

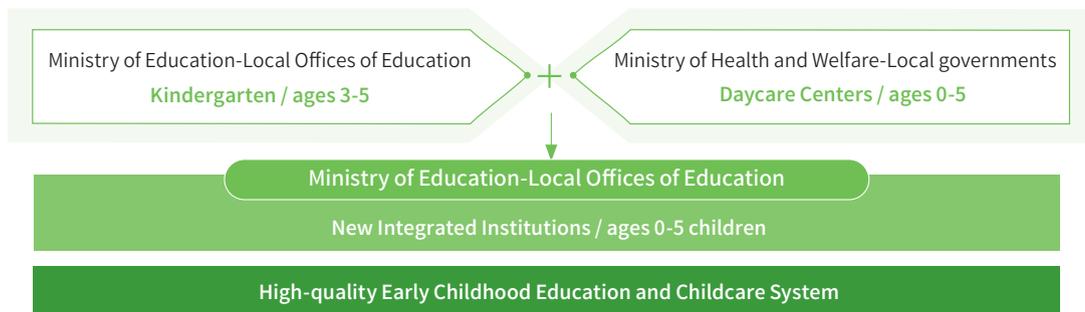
### The Nuri Curriculum

A common curriculum that integrates kindergarten and daycare curriculum for children in ages between 3 to 5. The Nuri Curriculum provides financial support for kindergarten tuitions and childcare expenses regardless of parents' income levels.

As a key national task, the government is committed to improving early childhood education and childcare so that young children in ages 0 to 5 have equal access to quality education and childcare services, regardless of the institution they attend. The Ministry of Education also aims to develop a plan to integrate education and childcare management



### Consolidation of early childhood education and childcare



Integrated Childcare Center in Seongnam

and narrow down the gap in services. To this end, a regional consolidation of early childhood education and childcare via a new integrated system will be implemented from 2025, ensuring that all children receive the high-quality education and childcare they deserve.

The consolidation of early childhood education and childcare services will also involve expanding relevant subsidies to relieve parents' burden on educational expenses and to improve the conditions of education and childcare institutions. In addition, the existing childcare gap between kindergartens and daycare centers will be narrowed. In line with this, a plan to reform the initial teacher education system will be devised. This will enhance teachers' professionalism and improve their working conditions in newly integrated institutions. Ultimately, these efforts will create an environment where parents can confidently entrust their children to any institutions, guaranteeing "safe and responsible education and childcare from birth."

## 2. Innovating after-school programs through Neulbom (edu-care; quality education and childcare) Schools

Korea has been placing an emphasis on **Elementary Childcare Classes** as a key policy to create an environment where working parents can raise their children without worrying about childcare, especially as Korea witnesses increasing number of dual-income families and social participation of women.

### Elementary Childcare Classes

Childcare activities/services beyond regular school hours offered at a separate facility or space (exclusively used or co-used as classrooms) for students who need childcare services

The government announced a new initiative called "Neulbom School." It is a full-time elementary school education with expanded after-school and childcare classes, highlighting the government's responsibility over education and childcare. Neulbom School is an integrated edu-care service that utilizes resources both in and outside of the school with an aim to provide quality education and childcare. For lower elementary students, Neulbom Schools not only offer childcare, but they also provide various educational programs on basic academic skills, arts and sports. Neulbom Schools can be used with flexibility, catered to specific demands as needed such as morning, afternoon, and evening childcare.



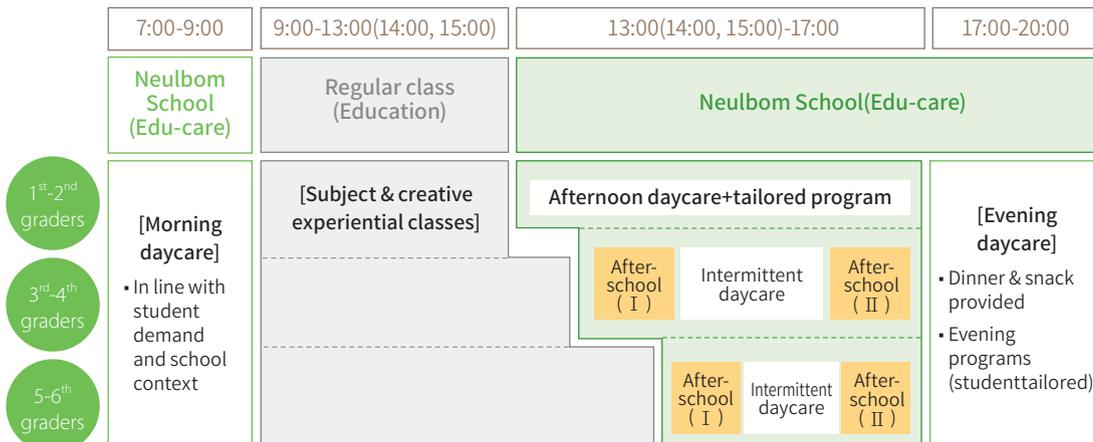
In 2004, elementary childcare classes called “after-school childcare” were piloted in 28 elementary schools which have been growing annually ever since. As of 2022, there are 292,068 students enrolled in 14,970 elementary childcare classes across 6,178 elementary schools. The elementary childcare classes, operated mainly for students in grade 1 and 2, aim to provide high-quality programs in a safe environment. For students in grade 3 to 6, customized childcare classes are provided along with after-school programs, catered to meet specific needs of each grade. In 2018, following the all-day childcare policy, the government’s responsibility over elementary childcare was further strengthened, and elementary childcare classes have been expanded, maximizing the use of human and physical resources in the local community.

### All-day Childcare

All-day childcare is a policy on childcare services for all children based on the cooperation of schools and communities. Students and parents can search for suitable childcare services based on their desired conditions such as the age of a child and desired regions, which generates one-stop access to relevant information.

### Neulbom Schools will bring the following changes

- ☑ Offering future-oriented/customized after-school programs
- ☑ Flexible childcare offered such as Morning/temporary-basis, intermittent/evening (8:00pm) childcare
- ☑ Building a dedicated operating system to reduce school workload and strengthening the connection with communities



For upper elementary students, high-quality afterschool programs such as AI and coding classes are offered, along with temporary-basis and/or intermittent childcare. For the first graders of elementary schools, an activity-oriented edu-care program is provided for free at the beginning of the school year for one semester, supporting their smooth transition to school life.

In addition, local governments will operate “village childcare” by strengthening the cooperation between schools and communities. To reduce the workload of individual schools and teachers caused by the expansion of childcare services, policies to restructure afterschool-related work will be pursued. It will be transferred to a regional unit under the Metropolitan and Provincial Offices of Education or Local Offices of Education. The Ministry of Education plans to pilot 214 Neulbom Schools operated by five Metropolitan and Provincial Offices of Education in 2023 and gradually expand it nationwide from 2025, providing customized education and childcare services to all students.

### 3. School facilities as community hub

The Ministry of Education has been promoting the School Multifunctional Complex Project (hereinafter, School Complex Project) since the early 2000s to resolve community-related issues such as school consolidation, school closure, and the decrease in the school-age population. The School Complex Project aims to develop primary and secondary schools and universities into public facilities that can be co-used with residents. In particular, the School Complex Project envisions to create facilities such as libraries, swimming pools, public daycare centers and parking lots that can be used by schools and residents. The government plans to support schools to establish themselves integral spaces that can enrich the lives of students and local residents, increasing financial resources, initiating relevant measures, and amending regulations to revitalize schools and the community.

## 2 Global Leading Digital Transformation of Education

### 1. Digital talents and personalized learning

With the rapid growth of the digital industry, the growing importance on digital technologies is expected to have a profound impact on the overall life of future



generations, including their ways of thinking and decision-making, as well as the modes of labor and employment. In fact, the digital education transformation emphasizes the importance of understanding and utilizing digital technologies as a tool and content of education with a growing demand for the systematic **digital talent** cultivation. To this end, “**cultivating one-million-strong digital talents**” is a national priority, and the Ministry of Education is pushing for measures to transition to a digital education system that provides individualized education to all students.

### Digital Talents

Talents who are equipped with knowledge and competency required to develop, utilize, and operate new digital technologies.

In particular, the Ministry of Education has set a vision of “a dynamic innovative growth led by digital talents” to cultivate one-million-strong digital talents by 2026 through the cooperation of the public and the private sectors. To achieve this goal, policies will be initiated to support universities through easing regulations that were preventing higher education institutions to nurture talents and foster leading digital universities, and cultivate manpower of research and development through expanding Brain Korea 21. In addition, the Ministry of Education will continue its efforts to expand the base of digital talents by increasing the number of class hours on ICT education and launching the Digital Education Sprout Camps.

### One-million-strong Digital Talent Cultivation

“One million” is a symbolic goal for talent cultivation for the next five years (2022-2026), which implies the general public’s ability to apply digital skills in their daily life and their fields of expertise as well as the cultivation of specialized digital talents.

The Ministry of Education is planning to accelerate the educational revolution utilizing AI and edutech, based on the digital foundation-building capacity accumulated over the years. AI-driven courseware (e.g., digital textbooks) will be gradually introduced based on existing paper-based textbooks by 2025. Courseware is a software designed to deliver effective teaching and learning; teachers can use the learning data analysis results derived from this courseware in their classes, and offer optimized learning tailored to each student’s individual learning goals, capabilities, and pace of learning.

The testbeds that enable leading-edge technologies such as AI, Virtual Reality (VR) and Augmented Reality (AR) used for trouble-shooting in schools will be expanded, and the Edutech Promotion Plan will be devised. Currently, the **Edutech Softlab**, which operates as testbeds, is in three locations in Gyeonggi, Gwangju, and Daegu, and will continue to proliferate across the country.

### Edutech Softlab

Edutech Softlab is the hub for the public-private cooperation and expansion in the field. It is a mixed-use space that connects education and edutech companies and builds the foundation to innovate future education in the rapidly changing educational landscape. In addition, it aims to revitalize the application of new technologies in schools and to create a virtuous cycle of edutech industry ecosystem.

## 2. Enhancing school effectiveness by autonomy and new curriculum

It has become increasingly important for the education system to keep pace with the changing times. The Fourth Industrial Revolution, low birth rate, and aging population, the formation of intelligent information societies, and the rapid progress in intelligent automation demand the education system to adapt to nurture talents essential for the future. To this end, the Ministry of Education is taking proactive measures to diversify school models to meet the varying needs of students and to enhance capacity-building for schools to ensure students' freedom of choice in education.

One initiative is the high school credit system, where individual students select and complete courses that align with their career paths and aptitudes. If courses cannot be offered by the school, several schools can develop a joint curriculum offered online or in-person. In this context, customized education for individual students will be further reinforced with the full implementation of high school credit system in 2025. The Ministry of Education, along with the Metropolitan and Provincial Offices of Education, plans to establish **public online schools** starting with four regions for the stable implementation of the high school credit system.

### Public Online Schools

A new form of schools that provides independent courses, opened to all interested students to take relevant courses online.

A wide-range of schools (i.e., autonomous high schools, special purpose high schools) are in Korea particularly through the “High School Diversification 300 Project” launched in 2008 to ensure students’ freedom of choice. Autonomous high schools are divided into private and public based on their foundation; autonomous private high schools, for instance, have the highest degree of autonomy over academic affairs and curriculum, teacher personnel, and student selection. Autonomous public high schools, on the other hand, focus on providing high-quality education in designated locations where there are insufficient resources for quality education, such as rural and remote areas. Autonomous public high schools have autonomy over teacher recruitment and curriculum operation. Special purpose high schools select students with talents in specific fields and operate specialized curriculum. These schools include science high schools, foreign language high schools, international high schools, arts high schools, physical education high schools, and Meister high schools (customized industry high schools). Through offering various types of schools, the Ministry of Education is committed to accommodating to the diverse educational needs of students and parents.

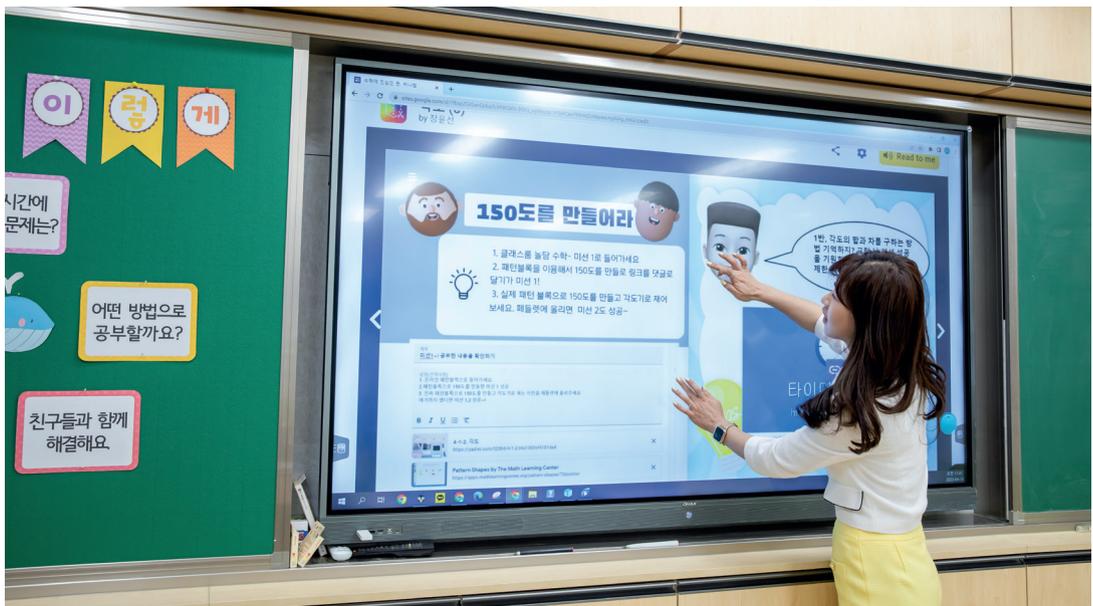
In addition, the Ministry of Education intends to drastically transform classroom instructions and expand school autonomy to facilitate capacity-building of schools. To achieve this, the Ministry of Education plans to initiate a “Classroom Innovation Plan” that promotes innovative instructional methods including project and debate-based classes as well as classes using AI and Edutech. Evaluations will also be in line with these classroom innovations, in addition to teacher training programs designed to help teachers better adapt to new methods. Furthermore, a “High School Education Development Plan” will be launched to promote customized education for students, offering institutional support for the implementation and enhancement of the high school credit system and high school capacity-building.

### **3. Redesigning teacher profession**

In Korea, a wide-range of teacher qualification training programs and professional development programs are offered to support their adaptation to the changing educational environment and curriculum. In particular, the Ministry of Education develops professional development programs for teachers according to the career cycle (i.e., induction period, growing period, developing period, advanced period) in recognition of the pivotal role that teachers play in driving education reforms. These teacher training programs vary from job training to qualification training for their current and future prospects, developing necessary competencies throughout their careers.

In line with the education reform, the Ministry of Education envisions to establish a support system for teacher innovation that encompasses initial teacher education, professional development programs, and educational environments; empowering teachers for transforming classroom instructions. To this end, the Ministry of Education plans to improve the initial teacher education system, including specialized graduate schools of education, with an aim to improve the capabilities of pre-service teachers. For teachers to spearhead the instructional changes required in digital transformation, effective professional development programs tailored to the teacher's career cycle will be developed through the collaboration with the Metropolitan and Provincial Offices of Education, research and development institutes, and the private sector.

In particular, the Ministry of Education plans to develop a system to safeguard teachers' educational activities and provide a provisional plan to alleviate their workload, allowing them to concentrate on teaching. The teacher personnel system is under review as well, ensuring that educators are provided with the necessary support and resources. Moreover, the Ministry of Education will develop a new teacher supply and demand model that takes into account a range of factors including the need to promote innovation and close the educational gap. A mid- to long-term teacher supply and demand plan will be devised, to ensure a soft landing of education reform in the years ahead.



A teacher utilizing edutech (e.g., electronic backboard) for instructions



## 4. College Admission Reform for 2028

The Ministry of Education, in collaboration with the National Education Commission, plans to set a new vision for college admissions by 2028. This vision aims to create a positive interaction system for a new talent profile and methods for nurturing talent. A College Admissions Policy Advisory Committee comprised of experts from high schools, college admissions offices, academic, media, and industry was launched in August 2022 to gather inputs from stakeholders. In addition, online and in-person expert forum on college entrance exam reform was held, while also opening up a bulletin board to collect public opinions. The Ministry of Education plans to finalize the college entrance reform plan by 2024, taking into account the views and insights of various stakeholders. As a result, the Ministry of Education plans to expand relevant support by leveraging the connection between the new high school curriculum and the student admission process to enhance the creativity of school education and reduce students' burden on exams.

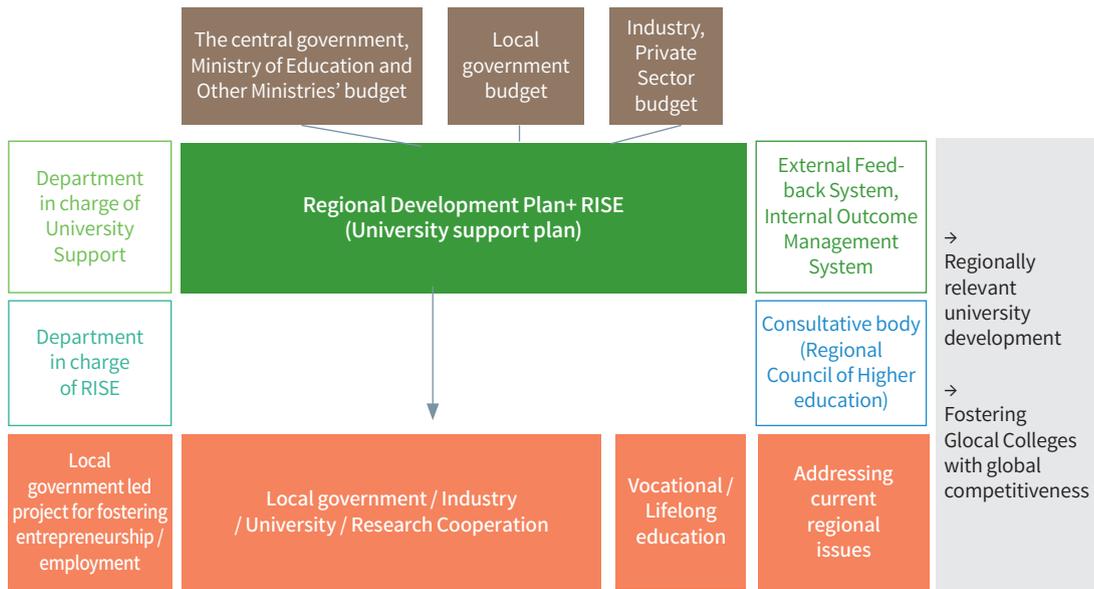
## 3 Innovating Higher Education by Breaking Barriers

### 1. Redesigning Regional Innovation System and Education (RISE) and Nurturing Glocal Colleges

For the educational community to work organically, it is crucial to recognize education in the realm of the region. Likewise, revitalizing the region cannot be successful separate from education. Henceforth, the Ministry of Education intends to establish the Regional Innovation System & Education (RISE) to foster a regional ecosystem that promotes innovation led by local universities. RISE is a pan-governmental platform with an aim to delegate greater authority to local governments over higher education support, thereby empowering them to facilitate shared growth of the region and higher education institutions.

The government's goal is to transition the centralized higher education support system, promoting higher education institutions in accordance with the demands of local industries and communities. This, indeed, will bolster higher education institutions as the driving force the regional development. The Ministry of Education will select seven pilot RISE regions to develop a respective model, and proliferate it all across the country in 2025.

## Regional Development Plan & RISE



At the same time, the Ministry of Education intends to foster Glocal Colleges) to increase the global competitiveness of the nation, regions, and higher education institutions, giving more autonomy to higher education institutions. The Glocal Colleges refer to higher education institutions that break down the barriers between universities and colleges, both within and outside the university as well as between domestic and international entities. The Glocal Colleges will establish partnerships with local communities to drive shared growth between universities and their respective regions. The central and local governments will pursue bold regulatory reforms, and make concentrated investments to Glocal Colleges, while providing special regulatory exceptions to make innovative changes. About 10 Glocal Colleges in non-metropolitan areas will be designated in 2023 and the number will increase to 30 Glocal Colleges by 2026.

In particular, the Ministry of Education intends to provide strong support for local higher education institutions with the stable budget secured by the establishment of “Special Accounting for Higher and Lifelong Education Support,” with education tax as its main source of revenue, from 2023. At the same time, the support for national higher education institutions will be scaled-up to foster local talents and promote a balanced national development, while expanding the scope and size of higher education institutions that share innovation in entrepreneurship education.

## 2. Regulatory and structural reforms of HEIs

The Ministry of Education is shifting the direction of policies with an emphasis on autonomy so that higher education institutions can adaptively respond to emerging issues and pursue innovations autonomously. In September of 2022, Higher Education Regulations Reform Council comprised of members from the private sector was formed. It has been tasked with identifying and discussing issues pertinent to reforming regulations on higher education institutions.

In addition, laws are being amended to drastically expand the autonomy of higher education institutions. These amendments aim to eliminate or ease standards that govern the foundation and operation of higher education institutions, such as the creation of new departments, the increase in student quotas, and mergers and closures of higher education institutions. The amendments will also loosen regulations allowing institutions to increase student quotas in leading-edge fields as long as the standard for the number of faculty member is met. With such changes, higher education institutions will be able to preemptively respond to the evolving educational and research landscape, expanding online classes, promoting cooperation among local governments, companies, and higher education institutions, and vitalizing joint educational and research activities among higher education institutions.

In addition, the Ministry of Education is pushing for measures to abolish the government-led evaluation of higher education institutions. Instead, the results of the accreditation evaluation of the Korean Council for University Education and the financial diagnosis conducted by the Korea Advancing Schools Foundation will be used to begin a full-scale structural reform of higher education institutions that receive financial support from the government.

In fact, the Ministry of Education has taken measures to improve the quality of higher education institutions in need of financial support. Since 2011, institutions receiving restricted financial support have undergone evaluations, while in 2015, the structural reform evaluation for higher education institutions was introduced. The aim of these evaluations is to manage uncompetitive higher education institutions and improve the overall level of higher education. In the past, institutions with poor evaluations faced sanctions including restricted financial support. However, in the coming years, the focus will be on supporting autonomous development, replacing the evaluations with a certification of institutional evaluation conducted by a consultative body of higher education institutions.



The 1st meeting of the Early Childhood Education and Childcare Integration Committee (April 4, 2023 / Government Complex Seoul)

As a result, higher education institutions in the level of “management restructure” will be given an opportunity for recovery through property disposition and business transfer. Higher education institutions struggling to recover (e.g., HEI at the marginal level) will be able to convert their institutions into public service corporations such as social welfare corporations, rather than reverting their assets to the national treasury, even if the school foundation is liquidated.

The Ministry of Education plans to transfer greater authority to local governments to increase the autonomy of regions and schools. This includes the authority to establish or close foreign higher educational institutions in Free Economic Zones. In addition, local governments can promote plans to foster local universities and local talents, working to loosen education-related regulations, such as the establishment of schools and their operation to ensure public education catered to each region. To this end, the government has begun creating laws to designate and operate “Education Autonomous Regions.” This will allow local governments to autonomously design the student selection process and reorganize the curriculum to meet local conditions and receive budget from the central government to support their initiatives.

### 3. Nurturing talents for leading-edge industries

The Ministry of Education has undertaken a structural reorganization to reinforce the function of human capital cultivation as a national priority, particularly in leading-edge industries. In February 2023, the Human Capital Cultivation Strategy Meeting was launched by relevant ministries to enforce policies in fostering comprehensive and systematic talent at the national level. Chaired by the President, about 30 public-private consultative bodies including governmental officials, Ministers of related Ministries, and private experts in the fields of education, industry, and research came together. The purpose of the Human Capital Cultivation Meeting is to allocate and adjust roles and tasks regarding policies on nurturing talents, devising plans for talent cultivation in leading-edge industries, and establishing a relevant performance management system.

In February of this year, a pivotal decision was made at the Human Capital Cultivation Strategy Meeting; five key leading-edge industries of national focus were announced so that human cultivation plans for each industry can be devised and implemented. The five key leading-edge industries are semi-conductor (e.g., advanced materials), digital, bio-health, environment/energy, space/aviation. In line with this, three strategies and 10 tasks have been identified, including the establishment of an institutional foundation, the enactment of three major acts on the national talent cultivation framework, and the establishment of the human capital cultivation database.



2022 EdTech Korea Fair (August 21-23, 2022 / COEX, Seoul)

In a race to keep pace with global standards, the government plans to select five key industries and 22 emerging technologies, and announce specialized talent fostering plans for each field by the end of 2023. In 2022, a promotion plan was established to cultivate one-million-strong digital talents by 2026 through the “Semi-conductor Talent Cultivation Plan” (July 2022) and the “Comprehensive Digital Talent Cultivation Plan” (August 2022).

To ensure that the national talent fostering policies are being effectively implemented, the Human Capital Cultivation Strategy Meeting will continuously monitor the progress. New indicators that measure students’ contribution to capacity building will be developed, along with a follow-up analysis through establishing an institutional foundation, conducting high-quality human capital tracking surveys and creating talent fostering indicators.

In the coming years, data-based talent management and utilization will get into full swing. The Ministry of Education has put forth plans to analyze big data on job posting to identify the current demands in new technological competencies in real-time. This information will be shared with relevant and interested organizations. In particular, the Ministry of Education aims to enhance human capital data by connecting occupational information with graduate employment statistics. By doing so, the current status of the supply of human resources can be more accurately grasped, based on curriculum completion details. To achieve this, a platform that manages and certifies achievements in digital learning and competencies is being created, which plans to introduce standardized digital badges for the certification.

The government has made a strong commitment to fostering talents in leading-edge industries centered on higher education institutions. Consequently, the Ministry of Education has taken measures to establish and support higher education institutions that specialize in semi-conductors, to be served as specialized institutions for developing semi-conductors. For further support, a human capital cultivation boot camps in leading-edge industries will be introduced, offering short-term intensive courses in each leading-edge industry. In addition, the Ministry of Education envisions to designate regional joint semi-conductor research institutes in charge of regional semi-conductor research, education, and practice to provide rigorous support on fostering professional talents. A Shared University Project for Innovative Talent Cultivation in New Digital Technology will be promoted to nurture talent in leading-edge industries regardless of one’s majors through close cooperation.



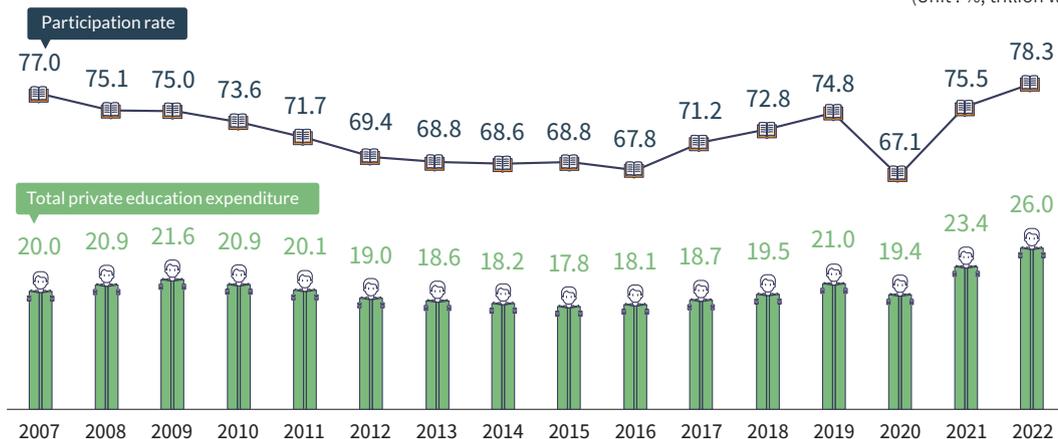
## 4 Tackling Key Issues in 2023

### 1. Reducing burden of private tutoring

According to the results of the 2022 private education expenses survey conducted by the Statistics Korea, the participation rate in private education for elementary, middle, and high school students was 78.2%, with an average monthly expenditure of 524,000 won per student. The private education expenditure has been steadily increasing since 2016, and it tends to be higher among households with higher income levels. The Ministry of Education, therefore, is striving to reduce the disparities in private education expenses to address the structural issues of the private education gap and educational gap, which could result in the socioeconomic inequality. In response to this, efforts have been made to increase support for basic academic skills of students in elementary, middle, and high schools, as well as to enhance the quality of high school education. In April, for the first time in ten years, a private education policy team was established within the Ministry of Education, responsible for overseeing and monitoring private educational institutions and implementing measures to reduce private education expenses. In particular, the ministry unveiled a comprehensive initiative in June, recognizing the continued disparity in private education expenditure and integrated measures for fair college admissions, strengthened public education, and greater opportunities for personalized childcare will be pursued to address issues with shadow education and realize equity in education.

#### Total private education expenditure and participation rate by year

(Unit : %, trillion won)



Source: 2022 Private Expenditure Survey, Ministry of Education

## 2. Stricter measures against school violence and bullying

Since February 2012, Korea has been making joint efforts across ministries to eradicate school violence. Despite these concerted efforts, school violence has evolved into more complex and diverse forms over the past five years. In addition, with the resumption of in-person classes and activities following the COVID-19 pandemic has exacerbated the situation, leading to a persistent escalation in the frequency of school violence and bullying. In response to this, comprehensive measures have been devised to heighten the efficacy of addressing school violence and bullying on school premises and induce fundamental change in schools. On April 12, 2023, the government announced the “Comprehensive Plan to Eradicate School Violence,” which is being pursued with three objectives: 1) zero tolerance for persistent school violence, 2) strengthening protective measures centered on students who are victims of school violence, and 3) enhancing the on-site response to school violence and bullying and promoting character education. This plan encompasses stricter measures such as preserving records of school violence in the student record for up to four years after high school graduation for students who have committed significant acts of school violence, and reflecting the school violence in college admissions. In light of these concerted efforts and steadfast commitments, Korea remains resolute in its pursuit of safer and more nurturing educational environment.



Public non-violence campaign to prevent school violence and cyberbullying (March 24 / 2023, Cheonggyecheon Hanbit Plaza, Seoul)



Education in Korea | 한국의 교육



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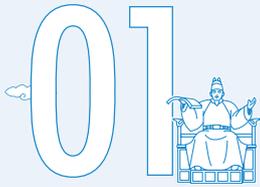


# 3



Korean Education  
in a Globalized Era:  
Envisioning  
a Connected World





# Global Education & Korea

## 1 Korea, at the Forefront of Global Education

The Ministry of Education has been at the forefront of strengthening collaboration with education leaders from around the world, discussing educational priorities, and launching specific and practical agendas to leverage synergies with other countries in guiding global education agendas. In 2023, Korea will host several events such as the Korea-OECD International Summit, Global Youth Forum, Korea-Japan-China Trilateral Education Ministers' Meeting, Global Education & Innovation Summit, and ODA (Official Development Assistance) International Conference.

At the same time, Korea is dedicated to leading global agendas, aiding ODA recipient countries, supporting outstanding international students, and making efforts to publicize the best practices of Korean education. In particular, Korea is making strides in utilizing advanced digital technology to achieve the fundamental goal of education, “Education for All” proposed by the United Nations in 1990. To this end, Korea unveiled the **Digital Transformation of Education** Initiative to usher in an era of personalized education for all in February of 2023. The Initiative aims to create an edutech ecosystem, incorporating cutting-edge technologies such as Artificial Intelligence, big data, and cloud systems, and to provide student-centered learning and project-based collaborative classes. To accomplish this goal, the Ministry of Education plans to initiate and lead practical changes in schools that will transform education and make it accessible to all students.

### Digital Transformation of Education

In response to the era of the great digital transformation, the education sector has recognized the need for innovation and change. The Digital Transformation of Education Initiative encompasses 1) introducing AI textbooks from 2025, 2) providing customized classes for students with the collaboration of teachers and AI-based teacher assistant (e.g., digital textbooks), 3) educating and training teachers capable of leading the use of digital technology and 4) developing various class models such as teaching and learning methods using AI, etc.

## 2 Expanding the Scope of the Global Educational Cooperation

Korea became the first former aid recipient to join the OECD Development Assistance Committee in 2009, an organization consisting of Western developed countries. Over the past 50 years since liberation, Korea has developed through the support and cooperation of the international community, and has made countless efforts towards self-development. Today, Korea supports the education, human rights and socio-economic development of other developing countries. This includes expanding the scope of ODA for education, vitalizing further exchanges and flows of people, and building a cooperative system for co-existence and co-prosperity.

### 1. Leading international cooperation through ODA in education

As the 15th-largest donor country on the OECD Development Assistant Committee and the 5th-largest donor country on the UNESCO, Korea has become increasingly involved in educational development cooperation, expanding its ODA support. While carrying out various projects focused on basic and secondary education, vocational training, and higher education, Korea has substantially expanded its cooperation with international organizations such as UNESCO.

The Better Education for Africa's Rise (BEAR) project, launched in 2011, is an exemplary ODA initiative that has achieved substantial synergy by providing support and cooperation in vocational and technical education for developing countries in Africa. For the third time,

#### Phases of the BEAR Project

	Phase 1	Phase 2	Phase 3
<b>Project Duration</b>	6 years (2010-2016)	6 years (2016-2022)	5 years (2022-2027)
<b>Supported Budget</b>	\$10 million	\$10 million	\$10 million
<b>Recipient Countries</b>	(5 Southern African countries) Botswana, DR Congo, Malawi, Namibia, Zambia	(5 East African countries) Ethiopia, Kenya, Uganda, Tanzania, Madagascar	(4 West African countries) Sierra Leone, Ghana, Côte d'Ivoire, Nigeria

the Ministry of Education has contributed 10 million US dollars over the period of 5 years to promote educational innovation through curriculum and textbooks, and vocational education teacher training. The Africa ICT program is currently in its third phase, building upon the achievements of the first and second phases.

As digitalization accelerates and non-face-to-face communication becomes more common, the digital divide is increasing due to discrepancies in access to and utilization of digital technology. To address this issue, the capacity-building project to enhance the use of ICT in African education is also being promoted. In particular, Korea is taking an active role in supporting the development of ICT education infrastructure such as e-schools, online content creation, and ICT teacher training. The BEAR project in the first and second phases has led to significant improvements in ICT capacity-building in a number of countries including Rwanda, Mozambique, Zimbabwe, Ghana, Senegal, and Côte d'Ivoire.

### Educational cooperation projects for the enhancement of communication and integration in the Asia-Pacific region

Phase	Program	Participating Countries	Contents and outcomes
Phase 1 (2015-2018)	Teacher education for global citizenship education	Bhutan, India, Sri Lanka, Malaysia, Philippines, Thailand, China, Korea, Japan	<ul style="list-style-type: none"> <li>• Support for incorporating global citizenship education curriculum, making curricular templates, and localizing learning resources</li> <li>• Holding workshops for capacity building for teachers</li> </ul>
	Providing support for the common history education in the Southeast Asian region	Cambodia, Brunei, Indonesia, Malaysia, Philippines, Thailand, Vietnam	<ul style="list-style-type: none"> <li>• Developing teaching resources for Southeast Asian history and cultural maps</li> <li>* Collaborating with museums when developing teaching and learning resources</li> <li>• Disseminating achievements by holding exhibitions of textbooks and learning resources and providing professional development programs for teachers</li> </ul>
Phase 2 (2019-2021)	Providing support for the facilitators of global citizenship education	Bhutan, Philippines, Vietnam	<ul style="list-style-type: none"> <li>• Researching and developing the guidebook with the whole-school approach to global citizenship education</li> <li>• Designating pilot/model schools, adopting the whole-school approach and providing professional development programs for teachers and administrators</li> <li>• Developing the learning assessment tools for global citizenship education</li> </ul>

Korea is committed to achieving the United Nations' Sustainable Development Goals (SDGs) by pursuing co-prosperity with donor countries and promoting the economic and social development of developing countries. Korea's proposal of Global Citizenship Education at the World Education Forum in 2015 has been instrumental in promoting lifelong learning opportunities and guaranteeing 9 years of elementary and lower secondary education for all. In addition, Korea has been carrying out its pledge to support technical and vocational education and training (TVET), higher education, and research in developing countries to help them meet their demand for vocational education and higher education.

Korea has made global citizenship a fundamental aspect of the national curriculum, reflecting the nation's commitment to developing well-rounded individuals with a strong sense of global awareness. To achieve this goal, Korea has established model schools that prioritize the cultivation of global citizenship. Korea is also actively supporting the history education in Southeast Asian countries. These efforts not only have fostered communication and integration within the Asia-Pacific region, but also demonstrated Korea's dedication to promoting global understanding. In addition, Korea has supported teacher education for global citizenship internationally, ensuring that educators have the necessary tools to instill these values in future generations.

## **2. Disseminating excellent resources and experiences of Korean higher education institutions**

Since 2012, Korea has been sharing its knowledge and experience in higher education with developing countries to strengthen their capabilities and lay the groundwork for self-sufficiency. This particular initiative aims to improve the practical educational capacity of higher education institutions, by supporting the establishment and restructuring of higher education departments in developing countries. This, in turn, enables higher education institutions to develop and contribute to the growth of their local communities. To achieve such goals, the project provides physical and human resources including dedicated teachers and staff, necessary equipment, and improved curriculum. By leveraging Korea's exceptional resources, this project has been acknowledged as an exemplary model of ODA education. The project has supported 34 universities in 17 countries, and has yielded impressive results, including Laos' first bachelor's degree program in materials engineering and the reorganization of Sri Lanka's National University of Nursing into a 4-year system. Given the growing health and medical needs

in developing countries, particularly in light of the COVID-19 pandemic, Korea has further extended its support. It has established a professional personnel training system and supported digital transformation by developing online educational contents. This shift towards non-face-to-face communication has presented an opportunity for growth and advancement.

### List of recipient countries and areas of support for leading universities in international cooperation (As of October 2022)

	Southeast Asia	East Asia	South Asia	Africa	CIS, Middle East	Central and South America	Total
<b>Countries</b>	Cambodia, Laos, Myanmar, Vietnam, Indonesia	Mongolia	Nepal, Sri Lanka, Bangladesh	Ethiopia, Egypt, Ghana, Tanzania	Uzbekistan, Kyrgyzstan	Peru	17 Countries

	Public Health and Medicine	Digital, Engineering	Education	Social Sciences	Agriculture, Forestry, and Fishery	Other	Total
<b>Number of projects (%)</b>	13 (38%)	8 (24%)	4 (12%)	4 (12%)	2 (6%)	3 (8%)	34

### 3. Overseas teacher dispatch and exchange programs

Teachers play a critical role in improving the competitiveness of Korean education. As part of an ongoing project, competent Korean teachers are dispatched abroad to assist teaching and learning across the globe. In particular, teachers have the opportunity to gain international and cultural understanding, and at the same time, contributing to the enhancement of capacity-building for math, science, and ICT education in developing countries. About 250 teachers are dispatched to local schools to deliver teaching and learning experiences. Despite the challenges posed by the Covid-19 pandemic, face-to-face exchanges resumed in 2022, allowing for more effective person-to-person interactions, in addition to online exchanges.

## 4. Transferring experiences of digital education and strengthening educational cooperation

Korea is committed to reinforcing educational cooperation with many countries with a focus on higher education, digital education, and global citizenship education, which have produced excellent outcomes. Since 2005, Korea has responded to requests for cooperation from developing countries regarding knowledge and expertise in using ICT in education. A range of projects has been developed, such as building and operating pilot classrooms using leading-edge ICT and supporting education using Solar School (i.e., mobile classrooms driven by solar power). As a leading country in digital education, Korea is making contributions to narrowing the gap in global education, providing comprehensive support in building relevant infrastructure, training teachers and policymakers, as well as offering consultations for effective digital transformation in developing countries.

### Number of infrastructure for ICT and teacher training (As of 2022, cumulative)

Supported e-learning equipment	Leading teachers participating in teacher training in cooperative countries	Innovative ICT-integrated pilot classrooms	Countries using Solar School
42,861	8,912	32 (21 Countries)	12

## 3 Globalization of Higher Education Institutions and Revitalization of People-to-People Exchange

### 1. Attracting and supporting international students

Korea is making efforts to attract more international students to promote the internationalization of higher education. As of 2022, 167,000 international students are studying in higher education institutions in Korea. Despite the COVID-19 pandemic, the number of international students enrolled in degree programs has increased,

approaching the pre-pandemic levels. In addition, measures are being initiated to support international students' successful academic life in Korea, for their quantitative and qualitative growth. Policies that represent these efforts include a certification system for higher education institutions' internationalization competency and surveys to support international students' academic success. Institutions with excellent internationalization competencies also benefit from simplified visa issuance procedures.

In response to a regional crisis caused by the decline of school-age and working-age populations, the Korean government is planning to help international students with employment opportunities and settle in Korea upon completion of their studies. To achieve this goal, Study Korea 3.0 (tentative title), a plan to enhance the competitiveness of attracting and employing international students tailored to local needs through collaboration among higher education institutions, local governments, and local companies, will be devised in 2023.

## **2. Contributing to educational mobility through student exchange**

The government-funded scholarship program for international students called the Global Korean Scholarship (GKS) provides opportunities for undergraduate and graduate studies in Korean higher education institutions. Since its establishment in 1967, the program has supported 13,876 recipients from 157 countries, and about 7,900 GKS alumni are actively working in various fields including politics, business, and academia around the world.

Since 2011, universities in Korea, Japan, and China have been supporting student exchanges and developing specialized joint curricula, including joint and dual degree programs. A total of 6,625 students have participated in student exchanges, with 497 students earning dual degrees. These student exchanges span various fields. In 2021, universities in the countries of the Association of Southeast Asian Nations (ASEAN) joined the program, making international exchanges even more active. AIMS (Asian International Mobility for Students), a pan-Asian student exchange program involving 12 universities, is expanding exchanges with ASEAN universities, focusing on 10 academic fields such as tourism industry, food and restaurant industry, agriculture, and culture. In addition, Korea-Japan/Korea-China youth exchanges for high school students and Korea-US university student training program called WEST (Work, English Study and Travel) provide support for overseas internships.

In 2023, the Korea-US Summit (April) and the Korea-Japan Summit (March and May) were convened. The leaders made a key decision to expand student and youth exchanges as a means to strengthen mutual understanding and cooperation, with an aim to foster a future-oriented relationship between the countries. For Korea and the US, as part of the Joint Declaration, they announced the New Educational Exchange Initiative. The Fulbright STEM Scholars Exchange Program is part of this initiative, which allocates a total of \$15 million dollars for the reciprocal exchange of 2,023 STEM scholars pursuing master's or doctoral degrees from each country. This program encompasses various components, including opportunities for Korean students to attend lectures at cutting-edge fields in US universities, participate in internships, and for US students to learn Korean language and culture, attend lectures at Korean universities, and engage in field trips to corporations. In addition, the Korea-Japan Summit led to the restoration of shuttle diplomacy and an agreement to further expand elementary and secondary student exchanges through field trips, teacher exchanges, and international student exchanges between Korea-Japan higher education institutions.

### Number of GKS Scholars

	1967	-2010	-2015	-2020	2021	2022	Total
Invited students	6	3,176	3,374	4,559	1,351	1,410	13,876
Invited countries	3	130	147	152	133	131	157

### 3. Strengthening cooperation in education and research

Korea is committed to achieving shared growth in higher education by strengthening cooperation with education and research institutions worldwide. In this regard, joint research initiatives with international scholars from various countries have been promoted, along with the facilitation of online and offline joint exchange programs. Recently, significant strides have been made in the development of joint bachelor's and master's degree programs, which indicates the notable enhancement of inter-institutional cooperation in education and research. These online programs award both bachelor's and master's degrees.

## 4 Supporting Korean Studies and Korean Language Education Overseas

### 1. Supporting education and research in Korean studies

Korean studies has important value as an academic field, and it plays a pivotal role in enhancing public diplomacy by improving the international community's understanding of Korea. To this end, the government has been supporting the growth of overseas scholars in Korean studies since 2006. This support includes providing funding for the initial (e.g., seed type), development (e.g., nurturing core universities), maturity (e.g., Globalization Lab), and continuing (e.g., strategic research institutes) stages of research, creating a virtuous cycle of fostering scholars in Korean studies. In addition, the government is committed to helping universities with unstable infrastructure for Korean studies programs to establish a robust educational environment, while also intensively helping core universities to further enhance the value of Korean studies. Furthermore, the government is promoting world-class research by encouraging creative research planning in Korean studies both domestically and internationally. Through these efforts, the government is building a strong academic foundation. In addition, the government is supporting translation projects for Korean classics as well as modern and contemporary scholarly books.



Dispatched Korean teachers to Vietnam for the educational exchange project (2018)

### Number of projects in Korean studies (2006-2022, cumulative)

	Korean Studies, Seed type	Korean Studies, Nurturing Core Universities	Korean Studies, Globalization Lab	Total
Total	172	75	35	282

### Korean language education around the world (2022)

Index	2022
Korean Language adopted in elementary and secondary schools overseas	43 countries, 1,928 schools, 1.86 million students
Dispatched Korean teachers	12 countries, 87 teachers
Training for local elementary and secondary teachers (lectures)	24 higher education institutions
Teachers participating in professional development programs	377 teachers
TOPIK (Test of Proficiency in Korean) applicants	35.7 million people

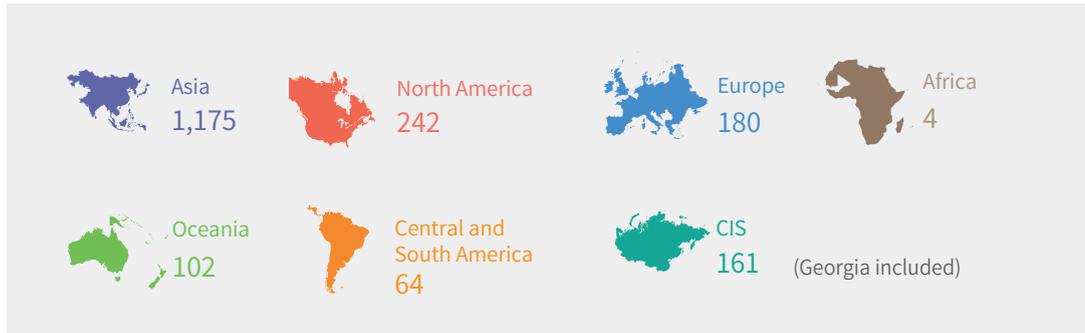
## 2. Supporting Korean language classes in formal elementary and secondary schools across the world

Korea cooperates with governments and local educational institutions across the world to promote cross-cultural understanding by sharing Korean culture through Korean language education in elementary and secondary schools abroad. This initiative aims to cultivate individuals who possess knowledge and a friendly attitude towards Korea and Korean culture. To this end, Korean language courses are provided as foreign language options, and qualified teachers are dispatched overseas to deliver high-quality instructions. These teachers also mentor and train local educators and develop Korean language curriculum, textbooks, and teaching materials, with support from the Korean government. Since its inception in 1999, the Korean language education support program has benefited 186,000 students from 1,928 schools across 43 countries, in response to the growing demand for Korean language education. In the long term, the government is committed to continuing its efforts, such as developing and supporting curriculum to educate Korean language teachers, enabling local higher education institutions to establish the foundation for Korean language education.

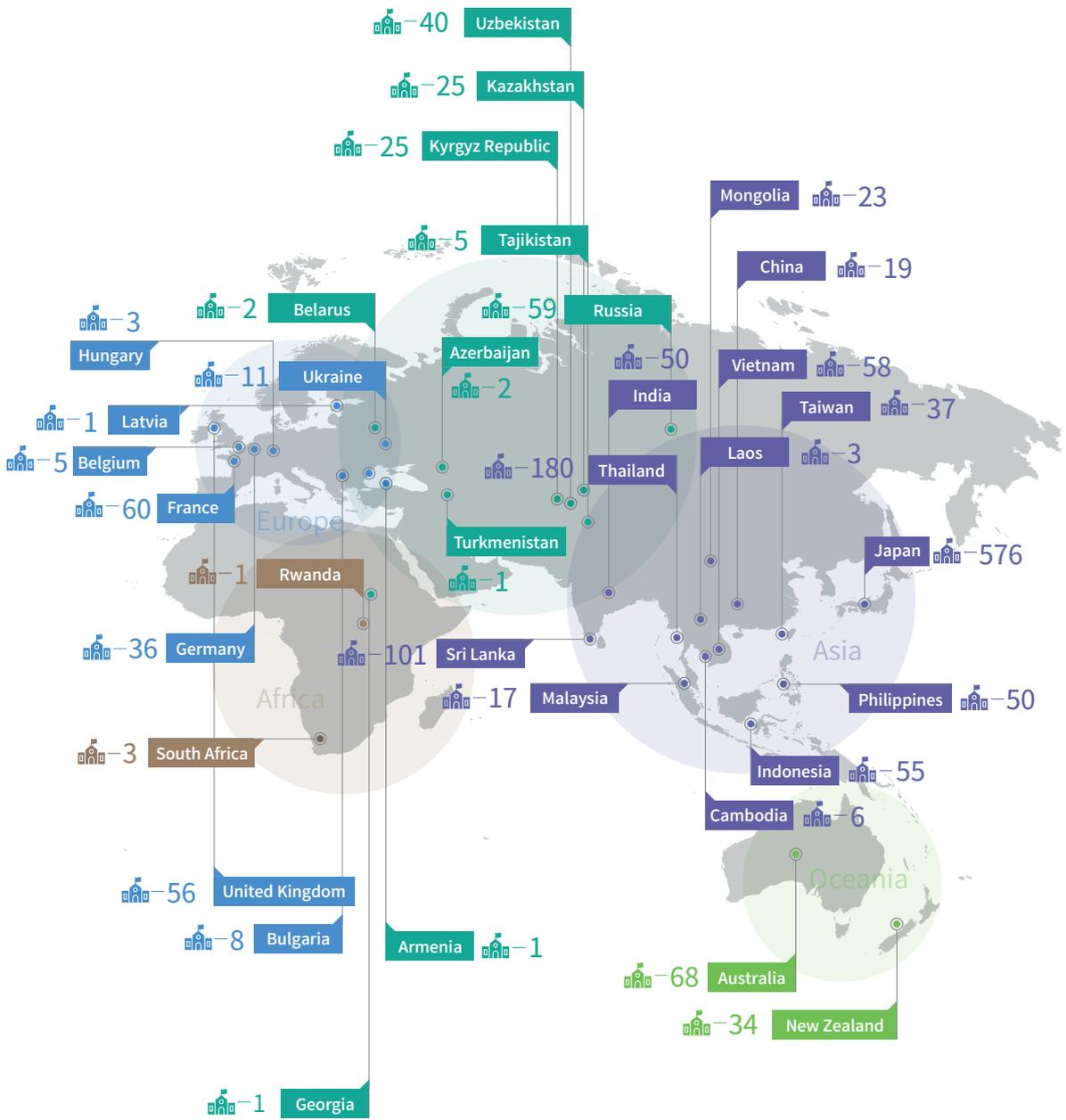


## Number of schools adopted Korean language abroad

(As of 2022.12.31.)



Source: Korean embassies and Korean Education Centers





# Education in Korea



# Appendix



Number of Schools, Students, and Teachers in 2022

Enrollment Rates

Number of Students per Teacher

High School and Higher Education Completion Rate

Expenditure on Educational Institutions as a percentage of GDP

Expenditure on Educational Institutions per Student

OECD PISA Rankings of Korea

Government Budget vs. Ministry of Education Budget



## Number of Schools, Students, and Teachers in 2022

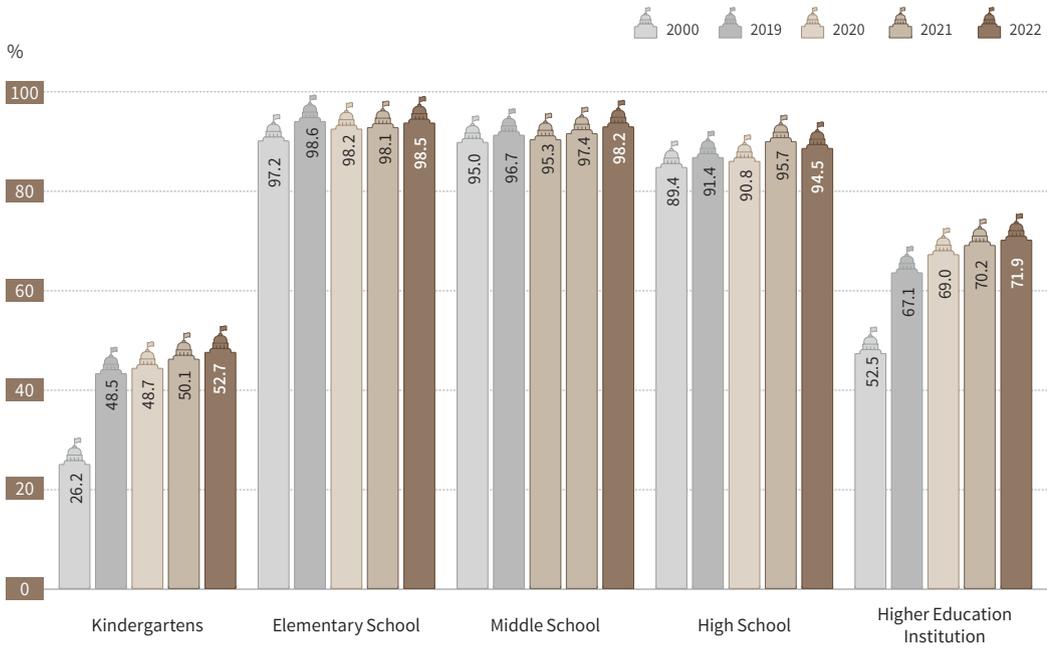
Types of schools		No. of schools	No. of students	No. of teachers
Pre-primary, Primary and Secondary Education		20,696	5,879,768	507,793
Kindergarten		8,562	552,812	53,696
Elementary School		6,163	2,664,278	195,037
Middle School		3,258	1,348,428	115,673
High School	Subtotal	2,373	1,262,348	131,086
	General	1,645	961,714	93,555
	Special-purposed	161	61,424	8,097
	Specialized	487	182,801	24,475
	Autonomous	80	56,409	4,959
Special School		192	27,930	10,706
Civic High School		3	50	5
Trade High School		7	504	65
Miscellaneous School		72	9,110	1,525
Open Middle School		24	4,597	-
Open High School		42	9,711	-
Higher Education		426<1,122>	3,117,540	89,257

Types of schools		No. of schools	No. of students	No. of teachers
University/ College	Subtotal	381	2,783,633	81,578
	University	190	1,888,699	66,730
	University of Education/ Teachers' College	10	15,091	829
	Industrial College	2	14,258	324
	Junior College	134	539,306	11,626
	Open College	1	136,789	162
	Cyber University & College	19	145,934	607
	Technical College	1	46	-
	Miscellaneous School	2	3,426	147
	Specialized College	3	15,036	262
	Distance University/College*	2	2,836	19
	College in the Company*	8	334	3
	Polytechnic College	9	21,878	869
Graduate School	Subtotal	45<1,122>	333,907	7,679
	Graduate School College	45	10,791	1,645
	Graduate School	<1,122>	323,116	6,034

**Note**

1. The number of schools includes all new and existing schools, but not closed schools and branch schools
2. The number of universities has included five branch schools since 2018
3. \* indicates lifelong education institutions
4. Figures in <> are not included in the total
5. The number of students in higher education represents students on the register including those on leave of absence, and those in the grace period also are investigated since 2019
6. The number of elementary and secondary school teachers includes regular and short-term teachers(including those on leave of absence), but not retired or temporary lecturers

## Enrollment Rates

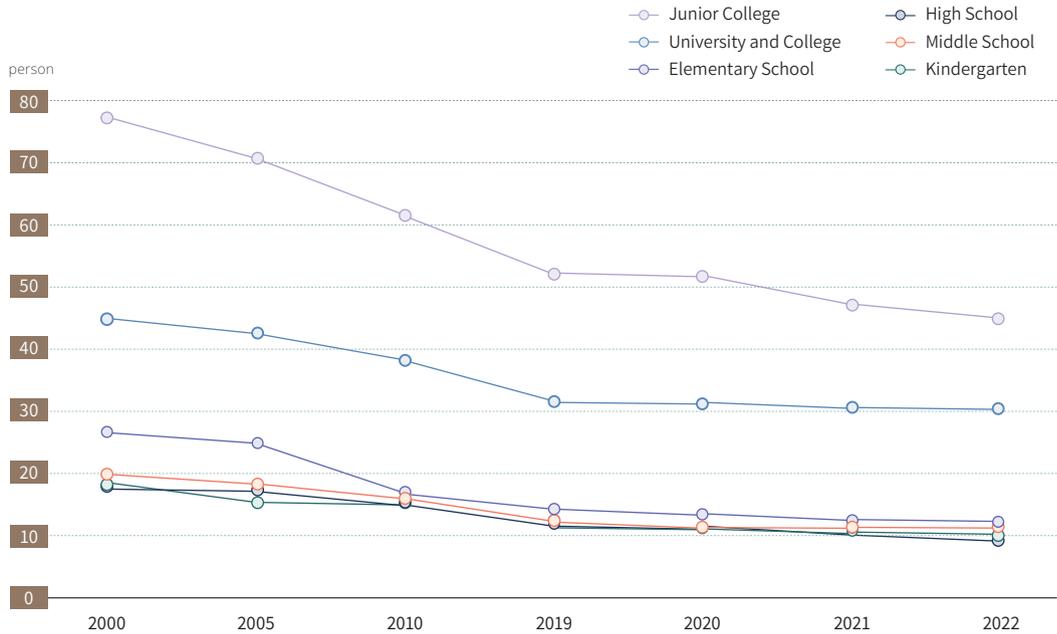


(Unit : %)

Classification	2000	2005	2010	2019	2020	2021	2022
Kindergarten	26.2	31.1	40.3	48.5	48.7	50.1	52.7
Elementary School	97.2	98.8	99.1	98.6	98.2	98.1	98.5
Middle School	95.0	94.3	96.5	96.7	95.3	97.4	98.2
High School	89.4	92.1	91.7	91.4	90.8	95.7	94.5
Higher Education Institution	52.5	66.1	69.3	67.1	69.0	70.2	71.9

- Note**
1. Enrollment rates(%) = (number of students of appropriate age/number of population of appropriate age)x100
  2. Age of enrollment : 3-5 for kindergarten, 6-11 for elementary school, 12-14 for middle school, 15-17 for high school, 18-21 for higher education institutions
  3. The number of school-age population is based on the Statistics Korea's Future Population Projection (announced in May 2022). The future population projection has been updated, and as a result, the enrollment rate has been recalculated since 2019

## Number of Students per Teacher



(Unit : person)

Classification		2000	2005	2010	2019	2020	2021	2022
Kindergarten		19.5	17.5	14.8	11.9	11.4	10.9	10.3
Elementary School		28.7	25.1	18.7	14.6	14.2	14.0	13.7
Middle School		20.1	19.4	18.2	11.7	11.8	11.9	11.7
High School	All types	19.9	15.1	15.5	10.6	10.1	9.9	9.6
Higher Education Institution	University and College	44.4 (31.8)	42.1 (29.5)	38.1 (27.0)	31.8 (23.7)	31.4 (23.4)	30.5 (22.8)	30.2 (22.6)
	Junior College	78.0 (51.2)	70.9 (44.1)	61.2 (39.4)	52.2 (35.9)	51.1 (35.7)	47.9 (33.3)	46.4 (33.3)

Note 1. The number of students per teacher = number of students/number of teachers

2. Figures in ( ) exclude the number of students on the leave of absence

3. University includes Graduate school faculty and students

## High School and Higher Education Completion Rate

(Unit: %)

Classification		High School Completion Rate					Higher Education Completion Rate				
		25-64 yrs. old	25-34 yrs. old	35-44 yrs. old	45-54 yrs. old	55-64 yrs. old	25-64 yrs. old	25-34 yrs. old	35-44 yrs. old	45-54 yrs. old	55-64 yrs. old
2021 (2022)	Korea	39	29	*	*	*	52	69	*	*	*
	OECD Average	36	39	*	*	*	41	47	*	*	*
2020 (2021)	Korea	39	28	32	48	44	51	70	66	46	25
	OECD Average	37	40	38	42	42	40	45	44	36	29
2019 (2020)	Korea	39	28	-	-	43	50	70	-	-	24
	OECD Average	36	39	-	-	42	40	45	-	-	28
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
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

**Note**

1. "Completion rate" refers to the percentage of individuals who completed their high school or tertiary education within the same-age population bracket.
2. The first years refer to the school year. The years in parentheses refer to the EAG (Education at a Glance) publication year.
3. The asterisks refer to unannounced indicators
4. The high school completion rates for the 2005 and 2010 school years refer to 'the percentage of individuals who completed their high school education or higher education'

**Source**

1. OECD (for each publication year), Education at a Glance: OECD Indicators

## Expenditure on Educational Institutions as a percentage of GDP

(Unit : %)

Classification		Primary, Secondary and Post-secondary Non-tertiary			Tertiary		
		Public	Private	Total	Public	Private	Total
2019 (2022)	Korea	3.4	0.4	3.7	0.6	0.9	1.5
	OECD Average	3.1	0.3	3.4	0.9	0.5	1.5
2018 (2021)	Korea	3.1	0.4	3.5	0.6	0.9	1.6
	OECD Average	3.1	0.3	3.4	0.9	0.4	1.4
2017 (2020)	Korea	3.0	0.4	3.5	0.6	1.0	1.6
	OECD Average	3.1	0.3	3.5	1.0	0.4	1.4
2016 (2019)	Korea	3.1	0.5	3.7	0.7	1.1	1.7
	OECD Average	3.1	0.4	3.5	0.9	0.5	1.5

**Note**

- Expenditure on educational institutions as a percentage of GDP =(expenditure from public sources + private sources + international sources)/GDP\*100  
 - Since the totals include international sources, rounding-off may differ from simple sum(public sources and private sources).  
 - The expenditure from private sources of Korea includes those from international sources.
- The indicator above indicates the final source of funds - expenditure after transfers from the government to the private sectors - are included in private sources.  
 \* Transfers from government to private sector(example): scholarships for students, financial aid to households, etc.
- GDP of Korea(data refer to the fiscal year): 1,642 trillion won in 2016, 1,836 trillion won in 2017, 1,898 trillion won in 2018.

**Source**

- OECD (for each publication year), Education at a Glance: OECD Indicators

## Expenditure on Educational Institutions per Student

(In equivalent USD converted using Purchasing power parity(PPP) for GDP)

Classification		Primary	Secondary	Tertiary
2019 (2022)	Korea	13,341	17,078	11,287
	OECD Average	9,923	11,400	17,559
2018 (2021)	Korea	12,535	14,978	11,290
	OECD Average	9,550	11,192	17,065
2017 (2020)	Korea	11,702	13,579	10,633
	OECD Average	9,090	10,547	16,327
2016 (2019)	Korea	11,029	12,370	10,486
	OECD Average	8,470	9,968	15,556

**Note**

- Expenditure per student on educational institutions= [Direct expenditure within educational institutions/number of students]/PPP
- Korea's Purchasing power parity for GDP(PPP, USD = 1) : 862.55 won in 2016 and 871.70 won in 2017, 865.72 won in 2018(Data refer to the financial year)

**Source**

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

## OECD PISA Rankings of Korea

(Three year cycle, Object : 15 years olds)

Year		2006	2009	2012	2015	2018
No. of Countries		(57)	(75)	(65)	(72)	(79)
OECD Countries	Reading	1	1-2	1-2	3-8	2-7
	Mathematics	1-2	1-2	1	1-4	1-4
	Science	5-9	2-4	2-4	5-8	3-5
Partner Countries	Reading	1	2-4	3-5	4-9	6-11
	Mathematics	1-4	3-6	3-5	6-9	5-9
	Science	7-13	4-7	5-8	9-14	6-10

**Note** 1. Ranges of ranks for each country are provided at the 95 percent confidence level since PISA 2006

**Source** OECD. <http://www.oecd.org/pisa/>

## Government Budget vs. Ministry of Education Budget

(Unit : Million won, %)

Year	Government budget	Ministry of Education budget	Government budget vs. Ministry of Education budget
2022	497,676,890	88,456,497	18.0
2021	459,880,082	75,468,432	16.0
2020	427,109,370	76,995,734	18.0
2019	399,769,098	74,947,793	18.7
2015	322,787,071	51,224,094	15.9
2010	211,992,599	41,627,519	19.6
2005	134,370,378	27,982,002	20.8
2000	93,937,057	19,172,028	20.4

**Note** 1. Government budget for 2000 = General accounts + Special account for the management of funds transferred to local governments + Special account for the management of funds transferred to local education agencies

2. Government budget for 2010-2021 = General accounts + Special accounts

3. MOE budget = General accounts + Special accounts

4. MOE budget for 2010: Budget of the now-obsolete Ministry of Education, Science and Technology (MEST)

**Source** MOE (budget officer); DBAS( Digital Budget and Accounting System)



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