Education in Korea 2019

Ministry of Education

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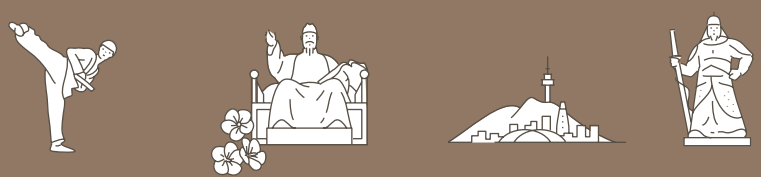


Education in Korea 2019

Introduction to Korean Education

2019

Korea has achieved remarkable growth in the last 50 years. Education has been the main force behind Korea's rapid growth, producing excellent people capable of learning advanced knowledge and developing technology in both quantitative and qualitative terms.

In the 70 years since its liberation in 1945, Korea has successfully achieved economic growth and democracy through the development of its education system. Korean education has brought about outstanding results, with high scores in the Program for International Student Assessment (PISA). It has even attracted the attention of the international community, which has paid close attention to Korea's meteoric rise and considers it one of the most successful development models.

The Korean people's strong enthusiasm and continuous investment in education, the government's prioritization of education policies, human resource development on a national scale, and the expertise and devotion of teachers are the success factors behind Korean education.

The Passion of the Korean People for Education

Education holds an important position in Korea's Confucian tradition, which places great emphasis on learning. Parents' interest in and passion for their children's education has always been remarkable.

In the late 18th century to 19th century, when the class system was beginning to crumble, education became a critical way to move up in the social hierarchy. Then, after the national independence, Korean people's strong expectation for social status and success led to an education boom.

During Korea's industrialization era in the 20th century, economic growth opened up more employment opportunities. Under this new merit system, people could take advantage of education to become successful. In Korean society, education was the most legitimate means for an individual's self-realization and for the socioeconomic status improvement. It was, at the same time, a positive factor that contributed to economic growth.

The Building and Operating of a Government-led Education System

The Korean government systematically built and operated an education system that included educational programs, curricula, teacher policies, higher education policies, and so on. The entire system was planned and implemented by the government.

In order to support the education system, the government expanded financing for education and made efforts to increase the proportion of the total government budget and the GNP designated for education expenditure. The establishment of an "education tax" and the ***Local Education Subsidy Act*** secured stable funding for education.

To satisfy the people's thirst for education, the government implemented policies to educate as many students as possible. From the 1950s to the 1970s, programs to maximize the number of students per class, multiple-shift classes (two to three shifts), and night schools were all part of the cost-effective approach to meet the fast-growing demand for education.

Given the limited budget, boosting teacher competence was effective strategy for enhancing the quality of education and guaranteeing school attendance. The traditional legacy of respect for teachers, relatively high remuneration, and job security incentivized more talented people to enter the teaching profession.

A Virtuous Cycle Between Education and National Growth

Education improved competencies, which brought about economic, political, social and cultural growth in Korea, and the resulting enhanced national capacity led to more demand for education. In this virtuous cycle, education and national growth were synergistic.

Education and Economic Development in Korea

1948 ~ 1960	1961 ~ 1980	1981 ~ 1997	1998 ~ Present
• Reconstruction of educational system • Generalization of primary education and eliminating illiteracy	• Generalization of middle school education • Expansion of vocational education	• Rapidly increasing higher education • Improving quality of education	• Creative, high-tech and quality education • Realization of lifelong education
• Building up the basis for economic growth	• Supplying labor force for labor-intensive industries • Developing tech-intensive heavy chemical industry	• Training capable labor force • Tech-intensive industrialization	• Knowledge-based labor force • Knowledge-based informatization industry

The market demand for skilled workers was satisfied through the training and skill acquisition provided by the public education system. Five-year Economic Development Plans began in the 1960s, with educational plans regarding the provision of human resources drawn up alongside.

Equal educational opportunities, the belief that success depends on one's effort created a social consensus that "you will succeed if you study hard," which paved the way for social mobility for the national success. Education was also the force behind the growth of democracy, with expanded educational opportunities raising public knowledge and thus heightening the people's political awareness.

Those talented individuals who grew up educated also enriched Korean culture, which has now spread around the world. And with K-pop and *Hallyu* (the Korean Wave), Korea has become known as a cultural powerhouse.

Shift in the Education Paradigm : Cultivating Creative and Convergence Talents

Korea's economic development has led to an expansion of financing for education, allowing the government to introduce various educational policies to meet the educational demands of individual students. These policies help students succeed by making the most of their abilities and characteristics, rather than just focusing on academic competition for better grades. Student-centered education, such as well-rounded education, allows students to learn in safe and happy schools.

We are faced with a variety of changes in society from outside the educational environment, such as the low birth rate, an aging society, global education competition, the knowledge-centered informatization of society, and so on. To meet these challenges, it is necessary to shift to an education system that emphasizes creativity, cooperation, communication, and consideration for others. To that end, the key priorities of Korean education include cultivating creative and convergence talents, expanding the convergence character of education, improving education welfare, promoting global cooperation on education, and cultivating a society of lifelong learning.

Korean Education System

The 6-3-3-4 Korean school system comprises 6 years in elementary school, 3 years each in middle school and high school, and then 4 years in university or 2-3 years at a junior college. All Korean students receive primary, secondary, and higher education as befits their abilities and without age limitations. Universities also offer 2-3 years of master's courses and 2-3 years of doctoral courses.
All schools begin their first semesters in March and second semesters at the end of August. There is a summer vacation (July - August) and a winter vacation (December - February).

Characteristics of the Curriculum

Elementary School (6 years)

→ Free and general compulsory education is provided with an enrollment rate of 99.9%.

→ Children normally start school at age 6.

→ Most schools are public schools. There is no significant difference between public and private school curricula.

Middle School (3 years)

→ Free compulsory education is provided. Students are assigned to nearby schools.

→ The proportion of private middle schools is higher than that of elementary schools. There is no significant difference in the curricula between national, public, and private schools, and there is also government support for private schools.

High School (3 years)

→ General secondary education and basic technical education are provided.

→ High schools are classified into general high schools, specialized high schools, and special-purpose high schools (for foreign languages, art/music/physical education, and science).

→ Students can choose specialized high schools or special-purpose high schools on their own.

※ There is no restriction on foreign students entering Korean elementary, middle, and high schools. Under the current education act, foreign students' admission to schools is based on school guidelines.

Junior College (2~3 years)

→ There are about 157 junior colleges. They offer post-secondary education programs.

→ They aim to train intermediate-level technicians with a solid theoretical and technical grounding.

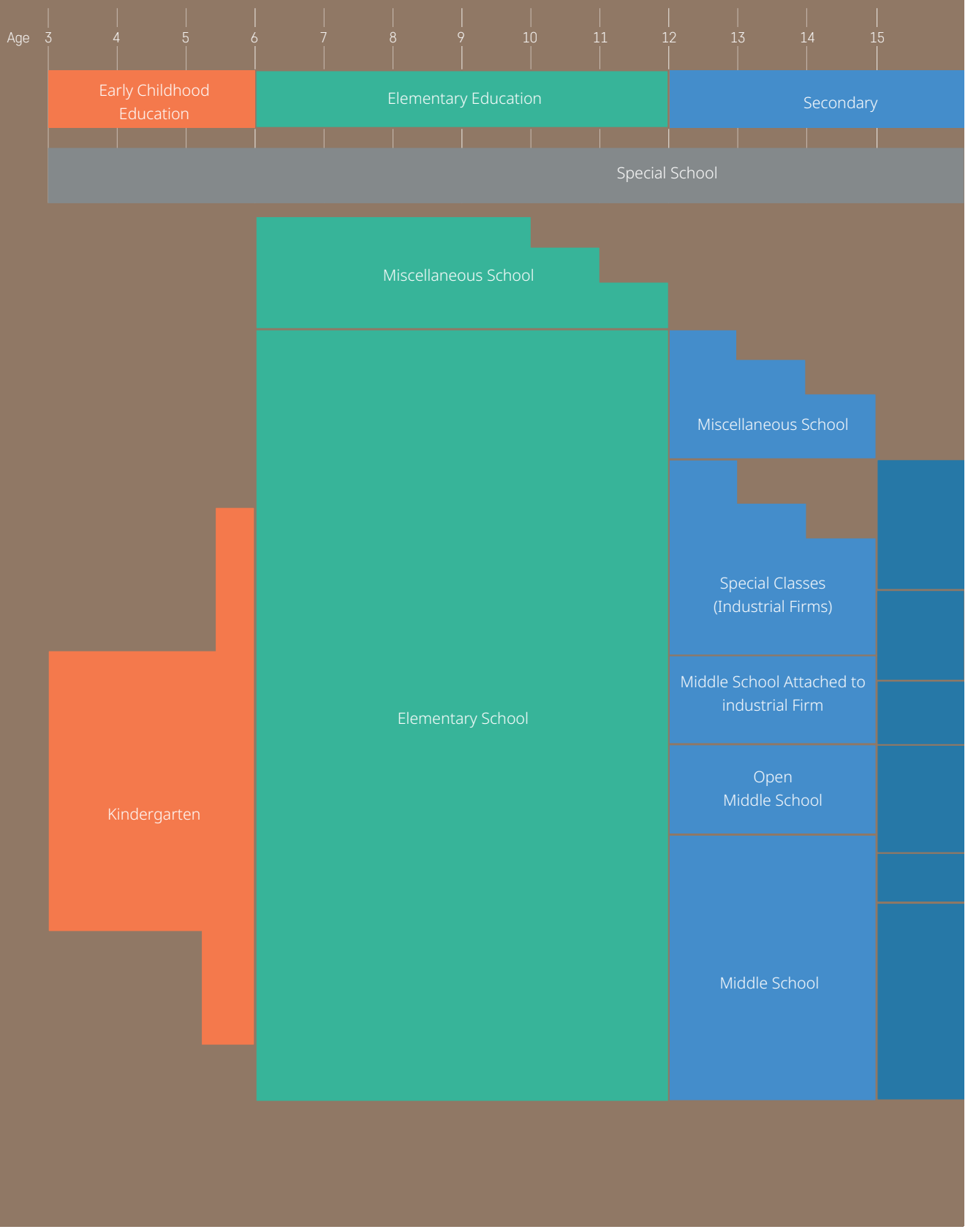
→ After graduation, students may find a job or transfer to a 4-year university.

University (4 years)

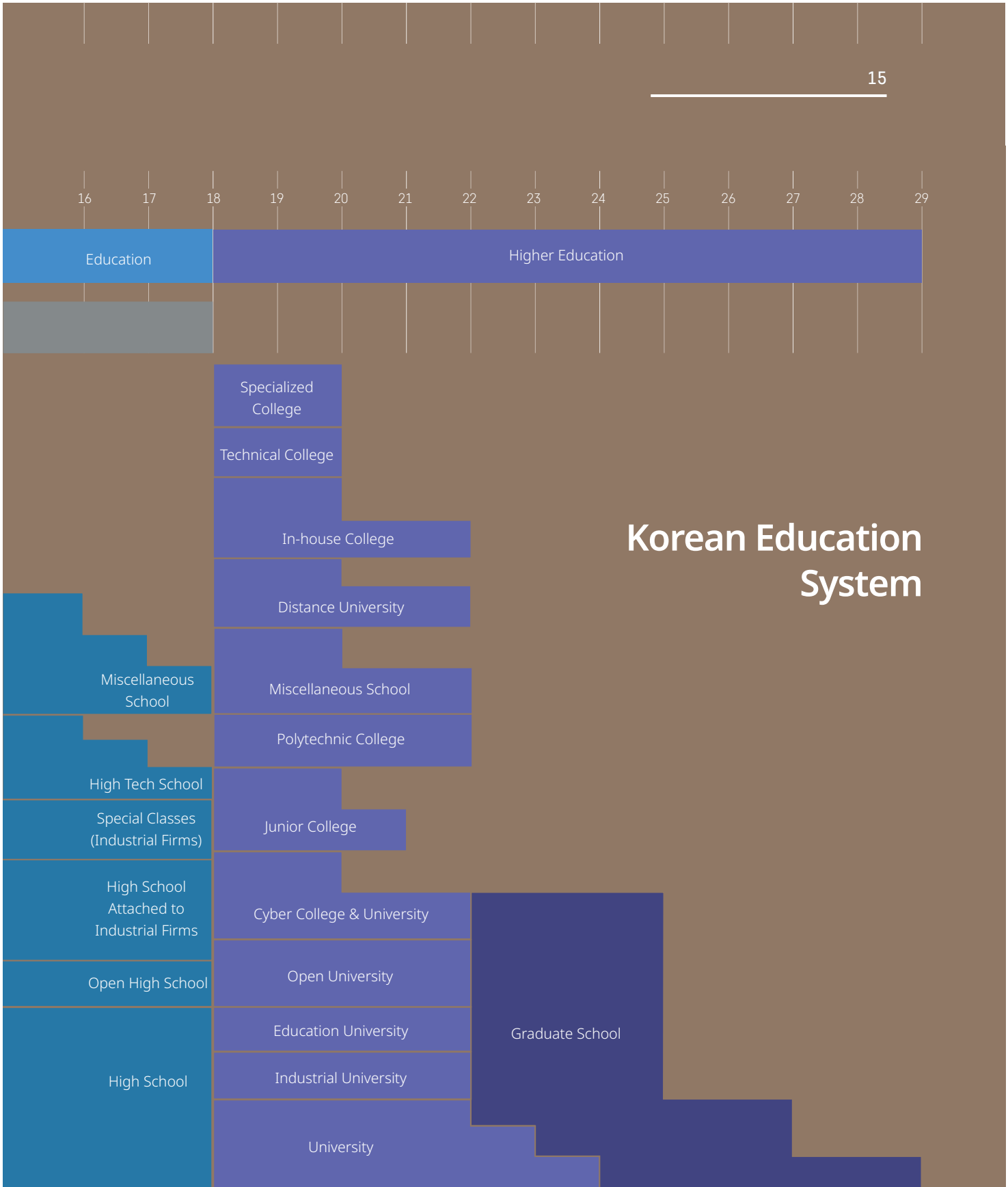
→ There are about 228 universities, about 40 national and public universities and 188 private universities.

→ They offer 4-year bachelor's degree courses and 2-3 years of master's and doctoral degree courses (colleges of medicine, oriental medicine, dentistry, and pharmacy are 6 years).

Education in KOREA



Korean Education System

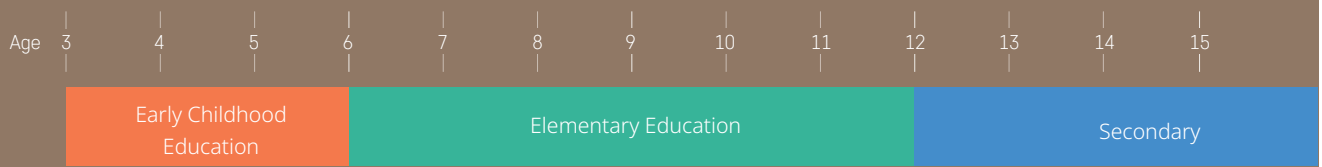


2019 Policy Issues

Early Childhood Education

Active Government Support for Childcare

To ensure equal educational opportunities from the starting line, a state-sponsored policy for early childhood education is in effect. Specifically, the government will relieve financial burdens on parents and expand opportunities for early childhood education with the expansion of public kindergartens and governmental financial support of the "Nuri Curriculum."
In addition, in order to provide quality early childhood education for all young children, the public responsibility for kindergartens will be increased through statute improvements of the learning rights of young children, improvement in public kindergarten services, expansion of parental involvement, and the introduction of an accounting system to support private kindergarten operations.



Secondary Education

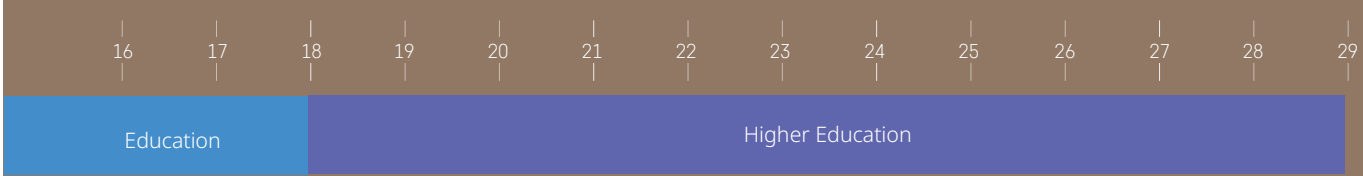
Free High School Education and Equal Educational Opportunities

The high school enrollment rate in Korea is 91.3%, and high school education is open to every student. Accordingly, the government is pursuing free high school education, which offers high school education free of charge, by supporting entrance fees, tuition, school operation expenses, and textbook purchasing costs in order to expand public responsibility for elementary, middle, and high school education and reduce the financial burden on students and parents.
Free high school education is a significant step forward in reducing educational gaps by ensuring equal opportunities for all students, regardless of family background, regions, or classes, and in fulfilling the national responsibility for education up to the secondary level. Furthermore, it is meaningful for the realization of a people-oriented education system and an inclusive nation as it guarantees the basic right to education of all citizens as stipulated in the Constitution.

Vocational Education

Support for Competency Development after Employment

The government has established an employment support system that connects the central government with Regional Offices of Education and schools to help students find employment after completing vocational education. The Central Employment Support Center has been established to identify outstanding companies and share their information with the Employment Support Center of the Office of Education. Employment counselors has been placed in schools to link students to employment opportunities in suitable companies according to their majors and preferences. Moreover, the "Job First, University Later Program" is being promoted to help students develop their skills through higher education at any time, even if they get a job right out of high school. The government guarantees various growth paths for students and helps them realize their dreams with the expansion of university courses for people who are employed along with tuition support.



Higher Education

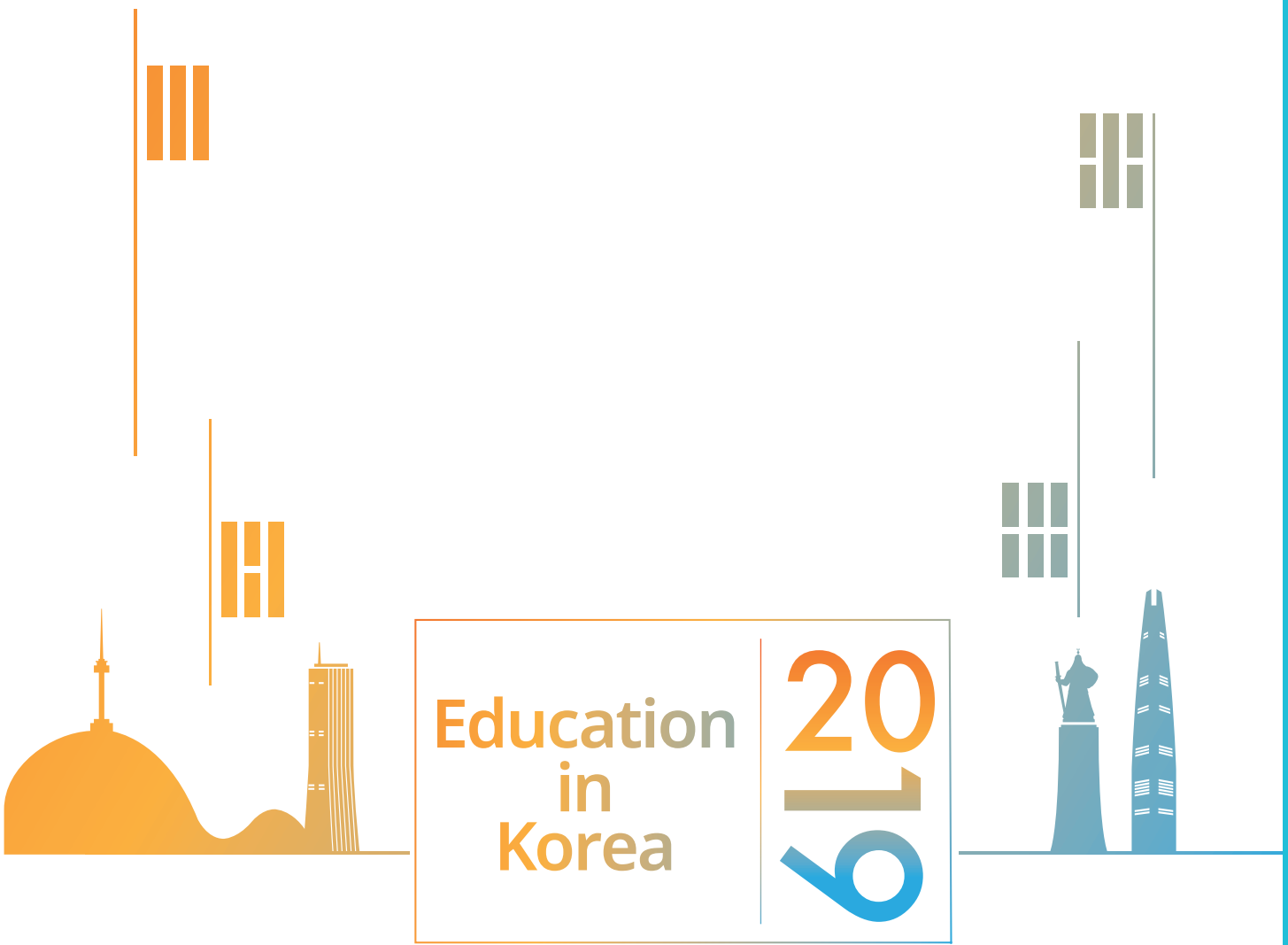
Fostering Convergence Talent

Universities are centers for fostering creative and convergence talents. Korean government encourages universities to support programs that can provide customized education to meet the diverse needs of students. With such developments in industry as the Fourth Industrial Revolution, society demands creative and convergence talents. In response to this, the government is implementing policies to foster regional universities and to strengthen research foundations, while supporting students in choosing what they like and do best, so that they can develop their professional skills along with creativity and problem-solving skills.

Lifelong Education

Lifelong Educational Support Network

In the Era of Centenarians, as people are seeing extended life spans and taking various paths to careers, the government has implemented policies to provide education for those who wish to be educated. As part of lifelong education, the government provides programs tailored to different life stages and is establishing a lifelong educational support network to ensure that education is available to everyone, anytime and anywhere. This lifelong educational support network is being expanded to every social group who missed out on opportunities to learn in their school years, providing them with the opportunities to study again.



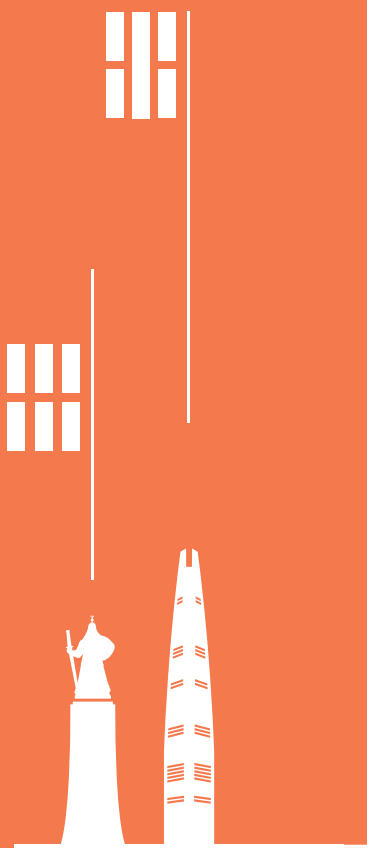
Education in Korea 2019

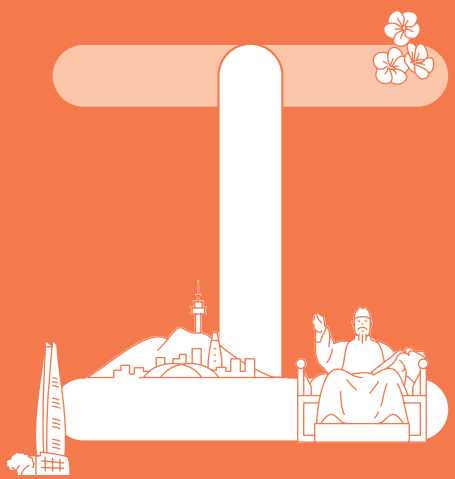
2019 KOREAN EDUCATION

The Korean education system guarantees educational opportunities for all children without discrimination and ensures that they draw on the best of their individual abilities. Based on this basic "trust," the government has set "inclusiveness" and "innovation" as its educational philosophy, ensuring that not even one single child is left behind, and laying the foundation for future talent development.

The expansion of national and public kindergartens, guarantee of educational opportunities, and reduction of the burden of educational costs are the basics for ensuring equal starting lines. School education is being improved in line with the demands of future society, while an innovative ecosystem of higher education flourishes with the cooperation of universities, industries, and governments.

Education in Korea





Increasing the Government's Role in Public Education

1. Ensuring Equal Starting Lines
2. Expanding Financial Support for Educational Expenses
3. Promoting Educational Support for Vulnerable Social Groups

Increasing the Government's Role in Public Education

OVERVIEW

Compulsory primary education was established in phases in Korea over 30 years, starting in 1950. Since 1985, middle school compulsory education has been expanded in stages by region, and was fully implemented in 2004. Accordingly, the government has implemented a number of policies to expand state responsibility in compulsory education.

The government provides equal educational opportunities from early childhood and guidance for students who have difficulties in their studies, such as underachievers or those who experience delay or interruption in academics. With a school environment where everyone learns and grows together, Korean education provides opportunities and hope to all people through various forms of support.

Moreover, in addition to compulsory education, the government has introduced a free high school education system to reduce the burden of learning costs and is currently implementing policies to reduce university tuition and housing burdens as well. In addition, the government is also trying to fulfill its public responsibility for education with expanded support for vulnerable social groups.

1 Ensuring Equal Starting Lines

National Responsibility for Early Childhood Education

In 2018 and 2019, the budget for the Nuri Curriculum was fully funded to address the concerns of parents sending children to daycare centers. To bridge the educational gap, the government has expanded priority enrollment at public kindergartens for children from low-income families. Moreover, the number of kindergartens participating in the Kindergarten Admission Management System ("Go First School") has been increased to expand parental choice.

Public kindergarten enrollment rates increased from 24.2% in 2016 to 25.5% in 2018, and are expected to increase to 40% by 2021.

In 2019, new financial accounting rules for private kindergartens were implemented to strengthen transparency and a total of 1,319 kindergartens were introduced to the state-run accounting system "EduFine." EduFine will be introduced to all private kindergartens by 2020 as a means of strengthening the publicness and transparency of kindergartens.

Support for Educational Expenses for Early Childcare

(2020 Ministry of Education budget)

1.2 million children aged 3 to 5 receive high quality education

Kindergarten
Nuri Curriculum
KRW 1.75trillion

Daycare center
Nuri Curriculum
KRW 1.94trillion

Financial incentives for better
welfare of daycare center teachers
KRW 85.6billion

Outstanding Policy

All-day Childcare System

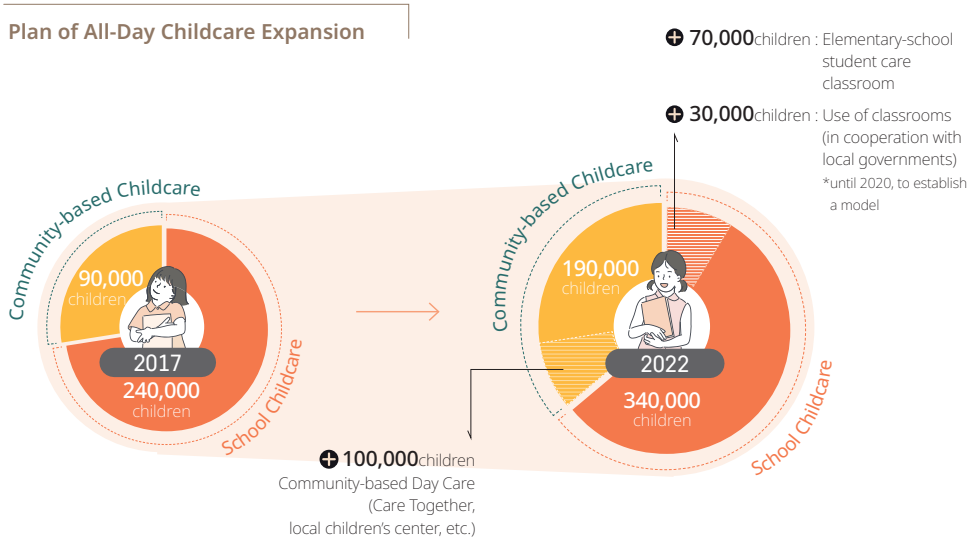
Extended Elementary Childcare Utilizing School and Community Resources

The government announced an "all-day childcare policy" as part of the national agenda (joint ministries, April 2018) to relieve the burden of childcare that has arisen with the growth of dual-income families. The all-day childcare policy provides elementary school students with care services besides regular classes (i.e., before or after classes or during vacation), in schools or community public facilities. The all-day childcare policy aims to provide support to more than 530,000 elementary school students by 2022, in cooperation with schools and communities (330,000 as of 2017).

Accordingly, the Ministry of Education will gradually expand elementary school student care classes (3,500 classes by 2022) for children who need care after regular classes, and a policy for ensuring quality care classes is being implemented. Furthermore, along with school facilities, the government will expand childcare to use community resources such as libraries, public facilities in apartment complexes and youth training centers to provide various forms of care.

With these programs, the government expects to solve the increasing demand for elementary student childcare and to create an all-day child care environment that satisfies both students and parents.

Plan of All-Day Childcare Expansion



1 Ensuring Equal Starting Lines

To this end, financial accounting rules for private educational institutions have been revised to provide the proper legal basis. Revisions to the *Early Childhood Education Act* and the *Private School Act* have also been promoted to improve the overall kindergarten system.

A Safety Net to Guarantee Basic Academic Skills

To ensure basic academic skills, an intense safety net has been established inside and outside of schools. In 2018, 42 model schools were in operation to identify and disseminate excellent models for individualized education for underachievers.

On the school level, the "Do-Dream School" program is being promoted to provide various student support programs that can meet students' needs and characteristics through the cooperation of classroom teachers, counseling teachers and after-school educare teachers (2,720 schools in 2018).

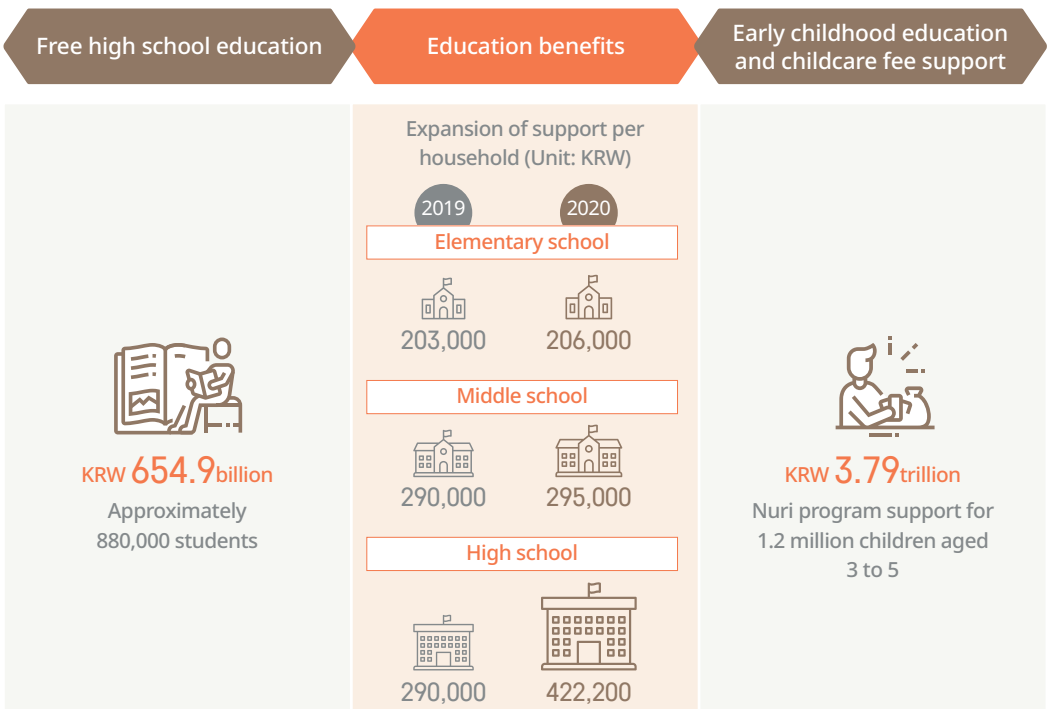
Additionally, the government is providing in-depth support with the establishment of the Learning Clinic (118 locations in 2018), an out-of-school support system for students who face difficulties that cannot be addressed by school. The government will continue to provide a customized learning support program that can diagnose each student's academic achievement and supplement his/her weaknesses and shortcomings in a scientific way.

2 Expanding Financial Support for Educational Expenses

Introduction of Free High School Education

High school education in Korea is not compulsory, but is de facto universal with a 99.7% admission rate for middle school graduates. To increase the public role of secondary education and to ease the burden of education expenses for both students and parents, free high school education is implemented in stages, from the second semester of 2019, for the 3rd grade. Free education will be expanded to all grades until 2021.

Reduced Educational Expenses by Expanding Investment in Public Education



With free high school education, which supports admission fees, tuition fees, school operation expenses, and textbook costs for high school students, students-paying expenses of approximately KRW 4.8 million per student will be reduced over three years. As a result, all students, regardless of family background, region, income, or class, can have equal educational opportunities up to the high school level.

Reduced Tuition Burden for University Students

The government introduced a national scholarship system in 2012 so that university tuition could be alleviated and everyone could have higher education opportunities depending on one's desires and abilities, regardless of economic conditions.

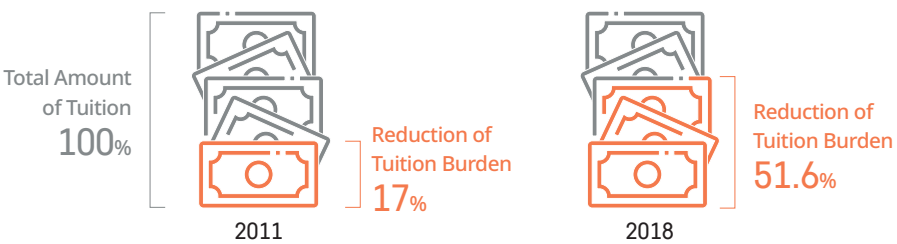
The national scholarship system is a policy promoted through the joint efforts of both the government and universities. While the government provides the national scholarships to students, universities keep or reduce tuition fees, and provide their own scholarship programs. As a result, the reduction rate of tuition (compared to total tuition fees) increased significantly from 17% in 2011 to 51.6% in 2018, helping to relieve students' financial burden. The government plans to keep reducing tuition burdens for university students by continuously expanding scholarship support.

Customized National Scholarship Support Project

2 Expanding Financial Support for Educational Expenses

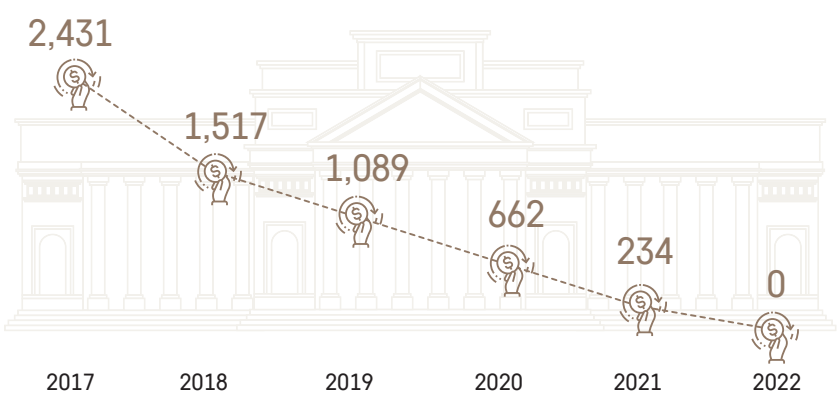
As part of its plan to reduce the burden of university tuition fees, the government is also promoting measures to phase out and abolish university enrollment fees. The government abolished national and public university enrollment fees from 2018, and plans to phase out private university enrollment fees over the next 4 to 5 years in consultation with private universities, with the expectation of complete abolishment by 2022.

Reduction Trend for Burden of Tuition Fee



Enrollment Fee Burden for 4-year Private Universities

Unit : KRW 100 million

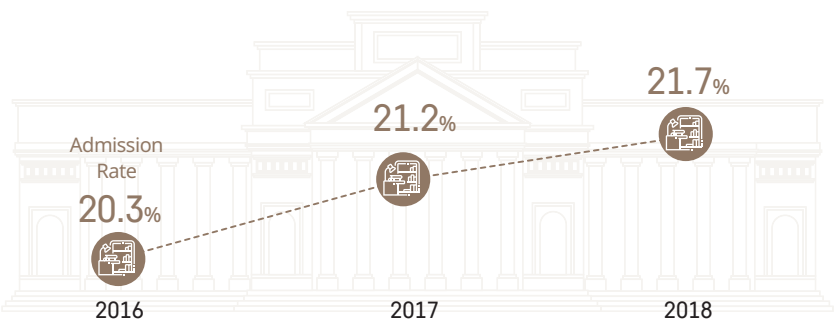


Dormitory Support and Reducing Housing Costs

As the burden of housing costs for students increases due to the rise in accommodation prices around universities, the government is making efforts to provide quality dormitories at reasonable prices to ensure that university students can concentrate on their studies.

Thanks to the continuous expansion of dormitories, the rate of university dormitory accommodation is increasing every year (20.3% in 2016, 21.2% in 2017, and 21.7% in 2018, respectively), and the government plans to initiate additional measures to reduce the burden of housing expenses by securing various financial resources and provision.

Student Dormitory Accommodation Rate



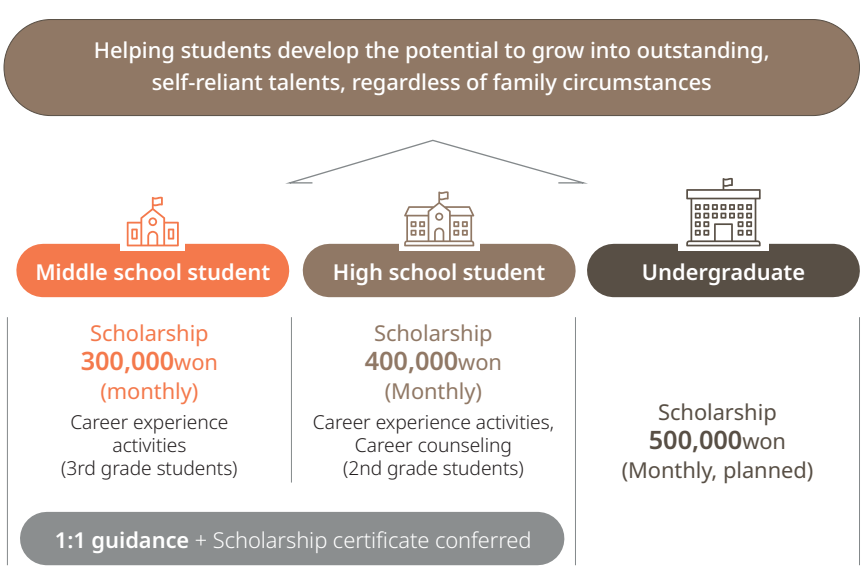
3 Promoting Educational Support for Vulnerable Social Groups

Equal Opportunity Admission Screening and Reducing Educational Costs for Lower-Income Groups

On the high school level, high school admission pathways for vulunerable social groups are introduced first to some high schools like Meister High schools. The number of selected candidates will be expanded to include those who receive education benefits. The government is also endeavoring to ensure equal opportunity of education at the university level.

For example, College Scholastic Ability Test fee will be exempted for the lower income class, and measures to relieve the burden of tuition fees and housing expenses are taken, such as the expansion of work-study scholarships and construction of "Happy Dormitories."

Dream Ladder Scholarship Program



The government established the "Dream Ladder Scholarship Program" for students who have difficulty in family finances but have the academic enthusiasm and potential to immerse themselves in their studies and grow into outstanding talents. The "Dream Ladder Scholarship Program" selects students through recommendations from principals from second year of middle school to third year of high school and provides various forms of support such as scholarships and educational camps at the middle and high school levels so that students can study without worrying about difficult family circumstances.

Customized Educational Support for Vulnerable Social Groups

The government has also made kindergarten, elementary, middle, and high school courses for students with special needs, to ensure special education that considers disability types and levels. Special education is provided free of charge for infants with disabilities under 3 years of age as well as for those who receive career and vocational education after graduation from high school.

In addition, special schools and general schools with special classes have been expanded to strengthen the right to education for students with special needs. In order to establish an integrated education system and foster a culture of disabilities understanding, as of April 2019, the government provides various forms of support to general schools where 71.6% of students with special needs are placed.

In addition, the government has expanded autonomous public high schools to improve the educational environment in areas with poor educational conditions. The government also supports schools in rural areas by building quality dormitories.

3 Promoting Educational Support for Vulnerable Social Groups

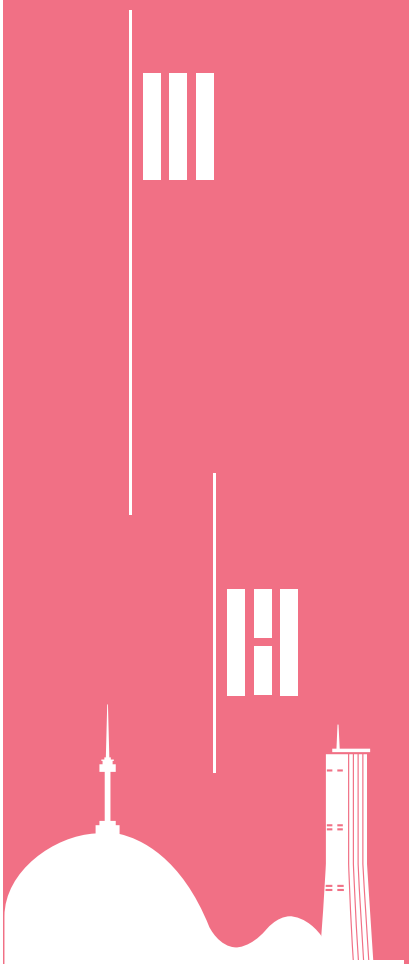
The government supports multicultural students to fulfill their capabilities and grow into talents in our society by providing customized educational support, such as Korean language classes and mentoring services by university students.

The government has also established customized educational support for North Korean defectors to meet their special needs and characteristics. This includes a psychological counseling system, providing psychological and emotional support to North Korean defectors who suffer from anxieties caused by the experience of crossing over the border.

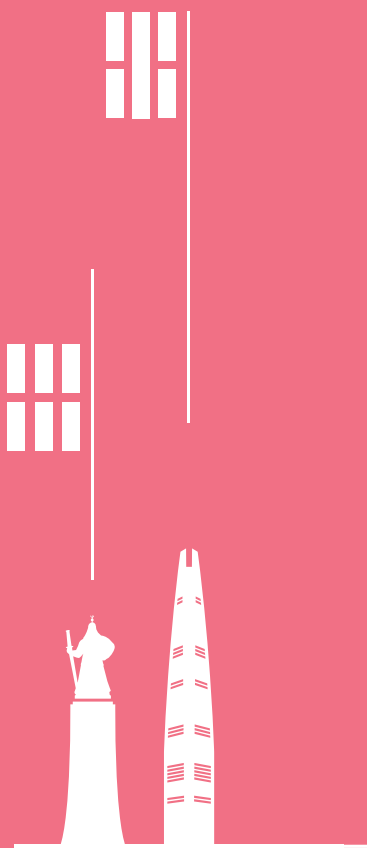
Customized Programs for Students at Risk

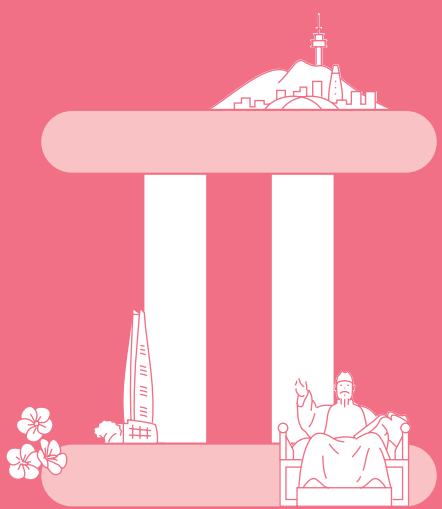
In order to provide programs for students who are at risk of academic discontinuation or suspension, the government will share the information on such students with the relevant institutions (Regional Offices of Education, Ministry of Gender Equality and Family, etc.). Even if it is difficult for them to return to school, it is possible for such students to continue their studies by allowing them to receive compulsory education and get a diploma outside the school system.

The government provides opportunities for students to reconsider about discontinuation of school education for at least one to seven weeks with the School Dropout Prevention Program, which is designed to help students adjust to school. Furthermore, as a way of student guidance, students are provided with customized support to meet their needs and interests during this period, such as career experiences, arts and physical activities.



Education in Korea





Innovation in Public Education

1. Student-Centered Education to Support Individual Growth
2. Transforming Schools through Innovation in Public Education
3. Professional Development and Motivation of Teachers

Innovation in Public Education

OVERVIEW

Korea has enhanced its national competitiveness through education and is in need of talents with more creative and innovative ideas than ever before. The change in social paradigms following the Fourth Industrial Revolution also requires innovation in how education is delivered.

In order to respond to such social demands and lead the development of future talents, the government is pursuing innovation in public education starting from schools, such as student-centered education to support individual growth, fostering of creative and convergence talents, and professional development and motivation for teachers.

1 Student-Centered Education to Support Individual Growth

Student-Centered Curriculum

Korea operates the national-level curriculum in primary and secondary schools. The curriculum currently in use was fully revised in 2015 and will be fully applied on an annual basis by 2020.

The new curriculum was revised to cultivate creative and convergence talents with both humanistic imagination and scientific and technological creativity. In particular, the curriculum was designed to develop practical competencies for life in the future, presenting new core competencies for students to thrive in a future society. At the high school level, a variety of elective courses (93 courses) are offered in addition to the common courses, and the curriculum is designed to be customizable for students in consideration of students' careers and desires.

Meanwhile, the revised curriculum is designed to prevent the rigid operation of the national curriculum. For this, Regional Offices of Education or schools are provided with autonomy to adapt the curriculum to their circumstances as long as they meet the achievement standards specified in the 2015 Revised Curriculum.

Also, the government is conducting policy research on children's rights to more balanced education. After completing the policy research, the government plans to revise related laws to support student rights. On the other hand, local governments are trying to support local schools by discovering best practices for recess and play activities that best suit local conditions.

Arts and Physical Education

In order to pursue "education with art, happy students with art," Korea is implementing various policies with the slogan "Art Education for All." First of all, to strengthen the arts education competency of teachers and schools, the government develops various curricula that can fit for different school needs and local conditions, and provides training and educational contents that are customized for each student. In addition, for everyone to enjoy arts education, the government supports the "One Art for One Student" program, which includes school art clubs, musical instruments lessons, and student orchestras.

The government also endeavors to build regional cooperation network through art education program fairs and the arts education resources map. The School Art Education Support Group is established to build a sustainable school art education support system, and the government promotes related measures and collaborates with relevant ministries.

1 Student-Centered Education to Support Individual Growth

Meanwhile, the Korean government supports the promotion of health and fitness and character education as a democratic citizen by operating physical education classes from elementary school to high school. To this end, various policies such as the introduction of survival swimming for primary schools, expansion of sports activities for female students, and support for career-oriented physical education are being promoted.

Also, to ensure the student-led physical education and the participation of all students, the government encourages schools to carry out "One Sport for One Student" program and to promote sports competition and sports clubs. Furthermore, "E-school" program has been introduced for student athletes so that they can strike a balance of study and training

Career-specific High Schools

High schools have customized educational systems in place that allows students to take courses according to their talents and aptitudes. To increase the choice of courses for students, schools are provided with autonomy to open courses that meet students' needs. And courses that are difficult to open by each school are delivered through a joint curriculum in association with nearby schools.

To alleviate space constraints, a real-time interactive online class platform is now being built and piloted to run joint curriculum courses online. The establishment of the online joint curriculum is expected to expand the choices of courses for students at small schools in rural areas, and to contribute to the operation of the high school credit system to be introduced in the future. The high school credit system will allow students to select and complete various subjects to suit their career path.

Under the system, if the cumulative credits meet the standard, students are qualified for graduation. Moreover, students can choose the subject they want according to their career, aptitude and learning level, breaking away from fierce competition for college admission. The system supports students' career design and growth. It also seeks to diversify the curriculum in schools by reflecting the needs of students.

The Ministry of Education is planning to introduce the high school credit system in 2022 and to implement it at full scale in 2025. It is currently developing a model suitable for Korea through policy research and pilot programs.

2 Transforming Schools through Innovation in Public Education

"Innovation School" as Innovative School Model

There is the social demand for solutions to inflexible education due to overheated competition for university admission. So the government is making more efforts to bring innovation to public education system. This includes an innovative school model, the so-called "Innovation School," which is now being implemented according to the discretion of Regional Offices of Education.

The "Innovation School" aims to foster creative democratic citizens with the reformulation of school curricula and school operations based on the participation and cooperation of the educational community. It also pursues the following values: democratic operation of schools based on the sharing of a vision and accountability, the operation of a competency-based curriculum, teacher learning communities for joint curriculum research and practice, and the creation of school culture that is respectful of student autonomy.

To spread Innovation Schools, the government has established a "Innovation School Promotion Group" to facilitate policy coordination and cooperation with local governments and parent networks. The group has also built a discussion platform of central government and Regional Offices of Education, share best practices for reflective school evaluation and performance diffusion, and promote the discovery of future-oriented platform schools with the goal of making a qualitative leap.

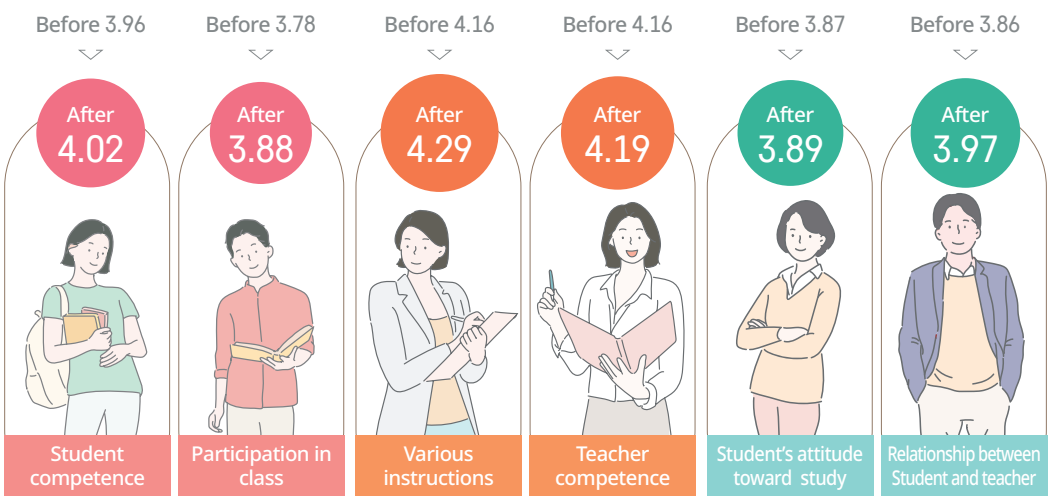
Expansion of Free Semester

The Free Semester Program is a curriculum that operates a variety of activity programs to enhance students' talents and aptitudes with student-centered learning and process-oriented evaluation, allowing students in middle schools to break away from academic competition for one or two semesters.

The Free Semester Program, which was fully implemented in middle schools in 2016, brought a wind of change to the classroom. As a result, in 2018, the government expanded Free Semesters from one semester to two semesters, upon schools' own choices. With these Free Semesters, students get support at school to build future core competencies and explore various field of activities.

Survey results on satisfaction with The Free Semester Program

Five-point scale



Number of respondents: 126,023 persons (students 66,832, teachers 27,460, parents 31,731)

(KEDI, 2017)

2 Transforming Schools through Innovation in Public Education

Learner-centered "Digital Education Ecosystem"

To foster creative talents through the convergence of education and ICT, the government has set three goals: education for fostering creative competency for the future, individualized learning support to develop dreams and talents, and provision of equal educational opportunities through win-win cooperation. It is also carrying out projects to form a learner-centered digital education ecosystem.

In particular, to establish software education in primary and secondary schools, the government has discovered and spread best practices through research and the operation of leading schools since 2015.
Software education will be conducted in all middle schools by 2020, with gradual application from 2018 according to the 2015 Revised Curriculum, and is provided in the fifth or sixth grade of all elementary schools in 2019.

Elementary school students are required to receive software education for at least 17 hours, and middle school students for 34 hours during three school years. High school provides software education with selective courses (51 to 119 hours).

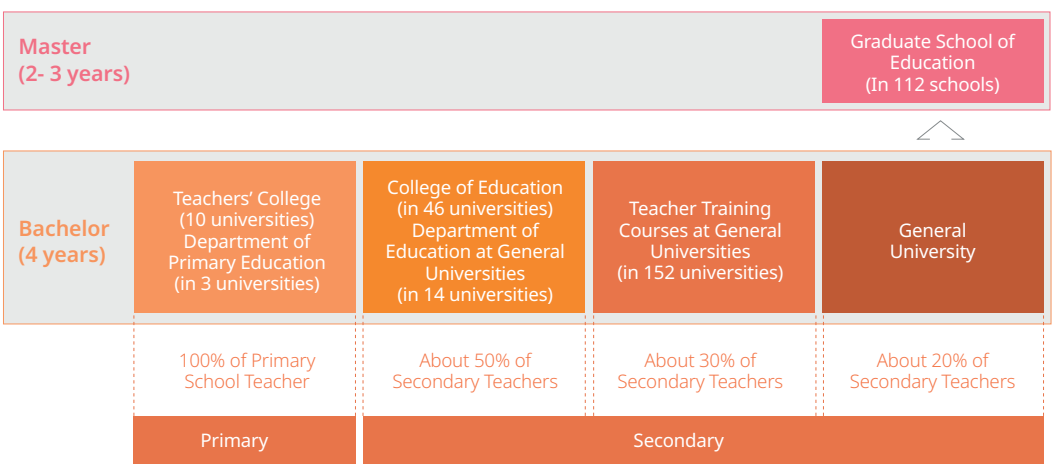
3 Professional Development and Motivation of Teachers

The First-class Teacher Training and Education System

In Korea, only those who meet certain criteria by completing the curriculum at a professional teacher training institute (i.e., university of education, college of education, graduate school of education, course of study for the teaching profession) can obtain a teaching license. In order to become school teachers, teaching license holders must pass the teacher employment exam which is highly competitive due to teachers' social status.

To cultivate the talent that will lead the future of the country, the government is improving the curricula of teacher training institutions to enhance the quality of teaching and responsiveness to changes in the future environment, with a focus on improving practical competence. On the other hand, it is also improving the teacher employment exam to ensure practical teaching skills and high teacher competencies.

Primary and Secondary Teacher Training System



Additionally, the government supports the continuous development of teachers' competencies by conducting new teacher training and in-depth training of experienced teachers with various training programs for pre- and in-service teachers.

Continuous Teacher Competency Development

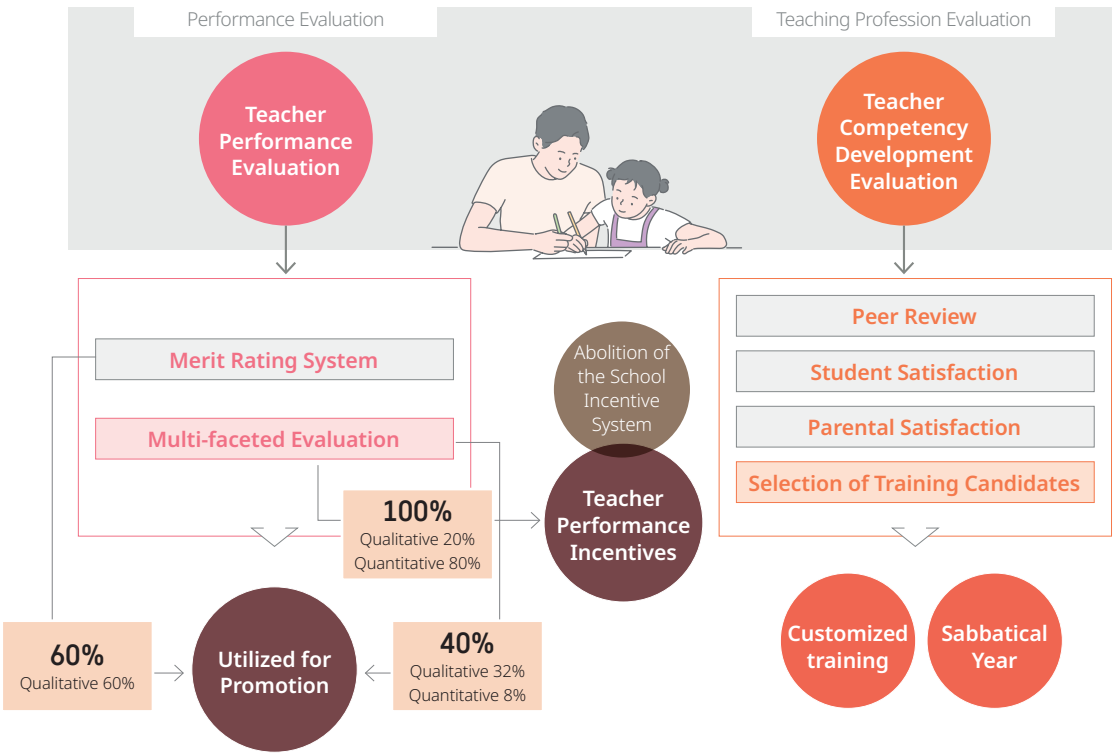
Teacher evaluation is conducted to enhance the quality of teaching and the performance of teachers, aiming to guarantee students' right to learn and to build trust in public education. All teachers in primary and secondary schools are evaluated annually, with no distinction between public and private schools.

The teacher evaluation is conducted at the school level, divided into a performance evaluation (i.e., teacher performance evaluation) and a teaching profession evaluation (i.e., teacher competency development evaluation). The teacher performance evaluation is conducted by the school principal, vice principal, and multiple peer teachers, whereas the teacher competency development evaluation consists of peer teacher evaluation and student and parental satisfaction survey.

The teacher's performance evaluation is used for personnel promotion by evaluating several areas: guidance in students' study and school life, the performance of duties, teacher's professional development, and attitude and character as an educator, all of which should comply with the regulations and procedures set by the Ministry of Education and the Regional Offices of Education. As for the teacher competency development evaluation, the school principal and vice principal are evaluated on overall school management, whereas teachers are evaluated on study and life guidance.

3 Professional Development and Motivation of Teachers

Teacher Evaluation System



In Korea, the master teacher system has been introduced in order to give experienced teachers a role to share their professional teaching skills with peers. Ultimately, the program has been in place since 2012 to promote the professional development of teachers and to improve the quality of education at all schools. Master teachers mainly provide consulting on instruction and student guidance for new and/or less experienced teachers.

Any teacher with more than 15 years of teaching experience may apply for the position of master teacher with the recommendation of the school. Master teachers are selected and hired based on their results of application screening, peer evaluation, in-depth competency assessment, and training. They are evaluated and reappointed every four years. Additionally, to help the master teacher perform his or her duties, the government supports them by reducing class hours and providing funding for their additional research activities.

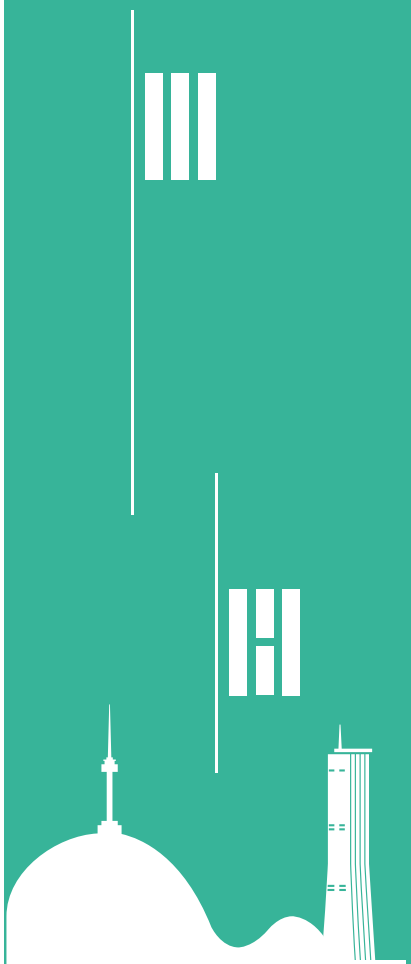
Outstanding Policy

Sabbatical Year for Intensive Research Activities

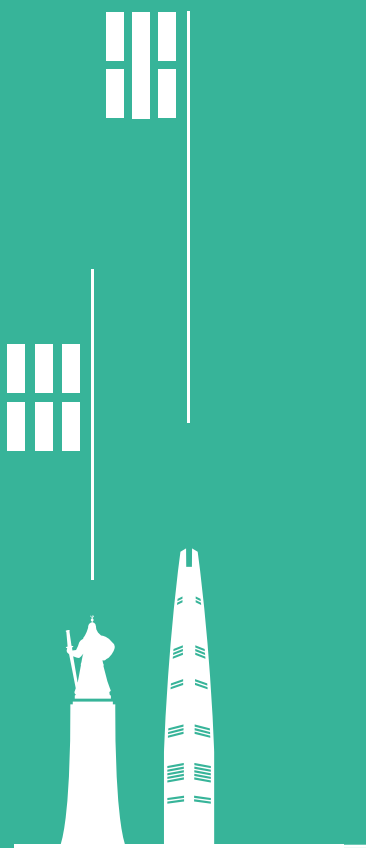
One-year Research Support for Primary and Secondary School Teachers

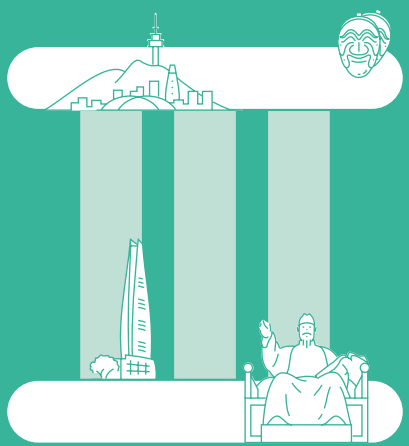
The government is implementing a "Sabbatical Year" to help primary and secondary school teachers free themselves from the responsibility of teaching for one year, and concentrate on educational research according to their self-established research plans at universities or training institutes.

As of 2019, 852 teachers nationwide are participating in this system. Qualified candidates for the Sabbatical Year are those with excellent results in the teacher competency development evaluation, which is conducted every year, and are selected by the Regional Offices of Education through reviewing their research plans.
This system allows teachers to conduct one year of research that combines theory- and experiences in school, and the results are applied to the actual educational field. The Sabbatical Year creates a virtuous cycle to enhance the quality of school education along with the professional development of teachers.



Education in Korea

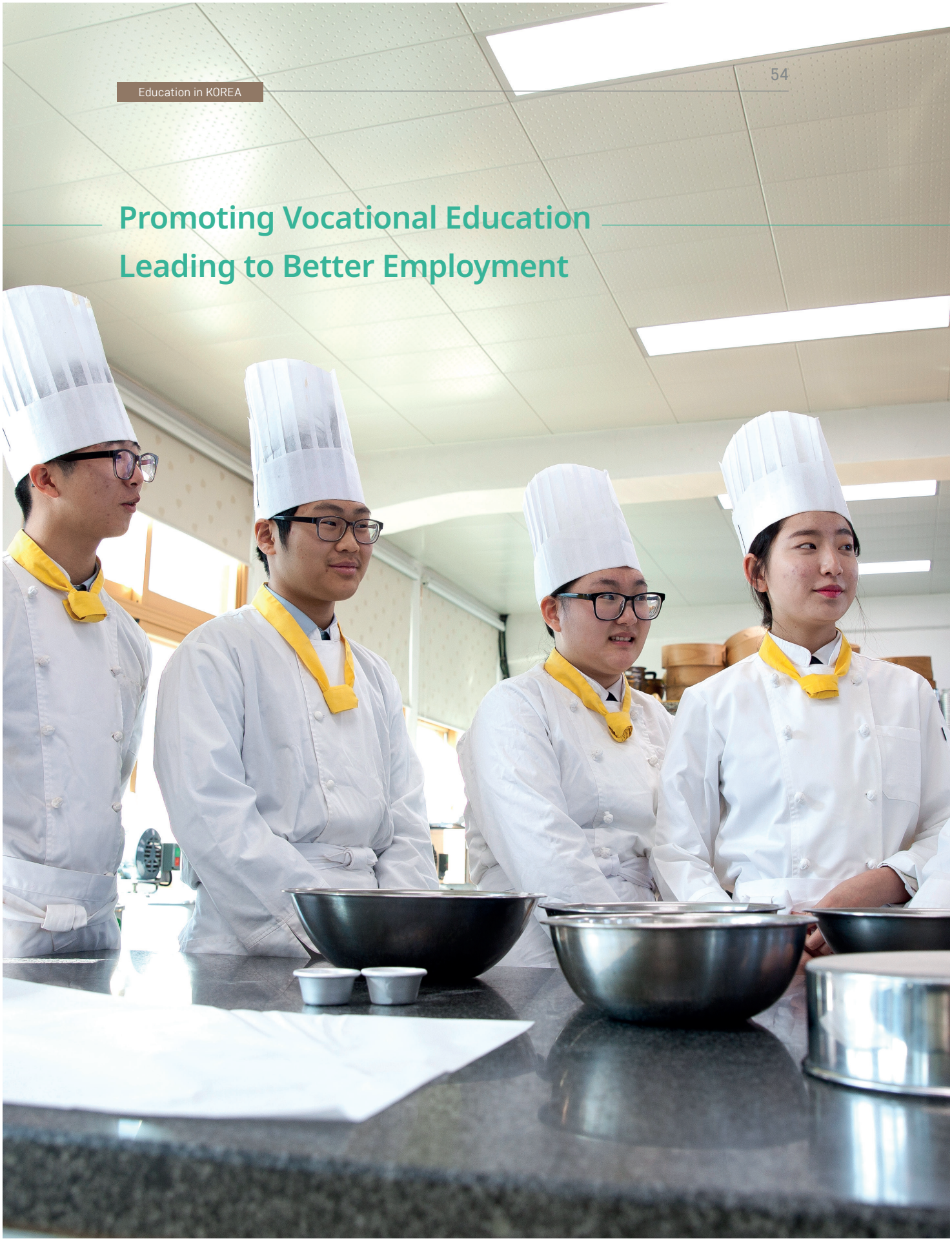




Promoting Vocational Education Leading to Better Employment

1. Increasing the On-site Relevance of Vocational Education
2. Establishing the Employment and Competency Development System

Promoting Vocational Education Leading to Better Employment



OVERVIEW

Vocational education in Korea begins in earnest from high school level. After middle school graduation, all students can choose in which school they want to study either, at general high schools or vocational high schools.

The most common type of schools for vocational education is the specialized high school, and the others include Meister High Schools and the provision of vocational education in general high schools.

As of April 2018, 586 schools, or about 24.8% of high schools, are vocational high schools, and 18.5% of high school students learned vocational education

1 Increasing the On-site Relevance of Vocational Education

Industry-specific Curriculum

In vocational high schools, vocational education is provided in 17 subjects including management, finance, food technology, machinery, agriculture, forestry and fisheries and marine life. The curriculum focuses on practices and field training to help students fully exert their competencies in the workplace after graduation.

Outstanding Policy

"Industry-Academia Integrated Apprentice School"

Cultivation of Practical Talent for Companies

The industry-academia integrated apprentice school is modeled on the German and Swiss apprenticeship education, in which students are encouraged to acquire skills from both companies and schools.

The program is based on the National Competency Standards (NCS) curriculum and focuses on practical field training. Students participating in the industry-academia integrated apprentice schools receive a high-quality education both at the workplace and school, starting from the second year, according to a curriculum developed in consultation with the school and company.

Through this program, students can acquire practical skills, and companies can recruit high-quality workers. Currently, the industry-academia integrated apprentice schools are in operation at 67 workplaces, 162 schools, and provide 197 courses.

In particular, in 2018, the Ministry of Education established the National Competency Standards (NCS), which set the standards for the knowledge, skills, and attitudes required in the workplace, with the goal of matching between what businesses demand and what schools can provide.

The NCS-based curriculum pursues "practical education" rather than "knowledge education." Students are encouraged to learn the knowledge, skills, and attitudes by going through the work process at the actual industrial sites.

Field Training and the Support of Partner Companies

Basically, vocational high schools in Korea have field training programs in place in order to increase students' practical performance. The field training periods span one to three months. A company with an excellent safety and educational environment is designated as a leading company, and are qualified to conduct long-term training and have an early chance to recruit competent students.

Companies participating in the field training programs are to develop a plan for a program in consultation with a school, and implement it at the work site. The Ministry of Education, the Ministry of Labor, and the Regional Offices of Education collaborate for a qualified labor expert such as a certified labor attorney to conduct an inquiry on the company so that students can be educated in a safe and instructive environment.

1 Increasing On-site Relevance in Vocational Education

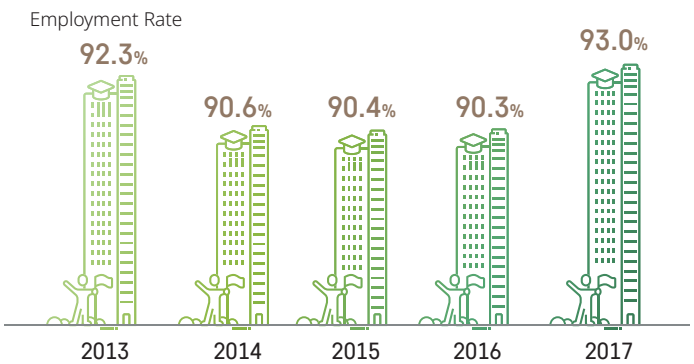
Outstanding Policy

Industry Demand-oriented "Meister High School"

Ensuring Autonomy in Curriculum Management and Cultivation of Skilled Professionals

The first Meister High School was established in 2008 to foster talents with skills and technical competencies. Currently, 48 schools are in operation. Unlike general specialized high schools, Meister High Schools are given greater autonomy over curriculum management and school operation to better meet industrial demand. In particular, All students in Meister High Schools receive a scholarship and are exempted from tuition fees. the curriculum in a Meister High School focuses on the development of a student's problem-solving skills and self-directed learning.

Employment rate of Meister High Schools for past 5 years



Satisfaction for curriculum of Meister High Schools by graduates (2015)

Regular Classes for Major Courses	Career Guidance Program	Overall Education Satisfaction
93.4%	84.0%	88.0%

Satisfaction for curriculum of Meister High Schools by companies (2015)

Major Theory	Major Practice	Basic Learning Skills	Character
91.0%	89.0%	90.0%	91.5%

Strengthening Basic Skills Required at the Workplace

It is very important to develop basic competencies to ensure students' high performance at the workplace and their continuous development after employment. Therefore, the government has developed a tool that can diagnose and assess the basic and practical occupational competencies.

The tool measures students' practical skills and competency, such as communication and problem-solving skills at the workplace, rather than the knowledge itself. The basic occupational competency assessment is based on ICT and is carried out in the first and second grades, helping students to identify their strengths and weaknesses.

2 Establishing the Employment and Competency Development System

Diversification of Employment Linkages and Employment Support

Many vocational high school students wish to find good jobs. To support this, the schools, Regional Offices of Education and the Ministry of Education are making joint efforts to ensure employment linkage with various programs and support projects. Teachers and employment assistance officers are responsible for finding good workplaces and placing students in them, and the Offices of Education operate support centers to ensure better job placement in connection with companies, regional governments and public institutions.

Support for Students in Employment

Since 2018, government grants have been awarded to students who are employed in small and medium sized enterprises after graduation. To help students continue their learning in universities after employment, colleges and universities provide special admission programs for those students who have worked for more than 3 years. Furthermore, those students are provided with special support to help them continue learning and working at the same time. In particular, since 2018, those students have been given a full tuition fee as a scholarship to help them with continuous competency development without having to experience economic difficulties.

College and University Systems for Students in Employment

The government has continued to support universities' lifelong education systems to promote lifelong learning and self-development after employment. For this purpose, the government provides financial support to universities that operate flexible curriculum programs to help working students continue their learning, such as a learning experience certification system.

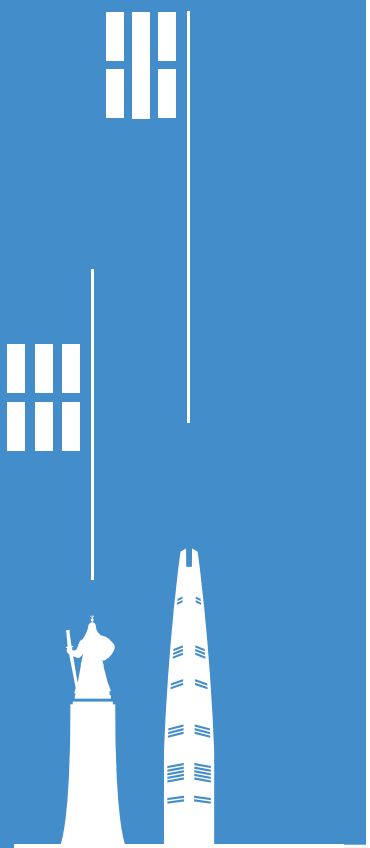
In 2019, this financial support has been expanded to include seven junior colleges, and currently includes a total of 30 colleges and universities. The government has also decided to extend the period of financial support from one year to four years to guarantee universities' lifelong education competency. Colleges and universities will accept applications from students based on their own or regional circumstances, and actively adopt flexible curricula to promote the participation of adult learners.

More Robust Vocational High Schools and Technical Colleges

2020 Ministry of Education budget

Activating vocational high school field practice → Employment support → High school employment grant program → Follow-up support

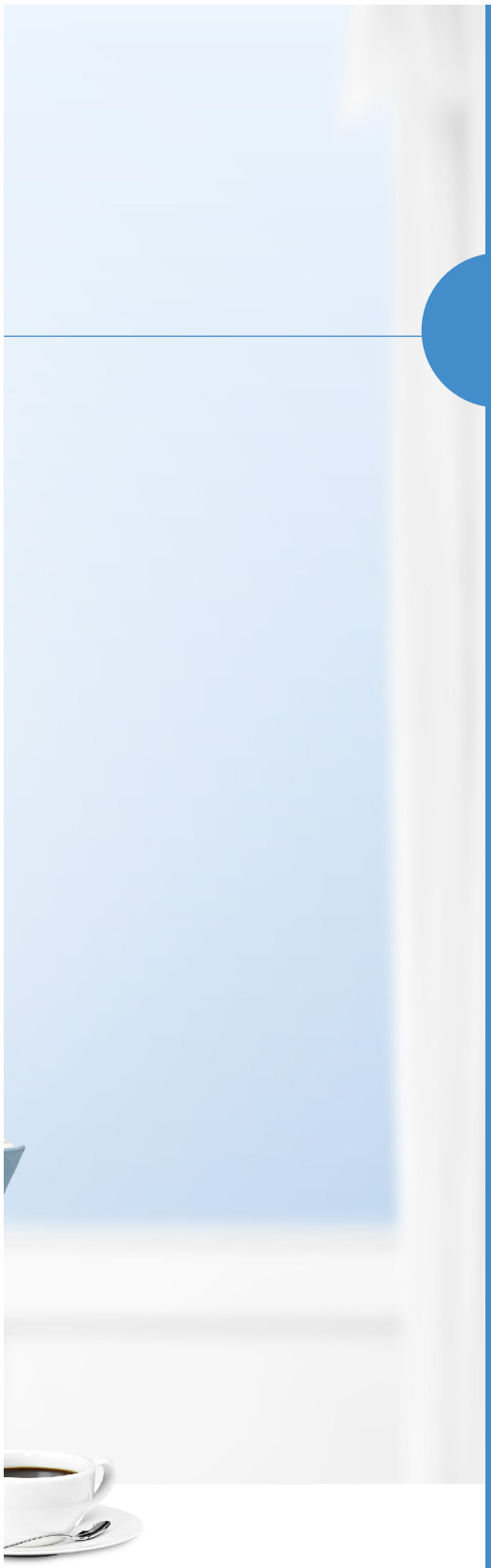
Education in Korea



Innovation in Higher Education and Lifelong Education for the Future

1. Creating a University Innovation Ecosystem
2. Lifelong Education in Preparation for the Era of Centenarians

Innovation in Higher Education and Lifelong Education for the Future



OVERVIEW

In response to the decreasing school-age population and the demands of the future society, the government is striving to revamp colleges and universities and restructure the ecosystem of higher education. It seeks to support the universities' autonomous innovation and the partnership of universities, research institutions, and industry.

Korea government's lifelong education consists of all types of systematic educational activities spanning six major areas: Basic academic skills, adult literacy, vocational competencies, liberal arts, culture and arts, and civic participation. In order to facilitate access to lifelong education and secure flexibility, the government introduced the Bachelor's Degree Examination for Self-Education in 1990.

1 Creating a University Innovation Ecosystem

Innovation in Higher Education and Research

While the government strives to identify areas where research and study are not sufficient and provide institutional support for those areas, it also makes efforts to establish a strong foundation of research in universities. Going forward, the government also plans to nurture the convergence talents needed for the future society and to innovate university education and research to create an innovative and creative research culture. In the pursuit of a creative and innovative culture in R&D and cultivation of convergence talents, the government is expanding financial supports to bring innovation to education and research in universities.

The government has lifted restrictions on the establishment of interdisciplinary majors in universities to promote the fusion of multiple disciplines and to design flexible curriculum management. For this, the government plans to provide consulting services on flexible curriculum management, including intensive course completion programs, interdisciplinary major programs, and the learning experience credit system.

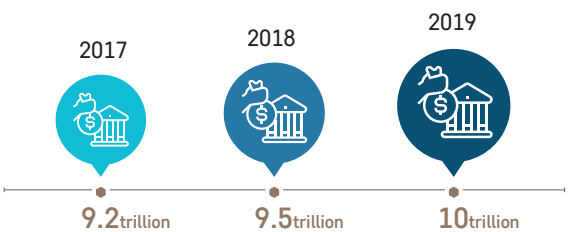
Innovation in Research Culture and Nurturing of Academic Generation

Moreover, the government will seek to build cooperation among relevant government institutions with the aim of fostering talents for the new industries of the future. For this cooperation, the government plans to set up a strategy of cultivating talents that can best meet the needs of industries and companies in different types and sizes, such as future-oriented industry, high-potential industry or small and medium sized enterprises. As for research, the main focus will be on the creation of an innovative research culture and stable nurturing of the academic generations of the future.

To overcome the limitations of quantitative evaluations of research performance and to encourage challenging and long-term research, the government will adopt a qualitative evaluation in the fourth stage of Brain Korea 21, which commences in 2020. In addition, the role of universities will be strengthened as a research hub that serves to integrate the research competence of graduate schools and promote innovation and competitiveness in research.

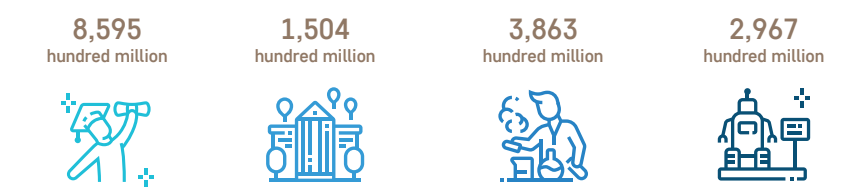
MOE's Budget for Higher Education

Unit : KRW



Major Projects Related to Higher Education in 2019

Unit : KRW



1 Creating a University Innovation Ecosystem

Outstanding Policy

"BK21 Plus" to Increase Education and Research Capacities

Providing support for researchers in graduate schools

The BK21 (Brain Korea21) Plus project selects a project team from graduate school departments and provides financial support such as research scholarships or labor costs to ensure that future academic generations focus on their studies and research. This project provides financial support to approximately 17,000 graduate students in master's and doctoral programs annually. Among them, about 14,350 researchers are from science and technology and about 2,650 researchers are from the humanities and social sciences. (2018). For the past 14 years since 2013, a total of 3,975 trillion won have been invested in the first and second phases of the project.

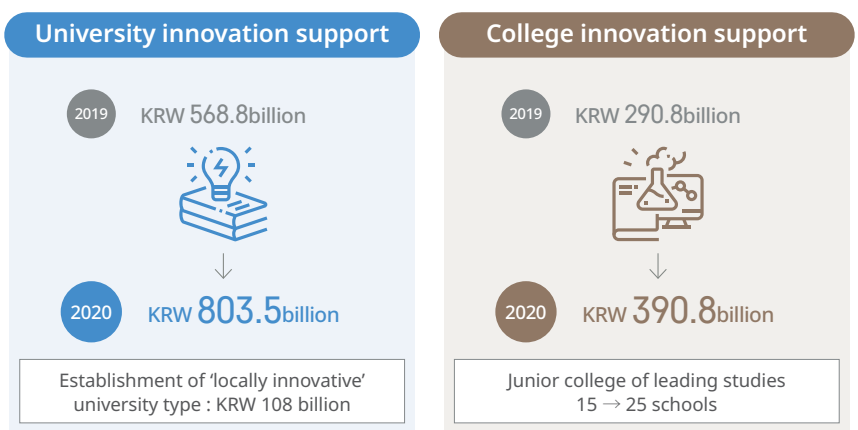
Now the project is in the third phase, which started in 2013 and will end in 2019. The "BK 21 Plus" project now sees the universities advance into global research-focused universities with remarkable achievements in terms of the number of SCI papers and a sound research culture. The fourth phase will start in 2020.

And in order to nurture future academic generations, the government has endeavored to create a sustainable academic ecosystem, and at the same time provide more opportunities to young researchers to deliver lectures or conduct research.

Innovation System for the Regional Development

The government endeavors to strengthen the competitiveness of regional universities to promote balanced development in higher education. To that end, preferential university admission pathways for local residents have been encouraged. Also, in hiring employees in private companies or appointing public officers in governmental institutions, the government has encouraged them to preferentially hire local residents so that they can serve an important role in driving local economic development.

Promoting the Competitiveness of Higher Education



1 Creating a University Innovation Ecosystem

In 2020, the government will pay more attention to the mutual growth of regional universities and communities. For this, the local authorities and universities go hand in hand to carry out various projects in consideration of regional circumstances. In addition, the government will make its best efforts to bring innovation to regional universities, strengthen their R&D competency and discover and propagate the best practices of the regional universities' contributions to their communities.

Autonomy and Accountability of Universities

Innovations are being made to relax or abolish excessive regulations on universities to ensure that they have the flexibility to respond to future societal changes. The government and universities collaborate to identify and relax rules that impair the autonomy of universities.

Universities are given greater autonomy in operation, but a higher level of transparency and accountability is also required. As such, the government has put in place a system for establishing research ethics, while demanding greater transparency in private universities' accounting system by revising related laws. Furthermore, it has included accountability as one of the performance indicators for national universities.

Response to Changes in Demographic Structure

Amid the changing environment, including the rapidly decreasing school-age population, the government is trying to refine the system to diagnose a university's competence in order to promote quality higher education and an optimized scale of universities.

Outstanding Policy

LINC(Leaders in INdustry-university Cooperation)+ Project

Promoting Academic and Industrial Cooperation

The Leaders in Industry-university Cooperation (LINC) Project aims to promote industry-academia partnerships as well as cooperation with local communities (55 universities and 15 junior colleges are in operation), and to develop and operate a curriculum that can best meet industry needs (20 universities and 44 junior colleges are in operation).

Among the 55 universities, 20 universities are recognized as an innovative model in fostering talents with great problem-solving skills for the Fourth Industrial Revolution with an industry-specific curriculum and education. Furthermore, the universities have recently been expanding academic-industrial partnerships to the humanities, social sciences, culture, arts, etc., and actively engages in the joint settlement of solving local issues through industry-academia cooperation.

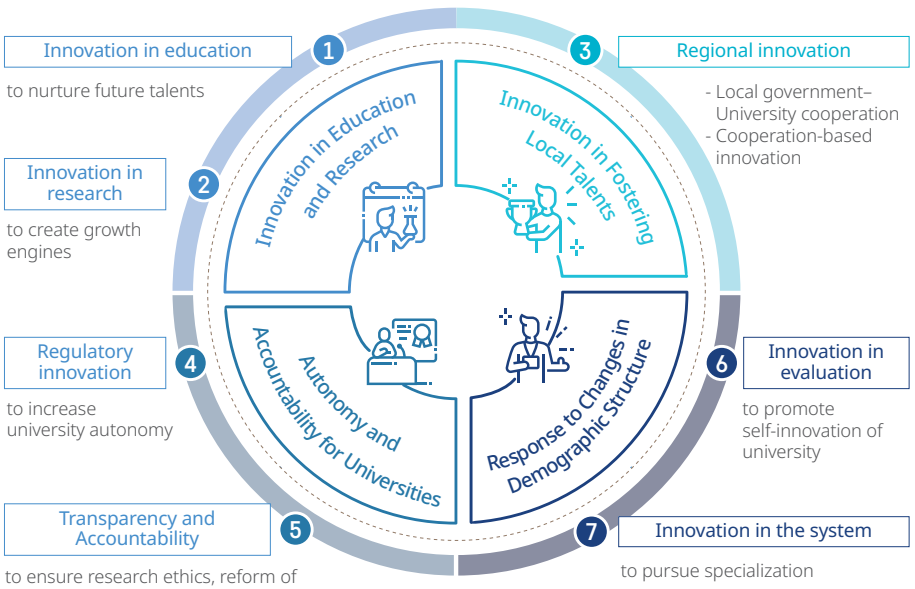
1 Creating a University Innovation Ecosystem

The government will pursue specialization in the higher education system, by taking into account the characteristics of institutions, and create a virtuous cycle with the management of at-risk universities. As for national universities, financial support has been provided to strengthen their public roles in terms of contribution to local communities, guaranteeing the opportunity for higher education, and promotion of basic studies (KRW 1,504 hundred million for 39 universities in 2019). And for private universities, different projects are promoted according to the different roles they are assigned.

Finally, the government will help junior colleges to strengthen their lifelong education competency with support for practical training and innovative curricula. In search of new demand for education, it will strive to introduce its excellent curriculum to overseas, and attract more foreign students.

Vision

Nurturing future talents through the autonomous innovations of universities



Securing larger budget for higher education + Establishing inter-ministry cooperation for nurturing talents

Lifelong Education in Preparation for the Era of Centenarians

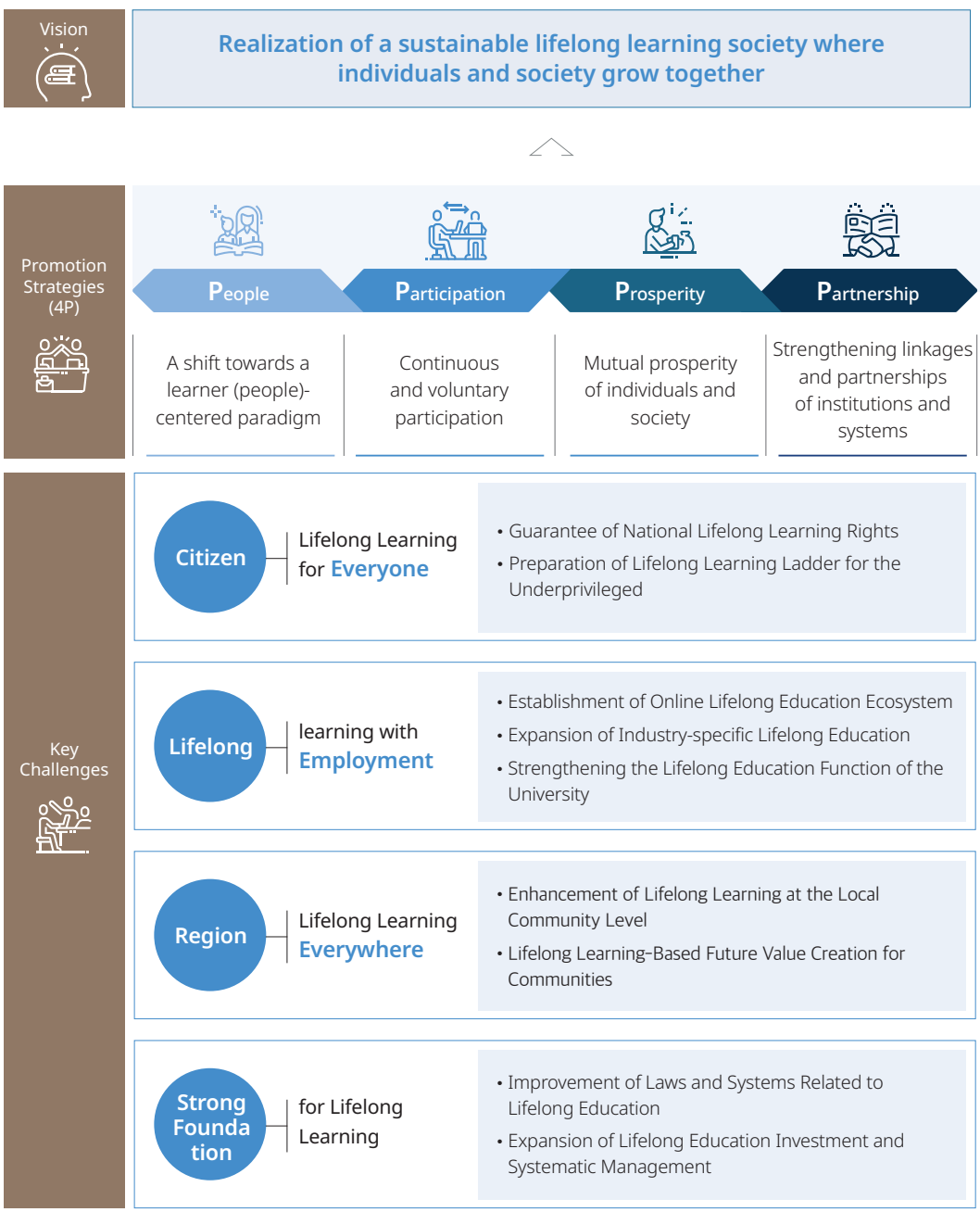
Lifelong Learning Rights for All People

In order to live a better life and adapt to the social changes, the Fourth Industrial Revolution, and an aging society, continuous learning is increasingly being emphasized. Accordingly, the importance of lifelong education, which requires the development of capabilities throughout life, is growing.

Since February 2018, the government has been striving to enhance access to lifelong learning for all people by announcing the "Fourth Basic Lifelong Education Promotion Plan" with directions and blueprints for the next five years.

To expand lifelong learning opportunities for underprivileged people, the government has provided vouchers of up to a maximum of KRW 350,000 per year to about 5,000 people since 2018, with a plan to expand the number to 45,000 people by 2022.

In addition, support for literacy education has been provided to about 300,000 people since 2006, with a plan to reach up to 640,000 people by 2022, ensuring equal education opportunities for all people who desire them.


Vision
Realization of a sustainable lifelong learning society where individuals and society grow together
Promotion Strategies (4P)
People
Participation
Prosperity
Partnership
A shift towards a learner (people)-centered paradigm
Continuous and voluntary participation
Mutual prosperity of individuals and society
Strengthening linkages and partnerships of institutions and systems
Key Challenges
Citizen
Lifelong Learning for Everyone
• Guarantee of National Lifelong Learning Rights
• Preparation of Lifelong Learning Ladder for the Underprivileged
Lifelong
learning with Employment
• Establishment of Online Lifelong Education Ecosystem
• Expansion of Industry-specific Lifelong Education
• Strengthening the Lifelong Education Function of the University
Region
Lifelong Learning Everywhere
• Enhancement of Lifelong Learning at the Local Community Level
• Lifelong Learning-Based Future Value Creation for Communities
Strong Foundation
for Lifelong Learning
• Improvement of Laws and Systems Related to Lifelong Education
• Expansion of Lifelong Education Investment and Systematic Management

2 Lifelong Education in Preparation for the Era of Centenarians

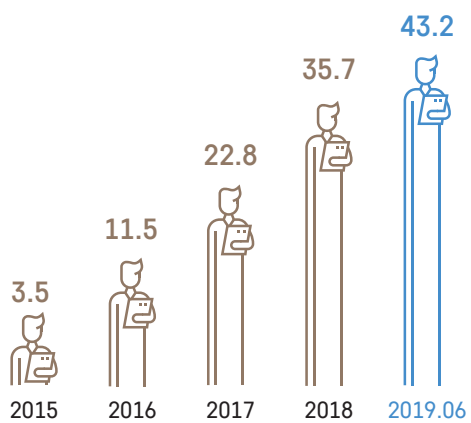
Industry-specific Online Curriculum

In line with industrial advances and innovation, support programs for students in employment are urgently needed. To this end, the government has introduced and piloted an industry-specific short-term occupational

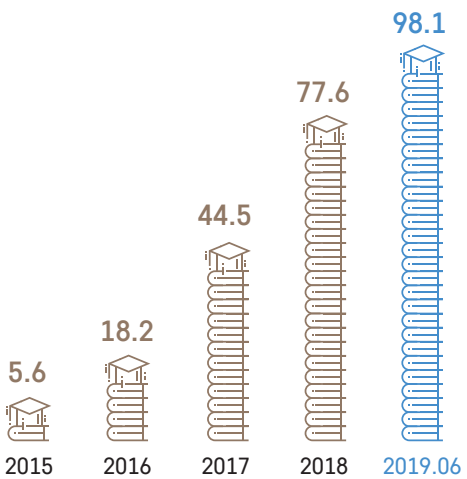
Current Status of K-MOOC

Unit : ten thousand / cumulative

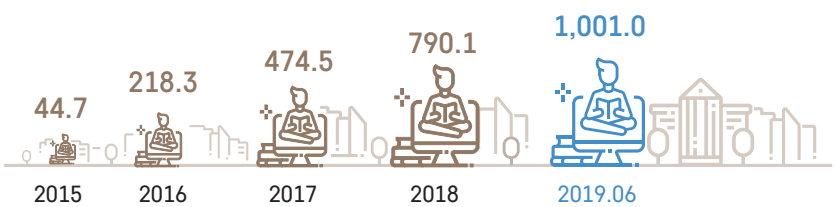
Total Membership



Total Course Registration



Number of Visits



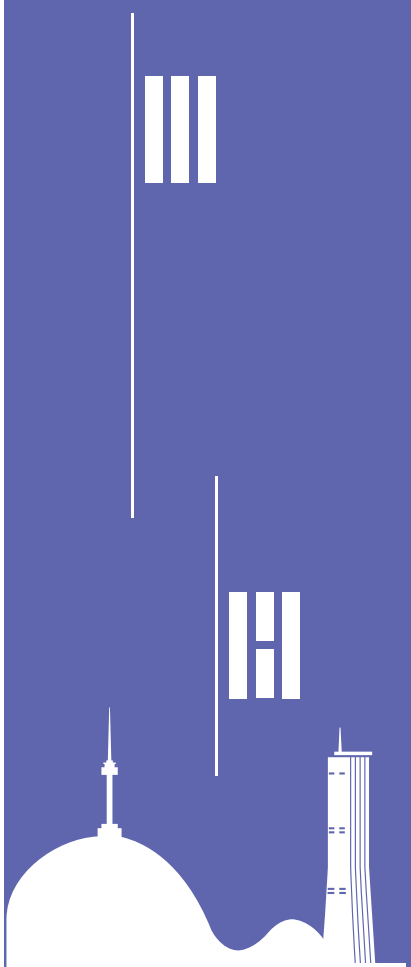
competency certification course (called "Career Match Up Program") for the first time in 2018. Under this system, a company presents key tasks related to the Fourth Industrial Revolution, whereas educational institutions such as universities develop and operate the curriculum.

As the company evaluates and certifies the outcomes on their own after the learners' completion of the curriculum, students can improve their practical job skills. In addition, the Korean Massive Open Online Courses (K-MOOC) will expand to include more than 650 courses in 2019. These courses will cover various subjects such as the Fourth Industrial Revolution and vocational education.

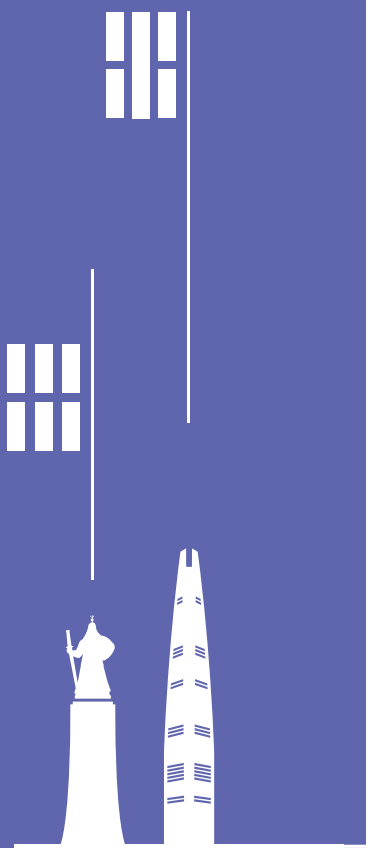
Adult Lifelong Learning in Response to Social Changes

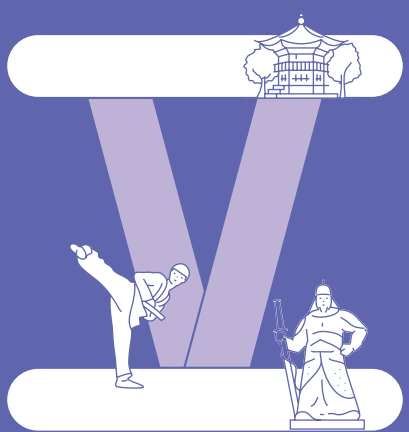
As part of its lifelong learning policy, the government has awarded bachelor's and associate's degrees to 674,880 learners through the academic credit bank system from 1999 to 2017. Going forward, the government plans to operate the academic credit bank system that reflects the demands of new industries such as the artificial intelligence (AI), virtual reality (VR), and big data in response to technological changes.

To increase access to university education for adults, it operates a flexible academic system that recognizes work experience for credits and may reduce the number of class days depending on the characteristics of the subject, which allows intensive completion of courses. In addition, the government is continuing to promote financial support programs for degrees for adult learners based on university characteristics and social needs.



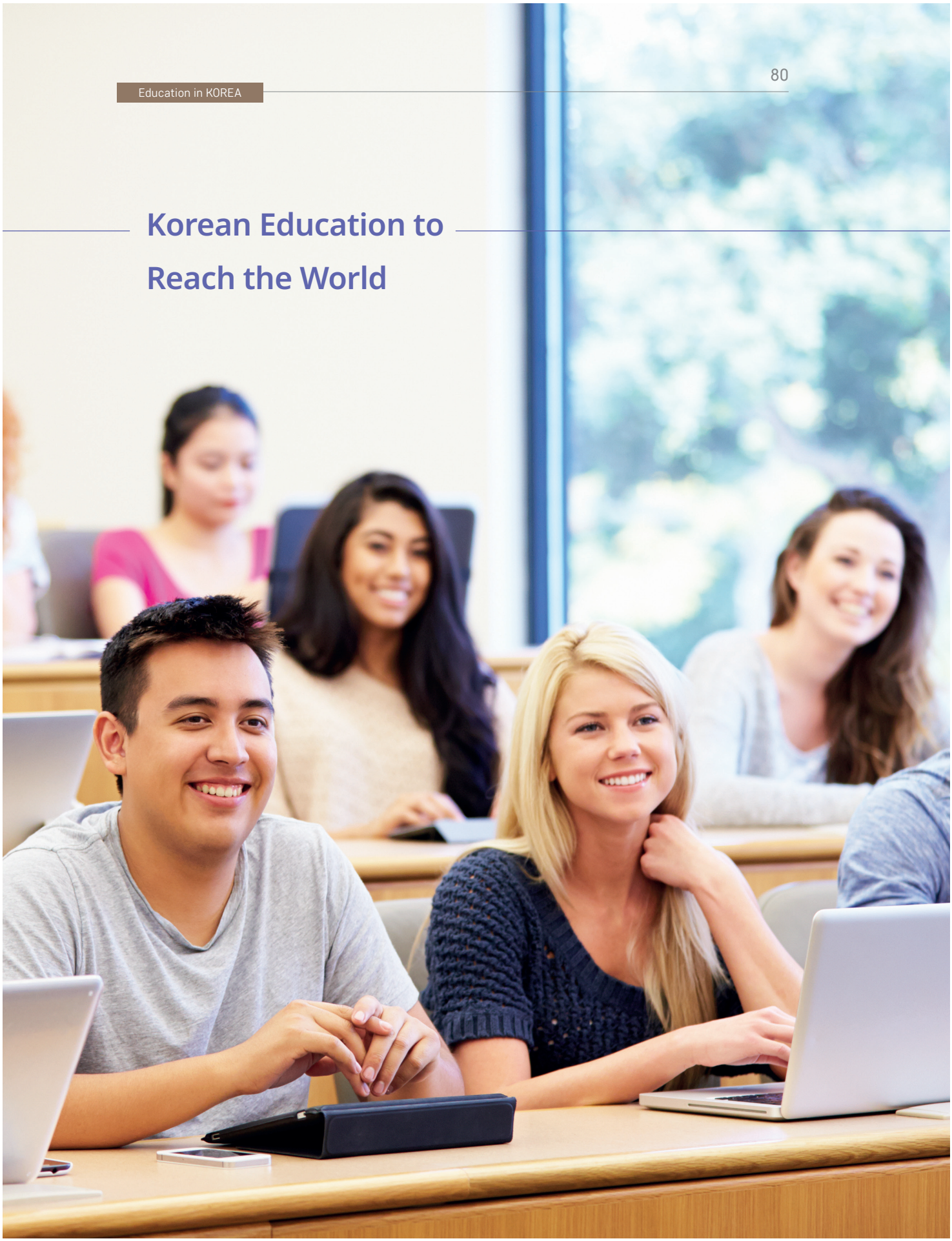
Education in Korea





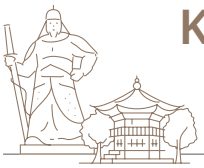
Korean Education to Reach the World

Korean Education to Reach the World



OVERVIEW

When talking about Korea's remarkable outcomes in economic development and democratization, there is no denying that education has been one of the key drivers. The country's experience in cultivating of human resources and implementing educational policies for each stage of social development has been exemplary in the world. Based on this, Korean education is preparing to take another leap forward.



Korean Education to Reach the World

Sharing Educational Development Experiences All Over the World

Having received aid from the international community in the past, Korea's expertise in educational development has now put it in a position to repay the international favor, as many developing countries around the world, including in Southeast Asia, Africa, and Latin America, have been seeking for Korea to share its experiences and knowledge with them.

In particular, the Korean government has executed a program through which leading Korean universities in the area of educational development provide assistance to universities in developing countries to strengthen their capacity to deliver quality higher education and provide them with the foundation to achieve educational independence.

This Korean education ODA model aims to make the most effective use of Korea's experience and excellent university resources related to educational

development to enable them to better contribute to the local community by sharing these resources with them.

The government also carries out a project to send competent teachers, who are considered to be at the center of the competitiveness of Korean education, to developing countries. Moreover, to support basic education in developing countries such as those in Africa, Korean teachers are dispatched to deliver instruction at local schools.

The government is actively responding to the rapidly increasing demand for foreign vocational education and is participating in UNESCO's education policy projects. (UNITWIN, etc.)

Furthermore, using information and communications technologies (ICTs), the government has successfully implemented the Better Education for Africa's Rise (BEAR) project to help expand educational opportunities in Africa and improve vocational training systems on the continent.

In addition, the government is pursuing various educational cooperation with foreign countries in accordance with the national initiative such as the "New Southern Policy", which is aimed at increasing cooperation with Asian countries, the "New Northern Policy", for Eurasian Cooperation and the "Northeast Asia Plus Community of Responsibility".

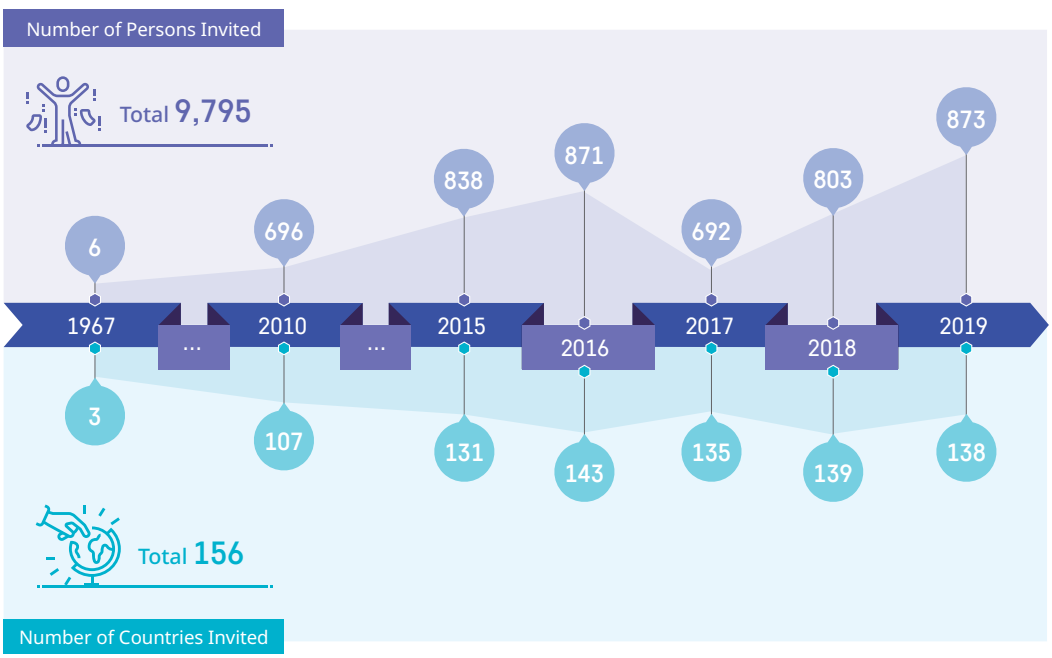
At present, Korean education is taking a powerful step forward, toward a world beyond its domestic borders.

Korean Education to Reach the World

Contributing to Educational Mobility with the Attraction of International Students and Student Exchanges

Korea is also focusing on attracting international students to expand the higher education services. The total number of international students in Korea has been on the rise since 2015. As a result, Korea is the top ten countries in the world in the number of international students in higher education.

The Government Scholarship Program for Foreigners



As such, there is a need for qualitative management along with the quantitative growth of international students.

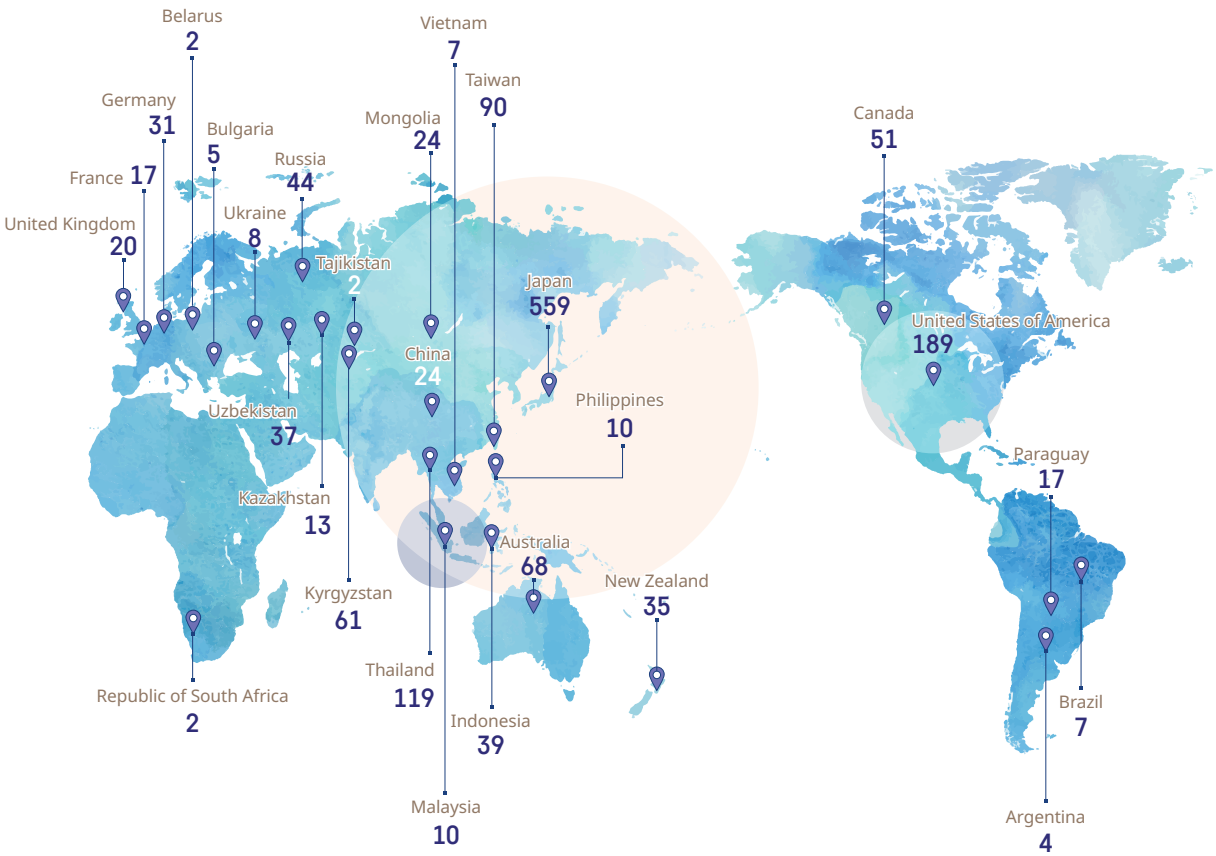
The government is pursuing a policy to certify universities that excel at attracting and supporting foreign students, including good infrastructure for foreign students and support for the development of their Korean language skills.

Moreover, the government provides the Global Korea Scholarship (GKS) to foster Korea-friendly global talents by inviting outstanding young people from all over the world and providing tuition and living expenses for them to complete their degree programs at Korean universities. Since 1967, 9,795 foreign students have been invited from 156 countries, and as of 2019, about 2,500 scholarship students are studying at 79 universities in Korea. Almost 5,300 alumni from this program are actively working in various fields around the world, including politics, business, and academia.

The scope of the "GKS Invitation Program for Science and Engineering Undergraduates from ASEAN Countries," which was launched in 2015 to attract international students from ASEAN countries, has been expanded. In 2017, the program included countries in Africa and Latin America, and countries in Central Asia in 2019. The CAMPUS Asia program (a university student exchange program) to lead cooperation between Korea, China, and Japan, and the AIMS program to promote student exchanges among ASEAN nations, are also in full swing.

Korean Education to Reach the World

2019 Overseas Korean Classes (Elementary / Middle School)



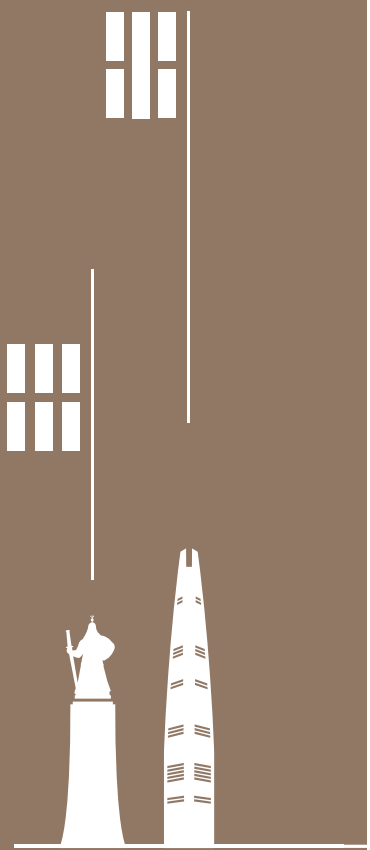
Japan	United States of America	Thailand	···	Total
559	189	119		1,495

Increased Demand for Korean Language Education and Global Korean Language Learning

As the Korean Wave spreads, the number of foreign students studying in Korea is increasing, and as Korean companies expand their businesses overseas, the demand for learning Korean language is also increasing. To respond to this demand for Korean language education, the government supports the overseas promotion of the Korean language education through regular educational institutions such as elementary, middle and high korean language education schools and universities.

First of all, teachers are dispatched to Korean language classes at overseas primary and secondary schools, and Korean language textbooks and curriculum are also provided.
In the long term, the government will continue to support curricula to train Korean language teachers overseas in order to help foreign universities establish their own Korean language education foundations. The government is also supporting Korean studies projects for researchers in eight ASEAN countries through an overseas Korean studies seed project.

Education in Korea



Educational Statistics

Number of Schools, Students, and Teachers 2019

Percentage of Enrollment by Year

Number of Students per Teacher by Year

High School and Higher Education Completion Rate by Year

Percentage of Public Education Expenditure compared to GDP

Public Education Expenditure per Student

OECD PISA Rankings

Government Budgets vs. Ministry of Education (MOE) Budgets by Year

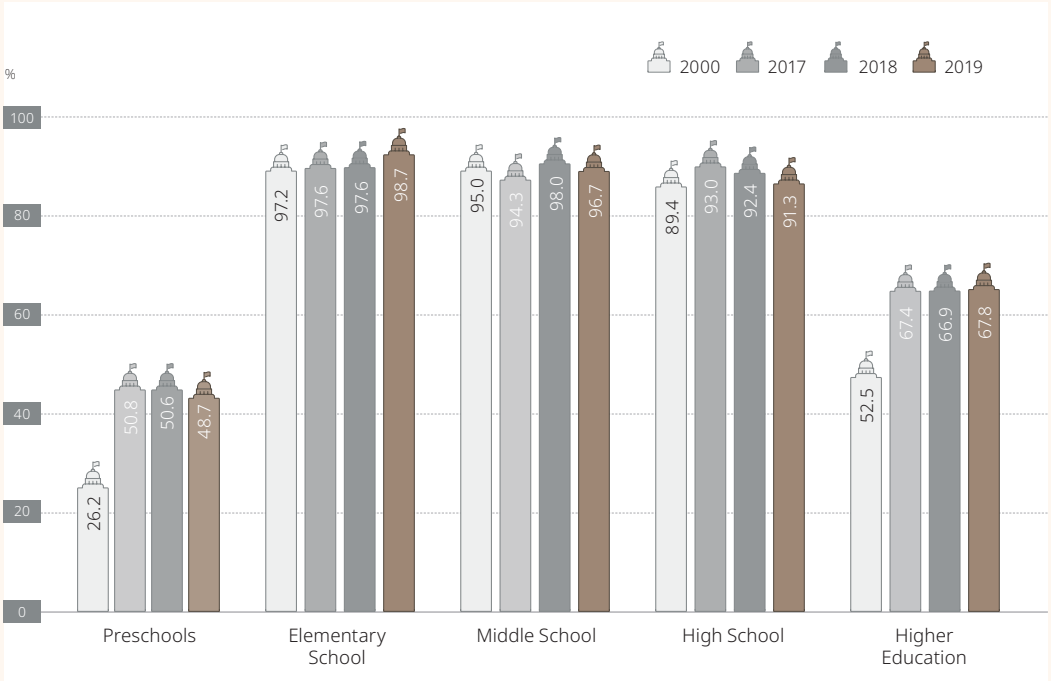
← Number of Schools, Students, and Teachers 2019 →

Types of schools		No. of schools	No. of students	No. of teachers
Preschool, elementary, and middle school, high schools total		20,809	6,136,793	496,504
Preschools		8,837	633,913	53,362
Elementary schools		6,087	2,747,219	188,582
Junior high schools	Subtotal	3,241	1,299,356	110,561
	Middle schools	3,214	1,294,559	110,556
	Civic High schools	3	71	5
	Air and correspondence middle schools	24	4,726	-
Senior high schools	Subtotal	2,405	1,421,452	133,209
	General high schools	1,555	1,001,756	89,975
	Special-purpose high schools	158	65,244	7,886
	Specialized high schools	489	230,098	25,387
	Autonomous high schools	154	113,929	9,879
	High technical schools	7	556	82
	Air and correspondence high schools	42	9,869	-
Special schools		177	26,044	9,481
Various kinds of schools		62	8,809	1,309
Special classes, etc. for working youth		[3]	[209]	[44]

Note 1) The figures in parentheses "[ ]" are not included in the aggregate total.
2) Only the total no. of teachers (both sexes combined) has been surveyed for "special classes, etc. for working youth."

Types of schools		No. of schools	No. of students	No. of teachers
Higher education institutions total		430	3,326,733	89,345
Universities and colleges	Subtotal	228	2,315,279	67,941
	Universities and colleges	191	2,001,643	65,909
	Teachers' colleges	10	15,697	834
	Industrial colleges	2	15,756	337
	Technical colleges	1	66	-
	Air and correspondence colleges	1	158,033	152
	Various kinds of schools	2	3,455	152
	Distance colleges	1	909	7
	Cyber colleges	17	119,473	549
	In-house colleges	3	247	1
Junior colleges (Two-year programs)	Subtotal	157	692,214	13,552
	Junior colleges	137	643,762	12,327
	Technical colleges	-	10	-
	Various kinds of schools	-	-	-
	Distance colleges	1	1,473	12
	Cyber colleges	2	5,692	37
	In-house colleges	5	204	4
	Specialized colleges	3	14,245	274
	Polytechnic colleges	9	26,828	898
Graduate schools	Subtotal	45[1,138]	319,240	7,852
	Graduate school universities or colleges	45	10,374	1,530
	Graduate schools	[1,138]	308,866	6,322

Percentage of Enrollment by Year



(Unit : %)

Classification	2000	2005	2010	2015	2016	2017	2018	2019
Preschools	26.2	31.1	40.3	48.9	49.8	50.8	50.6	**48.7**
Elementary School	97.2	98.8	99.1	99.1	98.6	97.6	97.6	**98.7**
Middle School	95.0	94.3	96.5	95.3	94.3	94.3	98.0	**96.7**
High School	89.4	92.1	91.7	92.5	93.1	93.8	92.4	**91.3**
Higher Education	52.5	66.1	69.3	67.5	67.3	67.4	66.9	**67.8**

Note 1) Enrollment rate (%) = (School-age children enrolled in school / School age population) × 100

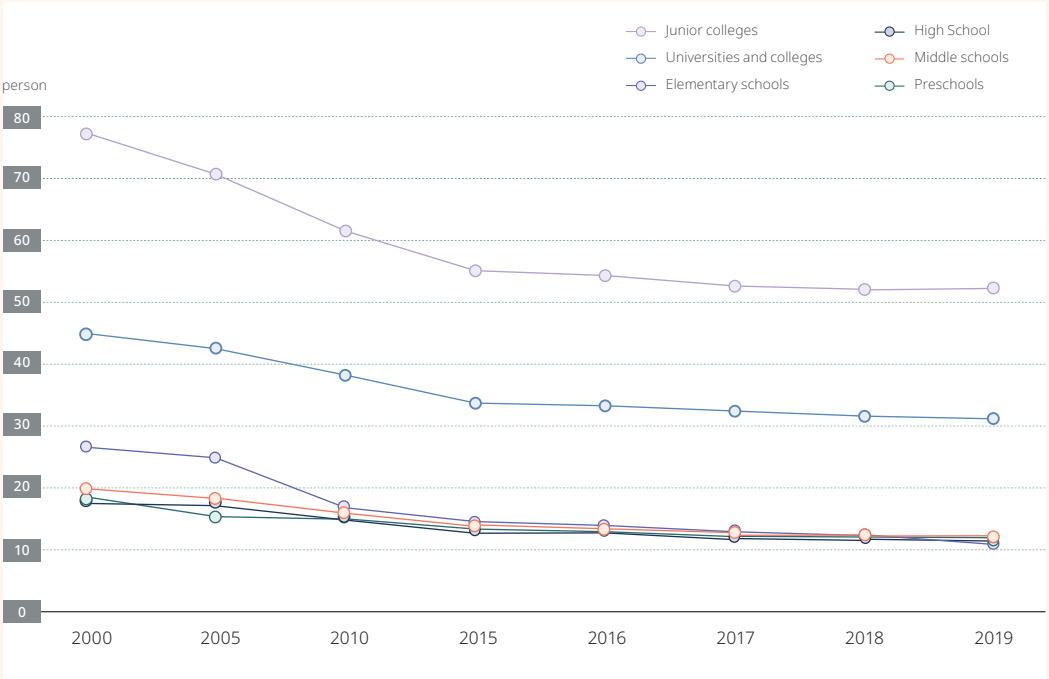
2) The school age population is based on KOSTAT's "Population Projections for Korea" (up to 2015: finalized figures; 2016 to date: projections).

3) School age refers to 3-5 years old for preschools, 6-11 yrs. old for elementary schools, 12-14 yrs. old for middle schools, 15-17 yrs. old for high schools, and 18-21 yrs. old for higher education institutions.

4) The figures regarding higher education institutions are based on the no. of students enrolled.

Source Population projections database (http://kosis.kr), Statistics Korea (KOSTAT) (as of 1 Dec. 2015) _ Download : 2019. 9. 16.

Number of Students per Teacher by Year

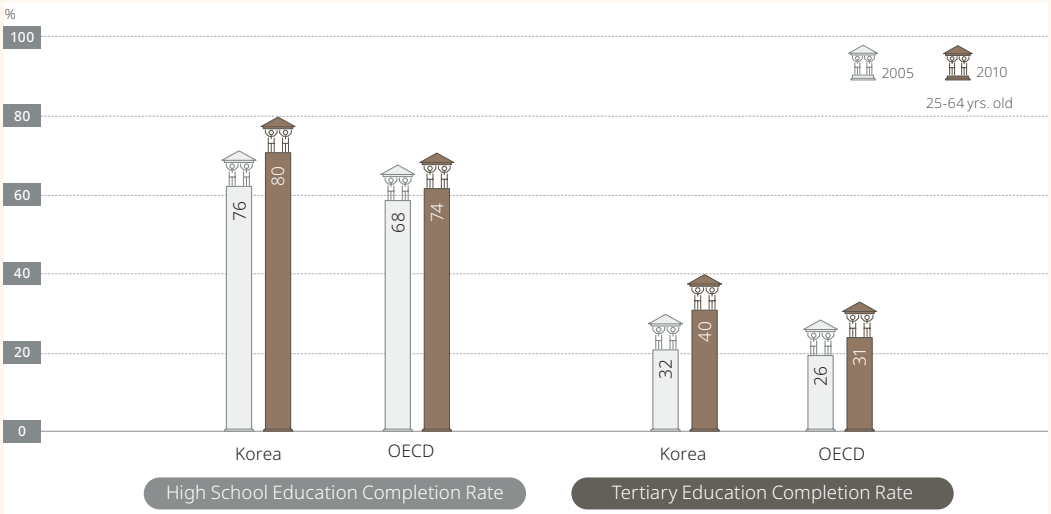


(Unit : person)

Classification		2000	2005	2010	2015	2016	2017	2018	2019
Preschools		19.5	17.5	14.8	13.4	13.3	12.9	12.9	11.9
Elementary schools		28.7	25.1	18.7	14.9	14.6	14.5	14.5	14.6
Middle schools		20.1	19.4	18.2	14.3	13.3	12.7	12.7	11.7
High School	All types	19.9	15.1	15.5	13.2	12.9	12.4	12.4	10.6
Higher education institutions	Universities and colleges	44.4	42.1	38.1	33.3	32.9	32.1	32.1	31.8
		(31.8)	(29.5)	(27.0)	(24.6)	(24.2)	(23.6)	(23.6)	(23.7)
	Junior colleges (2-year)	78.0	70.9	61.2	55.5	54.2	52.9	52.9	52.2
		(51.2)	(44.1)	(39.4)	(36.1)	(35.5)	(34.7)	(34.7)	(35.9)

Note
1) Teachers from preschool through high school include regular full-time faculty, short-term teaching staff, and teachers on leave. The figures exclude retired teachers and instructors/lecturers.
2) Regarding higher education institutions, the no. of students per teacher refers to the ratio of the no. of enrolled students (registered students) to the no. of full-time teaching staff.
3) The statistics for universities and colleges include the figures for students and teaching staffs at regular graduate schools.

High School and Higher Education Completion Rate by Year



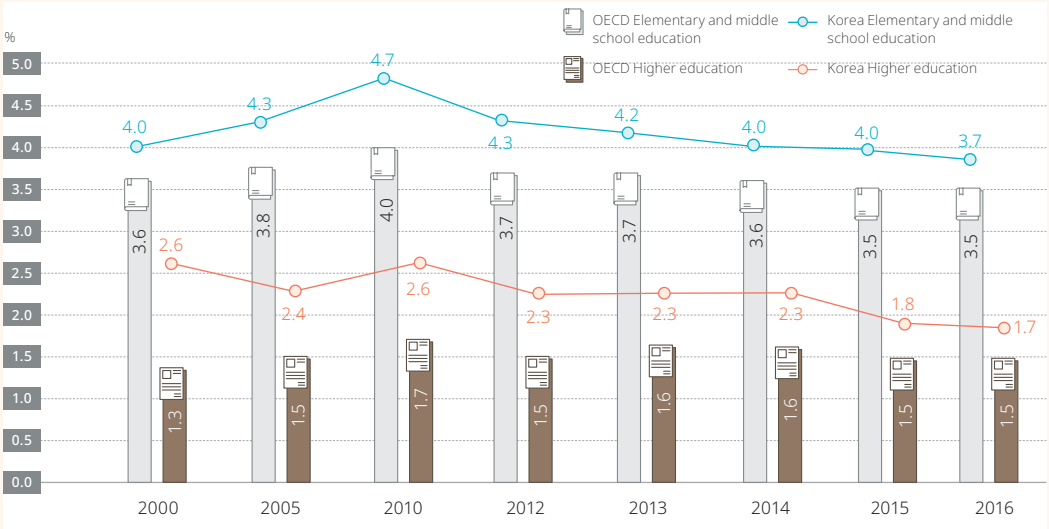
(Unit : %)

Year \ Country		High school completion rate					Tertiary 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
2003	Korea	73	97	83	55	32	29	47	32	16	10
	OECD	66	75	70	62	51	24	29	26	22	17
2005	Korea	76	97	88	60	35	32	51	36	18	10
	OECD	68	77	71	64	54	26	32	27	24	19
2010	Korea	80	98	95	73	43	40	65	47	27	13
	OECD	74	82	78	72	62	31	38	33	28	23
2015	Korea	-	-	-	-	-	45	69	-	-	18
	OECD	-	-	-	-	-	35	42	-	-	26
2016	Korea	-	-	-	-	-	-	70	-	-	-
	OECD	-	-	-	-	-	-	43	-	-	-
2017	Korea	-	-	-	-	-	-	70	-	-	-
	OECD	-	-	-	-	-	-	44	-	-	-
2018	Korea	-	-	-	-	-	-	70	-	-	-
	OECD	-	-	-	-	-	-	44	-	-	-

Note
1) "Completion rate" refers to the percentage of individuals who complete their high school or tertiary education compared to the same-age population brackets.
2) "Year" refers to the school year.
3) Refer to the explanatory notes for school systems at each education level(high school and tertiary).
4) The asterisks refer to unannounced indicators. Age-specific high school completion rates and tertiary education completion rates for ages 35-44 and 45-54 have not been announced since 2016. Only the tertiary education completion rate for ages 25-34 has been announced for 2016 and 2017.
5) The combined tertiary education completion rate has been released since 2003.(No statistics are available for 2000.)

Source "Education at a Glance: OECD Indicators" OECD

Percentage of Public Education Expenditure compared to GDP



(Unit : %)

Year \ Country		Elementary and middle school education			Higher education		
		Total	Government funded	Privately funded	Total	Government funded	Privately funded
2000 (2003)	Korea	4.0	3.3	0.7	2.6	0.6	1.9
	OECD	3.6	3.4	0.3	1.3	1.0	0.3
2005 (2008)	Korea	4.3	3.4	0.9	2.4	0.6	1.8
	OECD	3.8	3.5	0.3	1.5	1.1	0.4
2010 (2013)	Korea	4.7	3.9	0.9	2.6	0.7	1.9
	OECD	4.0	3.7	0.3	1.7	1.1	0.5
2012 (2015)	Korea	4.3	3.8	0.5	2.3	0.8	1.5
	OECD	3.7	3.5	0.2	1.5	1.2	0.4
2013 (2016)	Korea	4.2	-	-	2.3	1.0	1.3
	OECD	3.7	-	-	1.6	1.1	0.5
2014 (2017)	Korea	4.0	3.5	0.5	2.3	1.0	1.2
	OECD	3.6	3.4	0.3	1.6	1.1	0.5
2015 (2018)	Korea	4.0	3.5	0.5	1.8	0.7	1.2
	OECD	3.5	3.2	0.3	1.5	1.0	0.5
2016 (2019)	Korea	3.7	3.1	0.5	1.7	0.7	1.1
	OECD	3.5	3.1	0.4	1.5	0.9	0.5

Note

1) Total = (Government funded + privately funded + overseas public education expenditures)/GDP x 100. Due to decimal points and rounding, the aggregate sum might be different from the summation of the figures. The data preceding fiscal year 2015 include overseas expenditures in the government funded portion, whereas the data for 2015 and beyond segregate overseas expenditures from the government funded portion. (South Korea is no overseas public education expenditures.)"

2) Since 2015 (fiscal year), public education expenses are calculated on the basis of 'financial resources', which includes the government's transfer to private sector (student scholarship, household support, etc.) as private resources.

※ Until 2014 (fiscal year), only the 'early resources' standard indicators were included before the previous expenditure occurred, but from 2015, the 'financial resources' standard indicators are included."

3) "Year" represents fiscal years. The ones inside the parentheses refer to the years when EAG (Education at a Glance) reports were released.

4) Starting from OECD Education Index 2019, the carryover and reserves of the previous year's primary, secondary, and secondary education levels are approximately 6.8 trillion won.(Higher education level is excluded from OECD Education Index 2018).

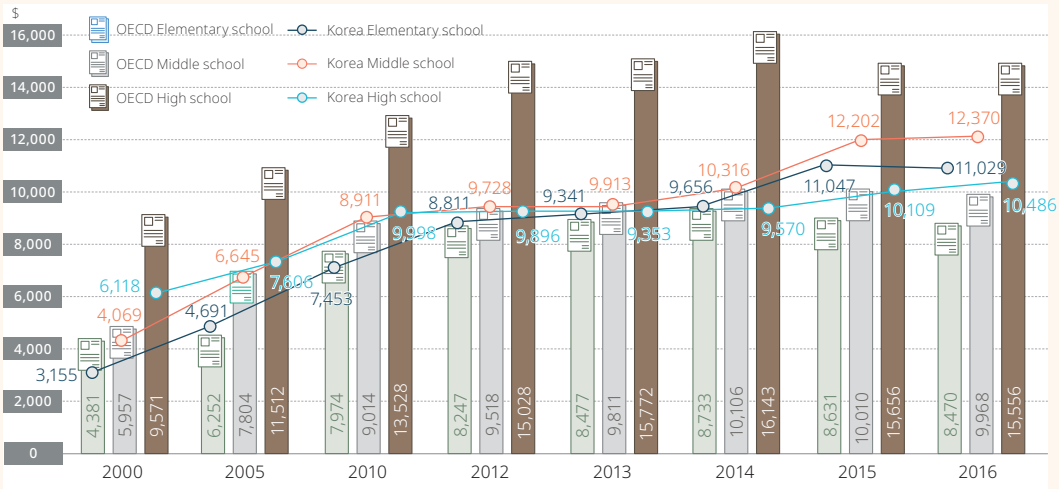
5) The data for fiscal years 2010 and 2012 through 2015 were calculated by including expenditures that are not allocated by education level in each curriculum (preschool, elementary, and middle school). The data for fiscal year 2014 and beyond (excluding 2015) are the same as the EAG-listed indicators. The data preceding 2014 do not match the indicators since the data were submitted to the OECD after the issuance of EAG.

6) The asterisks refer to unannounced indicators. ("Education at a Glance 2016: OECD Indicators" lists the elementary and middle school education data by dividing them into elementary, middle, and high school data.)

7) South Korea's GDP (based on fiscal years) for 2000 is KRW 522 trillion. The figures for 2005, 2010, 2013, 2014, 2015 and 2016 are KRW 811 trillion, KRW 1,173 trillion, KRW 1,429 trillion, KRW 1,486 trillion, KRW 1,564 and KRW 1,642 trillion respectively.

Source OECD (respective year), "Education at a Glance: OECD Indicators"

Public Education Expenditure per Student



(Unit : $, %)

Country / Year		Elementary school education		Middle school education		High school education	
		Public education expenditure per student	Percentage of annual public education expenditure per student compared to per capita GDP	Public education expenditure per student	Percentage of annual public education expenditure per student compared to per capita GDP	Public education expenditure per student	Percentage of annual public education expenditure per student compared to per capita GDP
2000 (2003)	Korea	3,155	21	4,069	27	6,118	40
	OECD	4,381	19	5,957	25	9,571	42
2005 (2008)	Korea	4,691	22	6,645	31	7,606	36
	OECD	6,252	21	7,804	26	11,512	40
2010 (2013)	Korea	7,453	26	8,911	31	9,998	35
	OECD	7,974	23	9,014	26	13,528	41
2012 (2015)	Korea	8,811	28	9,728	30	9,896	31
	OECD	8,247	22	9,518	25	15,028	40
2013 (2016)	Korea	9,341	29	9,913	30	9,353	29
	OECD	8,477	22	9,811	25	15,772	41
2014 (2017)	Korea	9,656	29	10,316	31	9,570	28
	OECD	8,733	22	10,106	25	16,143	40
2015 (2018)	Korea	11,047	31	12,202	35	10,109	29
	OECD	8,631	22	10,010	25	15,656	38
2016 (2019)	Korea	11,029	30	12,370	33	10,486	28
	OECD	8,470	21	9,968	25	15,556	38

Note
1) The equation for calculating public education expenditure per student uses a changed basis for calculation, starting with "Education at a Glance 2018: OECD Indicators."
-. Previous equation: {(Ordinary expenditure + Capital expenditure) / No. of students} / PPP
-. New equation: {(Direct expenditure by education entity) / No. of students} / PPP
2) Starting from OECD Education Index 2019, the carryover and reserves of the previous year's primary, secondary, and secondary education levels are approximately 6.8 trillion won. (Higher education level is excluded from OECD Education Index 2018).
3) The data for fiscal years 2010 and 2012 through 2015 were calculated by including expenditures that are not allocated by education level in each curriculum (preschool, elementary, and middle school). The data for fiscal year 2014 and beyond are the same as the EAG-listed indicators. The data preceding 2014 do not match the indicators since the data were submitted to the OECD after the issue of EAG.
4) South Korea's per capita GDP (based on fiscal years) for 2000, 2005, 2010, 2012, 2013, 2014, 2015 and 2016 is USD 15,186, USD 21,342, USD 28,829, USD 32,022, USD 32,664, USD 33,632, USD 35,204, and USD 37,143 respectively.
5) South Korea's PPP conversion rate (based on fiscal years) for 2000, 2005, 2010, 2012, 2013, 2014, 2015 and 2016 is KRW 731.19, KRW 788.92, KRW 823.67, KRW 860,25, KRW 871.41, KRW 870.74, KRW 870.93 and KRW 862.55 to USD, respectively.

Source OECD (respective year), "Education at a Glance: OECD Indicators

OECD PISA Rankings

(Three year cycle, Object : 15 years olds)

Classification		2000	2003	2006	2009	2012	2015
OECD Member Countries	Reading	6	2	1	1~2	1~2	3~8
	Mathematics	2	2	1~2	1~2	1	1~4
	Science	1	3	5~9	2~4	2~4	5~8
All Participating Countries	Reading	7	2	1	2~4	3~5	4~9
	Mathematics	3	3	1~4	3~6	3~5	6~9
	Science	1	4	7~13	4~7	5~8	9~14

Note 1) Note 1: PISA(Programme for International Student Assessment)
2) Starting with PISA 2006, the OECD offers information about the range of each country's rank at a 95% confidence level.
3) Rankings are renewed every 3 years, targeting students aged 15.(The most recent data are for 2015.)

Government Budgets vs. Ministry of Education (MOE) Budgets by Year

(Unit : Million won, %)

Year	Government budgets (A)	MOE budgets (B)	B vs. A (%)
2000	93,937,057	19,172,028	20.4
2005	134,370,378	27,982,002	20.8
2010	211,992,599	41,627,519	19.6
2014	309,692,464	50,835,377	16.4
2015	322,787,071	51,224,094	15.9
2016	329,909,201	54,065,928	16.4
2017	339,661,568	61,832,104	18.2
2018	368,646,277	68,549,213	18.6
2019	339,769,098	74,947,793	16.0

Note 1) The government budgets for the year 2000 are an aggregate sum of general accounts, a special account for the management of fund transferred to local governments, and a special account for the management of fund transferred to local education agencies.
2) For the years 2010 through 2018, the government budgets are an aggregate sum of general accounts and special accounts.
3) The MOE budgets are an aggregate sum of general accounts and special accounts.
4) The MOE budgets for the year 2010 refer to the budgets 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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Address _Government Complex-Sejong, 408
Galmae-ro, Sejong, Republic of Korea

Website _ www.moe.go.kr
english.moe.go.kr