

| RRM 2016-22 |

EDUCATION FOR THE FUTURE

KOREAN EDUCATION POLICY DEVELOPMENT

Contents

I. Education in Korea	2
01 Economic Development and Education in Korea	2
02 School System	4
03 Academic Achievements of Korean Students	6

II. Development of Korean Education	8
01 Development of Primary Education	9
02 Development of Secondary Education	13
03 Development of Higher Education	17
04 Development of Lifelong Education	21

III. Korean Schools Today	24
01 General Education Policy Direction	24
02 Education Finance Policy	28
03 Teacher Policy	31
04 Educational Administration System	34

IV. Education for the Future	36
01 Complete the Current Educational Reform	38
02 Prepare Educational Policies for the Forthcoming Future	41

I Education in Korea

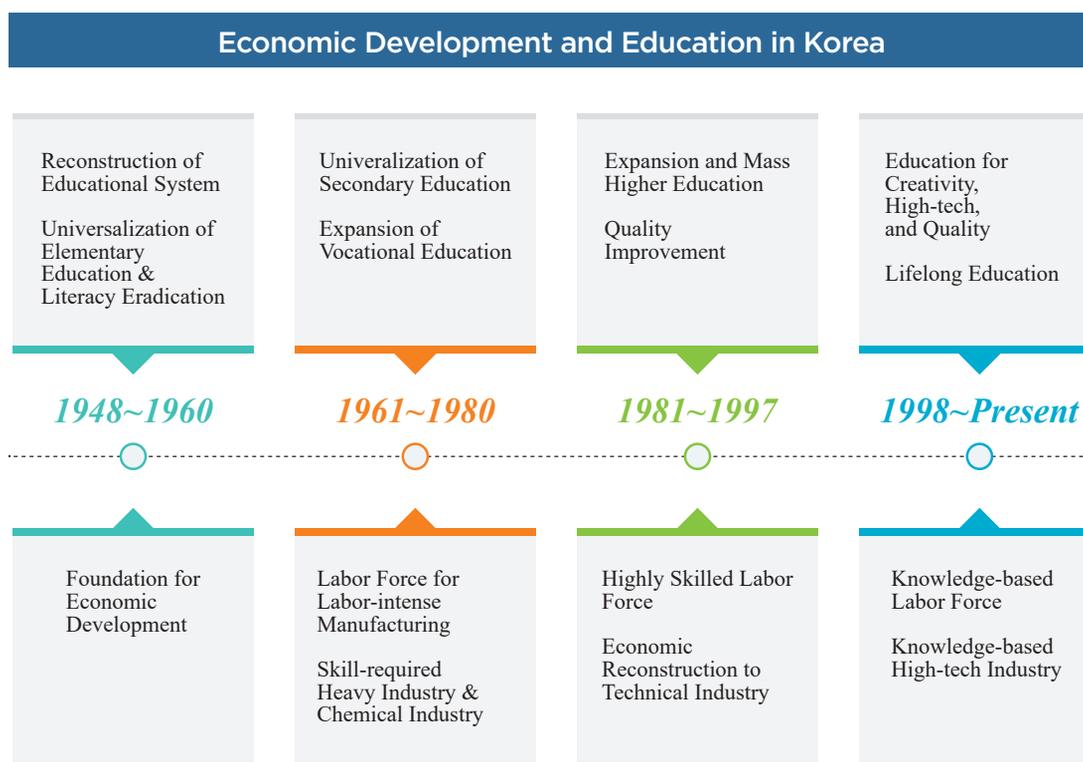
01

Economic Development and Education in Korea

Korea is well-known for its remarkable economic growth in a few decades, often cited as the Miracle on the Han River. Building on the remains of the Korean War from 1950 to 1953, Korea achieved rapid economic growth in a relatively short period of time. Its process of industrial development and political movement toward democratization made it a model for other developing countries and brought a worldwide attention (Lee et al., 2010). In 2009, Korea officially became the first major recipient of Official Development Assistance (ODA) to have ascended to a major donor of ODA, joining the OECD Development Assistance Committee (DAC). In 2012, Korea became the 7th member of the 20-50 club (with the population surpassing 50 million and maintaining per capita income of US\$20,000) (Korean Educational Development Institute [KEDI], 2015). And now, Korea is a member country of the Organisation for Economic Co-operation and Development (OECD) and the G-20.

Along with its export-oriented economic strategy, one of the main contributors to its success is Korea's education system, which brought up highly motivated and educated human resources. Korea does not have any natural resources, so it must rely on the development of its human resources. Realizing its important role in reconstructing the national economy, the Korean government planned and implemented policies for educational development in accordance with stages of economic development (Lee et al., 2010). Prior to the 1960s, the government

expanded elementary-level educational opportunities for all to provide massive workforce who achieved basic literacy. From the 1960s to 1980s, a series of Five-Year Economic Development Programs were implemented with the beginning of the first plan in 1962 followed by the completion of the fifth plan in 1976. As the policy emphasis shifted from labor-intensive light industries to heavy and chemical industries, the educational policy focused on expanding and improving vocational education, increasing secondary education opportunities, and enhancing conditions of education. After the 1980s, the education was confronted with a new challenge of improving the nation's competitiveness in preparation for the advent of a knowledge-based economy. During this period, higher education and lifelong education became the major emphasis of the educational policy.



Source: Ministry of Education (2015). Education, the driving force for the development of Korea.

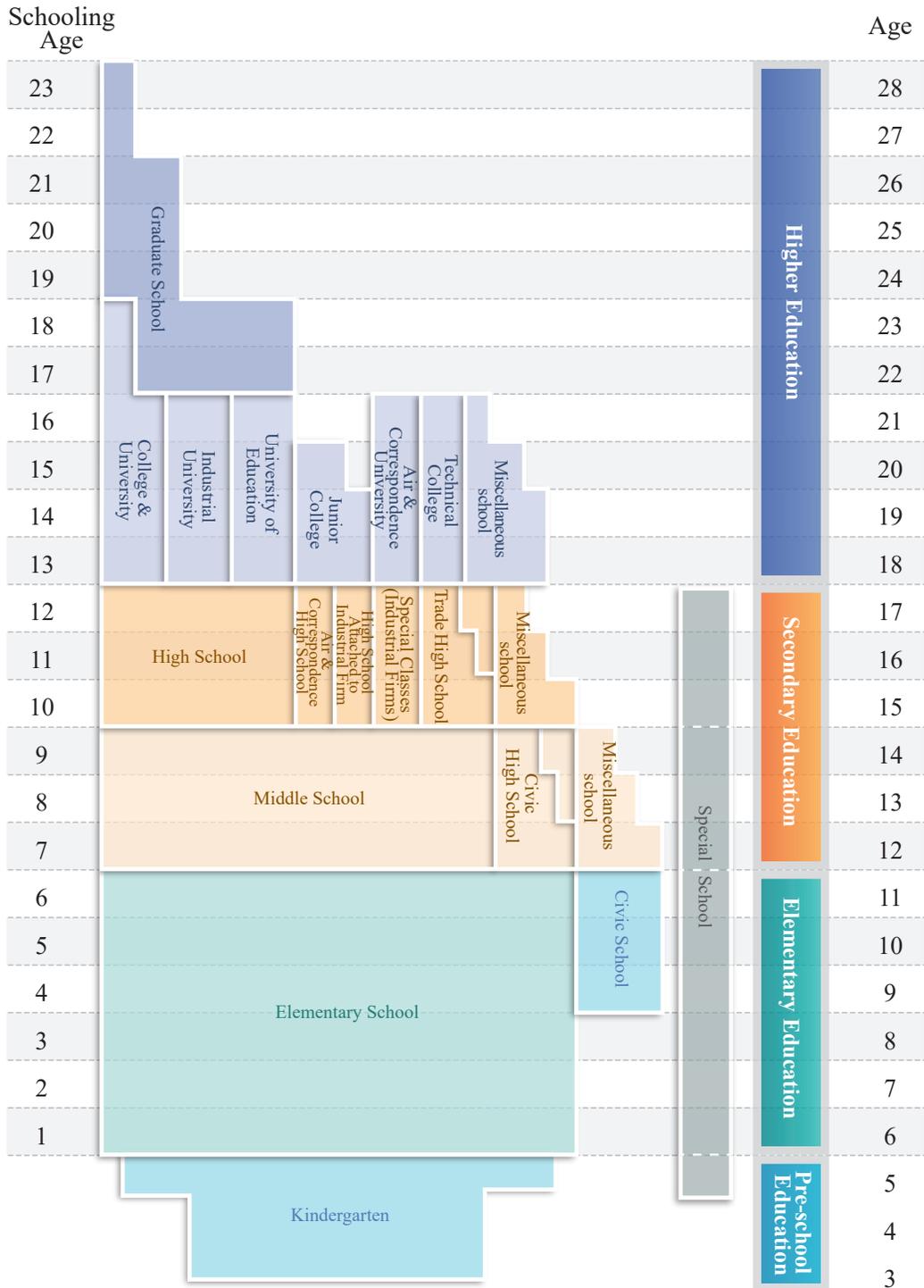
02 School System

The school system in Korea is based upon the 6-3-3-4 ladder established during the U.S. military government period (Kim & Han, 2002). This system includes six years of elementary school, three years of middle school, three years of high school, and four years of college education. Students can choose either academic or vocational track of high school at the end of middle school education. The higher education institutions in fact consist of four-year universities, two- or three-year junior colleges, and graduate schools. Elementary and middle schools are compulsory and tuition-free. Parents and guardians are obligated to send their children to both elementary and middle schools, unless they partition to provide alternative education or home-schooling.

There are national, public and private schools in Korea, classified based on the type of founding bodies. National schools are founded by the national government, while public and private schools are founded by the local governments and private foundations respectively. The ratio of private schools at secondary school level is relatively high, in contrast to elementary schools mostly founded by either the national or local governments.



School System in Korea



Source: Kim & Han (2002). Attracting, Developing and Retaining Effective Teachers: Background Report for Korea. KEDI.

Academic Achievements of Korean Students

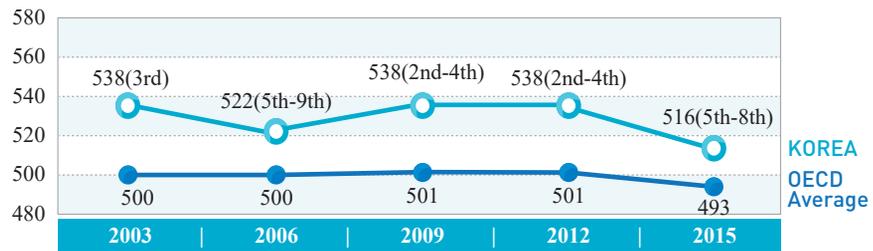
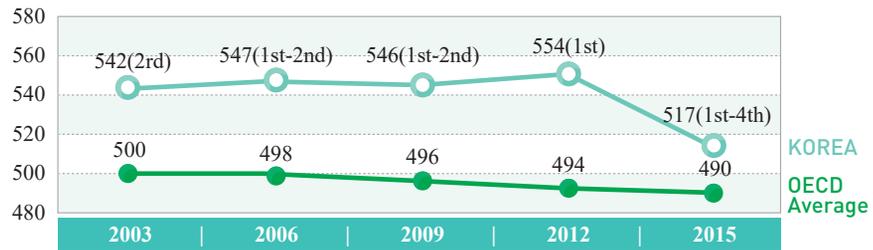
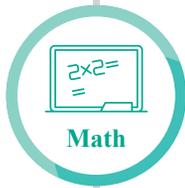
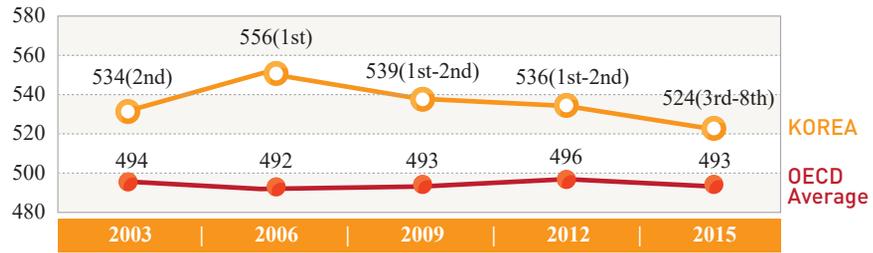
The education system developed by the national government, along with people's fever and their expectation on education, brought about the remarkable economic development of the nation as well as the high academic achievement of students.

Korea is one of the top performing OECD countries in Programme for International Student Assessment (PISA). PISA is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. Students are assessed in science, mathematics, and reading, in addition to collaborative problem solving and financial literacy which were added in 2015 test (Korea Institute for Curriculum and Evaluation [KICE], 2016). For example, in PISA 2009, Korea performed well in reading (rank 1), showing relatively high proficiency in digital reading, in mathematics (rank 1) and science (rank 3). Korea also had the lowest proportion of low-performing students among OECD countries, and the relative share of top-performing students was above the OECD average.

Despite the recent drop in the PISA results, Korean students continuously show stronger academic ability in every subject than the OECD average, indicating their full potentials to succeed in a rapidly changing environment.



PISA Achievement Level of Korean Students



Source: OECD (2016). PISA 2015 Results in Focus. Report for Korea. KEDI.
 () is OECD PISA ranking.



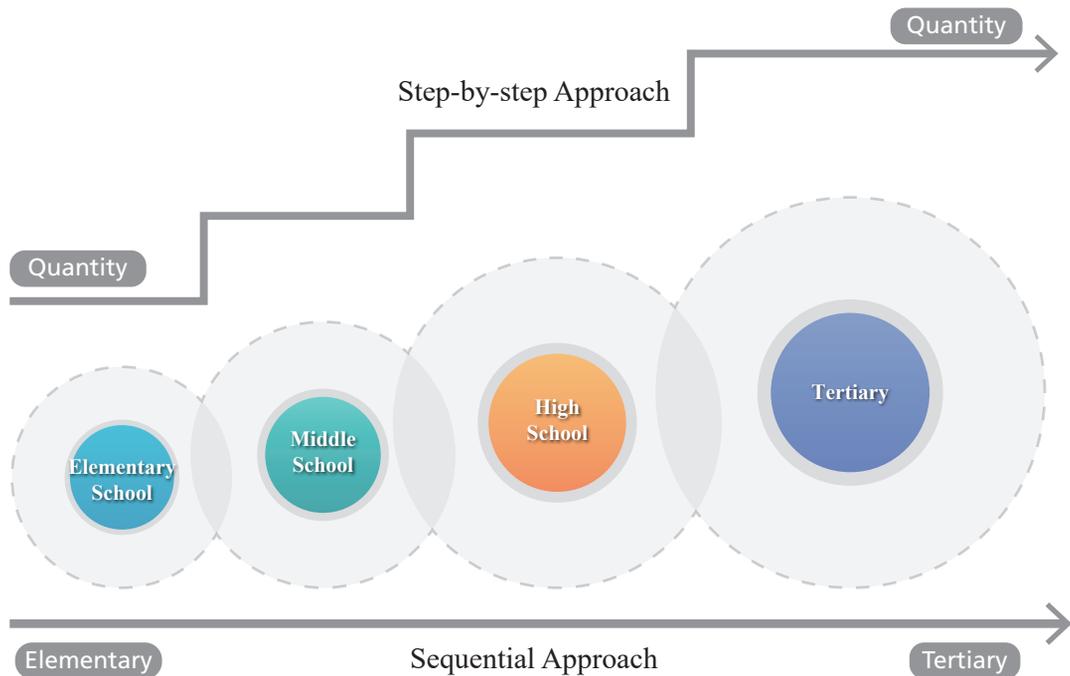
II Development of Korean Education

In the 1950s, the first policy priority of the Korean government was to rebuild a whole country, devastated by 36 years of the Japanese colonial rule and the outbreak of the Korean War in 1950. For the purpose of supplying well-trained workforce to boost the national economy, the government took a strategic approach in developing the educational system (Lee et al., 2010). The sequential approach took place to expand access to education from elementary to higher education. At the early stage, the government introduced universal enrollment of the education, beginning with primary and secondary education. From a human capital perspective, widening access to education contributed to enhancing human capital and helped elevate earnings. The sequential expansion of access to education also corresponded well to different industrial needs.

Once achieving universalization of primary and secondary education, Korea dedicated to improving the quality of education, characterized as the step-by-step approach. Overcrowded classrooms were renovated, as the average number of students per classroom and the number of students per teachers gradually decreased. The education budget has been increasing continuously since the 1970s, to improve the quality of education. As a result, Korea was successful in achieving both quantity expansion and quality improvement in the education system, by taking the sequential and the step-by-step approaches (a bottom-up sequential approach).



Development of Korean Education



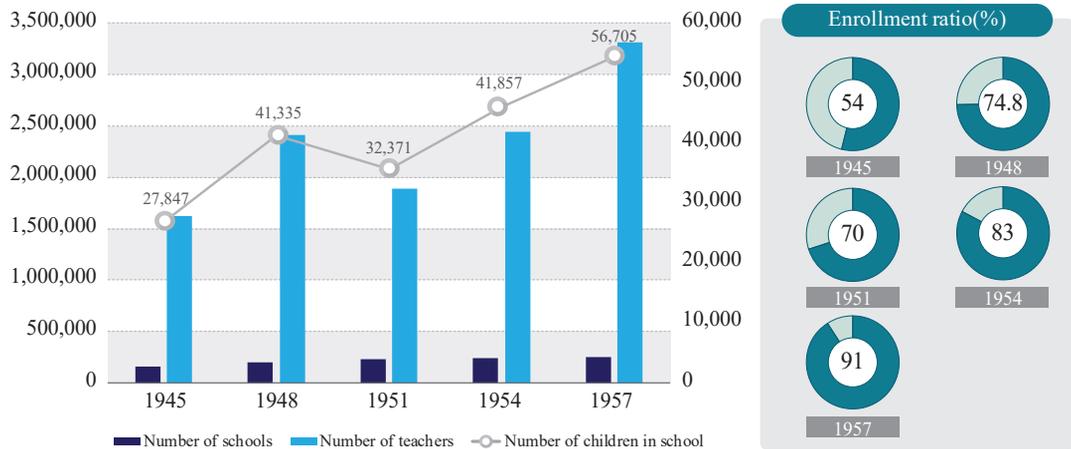
01 Development of Primary Education

A Rapid Expansion of Access to Primary Education

In 1945, the enrollment rate of primary education was below 54%. Achieving the universal enrollment of primary education was the first priority of the government in the 1950s and 1960s, as clearly stipulated in the Korean Constitution and the educational laws. In 1954, the Korean government introduced 6-year Compulsory Education Policy, setting a target of 96% enrollment rate of elementary schools by 1959. The six-year plan was a national initiative to improve access to primary education for all. During this period, the government allocated

about 80% of the education budget towards compulsory education, producing a great success of 96.4% enrollment rate in 1959.

Yearly Change in Figures of Primary Education



Source: Adapted from Korea Statistical Yearbook, each year.

In addition to this strategic policy decision, educational management played a significant role (Adams, 2010). Rather than turning students away when the number of students exceeded the appropriate capacity for a school, the government used a double-shift or three-shift school system. Also, effective allocation of educational finance for rebuilding schools and distributing free textbooks were critical in achieving compulsory primary education.

B Quality Improvement of Primary Education

The early achievement of compulsory primary education triggered budget deficit, and it led to the overcrowded classrooms and related educational quality problems. The government adopted a series of policies to solve them.

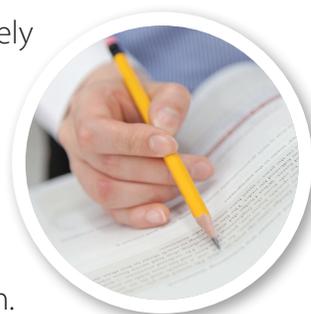
Student/Teacher Ratio

The number of students per class is one of indicators for the quality of educational environment. In 1965, the average number of students per class was 65.4 in elementary schools. Due to the government's efforts to improve educational quality, the average number was reduced to 31.8 in 2005 and 24 in 2013. The number of students per teacher also decreased from 62.4 in 1965 to 25.1 in 2005 and 17.3 in 2013.



Free Distribution of Textbook

Developing quality textbooks and delivering them in a timely manner to all schools came to be considered an important factor in successful school education (Cho, 2010). The government established a system that supplied free textbooks to all students during the years of compulsory education. As a result, it efficiently transmitted a standardized interpretation of the national curriculum.



Students' Welfare & Whole-person Education

From the 1990s, the focus of primary education shifted to students' welfare. Introducing student-centered teaching approach, diversifying curriculum and providing various after-school programs were efforts to provide students with what needed. Also, a whole-person education approach was selected to provide opportunities not only for cognitive development but also for non-cognitive development, such as character and creativity.



Five-Jump for Creative Talents

Challenging talents who create new jobs by constantly challenging without dreading failure

Future-oriented talents who discover their potentials and develop their dreams

Lifelong learning talents who constantly acquire new knowledge and promote self improvement



Convergence talents who converge their own professionalism along with human science and athletic or artistic studies

Global talents who equip with communication, cooperation and networking skills enabling them to advance into the international arena

Source: Joint task by the Ministry of Science & Technology and ICT Future Planning, the Ministry of Education, the Ministry of Employment and Labor, and related Ministries and Agencies (2013). Methods for nurturing creative talents who lead to creative economy.

The Korean government emphasized quantity and quality improvement of primary education in the early stage of economic and educational developments. The concentrated efforts to meet the goal of the 6-year Compulsory Education Plan made it possible to successfully expand access to primary education, while its quality was gradually improved by increasing the educational budget. As a result, primary education became the foundation for the development of secondary and tertiary education.

A Universalization of Secondary Education

Just as in primary level, Korea achieved universal education at secondary level in a short period of time. Korea recorded a significantly low enrollment rate in middle schools in the 1950s, but after achieving explosive expansion of primary education, the demand for secondary education was surged accordingly. Facing with the mounting pressure, the government responded to the changing trend with a series of policy decisions.

Abolishment of Middle School Entrance Examination

The completion of compulsory primary education played a key role in improving and expanding access to secondary education to all students. In 1957, the enrollment rate of primary education was over 90%, and it increased demand for secondary education. The government made a decision to discard qualification exam for the entrance to middle schools in 1969, and as a result, the gross enrollment rate of middle schools increased to 95% in 1980.



High School Equalization Policy

After the stabilized operation of elementary and middle schools, demand for high school education was increased. It caused over-heated competition in entering high schools, which created a rank among high schools. Introduced in 1973, High School Equalization Policy contributed greatly to relieving the over-heated



competition and standardizing high school quality. This policy diminished the gap among high schools and reduced the cost spent in private education.

Promotion of Private School

One of the key elements of universal secondary education was the promotion of private school establishment. With limited budget, the Korean government could not sufficiently support secondary education system while priority was given to primary education. By mitigating regulations on private school establishment, the government successfully attracted many private investors to establish middle and high schools, thus expanding its school infrastructure and secondary education system.



Promotion of Vocational High School

Under the 5-year Economic Development Plan launched by the government in the 1960s, vocational high schools aimed to provide sufficiently skilled workforce required by the industry (Kim, 2010). In the 1970s, the vocational high school system was an essential building block for economic growth, and it was specialized and classified specifically into steel, shipbuilding, machinery, petrochemistry, etc. Later in the 1980s and 1990s, the focus of vocational high schools shifted from machineries to IT, design, animation, to embrace students' diverse demand and transform the national industry.



Currently, the vocational high school system is being reorganized by launching Meister High Schools, designed to provide the industry with customized education programs to meet the demand of labor market. Many field experts and industrial stakeholders are involved in school management from curriculum

development to student's employment procedure. The main features of Meister High Schools are as follows :

- Public recruitment of school principals in an effort to raise ownership and responsibility of school operation
- Recruitment of field meisters such as teachers and principals to raise its relevance with industrial demand
- Development of curriculum based on industrial demand and field experience to raise the best quality students
- Enhancing students' global competitiveness by teaching foreign languages and providing work experience abroad
- Practice and performance based class operation by setting 20 students per class
- High quality practice equipments

Selected Industrial Area for Meister High Schools



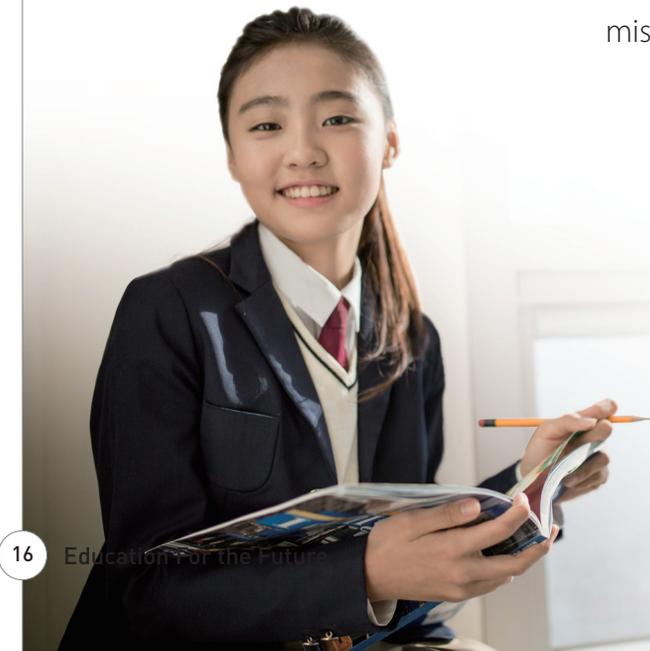
Source: Meister High School Webpage: <http://www.meister.go.kr>

The expansion of secondary schools, particularly vocational high schools, contributed to satisfying the industrial demand for semi-skilled labor and hand-craft workers required in the heavy and chemical industry-centered structure (Kim, 2010). Unlike other countries where some concurrent growth in the education system is common, Korea took the sequential approach of which secondary education started to expand after primary school graduates had greatly increased.

B Quality Improvement of Secondary Education

Efforts to improve the quality of secondary education continued after its quantitative expansion. The Presidential Council for Education Reform, organized in 1995, suggested innovative policies such as learner-centered education system, diversification of education, school autonomy, and Information & Communication Technology (ICT) in education. Specifically, the policy directed toward advancement of ICT, oriented the 21st century school model, and Education Management and Information System (EMIS) was introduced to promote efficiency and effectiveness of school management.

Also, career development plans (finding jobs matching with an individual student's interest), an effort to resolve mismatch between school education and job market, are in place. Creativity and character education is emphasized as it is in primary schools. In addition, various efforts to improve secondary education quality, such as reducing student/teacher ratio, building safe schools, and school violence prevention programs, are being implemented.



Higher education was not the initial interest of the government, as it put most efforts on achieving universalization of primary and secondary education. Before the 1980s, the higher education sector was tightly controlled by the government, exemplified by regulations on private universities, enrollment quotas for each university at the department level, and control on appointment of professors. Financial resources were allocated in primary and secondary education, thus higher education should rely on private universities (Kim & Woo, 2009). However, the policy direction changed from the tight control to deregulation and autonomy as social demand for highly-skilled talents was mounted.

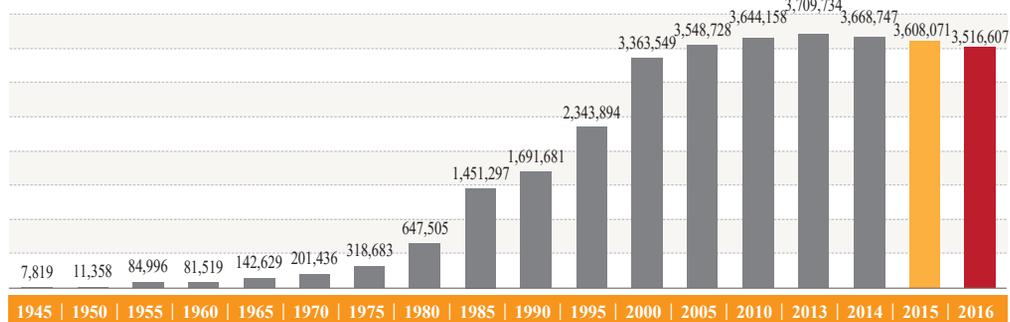
- Government control in the 1960s and 1970s: Beginning in the 1960s, the government tightly controlled college enrollment through a quota system, holding back the increase in higher education enrollment in the face of an oversupply of college graduates and their high unemployment rate (Kim, 2010). During the 1970s, the government selectively expanded the enrollment quotas, increasing access to the fields of engineering, natural science, business and commerce, and foreign languages, but maintained a policy of slow expansion for other academic areas.
- Expansion of higher education: Due to the rapid expansion of secondary education, there was a mounting pressure from the increased number of high school graduates. In the mid-1980s, the government launched the first Education Reform Committee as a presidential advisory body, which offered systematic and comprehensive policy measures based on non-interventionism. The committee suggested policies pursuing quality education in higher education institutions: enhancement of university autonomy in the process of student selection, increase in entrance quota and limitation on graduation quota. Through this reform, Korean higher education was dramatically expanded, showing a 30% increase in student numbers during the 1980s.

Expansion of Tertiary Education in Korea

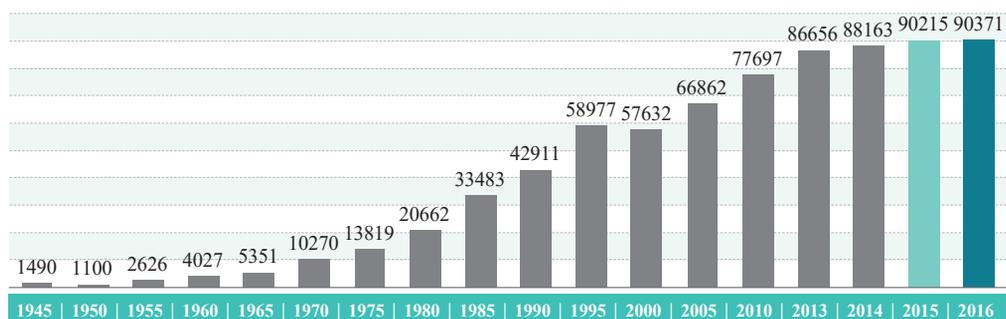
Number of schools



Number of students



Number of teachers



Notes: I. All tertiary education institutions were included in the number of schools. Since 1970, all institutions of higher learning except graduate schools attached to universities are included.

II. Branch schools are not included in the number of institutions.

III. The number of instructors only included in the number of institutions.

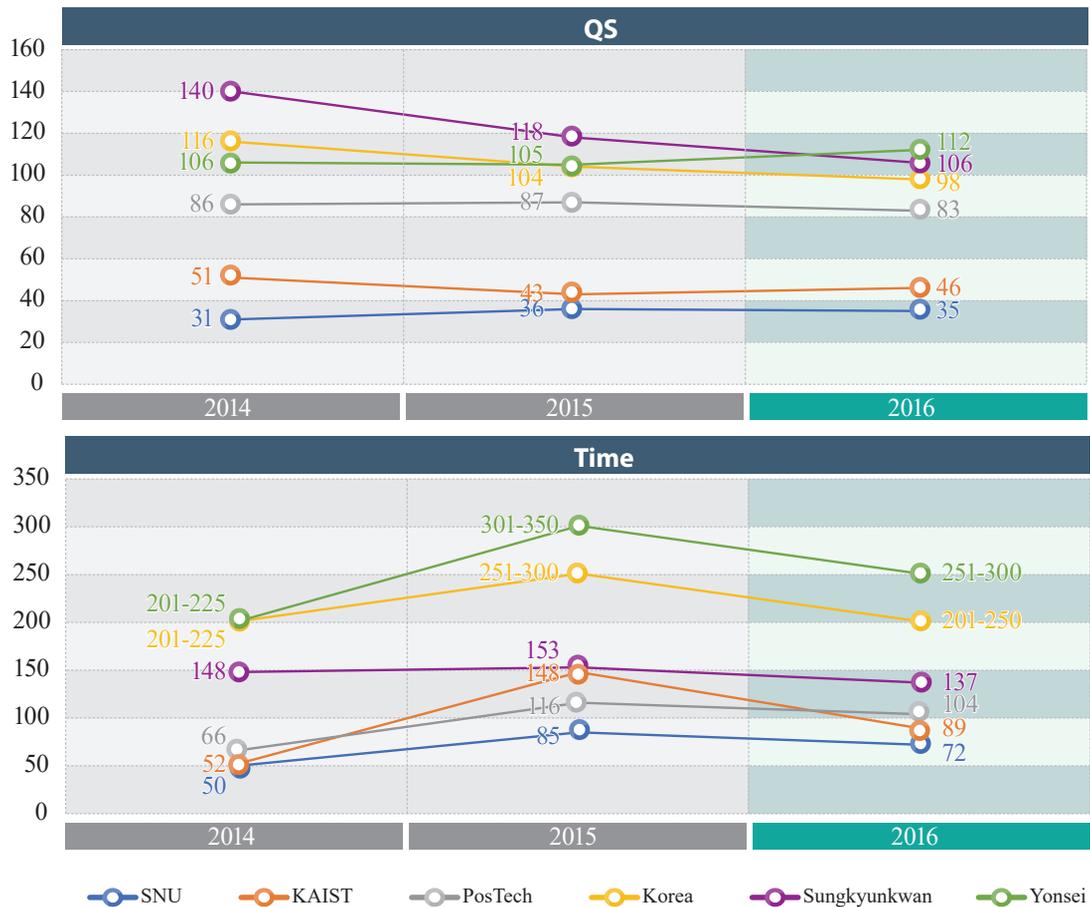
Source: Ministry of Education, Science, and Technology (2006). Basic Guidelines of BK21 Project.

- R&D emphasis on higher education : Since the 1990s, there has been a pressure to improve research capacity of higher education institutions. The government policy focus has moved to raising international competitiveness by establishing quality assurance system of higher education, and the particular policy was the specialization of higher education. Specialization of higher education is a strategy that allows the higher education to respond to challenges that the country is currently facing, such as the oversupply of graduates in a specific area, or skills mismatches. The three pillars of specialization are research, teaching, and technical education. The Korean government has implemented diverse funding projects, tailored to the needs of each university and its specific areas such as the Brain Korea 21 project (BK21) and the Advancement of College Education project (ACE) (Ministry of Education [MOE], 2015). At the same time, higher education policies are being pursued to reach balanced regional development for social integration. The government is supporting non-Seoul universities and pursuing strategic projects, the Leaders in Industry-University Cooperation project (LINC), to enhance cooperation with industries.



Source: Ministry of Education, Science, and Technology (2006). Basic Guidelines of BK21 Project.

World University Rankings of Major Domestic Universities



Notes: Times Higher Education-QS World University Rankings had been jointly published until 2009. Since 2010, QS and Times have published the World University Rankings Separately.

Source: Reprinted from KEDI (2016). Brief Statistics on Korean Education.

- The government focuses on improving the quality and research scope of universities, in order to educate global talents to lead the knowledge industry. Reforms are ongoing to enhance the quality of universities through student quota adjustment and university evaluation system. In addition, the government supports financial resources for universities to make them equip with global competitiveness. As a result, universities in Korea become one of top performing higher education institutions in the world.

The government has continuously promoted lifelong education since the establishment of OECD Review of Evaluation and Assessment Framework for Improving School Outcomes Directorate for Lifelong Learning in 1946. A legal framework to invigorate lifelong education was built upon Social Education Act, enacted in 1982, and Lifelong Education Act, legislated in 1999. Since 2002, three five-year Lifelong Learning Promotion Plans have been implemented consecutively, broadening the spectrum of substantive development of lifelong education at the national level (MOE, 2013). The overall objective of Korea's lifelong education policy is to build a lifelong learning society where every citizen is given with educational opportunities at any time and anywhere. In order to secure this vision, the government has formulated Lifelong Learning Promotion Plans.



The first National Lifelong Learning Promotion Plan (2000-2006)

The key objectives of the first National Learning Promotion Plan are:

- 1 expansion of lifelong educational opportunities for all
- 2 promotion of regional culture of learning
- 3 expansion of lifelong educational support for the educationally disadvantaged groups
- 4 formulation of a stronger framework for quality lifelong learning
- 5 cultivation of learning system at workplaces

According to these objectives, infrastructure such as Lifelong Education Information Centers and Lifelong Learning Centers was established and expanded. Lifelong learning cities were designated for the local promotion of lifelong learning, and financial supports for the program for the disadvantages were expanded.



The second National Lifelong Learning Promotion Plan (2008-2012)

The second plan aimed to ❶ foster creative learners who may contribute to national competitiveness, ❷ build tolerant and inclusive society through lifelong education, and ❸ implement lifelong education framework. The government particularly stressed on the responsibility of local governments in building capacity for lifelong education, mainly by establishing infrastructure, such as local lifelong education institutes and lifelong learning centers. Adult literacy and lifelong learning account system were also included in this plan.

The third National Lifelong Learning Promotion Plan (2013-2017)

The third plan focused on building a creative learning society in which people can fulfill their full potential and be happy. It contained four major goals: ❶ realization of a college-based lifelong learning system, ❷ construction of online and offline total supporting system for lifelong learning, ❸ support for the customized lifelong learning for social integration, and ❹ reinforcement of the learning capacity of local communities.

Korea built a lifelong learning system that guarantees the opportunity for continued self-development. Due to continuous efforts of the government to support lifelong education, the participation rate has steadily grown in the last 5 years from 29.4 percent in 2008 to 35.6 percent in 2012.



III Korean Schools Today

01 General Education Policy Direction

Previously, the Korean government showed the national leadership in managing quantity and quality of the education system. The universalization and quality improvement of primary and secondary education, and the global competitiveness of higher education institutions were listed as positive accomplishments. However, recent changes in political, economic and social changes in national and global circumstances brought up a need for redesigning the overall policy direction, reducing centralized administrative control and enhancing self-responsible, autonomous management of education system (Lee & Song, 2010).

A Deregulation, Democratization, and Diversification of Education System

Rapid expansion of Korean education was possible with a stronghold of central education authority on developing and implementing educational policies. This top-down approach could be effective in that it pushed forward major educational policies. However, the downturn of the centralization was to hamper the grassroots effort to improve the education system. It was also inflexible to adapt to the fast changing environment. From the 1990s, the Korean government focused on raising flexibility, autonomy and creativity of the education system by expanding opportunities of various stakeholders to

participate in developing educational policies. Educational policies are now developed and implemented based on deregulation, democratization, and diversification. At the same time, school accountability is equally emphasized.

Open Recruitment System of Principals

By recruiting principals through open competition, the government expects to attract a wide range of professionals in school operation in order to strengthen the school accountability and to improve the quality of school education. Self-autonomous schools and some of general schools selected by the local Office of Education can apply for this system. Though it has been implemented less than 10 years, there appears positive outcomes in schools. Empirical evidence shows that principals recruited by open competition perform better in leadership, communication, decision-making and other administrative duties than principals by promotion.



Master Teacher System

There has been a growing demand to relieve teachers from administrative work and strengthen their teaching skills for better teaching-learning activities. As teacher evaluation system was revised for the dual purpose of diagnosing and evaluating teacher's performance, the government initiated master teacher system. Under this system, teachers who have particularly strong skills in both teaching and leadership are designated Master Teachers. Master teachers are expected to remain in a teaching role, while taking new responsibilities in professional development at the school and district levels. They are expected to share their expertise with less experienced teachers and help develop curriculum, instructional practices and evaluation system. Master teacher



system is designed to stimulate a culture of professionalism and raise accountability of teachers (Park & Kim, 2012). Master teachers are allocated with only half of average teaching hours, and they receive additional financial support for research activities within the available budget.

Democratization

As democratization and decentralization become the main policy direction for the education system in Korea, superintendents who govern educational policies and practices at the metropolitan and/or province level play critical roles (Kim, 2014). They are elected to serve a four-year term, and can be re-elected for the maximum of three terms. The superintendents execute administrative affairs related to education, arts, and science in local governments. With the promulgation of Local Educational Autonomy Act, the legal status of and the responsibilities given to the superintendents have been enhanced and strengthened. As the superintendent system is revised with more empowerment, the autonomy of regional education offices was enhanced accordingly. Also, it is considered that by setting election system for superintendent position, the participatory rights of civilians is also enhanced dramatically.



In a similar context, school council contributes to enhancing democratic operation and decision making at school level. It is designed to reflect consumer's demand and opinion into the school operation. School council system is evaluated to play a pivotal role in improving school centered education policy by converting producer oriented school education into consumer oriented one. The council consists of parents, school faculties and regional stakeholder group, and their share is regulated by law as 40-50%, 30-40% and 10-30% for each in case of general schools.

Diversification and School Normalization

High school equalization policy in the 1970s was very successful which made possible to ensure equal access to equal quality of education service. However, its low flexibility caused discontents of students and parents. It also led unexpectedly to proliferation of private tutoring, thus hampering normal operation of public education system. Recognizing this challenge, the government introduced school-choice policy at the high school level, of which diversifies the type of high schools into general, special purpose, specialized, and autonomous private schools. Special purpose and autonomous high schools are allowed to have their own curriculum and educational activities.



As there is growing recognition that students in special demand need to be cared in public education, the government has gradually expanded the educational services. Primary education is extended to provide educational services to the pre-schoolers who require special care in advance. For children from low-income family, the government introduced after-school voucher program and ensured their free access to further education. Also, there has been growing attention to the culturally marginalized groups such as students from multicultural family background and young North Korean defectors.

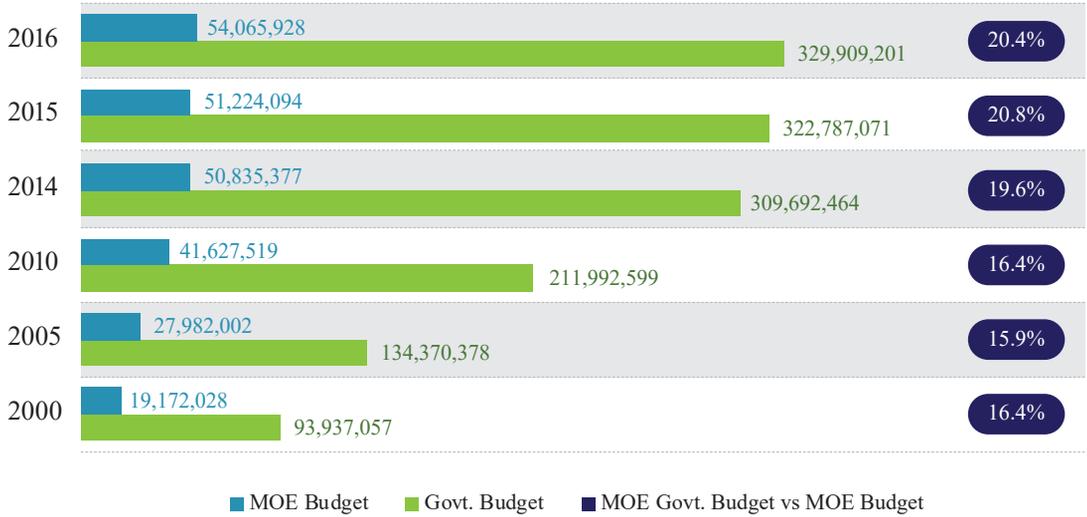


02

Education Finance Policy

Like most countries, Korea faced fiscal challenges for education development, and the government has adopted various policies to secure education finance. The trend of educational budgets in Korea over the past 40 years clearly indicates the evolution of Korean education. Looking at the national investment in education, the percentage of education budget over GDP was 3.15% on average for the past 40 years. This figure, for the last decade, has been above the OECD average at both primary/secondary and tertiary education level. Also, the percentage of educational budget among the total government budget is 18.2% on average for the last 16 years, which has been maintained stable.

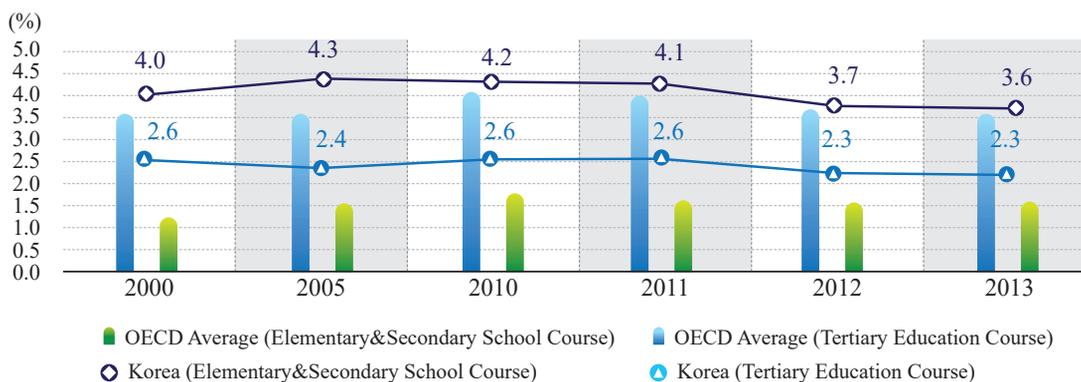
Government Budget vs MOE Budget by Year



Source: KEDI (2016). Brief Statistics on Korean Education 2016.

The government maintains an average of 4.0% of the public expenditure on educational institutions over GDP from 2000 to 2013, which is above the OECD average.

Trends in Expenditure on Educational Institutions as Percentage of GDP by Year



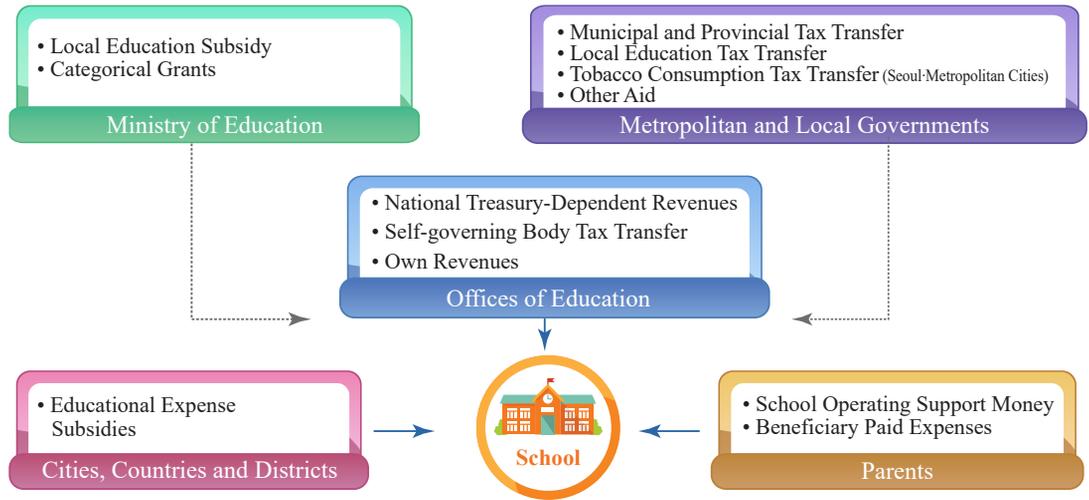
Source: KEDI (2016). Brief Statistics on Korean Education 2016.

The acquisition and provision of education funds are from internal taxes. The education account is classified into twofold; general account that is allocated for the general administrative bodies and special account, and taxation for the special purpose. The Ministry of Education is financed by general accounting, while local education finance is separated from school accounting system for school-based management.

The budget for the Offices of Education is sustained by both central and local governments, and they are predominantly based on tax revenues. The central government, the Ministry of Education, provides local education subsidies and categorical grants, and the local government provides municipal and provincial tax transfer. Among various budget sources, subsidies from the central government take more than 75%, and sustain the largest revenue portion in which provides

stability in education finance. With this systemic stability, Korean education system could promote equity in education rigorously, meaning that the central government supports to eliminate the inequality in education opportunities and quality among local governments.

Education Budget System of Central and Local Governments



Source: KEDI (2016). Brief Statistics on Korean Education 2016.



03 Teacher Policy

In Korea's education development, policy measures related to teacher was always at the center. From the reconstruction period of Korea's education development, the Korean government emphasized the importance of teachers. The policy direction was towards emphasizing the character and aptitude of candidates in the process of selecting, training and certifying, strengthening the evaluation standards for teaching-related subjects, and promoting the improvement of teaching profession.

Pre-training and Recruitment

Prospective primary school teachers are mainly educated by National University of Education which delivers 4-year bachelor degree program. Graduates can obtain a primary school teacher certificate only after finishing the given program. Secondary school teachers are trained in a variety of programs available at national and private teachers colleges, department of education, teacher education courses at comprehensive universities, and graduate schools of education. With the tradition of high reputation and stable economic status of teachers, teacher training colleges and universities have relatively high competition. Once certified, teachers must pass the public recruitment examination in order to work at national and public schools.



The Salary and Incentive Structure

At national scale, teacher salary is one of the most integral factors shaping the inherent efficiency of educational system. Korean teacher's salary is determined by seniority and academic credentials, in addition to various allowances. Sometimes, a teacher with higher seniority gets paid more than a vice principal or a principal with less seniority. The salary level of Korean teachers is relatively higher than that in other OECD countries, meaning that teaching profession is generally well-paid and respected socially. Currently, the government emphasizes performance-based evaluation system for teacher salary and gradually introduces new incentive for the payroll system.



Professional Development of Teachers

While pre-service training for teachers is a basic process, in-service training provides opportunities and incentives for the continuous development of teacher professionalism. Considering the need for teacher's professional development, various countries have shown interest in the professional development of teachers since the 1980s (OECD, 2005). In Korea, in-service training for teacher's professional development is divided into three categories based on the kind of training institutes: institute training, school-based training, and individual training.



In Korea, teachers are socially respected and their legal status is strongly guaranteed. These conditions encourage talented young men and women to enter the teaching profession. The academic credentials of teachers are high relative to others in the world, and continuous efforts are being made to develop teacher professionalism. Working conditions and salary levels have been improved, and administrative efforts to reform the promotion system are anticipated (Hong, 2010). As a result, Korea is able to recruit and retain teachers with professional knowledge and teaching skills, an important foundation upon which Korean student can attain excellent academic achievements.



Korean educational administration system is composed of the two levels. The first level is the central educational administrative organization which refers to decision making system of President, Prime Minister, Ministry of Education, and State Council. The second level is comprised of Office of Education at the municipal and provincial level and Offices of Education at the school district level.

Ministry of Education

The Ministry of Education (MOE) is the government body responsible for formulation and implementation of policies related to academic activities and public education. The Ministry plans and coordinates educational policies, formulates policies that govern the primary, secondary, and higher education institutions. The Ministry is also responsible for publishing and approving school textbooks at the primary and secondary level, implementing teacher policy as well as education finance. It supports local education offices and national universities, operates the teacher training system and is responsible for overseeing lifelong education.

Since its establishment in November 4, 1948, the MOE was reconstructed based on the educational needs, in such forms of Ministry of Education and Human Resource Development, and Ministry of Education, Science and Technology.

Local educational administration system

With the enactment of the Local Autonomy Law in 1991, educational administration became decentralized. The Ministry of Education delegated much of its budget planning and major administrative decisions to local authorities. The local government consists of the municipal assembly in the legislative body as well as the governor and superintendent of education in the enforcement agency. It is responsible for certain areas of educational policy in compulsory schools, including managing budgets and school facilities in its area of responsibility. Local education administrative office is run by a superintendent who is elected by general election. As of 2017, there are 17 Metropolitan and Provincial Offices of Education and 176 District Offices of Education. District Offices of Education are considered a local education administration office in charge of more than one Metropolitan and Provincial areas and districts in the education related work in the Metropolitan and Provincial area.

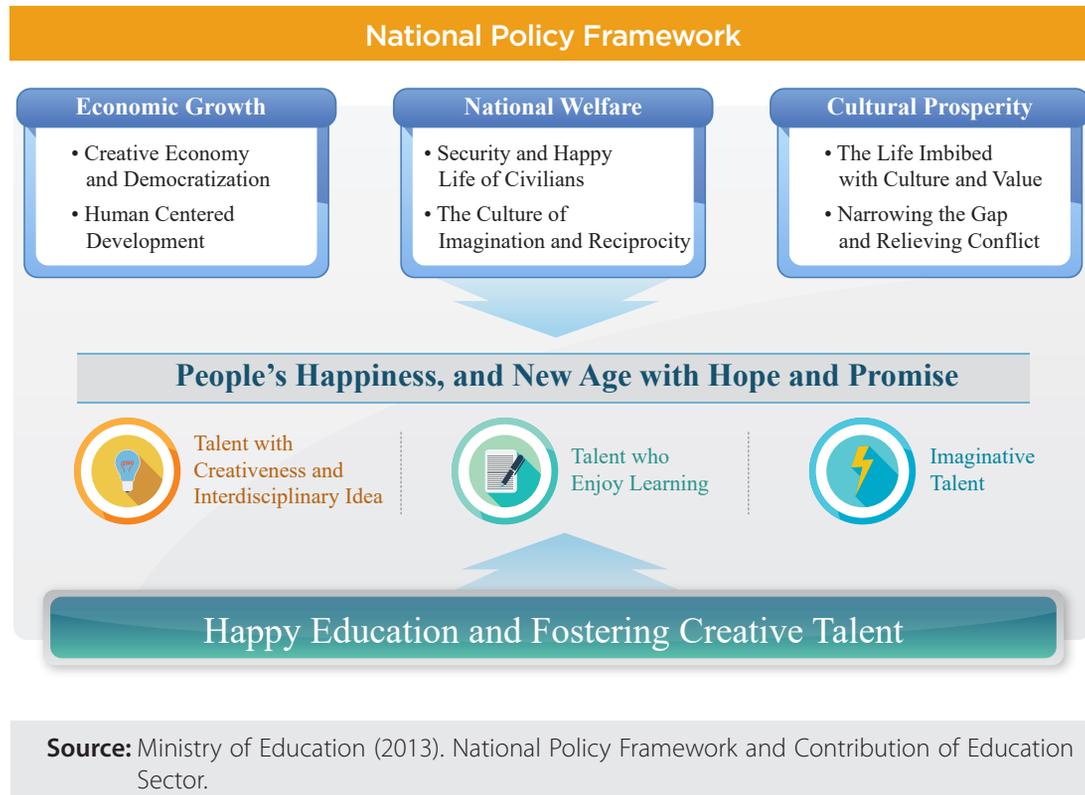
Metropolitan Offices of Education (8)



Provincial Offices of Education (9)



IV Education for the Future



According to the national policy framework implemented at the beginning of President Park's administration in 2013, the national policy of Korea is planned to achieve "People's Happiness, and New Age with Hope and Promise." The three supporting pillars of this plan are economic growth, national welfare and cultural prosperity. Education would have to play a significant role in combining three pillars by producing individuals with skills such as creative and integrative thinking and competencies needed in the future. Within this national context, the educational vision of Korea is to provide education that brings growth and happiness for all and raises creative individuals who can lead the future.

In 2017, the Ministry of Education presents its revised educational policy plan (MOE, 2017). This revision was done due to consideration of current conditions and circumstances in greater social context of Korea. The forthcoming Fourth Industrial Revolution in the near future, inequality in the level of income and education, and the elevated low-birth rate and ageing led to reflect the past achievements, complete current educational reform policies, and plan a new framework for education for the future. According to the revised plan, the policy priority is set to complete the current educational reform and to prepare proactive educational policies for the forthcoming future.

Educational Policy Direction of 2017

Complete the current reform policies for the last four years



Promote the achievements to the public



Prepare educational policies for the forthcoming future



Provide the infrastructure for creative talents



Source: Ministry of Education (2017). 2017 Education Policy Plans.

Complete the Current Educational Reform

The government supports that current policies on educational reform could be completed and well implemented in educational institutions. Six objectives are set to be accomplished.

Improvement of Free-semester System

School reform would continue to take place by improving the free semester system, specifically supporting research schools and devising a way to connect the free semester with regular semesters. As a part of the system, experiential activities for career planning continue to be implemented by certifying more experience centers. Career planning opportunities are sustained and expanded to reach students from all social economic backgrounds, and gaps in regional areas would be minimized by raising support and quality of hands-on activities.



Normalization of Public Education

As 2015 revised national curriculum is introduced, teaching and learning in classroom are improved by supporting teacher's professional development. Teachers are invited to observe other class activities, develop teaching skills, learning new materials and textbooks. In addition, the assessment system is changed based on student's progress, rather than their end results.



Effectiveness in Local Education Finance

Transparency of implementing education finance at the local government is reinforced in areas of financial resource allocation and spending, and human resources management. And financial resources are distributed according to the number of students in order to achieve equity in education.



Strong Autonomy of Local Offices of Education

Duplicated projects for local Offices of Education are combined to raise effectiveness. In order to enhance the autonomy of Metropolitan and Provincial Offices of Education, the plan for restructuring current and future projects are designed and implemented.



Reform on the Structure of Universities

The second round of university restructuring reform is prepared for strengthening the global competitiveness of higher education. For matching education with job market demands, there would be an opportunity for universities and private companies to develop the curriculum and its contents together.



Expansion of Work-learning Dual System

More students can access career education and relevant field practices at the secondary level, which emphasizes applicable skills in real-life settings. Private corporations and universities jointly participate in developing and managing the curriculum for educating and employing college graduates.



Emphasis on Employment and Lifelong Learning

Public offices and institutions are encouraged to employ high school graduates. And universities are supported to establish the effective lifelong education system, in order to create competency-based society.



Prepare Educational Policies for the Forthcoming Future

In preparing the forthcoming future, often represented as the Fourth Industrial Revolution, the government implements a series of policies to innovate the education from preschool to college.

Innovation in Primary and Secondary Education

Policies are implemented to encourage customized education for student's interest and talent. A new system such as subject-focused schools, interactive online class, digital textbook, customized learning analysis platform, etc. are about to be introduced, in accordance with teacher's capacity development and in-service training. As software education is required in primary and secondary schools, research schools and pilot schools are designated. More teachers who receive appropriate training are also provided. For preparing students for information-based society, math and science education, and STEAM education are promoted. In addition, in order to support development of holistic individuals, education for character, physical, art, and global citizenship are supported.



Improvement on Global Competitiveness of Higher Education

The capacity of universities is strengthened by promoting basic, liberal Education, Humanities, and Interdisciplinary education. The value of utilizing knowledge and skills of universities is raised by connecting higher education with leading businesses and relevant organizations. Regulations on universities are ready to be revised to expand the autonomy of higher education institutions, providing financial resources and flexible system.



Education that grants hope and opportunity to all

The right to quality education for all students is granted by providing fair and equal education for preschoolers, supporting students who suffer from learning disability, and cooperating with relevant institutions for re-enrolling drop-out students. Support for disadvantaged groups is provided through customized lifelong education tailored to multicultural students, North Korean defectors, and students with disabilities. Local multicultural educational support centers are to be established in more locations, and teacher training is offered to enhance understanding of multiculturalism. Students defected from North Korea receive support for adapting to Korean society, one-on-one- personalized mentoring and help with employment and settlement. For students with disabilities, the Free Semester System is tailored to fit the specific needs for future careers and employment.

Policies to reduce active discrimination include reinforcing selection of student who need social support, increasing fairness and transparency in college admissions to raise accessibility from all social economic levels, and developing a financial support system for underprivileged groups.



Guaranteed educational quality from preschool to college

Reliable and trustworthy preschool and elementary education are provided through quality preschool education and satisfactory care classrooms. In preschool, development of the Nuri curriculum continues, and finances are maintained through specialized accounting and increased accountability.



Burden of educational finances will be relieved by managing after-school programs, reducing program fees, and supporting stable living conditions of college students. Improving circumstances for all students to receive education without financial burdens involves increasing national scholarships, supporting families with multiple children financially, and reducing loans of high-performing students.

Healthy and happy schools are established by raising social awareness of preventing child abuse, and creating violence-free school environments. Safer school conditions are provided by strengthening prevention and response to infectious diseases, offering healthy school meals, and improving safety measures for school commutes. In addition, building safe school environments is prioritized by strengthening practice-based safe education, and providing educational administration and information on safety.



References

- Adams, D. (2010). A comparative perspective on the development of Korean education. In Lee & Adams (Eds.), *Six years of Korean education* (pp. 107-148). Seoul: SNU Press.
- Cho, N. (2010). Qualitative development in Korean education. In Lee & Adams (Eds.), *Six years of Korean education* (pp. 186-214). Seoul: SNU Press.
- Hong, C. (2010). Developing the competency of the teaching workforce in Korea. In Lee & Adams (Eds.), *Six years of Korean education* (pp. 215-258). Seoul: SNU Press.
- Kim, E., & Han, Y. (2002). *Attracting, developing and retaining effective teachers: Background report for Korea*. Seoul: Korean Educational Development Institute.
- Kim, K., & Woo, Y. (2009). Isn't it a pyrrhic victory? Over-privatization and universal access in tertiary education of Korea. *Asia Pacific Education Review*, 10(1), 125-137.
- Kim, Y. (2010). Education and economic growth in Korea, 1945-1995. In Lee & Adams (Eds.), *Six years of Korean education* (pp. 326-359). Seoul: SNU Press
- Kim, Y. (2014). A Study on the role of superintendent and its prospect. *The Journal of Research in Education*, 27(4), 149-172.
- Korea Development Institute. (1997). *The Korean economy 1945-1995: Performance and vision for the 21st century*. Seoul: Author.
- Korean Educational Development Institute. (2015). *Dynamic education for individual and national development: The case of the Republic of Korea*. Seoul: Author.
- Korean Educational Development Institute. (2016). *Brief statistics on Korean education*. Seoul: Author.
- Korea Institute for Curriculum and Evaluation. (2016). *OECD Programme for International Students Assessment: An analysis of PISA 2015 results*. Seoul: Author.
- Lee, C. J., Kim, S. K., Kim, W. J., & Kim, Y. S. (2010). A Korean model of educational development. In Lee & Adams (Eds.), *Six years of Korean education* (pp. 53-106). Seoul: SNU Press.
- Lee, C. J., & Song, K. (2010). The school reform policy initiatives of a new Korean government. In Lee & Adams (Eds.), *Six years of Korean education* (pp. 478-511). Seoul: SNU Press.
- Ministry of Education. (2013). *The 3rd lifelong education promotion plan (2013-2017)*. Seoul: Author.
- Ministry of Education. (2015). *Education, the driving force for the development of Korea*. Sejong, Korea: Author.
- Ministry of Education. (2017). *2017 Education policy plans*. Sejong, Korea: Author.
- Organisation for Economic Co-operation and Development. (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. Paris: Author.
- Organisation for Economic Co-operation and Development. (2016). *PISA 2015 Results in Focus*. Paris: Author.
- Park, S., & Kim, M. (2012). Policy analysis on Master Teacher system with Kingdon's Multiple Stream model. *Korean Journal of Educational Administration*, 30(4), 149-171.



Korean Educational Development Institute(KEDI)

Office of Public Relations & International Affairs

7, Gyohak-ro, Deoksan-myeon, Jincheon-gun, Chungcheongbuk-do, 27873, KOREA Tel: 82-43-5309-232, 233

www.kedi.re.kr