



EDUCATION IN KOREA



Ministry of Education
National Institute for
International Education

Contents

I

The Educational Status Quo in Korea

5

1. The Education Growth in Korea 7
2. The National Development and Education in Korea 9

II

The Future of Education in Korea

17

1. Education to Foster the Socially Demanded Manpower 19
2. Education for Everybody 21
3. World Leading Education 23

III

The Outstanding Cases of Korean Education Policy

25

1. Nuri Curriculum 27
2. After-school Daycare Service for Elementary School Students 28
3. Free Semester System 30
4. Meister High School 33
5. University Reform Strategy to Meet Social Demands 35
6. Lifelong Education Policy 37

| Educational Statistics |

1. Schools, Students and Teachers (2015)
2. Enrollment, Employment, and Discontinuation Rates
3. Class Size & and the Number of Students per Teacher
4. High School Curricula & Tertiary Education Completion Rate
5. Public Education Expenditure Rate in GDP
6. Public Education Expenditure per Student
7. OECD PISA Rankings
8. Ministry of Education Budget Rate in Government Budget



The Educational **Status Quo** in Korea



The world is now keeping an eye on Korea. About 60 years ago, Korea was just one of the poorest countries in the world. However, it has become the 6th largest exporter in the world, and is now the stronghold of “Korean Wave”, a coinage to describe the global popularity of Korean culture around the world that captivates the young people of the world. And also, it has become the first nation that transformed from an economic donee to a donor. Then, how could it be possible for a poor country with meager natural resources to achieve such a remarkable growth within a short period of time? The secret lies in its investment in human resources through education.

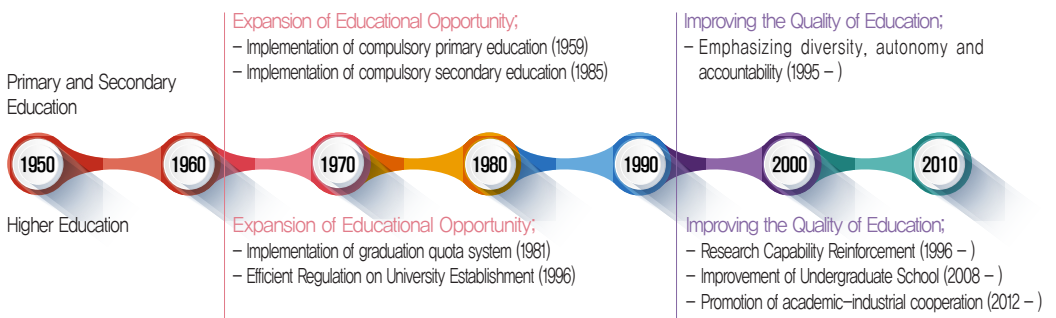
Education policy in Korea aims to achieve the following goals; to provide high-quality education to everyone; to expand chances to foster dreams and talents of every students; to support socially vulnerable class in need of consideration; to provide practical education, putting emphasis on equality and universal values. It is no exaggeration to say that the future of Korea depends on its human resources. In order to foster promising talents of the future and to enhance the necessary education system to harmonize much more actively with the rest of the world, the Korean government has kept on making steady efforts.

1. The Education Growth in Korea

Both of Quantitative and Qualitative Growth through the Expansion of Free Education

The present literacy rate in Korea is one of the highest in the world, along with the percentage of its students going to high school. The extensive support of the government has resulted in such an achievement. After Korea's liberation from Japanese occupation, the Korean government started to implement in free education for different stages of education. Since the onset of free elementary education in 1959, Korean government has been continuously expanding the scope of free education from the middle school (1985 ~ 2005) to high school (through 2017). Through these determined efforts, the education system in Korea has made an impressive quantitative growth relatively quickly, which led to its high level of academic achievement and research capacities.

〈 Expansion of Primary, Secondary and Tertiary Education and Their Qualitative Growth 〉



The Full Support of Government from Lifelong Education to Multi-cultural Education

The Korean government has been proactively responding to various social demands. With the promotion of lifelong education system to prepare for the oncoming era of centenarians, the participation rate in the lifelong education from which students can get high-quality education has been on the rise. And in response to the fast transition into a multi-cultural society, the government grants the full benefit of the public education system to children from multi-cultural families. The government also provides various support to the vulnerable members of society, including students with disabilities and students from low-income families.

Powerful Leadership of the Government and Its Excellent Teacher Training System

Education in Korea has developed in line with its economic growth under the leadership of the government. The government manages all national education affairs systematically, from its education system to curricula to policies on teachers and higher education. This is how the government has secured its rich pool of superb in-service and pre-service teachers ready to take on their job whenever they are put to work. With the high-quality teacher training system and the standardized teacher certification examination, teachers' skills and competences are thoroughly evaluated before they are certified to teach at a school. In this way, the quality of pre-service teacher education can be maintained high with excellent training courses as well as that of in-service teacher retraining programs, not to mention their very stable salaries.

Educational Aspiration and Education for Everybody

In Korea, education is not only a major driving force enabling people to get over their plights of the past and to head for a brighter future, but also a fundamental right for all. It was this belief that spurred Korean parents to give as much educational opportunity to their children as possible even at the expense of their sacrifice, and what eventually contributed to the remarkable growth of the Korean economy. Koreans' strong aspiration for education was fully supported by the government's responsive education policies, including its efforts to implement cost-effective strategies such as maximizing the class size (1950s–1970s), running multiple shifts of classes a day (2–3 shifts), operating late-night schools, and so on.

All in all, schools, teachers and parents were united as one to work together to pursue quality education as their common vision, which eventually came to fruition of present Korea's education system under the principle of "Education for Everybody", providing quality education to all its citizens.

2. The National Development and Education in Korea

〈 Main Education Policies and Economic Changes 〉

	1948~1960	1961~1980	1981~1997	1998~ 현재
	Expanding elementary education and laying the foundation of economic growth by literacy education.	Generalization of secondary education and invigoration of vocational education	Development of higher and lifelong education to create the necessary knowledge for the knowledge-based society	Cultivating the world-class creative manpower and expanding lifelong education
Main education developments	<ul style="list-style-type: none"> ▶ Reconstruction of educational system ▶ Generalization of elementary education and eradicating illiteracy 	<ul style="list-style-type: none"> ▶ Generalization of secondary education ▶ Expansion of vocational education 	<ul style="list-style-type: none"> ▶ Increase of higher education ▶ Improving quality of education 	<ul style="list-style-type: none"> ▶ Creative high-tech and quality education ▶ Realization of lifelong education
Industrial and economic changes	<ul style="list-style-type: none"> ▶ Building up the basis of economic growth 	<ul style="list-style-type: none"> ▶ Supplying labor force for labor-intensive industry ▶ Cultivating tech-intensive heavy chemical industry 	<ul style="list-style-type: none"> ▶ Raising capable labor forces ▶ Tech-intensive industrialization 	<ul style="list-style-type: none"> ▶ Knowledge-based labor force ▶ Knowledge-based informatization industry

Expanding Elementary education and Laying the Foundation of Economic Growth through Literacy education (1948~1960)

Generalization of Elementary Education by Compulsory Education

After its formation in 1948, the Korean government made the elementary education compulsory. The elementary school enrollment rate that barely stayed at 54 percent in 1945, soared to 96 percent in 1959 through the “6 year plan for compulsory education” implemented from 1954. In order to provide education for different stages of education the government intensely invested its limited finance in the expansion of elementary education.

Improving Welfare of Backward Rural Areas Using Elementary School Infrastructure

Elementary schools assumed the role of outpost to develop local communities. Public health activities (e.g., taking anthelmintic, building simple changing rooms, bath-tubs, etc.), and nutrition supplying activities (e.g., powder milk, military hardtack, etc.) contributed to local hygiene and welfare development.

National Efforts to Eradicate Illiteracy

Just after the Korean War, the Korean government pursued a “5 year project to eradicate illiteracy.” The objective was to enable illiterates to read and write at least just like a second grader. As a result, the literacy rate of over 12 year old people reached to 96 percent in 1958.

Contribution to the national development and light industries

From 1948 to 1960, the restoration period, agriculture was the main industry of Korea. Hence, the government tried to promote the light industries. Education played a significant role to provide the necessary labor forces suitable for this milieu. In particular, it helped infuse the necessary values for industrial society such as trust, diligence and so on into the students.

Generalization of Secondary Education and Invigoration of Vocational One (1960~1980)

Generalization of secondary education

After it became compulsory for the people to receive elementary education, the demands for higher education were steadily on the rise. To meet such educational desires, the government changed the existing middle school entrance system to the one without examination (1969) and carried out a standardization policy of high school education, (1974).

Expanding educational finance and enhancing the role of private schools to meet the increased demands on secondary education

The government enlarged educational facilities for the increased students and augmented the educational finance to employ many more teachers than before. By enforcing the "Local Educational Tax Act" (1963) and the "Local Educational Finance Grant Act" (1971), the government could secure the stable educational finance. In addition, the government enlarged the amount of financial support for the increased private schools in response to the growing demands for secondary education.

Pushing forward the policy to vitalize vocational education

With the enactment of "Industrial Education Promotion Act" in 1963, the government encouraged the students to get the vocational field training. Besides, the government systematically trained non-school human resources. In accordance with the government's policy to foster technicians, the "Vocational Training Act" (1967) came into effect, so that it established numerous vocational training institutions throughout the country. Some industries implemented training programs for the workers who could not go on studying.

Preparing for the economic take-off stage by training scientific and technical personnel

The government supplied the necessary manpower to diverse areas of industry by drawing up a "5 year Plan for Science and Technology Buildup" (1967~1971) in parallel with the "Second 5 year Economic Development Plan." Natural sciences and engineering student quota mounted up in the universities and the number of vocational high school increased, too. And also, the enlargement of science and technology education resulted in rearing efficient scientists and technicians.

Nurturing the suitable manpower for export-led economic structure

Starting with the first "5 year Economic Development Plan" in 1962, export-oriented manufacturing industries led the national economic growth. Consequently, the vocational education equivalent to high school and college level was widely provided to meet the demands for industrial rookies.

Introduction of technical high schools to train skilled technicians

The number of vocational high schools steadily increased from the 1960s to foster skilled technicians necessary for the labor-intensive industrial development. In 1970, a policy was mainly pursued to make technical high schools specialized and to cover from electronic to construction, iron making, steel making, chemicals, railway, mining, and aviation. Students with excellent academic abilities but with poor family backgrounds enrolled in well-known technical high schools so as to be able technicians for Korea's economic growth.

Reinforcing vocational education and expanding opportunities for higher education (1981~1997)

Training R&D manpower necessary for cutting-edge industries

Korea's industrial structure has moved from labor-intensive light industries to capital-intensive heavy chemical ones since 1980. As such, instead of simple technicians, it needed skilled labor forces appropriate for cutting-edge industries. As a result, demands for vocational education decreased and students began to be reluctant to work for manufacturing industries because of the changing industrial structure; the industry was in trouble due to shortage of necessary manpower. Planning Board thus reinforced vocational high school education through "measures to supply industrial manpower" to solve this problem.

Supplying sufficient manpower for cutting-edge science and technology by fostering specialized junior colleges and science and engineering departments in universities

Junior colleges were renovated to improve their quality and to transform into colleges that can respond to informatization and the developing industrial structure.

The government then implemented policies to intensively educate intensively the cutting-edge science and technology manpower. It established the Pohang University of Science and Technology and the Korea Advanced Institute of Science and Technology as Korean research-focused universities to foster high quality industrial manpower in the 1970~80s.

In 1994, the government also selected government-run engineering universities to enhance Korea's national competitiveness by fostering cutting-edge science and technology manpower. By supporting local universities, it attempted to educate industrial technology manpower and to build an academic-industrial cooperation system wherein local industries employed the eligible graduates.

Expanding opportunities for higher education

Korea has been continuously expanding opportunities for higher education. By introducing the graduation quota system in 1981 which accepts an increased number of students and allows only qualified students to graduate, the government has expanded opportunities to enter the universities and helped universities accommodate more students.

Since the mid-1990s, with the development of service industry and the emergence of a knowledge-based information society, the demands for higher education and lifelong education have been highly on the rise. The Korea National Open University that was separated from Seoul National University in 1982 provided opportunities for lifelong education at low tuition for those who did not get higher education. In particular, open universities (industrial universities) have expanded educational opportunities to industrial laborers and working youth since 1982.

Development of higher education to create necessary knowledge for a knowledge-based society (1998~present)

Changing the system to foster talents for preparation of knowledge-based society

Since the end of 1990s, demands for excellent manpower have grown to foster knowledge-intensive cutting-edge technology industries in parallel with the changes in global economy. Accordingly, Korea has focused on developing human resources for a knowledge-based society.

Education of specialized and professional industrial manpower

The knowledge-based economy requires educating professional and specialized industrial manpower. Existing vocational high school started to be specialized with the establishment of Busan Design High School in 1998. Specialized high schools expanded their specialty into new fields and began to develop special talents and particular skills of their students.

Social integration and consolidating university competitiveness

The goal of universities has been set to educate elites qualified to lead the knowledge industry. For this, the government has been focusing on improvement of the quality and research scope of universities. Reforms are ongoing to enhance the quality of universities through student quota adjustment and the university evaluation system.

The Korean government is also enhancing financial support for universities to make them more globally competitive. Projects to foster world class graduate schools (such as World Class University: WUC, and Brain Korea 21: BK21) are being implemented to help students become excellent global manpower.

At the same time, higher education policies are being pursued to reach balanced regional development for social integration. The government is supporting non Seoul universities and pursuing strategic projects to enhance cooperation with industries (such as New University for Regional Innovation: NURI, and Leaders in Industry-university Cooperation: LINC

BK21 (Brain Korea 21) Project

This project aimed to grant a financial support to the universities to strengthen their R&D capacities. It started in 1999 when the whole nation actively tried to overcome the IMF economic crisis and worked until 2012. During this short period of time, universities were financially supported with the amount of 3 trillion and 870 billion won and as a result, the capability of Korean universities recorded a remarkable growth. Therefore, the national rank competing by number of academic thesis stepped up from the 18th in the world to 11th and the research centered university system was accelerated much more stable than before.

ACE (Advancement of College Education) Undertaking

ACE undertaking is an undergraduate education service to improve the quality of college education and to lay the foundation of higher education. In order to seek and diffuse the leading models of college education, the Ministry of Education has continuously expanded the number of colleges it supported since 2010. It supported a total 57 billion and 3 hundred million won to 27 universities in 2014, for example.

This figure is more than 10 percent of total number of 4 year colleges. Hereby, the colleges of Korea can give impetus to their effort to draw up the capacity of college education with the diverse majors and multi-layered experimental education programs.

LINC (Leaders in Industry–university Cooperation)

To strengthen the industry–university cooperation, a key strategy of Korean government is to improve the quality of universities. Through LINC, the government has set the goal to foster local excellent manpower for the industries which rooted in the local communities and it has carried out some policies such as the improvement of industry–university cooperation environment including the reform of curriculum and increasing the size of faculties who have working experiences in the industries, the opportunities of students to get field learning, and so on. And also, the curriculum of colleges has been greatly improved and the number of industries and students joining the field learning programs has been considerably increased. Of course, the employment of industry–experienced faculty has been increased, too. Consequently, the suitability of college education has made a remarkable progress.

Industries have been contributing much more fund to vitalize the national R&D

Industries have been investing much more money in creating new knowledge by continuously expanding the size of their R&D. Korea's total investment in R&D was the world's second top highest (indicated by a survey in 2012) and this was the result of Korea's consistent investment in R&D despite a national crisis during the so-called Asian financial crisis.

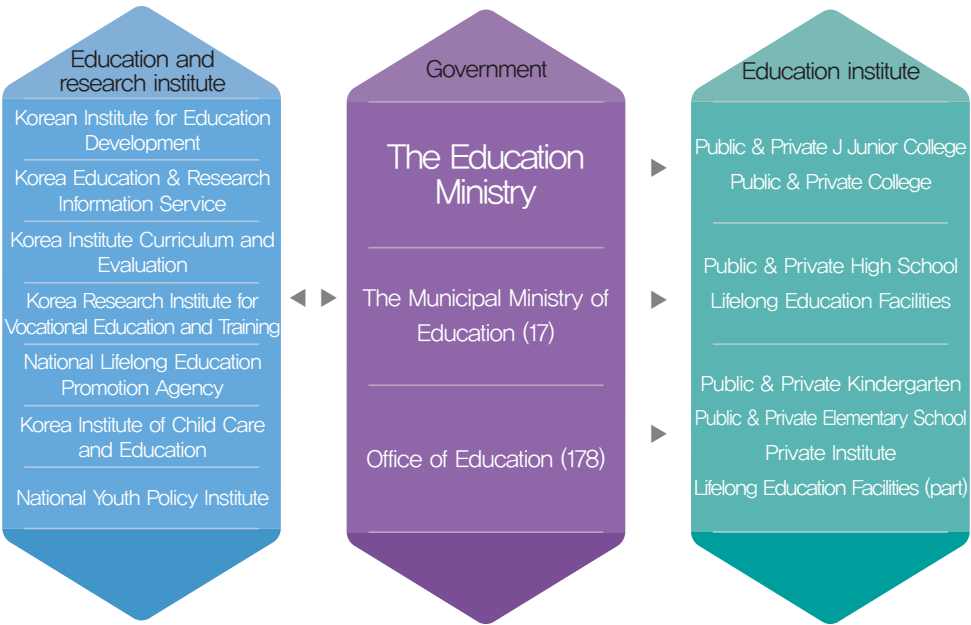
Building a foundation for developing peoples' capabilities by lifelong education system

Korea already built a lifelong education system to guarantee that its people can have the opportunities to pursue self-improvement. This is necessary for producing manpower befitting to a flexible economic system. From 1998, it has implemented a school credit bank system to expand educational opportunities. Furthermore, Korea is now unfolding diverse policies such as self-study degrees and part-time school registration.

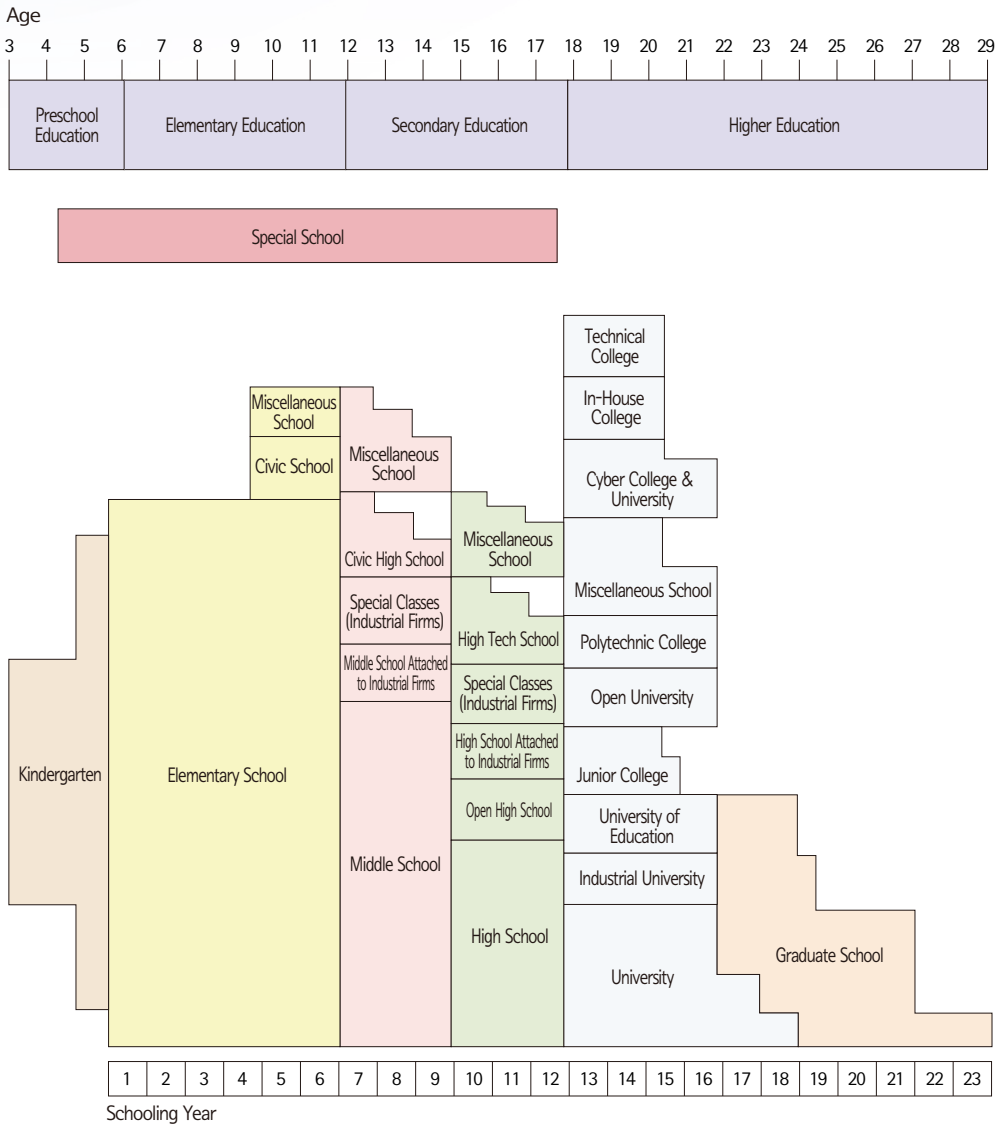
Building an educational informatization system in response with the rapidly changing educational environment

Korea positively pursued educational informatization after the drawing up of "Measures for comprehensive development of educational informatization" in 1996 and the measures achieved remarkable results for about 15 years. Through educational informatization, the government improved educational environments, methods, and the learning materials of kindergarten, elementary, and secondary schools. In addition, it developed such structural systems to enhance the transparency and efficiency of educational administration and to let universities and lifelong education institutions share information whenever and wherever they want.

< Korean educational system >



■ Korean Education System





The **Future** of Education in Korea



Coping with new challenges, the Korean education has advanced a great deal, sufficient for expecting the better future. By entering into the era of creative economy, it has been cultivating each student's talent and creativity to foster global talents. Taking into consideration all of these, Korea has prepared for the oncoming high knowledge-based society. And also, the Korean education is attempting to find various solutions for the problems such as low birth rate, ageing, extreme class polarization, and so forth. It provides everyone with the opportunities to get high quality education and lays foundation of lifelong education for the oncoming era of centenarians. It also devotes itself to strengthen the global education partnership across the borders and to foster the responsible cosmopolitans capable of contributing to the development of global society. With the vision to create and realize the common worth, the education of Korea for the future will be globally developed.

1. Education to foster the socially demanded manpower

Fostering global creative talents

- Based on its brilliant economic growth, Korean society has devoted itself to realize a competency-based condition rather than obsolete educational backgrounds. It has discovered the talents and creativity of each student, has fostered the flexible manpower suitable for creative economic era and has devoted itself to modify its own educational system to deal with the rapidly changing demands of society.
- The Korean education has cultivated a harmonious education milieu in which they can search for the decent and competent students capable of considering others and making coexistent community. In this culture, they can make it to communicate each other and build up the spirit of coexistence with ease.

Establishing schools appropriate for the future

- Korea is trying to launch schools ready to meet the future by combining the world class education with the cutting-edge ICT. Through this system it is expected to rear the body of tailored manpower capable of creating, working together to solve various problems, communicating smoothly, and achieving self-reliance.
- By applying such teaching and learning functions of ICT experimentally, the government set another "Project of future school" including 134 research schools using digital textbooks in 2015. The future school of Korea has an objective to overcome existing limitations, for example, conventional and subjective teaching methods and to realize the positive student-attracting education as well. In order to put such an idea into practice, diverse sources of information and positive communication between teachers and students are the most important elements to consider. The final purpose of this education lies in establishing a paradigm shift for future education.

Realization of happy education

- Korea has introduced the free semester system to realize a happy education for all that aims at getting off exam-oriented education. This system is to shift the existing knowledge-acquired and competitive-oriented learning to self-directed and future-oriented one. Using one semester in middle school, this system helps the students introspect and get all-around education by letting them look for their dreams and aptitudes and designing their own future. And also, the Ministry of Education has developed diverse programs and connected to the various departments of government, public and civil institutions (e.g., universities or industries) for securing the suitable experience fields. In this way, it has widened the experience and learning infra for the students.
- Meanwhile, according to the policy of cultivating creative manpower, the Ministry of Education set aside the existing exam-oriented and monolithic selection of students. Consequently, it has diversified the ways of student selecting system such as granting universities the right to choose the appropriate ways by which they will pick up the students as they wish.

Customized education for social demands

- Korea is carrying out the policy to improve the college education suitable to the field training by the cooperation with the industries and the specialized education. This policy attempts to establish a harmonious balance between the demands of industry and the manpower of higher education both in quantity and quality. The government has reinforced the field training system focused on employment such as Program for industrial needs combined with education, implementation of training semester, fitting education to guarantee employment, etc.
- With the specialized high schools, Korea cultivates the suitable manpower for the needs of industries that prepare for the cutting edged future with numerous new kinds of industry. And also, there are diverse efforts to relieve the unbalance between education and industry as follows; to build up meister high school for both of work and learning after graduation. This meister high school can be a role model of specialized high schools where the students can cultivate their capabilities successfully.

Spread of education in parallel with work and studying

- The joint system of job and studying has been introduced not to provide knowledge-based education but to strengthen the practical training and the employment capability of students. This system has been implemented to increase the potential employment capability and practical employment rate of students through the united academic-industrial education.
- In the case of high school education, a model school of academic-industry cooperation whose students can study and work as well is now in operation. The Ministry of Education also conducts the integrated education that connects high school courses with junior college courses in one curriculum for 5 years. And also, it provides the graduates from specialized high schools or meister high schools with the opportunities to get lifelong education or job training by the principle of employment first and then learning. These employees can get systematic supports to relate work with study efficiently, if they want to.

2. Education for everybody

Substantial plan for multi-cultural society and education

- Since 2008, the infrastructure for the multi-cultural education has built up. At first, the support for multi-cultural education was emphasized from the point of beneficiary. It is expected that the number of students from multi-cultural family will be reached 70,000 soon. Therefore, for such oncoming multi-cultural era, multi-cultural education will be accelerated from the standpoint of view, highlighting 'unification, cultivation, reinforcement of capability.'
- For the realization of this goal, the government designates and supports the model schools for multi-cultural education so that the multi-cultural students can develop their talents and aptitudes. Moreover, all the students will have better understanding of multi-cultural education and will learn how to be global citizens. The program for improving consciousness and capability of teachers and for training multi-lingual instructors has been going on. Of course, the government reinforces its supporting and cooperating system such as customized mentoring, global bridge business, all dream school, and so on.
- Meanwhile, the Korean unification education has been gradually changing under the influence of world situations and South and North Korea relations. In readiness for the unification era, it is important to enlarge the mutual understanding between South and North Korea by exchanging residents and to share the common worth necessary for constructing welfare society. Hence, it is natural to infuse the idea of general realization for peaceful unification in the students' mind by education. The role of school and civil society cannot be overvalued in the process to encourage the capability of North Korean defectors including minorities and social recognition of them.

Fair educational opportunity

- The government has provided a system that would be helpful to reduce the inequality in education to the students of socially vulnerable class. This is called 'Priority of educational welfare' business, enabling the eliminated class students to develop their ability to learn, and it has been carried out since 2003. To guarantee the continuity of business the government amended the 「Enforcement Ordinance of Elementary & Secondary Education」 and set the regulation about selecting and supporting the targeted schools.
- Since 2011, the government has stabilized the financial support by altering the standard of grant from special subsidy to general one. A total of 1,838 elementary and secondary schools took part in this business in 2015 and the educational community in which the school and the local society is correlated provides the students with the diverse chances to satisfy their various desire for education, culture, psychology, emotion, welfare, and so on.

Enlarging and supporting national scholarship

- For the purpose of letting the economically vulnerable class enjoy the equal opportunity to get higher education, the government has enlarged the 'national scholarship program' to support the educational finance both directly and indirectly. Since 2009 when the Korea scholarship foundation was established, the ratio of beneficiaries of this scholarship has been increasing at the rate of 10 percent annually. The government has unified and expanded the size of the existing scholarship programs supporting individuals from low-income class so that the diverse national scholarship systems including 1.75 trillion won national scholarship in 2012 can be realized.
- Besides this project, the government and universities set up a scholarship fund amounting to 7 trillion won (government: 3.9 trillion won universities: 3.1 trillion won) — half of total tuition fee of 2012 — in order to reduce the burden of students and their parents by 50 percentage in average. The average tuition fee of colleges in Korea has been continuously reduced after the introduction of this policy on half tuition fee in 2012, and as a result, they could reduce about 70.82 billion of tuition fees till 2014.

Supporting learners in need of special education

- Korean government has set the education support plans to provide high quality education according to the demands and needs of the learners. As a way of these plans, the government has expanded the size of supporting policy to raise the basic learning ability of students with academic difficulties. Through these plans such as securing stable budget, training teaching staffs, running supporting centers for students in need, developing the efficient teaching model and mentoring system, etc., the government substantialized the ensuring system of basic ability of learning and systematic supports for the students with academic difficulties.
- Education welfare priority projects to meet the needs of learners have been reinforced by local education offices and schools since 2008. Wee centers are in operation to help the students adapt to their schools so that they can consult the mentors about their future careers or their identities. In this way, the multi-service networks let the schools, Education Office and local communities make a connection among them.
- Korea Institute for Special Education opened in 1994 for supporting the disabled students and learners in need of special education. This institute, covering the research of special education, training teaching staffs and informatization, plays an important role to back the field education up to fit the special needs of education. The activities of this institute are continuously expanding to handle the works such as special education courses, developing textbooks and education tools, protecting the right of the disabled students, supporting their careers and vocational education as well as employing the disabled and supporting their lifelong education.

From literacy education to lifelong education

- The systematic education policy for the illiterate adults is in operation. By the recognition system of grown-up learners' academic career, based on the "Lifelong Education Law", these learners are recognized for their elementary or secondary academic background. Thanks to this system, the total 2,539 adult learners received the recognition of their elementary or secondary academic career from 2011 to 2014. This is a result of positive policy to support enthusiastic learners.
- Preparing for the era of centenarians, Korea makes an effort to realize the lifelong education society for all the people by designating lifelong education cities and increasing the number of related organizations. In 2013, a total of 118 cities were designated as lifelong education cities. The number of related organizations has been consistently increased so that more than 400 organizations across the nation are helping the people easily get the lifelong education.

3. World Leading Education

Vitalization of education to foster world citizens

- In the age of globalization Korea has prepared suitable educational system to cultivate the global talents who are willing to keep the spirit of consideration and share. Regardless of nationality, race, class, and gender Korea has an objective to foster world citizens capable of respecting peace and human rights, and seeking prosperity and diversity of human beings.
- Korean government educates students to have sufficient quality as world citizens in the subjects like social studies and ethics. And also, it develops and extends the necessary educational materials. Moreover, it has appointed the qualified experts to train teaching staffs necessary for the education of world citizen. These experts get sufficient support to teach the regular courses as well as irregular ones from the government. Such policy is in operation with the close cooperation among the central government, local government, schools and teachers.

Enlargement of development and cooperation in the education area

- Korea became a member of OECD DAC (Development Assistance Committee) in 2010. Since then, Korea has continuously expanded the size of international assistance necessary for public development to solve lots of global problems. Especially, Korea has strengthened the development cooperation in the education area to meet the needs of developing countries to share the educational development experiences of Korea.

In order to meet such needs, the Ministry of Education has carried out the various cooperation businesses for strengthening educational ability of developing countries. It not only invites the talented students of developing countries through the government invitation scholarship system but also carries out the business of international cooperation of universities to create new departments and rearrange their curriculums in these countries.

- And also, the Korean government is encouraging the plan to interchange the teaching staffs between Korea and the motherlands of multi-cultural families to reinforce the basic learning ability of multi-cultural family students. Besides, the government tries to help the developing countries build up the e-learning infra system and train the necessary teaching staffs. For the enlargement of future plan to interchange the teachers and students by the demands of a few countries, the government is going to encourage our teachers to go abroad and to increase the size of supporting system like the scholarship for government-invited students. At the same time the government aims to strengthen educational support through the cooperation with the international organizations like UNESCO.



The **Outstanding Cases**
of the Korean Education Policy



1. Nuri Curriculum:

the first step for
the infantile education



The infantile education is the first step of every education. Korean government introduced the so called Nuri (It means the world in Korean.) Curriculum whose goal is to give a kind of 'fair opportunity to get education' for all Korean children and let them pursue their dreams and hopes to their complete satisfaction. At first, the course was introduced for the 5 year old children only, but it opened its door to 3~4 year old children in 2013.

For all Korean children

Nuri curriculum provides all of 3~5 year old children the same educational course considering their physical and mental development traits. To grant the equal opportunity of education to all the children, both kindergartens and day care centers provide the same educational programs. This course helps the parents reduce the burden of raising children because it provides all the children in every class with the tuition and child care expenditure regardless of their parents' income level.

Balanced development of body and mind in children

Through 5 sections of development such as physical exercise for health, communication, social relation, art experience, and nature exploration, children can grow keeping a balance between body and mind so as to be decent democratic citizens. Thanks to the various outside activities like playing, running, searching, touching, building, or digging, children can release their stresses of mind and body casually so that they can naturally improve their exercise capacities and physical strengths. By learning the right basic living habits and the ways to consider and respect others in daily life, children can naturally acquire the necessary virtues such as order, consideration and cooperation for leading their sound lives. And also, in the outside environments they can take a walk around neighboring woods or raise animals or vegetables by themselves. Through these valuable chances, children are able to not only express their gratitude to their environments but also cherish the living things.



2. After-school Daycare Service for Elementary School Students;

tailored service for
the children after school

These days, the number of double-income families or single parent families has been continuously increasing and the burden of parents to manage the expenditure of raising children is increasing, too. Therefore, it is essential to relieve the parents' anxieties and to provide the quality care service for the children in need of caring after school. In accordance with these needs, Korea has given, 'After-school Daycare Service for Elementary School Students', a reform of existing 'After-school activity', since 2010.

Elementary caring class for cultivating talents and aptitudes of children

Elementary caring class is a system to care for the students after school in an extra classroom in elementary school. In general, children can join the diverse activities and learn to develop their talents and aptitudes after school until 5 p.m. (if necessary, until 10 p.m.).

In general, this service can be classified as follows: evening caring class, night caring class, and associated caring class with after school class. In these classes, children can enjoy the diverse activities such as art and physical education or experiential activities. Such diverse experiential activities as caring individual gardens, playing folk games, or flying drones are not the familiar routines to children. Hence, it can be said that these rare activities would be helpful to widen the children's horizon of recognition. Of course, the activities to improve the learning abilities of students like doing homework or reading are provided, too.

Fine and safe caring services

Caring class service runs a program for playing and securing safety and has close relationship with local museums, fire stations, art galleries, and so on to ensure practicing much more experiential programs, if possible. It goes without saying that this service always tries to maintain high quality programs. And also, services such as 'guidance of school sheriff and full time caring staff' and 'alerting service to parents' are provided for the safe activities and safe coming home of children after classes.

What is an elementary caring class?

■ Concept

System to care the students after school in an extra classroom of elementary school

■ Target of service

Elementary school students

■ Types

Evening class (after school~17:00), late night class (17:00~22:00), and associated class with another after school class

■ Operation

Free of charge in all programs but some charge for snack and food except tuition supported children

■ Operation times

After school~17:00 (if necessary, until 22:00), every Saturdays and during vacations (depending on the school condition)

■ Management

School teachers, volunteers, and full-time qualified guiders





3. Free semester system

Since the free semester system was introduced in middle schools of Korea, there has been a lot of exciting changes in the education fields, creating a 'happy education to raise talents and dreams of students' in 2013. Thanks to this system, it is possible for middle school students of Korea to do diverse experiential activities like career exploration without the burden of exams during one semester.

Education to make everyone happy

The free semester system is introduced to help middle school students find their dreams and talents by themselves without being suffered from the burden of exams during at least one semester of all school days. To make this project possible, the Ministry of Education let the schools widen the autonomy of organizing their own educational courses.

There was a consensus behind the introduction of this system that school should be a place to grant everyone happiness. As for the students, self-confidence and interests in the school life seemed to decrease because of the stresses caused by exams.

Therefore, it was crucial to lift up the happiness of students more than anything else. In addition, the global trend to reform the education for the purpose of cultivating talented students capable of cooperation and communication fitted to the 21st century was seriously considered as an essential reason to introduce this system.

In the morning the classes led by students themselves!

In the afternoon the cheerful activities chosen by students!

During the free semester, students take part in the classes being different from the previous ones. They take the regular curriculum courses in the morning and participate in diverse career explorations or experiential activities chosen by themselves in the afternoon.

- The regular curriculum courses in the morning are done depending on the voluntary participation of students. By minimizing rote learning and encouraging cooperative and discussion-based study, this system lets the students improve their engagement and presentation abilities as well in classes. And also, this system can cultivate the creative thinking ability of the students by closing connection between subjects and encouraging the active learning related with the actual aspects of reality rather than somewhat boring textbooks. For example, students can open a mock courtroom and take part in a passionate discussion in social studies. In a joint class of Korean and English, students may perform an English-speaking play made on the basis of contents of novel they learned in class.
- In the afternoon, each school runs real activities in accordance with the purpose of the free semester system reflecting the opinions of students. These activities consist of four categories: career exploration, theme-selecting activity, art and physical activity, and club activity. These four areas are given equal time and support and guaranteed the relatively even participation of students. In the career exploration area students are motivated to look into their studying condition or prospect of their careers and have chances to do some jobs on the spot. The theme-selecting area reflects the needs of students and tries to motivate the students to study and learn in earnest by running a kind of systematic programs suitable for the interests and curiosities of students. The art and physical activity area aims at achieving 'one student, one activity of culture, art, and exercise' principle. The students enjoy not only diverse cultural or artistic activities such as watching musicals or plays but also various exercises like swimming, basketball, yoga, and so on. The students autonomically run various clubs reflecting diverse interests of them. For some instances, reading clubs and cooking clubs are representative ones to appeal to students.

For the successful soft landing of the free semester

It is essential for the success of the free semester system to establish a kind of organic networks between central government, local governments, and civil organizations and ensure solid cooperation between them as well. The central government presents the management guideline to fit the plausible situations and then, the local governments and civil organizations provide diverse field sites and programs for students. The central government, the local governments and some industrial organizations like the Federation of Korean Industries combine together to organize a joint 'conference for career experiences of free semester.' This conference makes an effort to develop diverse kinds of experiential programs. Moreover, in order to support schools located in rural areas whose experiential resources are scarce compared with city-located schools, various programs and resources such as 'career experience bus', career mentoring by remote image monitoring system', 'preferential allocation of excellent programs' and so on, are provided.

The pilot operation of this system from 2013 to 2015 reaped somewhat satisfactory results in all aspects of education. The levels of students' satisfaction (3.79—>4.02), parents' trust on public education (3.86—>4.02), and teachers' job satisfaction were all increased. The free semester introduced to make happy school for everybody has been changing the nature of schools better and better. The government will gradually increase the linkage between the free semester system and general semester system so that it can shift the general aspect of Korean education.

What is a free semester system?

■ Concept

A system introduced to help middle school students find their dreams and talents by themselves during at least one semester of all school days. Flexible system in which students positively take part in classes and can participate in various experiential activities like career exploration as well.

■ Running semester

Choosing one semester among the 1st year and the first semester of 2nd year of middle school

■ Total running hours

More than 170 hours during the free semester

■ Operation style

Motivating the positive participation of students in regular curriculum and running diverse activities emphasizing the hopes of students





4. Meister High school:

a cradle
of preliminary meisters

To feel happiness in your job, first of all, you should love your job and have a strong belief in the success of that job. Where can middle school students who are waiting for graduation find their aptitude, decide their future with conviction, and challenge persistently to make their dreams come true? Meister high school can be the perfect answer to this question! It is one of the most optimal places where they can get field-oriented vocational education.

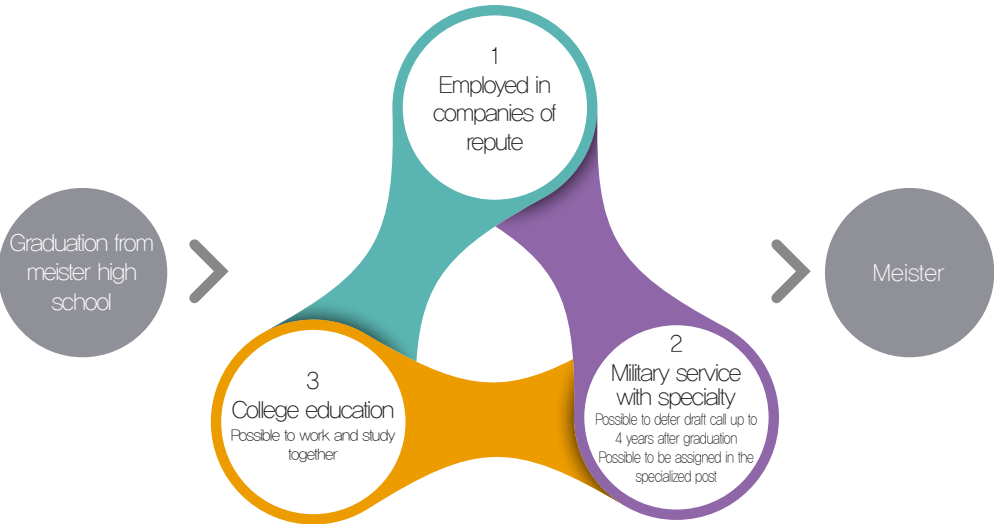
Project for fostering competent manpower

Meister high school was first introduced in 2008 as a leading model to strengthen the competitive power of secondary vocational education. In 2016, 47 schools were appointed as meister high schools. These schools raise preliminary meisters by the best quality technique-oriented education. The distinguishing features of these schools are as follows: 'to give their students chances to enter excellent industries; to let them join the army with specialties; to provide them with both of college education and job' after graduation.

The schools appointed as meister high schools run customized educational programs to raise Korean meisters capable of meeting the needs of industries. And also, providing students opportunities to get practical training in the industries of Germany, Swiss, Australia, and other countries, these schools let students improve field working abilities as well as global adaptation abilities.

Through various employment-connected programs, the students are able to be hired by renowned companies. The students are evaluated and allowed to enter the top companies by the graduation certification system. Each meister school makes employment contracts with cooperation companies as a token of academic-industrial interrelation. Besides, the meister high schools attempt to convince students of getting jobs and provide them necessary information by programs such as ‘interview on recruitment’ or ‘visiting job concert.’

After employment, the graduates of meister high schools are given preference to defer the draft call up to 4 years so as not to be interrupted their job careers. During the military service period they are entitled to be assigned according to their specialties. Moreover, they are allowed to get higher education in colleges through cyber learning while they work.



Leading employment culture preferring able high school graduates

The intention of establishing meister high schools to foster professional technicians is well known to both of educational and industrial world. The employment rate of meister high school graduates exceeded 90 percent for 3 years in a row. Of course, the satisfaction index of the companies is high, too.

The success of meister high schools like this is highly evaluated in abroad. Mckinsey on Society and Economist reported the policy and achievement of Korean meister high schools. In Malaysia, they are benchmarking these schools.

The government will be generously supporting these meister high schools in order that they can be the successful model of lifelong education including vocational training in the long term.



5. University Reform Strategy to meet Social Demands

The industrial world is rapidly changing now. For the creative economic period, the industrial world needs high quality manpower with creative thinking and ability of solving problems. Korea is radically changing the educational ecology of universities as forefront of providing manpower suitable for the new period.

The ‘Driving force to change the educational ecology of universities for fostering manpower suitable for the new period

Coping with the reduction in the number of students entering into universities, the government has carried out restructuring of universities. The original cause of this reduction comes from the constant reduction of schoolchildren. The government evaluates

each university and decides to support it financially or to cut down its entrance quota. In addition, the government is implementing a policy for foreign students and adult learners in order to create new demands of higher education. Considering conditions of some grown-up learners who cannot afford to make time for learning or cannot afford tuition, the government newly founded ‘colleges for lifelong education’ and supported their operation. The government has held a studying abroad exposition, too.

The government is now running a project titled “PRIME: Program for Industrial needs-Matched Education” for the purpose of solving the mismatching of socially demanded manpower. This PRIME project that is intended to foster human resources for industries by shifting the basic nature of university has a remarkable feature. Simply put, it increases entrance quota of potentially large demand and reduces the quota of relatively small demand. This is so called a ‘movement of quota.’

Besides, the government is beginning a project named ‘CORE’, a reinforcing business for liberal art. Currently, creativity seems to be considered as the most valuable worth in our society. Accordingly, they recognize the significance of liberal art much more than before. The birth of this project is deeply related with such recognition. CORE is a project for intensive support to liberal art that has been treated with disregard. It provides a necessary fund to liberal art education programs fitted to the characteristics of each university rather than adapted to the standardized programs.

Academic–industrial cooperation brings up the talented manpower with practical senses!

A project to strengthen the university students' capacities of employment or of inauguration has successfully implemented by augmenting the linkage between industries and universities. The government has designated LINC (Leaders in Industry–university Cooperation) universities and supported them since 2012. LINC program has an objective of changing the existing educational system to the one fitted to the needs of industries. The ultimate goal of this project is to lead the development of local communities. This LINC project has transformed the original constitution of universities into the customized one through the cooperation with the local industries. And also, this project has produced many talented workers armed with practical senses. Hereby, the universities are no longer the ivory towers but have strengthened their status as herbs of academic–industrial cooperation.

6. The Policy of Lifelong Education



An illiterate old lady learned how to write Korean language from local community service center and published her own book of poetry. A salary man is listening to 'Introductory Economics', a very popular subject of Seoul National University, using a smartphone in a crowded subway. These are all distinguished pictures showing the present status of lifelong education of Korea in 2016. Every Korean is entitled to get a lifelong education whenever he or she wants by a 'tailored program to fit every stage of life.'

Lifelong education for preparation of oncoming era of centenarians and of 2nd or 3rd stages in life

Korea has entered into the super-aged society and witnessed the early retirement of baby boom generation. Consequently, the interest in lifelong education has been widely spread. Meanwhile, the frame of lifelong education for local communities has been set together with the development of local communities. The government has noticed such social needs and has shown a kind of fast response to this shift of paradigm in lifelong education.

Tight supporting network for lifelong education

The government has provided every people with a tailored program classified by age if they want to get lifelong education. It has also launched the online education system so that every learners can easily access to the Internet site whenever they want to. The government has devoted itself to make the tight supporting networks for those who missed the regular educational courses to start their learning again.

- To put it concretely, the government has planned to establish and support lifelong education colleges only for adult learners to provide them with high quality education. Thanks to these newly established colleges adult learners can get high quality lifelong education much more easily.

- Meantime, the government has carried out a policy to activate local lifelong education. This policy has been promoted in a way to use local potentialities rather than to get direct support of government. Since 2014, using the local community service centers or senior citizen centers, the government has founded 'happy learning center' wherein local citizens can get lifelong education with convenience. And the national lifelong education portal (www.life-longedu.go.kr) has run since 2014 for every citizen to learn and search for necessary information of lifelong education much more easily whenever they want or wherever they are.
- Lastly, the lifelong education program for those who missed the regular educational courses has been consistently propagated. This program has a purpose of preparing opportunities for those who did not have basic literacy to write and read, to begin their study again. The benefit of the same educational program is provided to the marginalized class such as North Korea defectors or multi-cultural families so as to eliminate the blind-spot of education.

What is K-MOOC?

■ Definition

MOOC (Massive Open Online Service) means an open online lecture course for everyone who wants to take the lesson through the Internet.

■ Introduction

This service was introduced first in 2015 with total 27 lectures of excellent domestic universities such as Seoul National University or KAIST. It has a goal of running 500 such online lectures till 2018.

■ Vision

Innovating university education through open higher education system

■ Objective

Reducing regulations set by capability gaps among universities, realizing the practical equality in education and preparing the basis for lifelong education by university lectures

Educational

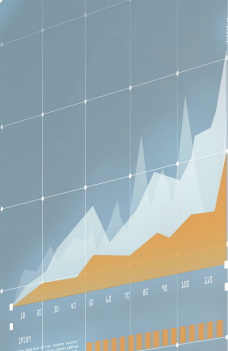
Statistics

180 pts

19

Lorem Ipsum

Lorem ipsum dolor sit amet, sapientia suavitatis accusamus ex. Duis
quo sanctus placerat nullam id. Alio quodque voluptas ea; dicit
torquatus non ne. Nam ea theophrastus aperiam; id con regione
natura per duces gloriatur ea; accusam petentiam qui ut. Est
facit liberos ut.
Lorem ipsum dolor sit amet, sapientia suavitatis accusamus ex. Duis
quo sanctus placerat nullam id. Alio quodque voluptas ea; dicit
torquatus non ne. Nam ea theophrastus aperiam;



01 Schools, Students and Teachers (2015)

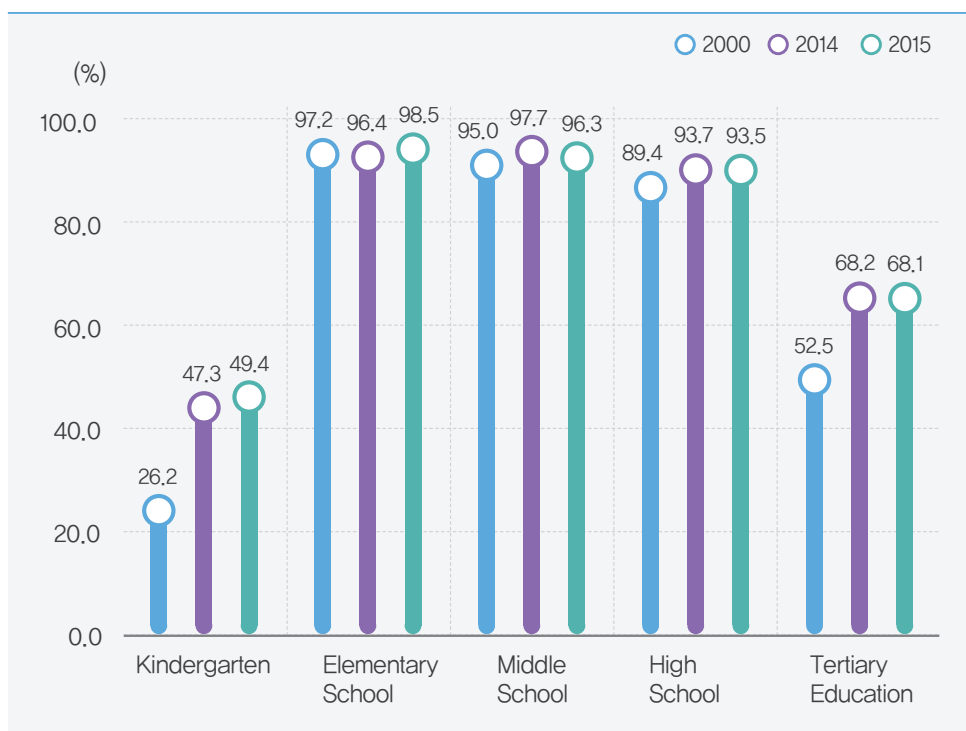
(Unit : School, Person)

Classification		No. of Schools	No. of Students		No. of Teachers	
			Total	Female	Total	Female
Kindergarten, Elementary, Secondary School Subtotal		20,729	6,819,927	3,277,876	489,515	340,994
Kindergarten		8,930	682,553	333,072	50,998	50,145
Elementary School		5,978	2,714,610	1,310,066	182,658	140,516
Middle School Course	Subtotal	3,219	1,588,110	757,675	111,257	76,302
	Middle School	3,204	1,585,951	756,033	111,247	76,298
	Civic High School	3	85	49	10	4
	Open Middle School	12	2,074	1,593	—	—
High School Course	Subtotal	2,393	1,800,648	863,386	135,096	67,607
	General High School	1,537	1,278,008	636,169	90,878	46,983
	Special-purposed High School	148	67,529	34,953	7,245	3,204
	Specialized High School	498	302,021	133,335	26,588	12,242
	Autonomous High School	161	140,708	51,589	10,288	5,146
	Trade High School	7	940	248	97	32
	Open High School	42	11,442	7,092	—	—
Special School		167	25,536	8,798	8,542	5,825
Miscellaneous School		42	8,470	4,879	964	599
Special Classes by the Request of Industrial Firms		[6]	[96]	[38]	[14]	[—]
Tertiary Education Subtotal		433	3,608,071	1,549,193	90,215	21,984
Under Graduate Course	Subtotal	226	2,505,190	1,081,775	67,499	15,124
	University	189	2,113,293	848,423	65,423	14,440
	Univ. of Education	10	15,967	10,892	849	224
	Industrial University	2	44,679	10,616	357	99
	Technical College	1	103	29	—	—
	Open University	1	214,347	143,739	154	48
	Miscellaneous School	2	3,489	2,099	145	48
	Distance University	1	1,080	546	10	5
	Cyber University	17	111,924	65,298	558	260
	In-House College	3	308	133	3	—
Junior College Course	Subtotal	160	769,403	305,044	14,165	5,020
	Junior College	138	720,466	290,941	12,991	4,774
	Technical College	—	19	1	—	—
	Miscellaneous School	—	9	5	—	—
	Distance University	1	2,195	1,556	17	9
	Cyber University	2	5,604	3,516	38	16
	In-House College	5	474	54	4	—
	Specialized College	3	11,763	6,839	239	151
Graduate School Course	Polytechnic College	11	28,873	2,132	876	70
	Subtotal	47	333,478	162,374	8,551	1,840
	Graduate School College	47	9,102	4,332	1,322	247
Graduate School		[1,150]	324,376	158,042	7,229	1,593

Note 1 | Figures in [] are not included in totals

2 | Special Classes by the Request of Industrial Firms survey only the total number of teachers without distinction of sex

02-1 Enrollment Rate



(Unit : %)

Classification	2000	2005	2010	2013	2014	2015
Kindergarten	26.2	30.9	40.2	47.4	47.3	49.4
Elementary School	97.2	98.8	99.2	97.2	96.4	98.5
Middle School	95.0	94.6	97.0	96.2	97.7	96.3
High School	89.4	91.0	91.5	93.6	93.7	93.5
Tertiary Education	52.5	65.1	70.1	69.0	68.2	68.1

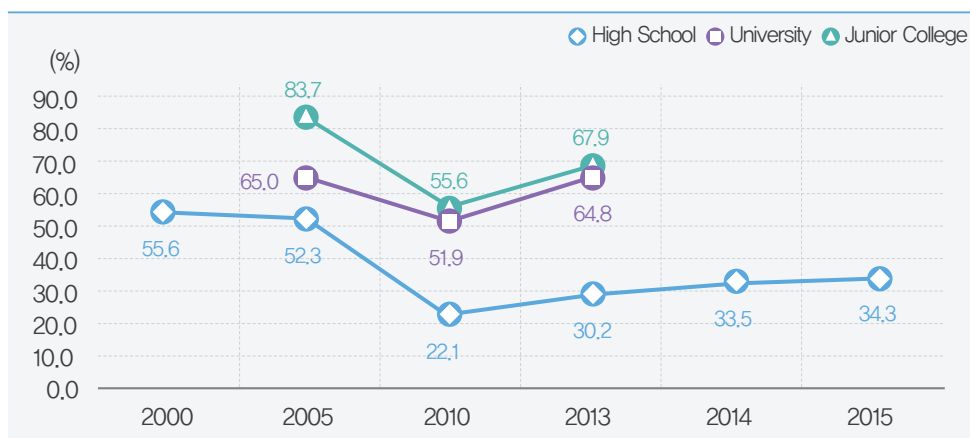
Note 1 | Enrollment Rates(%) = (The number of enrolled students of appropriate age / The number of people of appropriate age) × 100

2 | The basis for enrollment ages is from 'Population Projections for Korea' (2010), Korea National Statistical Office. Figures up to 2010 are fixed and figures from 2011 are estimated

3 | Age of enrollment : 3-5 for Kindergarten, 6-11 for Elementary school, 12-14 for Middle school, 15-17 for High school, and 18-21 for Tertiary education institutions

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

02-2 Employment Rate



(Unit : %)

Classification		2000	2005	2010	2013	2014	2015
High School	Total	55.6	52.3	22.1	30.2	33.5	34.3
	General High School	—	—	—	(8.1)	9.4	10.1
	Special-purposed High School	—	—	—	(43.7)	44.9	48.7
	Specialized High School	—	—	—	(70.1)	72.3	72.2
	Autonomous High School	—	—	—	(3.4)	4.1	3.1
	General High School	15.5	12.1	4.9	4.9	—	—
	Vocational High School	88.8	86.3	67.7	68.2	—	—
Tertiary Education		—	74.1	55.0	67.4	—	—
University		—	65.0	51.9	64.8	—	—
Junior College		—	83.7	55.6	67.9	—	—
General Graduate School		—	—	70.7	78.5	—	—

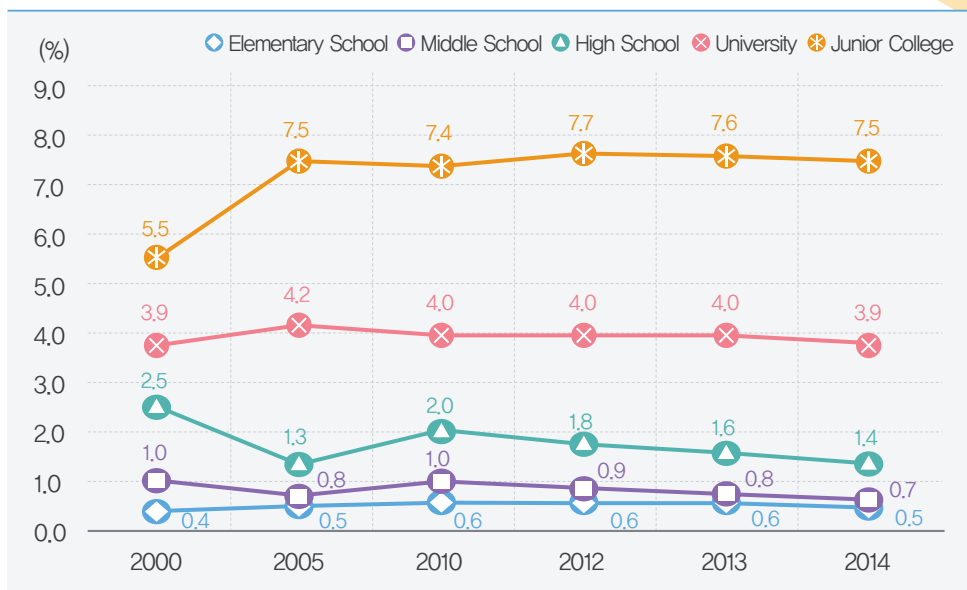
- Note** 1 | Employment Rates of High School(%) = {Employed among graduates of pertinent year/(Graduates-Advanced-Enlisted)}×100
- 2 | High School Graduates : For high schools, a new system of classification was adopted in 2011 and up to 2013 graduates will follow the previous classification, () is Advancement Rates of high school students according to the current high school classification and is provided for the purpose of reference
- 3 | College entrants among high school graduates : until 2010 the number of total college entrants among high school graduates is defined general and vocational high school graduates who are admitted to a college. However, from 2011 it means high school graduates who actually register a college
- 4 | Statistical Research for Employment Rate of Higher Education Graduates were conducted by each university until 2009 (date of reference is April, 1st by year), and in 2010, the statistical research was linked with health insurance database (date of reference is June, 1st). Also, statistical research linked with health insurance & national tax database was conducted since 2011(date of reference is December, 31st by year), therefore scope and criteria of The research are different
- 5 | Employment Rate of Higher Education Graduates(%) = (Employed/Subject to employment)×100

Employed	~2009	Permanent Full-time + Temporary Full-time + Self-employed
	2010	Employee insured
	2013~	Employee insured + Employed at alma mater + Employed abroad + Agriculturist + Sole proprietor + Freelancer + Creative activity
Subject to employment	~2009	Graduates-(Advanced + Enlisted + Unable to work + Foreign students)
	2010~	Graduates-(Advanced + Enlisted + Unable to work + Foreign students + Exempted)

- 6 | Tertiary education advancement includes junior college, university, industrial university, university of education, polytechnic college, miscellaneous school, and General Graduate school

Source | Employment Rate of Higher Education Graduates(%) : Research for Employment Statistics 2005, Research for Employment Statistics 2010(Linked with Health Insurance Database), Research for Employment Statistics 2010(Linked with Health Insurance & National Tax Database)(KEDI)

02-3 Discontinuation Rate

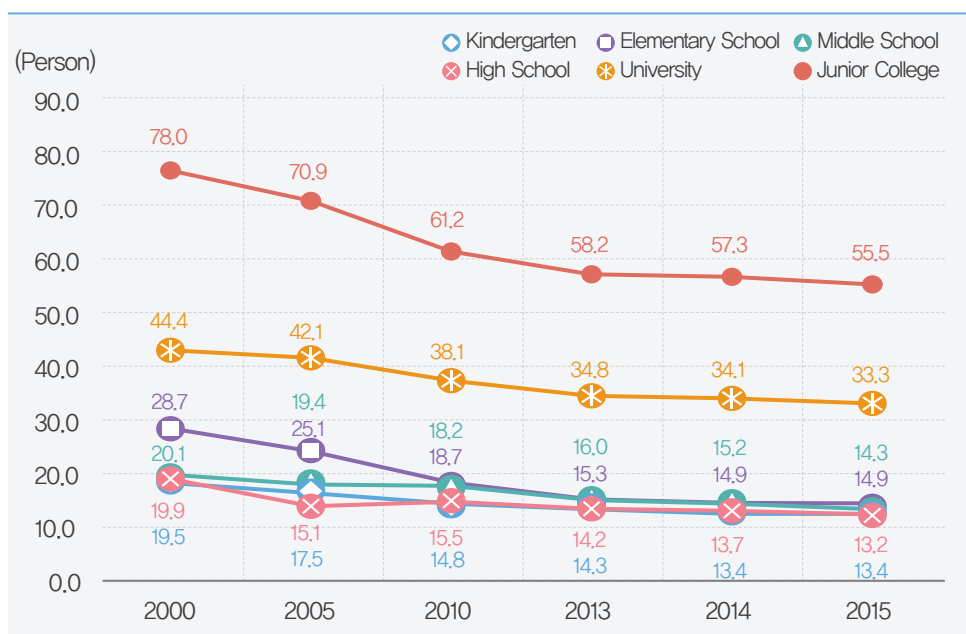


(Unit : %)

Classification (Academic Year)		2000	2005	2010	2012	2013	2014
Elementary School		0.4	0.5	0.6(0.3)	0.6(0.3)	0.6(0.3)	0.5(0.3)
Middle School		1.0	0.8	1.0(0.8)	0.9(0.8)	0.8(0.7)	0.7(0.6)
High School		2.5	1.3	2.0(1.7)	1.8(1.6)	1.6(1.4)	1.4(1.2)
Tertiary Education	Total	6.1	7.1	6.7	6.7	6.6	6.6
	University	3.9	4.2	4.0	4.0	4.0	3.9
	Junior College	5.5	7.5	7.4	7.7	7.6	7.5

- Note**
- 1 | Discontinuation Rate for elementary and secondary schools = (Number of students discontinued/The number of enrolled students from the previous year) × 100
 - 2 | Discontinuation Rate for tertiary education(expulsion rate) = (Number of students expelled/The number of enrolled students from the previous year) × 100
 - 3 | Students who postpone or exempt from enrolling in elementary and middle school courses are included in the 'Discontinuation'
 - 4 | Reasons for discontinuation for high school include drop out(disease, domestic affairs, inadaptation, studying abroad, others) and expulsion(behavior problem), Expelled, Postponed Enrollment, Exempt
 - 5 | The student's death is not counted as discontinuation
 - 6 | Students studying abroad are included in discontinued students from 2011. Between 2011 and 2014, () follows the criteria prior to 2010(excluding study abroad and immigration)
 - 7 | Recorded enrollment students for tertiary education are students who are not on school register and includes students not registered, not returning to school, dropping-out, or on academic probation

03-1 The Number of Students per Teacher



(Unit : Person)

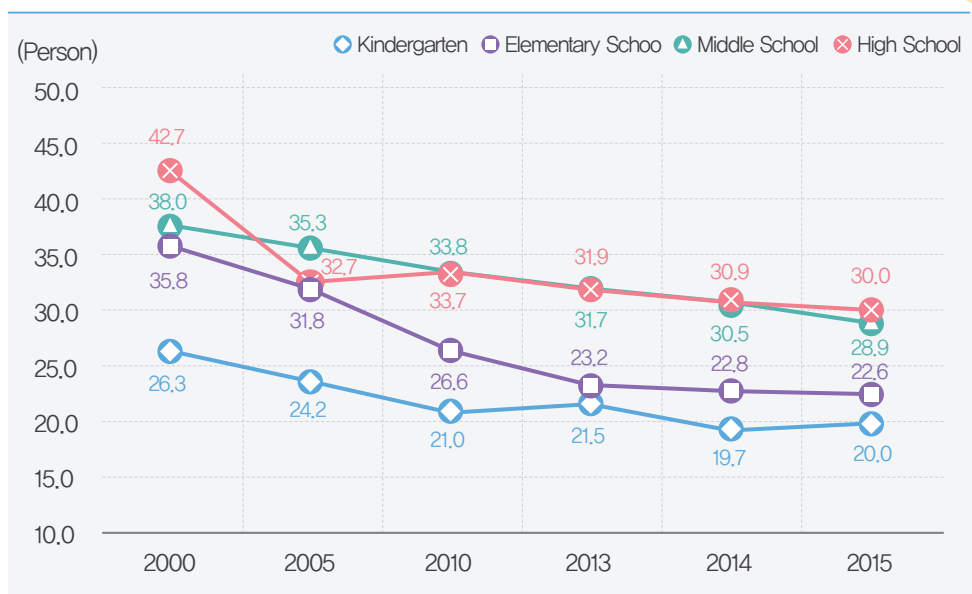
Classification		2000	2005	2010	2013	2014	2015
Kindergarten		19.5	17.5	14.8	14.3	13.4	13.4
Elementary School		28.7	25.1	18.7	15.3	14.9	14.9
Middle School		20.1	19.4	18.2	16.0	15.2	14.3
High School	Total	19.9	15.1	15.5	14.2	13.7	13.2
	General High School	—	—	—	15.2	14.6	14.1
	Special-purposed High School	—	—	—	10.0	9.7	9.3
	Specialized High School	—	—	—	12.0	11.6	11.4
	Autonomous High School	—	—	—	14.3	13.9	13.7
	General High School	20.9	15.9	16.5	—	—	—
	Vocational High School	18.2	13.5	13.1	—	—	—
	Total	58.4 (39.9)	53.1 (36.1)	46.9 (32.7)	42.8 (30.3)	41.6 (29.8)	40.0 (28.7)
Tertiary Education	University	44.4 (31.8)	42.1 (29.5)	38.1 (27.0)	34.8 (25.4)	34.1 (25.2)	33.3 (24.6)
	Junior College	78.0 (51.2)	70.9 (44.1)	61.2 (39.4)	58.2 (37.2)	57.3 (37.1)	55.5 (36.1)

Note 1 | The number of Students per Teacher = Number of enrolled students/Number of teachers

2 | Teachers for primary and secondary education do not include part-time instructors, Teachers for tertiary education institutions do not include part time instructors or teaching assistants

3 | Figures in () for tertiary education institutions indicates a ratio of students who are enrolled for pertinent semester among students registered(including students on the leave of absence). University includes Graduate school faculty and students

03-2 The Number of Students per Class

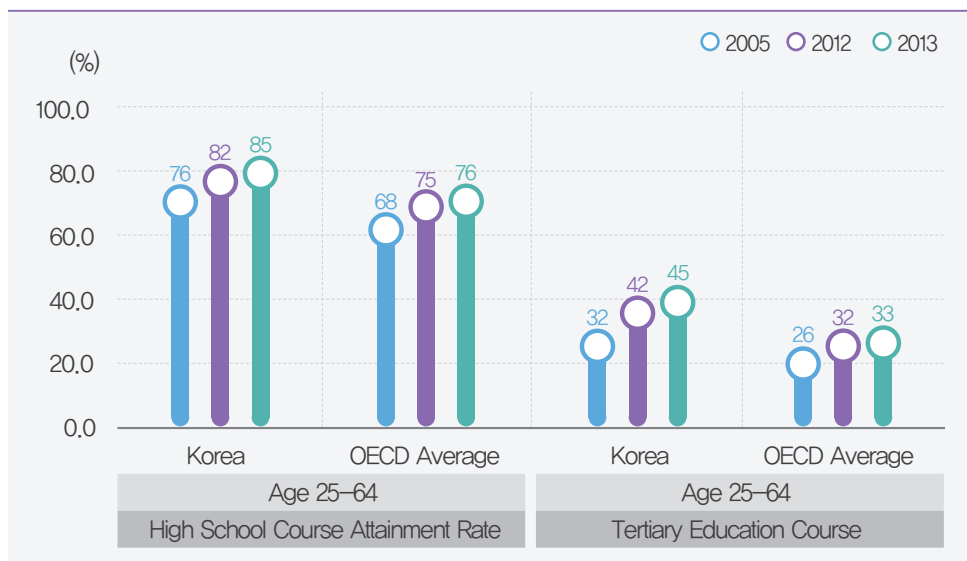


(Unit : Person)

Classification		2000	2005	2010	2013	2014	2015
Kindergarten		26.3	24.2	21.0	21.5	19.7	20.0
Elementary School		35.8	31.8	26.6	23.2	22.8	22.6
Middle School		38.0	35.3	33.8	31.7	30.5	28.9
High School	Total	42.7	32.7	33.7	31.9	30.9	30.0
	General High School	—	—	—	33.6	32.4	31.3
	Special-purposed High School	—	—	—	25.8	25.0	24.4
	Specialized High School	—	—	—	27.6	26.9	26.4
	Autonomous High School	—	—	—	31.5	30.7	30.3
	General High School	44.1	33.9	35.5	—	—	—
	Vocational High School	40.3	30.0	29.1	—	—	—

Note 1 | The number of students per class = Number of enrolled students/Number of classes

04 High School Curricula & Tertiary Education Completion Rate



(단위 : %)

Classification		Attainment Rates for High School Course					Attainment Rates for Tertiary Education Course				
		Age 25-64	Age 25-34	Age 35-44	Age 45-54	Age 55-64	Age 25-64	Age 25-34	Age 35-44	Age 45-54	Age 55-64
2005	Korea	76	97	88	60	35	32	51	36	18	10
(2007)	OECD Average	68	77	71	64	54	26	32	27	24	19
2010	Korea	80	98	95	73	43	40	65	47	27	13
(2012)	OECD Average	74	82	78	72	62	31	38	33	28	23
2011	Korea	81	98	96	75	45	40	64	49	28	13
(2013)	OECD Average	75	82	78	73	64	32	39	34	28	24
2012	Korea	82	98	96	78	48	42	66	52	29	14
(2014)	OECD Average	75	82	79	73	64	32	39	35	29	24
2013	Korea	85	98	97	84	54	45	68	56	33	17
(2015)	OECD Average	76	83	80	74	66	33	41	38	30	25

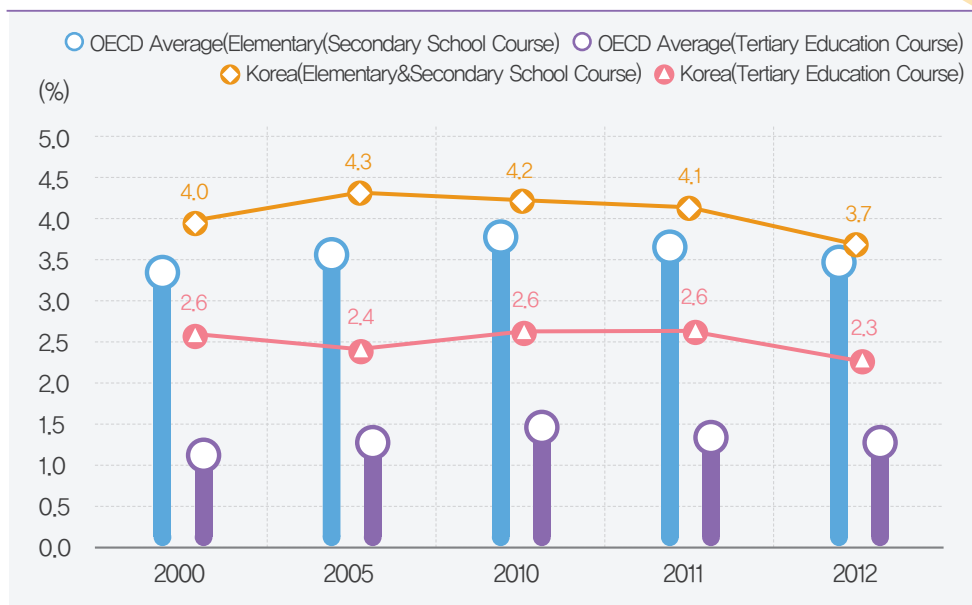
Note 1 | Attainment Rate measures the number of graduates of high school or tertiary education divided by the population at the typical graduation age for the specified level

2 | Years in parentheses are the years of data release

3 | For the information of educational programmes for each educational level, refer to the introductory remarks

Source | OECD(permanent year), Education at a Glance: OECD Indicators

05 Public Education Expenditure Relative to GDP



(Unit : %)

Classification		All Levels of Education			Elementary& Secondary School Course			Tertiary Education Course		
		Total	Public Sources	Private Sources	Total	Public Sources	Private Sources	Total	Public Sources	Private Sources
2000	Korea	7.1	4.3	2.8	4.0	3.3	0.7	2.6	0.6	1.9
(2003)	OECD Average	5.5	4.8	0.6	3.6	3.4	0.3	1.3	1.0	0.3
2005	Korea	7.2	4.3	2.9	4.3	3.4	0.9	2.4	0.6	1.8
(2008)	OECD Average	5.8	5.0	0.8	3.8	3.5	0.3	1.5	1.1	0.4
2011	Korea	7.6	4.8	2.8	4.2	3.4	0.9	2.6	0.7	1.9
(2013)	OECD Average	6.3	5.4	0.9	4.0	3.7	0.3	1.7	1.1	0.5
2011	Korea	7.6	4.9	2.8	4.1	3.4	0.8	2.6	0.7	1.9
(2014)	OECD Average	6.1	5.3	0.9	3.9	3.6	0.3	1.6	1.1	0.5
2012	Korea	6.7	4.7	2.0	3.7	3.2	0.5	2.3	0.8	1.5
(2015)	OECD Average	5.3	4.7	0.7	3.7	3.5	0.2	1.5	1.2	0.4

Note 1 | 'All Levels of Education' includes from pre-primary education to administrative organization until 2011(2014), but from primary education to administrative organization in 2012(2015)

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

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

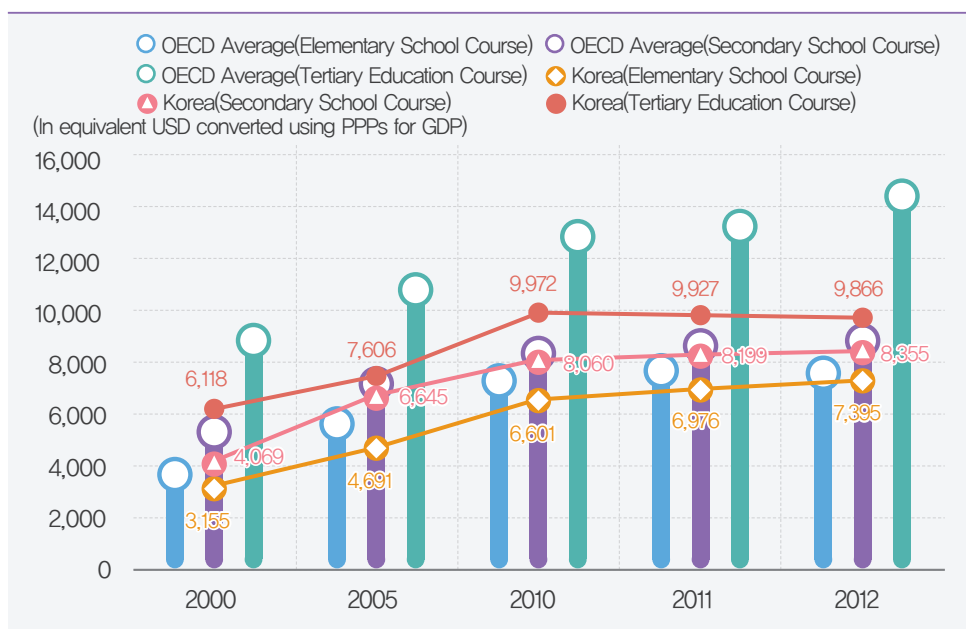
4 | Years in parentheses are the years of EAG(Education at A Glance) release

5 | For the information of educational programmes for each educational level, refer to the introductory remarks

6 | GDP of Korea is 522 trillion won in 2000, 811 trillion won in 2005, 1,173 trillion won in 2010, 1,235 trillion won in 2011, 1,377 trillion won in 2012

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

06 Public Education Expenditure per Student



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

Classification		Elementary School Course		Secondary School Course		Tertiary Education Course	
		Expenditure on Educational Institution per Student	Expenditure on Educational Institutions per Student relative to GDP per capita	Expenditure on Educational Institution per Student	Expenditure on Educational Institutions per Student relative to GDP per capita	Expenditure on Educational Institution per Student	Expenditure on Educational Institutions per Student relative to GDP per capita
2000	Korea	3,155	21	4,069	27	6,118	40
(2003)	OECD Average	4,381	19	5,957	25	9,571	42
2005	Korea	4,691	22	6,645	31	7,606	36
(2008)	OECD Average	6,252	21	7,804	26	11,512	40
2011	Korea	6,601	23	8,060	28	9,972	35
(2013)	OECD Average	7,974	23	9,014	26	13,528	41
2011	Korea	6,976	24	8,199	28	9,927	34
(2014)	OECD Average	8,296	23	9,280	26	13,958	41
2012	Korea	7,395	23	8,355	26	9,866	31
(2015)	OECD Average	8,247	22	9,518	25	15,028	40

Note 1 | Years in parentheses are the years of data release

2 | For the information of educational programmes for each educational level, refer to the introductory remarks

3 | Expenditure on educational institution per Student = {(Current expenditure + Capital expenditure)/number of students}/PPP

4 | GDP of Korea is 522 trillion won in 2000, 811 trillion won in 2005, 1,173 trillion won in 2010, 1,235 trillion won in 2011, 1,377 trillion won in 2012

5 | Korea PPP exchange rate is 731.19 won per \$1 in 2000, 788.92 won per \$1 in 2005, 823.67 won per \$1 in 2010, 854.59 won per \$1 in 2011, 860.25 won per \$1 in 2012

Source | OECD(permanent year), Education at a Glance: OECD Indicators

07 OECD PISA Rankings

(Three year cycle, Object 15 years olds)

Classification		2000 (43countries)	2003 (41countries)	2006 (57countries)	2009 (65countries)	2012 (65countries)
OECD Countries	Reading	6	2	1	1~2	1~2
	Mathematics	2	2	1~2	1~2	1
	Science	1	3	5~9	2~4	2~4
All Partners	Reading	7	2	1	2~4	3~5
	Mathematics	3	3	1~4	3~6	3~5
	Science	1	4	7~13	4~7	5~8

Note 1 | PISA: Programme for International Student Assessment

2 | From PISA 2006, a range of rank for each country is provided at the 95% confidence level

08 Ministry of Education Budget Relative to Government Budget

(Unit : Million won, %)

Classification	Govt. Budget	MOE Budget	Govt. Budget vs MOE Budget
2000	93,937,057	19,172,028	20.4
2010	211,992,599	41,627,519	19.6
2011	264,092,862	45,116,644	17.1
2012	282,687,337	49,644,828	17.6
2013	303,847,514	50,424,128	16.6
2014	309,692,464	50,835,377	16.4
2015	322,787,071	51,224,093	15.9

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

2 | 2010~2015: Govt. Budget = General Accounts + Special Accounts

3 | MOE Accounts = General Accounts + Special Accounts

4 | 2010~2012 MOE results are the budget of MEST

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

| Education in Korea |

Publishing Institution	Ministry of education National Institute for international education
Date of Issue	August 2016
Address	191, Jeongjail-ro, Bundang-gu, Seongnam-si, Gyeonggi-do, Korea
Website	www.niied.go.kr , www.moe.go.kr
Compilation	Minha Lee & Cheolmin Jeon
Design	Miroo Planning co.,ltd Tel: (82-2) 543-2340

