

2012 KEDI Annual Report



Contents



KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE
2012 KEDI Annual Report

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President's Message

Since its inception in 1972, KEDI has been undertaking researches and enterprises to develop Korea into a global leader in education. These measures included proposing fundamental directions for Korea's national education policy, developing educational policy and conducting research on its evaluation, basic research for educational policy analysis, research on fundamentals of education for human resource policies, research on higher education, research on rural education budgets, research on global education, research on gifted and talented education, research on school enhancement, school innovation enterprise, assessment on educational institutions, running an open university, and etc.

KEDI, a 'think tank pioneer and power plant innovator' of Korean education, gave birth to major organizations that play a key role in Korean education sector such as EBS, KICE, KRIVET, KERIS, and NILE. While enhancing Korea's education in quality as well as in quantity, now KEDI is jumping up to become a world-class educational policy research institution that strives for an advanced modern education and a nation full of talents.

In 2012, KEDI conducted evidenced-based research and carried out various projects to inform Korean education policy. This research covered a wide range of policy areas. It aimed to increase linkages between education and employment; increase employment of high school graduates; help all students to develop creativity and positive character traits; decrease private education expenses; ensure basic academic skills; enhance the international standing of Korea's higher education institutions; increase donations for public education; and improve systems in order to prevent school violence. As KEDI positively transforms Korea's education system today, it actively seeks out additional opportunities to make global contributions in the future. For example, it has supported the educational development of developing countries, and developed indicators to more effectively measure educational development.



We published 2012 annual report to examine KEDI's accomplishments in research and projects as well as the contributions it has made to improve the government's policies, and also for the purpose of self-assessment and future projects. It is our wish that this report will publicize the outcomes of KEDI's research and enterprising projects, and announce educational policies and human resource development research findings, thus enhancing its contribution to governmental policies and national issues.

As KEDI celebrated its 40th anniversary in 2012, it promoted several events and projects in memory of its history of achievement. KEDI developed a roadmap for the future of education. This vision will serve as a starting point as KEDI begins to reflect on its responsibilities as a "world-class educational research institute" at the forefront of global educational policy. As KEDI moves forward, it will aim to "overcome the barriers of traditional education in order to foster global creative talent equipped with adequate capacity, knowledge, and character required in the future society." It will do this by accurately diagnosing opportunities and challenges in Korea's national educational policy, and developing a concrete response to the issues that it has identified. In doing so, KEDI will continue to carry out its primary purpose: to contribute to the formulation of an education system in which teachers, students, and parents are satisfied.

We appreciate your continued interest and support. Lastly, we wish to express our gratitude to all KEDI staff who put their efforts into this report.

January 2013
Korean Educational Development Institute
President



Photo Gallery



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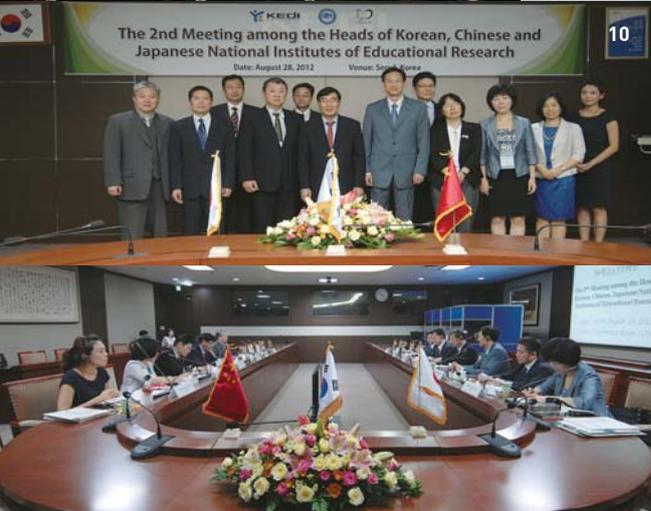


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통일부 하나원 하나둘학교 교재 발간 기념 전수
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2012 Achievements and 2013 Directions

Research Achievements in 2012

As KEDI commemorated its 40th anniversary in 2012, it began to identify pending issues and challenges in order to develop a direction for future educational policy research. This is a part of its effort to strengthen its function as the leading policy research center that determines the direction of Korean education. In order to do this, KEDI's has initiated efforts to develop education indicators and indices, engage in evidence-based analysis of education policy, offer in field support, and cooperate internationally on education policy projects.

Policy Research to Design The Future of Korean Education

One of KEDI's primary achievements in 2012 was identifying ten educational priorities and developing viable plans to achieve them in its report, titled "Research on Future Direction and Strategy of Future Education in Korea: Focusing on Education Policy Priorities of 2013-2017." KEDI also analyzed the expansion of compulsory education in high schools, aimed to improve teacher education and in-service training for the future, and explored the issue of

educational integration after national unification.

Developed Education Indicators & Indices and Analyzed Evidence-Based Education Policy

Through its research, KEDI has developed education indicators and indices, and established a database to aid evidence-based education policy research. It has also conducted a number of projects on educational statistics, including research on education indicators and index development, a 2005 longitudinal study on education in Korea, a diagnosis on the level of school education, and an educational survey, among other projects. Additionally, KEDI strove to promote data-based policy research in the educational fields by conducting research on the learning process of undergraduate students in Korea, and engaging in international comparison studies of academic achievement of students in higher education.

Enhanced National Competence of Education in Korea And International Educational Cooperation

KEDI successfully hosted the 5th APEC Education Ministerial Meeting, and also shared its research

on international cooperation in the Africa region, specifically in the fields of education, science, and technology. In response to the recent Korea-China Free Trade Agreement and the increasing numbers of international students in Korean Universities, KEDI's research has a Korean Education model. KEDI also conducted a number of collaborative projects with international organizations including international studies on pedagogy-learning, evaluations of academic achievement in higher education, and studies on the relationships between education and social advancement, among other projects.

Research and Projects for Field Support

KEDI provided support for the educationally underprivileged groups through its research on supplementary measures that the Office of Educational System and Welfare Research and Education Support Center for North Korean Migrants could provide to students from multi-cultural families. KEDI also promoted policy implementation in the field through specialized centers, namely the Center for Self-Directed Learning Admission System. In response to immense concerns about school violence in 2012, KEDI initiated the School Violence Prevention Research Center, the Wee Project Support Center, and various other centers in order to provide countermeasures against school violence and student crisis.

Directions for 2013 Research and Activities

KEDI celebrated its 40th anniversary in 2012, and is now looking forward to 40 more years of impactful research beginning in 2013. KEDI will continue to fulfill its primary function of education policy research and suggest new strategies to build upon its previous work to better the Korean education system. KEDI will also continuously place great attention on higher education and international educational cooperation and will establish a virtuous cycle of feedback mechanisms of three sub-categories: Educational statistics and data collection, development of indicators and indices, and policy research. KEDI will put greater efforts to respond adequately to various issues, such as character education.

Suggest Future Strategies for Education in Korea

Building upon the achievements of its previous research, KEDI will strive to promote concrete strategies and policy measures that will improve education in Korea. Key priorities include improving the primary and secondary education system, fostering positive character traits and creativity in students, and measuring the success of efforts to improve the education system. These activities are expected to lead to improvements in the entire education system in Korea.

Strengthen Research on Higher Education

KEDI has recently placed greater attention on strengthening research on the topic of higher education. In 2013, KEDI will develop a strategy to improve the quality of pedagogy and learning in universities, develop measures to analyze and manage achievement in universities, and maximize the positive impacts of these measures. KEDI will also conduct studies to develop potential measures of achievement in advanced degree programs, and explore the impact of globalization and open-market policies on higher education.

Plan Strategies for Educational Support and International Educational Cooperation

In addition to research on strategies for educational, scientific, and technological cooperation with Asia and Africa, KEDI will conduct research on cooperation with in Central and South America. Also, official developmental assistance (ODA) projects will be continuously monitored, and an evaluation model for educational ODA project outcomes will be developed. KEDI will continue to conduct collaborative research with the OECD through the international survey on pedagogy-learning, evaluation of academic achievement in higher education, and project on education and social advancement.

Develop Korean Education Indicators & Index and Manage Database Establishment and System Maintenance

KEDI has continued its efforts to establish a reliable database to be used in academic and policy research

by conducting various studies including the 2005 Korean Educational Longitudinal Study and the Diagnosis and Analysis of School Conditions. Simultaneously, KEDI has been conducting evidence-based policy research through a data-based analysis of education policy. The 2013 Korean Educational Longitudinal Study will soon begin with a new cohort group. Additional research on establishing a comprehensive survey system and developing educational indicators and indices will be conducted to examine feasible measures to increase linkages among different kinds of research categories. This will lead to the establishment of a database to aid educational research.

Actively Respond to Pending Policy Issues

KEDI will conduct research that will develop responses to changes in educational demands and policy. This includes research on possible measures to help maladjusted students in school, invigorate character education, and develop the capacity of teachers to communicate with students. As a result of changes to educational environment, KEDI will also analyze the supply patterns of faculty with various talents, address issues and challenges identified in educational welfare policy, and develop measures to lessen the degrees of discrepancy between central and local education policy practices. Demands for school consulting are to be heard, and measures to formulate a national evaluation system for gifted and talented education will be suggested. KEDI will continue its support in the field through a number of research and projects conducted by School Violence Prevention Research Center, Welfare Research

and Education Support Center for North Korean Migrants, and others.

Major Research and Activities in 2013 are as following:

■ **Research Projects for 2013**

- Research on Measures to Solve Conflicts in Educational Policy between Central and Local Governments
- Analysis of Educational Support by Local Government
- Research on Improvements to Primary and Secondary Educational Systems : Focus on Contents, Methods and Evaluation
- Analysis on Educational Vulnerability of Low-Income Students and Measures to Improve Educational Welfare Policy
- Research on Activating Character Building Education for Primary and Secondary Students (I)
- Primary School
- Assessment and Measures for Students' School Maladjustment (II)
- Research on Supply and Demand of Teaching Staff in accordance with Changes in Educational Environment
- Research on Teachers' Capacity Improvement in Understanding and Communicating with Students
- Research on Constructing National-Level Evaluation System to Enhance Quality of Gifted Education
- A longitudinal Study of North Korean Migrant Youth in South Korea (IV)
- Strategies and Issues of Innovation in Educational System to Foster Future Talents (I) - 21st Century Core Competency Education and Creating Innovative Educational Environments
- Research on Strategies to Improve Educational and Social Systems for Generation Integration
- OECD Education and Social Progress: International Comparative Study on OECD Education and Social Progress (ESP : Education and Social Progress) (III)
- Outcome Analysis and Management Measures of Korean University Education (I) : Outcome Analysis Model and Index Development
- Research on Strategies for Enhancing University Teaching and Learning(2013-2017)
- OECD Assessment of Higher Education Learning Outcomes (V)
- Research on Current State and Future Improvements to Graduate School Education
- Policy Analysis on Opening the Higher Education Market in Korea
- Study of Education, Science and Technology Cooperation with Developing Countries
- Research on Development of Evaluation Model for Educational ODA Outcomes
- Research on Developing Educational Indicators and Indices in Korea (II) - Research on Educational Indicators and Indices in Learning Metrics
- Korean Educational Longitudinal Research 2013 (I)
- Data based Analysis on Major Educational Policy Issues (II)
- Analysis of Current State and Level of School Education (IV) : High Schools
- KEDI Education POLL 2013
- Research on Establishment and Utilization of School Management System

- Research on Combined Survey and Management of Educational Statistics
- Research on School Consulting by Utilizing and Constructing a School Diagnostic System to Activate School Consulting

Research Center

■ Activities for 2013

- Management of Educational Policy Network
- Management of Office of Educational System and Welfare Research
- Evaluation of Teacher Preparation Institutions
- Management of Wee Project Center
- Management of National Research Center for Gifted and Talented Education
- Management of Education Support Center for North Korean Migrants
- Research and Projects on International Educational Cooperation
- Management of Center for Educational Statistics
- Evaluation of Educational Institutions - municipal/provincial office of education evaluation, teacher training institution evaluations, school evaluations at national level, etc.
- Management of Center for Air and Correspondence High Schools
- Research and Projects on Educational Facilities Research Support (BTL): Management of EDUMAC
- Management of Creative School Management Support Center
- Management of Departmentalized Classroom System Research & Management Center
- Management of Center for Self-directed Learning Admission System
- Management of School Violence Prevention



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2012 Achievements and
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2012 Research Report

2012 Research and Activities

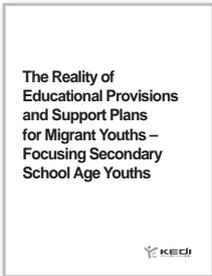
Advisory Activities

2012 KEDI Publications

2013 KEDI Status

The Reality of Educational Provisions and Support Plans for Migrant Youths – Focusing Secondary School Age Youths

- **Research Director** : Bangran Ryu(KEDI)
- **Co-authors** : Kyung-Ae Kim(KEDI), Jae-Boon Lee(KEDI), Hye-Jeong Song(Chung-ang University), Il-Cook Kang(Mokpo University)



The Reality of Educational Provisions and Support Plans for Migrant Youths – Focusing Secondary School Age Youths

KEDI

KEYWORDS

Multicultural Education, Multiculturalism, Educational Opportunities for Multicultural Students

A study revealed the trend that in the sense of increase rate the secondary school age youths were more than elementary school age children in international-marriage family, although the number of elementary school age children itself was even higher. According to the trend, this study aims to examine the reality of the education and career provision, and to suggest necessary policies focusing the secondary school age youths in multicultural families. Study also tried to present appropriate policy by understanding the features and the demand of rapidly growing secondary school students of multicultural family.

Before data collection, materials about multi-

culturalism and multicultural education have been reviewed for reference. The main idea of this study is aligned with the attitude of multicultural education discussion based on the multiculturalism which insists that minority groups should not be discriminated. The fact that different from the Western countries Korea mostly has immigrants from around Asia and has insufficient provisions for the immigrants which make them hard to acclimate to the new society became the basis to present policies to construct the society of anti-bias and anti-discrimination.

The aspect of educational opportunities is reflected by examining how many multicultural students are included to the public educational systems. Statistical data of Ministry of Public Administration and Security and Ministry of Education, Science and Technology showed that among children of multicultural family quite many secondary age students are not accepted to schools compared with elementary age students. Considerable number of such students is supposed to be the children brought

from their native countries when their parent remarried Korean spouses (Ethnic Minority Immigrant Pupils).

Significantly high rate of multicultural pupils go to the schools in rural areas. We visited ten schools in two urban areas and three rural areas and meet with teachers and multicultural students to know the educational provisions and career plans. In some of the schools the meeting with the students was not permitted because the school said it was not desirable to interview with the students because of their multicultural backgrounds. In that case, just teachers were available. Throughout the meetings, it was uncovered that even though the secondary age youths did not want to be classified as a separated group their different looks led them difficult situation. Additionally, teachers often used “for Multicultural” when they mention about the students, which reflected their low set of expectations toward the multicultural students.

Stories about migrant background youths who were learning Korean were also available in private organization outside school. Some of them were in need for special care for their mental and emotional problem due to their unstable family atmosphere and its high possibility in the future. Furthermore, they urged the proper textbooks for enhancement of Korean language abilities and career development programs for the youths.

Sampling study was performed nationwide with 1,275 multicultural students and 900 other students from 99 middle schools (58 urban schools, 41 rural

schools), 468 multicultural students and 870 other students from 68 high schools (44 urban schools, 24 rural schools). General return rates were 89% from multicultural students and 107% from other students. Extra questionnaire papers sent to other students in the process of selecting classes resulted in the higher return rate from expected sampling group.

Among the survey results, a remarkable point was that more multicultural students answered ‘have no idea’ to the question about future education and career desire and plan than other students. As middle school students, both multicultural students and other students strongly required the career experience and training programs. But the level of requirement of multicultural students was rather lower than that of other students. These results present the necessity of provision for concerned information and consideration.

Teacher survey was also occurred in the same sample schools as student survey. Total 2,563 teachers including 1,730 middle school teachers and 736 high school teachers were selected balancing the number of the teachers in charge of multicultural students and other teachers. Major analysis in this case was about the awareness of teachers by class, area, experience of multicultural students’ teacher and their subjects. Key result from this analysis was that the more a teacher experienced the multicultural students the more the teacher got accepting to multicultural and relaxed in teaching multicultural students. This reveals that direct engagement reduces prejudice. Teachers indicated wide career searching

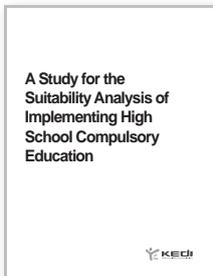
programs and career trainings were urgently required.

As the supporting laws for migrant youths activated in foreign countries, the cases of Germany, France, and Canada were examined. This study handled the integrated supporting systems and the methods of each country for development of teacher's specialty of to deal with multicultural education.

In the final part, political issues are considered while analyzing the educational provision and the reality before suggesting policies. The policies were suggested being divided by guarantee for the opportunity of school education, support for acclimation to education system, career design support, and integrated system. Suggested policy to guarantee the educational opportunity includes the construction of supporting system to enlarge the school inclusion of migrant youths, and systemic management of pre-education schools to help them access to school.

A Study for the Suitability Analysis of Implementing High School Compulsory Education

- **Research Director** : Seung-Sil Yang(KEDI)
- **Co-authors** : Chong Min Kim(KEDI), Wang-Jun Kim(GINUE), Hyunjung Kim(UILLINOIS)



KEYWORDS

Suitability Analysis, Implementing High School Compulsory Education, Curriculum, National Finance, Welfare

This study analyzed the suitability of implementing compulsory education in high schools in Korea in order to investigate whether or not high school compulsory education is suitable for realizing present and future goals of high school education and whether or not high school compulsory education offers positive effects on individuals and society in Korea.

In order to analyze the suitability of implementing high school compulsory education, we studied the issues pertaining to compulsory education through literature review and analyzed what had caused students not to attend regular high schools through interviewing teachers and students of alternative

high schools. In addition, we conducted a Delphi analysis on the visions and issues of high school compulsory education through surveying many educational experts and professionals, and explored the implications and lessons for Korea through examining the compulsory education systems of other developed countries. Finally, based on the findings of expert consultations, discussions, Delphi surveys, and opinion polls, we developed the model of a set of criteria on which the decision about the suitability of implementing compulsory education could be made.

It was found that the students who decided not to enter or attend high schools were victims of school violence such as bullying or perpetrators of school violence themselves. Distrust about public education, students' mental disability, maladjustment to school and school rules, lack of family support and disharmonious school programs were among the reasons that caused the students to leave or not attend regular high schools. The suggested solutions of these problems were the systematic support for

maladjusted students through alternative education programs, more teachers' attention on students at risk. The formal accreditation of existing alternative schools and the implementation of free education were suggested as well. The other recommendations included the enactment of law that assists alternative schools financially, wide educational support for alternative education and reinforcement of career education.

The findings of Delphi surveys about the visions and issues of Korean high school compulsory education showed that 56% of educational experts agreed to the implementation of compulsory education in high schools in Korea. The positive aspects of compulsory education were the promises and realizations of education rights, educational welfare, and educational equity, social integration and the development of human capital (resources), while the negative factors of compulsory education were forced and unwanted educational uniformity, difficulties of student guidance, the violation of rights of self-determination of education, decrease and inefficient management of educational finances, and increase of maladjusted students. When implementing compulsory education in high schools, some of the suggested solutions to address some raised negative aspects included the flexible design of high school compulsory education system, the legalization of expelling students, strengthening student guidance and counseling including their academic and career choices, reinforcing guidance for gifted and talented students, reaching a consensus

about prioritizing the range and content for free education, and an efficient management of national and local education finances. If we do not implement compulsory education in high schools in Korea, the areas that need improvements in current high school education were the implementation of free education with careful consideration on the status of national finance, the presentation of minimum common national curriculum, and emphasis on counseling and guidance on academic and career choices, the reconstruction of overall curriculum and emphasis on character education.

The key issues of compulsory education of other developed countries are explained in the following. U. S. A. was concerned about increasing dropout rate and lower high school graduation rate, compared to other developed countries. In order to address the problem of high dropout and low graduate rates, many states have tried to raise the age that requires school attendance to the age of 18, but mixed research findings about the effect of extending compulsory attendance existed. With respect to Germany, the key issues were the complexity of the rules of compulsory education which consisted of general and career tracks, a debate over the unification of different compulsory education systems by states, and tension imposed on nationalistic educational systems caused by the emergence of private schools and alternative schools. Additionally, due to the Bologna Agreement, the homogeneity of educational systems across European Union emerged as a problem as well. In the case of Japan, deciding whether national or local

governments should share the finance of compulsory education and the extension of the duration of compulsory education including early childhood education were among the key issues. Finland was shown with some parents' complaints because of its recent change in terms of assigning schools from mandatory assignment to the neighborhood school to choice, which stopped some students from being assigned to nearby schools. In addition, there was disagreement over financial support for private schools in the form of tuition assistance, using public funds.

Based on the issues of other developed countries' compulsory education systems, we could draw some implications for Korean education. With respect to U. S. A., despite the existence of universal free public education from kindergarten to high school, the graduation rate of high school is 75.5%(2008-2009) on national average and those states which implement the age of 18 that could leave compulsory education do not show better graduation rate necessarily. This implies that we should focus on the quality of education and actual curriculum and the experiences that students go through in schools rather than the regulation through the law of compulsory education. Finally, the case of U. S. A. suggests that we need more in-depth discussion about the purpose and vision of compulsory education by confirming whether we want to implement high school compulsory education for the sake of social welfare or we have other purposes and visions that compulsory education can bring. Based on the issues presented by

the case of Germany, we can adopt the plan that the range and content of free education vary depending on regions although the duration of compulsory education is identical, the plan that we can set the duration of career education consistent with the duration of general compulsory education as 12 years for the sake of more meaningful and focused career education, and the plan that the range and support of free education is differentiated depending on income. The case of Japan suggests that we can introduce the implementation of free education instead of implementing compulsory education in high schools and that we need to establish much clearer vision and direction for the national level in order to implement high school compulsory education. It also implies that we need to prepare and plan for the change of ownership governance of private high schools and that we need to consider public needs and demands about making high schools compulsory thoroughly.

We set the four areas of the criteria for the suitability of implementing high school compulsory education, which are educational suitability, social suitability, welfare suitability, and financial suitability. Based on the results of sub-criteria of educational suitability, high school compulsory education is suitable in terms of the needs of 12 years of education to prepare for knowledge-based society, but is not suitable in terms of the current curriculum and not suitable because it violates students' and parents' rights of self-determination of education. Based on the sub-criteria of social suitability, high school compulsory education is suitable because it helps

to create democratic citizens and that it helps to supply human resources, but is not suitable because it does not help to decrease social cost regarding preventing juvenile delinquency. Based on the results of sub-criteria of welfare suitability, high school compulsory education is suitable in terms of emerging public needs of free education and the care of socially disadvantaged groups. Based on the results of sub-criteria of financial suitability, high school compulsory education is suitable in terms of the national financial capacity, but is not suitable in terms of prioritizing the distribution of national financial resources.

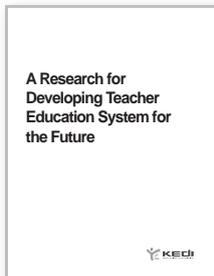
Based on the results of the four criteria of the suitability of implementing compulsory education in high schools, we have the following conclusions. First, we should have much clearer vision and direction for the national level adaptation of high school compulsory education in Korea and we should take the public needs and demands of high school compulsory education in thorough consideration. Second, we should prepare for the change plan of ownership governance of private high schools in Korea when implementing high school compulsory education. Third, we should reconstruct overall high school curriculum in order to introduce high school compulsory education more effectively. Fourth, we should prevent the uniformity of curriculum contents and maintain the diversity of curriculum contents. Fifth, instead of regulating through the law of compulsory education, we have to focus on the quality of education, students' educational experiences and

actual curriculum that students will learn. Sixth, we have to assure that students' and parents' rights of self-determination on education will not be violated. Seventh, we need to provide alternative programs for students at risk such as those who do not enter high schools, those who do not attend high schools or those who are maladjusted to schools. Eighth, the range and support of free education should not be applied uniformly, but should be differential based on household income. Finally, we need to distribute the nation's financial resources efficiently.

Based on the above conclusions, the implementation of compulsory education in high schools is still unsuitable but the implementation of high school free education with the careful consideration of national finances is suitable. However, when implementing free education in high schools, it is appropriate not to support all at once but to provide financial support for admission fee, tuition and textbooks as the differential rate of welfare depending on income. In addition, we also need to differentiate the range and content of free education according to regions and to reconstruct overall curriculum in current high schools in order to prevent the uniformity of curriculum and assure the diversity of curriculum. Finally, the need to develop alternative programs for non-attendance students, non-entrance students, and maladjusted students should be immediately addressed.

A Research for Developing Teacher Education System for the Future

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- **Co-authors:** Kim, Kisu(KEDI), Chung, Mikyung(KEDI), Hong, Ingi(SangTan Elementary School)



KEYWORDS

Future Society,
Teacher Education System,
Participation,
Relationship,
Dialogue

This study has two purposes closely related to each other. One is to clarify directions of teacher education in connection with the roles of schools, required teacher qualifications in the context of future society that consists of multidimensional characteristics. The other is to design a system of teacher education with respect to objectives, agents, target groups, contents and methods regarding to the directions of teacher education for the future. The contents, methodologies, and main results of this study are summarized as follows.

The definition of main concepts and the scope of this research

The research on “Teacher Education for the Future” is defined as that of imagining the desired future of teacher education, drawing specific details from the imagined possibilities, and designing a strategy that will transform such possibilities into an achievable reality. The “teachers” in this study are regarded as “the instructors who teach in the formal elementary and secondary education provisions.” Also, “teacher education” is defined as “the course to acquire the competencies that enable teachers to help students to understand the relationship between themselves and communities, and to find their roles and to carry out them independently.” The “system of teacher education” implies the “organized set that consists of the elements that require in the teacher education such as objectives, contents, methods, target groups, agents, and time duration.

This study emphasizes to suggest the overall framework that the teacher education system should pursue, instead of focusing on discussion of each element in the system of teacher education. As understanding the teacher education system as

a combination of teacher training and in-service training, this study places greater attention to teacher training whereas it covers the limited issues in in-service training that must be institutionalized.

Research contents and methodologies

This study reviewed literatures that were related to the history of teacher education system after Japanese colonialism, analyzed the frames of texts related to the issues of future society, vision of future education, and fostering of future teachers, and the frames of education and future education of stakeholders. Furthermore, the reviews of international cases about teacher education system and the survey that asked the core issues in teacher education system were included. Based on these resources, this research tried to design and suggest the teacher education system for the future society.

The history of teacher education system was explained by extensive literature review. Natural Language Processing (NLP) and social network analysis were used for analyzing the frames of texts. The texts were classified into two different time periods, the 1990's and 2000's to determine any specific frames that were unique to each era. The 1990's marked the beginning of futures research in Korea, especially in terms of setting the future vision of education. In contrast, the 2000's saw wide implications of the various social policies that had been implemented in response to the economic crisis of 1997 and 1998.

The frames of stakeholders were analyzed by

the results obtained from a conference. In the conference, there were four groups of stakeholders: experts in alternative education and general experts including an engineer, a poet, and a futurologist, scholars in education, teachers, and students. Each group of stakeholders participated in a focus group discussion (FGD). The differences of frames by group in terms of future education, roles of teachers, and future directions for teacher education were drawn by social network analysis of the results of the discussions. In the conference, each group also participated in discussions that designed to come up with appropriate policies and strategies with respect to expected characteristics in future society, roles of schools and teachers that are required in future society, qualifications of teachers, and teacher education system. Based on the results from analyzing of the texts and the conference, we derived key words in roles of formal education, teacher qualification, and teacher education required in the future society.

In terms of reviewing international cases, we requested manuscripts to the experts about the teacher education in Germany and about the Independent Academy for Free school in Denmark. In the conference with stakeholders, the German case was emphasized as a good case of advanced level of teacher education and the Danish case was recommended to review as a case for developing competency in teachers' autonomy. Other international cases were summarized based on the existing literature.

We also conducted a survey to accumulate information about opinions on issues in teacher education system from 2,000 teachers in primary and secondary schools, and 200 professors at teacher education colleges. Using cross-tabulation method, we explored the differences between teachers in primary and secondary schools and professors in postsecondary schools as well as differences in explanatory variables in each group.

The scheme of teacher education system was examined in the policy forum with stakeholders. The results from this forum were reflected in the final scheme of teacher education system that was suggested in this study.

Results of this research

The main results of this research are as follow.

When we investigate teacher training system from the end of Japanese Colonialism to the present time, we can distinguish several time periods with different characteristics within the history. First, from the end of Japanese Colonialism to the 1960s, it was the time when there was a lack of social infrastructure in teacher training system as well as a lack of teachers for school education. We would call this time period as “time of groping”. In 1961, two-year colleges of education for elementary school teachers started to emerge, and “temporary exemption law in education” was announced, which limits secondary school teachers as 4-year college graduates. From 1961 to 1991 when teacher certification exam was introduced with the abolition of mandatory job

placement of teachers who graduated from national college of education, this is the period when the government played a leading role in administering teacher education, which we would call this period as “government-led time”. The teacher certification exam was started to solve the problems caused by excess supply of teachers after the 1980’s, and its impact on teacher education has been expanded in the environment of unstable employment in the job market. From 1991 to the present time, it is called as “time of open recruitment exam.” The current teacher education system that has created huge surplus of teachers raises many problems such as lack of control of teacher quality, absence of standards of teacher qualifications, quality gap among colleges of education, lack of link between programs in teachers education and practices in real school classrooms.

There are three important milestones in terms of the system of teachers’ in-service training. First, it was the “time of groping” from the end of Japanese Colonialism to the year 1964 when the law of teacher in-service training was enacted. This law has been evaluated as a starting point of systematic in-service teacher training. From 1964 to 1989 when this law was entirely revised, we call this period as the “time of settlement” of in-service teacher training. After 1989, there has been a huge expansion in scale of in-service teacher training, which was motivated by the introduction of evaluation of teacher competency and other changes in the work environment of school teachers. Even though there have not been major changes in the law of in-service teacher training, we

call this period after 1989 as the “time of expansion”. Along with these major milestones of in-service teacher training, many problems have been raised such as a weak linkage between programs of in-service training and practices in school classrooms, problems accompanied with the use of in-service training as a mean of promotion in the teacher career, lack of quality control of in-service training programs, and deviation of training hours among teachers.

Results from the analyses of the frames of texts and stakeholders suggest as follow. Most literature in the 1990s largely focuses on issues of recruiting highly competent teachers who have skills in foreign languages and informational technology that are required in the upcoming global educational society. However, literature in the 2000s suggests fundamental changes in the system of globalization that threatens stability and paradigm of knowledge. In the 2000s, it is emphasized that graduate-level of teacher education is required to make teacher be cultured, have appropriate personality as a teacher in order to communicate with students and parents, and have ability to draw students’ creativity. In terms of analysis of the frames of stakeholders, a commonly raised suggestion was that there should be a change of paradigm in teacher education policy instead of expanding certain programs. The group of experts in alternative education and general experts argues that relationship and personality should be placed at the core and new values should commonly pursued in the community. The group of scholars in education suggests that a most important specialty that teachers

should have is to have ability to form relationships with diverse groups of people. The group of teachers stresses a role of teachers who provides students the pleasure of learning at schools, which plays as a hub of networks for students in a society. Lastly, the student group highlights that teachers should be able to build a strong bond with students. A new paradigm of teacher education should include all these aspects.

Results from the analysis of frames of texts and stakeholders suggest seven important implications. First, new paradigm of education that could realize the nature of education should be introduced because schools under the current paradigm will not be able to survive in the upcoming societal changes. Second, schools should play a role as a hub of all the networks that are closely adjacent to students’ life in a society. Third, teachers should be able to have ability to build a strong relationship not only with students but also with diverse groups in education. This role of teachers will be highly emphasized in the future society. Fourth, teacher candidates should have strong motivation as an educator who has diverse experience in the society. Fifth, curriculum and instructions of teacher education should be developed in a way that teacher candidates should be able to directly participate in managing curriculum for their autonomous and self-directed learning experiences. Sixth, programs of teacher education should be formative and flexible instead of separate programs by subject so that participants should be able to communicate with each other in close relationships.

Lastly, the ideal goals of teacher education can only be realized as the value of schooling changes from a mean of social mobility to a mean of introspection on human life.

Using the results of analyses of the frames of texts and stakeholders, we draw important keywords for a role of schooling, required teacher qualifications, and teacher education in the future society. The role of schools has become unclear as the opportunities of obtaining knowledge have been dramatically increasing and as social inequality has worsened. Also, the role of schools as a caregiver to at-risk students whose families are broken has been extended under the unstable social welfare system. Under this circumstance, schools are required to play a role as a central hub that connects all the networks in the society that help students' development as well as a role of schools that serves the intrinsic value of education.

The crucial elements of teacher education that are necessary in the future schooling are 1) participation, 2) relationship, and 3) communication. Participation is explained by two types of participation. It implies that all stakeholders in teacher education i.e., scholars, teacher candidates, in-service teachers, social experts participate in creating programs of teacher education. At the same time, it also means that all these stakeholders take part in diverse settings in education, i.e., settings of students and settings of schools. Building relationship implies to acknowledge the learning subjects as a part of individuals' circles, and to constantly raise questions with passion in

order to understand the subjects. Dialogue means to create a structure of mutual development based on participation and relationship. These three elements are fundamentals of teacher education and required competencies of teachers that should be learned through a process of teacher education. These three competencies are considered as 'basic competencies'.

In comparison, in the aspects of fundamental (or normative) meaning of education, roles and competencies required as a teacher are 1) understanding of students' multi-dimensional characteristics, 2) basic understanding of education and educational environment surrounded by teachers and students, 3) designing and executing curriculum that is meaningful to students. Understanding of students' multi-dimensional characteristics implies that teachers should look into family background, cognition, affective domain and physical aspects of students to figure out needs of each student. Basic understanding of education and educational environment is interpreted as the competencies of understanding micro and macro environment among teachers, students and schools and grasping values of institutional education. Designing and executing curriculum implies that teachers should expand the learning scope not limiting it to the subject but including life-related issues, and create curriculum through questioning and answering between teachers and students. These aspects of competencies are considered as 'role-focused teacher competencies'.

As an international case about teacher education system, teacher education in Germany consists



of two parts; the first phase is university-level teacher education program and the second phase is teacher seminar as a form of internship. In case of the education program for Gymnasium teacher in Germany, it is the longest program among all teacher education programs, which takes 9 to 10 semester for the first phase and 1.5 to 2 years for the second phase. In total, the preparation for Gymnasium teachers is about 6 to 7 years. After the European Union (EU) started operating, the first phase divided into two levels: a program of bachelor's degree and a program of master's degree. Different formats are introduced based on this two-level first phase program. Some programs follow the tradition format, which does not separate undergraduate and graduate levels. Continuous format is the one that separates undergraduate and graduate levels, but main programs are concentrated in a graduate level. Some programs pursue a combined format that is separated but main programs of teacher education are evenly distributed in two levels. Generally, the first phase emphasizes academics, and the second phase focuses on practicum. In the first phase, practicum is also a part of the program in parallel with academics. In-service teacher education in Germany depends on teachers' needs, so it is not mandatory or regulated.

The Independent Academy is an institution that fosters teacher candidates for free schools where 14 percent of all school-aged population attends. This academy is run by different types of committees and councils that an individual student participates in, that help teacher candidates learn education as

a democratic way. The curriculum of the academy for free school requires 5 years to finish, and the curriculum is made of mandatory courses, core courses, and elective courses. The selection of courses is individualized depending on students' major and interests. In case of core courses, there are four steps: introduction, research, group project, and individual project. In freshman and sophomore years, students should complete practicum for three weeks, and one year of practicum is required for junior students. Instead of choosing one major, students take more than two majors in Germany and three to four majors in Denmark, on average.

There are several implications to Korean teacher education based on cases of Germany and Denmark as well as other countries. The Korean system of teacher education also needs to consider allowing teacher candidates to choose multiple majors, and the quality of teacher education should improve by introducing graduate-level of teacher education programs. Systematic linkage between academics and practicum should be introduced by allowing students to experience in more diverse settings not only in school but also in other organizations in the society. The Korean system needs to emphasize the academics in "Education" in teacher education programs for strong linkage between education theories and practices. Much more attention in the quality of teacher education curriculum needs to be placed instead of the admission process. In the course of teacher education program, the goal of teacher education should be reflected in various ways, and all

stakeholders in education should form a cooperative relationship. Lastly, teacher education system must be rigorous and strict. However, the policy for in-service teachers should assure teachers' autonomy in the classroom.

The survey from teachers in primary and secondary schools and professors in teachers' colleges to ask issues in designing the system of teacher education draw important results as follow. Most of teachers and professors disagreed with increasing pool of teachers by allowing experts in education without teacher certification to apply to teaching profession. There were positive feedbacks on whether graduate-level of teacher education programs are necessary, and majority of survey participants prefer two years of the graduate-level programs. On average, majority of survey participants prefers to stay in the current teacher education system that is bifurcated between teachers for primary schools and the ones for secondary schools. When analyzing this result more closely by looking at the answers by group, whereas most teachers in primary and secondary schools prefer to stay in the current system, professors in teachers' college evenly supports both the current bifurcated system and combined system. Among those who support the combined system, majority prefer to keep the current teacher certificate system that is also bifurcated by the level of schooling. In terms of the level of teacher education program, majority agree with that teacher education programs should be graduate-level courses for candidates who have bachelor's degree or equivalent. The second

largest proportion of survey participants agree that teacher education programs should be undergraduate level so that candidates should be able to prepare for the teaching profession after they graduate from high school. Large proportion of teachers and professors agree with the accreditation of institutions for teacher education, and smaller proportion but more than 50 percent of survey participants agree with the system of teacher internship. Retention policy for teacher candidates is largely supported while majority disagreed with renewal of teacher license.

Regarding the system of in-service teacher education, most teachers and professor agree that in-service training should be mandatory every 5 years. Survey participants choose either teachers' college or city and provincial education offices as an agent of in-service training. And, fewer teachers prefer teachers' colleges as agents of in-service training than professors. When there is no mandatory in-service teacher education, another way of improving in-service teacher training is to provide school teachers' research-year system that is mostly agreed by majority.

In terms of questions whether teacher education programs and practicum are helpful when teachers enter their profession, compared to novice teachers who has teaching experience within 5 years, more professors agreed with that those programs and practicum are helpful for their profession. The area of teaching in which teachers are most benefitted from teacher education programs is teaching and extracurricular activities followed by understanding of educational environment and students. Most

teachers and professors agreed that practicum is helpful when teachers adjust to their schools and profession. However, on the question whether the minimum weeks of practicum for teachers (8.41 weeks for primary school teachers and 4.52 weeks for secondary school teachers) are sufficient, lower proportion of teachers and professors agreed with it. However, the negative response on the current minimum weeks of practicum is not high when we consider the ordinary suggestion that the period of practicum should be longer. There was no consensus in terms of an appropriate period of practicum for teacher candidates.

Majority of teachers supports that practicum is helpful in their profession and the system of practicum should continue. More than a half of teachers answered that their experience in practicum was most rewarding after they entered teaching profession.

Based on the results from the survey, we emphasize 1) two-year graduate-level teacher education programs with clear goals, 2) reconsideration of the quality of teacher education programs, 3) assuring teacher's professional autonomy, 4) teacher education program that is heavily focused on understanding of students and educational environment, 5) effort to build a strong linkage between academics and practices instead of extending the hours of practicum, 6) mandatory and periodic in-service teacher education and expansion of teachers' research-year opportunity, 7) introduction of multiple agents of in-service teacher education, and 8) creating a cooperative environment among all stakeholders in

teacher education.

All of these results are reflected in the following recommendation for the future system of teacher education.

- Direction: Creating a flexible and open system of teacher education
- Goal: Fostering teachers who can guide students to find their roles and to make them independent and responsible in the society.
- Teacher education
 - Agent
 - Founding 2-year graduate school of teacher education and restructuring existing schools of education and teachers' college to establish college of teacher education as a 6-year program. Both the 2-year and 6-year colleges should be responsible for education future teachers.
 - In the long-term aspect, institutions of education for primary and secondary school teachers should be merged into one institution.
 - Courses for school teachers and courses for scholars should be separated.
 - Target group
 - Individuals who have personality and aptitude that are appropriate as a teacher
 - Individuals who completed double or multiple majors in colleges in the field of humanities, social science, natural sciences or education
 - Basic knowledge in education-related studies
 - Individuals who have diverse work experience in the society

- Contents/Methods
 - Project-based curriculum that is closely linked to real practice
 - Parallel with education theories that are related to the project topic
 - Co-learning through project-based learning community
 - Development of teacher education curriculum that is focused on raising required competence as teachers based on the results of diverse projects
- Requirements for teacher certification
 - Implementation of retention rule of the program
 - Individuals who completed teacher education programs in the accredited institutions for teacher education
- In-service teacher education
 - Cycle/Agent
 - 5-year mandatory cycle of in-service training and research-year system for every 10 years
 - Teachers' colleges should be the host agent of in-service training and other institutions should participate in various projects.
 - Contents/Methods
 - Linkage between in-service teacher education and formal teacher education courses.
 - Introduction of retention system of teachers' research-year programs
 - Application
 - Use of experiences during project-based in-service teacher education programs as one

of the qualification to be a faculty member at colleges of teacher education

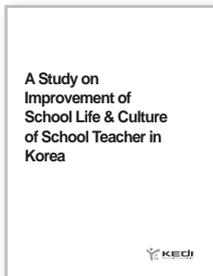
- Connection research-year system with levels of positions of teachers

In order to realize the ideal forms of teacher education system, this study suggests several policy recommendations in terms of teachers, national curriculum, school system, and system of public education. The short-term goal of teacher policy is 1) to research and develop future programs of in-service teacher education and pilot operations and 2) to restructure policies of teacher recruitment. The long-term policies should include 1) minimizing nation-level standards of teacher qualifications, 2) intensifying government's role for controlling supply of teachers, 3) establishing a institution of accreditation for institutions of teacher education and implementing accreditation system of teacher education programs, 4) introducing a standard of accreditation, which is whether institutions or colleges of teacher education have schools for the practicum of teacher training and they have a partnership, and 5) finding a new vision and standards for teachers' research. Policies for national curriculum should emphasize 1) introducing competency-focused national curriculum and 2) customized curriculum that focuses on individuals' characteristics. School system and system of public education need to pay attention to 1) diversity of schools and strong infrastructure of schools for diverse education programs and 2) building a student-focused school system.



A Study on Improvement of School Life & Culture of School Teacher in Korea

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KEYWORDS

Life of School Teacher,
School Life,
School Culture

The purpose of this study is to develop strategies to change the Life & Culture of School Teacher(LCST), which can activate the society of teaching profession and meet the need to change the society. In this study, theories related to the types and characteristics of the LCST, its characteristics and the need to change it in Korea, and the foreign cases of strategies to change the LCST were analyzed. New strategies to change the LCST were developed to activate the teaching profession.

Literature study, meeting of expert committee, questionnaires survey, case study of actions for change, and workshop of policies to develop strategies were executed for this study. Especially,

the questionnaires survey was conducted on 2,910 persons, who were composed of teachers, parents, and educational experts.

Concept of the LCST, its types and characteristics, its realm and components, its birth procedure, and theories of strategies to change the LCST were obtained through the literature study. Especially, the theories of cultural leadership, learning of organization, and development of school personnel were presented as those of strategies to change the LCST.

The characteristics of the LCST in Korea were analyzed with various views such as autonomy, adaptability, evolution-oriented feature, and the degree of openness, participation, and cooperation. It was shown that the adaptability and the degree of openness are low while the autonomy and the degree of cooperation are high. Adoptability of teachers on innovation-oriented policies was low compared with other groups. It was strongly required that the autonomy, the evolution-oriented feature, and the degree of participation should be increased to

accelerate a change of the LCST in Korea.

Basic concept, key value, and driving model of strategies to change the LCST in future were proposed. For the driving model, ① its realm and elements, ② methods to implement strategies according to the realm, ③ types of their implementation, ④ procedures to drive strategies, and ⑤ main group to drive them and its role were presented. It was suggested that the realm should be composed of ① creation of faith and value, ② development of members, ③ change of administrative structure, ④ guarantee of information technology system, and ⑤ change of role expectation.

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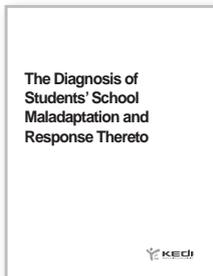
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The Diagnosis of Students' School Maladaptation and Response Thereto

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KEYWORDS
School Maladaptation

This study examined the current state of school maladaptation among elementary and middle school students. The trends in domestic studies on school maladaptation since the 1990s were analyzed as part of efforts to review the notion of school maladaptation and to set up study perspectives. After summarizing factors related to school maladaptation, the current study introduced a research model based on the results of existing domestic and international studies. This study defined school maladaptation as a "phenomenon where the educational activities conducted by schools and the mainstream culture conflict or disaccord with the student actors." Such a definition was designed

to highlight the fact that school maladaptation represents a problem that emerges during the process of interaction between schools and students. The research model intended to analyze the causes of school maladaptation focusing on environmental factors, and in particular those related to the school and social environments rather than the psychological characteristics of individual students.

This study conducted a large-scale survey designed to investigate the current state of student life inside and outside school and the current state of school maladaptation. The survey was given to students and teachers in elementary, middle, regular high school and specialized high schools nationwide. In terms of survey sampling, a proportional stratified cluster sampling method was applied that involved the selection of 200 elementary, middle and regular high schools as well as 150 specialized high schools. Then one class (the first and last class at the elementary school level) was sampled at a particular grade (grade 6 for elementary school, grades 1-3 for middle school) within the sampled schools. In

the case of the teachers, all teachers employed in the schools selected as samples were included in the sampling. The response rate for the student survey was estimated to be 89.6%(9,749) in the case of elementary schools, 93.7%(18,739) for middle schools, 90.8%(19,143) for regular high schools, and 94.1%(12,190) for specialized high schools. The response rate for the teacher survey was estimated to be 80.9%(6,132) in the case of elementary schools, 79.8%(5,702) for middle schools, 75.8%(9,401) for regular high schools, and 75.8%(9,401) for specialized high schools.

The current state of students' school maladaptation was analyzed by calculating the basic statistics for each question found in the survey at the individual school level. The testing was conducted for differences in the mean and rate at the sub-group and school levels for each of the main background variables. In terms of the main variables, a scaling method was employed to verify the differences between the sub-groups and school levels. A 2-level HLM was designed and used as part of the analysis of the variables influencing school maladaptation. The results of the analysis are summarized in Chapters 3 through 7 of this study.

Chapter 3 revolves around an analysis of the perceptions and attitudes of students toward their schools, as well as of their current concerns and problems. The most frequently given answer across all school levels with regards to such concerns and problems was 'studying and grades'. While the second most common answer amongst elementary

school was 'health,' middle and high school students selected 'academic/career path'. When asked about the extent to which they participate in their classes, the majority of elementary, middle, and high school students answered that they in fact "eagerly participate in classes" or "listen in class even though they do not eagerly participate". However, the higher the school level, the less popular this answer became. This was particularly true in the case of specialized high school students. The ratio made up by the answer, "do not pay attention in class" increased along with the school level, and was especially high in the case of specialized high schools. When asked about attending school, over 60% of all students answered that they "were for the most part happy to attend school". The answer, "really want to attend school" became less pronounced as the school level rose, with this answer being especially rare amongst specialized high school students. On the other hand, the ratio of answers, "obliged to attend school although I do not want to", and "would like to quit school right now" rose along with the school level, and was especially high amongst specialized high school students. Students were found to have a rather negative perception of their respective schools in terms of the factors such as the diversity of educational contents, individual relevance, and practicality. Students also had a negative perception of the diversity of education methods, opportunities for students to participate in activities, and competence-based classes. Student participation in the process of enacting school rules was not very high. Students perceived such school

rules as highly restricting their behavior. The students were very critical of school rules; for example, they answered that school rules made them angry or that did not want to come to school because of the rules. Students exhibited generally positive perceptions of their teachers in terms of their passion and attitude as well as their friendships. As far as school climate was concerned, students believed that academic competition among students is severe and school do not permit them to exercise autonomy and independence.

The results of the survey on home environment and life outside of school were introduced in Chapter 4. Factors such as the relationship with parents, communication with parents, and the extent of parents support for education were used to measure the home environment. All students across all school levels maintained a positive relationship with their parents. However, when compared with parents overall level of interest, the ability to "communicate with parents" was found to be rather low. The answer "I freely talk to my parents about my worries and troubles" was in fact the least frequently given in this regard. Thus, students talked to their parents about their concerns and problems much less than they did about school life, everyday life, future dreams and career path. Abuse by parents was reported to be low. The degree of parents' educational support was higher than the average across all school levels. However, parents support usually came less in the form of cultural experiences such as nature experiences, travel, the viewing of performances and

visits to museums than in that of creating a learning atmosphere, forming an attitude conducive to learning, providing books and information, preparing for assignments and school materials, school attendance, and maintaining good health through balanced meals and exercises. Parental support was highest at the elementary school level and lowest at the specialized high school level.

Students' experiences outside of school were investigated based on factors such as the degree of use of information technology equipment(ITE), part-time job experience, and the extent to which students came into contact with potentially harmful environments. The use of ITEs was revealed to be very high. Elementary school students' usage of ITE was lower than middle and high school students. The number of students whose sleep or school work and other activities were negatively impacted because of ITE was highest amongst regular high school students. Although the rate at which the answer, "I feel depressed and become nervous and sensitive when I do not use ITE" was overall low, it was found to be highest amongst specialized high school students. 4.4% of middle school students, 14.2% of regular high school students, and 38.8% of specialized high school students answered that they have had a part-time job sometime in the past two years. The ratio of specialized high school students who have held a part-time job was higher than that of regular high school students. The most significant ratio of students who have held part-time jobs over the last two years did so for 1~3 months. Students

from specialized high schools tended to hold their part-time jobs longer than in their counterparts in regular high schools. The extent of exposure to harmful environments was measured using a survey of students' access to comic book stores, PC rooms (a type of LAN gaming center), Karaoke halls, video/DVD rooms, bars, and nightclubs. A high number of elementary and middle school students answered that they 'sometimes, frequently, or very frequently' visited PC rooms and Karaoke halls. The ratio of access to these places tended to increase as the school level rose.

The investigation of students' self-esteem revealed that students by and large have a positive perception of themselves. Their perception of society was also generally positive. However, their perception of society was rather negative when compared to their self-esteem. While the average score for the five questions on self-esteem was 3.64, the average score for the five questions on the perceptions of society was 2.81. Students viewed the impact of their academic performance on their ability to enter university in a more negative light than the impact of such performance on their vocation or income in the future. This finding can be explained by the fact that university is slated to occur in a much nearer future and that their academic performance was directly related to their ability to enter university. The higher the level of students, the more pronounced their perception of the influence of academic performance across all questions became. The students also strongly recognized the existence of credentialism.

The current state of students' maladaptation was addressed in Chapter 5. Based on the existing study results, the questions for the student survey were composed by breaking down the types of school maladaptation into sense of helplessness, class maladaptation, maladaptation with regards to relations with teachers, maladaptation with regards to relations with friends, and maladaptation in terms of school rules. The survey consisted of 27 questions (25 for elementary school students): 3 questions related to the sense of helplessness, 5 to class maladaptation, 3 to maladaptation with regards to relations with teachers, 3 to maladaptation with regards to relations with friends, and 13 to maladaptation in terms of school rules. However, following the factor analysis, these five types of school maladaptation were reduced to three, with sense of helplessness and class maladaptation combined to make one category, and maladaptation with regards to relations with friends combined maladaptation in terms of school rules to make another. The three factors were identified as class maladaptation, teacher-relationship maladaptation, and school rule maladaptation. The degree of maladaptation for each factor was measured using a 5-level scaling method. The average was then calculated. The overall degree of maladaptation was calculated at less than 3, and was as such not very high. The degree of class maladaptation was found to be the highest, followed by teacher-relationship maladaptation and school rule maladaptation. The study revealed that the higher the school level, the greater the degree

of class maladaptation became. The degree of class maladaptation was higher amongst specialized high school students than regular high school students. Teacher-relationship maladaptation and school rule maladaptation were higher amongst middle school and specialized high school students than elementary and regular high school students. The highest levels for all three maladaptation types were recorded in conjunction with specialized high school students. The degree of teacher-relationship maladaptation was revealed to be very low. While elementary school students answered most positively, specialized high school students answered most negatively. Meanwhile, middle school students answered more negatively than regular high school students. As school rule maladaptation was also found to be very low, the conclusion can be reached that students have by and large abided by school rules. The statements which elicited relatively higher scores were "I violate hair and clothing-related rules"(1.70), "I am often absent from school"(1.49), "I beat up other students"(1.48), and "I bully other students"(1.37). As beating up or bullying other students fall under the category of school violence, special attention should be paid to the fact that the scores on the questions related to such behaviors were relatively higher.

Six types of student maladaptation were introduced in the case study involving five middle schools: parent related maladaptation, friend related maladaptation, academic path related-maladaptation, study-related maladaptation, education & training-related maladaptation, and personal appearance rules-

related maladaptation. The main criterion associated with each of these types was based on the cause for the emergence of these maladaptations. However, this study was unable to ascertain whether the criterion for maladaptation was the primary cause or only served to strengthen an existing maladaptation. In this regard, sophisticated follow-up studies should be conducted in order to more clearly prove the causes of maladaptation. Furthermore, each type of maladaptation cannot be seen as being mutually exclusive. Students should not be perceived as only exhibiting a certain type of maladaptation; rather, they should be understood to tend to exhibit a specific type under certain circumstances.

Using class maladaptation, teacher-relationship maladaptation and school rule maladaptation at the various school levels as the dependent variables, a multi-level model was designed in Chapter 6 to ascertain the causes of school maladaptation. The results can be summarized as follows. First, gender was found to influence class maladaptation at the middle school, regular high school and specialized high school levels. More to the point, male students exhibited a higher degree of class maladaptation than female students. The degree of class maladaptation amongst students with a lower academic standing was high at all school levels. The degree of class maladaptation was found to rise along with monthly income of the family at all school levels. Elementary school students who lived with their mothers, middle school students who lived with their fathers, and regular high school students

that lived with neither of their parents exhibited a higher degree of class maladaptation. The degree of class maladaptation was found to be higher across all school levels in cases where the relationship with parents was not good or the educational support provided by parents was lower. In terms of student-level processing variables, students who had a part-time job exhibited a higher degree of class maladaptation than those who did not at the middle school, regular high school and specialized high school levels. The greater the frequency of information technology equipment (ITE) usage and the degree of awareness of credentialism, the higher class maladaptation became. Moreover, lower self-esteem was associated with higher degrees of class maladaptation at all school levels. School-level input and processing variables were found not to impact class maladaptation at the elementary and regular high school levels. At the middle school and specialized high school levels, the degree of class maladaptation was higher amongst students who resided in rural areas(eup and myeon) than students who resided in metropolitan city areas. Students from coeducational schools exhibited a higher degree of class maladaptation than those from all-boy schools. Meanwhile, students from all-girl schools exhibited a higher degree of class maladaptation than students from coeducational schools.

Second, let us now look at the results of the analysis of teacher-relationship maladaptation. In terms of student-level input variables, gender was found to have an impact on the teacher-relationship

maladaptation for students at all school levels. Male students exhibited a higher degree of teacher-relationship maladaptation than female students. Lower degrees of academic achievements resulted in higher degrees of teacher-relationship maladaptation at the middle school, regular high school, and specialized high school levels. The degree of teacher-relationship maladaptation was higher across all school levels when monthly family income was high. At the elementary school level, students from single-parent families, especially those living with single mothers, were found to exhibit a higher degree of teacher-relationship maladaptation than those who lived with both parents. The degree of teacher-relationship maladaptation was higher across school levels in cases where the relationship with parents was not good. Lower levels of educational support provided by parents resulted in higher degrees of teacher-relationship maladaptation at the elementary school and specialized high school levels. As far as student-level processing variables are concerned, the degree of teacher-relationship maladaptation was found to be higher at all school levels in cases of higher ITE usage. Lower self-esteem resulted in a higher degree of teacher-relationship maladaptation at the elementary school, middle school and regular high school levels. Higher awareness of credentialism was found to result in higher degrees of teacher-relationship maladaptation at the elementary school, middle school, and specialized high school levels. School-level input and processing variables were found not to impact teacher-relationship

maladaptation at the elementary school level. At the middle school level, the degree of teacher-relationship maladaptation was higher amongst students from rural areas(eup and myeon) than those from urban area(special cities, metropolitan cities, and small & medium-sized cities). At the specialized high school level, the degree of teacher-relationship maladaptation was higher amongst students in rural areas(eup and myeon) than amongst those from urban areas(special cities, metropolitan cities, and small & medium-sized cities). At the specialized high school level, the degree of teacher-relationship maladaptation amongst students from public schools was found to be higher than those from private schools. Meanwhile, the degree of teacher-relationship maladaptation amongst students from coeducational schools was higher than those from all-girls schools at the middle school, regular high school, and specialized high school levels. The school-level processing variables did not impact teacher-relationship maladaptation at the elementary school, middle school, and regular high school levels. Students who had problems with other children exhibited a higher degree of teacher-relationship maladaptation at the specialized high school level.

Third, as far as school rule maladaptation is concerned, gender was revealed to impact the school rule maladaptation at all school levels. Male students exhibited a higher degree of school rule maladaptation than female students. The lower the academic achievements, the higher the degree of school rule maladaptation across all school levels

became. The degree of school rule maladaptation was also higher across all school levels when the monthly family income was higher. Students at the elementary school who lived with single mothers and students at the regular high school and specialized high school levels who did not live with their parent(s) had a higher degree of school rule maladaptation than students who lives with both their parents. Students who did not have a good relationship with their parents exhibited a higher degree of school rule maladaptation across all school levels. Meanwhile, students who received less educational support from their parents exhibited a higher degree of school rule maladaptation at the elementary school and specialized high school levels. In terms of student-level processing variables, students with experience holding a part-time job tended to exhibit a higher degree of school rule maladaptation than those with no experience of holding a part-time jobs at the middle school, regular high school and specialized high school levels. The degree of school maladaptation across all school levels was higher when ITE usage was high. The degree of school maladaptation across all school levels was higher when self-esteem was lower. At the elementary school level, the degree of school maladaptation was higher when students were aware of credentialism. The study also found that school-level inputs and processing variables did not impact school rule maladaptation at the elementary school level. At the middle school level, the students from rural areas(eup and myeon) exhibited a higher degree of

school rule maladaptation than those from urban areas(metropolitan cities). At the middle school level, students from all-boy schools exhibited a higher degree of school rule maladaptation than those from coeducational schools; meanwhile the students from coeducational schools exhibited a higher degree of school rule maladaptation than those from all-girl schools. At the regular high school and specialized high school levels, students from coeducational schools exhibited were found to exhibit a higher degree of school rule maladaptation than those from all-girl schools. Negative results in terms of the friendship variable identified as a school-level processing variable were found to increase the degree of school rule maladaptation at the middle school and specialized high school levels. At the regular high school level, the degree of school rule maladaptation was higher when the school provided lower autonomy to students.

Teachers' perceptions of school maladaptation behaviors and causes, the actual state of guidance of maladapted students, and measures to decrease and prevent school maladaptation, were examined in Chapter 7. A case study of the guidance provided by schools was also collected through a qualitative study. Teachers perceived all 26 behaviors suggested in this study as examples of school maladaptation. The only difference was based on whether a specific behavior was regarded as 'severe' maladaptation or 'minor' maladaptation. Teachers in general identified drifting from school such as unexplained absences and early departure, resistance to and disrespect towards

teachers, as well as violence and harmful behavior (bullying and being shunted aside) as behaviors related to school maladaptation. The teachers assessed that school maladaptation was influenced more by individual students, their families, and their social environments than the schools. In terms of school factors, "school curriculum that do not reflect students' individuals' skills, aptitudes, future career path, and interests" was regarded as impacting school maladaptation the most.

The most commonly used criteria and methods employed to determine the degree of school maladaptation at school levels was "determination based on teachers' individual standards"(30.1%); this was followed by the "determination based on the extent of violation of school rules"(28.4%) and "establishment of indicators at the school level"(26.7%). 67.2% of the teachers answered that their schools had established additional education programs to guide maladapted students, thus implying that the majority of schools have managed separate education programs to guide maladapted students. The ratio of education programs for maladapted students was highest at the middle school level; followed by specialized high school, regular high school and the elementary school levels. "Individual and group counseling" was the most common program offered to maladapted students across all school levels. 62% of schools were found to have human resources other than teachers to guide the maladapted students. Although "specialized counselors" were the most commonly found human

resources responsible for guiding maladapted students across all levels, great differences emerged between the various school levels. The ratio of "specialized counselors" was highest in specialized high schools; this was followed by regular high schools, middle schools, and elementary schools. The ratio of "social workers" was higher at the elementary and middle school levels, where the ratio of specialized counselors was relatively lower. "Directly preach discipline" was the most common method employed by teachers when providing guidance to maladapted students. 59.1% of teachers answered that they "frequently or very frequently" provided "direct counseling", a ratio that was similar to the number that "directly preach discipline". On the other hand, 18.5% and 5.6% of teachers answered that they "request help from other specialized human resources within the school" and "request help from specialized organizations outside the school" "frequently or very frequently". The teachers regarded "teacher interest and enthusiasm" as the most important of the measures to decrease and prevent school maladaptation; this was followed by "increase of specialized human resources(specialized counselors, etc) in schools", "exploration and preparation for future path(profession) that reflect the aptitudes and talents of students", "decrease in class size", "diversification of curriculums to bring them into line with the interests and aptitudes of students", and "removal of university examination and competition-oriented education climate". These measures were suggested by the teachers who directly

guide the students. In this regard, their thorough inclusion in the countermeasures established by the central government and regional educational offices should be viewed as an effective means to mitigate student maladaptation in the future.

Based on the results of the quantitative survey and case study, discussions were carried out and policy implications were introduced in Chapter 8. Two main issues were discussed: the types and degrees of school maladaptation, and the causes of school maladaptation. The following policy implications were also introduced: 1) establishment of an effective school life guidance system, 2) expansion of student counseling in schools, 3) concretization of maladapted student guidance programs, 4) substantialization of career guidance, 5) democratization of school management, 6) change in the school's standpoint regarding the guidance of maladapted students, 7) strengthening of support for employment of high school graduates, 8) education regarding proper information technology equipment(ITE) usage.

A Study on the Application of STEAM Education for Elementary and Secondary Students in 'Gifted and Talented Classes' and 'Gifted and Talented Centers'

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A Study on the Application of STEAM Education for Elementary and Secondary Students in 'Gifted and Talented Classes' and 'Gifted and Talented Centers'

KEDI

KEYWORDS

STEAM Education for Elementary and Secondary Students, Gifted and Talented Classes

The purpose of this study is to present information about STEAM (Science, Technology, Engineering, Arts, and Mathematics), a program aimed at cultivating the creative talents of elementary and secondary students in gifted and talented classes and gifted and talented centers. The government-run STEAM program is based on the discussion of a need for a distinguished education approach tailored to the characteristics and needs of gifted students, the recipients of gifted and talented education whose understanding and interest in the field of science is very high and who are well-equipped with related knowledge and skills.

Detailed research is comprised of 'research into

STEAM taking into consideration the characteristics of gifted and creative people', 'an examination of the national trend in elementary and secondary STEAM', 'a study of the current status of gifted and talented education in gifted and talented classes in elementary and secondary schools and in the gifted and talented centers', 'a search for application methods in gifted and talented classes in elementary and secondary schools and in the gifted and talented centers'. The study was primarily conducted through analysis of related materials and literature, conferences with experts, analysis of national and worldwide trends, and employment of questionnaires and in-depth interviews with expert groups.

Theoretical background

For a theoretical inquiry into STEAM, an education method catered to the characteristics of gifted and talented students, the following results from a prior study were analyzed.

First, gifted and creative people show significant intellectual curiosity, linguistic competence,

creativity, concentration as well as remarkable ethical reflection, task completion, and awareness of self-identity, according to a review of literature on the characteristics of such people. They prefer independent learning, and occasionally, it's hard for them to get along with their peers for lack of common interests, which results in their isolation. However, they are interested in collaborative learning, such as discussion. They like to participate in verbal exchanges with their partners and also show interest in autonomous learning.

Second, after investigation into a series of existing models on gifted and talented education, integrative education, and STEAM, it has been found that STEAM shares some similarities with STEM, in the sense that STEAM is an approach in science education. It aims to promote interest in science, and it emphasizes the integration of related subjects. However, the exclusion of art in STEM education makes it different from STEAM in many aspects.

From this review of the characteristics of the gifted and talented and the methods of gifted and talented education, it was found that the STEAM approach suits the gifted student's need to build an expertise in one field. The review also found that the core ideas and contents of STEAM need to be constructed in a way that naturally connects them to other fields. As well, the STEAM approach needs to be sophisticated enough to take into consideration the developmental features of elementary and secondary school ages.

National trend

In order to identify STEAM's national trend, the backgrounds, policies, and progresses of STEAM in Korea are reviewed.

First, by examining the background of STEAM in Korea, it was revealed that STEAM was initiated to cultivate talents with capabilities necessary for a future society and to make a shift in the education paradigm, one more reflective on the negative education realities in Korea. In addition, the most remarkable feature of STEAM in Korea is that the government took the initiative to make policies and actively employ them in the field, not vice versa.

Second, the policies of STEAM in Korea were proposed by 'the Basic Plan to Cultivate and Support Science and Technology Talent,' and they were activated through the Korea Foundation for the Advancement of Science & Creativity, with the Ministry of Education, Science and Technology as the central figure.

Third, as of 2012, there are about 170 teachers' study groups and 80 research schools. As well, a reconstructed and standardized class model of the STEAM curriculum for general students is being developed under the leadership of the Korea Foundation for the Advancement of Science & Creativity and the Ministry of Education, Science and Technology. In addition, in order to train excellent teachers, the Korea Foundation for the Advancement of Science & Creativity and the Ministry of Education, Science and Technology are conducting teachers' training for those in charge of gifted and talented

education.

Through analysis of the national trend, the current situation of STEAM was reviewed and ideas for vitalizing the gifted and talented education were researched. Along with general STEAM, there is a demand for an education system catered to the needs of gifted students in gifted and talented classes and in the gifted and talented centers. There are also calls for the development of education programs appropriate for the characteristics of gifted students, a system for sharing resources in and out of school, and administrative and financial support.

Worldwide trend

For an understanding of the worldwide trend, the backgrounds, policies, and progresses of the U.S., the U.K., Germany, and Singapore were reviewed.

First, these countries all initiated STEM development in 2000. They commenced and financed various STEM education policies in order to reinforce national innovation and competitiveness and to cultivate distinguished talents.

Second, the U.S. has made STEM the focus of its education policies and reform. The government, academic circles, and industries have made enormous investments in order to obtain a national competitive edge.

Third, the U.K. has established a consistent STEM system from elementary school to higher education. With various support from companies, the country provides national support to improve students' abilities through the collaboration of industry-

university-institute. Lastly, Germany and Singapore are not sparing any expense in finding and obtaining STEM experts.

Analysis of these countries' trends has provided useful information for the development of STEAM. It aims to promote the problem-solving capabilities of elementary and secondary gifted students, who will be the drivers of national competitiveness. Through the analysis, it was found that the following things are needed: intensification of science and technology education at the elementary and secondary level, cultivation of 21st century talents who can solve problems in a creative and synthetic manner through an understanding of varied studies, the establishment of networks that connect human and material resources in and out of school, and development of gifted students with multi-dimensional thinking abilities in the form of an elite education.

An examination of the current situation in gifted and talented classes in elementary and secondary schools and in the gifted and talented centers

In order to understand the current situation of STEAM in gifted and talented classes in elementary and secondary schools and in the gifted and talented centers, 'the characteristics of students' and 'the current status and demands of STEAM in gifted and talented classes in elementary and secondary schools and in the gifted and talented centers' were examined.

First, according to results of research on the general



characteristics of students in gifted and talented classes in elementary and secondary schools and in the gifted and talented centers, students evaluated themselves highly in terms of mega-cognitive ability, and the teachers' answers closely matched them. In addition, students' curiosity, observations, and abilities to utilize the learned content were reported as high. Students in the gifted and talented centers attached to a university recognized their creative features to be high, but such responses decreased as students moved from elementary school to secondary school.

Students evaluated their social and affective qualities highly, but the teachers in charge did not agree with their students' answers, showing a difference of opinion unlike with the previous two characteristics.

Second, from examining the learning features of students in gifted and talented classes in elementary and secondary schools and in the gifted and talented centers, it was found that such students preferred science (34.0%) and math (23.2%). Their interests in and fun with these preferred subjects were cited as the main reasons for their choices. They reported spending about 10 hours per week studying their favorite subject on their own. In terms of their preferred method of study, the students liked to engage in personal speculation to find the solution and receive help from teachers.

Third, according to research on the awareness of STEAM in the minds of teachers in gifted and talented classes and the gifted and talented centers,

more than 90% of the teachers said they were aware of STEAM. More than 77% said STEAM is necessary. They thought STEAM would be useful regardless of whom it was for, and more than 70% of the teachers said they would like to participate in STEAM.

Fourth, most of them thought that STEAM is an education process for expressing contemplative faculties.

Fifth, from examining the curriculum of STEAM, the most common integrated curriculum was found to be 'math and science', which takes the form of parallel integration or simple integration. Teachers cited insufficient understanding of another subject and the extra burden of preparing for STEAM classes on top of their normal preparations as their notable difficulties. In terms of the educational environment, 80% of teachers reported insufficient supplies of STEAM-related materials and books as the greatest difficulty. Realistic administrative and financial support for STEAM, which requires cooperative classrooms for teachers, was found to be lacking.

Lastly, in terms of applying the STEAM curriculum to the field, numerous respondents pointed out the necessity of STEAM working organically with the existing curriculum. This kind of operation demands further appropriate measures. In terms of teachers, training should be provided to equip them with various activities for bringing students' different interests into the classroom. In terms of the educational environment, exclusive space to implement various teaching methods and the appropriation of various books and materials

are needed. This implies measures to improve qualitative aspects of the educational environment. In terms of administrative and financial support, as a requirement for developing creative talents through STEAM, an expansion of school autonomy, of budgets to build subject classrooms and improve existing facilities, of the operation of STEAM on a national level, and of information exchange are needed.

Through study of the current status of STEAM in gifted and talented classes and the gifted and talented centers, the following applications are proposed.

The application of STEAM in gifted and talented classes and gifted and talented centers

Based on selected research materials, we designed the curriculum, class model, and class stages for STEAM for gifted students in elementary and secondary schools. We also proposed measures related to the curriculum, teachers, educational environment, and administrative- financial support to promote STEAM in gifted and talented classes and gifted and talented centers in elementary and secondary schools. The following are of core importance.

1. Designing for the curriculum, class model, and class stages of STEAM

This study designed the curriculum, class model, and class stages of STEAM.

[Curriculum model]

- Targets: gifted and talented classes (mainly elementary schools), gifted and talented centers (mainly secondary schools)
- Contents (capability)
 - major: the knowledge, notions, and principles of science, technology, engineering, and Mathematics
 - contemplative faculty: analytical thinking, integrative thinking, problem recognition, and problem solving
 - ethics: influence of research and responsibility, research ethics
- Education (convergence) level
 - basic level: form a process where there is enough time to engage in divergent thinking on a given topic, come up with novel ideas, and finally produce output
 - advanced level: consider technology and engineering foremost, but through art, cultivate the ability to solve problems through artistic and humane thinking.

[Class model]

- Overall curriculum: conduct STEAM through the operation of gifted and talented centers
- Mid-term curriculum: conduct STEAM intensively during a partial period of operation of gifted and talented centers
- Short-term curriculum: conduct STEAM as a one-time option during the operation of gifted and talented centers



[Class stages]

- stage 1: challenge to learn
 - This is the first stage of learning where students are given two options based on their ages and the characteristics of the curriculum, etc
- stage 2: creative design
 - Design curriculum to allow students to solve problems in a self-directed manner, research sources, and think creatively
- stage 3: achieve objectives
 - This is the stage where the initial objectives from the beginning of learning are achieved, and depending on the accuracy of the 1st and 2nd stages, design, and available resources, it may be approached through two ways

2. Organizing and operating the STEAM curriculum

The STEAM curriculum targets gifted and talented classes and the gifted and talented centers. The gifted and talented classes target elementary schools, while the gifted and talented centers target secondary schools. The organization of the curriculum needs to be determined in the context of each institution's system of operation. Their convergence can be applied on a basic or advanced level. More detailed information is given below.

- Basic level:
 - content: formed in relation to the school curriculum
 - activities: used for spurring students' interests and senses and providing emotional, hands-on experience
- Advanced level:
 - content: expanded professional curriculum
 - activities: based on converging research projects, including experimentation, field trips, lab visits, and lectures by experts

3. Improving teachers' capabilities for STEAM

The following are proposals for improving the teachers' capabilities necessary for operating the STEAM curriculum in the gifted and talented classes and the gifted and talented centers.

- The types of teachers: Subject experts and gifted and talented education experts as well as external professionals in other specialized areas will serve as gifted and talented coordinators and assistants for each team
- Proposals for improving capabilities
 - intensify teacher training courses: introduce programs and set up master's and Ph.D courses to train STEAM teachers
 - reconstruct programs for existing teachers: focus on leading teachers
 - proposals for other teachers: STEAM teachers research groups, STEAM leader school, class-model research groups, STEAM education consultation, STEAM fair, and national and overseas training

4. Improving the educational environment to activate STEAM

The following are proposals for improving the educational environment

- Utilize existing school facilities: install a convergence (a tentative name) room
- Harness external facilities: install a STEAM supply room supported by the education bureau and university

5. Providing the infrastructure for STEAM through administrative and financial support

The following are step-by-step measures to provide STEAM with administrative and financial infrastructure for activating STEAM.

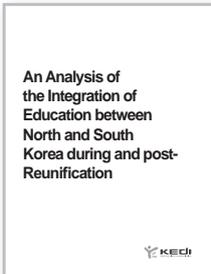
- Administrative support measures
- National level: build national STEAM centers
 - Operate special courses
 - Connect STEAM-related government institutions and public organizations to establish a cooperative system
 - Provide an on-line/off-line communication function
 - Attract personal and industrial investment to advertise the educational benefits of STEAM for students
 - Operate STEAM camp and contests
- Regional level: establish STEAM support room by education bureau or university
 - Provide materials and space for class
 - Establish the database for the STEAM curriculum
 - Obtain the resource pool

- School level: operate gifted and talented classes and study groups according to fields of study and subject areas for the gifted and talented centers
 - Provide seamless support for the exchange of information and human resources among the government, school, institution, and company.
- Financial support measures
 - necessity of raising the budget to activate STEAM
 - education donations and talent donations



An Analysis of the Integration of Education between North and South Korea during and Post-Reunification

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An Analysis of the Integration of Education between North and South Korea during and post-Reunification

KEDI

KEYWORDS

Integration of Education during and Post-Reunification, Education Systems in South and North Korea

This study aims to research the framework of integrating education between South and Korea, based on the South Korean government's National Community Reunification, Step 3. The study begins with a comparison of the strengths and weaknesses of the respective education systems in South and North Korea and considers the case of education integration in Germany. The analysis has been divided into five sections: the school system, curriculum and content, the teacher system, education administration and education culture. This study has been conducted by the Delphi method of having experts and professors' answer questionnaires in two or more rounds. Fifty-one experts participated

in the first Delphi survey, 49 in the second and 50 in the final one. The Delphi method shows that education integration between South and North Korea should be phased gradually so that they initially continue to coexist as separate education systems and later seek to create an alternative education system.

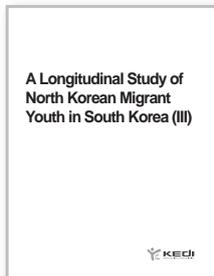
This study focuses on thorny issues in five key sections (the school system, curriculum and content, the teacher system, educational administration and educational culture) that could undermine integrating the two systems during reunification. First, in the school system section, there are core questions about the challenges of scholarly attainment, transferring schools, and free and compulsory education. Second, in the curriculum and contents section, the study addresses matters of combining different textbook contents and technical terms. In particular, how can the two Koreas meld political education (Idolization) of North Korea with the democratic citizens' education of South Korea? Third, in the teacher system, the key problems are the reeducation and qualification levels of North

and South Korean teachers. Fourth, in educational administration, the focus is on the gaps in ability and consciousness of civil servants in education administration and the different administrative education systems of South and North Korea. Finally, about education culture, the core matters addressed are the conflicts of dissimilar education culture and philosophy between South and North Korean pupils.



A Longitudinal Study of North Korean Migrant Youth in South Korea (III)

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KEYWORDS
Longitudinal Study,
North Korean Migrant Youth

The longitudinal study is to examine the pathways that North Korean immigrant youngsters trace in the life journey at South Korea. Last year the researchers already have conducted the pilot study for the purpose of designing this longitudinal study, which would be implemented from 2011 to 2015. Thus this second-year longitudinal study of North Korean immigrant youth in 2012 focused on consisting the panel group for five years' longitudinal study and examining the characteristics of these participants and factors influencing the adjustment of North Korean migrant youth.

This study utilized both quantitative and qualitative methodologies. In the first-year study, the

total number of the participants giving the written consent was 461 North Korean immigrant students, together with their parents and school teachers. They were from the fourth to sixth grade in primary school and from the first to third grade in middle school. In the second-year study, 257 students, their parents and school teachers among the the first-year panel members have participated and 30 students with their parents and school teachers have been selected as the in-depth interviewees. For the quantitative analysis, paired t-test, ANOVA, regression analysis, exploratory factor analysis, correlation analysis were employed.

Research on Future Direction and Strategy of Future Education in Korea: Focusing on Education Policy Priorities of 2013-2017

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Research on Future Direction and Strategy of Future Education in Korea: Focusing on Education Policy Priorities of 2013-2017

KEDI

KEYWORDS

Education Policy Priorities of 2013-2017, Future Direction of Korean Education, Vision for Education, Future Strategy and Education, Education Policy

The purpose of this study is to establish the development plans and policy strategies that the next Korean administration may pursue, given the rapid changes that the Korean society is currently undergoing such as low economic development, high unemployment rates, low birth rates, expansion of older generation, and growing social and economic polarization. To achieve the goal, this study examines the status of Korean education from the four particular perspectives of creativity and collaboration, communication and cooperation, career development and lifelong learning, and social cohesion and educational welfare. With the policy directions and measures driven from those perspectives, this

study further presents specific plans, strategies and timetables for policy implementation. The main research questions are then threefold. First, how can we effectively reflect the current situation and projected changes of the Korean society in developing educational visions, policy directions and measures? Second, what is the correct diagnosis of the current educational situation and problems in Korea? Third, what are the actual action plans that the next administration can effectively refer to in planning new educational policies?

As such a study purposed to develop future plans and strategies cannot be proceeded only with the opinions of a small group of researchers, this study adopts the following six research methods to validate the meaningfulness of the policy proposals. First, international trends and cases as well as the context and trends of Korean educational policy measures in the recent past have been examined through a literature review. Second, an educational expert panel has been formed in order to diagnose Korean educational values and visions and suggest essential

policy ideas. Third, the Delphi survey method has been used with 70 people including experts such as researchers and scholars and those involved in policy procedures such as public officers, parents, and social organization representatives. Fourth, a large scale online survey with 1,000 adults has been conducted regarding future social changes, educational priorities, and 10 core policies based upon the results of the Delphi survey. Fifth, experts of the 10 core policy areas that have been selected through the Delphi and online surveys have collaborated to develop action plans, implementation strategies, and policy roadmaps to effectively accomplish those policy goals and measures. Finally, a financial resource analysis has been conducted especially regarding the policies requiring a large amount of governmental funds such as universalization of early childhood and high school education and reduction of college tuition.

It is necessary to note that certain international trends are found within the field of education based upon the literature review of the publications, both offline and online, composed very recently. An effort to guarantee basic academic achievement through assessment reform in the U.S., a proposal to effectively foster future economic manpower by reshaping secondary education and job training with a competence-based emphasis in Finland, accountability-based policies in the U.K., and assessment reform strategies using high-end technologies to measure qualitative competences by the Assessment and Teaching of the 21st Century

Skills (ATC21S) are the noteworthy examples.

One typical change that the Korean society is expected to experience in the near future is the reduction of young generation due to the low birth rate and thusly following expansion of older generation. Korean education is then require to respond to such an anticipated change by student-centered education to a life long learning system. Yet, the literature review shows that such a shift is not visibly noticed mainly because of the policy drives presented by 5.31 educational reform conducted 15 years ago, which emphasized both autonomous actions by students and parents and excessive intervention by the government. While Korean education is suffering from these conflicting policy directions, students are not learning desirable competences required for the future but continue to strive to survive under the dominance of the college-entrance procedure. Furthermore, recent incidents of school violence along with prolonged problems such as high expenditure in private tutoring, and blanket learning patterns without proper consideration of individual students' interests and talents continue to exacerbate the negative side of Korean education.

The large scale online survey shows the values that future Korean education should pursue such as welfare, economic democratization, justice, communication, collaboration and cohabitation. The same survey also indicates a certain set of competences as the essential contents of Korea's education in the future: creativity, responsibility, morality, citizenship, respecting diversity, and

problem solving skills.

10 priority policy tasks are established based upon the results of the Delphi survey and the online survey: making all early childhood education a part of public education, reducing teachers' administrative duties and reinforcing teachers' teaching capabilities, reforming curriculum for creative and key competences, strengthening career development and job connection, universalizing and reforming high school education, reforming student assessment and college entrance system, developing the quality of higher education, reducing college tuition, equally developing all colleges and establishing life long education system.

The financial resource analysis investigates, as previously mentioned, the ways to reinforce investment on early childhood education, high school education and college tuition. First, regarding the expansion of early childhood education, the sum of government's financial support for each child as of 2013 is expected to amount up to approximately 5,320,000,000,000 Korean won (5,700 billion US dollars), which the government should seek a way to secure. Second, making high school education free for all students is expected to additionally require 1,320,000,000,000 Korean won (1,500 billion US dollars) as of 2013. Finally, reducing college tuition into the half of the current amount additionally requires approximately 5,100,000,000,000 ~ 5,300,000,000,000 Korean won in 2013 and 4,200,000,000,000 ~ 5,700,000,000,000 Korean won in 2017, reflecting the projected decrease in the

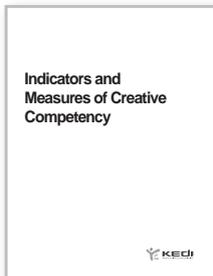
population.

Based upon the Delphi and online surveys and financial resource analysis, the educational vision for the next Korean administration is presented in this study as 'the formation of learning and welfare society to foster creative and collaborative talents.' Policy directions for the vision are, first, education for creative and collaborative competences, second, education for collaborative and communication skills, third, education for career training and life long learning, and finally, education for social cohesion and educational welfare. The study further adds the timetables for the implementation of the proposed policy directions and measures.



Indicators and Measures of Creative Competency

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KEYWORDS

Future Global Leaders,
Core Competencies,
Creative Competencies

One of the core competencies required for future global leaders and citizens includes creativity. Despite its great importance, however, it is not easy nor simple to scientifically measure creativity. Moreover, the very term, creativity, has now being used in many different fields with somewhat different meanings such as in business administration, economics, science and technology, arts, and so on beyond the fields of psychology and education, which have traditionally dealt with the understanding of the concept. The present study reviewed the various concepts of creativity currently existing in different fields and molded a new term, 'creative competency' from an interdisciplinary perspective as well as with a multidimensional approach. And it attempted to

define the concept of creative competency and also to develop its indicators and measures in accordance with the interdisciplinary and multidimensional definition. A series of pilot studies and a main study were conducted to analyze and improve the validity and reliability of the measures.

As a result, a comprehensive kit of measures of creative competency, which is composed of 2 survey questionnaires and 5 tasks was produced with an acceptable degree of reliability and validity. This kit was intended to be used primarily for children aged 9-12 in schools and would take about two and a half hours for them to complete.

With those questionnaires and tasks, it is expected that teachers will be able to easily diagnose five dimensions of creative competency, that is, each child's creative thinking skills as well as his or her non-cognitive characteristics related to creative competency, the creative process and the products of the child when interacting with peers at the very moment of dealing with the specific tasks given to the child individually and in a group, and finally the creative environments of the child such as home and school.

The Constructing Partnership among Government, University, and Industry for Developing Regional Human Resources

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The Constructing Partnership among Government, University, and Industry for Developing Regional Human Resources

KEDI

KEYWORDS

Regional Human Resource, Regional Human Resource Development, Partnership, Stakeholder for Partnership

■ Research Purpose

For sustainable growth of region and nation, the regional human resource development is critical success factor. Especially, the role of local universities is imperative for developing human resources in South Korea. For enhancing competency level of local universities, continuous policy and social investment are needed in national level of South Korea. In this situation, there is need for creating the environment fostering the partnership among local government, university, and industry for developing local human resources. This study aims to examine that partnership about type, success factor, influential factors, and so on.

Specifically, this study has following purposes. Firstly, this study aims to analyze the definition, drive factor, and outcome of partnership among government, university, and industry for academic or practical application of study results. Secondly, this study tries to find the example of effective partnership among government, university, and industry to investigate the way for constructing the effective partnership. Thirdly, this study also tries to seek the practical application for constructing partnership through the interview and survey from experts in related area. Finally, this study aims to suggest the policies related the partnership.

■ Study Contents and Methods

The definition, drive factor, effect of the partnership among government, university, and industry

Through the literature review, this study investigate the definition of the partnership among. The definition of the partnership is used for the basis

of the discussion about the networking among the government, university, and industry for local human resources in this study. The drive factors for the partnership can include trust among the partners, mutual needs, communication system, and cultural environment. In this study, these factors are considered in this study. Also, the effects of the partnership focus on participating entities' outcome through the mutual networking in this study.

Analysis on the types of the partnership

This study uses 'mutual relatedness' and 'partners' diversity' as criteria for analyzing the type of the partnership. Regarding mutual relatedness, this study uses the network type, program type, and system type for differentiating partnership. Also, regarding partners' diversity, this study uses 'both parties (university-industry) partnership and multiple parties (government-university-industry) partnership' for assigning the example. In summary, this study is using the six types for analyzing the types of the partnership among government, university, and industry.

Analysis and search for the future direction on the policy related to the partnership among government, university, and industry.

For analysis on the policy, this study selects two areas including the area of university-industry relationship and regional human resource development. Then national projects or policy on the partnership among

government, university, and industry were analyzed including LINC project, regional human resource development project, and other policy projects. The history and outcome of those projects or policy were analyzed in this study. Furthermore, the future direction of those administrative interventions were investigated for understanding future application direction and correcting current issues.

Analysis on the domestic and abroad cases about the partnership among government, university, and industry

This study selected several domestic and abroad examples of the partnership among government, university, and industry for developing regional human resource development. Through the analysis on those examples, this study provides applications for future policy and developmental strategies. The cases were selected based on the six types of partnership mentioned in the previous chapter. Through the analysis on the cases, future policy direction was investigated. At the end of each case, the application issues were discussed.

Survey on the problem and issue of partnership policy to subject matter expert

The problem and issue of partnership policy were analyzed through the survey from subject matter experts. Especially, the problem was related to the government's policy for developing regional human resources. The survey was conducted to the

practitioners and scholars in government, university, and industry areas. Through the analysis, this study summarized the problem of the partnership among the entities and policy issues. Also, the results were used for the foundation of the future policy direction in government, university, and industry sections.

For constructing the partnership among government, university, and industry, suggestion for the future vision and policy direction

Through the synthesizing the literature review, analysis on the domestic and abroad cases, survey results from subject matter experts, this study provides the future vision and policy direction regarding the partnership among the government, university, and industry. Also, this study suggest the road-map for future administration and policy. The future suggestions were provided accordingly to government, university, and industry respectively.

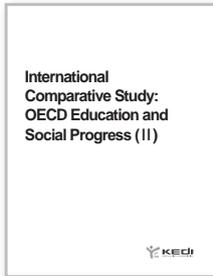
■ **Discussion**

This study propose policy vision titled 'For preparing future and through the communicating, partnership focus on knowledge, region, and convergence'. Researchers and administrator may want to use the results of this study for future research and administration. Especially, the future vision and policy direction of the partnership of this study may be used the foundation for the following studies and policy development.



International Comparative Study: OECD Education and Social Progress (II)

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KEYWORDS

ESP,
OECD Education and
Social Progress

This study is the second year's study in the first phase (2011~2013) of OECD's Education and Social Progress (ESP) project that examines educational effects upon various aspects of social progress. While the ESP project progresses in coordination between KEDI researchers and OECD's project team, this study is an independent research on what the ESP project intends to investigate using an international macro-data and a national micro-data. Based upon the ESP research framework, this study looks into the following two research questions.

First, do learning environments have effects on fostering competences essential for social progress? Which among the learning environments such as

family, school, work place and local community has larger effect than the others? When compared to the other countries, what is the nature of learning environment in Korea?

Second, can cognitive and non-cognitive competences affect social progress? What competences matter more for individual success? Does Korea differ from the other countries on that matter?

For the first research question, a macro-level data analysis is conducted using the data of Korea, Finland and New Zealand reported in the International Civic and Citizenship Study (ICCS) that has surveyed on average 13.5 year old students in 38 countries in 2009. The results of the hierarchical linear model analysis show that certain variables such as educational expectation, openness of class discussion, conversation with parents generally have positive effects upon social progress. The patterns of such influences may differ, however, from country to country depending on cultural, social and political settings of each region. Conversation with parents

and openness of class discussion have less effects, for instance, on trust in government, political participation and gender fairness in Korea than in Finland and New Zealand. For another instance, openness of class discussion has less effect on support for democratic values, attitudes toward immigrants, gender fairness and civic knowledge in Korea than in Finland and New Zealand. All these cases indicate the importance of considering cultural, social and political backgrounds in understanding general patterns of learning environments' influence upon social progress.

For the second research question, a micro-level analysis is conducted using the Korean Youth Panel Survey (KYPS) data, a national panel data that surveyed 7th graders to college seniors from 2003 to 2008 upon various competences and civic development. Certain non-cognitive competences such as self-control, independence, and emotional control are generally found to have coherent effects on various aspects of social progress. A further analysis by the cluster analysis has identified four distinct groups such as obedient, positive, resistant and negative types depending on the levels of non-cognitive competences. It is shown that obedient and positive groups that have high scores on non-cognitive competences tend to show positive development in social progress variables, whereas resistant and negative groups tend to show negative development in social progress variables. Given the longitudinal nature of these findings, it is possible to interpret them as causal relations between non-

cognitive competences and social progress variables.

Such macro and micro levels of analyses may offer the following five policy implications for Korean education.

First, it is necessary for Korean education to put more emphasis on non-cognitive competences than cognitive competences based upon the importance of non-cognitive competences demonstrated in the research findings. Korean schools should extend the realm of learning and teaching from traditional cognitive skills to non-cognitive kinds.

Second, as self-control and emotional control are particularly found to be influential for secondary students, Korean secondary education should strengthen the training of such non-cognitive competences.

Third, certain non-cognitive competences such as life satisfaction, mental health, social capital, and volunteer activities are found to have more positive effects for Korean students than the other non-cognitive competences such as family cohesion, closeness to neighbors, parental care level and friendship. Thus educational planning should focus on particular non-cognitive competences that are found to have stronger effects than the others.

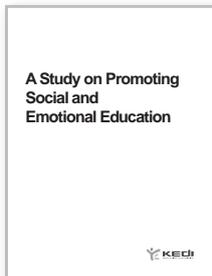
Fourth, from a comparative perspective on cultural backgrounds, Korean students show less development in certain social progress variables such as trust in public, and thus Korean education should focus more on the development of those areas ultimately to promote overall social progress.

Finally, from a developmental point of view, Korean

students who earlier showed behavioral problems are found to have a tendency to find a way to mitigate such problems. Thus, overly severe punishment on adolescent misconducts may have detrimental effects on the natural development and thus, an educational intervention can be more meaningful for such cases than strict and severe punishments.

A Study on Promoting Social and Emotional Education

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KEYWORDS

Social and Emotional Education, DeSeCo, Emotional Learning

The primary purpose of the study was to suggest policy measures to promote social and emotional education in elementary and middle schools at national level. To do so, this research defined the concept and elements of social and emotional learning(SEL) through literature review, examined precedents of SEL in major countries. In addition, the study analyzed students' developmental level of SEL and diagnosed the present condition of SEL in schools with the survey data. The collected data constituted a nationally representative sample of 12,101 students in 6th and 8th grade and 1,277 teachers in 250 elementary and 250 middle schools by stratified random sampling method. The result of

the study is as followed.

■ Operational Definition and Elements of SEL

In order to clearly define the concept and elements of SEL, this research examined the Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization devoted to SEL in the U.S., the DeSeCo(Defining and Selecting key Competencies) project of OECD, and similar concepts of SEL such as the key competencies curriculum, creativeness, citizenship, and character education. Based on literature review, the study operationally defined social and emotional skills as a key competency for a successful life for school, family, and work. This research also defined two subcategories of social and emotional skills. Empathy and relationship skills are categorized as social skills. Empathy means knowing, understanding and sympathizing with one's emotion, thoughts, and opinions. Relationship skills mean having good communication skills and forming and maintaining amicable relationships. Caring,

cooperation, and responsibility were also measured to diagnose the level of social skills. Being aware of emotions is understanding what you think and how you feel and expressing your thoughts appropriately. Self-management means regulating one's feelings, impulses, and stress. Self-efficacy and happiness were additionally measured to identify the developmental level of emotional skills.

■ Social and Emotional Developmental Level

Social Development

The social development scores of 6th grade students are 74.06 points for empathy, 70.25 points for relationship skills, 70.83 points for cooperation, 70.70 points for responsibility, and 76.07 points for caring. In the case of 8th graders, 72.22 points for empathy, 68.82 points for relationship skills, 69.03 for cooperation, 68.61 for responsibility, and 74.66 for caring. The 6th grade students, on average, had a higher level than 8th grade students in all of the subcategories of socialness. Students also had the highest scores in empathy and caring, regardless of age.

According to students' background, parents' education level, family's socio-economic level, academic achievement level all had a positive influence on students' social development level while single/dual income families had no influence at all. On the other hand, school activities had a positive impact on both elementary and middle school students in the order of P.E. activities, relevant subjects like social studies, ethics, and Korean

literature, and creative experience activities. However, a relatively small number of the students respond that class meetings, counseling with teachers, art/music classes, and project-based classes were helpful.

Emotional Development

The emotional development scores for 6th grade students are 65.88 for self-awareness, 55.36 for self-management, 58.85 for self-efficacy, and 68.98 for happiness. In the case of 8th grade students, the scores are 60.31 for self-awareness, 50.41 for self-management, 53.52 for self-efficacy, and 60.81 for happiness. It can be observed that both elementary and middle school students had the lowest scores in self-management.

According to students' background, gender, parents' education level, family's socio-economic level, academic achievement level and all single/dual income families had a meaningful influence on emotional development level. Students responded that P.E. activities and creative experience activities in schools had a positive influence on emotional development level. On the other hand, 6th grade students did not place weight on class meetings, counseling with teachers, art/music classes, while 8th graders gave lower scores for project-based classes and class meetings.

■ The State of School Education for Social and Emotional Development

According to the results with the data of

1,277 elementary and middle school teachers, most teachers believed that schools were good at developing students' social and emotional development. Taking a more in-depth look, while teachers thought that schools were successful in promoting communication and relationship skills, they believed that self-management and stress management were not well carried out.

Specifically, teachers perceived that the reward system for well-developed students and classes was not well established. A mere 34.5% of middle school teachers responded that the system was well formed. In addition, only 50% of teachers felt that SEL materials and programs were sufficient. 40% of middle school teachers also answered that SEL activities in schools were not well connected with home and parent education was not carried out, either. 62.9% of elementary teachers and 58.4% of middle school teachers asked for the specialized help or professionals outside schools for students' social and emotional development.

As obstacles for promoting SEL, most teachers pointed out those weakened family education, SAT focused education trend, and parents' indifference about SEL. In addition, many teachers also perceived difficulty securing time for SEL, inadequate support from the government, lack of education materials and outside help, as well as lack of financial and administrative support. However, they believed that school-related variables like teachers' indifference and lack of systematic instruction were relatively not problematic.

On the one hand, teachers believed that to promote SEL, strong school-family partnership were most needed and also felt that liaisons with professionals outside would be of great help in dealing with under-development students and developing relevant programs and materials.

■ Policy Recommendation

Based on the findings, the study suggested policy recommendation to develop Korean students' SEL competencies that are demanded in the future as a basic key competency.

First, the study suggested policies that reinforces school and family SEL competencies such as developing SEL programs, building cooperating relations between the school and family, and strengthening parents' and teachers' competency. For developing SEL programs and implementation, the study suggested the following measures; developing the programs with research institutes and schools, managing experimental schools, accrediting and assessing programs, securing sufficient time for SEL, and reward systems for high-achieving schools, teachers and students. For measures to strengthen teacher-student interaction, the study suggested reinforcing actual teacher-student communication and teacher counseling sessions and collaboration with professional institutes outside. To construct school-family relations, measures included actual communication between families and schools and strengthening parents' competency to guide and educate their children.

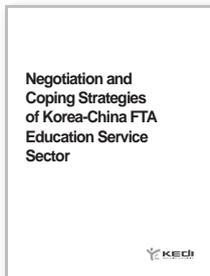
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Secondly, policy recommendation were made to strengthen institutional and societal support system; measurement of social and emotional development and examination the state of school education related to SEL on regular basis, national curriculum reform oriented competency-based curriculum, and placing weight on SEL competency when entering college and work force.

Thirdly, the study suggested some ways to secure finances for the policy implementation. For this, the national government should secure regular or special budget, local education office should provide relevant procedures of school accounting for utilizing the secured budget, and the local government should expand its financial and administrative support for SEL related projects. Moreover, the study included the policy road map that describes the role and steps to carry out policy measures for the department of education, local education office, and research institutes.

Negotiation and Coping Strategies of Korea-China FTA Education Service Sector

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KEYWORDS

Korea-China FTA,
Educational Service,
FTA, Education Systems

The purpose of this study was to support the conclusion of the Korea-China Free Trade Agreement (FTA) in the area of educational services by providing negotiation and coping strategies that could maximize the educational and social benefits. To that end, raised research questions are as follows:

- 1) What is the educational market structure and regulation of the two countries?
- 2) What is the level of openness (the sensitive items and the level of openness of them) and the way of opening the educational market appeared in the specific commitments of the FTAs in effect between the two countries?
- 3) What is the offer on educational services of the

Korea-China FTA and the coping strategies?

Followings are the research findings on the questions raised in this study.

1. Analysis of the Current Educational Service Market and Regulations in Korea

Mode 1 (Cross-border Supply): The main form of educational services representing this type is e-learning where educational services are conveyed via on-line without actual move of service providers. The size of e-learning market in Korea has been increased steadily and 3.9% of the total on-line service providers are in services to foreign markets as of 2010.

Despite the upward trend of e-learning services, little is stipulated to regulate the practice, which, in turn, leaves gaps in controlling the on-line education services offered by foreign educational institutions. However, the FTAs in effect strictly prohibit the provision of overall educational services in the form of Mode 1 with some exception of adult education programs.

Mode 2 (Consumption Abroad): The type indicates providing education services within the territory of a country to foreign consumers (i.e., study abroad programs): The total number of Korean students in China and Chinese students in Korea is showing a bigger portion and high rate of increase compared to those of other countries.

The regulations on the students from abroad are divided into two main legislative categories; the immigration control and stay law, and the laws pertaining to studying and living in Korea. In case of Korean students, middle school diploma is required, and only part of the credits completed at higher education institutions abroad, following school regulations, are to be transferred toward a degree offered by domestic institutions.

Mode 3 (Commercial Presence): The type represents service providers of a party reside in the territory of the other and provide education services to generate profits. Exemplary institutions being operated in Korea are elementary and middle schools for foreign students, branch campuses of foreign colleges, and the Confucius Institute, while comparable institutions for Korea are elementary and middle schools for Korean, branch campuses of Korean universities, and the King Sejong Institute.

According to the laws and regulations in force, establishing a new institution is limited to non-profit foreign juridical persons. In addition, foreign institutions are not allowed to remit fruits back to their own countries, at least 50% of the members of the Board of Regents of an educational institution

must be Korean nationals, new establishment and extension is not permissible in the Seoul Metropolitan area, and the total number of students per year is subject to be controlled.

For domestic institutions planning to provide educational services abroad, there exist restrictions on the list of foreign institutions that can operate joint curricula and, further, the investment in branch campuses by utilizing funds from the university account or reserves is impossible.

Mode 4 (Presence of Natural Persons): The type represents migration of a person from one country to the other to provide educational services. With the increase in the value of Chinese, more people from China have come to Korea, which is expected to be continued in the future.

The restrictions imposed on Chinese educational service professionals by Korea include academic credential and certification, the obligation of completing on-the-job trainings for foreign employees, multiple submissions of certification related documents, treatment for foreign faculty and distinctive welfare, treatment for non-regular employees, and specified requirements to issue a visa to Korea.

2. Educational Market in China and Analysis on Its Regulations

Mode 1: Outstanding is the sharp growth of e-learning market: E-learning for preschool education and entrance exam preparation are flourished at the K-12 level, 68 on-line colleges are

in service as of 2010, and active life-long education programs are operated such as English education, IT, and career training.

Similar to Korea, gaps in regulations are found for China concerning to Mode 1. The laws and regulations related to e-learning assume a joint operation of a corporation whose office is located in China. Following WTO GATS, or FTAs in effect, educational services in the form of Mode 1 are not allowed to foreign agents.

Mode 2: There has been increasing number of foreign students in China among whom Korean students represent the largest portion. Chinese students studying abroad has been increased since the Reform and Open in 1978. It is expected that both foreign student population in China and Chinese students in foreign countries would increase in concert with the growth of Chinese economy.

Concerning the regulations on foreign students in China, there are two major categories: the laws related to immigration control and stay, and study and life in China. On the other hand, Chinese students studying abroad with the support of government should come back to China and serve in the relevant field for at least 2 years.

Mode 3: There are international schools at the K-12 level and China-foreign joint schools at postsecondary education. The advancement of Chinese educational institutions to foreign countries is not active; the Xiamen University is in the process of making the first case in Malaysia.

Foreign institutions at China are to be in joint

operation with Chinese counterparts, able to send back fruits to their own countries under strict restrictions, and subject to discrimination in receiving subsidy compared to Chinese institutions. In addition, some of the special education services including religious education are not allowed and educational curriculum and administration are monitored by Chinese authority.

Mode 4: Chinese educational institutions planning to hire foreign employees need to submit a petition to the Ministry of Education and acquire permission. Most of the employees with foreign nationality are from either England or the United States who possess baccalaureate degree and are called as Foreign Educational Professionals. Those are under the control of Administration of Foreign Experts Affairs.

Regulations for the foreign educational professionals are as follows: allowance of minimum salary below the level of Chinese employees, ban on taking up a side job, limitation to the number of paid vacation days, negative incentive for job performance, prohibition to providing retirement payment to non-professional employees, annually renewable contract and the maximum contract of less than 5 consecutive years, ban for exchanging of wages, pre-examination by Chinese authority, and supervision of class.

3. Analysis of the Commitments on Educational Services of Korea and China FTAs in Effect Respectively

First of all, Korea has been taking the position of non-openness (reservations for future measures)

toward the primary(CPC 921) (including pre-primary education), secondary(CPC 922) and other education(CPC 929)

Second, higher education system(CPC 923) has been open restrictively within the range of current laws and regulations. Pertaining to Mode 1, inclusive restrictions are secured, whereas services of Mode 2 are opened relatively free. Related to Mode 3, there exist regulations such as the composition of the board of trustees (at least half of them should be Korean), restrictions on establishment and operation of specific format and location, the right of educational authority in deciding admissions quota, restrictions on joint curricula operation with foreign higher education institutions.

Third, in the field of adult education(CPC 924), Korea opens its market contingent upon situation except the specific restrictions in the current laws and regulations. The services of Mode 1 and 2 are relatively open, while services belong to Mode 3 contain the imposition of local presence for job-training services, restrictions on the establishment and operation for specific format of education, regulations on tuition rates, and restrictions on locating within the Seoul metropolitan areas.

Fourth, the immigration of educational service suppliers is generally restricted, however Korea opens the temporary entry of the foreign employees by imposing the requirements of academic credentials instead.

In a similar way to Korea, China is not opening most of the primary and secondary educational

services: It excludes compulsory education, military school and police school education, and political and party school education from the offer of educational services. With regard to other areas, Mode 1 services are consistently excluded from the offer, while Mode 2 is open freely. Regulations for Mode 3 services include the ban of establishing branch schools and representative offices, the restrictions on purchasing land, joint establishment requirement with Chinese educational institution, and the ban for the responsibility of national treatment. Within the domain of Mode 4, there are regulations for entry and temporary stay of the personnel for business and the requirements for certification.

As a matter of course, exceptional actions were taken for special cases like Mainland-Hongkong CEPA, Mainland-Macao CEPA, China-New Zealand FTA, and China ASEAN FTA: permission of the establishment of schools on a wholly-owned basis by foreign agent, agreement on the introduction of educational institutions of counterpart country and the evaluation of the quality assurance criteria to control qualifications, the expansion of the foreign employees allowed to immigrate and stay temporarily, and additional opening of educational training services.

4. Offer on Educational Services and Coping Strategies for Korea China FTA

4-1. Korea-China FTA Negotiation and General Issues in and Strategies for the Offer on Educational Services

Above all, Korea needs to adhere to negative way in terms of the offer method, although China has persisted a positive method.

Next, we need to insist national treatment, most-favoured-national treatment, market access, ban on the requirement of residence, ratchet, minimum standard of treatment of the customary international law, the responsibility of compensation for expropriations, restrictions on the performance requirement, investor-state dispute settlement which is inclusive and firmly set processes as the obligation regarding the sector of services and investment stipulated by Korea-China FTA.

Lastly, Korea could request partial or overall permission for domestic corporations to establish branches and representative offices for profits, even with rarefactional possibility.

4-2. Korea-China FTA: Expected Areas of Educational Services for the Request of Opening, Issues of Offer, and Their Effects

○ Mode 1

The expected areas for the request of easing the regulations are the advancement of e-learning corporations providing private educational services at pre-primary, primary, and secondary level, cyber universities at the postsecondary level, and business entities providing life-long education services.

The issues for the offer would be that whether the government of a country could practically control

the provision of on-line education services to the consumers abroad. It would be practically impossible for Korean government to regulate Chinese higher education institutions residing in Korea providing Korean students with on-line education services.

The mutual agreement on the offer of Mode 1 would facilitate the advancement of Korean e-learning companies, universities, and cyber-universities to China. However, the offer from the side of Korea could intensify the competition for recruiting students by domestic on-line education institutions and universities, specifically the provision of Chinese language education.

○ Mode 2

The areas to be requested for opening by Korea would be 1) abolishing the discrimination against Korean university students paying higher tuition compared to Chinese students, 2) balancing the award of scholarships, and 3) providing a comparable level of health care benefits to the domestic students. China, on the other hand, would request the simplification of documentation for admissions and visa and relieving the inequality of the conditions for transfer admissions.

The issues pertaining to the offer would converge on 1) the practical effectiveness of the request for health care benefits equivalent to Chinese students and 2) the pros and cons related to the changes in the requirements for the conditions of transfer admissions that could potentially affect the quality management of incoming students from China.

Given that there is no significant restrictions on admitting students from China and that the above-described requests expected for the offer bear minimum amount of importance, there is not a high chance of meaningful changes in the number of students studying abroad.

○ *Mode 3*

It would be likely for Korea to provide specialized educational programs (animation, product design, cosmetology, cosmetic surgery, leisure sports, broadcasting, entertainment, practical music, aviation services, Korean language education, hotel management and services, etc.) rather than establishing universities and to ask for the removal of discrimination in governmental supports against Korean institutions in an effort to jointly establish educational institutions. On the part of China, it is foreseeable to ask for planting branch campuses of Chinese universities in Korea and jointly operating specialized major programs that are sort of China and of relative superiority.

In addition, the decisions on whether or not to allow the establishment of for-profit corporations related to foreign branch campuses, the transmission of fruits and taxation, and the establishment of joint corporations could arise as an issue.

It is expected that the laws and policies of Korea would move toward the openness with the agreement of Korea-China FTA: Korea would devote to establishing joint universities in China whereas Chinese universities might operate joint curriculum

or plant branch campuses in Korea.

○ *Mode 4*

Concerning the services of Mode 4, Korea may require the stabilization of the contract term of teaching professionals, guarantee of medical expense, self-imposed control of purchasing foreign exchange, the expansion of retirement funds and performance based wage, and the ease of pre-censorship, while China would request to simplify the process of issuing a visa, mutually accept certificates earned counterpart country, resolve the issue of non-regular employees, and open the market for Chinese medical science.

Additional issues of Korea-China FTA are as follows: 1) the inclusion of persons immigrating to the counterpart country with the intension of being employed as temporary or regular workers to the category of FTA negotiation, 2) the inclusion of the requirements for a visa issue to the object of FTA negotiation, 3) the decision on the opening of other educational services in Korea.

Lastly, with respect to the Chinese educational professionals working in Korea, the high demand for Chinese and lower wage would be of a hard impact on Korean educational market, whereas that of Korean professionals is to be minimal limited to the specific professional groups and educational level to which Korean professionals show strength.

4-3. Offers and Coping Strategies by the Scenarios of Korea-China FTA in Educational Services

○ **Scenario 1**

The offer in scenario 1 is the collection of strategically desirable terms among the requests from China that are of benefits to Korea in addition to the current level of openness. That means an extension of openness and removal of regulations. In terms of opening method, the negative method is adopted in the area of services not to mention the investment.

The offer in educational services describes the restrictions on services and investments at the annex 1 (reservation for existing measures) and 2 (reservations for future measures) following the form of negative method.

Adopted as the items of reservation for existing measures are as follows: the restrictions of not-for-profit corporations, the limitations on the openness of distance education other than cyber universities operated by not-for-profit corporations, the regulation on the nationality of board of trustee members, control for the number of admissions, the restrictions on the operation of joint curriculum, ban for the establishment of universities to train elementary and secondary school teachers and universities via broadcasting and communications (higher education), the restrictions on private institutes and the format of life-long education institutions (adult education), limitations on the opening of education and training for seafarers, imposition of the condition of residence for the training institution which conducts vocational competency development training (other education).

Within the annex of reservation for future

measures, excluded are as follows: pre-primary, primary, and secondary education in the modes of 1, 3, and 4, health and medicine-related higher education, higher education for prospective pre-primary, primary, and secondary teachers, professional graduate education in law, adult education services which confer academic credit, diplomas, or degrees, and vocational training services supported financially by the government. Educational services of Mode 2 are completely opened. Additionally, overall higher education and other educational services within the category of Mode 2 are reserved as well as services by national open university and online university in the form of Mode 3. Clearly specified is the educational testing for foreign use.

Concerning the regulations on the temporal immigration of natural persons, it is desirable to restrict the kinds or qualifications at the cost of adding the section of educational services to the areas belonged to the categories of contractual service suppliers and independent professionals from the chapter or annex dealing with the temporal entrance of corporational persons. Additionally, an exceptional provision could be attached stipulating the extension of one year's stay for the educational service providers when the condition for temporal stay is satisfied.

The side letter is to be added regulating additional exchange of educational services at the primary and secondary level or of doctoral degree students. A separate chapter on collaborative educational programs can be made as well.



For the offers detailed in the scenario 1 so far, the coping strategies by each mode of services are stated below within the realm of educational system and the laws and regulations.

Mode 1: Consider the establishment of branch campuses of cyber universities by constituting regulations to control the quality of online education and universities in China, supporting e-learning corporations in advancing to China, and revising the Regulations on the Establishment and Operation of Cyber University.

Mode 2: Construct the statistics system tracking the demand and current status of study abroad at the primary and secondary education, revise the Regulations on Study Abroad Programs to allow short term student exchange at the primary and secondary schools, prepare laws and regulations to facilitate job location by the graduates from foreign institutions, secure the status and right of Chinese students, and switchover the social perception on Chinese students.

Mode 3: Commence the revision of the laws to review the regulations on the establishment of foreign educational institutes (restriction to not-for-profit corporations and free trade areas), request unrestricted advertisement in China by the representatives of Korean university, and develop and manage evaluation criteria of higher education institutions corresponding to the international norm.

Mode 4: Revise the Primary and Secondary Education Act to clarify the legal status of Chinese native assistant teachers, align institutional level regulations to Korea-China FTA, establish a

legislation on the minimum qualifications of foreign teachers hired by higher education institutions, and undertake the efforts of establishing or revising the Establishment and Operation of Private Educational Institutions and Extracurricular Lessons Act, and the Life-Long Education Act to secure the quality of foreign educational professionals.

Followings are the coping strategies for domestic educational institutions concerning scenario 1.

Mode 1: It is required to get domestic cyber universities prepared systematically, to request removing the bar to the opening of a representative office in China and free advertisement, and to manage the quality of services to get ready for the advancement of e-learning companies from China.

Mode 2: We need to develop Korea-China short-term education programs based on the reflections of interest groups at the primary and secondary levels, secure the competency of higher education institutions to attract students from China, improve the environment for residing, studying, and placing a job after graduation, publicize the education helping Chinese graduates to locate a job at Korean corporations in China, and better the circumstances of universities in Korea.

Mode 3: Korea needs to provide information useful for establishing foreign primary and secondary institutions (improve web-site, opening agency in full charge), to develop gradual strategies in the area of higher education to operate superior programs jointly (create an international network, develop and

promote a program tailored to the consumer, manage quality, and link individual governmental agency), improve the condition of residence, and prepare for the issues of establishing Chinese private institutions in Korea.

Mode 4: With the continuous influx of educational professional from China, the counter measures need to be designed to support them and reduce negative side effects probable at the time of their retirement. Specifically, primary and secondary educational institutions need to establish a system to get ready for inflow of Chinese native teachers, higher education institutions are required to review the laws related to organization and personnel, and life-long education, and other institutions are to exhort to promote the treatment for instructors and the qualifications of them.

○ **Scenario 2**

The offer in scenario 2 is negative that does not go beyond the current level of openness and incur minimum revisions of current laws to clarify the regulations. The approach take positive method for services whereas negative for investment.

The offer of educational services is to be described as a positive form within which regulations are clarified in the schedule of specific commitments by sector, sub-sector, and mode. Details are as followings:

Regardless of the form of services, primary and secondary, and other educational services are excluded from the offer. Within the realm of Mode

1, opening is reserved except life-long education that has nothing to do with degree obtainment, governmental subsidy, and health and medicine.

Most of the services in for form of Mode 2 are opened with restrictions to some higher education and life-long education services. Conditions remained effect under the form of Mode 3 are as follows: not-for-profit educational corporation, restrictions on the form of establishment, restrictions on the nationality of board of trustee members, admissions quota for some institutions, joint operation of educational curriculum (higher education), and overall restrictions on the treatment as citizens.

With regard to Mode 4, the restriction to the access to educational market (employees providing educational services should be either invited or employed by Korean educational institutions) and restrictions on the treatment as citizens remain valid. The mutually agreed terms are specified in additional commitments in securing the quality of educational institutions and students.

The horizontal commitments on the temporal entry of natural persons specify the categories of business persons allowed to enter and stay on a temporal basis to the limitations on market access column within Mode 4, and educational services sector is to be inserted in the categories of contractual service providers and independent professionals.

Followings are the coping strategies in terms of domestic educational institutions and the laws for domestic educational institutions concerning scenario 2.

Mode 1: Amend the Higher Education Act to control Chinese cyber universities in Korea, establish a quality management system for domestic and foreign universities abiding by the UNESCO/OECD Guidelines on Quality Provision in Cross-Boarder Higher Education, and construct a system supporting domestic e-learning corporations operated in China.

Mode 2: Provide financial supports to strengthen Korean language training programs or language education over the course of a degree program and to support schools that are of a good example in student recruit and care.

Mode 3: Introduce joint degree programs for specific majors and make an arrangement for them (specify the method of paying for the usage of a program), invite and operate major programs not served by domestic higher education institutions, obtain an international accreditation in an effort to assure the quality of major programs and extend the range of postsecondary education data publicized, provide most recent trend of education in China, and explore an efficient way of promotion.

Mode 4: Establish the legal status of Chinese native assistant teachers via the revision of the Primary and Secondary Education Act, revise outstanding errors in the regulations of each higher education institution, clarify the qualifications of foreign instructors in the Establishment and Operation of Private Educational Institutions and Extracurricular Lessons Act and the Life-long Education Act. track the statistics on foreign instructors regularly, and solidify the personnel related regulations and evaluation system

for instructors.

Followings are the coping strategies for domestic educational institutions concerning scenario 2.

Mode 1: Endeavor to assure the competency of educational services and understand the demand for e-learning in China to prepare for the advancement of life-long education or other educational services.

Mode 2: Analyze the demand for Korean college education in China, take a strategic approach such as developing programs to strengthen the potential of Chinese students in placing a job in the area of science, ameliorate the perception of Korean interest groups on Chinese students, provide educational programs for preliminary education and/or Korean language.

Mode 3: Operate joint curriculum focused on liberal education, introduce global business internship program and tailored education programs for managerial officers of Korean corporations initiated by foreign universities, support the operation of a program for the employees of Korean companies, and consider creating collaborative network among educational institutions from in and outside of a country and corporations.

Mode 4: Complement, following the scenario 2, the defectiveness of the existing operation system of educational personnel management in respect that we are responding to the current trend of gradual increase of the population of Chinese educational professionals.

A Study on Enhancing Management and Support System for Foreign Students in Korea

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A Study on Enhancing Management and Support System for Foreign Students in Korea

KEDI

KEYWORDS

International Students, Foreign Students, Attraction of Foreign Students, Management and Support System, Foreign Student Policy

This research was conducted with the purpose of exploring reinforcement measures of the management and support system for foreign students in Korea, the core variable for improving internationalization competency of higher education in Korea. To achieve the research purposes, this research reviewed the theoretical background of foreign students and internationalization, analyzed the conditions and demands of foreign students, examined policies and the current condition of universities, investigated examples of foreign student policies in major countries and employed this as preliminary data to deduce policy measures.

This research defines foreign student as a student

studying or conducting research at a national university or graduate school who possess a nationality that is not Korean or a Korean national residing abroad. This definition not only includes students who are taking regular courses(holder of D-2 visa), but also foreign students studying Korean(holder of D-4 visa) at affiliated institutes of universities. For efficient research, this research limited research subjects to full-time students enrolled in regular undergraduate courses. Based on this definition, this research categorized the management and support system for foreign students into four levels- attracting foreign students, managing students when being admitted, during the period at school, and after graduation- and deduced necessities for each level.

The reinforcement measures of the management and support system for foreign students were explored based on the following five factors. 1) Establishment of pre-periodic management and support system, 2) reinforcement of quality management system, 3) promotion of compensative-supportive incentives,

4) connections with pan-government policies, 5) strengthening the competencies of Korean universities. Based on these factors, this research suggests measures such as 1) strategic attraction of foreign students, 2) full equipment of a evaluation and monitoring system, 3) increased support for academics and living for foreign students, 4) expansion of employment and career guidance, and 5) reinforcement of administrative-financial support. The followings are the summary of the reinforcement measures of management and support system for foreign students in Korea.

First, this research suggests enhancement of attracting strategies of foreign students. The government should proceed with research and development of customized attraction programs according to countries, develop and supply Korean language learning systems in one's home country for potential foreign students, develop and operate a promotion system for strategic attraction of foreign students, enhance information system for studying abroad (www.studyinkorea.go.kr), and lead individual universities to develop multi-lingual school websites. In addition, schools should promote short-term attraction of foreign students through strengthening provision of information on attracting students by establishing plans and making public the policies about foreign students, actively participating in developing multi-lingual school websites for potential foreign students, providing extensive information about schools for students, developing appropriate procedures for admitting foreign

students, and reinforce measures for joint degrees with foreign universities.

Secondly, academic and life support for foreign students should be reinforced. In order to do so, the government should promote Korean language learning programs for foreign students, develop online learning sites and programs, improve the Test of Proficiency in Korean(TOPIK), and develop measures to improve the living conditions for foreign students. Measures universities should take include compulsory support systems for foreign students, reinforcement of support at levels of departments or identical majors, development of guidance system for foreign students, promoting support for interaction and cultural activities for students to adjust not only at school, but in the country, and strengthen support for students' academic life.

Thirdly, reinforce evaluation and monitoring systems. At the government level, Test of Korean as a Foreign Language(TOKFL) should be developed and implemented in order to pre-verify foreign students' qualities and skills, self-evaluation on policies for foreign students should be implemented, and students should be responsible for their own graduation standards. Universities should reinforce management on students, graduates and conduct self/external consulting for effective management of foreign students.

Fourthly, employment and career guidance should be actively implemented. Government measures include support for employment for foreign students and graduates, operation of "employment bridges"

between students and graduates, diversification of occupational categories allowed to foreign students, and development of programs for foreign graduates to be employed as special researchers. School measures include execution of a foreign student employment and career guidance center and providing opportunities for foreign student to be employed part-time.

Lastly, this research suggests reinforcement of administrative and financial support. In order to do so, the government should administrate a comprehensive information exchange and management system, newly establish an exclusive section in the department of education, develop a system that conveniently handles papers for foreign students, and establish a government institute such as "National Institution for Foreign Student Policy". Schools should authorize an exclusive support system for foreign students and an on-campus call center.

This research presents three promotion strategies to smoothly carry out the various plans. First is the creation of a "committee for foreign student policy," second is the legislation of "acts on attraction and management/support system for foreign students," and last is securement of common finances from the government, education industry, and academic field.

What more, to effectively carry out these measures, comprehensive plans for medium and long term foreign student policies should be formed and put into action, active participation of the government and schools to comprehend and solve problems is necessary, and accumulation on preliminary and

policy research were suggested.



OECD AHELO Project in Korea(IV) - Results of the Assessment Implementation of the AHELO Feasibility Study -

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OECD AHELO Project
in Korea(IV)
- Results of the
Assessment
Implementation of the
AHELO Feasibility
Study -



KEYWORDS

OECD AHELO,
Assessment of Higher
Education Learning
Outcomes

OECD AHELO project aims to initiate internationally comparable assessment of higher education learning outcomes, thereby providing empirical data on the quality of teaching and learning in higher education institutions(HEIs) and its relevance to the labour market and the society. This project differs from any other existing assessments for its objectives, contents and methodologies. Since 2008, OECD has carried out the AHELO feasibility study in order to examine the technical and practical feasibility of the AHELO project for international comparison. Korean government has joined the project at the early stage and appointed the Korean Educational Development

Institute (KEDI) as the National Center in 2008 December. Since then, the AHELO National Team within KEDI has carried out five-year research of the AHELO Feasibility Study. Throughout the five-year research from 2009 to 2013, the project aims to support the AHELO feasibility study including instrument development and assessment implementation and analyzing the results of the feasibility study.

In 2012, the fourth phase of research mainly focuses on full implementation of the assessment. It includes recruiting and training institutional coordinators from each participating HEI, sampling, mobilizing sampled students and faculty, preparing the field test and survey, and collecting data. In light of these, this year's study aims to analyse the result of assessment implementation, and to examine issues and challenges arising from the implementation. The results of the 2012 research can be outlined as follows.

Chapter II presents an overview of the OECD AHELO project and gives details on how the project has been developed, tracing outcomes of the 10

AHELO GNE meetings. Chapter III describes how preparation and implementation of the assessment are proceeded at the national level. In this chapter, detained information on sampling results is presented. Test administration begins with: selecting participating universities. It also involves organizing institutional coordinator meetings and training them, sampling participating students and faculty, setting test environment at the institution level (e. g. recruiting participating students and faculty), organizing administration of test and survey, and scoring all student responses on the performance tasks (open-ended questions). After implementing the test, the ex-post evaluation is carried out in order to investigate possible drawbacks and issues of the AHELO feasibility project. Chapter III also explains the detailed process and outcome for the ex-post evaluation such as feedback survey and interviews National Project Manager, Institutional Coordinators and a Lead Scorer.

Chapter VI presents a primary analysis on learning outcome of Korean university students. It mainly examines each result of two performance tasks measuring students' generic skills assessment and findings from the student survey on teaching and learning at university. It then analyses the validity of the test instruments for the generic skills strand. Notable findings are as follow: Firstly, it shows that over 50% of the participating students scored over 4 points (out of 6). This reflects that more than half of the participants are able to understand the point of given data, express either supportive or rebuttal

opinions on the given facts and the data, and are at least aware of theoretical strength and weakness of a point in analytic reasoning skills. Secondly, it shows that over a half of the participants are capable of making their own decision in a given situation and are able to provide legitimate reasons. However, the problem-solving skills of the participants are limited in terms of providing alternatives to their decisions. Lastly, despite of the lack in clarity and consistency, the over a half of the participants are capable of expressing their reasoned opinions using the given information in effective writing skills.

In addition to the test results of cognitive ability of Korean university students, the study reports several findings from the student survey as well. Overall, Korean university students are less likely to make sufficient engagement in desired teaching and learning experiences; the results of Korean student survey show a low level of preparation for and participation in classes, low participation rate in field placement, and insufficient interactions with faculty. Such results are compared with other nation's university students and it is clear that Korean students are comparatively low in chances in terms of experiencing the adequate and appropriate level of educational engagement. A couple of analyses are also carried out to investigate the validity of the major test instrument—the CAE's performance task of generic skill. Results indicate that the CAE's performance task can be considered valid although part of the results suggest further investigation.

Chapter V provides a comprehensive review of

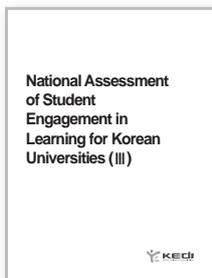
the issues and challenges raised from the process of AHELO feasibility study. The framework for reviewing is consist of establishing assessment setting, designing assessment framework and instrument, and finally managing and monitoring assessment. In the establishing assessment setting, the rationale for the OECD AHELO project is discussed for each of the diverse stakeholders including the OECD Secretariat, Korean government, and Korean HEIs. Then it moves to examine the advantages and disadvantages of participating in the generic skills strand and the discipline-specific skills strand. In addition, a number of issues and concerns that government, National Project Manager and Institutional coordinator faced, such as organizing AHELO national teams, and securing budget, are examined. In relation to designing assessment framework and instrument, this chapter discusses the characteristics of test instruments for the generic skills and the strengths and weaknesses of the performance task and the multiple choice test, challenges in the adaptation and translation process, and validity of the instrument reviewed by Korean experts. In terms of managing and monitoring assessment, following topics are discussed, including how to select participating institutions and how to define target population of students, the way of communication between participating institutions and NPM, and maintaining consistency among different institutional contexts. Furthermore, this chapter considers some concerns related to the coordination of test sessions, IT system-related errors occurring during test and scoring

process.

Chapter VI suggests a number of policy implications for the AHELO feasibility study at both the institutional and national level. Policy implications at the national level are as follows: reaching a consensus on the ultimate goal and the use of the AHELO, securing a budget, ensuring the role of the National AHELO team, supporting further studies on assessment of higher education, ensuring the quality of AHELO by organizing the National Committee of AHELO project, and suggesting guidelines on criteria and process of selecting participating university etc. Policy implications at the institutional level include preparing for a comprehensive plan on AHELO, strengthening data collection of students' learning at HEIs, and improving quality of teaching and learning by analyzing empirical data from the AHELO project.

National Assessment of Student Engagement in Learning for Korean Universities (III)

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KEYWORDS

Student Learning,
Learning Experience,
Teaching-Learning Competency
Diagnosis Standard,
Center for Teaching and Learning

This research was carried out for three years from 2010 to 2012 with the purpose of examining and analyzing student engagement for Korean university students. In addition to conducting an online survey at a national level, this research evaluated and revised the “student engagement in learning” assessment tool based on research of the previous years and went through the process of final process of validation. This research examined Korean university students' actual learning conditions in various aspects through detailed analysis of the results of the survey, analyzed the data collected for three years, and presented the analysis results and examples of utilization at the university level. The

primary results are as followed.

Standardization of Measurement Tool and Establishment of Teaching-Learning Competency Diagnosis Standard

A standardized measurement tool which investigation and analysis at a national level is possible was developed based on the 3 year analysis process to boost validation and credibility.

In order to increase utilization value and to expand implementation range of the research data at the university level, the second year research deduced five domains of learning process that are commonly used and employed this as a frame for comparative analysis of between schools and school types and presented the results. The third year research, however, sought to reflect suggestions regarding the disjunction with the Korean education system presented in the second year research and newly established ‘university teaching-learning competency diagnosis standards’ and used it as a frame for comparison.

Conditions of University Student Engagement in Learning

The learning patterns of Korean university students surveyed in the third year of this research had the following characteristics. The participation rate in extracurricular activities are low, and students have the tendency to be passive in learning activities during class. In addition, interaction during the learning process was insufficient and students' social skills, relationship skills and self-understanding skill were low compared to academic achievement.

Analyzing the differences between groups within the school, excluding the general characteristics of learning process, in the domain of learning process outside of classes, parents' academic background had an important influence on students' ability for higher thinking and foreign language competency. What more, academic achievement was largely influenced by grade. When analyzed by characteristics and fields of study focused on the five domains of teaching-learning competency diagnosis, the characteristics analysis results show that students in small-scaled schools in the non-capital region more actively participated in interaction among school members and outside activities. On the other hand, the average of the level of satisfaction and support from schools were higher in large scale schools in the capital region. Examining the differences among the fields of study, interaction was higher in students of natural science and engineering and students of humanities had higher self-learning competencies.

Utilization of Data at Universities

This research conducted multi-angle analysis on one particular university and contemplated the usability of data at the university level. Frequency analysis, skill analysis, difference analysis among groups, regression analysis can be used to analyze the data. The results of these various analyses can provide educational responsibility and information on the general condition of learning process. The results can also provide comparative information on competing or standard schools, information on the strengths and weaknesses of the learning process, knowledge about the weak groups of the learning process, diagnosis and evaluation of the teaching-learning support strategies and programs, differentiated information on the teaching-learning support system by field of study, evaluation of the class, and measures to improve the teaching-learning support system.

Tendency Analysis of Learning Process : Data Analysis of the Three-Year Study

This research examined the credibility and validity of the measurement tool through analysis of the data collected during the period of three years and conducted a tendency analysis in the teaching-learning process. The primary findings are as followed. First, students' evaluation on academic achievement on university education was not that high. Second, satisfaction of liberal arts were considerably low compared to that of major subjects. Third, the results of the analysis of the factors of

the learning process showed that interactions with professors were considerably insufficient. This research strived to detect a tendency in the results of the three-year research, but no clear change was perceived. There was, however, a tendency worthy of noting in that overall thinking skills such as writing for assignments and connecting newly learned knowledge to other concepts or ideas have improved.

The results of the verification of the credibility of the factors that compose the teaching-learning diagnosis standards show that most factors, excluding interaction with school faculty, cooperation with peers, and etc, had a high level of credibility and these results were stably deduced for three years.

Policy Application Plan and Proposals

This research suggested policy application plans at two different levels, school level and government level. At the school level, first, schools need to secure time series data of teaching-learning competency and through analysis of the difference in learning patterns in various groups, seek differentiated teaching-learning strategies. Second, utilize benchmarking data about competing and standard universities, secure official data of school evaluation, provide students and parents with data about the reality of the learning process of schools and utilize data for consulting professors and students. At the government level, first, add the “process” variable to the official data and utilize it to diagnose and analyze teaching-learning competencies at universities. Second, use as

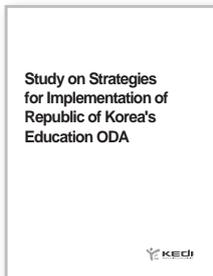
a reference for financial support projects at schools, and as preliminary data for policy making through analysis with other data.

For political usage of the data suggested above, a system to manage the investigation of learning process needs to be established and an exclusive organization to conduct surveys at a national level needs to be organized. In addition, the measurement tool that investigate students' learning process at colleges and special colleges need to be modified and research that seeks improvement in teaching-learning quality is necessary.



Study on Strategies for Implementation of Republic of Korea's Education ODA

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KEYWORDS
Education ODA,
GPE

Republic of Korea (Korea) has been the one of the fastest growing economies in the world over the 40 years. Through the economic development Korea successfully joined the '20-50 Club' of the Organisation for Economic Co-operation and Development (OECD) as the 7th member. Over 15 years the volume of ODA rose 8 times and ODA/GNI reached 0.12%, albeit it does not meet the 0.7% ODA/GNI UN target. Regarding Education ODA, the proportion is rather small to meet partner countries' (recipients) needs in comparison with other sectors. In order to achieve advancement of ODA policy in Education sector, Korea needs to increase the volume and enhance aid effectiveness in implementing

Education ODA.

This research aims to formulate practical strategies for effective implementation of the Korean Education ODA through case studies of foreign donor countries and international organisations. To conduct this research, authors employed diverse research methods which include literature review, qualitative methods espousing in-depth interviews and field research. The research pillars focus upon 3 sections; the effective methods of 'budget system-funding, allocation and disbursement', 'human resource system-securing and placement, networking between different agencies', and 'cooperative strategy between relevant authorities' such as the Ministry of Education, Science and Technology(MEST), the Ministry of Foreign Affairs and Trade(MOFAT) and the Ministry of Strategy and Finance(MOSF) in Education ODA sector.

First, this research examines the current status, notion and principles of Korea's Education ODA. The term of 'Education ODA' is a used term to address 'International Development Cooperation

in Education Sector'. Korea has a distinctive characteristic with experiences as both recipient and donor, and education was one of the fundamental contributors and driving forces for the Korea's economic development. Korea focuses on making a contribution to meet global educational goals such as the Millennium Development Goals (MDGs) and Education for All (EFA) through bilateral and multilateral cooperation. In the current Korean ODA system, the Korea International Cooperation Agency (KOICA) and the relevant authority are in charge of grant aids; the Economic Development Cooperation Fund (EDCF) mainly provides ODA loans; and the Bank of Korea and the relevant authority are in charge of financial contribution to the international organizations. Except KOICA and EDCF, the MEST is the most active authority in implementation of bilateral ODA, and the MEST is also expanding its multilateral cooperation through cooperative programmes and projects such as 'Bridge Programme' and 'BEAR Project'. On the other hand, it is pointed out that Korea's Education ODA system needs the establishment of the principle, expansion of assistance for basic education, and diversification to make a progress.

Second, this research analyses the features and issues of international organisations and leading donor countries including OECD, UNESCO, World Bank, the United States(USAID), Japan(JICA), and Sweden(SIDA).

In the OECD's case, Development Assistance Committee(DAC) mainly implements Education

ODA with administrative assistance from the Development Cooperation Directorate(DCD) in cooperation with member states. DAC is maintained through Part I, which all the OECD member states fund, and voluntary contributions. The budget for 2009-2010 was USD 223,204 million, and the budget for education sector was USD19,338 million which comprises 17.33% of the whole ODA budget. In terms of Education, OECD focuses more on the relationship between education and economic development such as capacity building or education related with a labour market. OECD's case provides Korea's Education ODA system with three implications: 1) Korea needs binding decision making process which enables reflect educational professionalism. 2) Korea should expand its contents of Education ODA from education to capacity building 3) Korea should be obliged to cooperate with other entities in order to discover new issues; maintain sustainable management; and share information and knowledge.

With regard to UNESCO, Education ODA is managed by Education Programme Sector under the Secretariat. Its budget for 2010-2011 was USD 653 million and it is mainly allocated to EFA programmes. UNESCO's budget is composed of 'Regular Budget' and 'Extra budgetary resources', and 'Extra budgetary resources' is comprised of 'Funds-in-Trust' and 'donation'. 'Funds-in-Trust' are given by countries to support specific projects with defined goals and objectives, for instance, Fund-in-Trust agreement to support Education Development in Africa led by the

Chinese government and BEAR projects led by the Korean government. In terms of contents, UNESCO initiated three core programmes to meet its six EFA goals: 1) literacy programme for capacity building; 2) HIV&AIDS education programme; and 3) Sub-Saharan teacher education programme. Also, EFA-FTI is managed by Global Partnership for Education (GPE) with keen attention to educational accessibility and the quality of education. It has been appointed out that EFA has achieved the quantitative expansion of education, however, the quality of education should be redeemed by learning process and accurate indicators. UNESCO's Education ODA system has two implications for Korea of 1) the importance of inside experts and their capacity building; 2) Korea needs to reform to achieve administrative efficiency and effectiveness.

The amount of ODA loans that World Bank granted in 2010 was USD 58.7 billion and 'Human Development' comprised 14%. In education sector, World Bank invested 64% in basic education, 18% in secondary education, and 18% in tertiary education. World Bank has made achievement in developing countries with enrollment ration. Recently World Bank initiated 'Education Sector 2020' and it emphasizes 'Invest Early', 'Invest Smartly' and 'Invest for All'. Also it pointed out the need for educational paradigm shift from EFA to 'Learning for All'. World Bank launched an initiative called Systems Approach for Better Education Results(SABER) that helps countries systematically examine and strengthen the performance of their education systems to achieve

learning for all. The Korean government could infer the importance of harmonization between local development expertise and education sector expertise from World Bank's case. In addition, the Korean government has to pay attention to that World Bank's current focus on educational sector has shifted from 'education' to 'learning'. It is inevitable to establish knowledge-based foundation for effective implementation of Education ODA.

USAID's focus was shifted from rehabilitation for war devastation to basic human needs such as 'food and nutrition', 'population planning', 'health', 'education', and 'human resources development'. USAID is organized with 6 offices of the administrator and 13 bureaus that are USAID's major organization units. The Bureaus are divided by their geography and function. Each bureau is organized with offices (or office). Education office works to provide educational services, primarily at the basic and tertiary levels, and access to education in conflict and crisis settings as part of the Bureau for Economic Growth, Education and Environment. The Education strategy is premised on the development hypothesis that education is both foundational to human development and significantly linked to broad-based economic growth and democratic governance. USAID has three global education goals: 1) improved reading skills for 100 million children in primary grades by 2015; 2) improved ability of tertiary and workforce development programmes to produce a workforce with relevant skills to support country development goals by 2015; and 3) increased equitable access to

education in crisis and conflict environments for 15 million learners by 2015. In implementation of Education ODA, USAID promotes the core principles: 1) apply selectivity and focus 2) apply integrated approaches to development; 3) encourage country ownership and invest in country-led plans; 4) leverage and strengthen partnership; 5) build in sustainability; 6) measure and evaluate impact; and 7) promote gender equality. USAID's case provides lessons to Korea with 1) to strengthen Education ODA contents; 2) to develop evaluation system of Education ODA; 3) to formulate Education ODA strategies; and 4) to unify the system.

In Japan, Education ODA is mainly implemented in cooperation with the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), and the Ministry of Foreign Affairs (MOFA). The MEXT promotes 1) to foster global education experts; 2) to implement global cooperative education programmes in order to attract foreign human resources; and 3) to strengthen relationship with developing countries. Japan's Education ODA is comprised with project cooperation and programme cooperation. In general, grant and emergency aid is included in project cooperation and technical support and loan is managed through programme cooperation. Japan's ODA implementation system is unified into JICA, and it raises efficiency and effectiveness. Korea could learn from Japan's experience that 1) Korea should increase both quantity and quality of ODA as a new emerging donor in this field and 2) Korea should establish a unified organisation that manages

technical assistance, ODA loans and grant aids in order to raise efficiency and effectiveness.

Sweden's implementation system Education ODA is unified. SIDA is a key player and leading agency to fulfil Sweden's main objectives of Education ODA are 1) to meet EFA goals and 2) to secure human rights and poverty reduction. In regard to contents, Education ODA has three characteristics: 1) implementation under the principles of 'selectivity and focus' and 'cross-sector integration'; 2) promotion of programme based approach which is linked to the recipient's education development plans; 3) result-based system. Sweden has Education ODA strategies that strengthen multilateral cooperation and establish partnership. Sweden's experience and achievement implies that Korea need to 1) expand the volume of ODA; 2) strengthen the multilateral cooperation and build partnerships; 3) seek for new implementation strategies which raise effectiveness of ODA; and 4) to form a social consensus on the about ODA.

Next, based on the comparative analysis above, this research establishes agendas for Korea's Education ODA. First, Korea should focus on the recipient countries' capacity building through knowledge sharing for the humanitarian purpose. Second, Korea is required to set the ultimate goal for Education ODA which aims to recipient countries' sustainable development. Third, Korea should implement following strategies: 1) to comply with OECD-DAC regulations and to raise aid effectiveness; 2) to establish partnership trough cooperation with

international organizations and foreign countries; 3) to promote result-based programmes; 4) to initiate Education ODA programmes that reflect recipient countries' needs; 5) to build CPS that is led by recipient countries; and 6) to set an Education ODA model with Korea's distinctive characteristics. Forth, in regard with organization and the implementation system, it is suggested: 1) to build an integrated ODA implementation system; 2) to set an integrated management system; 3) to unify the system and strengthen the cooperation amongst relevant authorities; 4) to organize Education ODA cooperation teams for each country. Fifth, in order to establish systematic foundation for Education ODA, it is proposed: 1) to have monitoring and evaluation system; 2) to secure Education ODA experts and human resources; and 3) to establish a specialized research institute in Education ODA.

In conclusion, this research proposed Korea's Education ODA Road Map with vision and objectives by 2020. It addresses the Global and Sustainable Educational Development Cooperation Strategies in Korean Initiative(GS-DeSK). GS-DeSK includes the policy recommendation which institutionalizes at national level to raise the Education ODA budget up to 20-25%. In addition, this research suggests the five GS-Desk strategies to improve Korea's Education ODA. 1) Korea should secure the Education ODA budget up to 20% out of the whole ODA budget including ODA grants and loans. 2) Korea needs to formulate strategies to support basic education which enables to demonstrate the relationship

between education and development. 3) Education ODA should be implemented with national and regional cooperative strategies. 4) It is time to coordinate interdisciplinary joint programmes which enables Education ODA programmes to link with other diverse sectors; and 5) Korea should foster cooperative programmes with different partners and actively participate in the multilateral cooperation. Korea faces transition period to promote Education ODA initiatives effectively and efficiently through bilateral cooperation between different agencies and participate in GPE to develop multilateral cooperation. Finally to evolve Education ODA in civil society, it is highly suggested for Korea to actively join Global Campaign for Education in the grass root level.

Research on Cooperation and Development of Education, Science and Technology between Korea and Developing Countries in Africa (III)

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Research on Cooperation and Development of Education, Science and Technology between Korea and Developing Countries in Africa (III)

KEDI

KEYWORDS

Educational Development Cooperation, Cooperation and Development of Education, Science and Technology, Education ODA, Science and Technology, Education ODA in Africa

In 2012, Africa region has the lowest record all around the world not only in its income level but also in educational achievement. Though 54 African countries are equivalent to 14 percent of entire population on the earth, 51 percent of people in the sub-Saharan Africa(SSA) severely suffer from poverty living on less than 1.25 dollar a day. From an educational perspective, Adult literacy recorded 61 percent in Africa continent which can be regarded as absolutely low level compared with all the other continents. Experts concern that almost SSA countries except several Northern Africa countries seem unlikely to achieve the Millenium Development Goals(MDGs) by 2015.

In 2010 Korea joined the OECD's Development Assistance Committee(DAC), the ODA donor countries' club. The Korean government began to push forward with measures in order to meet the ODA targets by 2015. The history of ODA is not relatively long in Korea and thus, it is pointed out that the Korean government has mainly focused on short-term projects, building infrastructure and hardware so far. However it is considered as due time to shift the previous ODA paradigm from hardware to software, which will strengthen the aid effectiveness.

In order to achieve effective educational development cooperation, Korea should prepare effective means and appropriate purpose which meets the need of recipient countries. One who examines the problem of recipient countries should keep in mind an accurate diagnosis and a proper prescription. The key is to discover the intrinsic development principles laid on the situation of the countries. Then, the development cooperation can be successfully fit into the realities and satisfy relevancy.

This research was carried out as a cooperative

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research project by the Korean Educational Development Institute(KEDI) with the support from the National Research Council for Economics, Humanities and Social Sciences(NRCS). It is the second year of research as part of a three-year consecutive research program conducted from 2010 to 2012 under the title, 'Research on Cooperation and Development of Education, Science and Technology between Korea and Developing Countries in Africa.' In the initial year of research, 2010, we had divided the Africa into five target regions which consist of Northern, Western, Eastern, Central and Southern African Region. Based on those regions, one partner country from each region was selected. The second year of research in 2011 sought and provided mid-long term cooperative strategies with the Association for the Development of Education in Africa(ADEA) as well as four sub-Saharan African countries. The third year of research, 2012, suggests the module for education, science and technology cooperation with developing countries in Africa based on the accumulated research for last two years. In addition, the study examines challenges, situations and cooperative strategies of modules.

The study can be summarized as below.

Chapter 1. provides necessities and purposes of the module in development cooperative projects and describes how to select target countries and research methods for it. As the year of 2012 falls on the last stage of third-year research, the study has been conducted on the lines of past two years.

Chapter 2. clarifies the definition of the module in development cooperative programs and examines its necessities and priorities. In this study, a module can be defined as a 'guide lines' which can systematically provide standards, measures and cases in order to help related people who are engaged in education, science and technology to effectively implement their development cooperative projects. In specific, the module aims at increasing its relevancy considering situations of recipient countries rather than applying it to them in a universal manner. After that, the timeline of third year research is presented introducing the development process of the module.

Chapter 3. attempts to apply module-based approach to country partnership strategy through SWOT analysis on each country and segmentation of each module unit(module-based unit). Each module unit includes the urgent problem and cooperative strategies for Korea in order to establish harmonious development partnership between Korea and the partner country. The four target countries - Nigeria, Ethiopia, Democratic Republic of the Congo(Congo), and United Republic of Tanzania(Tanzania)-were selected amongst 54 African countries which are appointed by the International Development Cooperation Committee(under the Prime Minister's Office) in consideration of aid effectiveness, accessibility, repercussion effect.

Research on Ethiopia aims to develop module-based strategies on secondary teacher training, teaching and learning, Technical Vocational Education and Training(TVET), and literacy

education. In case of Congo, it is focused upon secondary teacher training, teaching and learning, Technical Vocational Education and Training(TVET), and science and technology manpower cultivation. Research on Nigeria aims to basic education teaching training, and research on Tanzania places emphasis on establishment of the education policy research institute.

Chapter 4. formulates a module of African tertiary education development in regard with the Pan African University(PAU). The African Union(AU) is planning to establish PAU to foster human resources to accomplish economic development, and thus, this research proposed three development cooperative modules: 1) humanity manpower training module; 2) science and technology manpower training module; and 3) PAU settlement and repercussion module at regional and national level.

Chapter 5. summarizes the whole study and presents policy suggestion for each country and region in Africa. The four applicable principles are enumerated as below. 1) International development agencies and experts should choose context of specific development cooperation. 2) Education, science and technology cooperation program should be propelled on the lines of enhancing capacities of African countries. 3) Education, science and technology consulting projects should be implemented in accordance with harmonization among donor countries and alignment among recipient countries. 4) The means and plans for educational improvement in recipient countries should be accurate and relevant.



Evidence-Based Study on the Effectiveness of Educational Policies: Focusing on Policies regarding College Entrance, Engagement, and Outcomes of Higher Education

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Evidence-Based Study on the Effectiveness of Educational Policies: Focusing on Policies regarding College Entrance, Engagement, and Outcomes of Higher Education



KEYWORDS

Admission Officer System, Financial Support Systems, Employment Support Program

This is the first-year study of series on “Evidence-based study on effectiveness of educational policies”. In 2012, we focused on policies regarding college entrance, campus life and student engagement, and outcomes of higher education regarding employment. In particular, this study evaluated the consequences of admission officer system, and financial support system for higher education, and employment support programs.

Major results and recommendations of each study are as follows:

Admission Officer System

First, admission officer(AO) system has achieved

at some points in terms of university specialization, college life, equity, and needs for private tutoring.

Next, the effect of AO in terms of enriching public secondary education varied depending on the type (public/private) and location (capital area or not). In public universities, students selected through AO system showed better achievements in their high schools compared to non-AO students. More specifically, AO students showed better academic performance, more volunteering and less private tutoring time during their high school period. In private universities on the other hand, AO students reported higher parent academic support than non-AO students. Depending on university location, AO students in capital area universities showed higher self-regulation and less private tutoring compared to non-AO. In universities located at non-capital area, parents’ academic support for AO students were higher than non AO students. The fact that AO students’ distinct characteristics during high school period differ among universities suggests that AO system, at least partially, contributes to the university

specialization.

Regarding students' academic activity and school engagement after entering the university, students through AO system generally showed higher engagement in regular classes, more self-regulated study time and higher participation rate in university programs than students through non AO system. These differences were more distinct among private universities.

Financial Support Systems

When we examined the relationship between financial support systems for higher education and student engagement and outcomes of higher education. A total of 34.2% of students received fellowship while a total of 17.3% had student loan. The recipient rate of fellowship was highest at Public universities and lowest at private universities. The percentage of students getting student loan was highest at two-or-three-year-colleges and lowest at public universities. When looking into the characteristic of fellowship recipients in public universities, female students, students with higher KSAT(Korean Scholar Aptitude Test) scores, and students majoring in humanity, society, and education had higher chance to receive fellowship while there was no significant differences in such characteristics in private universities. In all universities, family income of fellowship recipients was lower than that of non-recipients. There was no difference in fathers' educational levels between recipients and non-recipients of fellowship.

With regard to the differences between recipients and non-recipients of student loan, there was little difference among students in public schools. In contrast, family income and KSAT scores of recipients of student loan were lower than non-recipients in private universities.

The path analysis revealed that the fellowship support has positive impact on GPA, self-concept, sense of belonging, and school adjustment through time-management, student-faculty interaction, and student engagement. However, the effect of student loan was not significant in explaining these process and outcome variables of higher education.

It is concluded that, to enhance the efficiency and effectiveness of investment of higher education, the financial support program should be customized to characteristics of students and universities. Next, given that the effects of fellowship were positive throughout student engagement and school achievement, it is needed to expand the fellowship programs. Also, it is need to develop special programs to motivate students with lower SES and/or lower KSAT scores along with fellowship assistance. Special programs should also be provided to students who has student loan.

Employment Support Program

To evaluate the effectiveness of universities' employment support program, this study first categorized universities' career-related program into career motivation program (CMP), career skill development program(CKDP). Key explanatory

variable was the participation experience of each type of program and if participated, how helpful it was. Dependent variable was actual employment status (tenured, non-tenured and non employment). Findings can be summarized as follows;

First, for both CMP and CKDP, those who participated, and especially reported that the programs were helpful had higher probability of being employed on tenure track.

Second, multi-level analysis revealed that after controlling for student background and process variable, the magnitude of CMP and CKDP effect were decreased. This result suggest that students with better family background and/or those who personally seek short-term overseas study, internship or job training actually participates more actively on CMP and CKMP and therefore achieve better chance to get employed.

Third, after controlling for university characteristics, the effect of CMP and CKMP tended to increase. This means that university characteristics such as location has very strong prediction power.

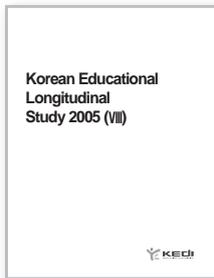
Finally, when the programs were divided into pre-preparation stage, early-stage preparation and skill-acquisition program, skill-acquisition program turned out to be the most effective one.

Based on the result, this study suggested that the key factor of university's employment support program lies in its quality. The program had positive effect for those who felt that the program was actually helpful. However, for those who participated but felt the program was not helpful, the program tended

to have negative effect on the likelihood of having high-quality (i.e. tenured) job. In addition, because CMP and CKMP were more beneficial to higher background and/or more active job seekers (those who personally develop job skills), it is highly needed to motivate economically underrepresented students to participate in these university programs.

Korean Educational Longitudinal Study 2005 (VIII)

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KEYWORDS

KELS 2005,
Longitudinal Study,
College Entrance,
the Effect of Family Background,
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Benchmark of Learning Expectation,
Youth Development

This is the eighth annual report of the Korean Education Longitudinal Study 2005(KELS:2005). KELS:2005 started in 2005 with 6,908 9th grade students from 150 lower secondary schools in South Korea. Since then, it has traced the students yearly to investigate not only their educational and learning experiences but also changes in their cognitive and non-cognitive development. This is also the second report of the 2nd stage of Korean Education Longitudinal Study 2005 (KELS: 2005). This report comprises four parts: 1) a summary of survey questionnaire in the 8th wave of this year, 2) response rate of 7th wave of 2011, 3) basic analysis on the data collected during the past

7 waves; 4) in-depth analysis on the major topic, namely college entrance with two sub-titles, “an effect study of family background and school education on students’ college entrance” and “a longitudinal study of middle and high school academic achievement benchmarks and learning environment for college entrance readiness.”

In the Chapter II, the research model for the 2nd stage of the study and the questionnaire contents of the 8th wave are presented in detail. The same research subjects as the last wave are surveyed in this year, namely college students, the employed, and job-seekers, young people who are preparing college application, young males serving for the obligatory military service of South Korea, and etc. They are categorized into nine groups for the survey. The survey was done by a contracted survey institute through computer-assisted personal interviews (CAPI), web-based interviews, and mails. The subjects of this wave’s study are the same as the 7th wave, which are students, and the contents of the survey are itemized depending on each research

subject.

In the chapter III, the response rate of the 7th wave is presented. For the 7th wave, the subjects were 6,248 youths; 660 youths, which are 9.6% of the original sample (6,908 students), were lost behind. The final response rate was 70.21% of the original sample (6,908 students), 77.62% (4,850 youths) of the final sample (6,248 youths), and 92.12% of the respondent of the 6th wave (5,265 students).

In addition, the process that the cross-sectional weights on the data of 7th wave were calculated is presented. Also, the results with and without weights are compared. The post-stratification weights by the rates of college entrance may bias the data since higher education is not obligatory in South Korea, and especially longitudinal weight may do. Therefore, in the 7th report, only the cross-sectional weights were calculated and the longitudinal ones were not. The weights calculation process adopted for the 1st to 6th wave was used in the 7th wave as well; deciding the basic weights and conducting non-response correction weights, post-stratification weights, and etc. Finally, the comparison with and without weights confirms that the final weighted data represent the population properly.

In the chapter IV, the experience and the growth of youths in the cognitive and non-cognitive domain were analyzed based on the weighted data from the 1st to 7th wave of KELS 2005 studies. The findings of the analysis are summarized as follows.

The Educational Aspirations of Youths

The overall educational aspirations of youths are high; from 2005 to 2009, approximately 60% of youths answered that they would obtain at least bachelors' degree. Youths who answered that they do not have specific education plans yet have decreased continually since 2005 and it was only 13.32% in 2010. However, the percentage of youths who do not have specific education plans has dramatically increased in 2011 and recorded 40.84%, which is the highest since the survey started.

The Time Management of Youths

The number of books, which the Korean youths read monthly, has decreased continually as students reach at the higher grade level. After graduated from high school, students read about a book monthly. Meanwhile, the survey on the students' experiences of drinking alcohol at the level that would affect their daily activities on the next day shows that the number of students who drink alcohol heavily does not constitute a large proportion; 48.31% never had that type of experience in their life.

The details of students' weekly timeline shows that they spend approximately 1~2 hour(s) on book reading, 3 hours on the preparation of career or self-development, 5 hours on watching television, 4 hours on playing video games, 2 hours on the appearance management, 3 hours on exercise, 3~4 hours on hobby activities, 3~4 hours with family, 2~3 hours doing house chores, 2~3 hours with boy(girl)friends,

1 hour on religious activities, 2 hours on using social networking services (SNS), and 50 minutes on group activities. In particular, it turns out that spending time with friends constitutes the largest part of youths' weekly timeline (about 7~8 hours), while they spend only a half hour on voluntary services on average.

The Social Relations of Youths

On average, youths have about 6~7 close friends whom they frequently communicate with. Outdoor activities and exercises are the most common activities of youths with their close friends, while youths do not spend much time with their friends on studying, homework, video games, or cultural activities. Moreover, the time spent on religious activities or group activities is even less.

The Self-awareness of Youths

The level of Korean youths' scholastic self-conception is at the medium level and their general self-conception is slightly higher than the scholastic one. Their desire for intellectual inclination, which is about how much they enjoy intellectual activities, is at the medium level, too. The intellectual competency, communication competency, and information literacy are also at the medium level, while students evaluate their interpersonal relationship competency higher than others.

The Political Participation and Social Awareness of Youths

The findings on the youths' political participation show that 76.61% of youths have never participated in voting, 72.74% never appealed, protested, or signed a petition on social issues, and 72.75% never contributed to online discussion boards on social issues. The social consciousness of youths is investigated in terms of their orientation for market economy and social welfare; overall, students show at the below medium level orientation for market economy while their social welfare one is at the above medium level.

The Awareness of Youths on their Career

The analysis on the youths' career maturity level shows that the level of their career plans and behaviors is 4.00 points, the level of work attitude and knowledge about themselves is 4.50 points, and the level of independency in their career is 4.26 points. The result of the 2011 study shows some increase from the prior one except for the career maturity level.

The Awareness of Youths on their Lifetime Goals

The analysis on the level of consciousness on their lifetime goals, youths show the above medium level in terms of health, wealth, contributions to society, relationships, family lives, self-development, and



leisure time, while their consciousness on religious goals is below the medium level. The interpersonal relationship one shows the highest level and increases after high school whereas the rest has decreased in the 2011 survey compared to the prior one.

In the chapter V, the analysis on the effects of family backgrounds and the school education on college entrance is presented. The analysis reveals how the experiences in middle and high school of students, who once had the same achievement level in the 1st grade in lower secondary school are different and influence on the college entrance depending on the family backgrounds. For the analysis, data from the 1st to the 7th wave study of the KELS are analyzed using descriptive statistics, regression, logit analysis, and path analysis. The summary of the analysis is presented as follows.

First, the analysis shows that students' background and process variables maintains similar gap between students' SES groups by year, while the school process variables show little. However, it is important to note that there is the possibility of which the gap of school mean SES will expand because of high school's various tracks.

Second, the socioeconomic status of parents turns out to be a significant factor in the type of high schools and colleges in which students enter even after the academic achievement of the 1st grade in middle schools was controlled. Also, the factors such as various school types (special-purpose or general high schools) and tracks (vocational or academic tracks) at the upper secondary level influence the

rankings of colleges that students are admitted. Considering the influence of parents' socioeconomic status on the type and tracks of high schools that students enter, the result implicates that the effect of the socioeconomic status of parents would be accumulated through the paths of the type and tracks of high schools and college entrance.

Third, the findings from the regression of the College Scholastic Ability Test show that the amount of study time, educational aspirations, and parents' educational expectations are significant factors among the process variables of students. Also, it reveals that school types show meaningful effect on the scores of the College Scholastic Ability Test. When the school types are controlled, the effect of the socioeconomic status decreases, which suggests that the segregation according to the type and tracks of high schools would mediate the effect of socioeconomic status on the scores of the College Scholastic Ability Test.

Fourth, the logit analysis on the rankings of colleges that students are entered show that it is closely related to the amount of students' self-study time, their educational aspirations, and parents' educational expectations, which is similar with the scores of the College Scholastic Ability Test. In addition, while the vocational track does not show significant effect, the Special Purpose High Schools reveal significant positive effect on students' college entrance, which indicates the types of high schools are significantly related to the rankings of college entrance. Moreover, the effect of the socioeconomic status of parents is

still strong after controlling the effect of the scores of the College Scholastic Ability Test, which implies that there might be certain direct effects of parents' SES, which are not explained in this study.

Fifth, the findings of the path analysis reveal that the cumulative effect of parents' socioeconomic status on students' educational experiences from lower to upper secondary school; the socioeconomic status of parents affects the types of high school that students are enrolled, which again influences on the kinds of educational experiences that students have in high schools, which directly related to their scores in the College Scholastic Ability Test. That is, the fact that parents' educational expectations are higher when their children are enrolled in Special Purpose High Schools or general ones whereas they have lower expectations on children enrolled in vocational schools. Therefore, one would imply that the choice of students on the type of high schools may influence on those students' college entrance, too. However, in reality, it seems that graduates of vocational high school take advantage of various types of college application process invented for them that they ended up enrolled in more prestigious institutions than the graduates of general high schools. The effect of parents' socioeconomic status depends on what standard the rankings of colleges are defined based on.

In the chapter VI, the operational definitions of readiness by the level of academic achievement of Korean language and math in middle and high schools for junior colleges or university entrance are

presented and also the benchmarks on these two subjects are estimated. Also, the comparative analysis on the family and school environmental factors, which influence students who belong to on-track and off-track groups, which are categorized according to their college readiness, is presented longitudinally. The data collected through the KELS, from the 1st wave (students were 1st graders in the lower secondary school) to the 7th wave study (students were just graduated from high school) are utilized. The analysis methods are the logistic regression, profile analysis between on-track group and off-track group and the value-added analysis by HLM on the lower secondary school students' academic achievement. The findings are summarized as below.

First, the minimum academic achievement level is close to the basic level for junior colleges, while it is about the intermediate level for universities. By the scores of the College Scholastic Ability Test, the minimum scores for the entrance for junior colleges are about 85 points (Korean language), 77 points (A type math), and 88 points (B type math), while they are about 97 points (Korean language), 88 points (A type math), and 95 points (B type math) for the entrance for universities

Second, the on-track and off-track groups were classified in terms of college readiness and the difference among groups by profile analysis was found. The socioeconomic backgrounds and the amount of economic investment in private supplementary tutoring show significant differences, whereas the educational plans of students or

the educational expectations of parents show comparatively little difference. The students' participation level in learning does not show significant difference in lower secondary school while it shows significant difference in upper secondary level. Parents' educational supports and their participations in school activities also show significant differences. In the case of high school, there are largest difference in the value-added as school effectiveness and students' participation in learning. Years of teachers' teaching experiences and their educational level do not show significant differences while teachers' majors, whether math and Korean language teachers have degrees on their subjects, show significant difference.

Third, only a half of the students satisfies their educational expectations; the rest half shows either undermatching or overmatching. The proportion of students who are undermatching is higher in large-sized cities than rural areas whereas the percentage of students who exceed their expectations is higher in rural areas than the city areas. The proportion of students who exceed benchmarks is critically higher in special high school than the general one.

Finally, in the chapter VII, some policy implications and suggestions for future studies are presented based on the analysis of youths' experiences and growth and the effect of family and school backgrounds on students' college entrance.

First, it is important to increase programs that expand access to information and offer opportunities for various extra-curricular activities in school for

minorities in relation to diverse college application. Second, it is crucial to expand the programs that motivate and support minority students' learning. Also, the record of various activities in high school that is included in the process of college application should be regarded as important selection criteria. Public schools should run such activities according to the national standard so that none would be marginalized.

Third, in the long term, the systemic accumulation of data on academic achievement would make it possible to offer important information on college application, job searching and others for students, parents, and teachers at proper timing. Policies that enable such data system are needed. Fourth, national academic achievement tests and the College Scholastic Ability Test need to be networked and to be studied to offer the estimation of academic achievements for college application. Also, the curriculum of secondary schools and colleges should be linked.

Fifth, we would suggest the comprehensive p-16 education information and decision making system that includes the historical data on students' evaluation from kindergarten to higher education have to be established. Sixth, an effort should be put to improve learning environments in diverse ways in a long term. Seventh, it is important to have education policy that supports each university to have the system that would enable their students to successfully complete the programs. Eighth, it needs to establish the college support system for that

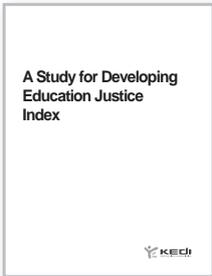
provides guidance for youths for their development of competency and provide career direction.

In addition, it would be interesting to conduct the international comparative study on the youths' time management, the development, and tendency of youths' lifetime goals and an in-depth study on the overmatching students and the undermatching students focused on these students' college applications and the effect of repeated college applications. Besides, a future study and measurement improvement on the major factors and a complex construct studied in this study as well as the importance of database the contains the information on the future careers and life paths of the subjects of the KELS 2005 study are suggested.



A Study for Developing Education Justice Index

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A Study for Developing
Education Justice
Index

KEYWORDS

Indicator, Index,
Education Indicator,
Education Index,
Education Justice,
Education Justice Index

Social Justice, one of the national key issues in Korea, has risen in recent years because of the increasing on the social inequality and social gap. In the OECD Social Justice Index 2011, Korea ranked 25th among 34 countries. In this context, OECD recommended that Korean government needs to develop policies for social integration and to improve the equality of education.

In this study, we tried to develop Education Justice Index(EJI) and evaluate the level of Korean education justice.

For this purpose, first of all, we investigated relevant theories and developed a theoretical framework. We analysed the theories of Platon, Aristoteles, Nozik,

Rawls and Sandel. Based on these we developed the concept of Education Justice Index.

Second, we collected relevant international social and education indices and analysed them. They showed the current status and the problems of education indices in Korea. They can also present us the directions of developing EJI.

Third, we developed EJI. We developed the methodology to measure and produce the EJI. We also developed measurement model based on the education justice concept model. At last, we developed education justice indicators and Education Justice Index(EJI).

Fourth, after we collected, standardized the raw data, imputed the missing data, we calculated the analyzed data and produced the sub-index and composite index.

Finally, we analyzed EJI with examining the validity. We also examined the composite index and the sub-indices. Moreover, We tried to compare with other index and indicators.

Denmark ranked 1st according to the calculated

results of Education Justice Index 2012. It showed the Nordic countries have high level of education justice such as Sweden(2nd), Iceland(3rd), Norway is(5th) and Finland(7th).

And central European States ranked in the upper midrange followings Belgium(6th), France(8th), Germany(10th), Netherlands(11th), Switzerland(12th) and Australia(14th). And non-European countries besides these ranked in the lower midrange together with United States(16th), United Kingdom(18th), Canada(21th), Australia(26th), Japan(27th). The eastern European and other countries lay below the OECD average. Korea ranked 24th among 34 OECD countries in total ranking of Education Justice Index; meaning it is lower level(score is 10,680) than average score, '11.191'.

On the basis of research findings, seven suggestions are proposed for the improvement of national level of education justice; 1) Increasing on the national education investment, 2) Increasing on the education welfare investment for disadvantaged students, 3) Taking special care and supporting for drop-out students, 4) Improving the education conditions including the teacher-student ratio for developing the talents and abilities of the students, 5) Reorganizing the education system for developing the social and civic abilities of students, 6) Reducing the social and education gap for social integration, 7) Improving the level of social justice and social integration in order to make the level of education justice better.



Analysis on the Actual Status and the Quality of School Education in Korea: Synthesized Analysis on Elementary-Middle and High School from 1st-3rd Cycles

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Analysis on the Actual Status and the Quality of School Education in Korea: Synthesized Analysis on Elementary-Middle and High School from 1st-3rd Cycles

KEDI

KEYWORDS

Elementary-Middle-High School, Actual Status on School Education, School Educational Level, School Effect, Achievement Gap, School Panel, Education Outcome

This research is conducted for the purpose of comparing and analyzing totally the changes in the actual status, the quality and the gap of education in elementary, middle, high school as the third survey for the schools is completed.

In order to achieve the goal of the research, first we analyzed the actual status and changed in education of elementary, middle, high school dividing into education condition, education activity, education achievement. Second we conducted longitudinal analysis on elementary, middle, high school's education quality applying the 3 level multi-layer model of student- time-school and fixed-effects model in panel regression. Last we analyzed the

elementary, middle and high school's education gap and changes applying the 3 level multi-layer model of student-time-school and quantile regression. The results of analysis are following:

First, the result of the status on education condition is following

- ① Actual status of school : in the number of class per school general high school is higher consistently than elementary, middle school during the third cycle, in every school level, it is not seen that the changes according to the cycles. The number of student per class and per teacher has declined for the three cycles, still general high school's education conditions are the worst.
- ② Student and home background characteristics: it is seemed that students' hope for education is growing inversely propositional with school level, rather parents' educational expected level on their children is higher. especially, parents' educational expected level on their children of a special-purpose high school is highest, parents'

educational support is much higher in case of special-purpose high school.

Second the results of the status on educational activities are:

- ① School climate: generally in teachers' autonomy, teachers' efficacy on instruction of subject and guidance, teachers' cooperation on work, teachers' learning support, elementary school is growing and is the highest during the 3 cycles. Rather general high school is lower than other school level. Teachers' cooperation on guidance has declined slightly for the 3 cycles, it is showed consistently that middle school is the highest and special-purpose high school is low. In Teachers' fighting sprit and enthusiasm, teachers' achievement pressure, the class atmosphere, special-purpose high school has growing for the 3 cycles, and is the highest but middle school is declining.
- ② Learning-psychological characteristics: intrinsic motivation and extrinsic motivation is generally declining for the 3 cycles. Intrinsic motivation is the highest in special-purpose high school and is the lowest in middle school. While extrinsic motivation is the highest in middle school and is the lowest in special-purpose high school. In self-concept and subject-interest on korean and mathematics, special-purpose high school is increasing for the second, third cycle and showed the highest level, on the other hand though middle school is consistently increasing, shows still low.
- ③ Learning and school life : in learning attitude(persistence) special-purpose high school is the highest, general high school has declined and is the lowest. In class concentration time, special-purpose high school is much higher than other school level, elementary school is the lowest. But in school class attitude, elementary school is consistently increasing and showed the highest level, on the other hand general high school is decreasing consistently and getting low. In the degree of delinquency-deviance, middle school is increasing consistently for the 3 cycles and showed the highest level, while general and special-purpose high school is decreasing consistently.
- ④ After school activity: in the degree of reading enjoyment, special-purpose high school showed the highest level for the 3 cycles, middle school has declined consistently, and showed subpar level in the third cycle. In Self-directed learning time, in case of korean it increased during the second cycle and decreased during the third cycle. In case of mathematics it has increased consistently for the 3 cycles. Special-purpose high school students' self-directed learning time is the most, it is the less in middle school. In private education, korean and mathematics both elementary school students' participation rate if the highest and general high school is the lowest. Private education participation rate on mathematics is much higher than korean, and it is growing consistently thus in the third cycle,



it is showed that more than half of the students participate in private education on mathematics in every school level.

Third, the results of status on educational achievement are:

- ① Affective achievement: Self-esteem of special-purpose high school students is the highest, self-esteem of middle school has decreased rapidly during 3 cycles and showed the lowest level. It is below to average.
- ② School satisfaction: In students' school life satisfaction, elementary school was increasing dramatically during 2nd cycle and has maintained the highest level until 3rd cycle. Middle school had increased until 2nd cycle and has decreased rapidly in 3rd cycle and showed the lowest level. In students' relationship satisfaction, there's little differences among schools but special-purpose high school maintains the highest level from 1st cycle, middle school is the lowest. In students learning satisfaction, elementary school maintains consistently the highest level from 1st cycle and general high school is the lowest. Parents satisfaction with school education and school management, all the schools maintain above the average level but elementary school parents's satisfaction has increased consistently and shows the highest level in 3rd cycle, general high school maintains the lowest level from 1st cycle. In teachers' satisfaction, all the schools also showed above the average level, during 3

cycles special-purpose high school maintains the highest and middle school the lowest level.

Forth, the results of the status on educational gap are:

Generally in the all of elementary, middle, high school, according to parents' SES, parents' education level and school average SES, achievement showed the difference systematically while the difference according to regional size has not showed the consistent result. According to cycle, there's no special tendency.

Fifth, the longitudinal analyzed results of educational level in elementary, middle, high school are:

- ① Distribution of variance according to student-time-school level in scholastic achievement: It shows that in all of the elementary, middle and high school, variance of individual difference between students takes most part of Korean and mathematics variance both. But high school's student level variance rate is lower than elementary and middle school. On the other hand, in all the school levels, school level variance rate on mathematics achievement is much higher than Korean achievement. And there's a tendency that both Korean and mathematics, as school level is getting higher, rate which is explained by school characters is getting higher.
- ② The factors which affect school educational level: the positive change of teachers' achievement pressure has positive affect to students'

achievement level growth in all of elementary, middle, and high school. Especially the affect in high school is much higher than elementary and middle school. And in elementary school teachers' autonomy and class atmosphere, in middle school application of results of evaluation and participation rate to open class, in high school the drop of class disturbance factors, positive change in class atmosphere and the application of results of evaluation affect positively on the growth of achievement level within school level.

Sixth, the results of elementary, middle, high school's status on educational gap and changes are:

- ① Educational level gap tendency among schools: the result of analyzing the differences among school level, in case of high school, school average SES's effect is much higher than middle and elementary school, and parents' SES effect is low relatively. The gap between city and rural regions is higher in high school than elementary and middle school. In the result of Analyzing the differences according to the cycles, it is not showed apparently that educational level gap in elementary school, but there's a tendency that in middle and high school, parents' SES effect and school average SES effect are declined. And the gap between city and rural regions is decreased, also the gap between standardization and non standardization regions is decreased.
- ② Factors affecting the educational gap: In korean, students' attitude in class affects in every

school level, In case of mathematics students' attitude in class has high affect on lower class in elementary class, in middle and high school students' attitude in class has high affect on middle and high class. The proportion of temporary teacher has highly negative effect on high class in high school. The effect of achievement pressure is higher in middle and high school than elementary school, especially it showed higher as the class is getting low. The effect of atmosphere in class is bigger as the class is getting low in every school level. When achievement level is low, teachers' autonomy is affective positively in elementary school, and is affective negatively in high school. In middle school it has negative affect also, but there's no differences according to quantiles. In case of korean in middle school the effect of the application of the result of evaluation is getting higher when achievement level is getting low, in case of korean and mathematics in high school, the application of the result of evaluation has high affect on middle and high class. Ability grouping between classes has high negative affect as high schools' grade is getting low.

Based on the above research results, the following suggestions are made to improve the elementary, middle and high school in Korea.

First of all, to improve consistently educational conditions and reduce regional disparities, efforts to improve the conditions of school education and also to reduce the regional disparities are needed. And it



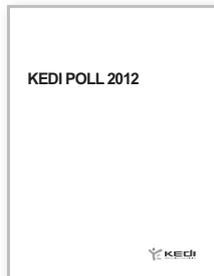
will be made that parents' educational information service system to provide a various educational information to improve the participation of parents' children education and care.

Second, we need to concern about the policy to detect and construct the school climate factors which promote the students' positive learning activities, plan to improve students learning and psychological competencies, students' time use after school for more intensive concern and support about educational activities.

Third, in educational outcome, we suggest intensive support to below basic level students and schools which cognitive educational outcome is low. And we emphasize that it is needed to try to improve educational activities for reducing achievement gap.

KEDI POLL 2012

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KEYWORDS

Educational Public Opinion,
Elementary and Secondary Education,
Higher Education,
Educational Policy,
Emerging Issues of Korean Education,
Future Trends of Korean Education

The KEDI Poll 2012 was conducted to examine public opinion about the present and future of Korean education. The sample size of this survey was 1,800 males and females ranging in age from 19 to 64 living in the 16 Korean metropolitan cities and provinces chosen. The conclusions of individual interview survey are as follows:

(Results are based on a random sample with 95% confidence that the maximum margin of sampling error is ± 2.31 percentage points).

1. *Government's Role in Public Education and the Quality of School Education*

First, the respondents consider Ministry of

Education, Science, and Technology to be responsible to the decisions of educational policy and curriculum and Metropolitan and Provincial Offices of Education to be responsible for setting up the standards of academic achievement and subsequently meeting these standards. In consideration for the local autonomy of education, national responsibilities and local responsibilities need to be divided according to certain guidelines. To achieve this, it is necessary to engage in in-depth discussion and role reestablishment regarding the division of responsibilities between Ministry of Education, Science, and Technology and the Metropolitan and Provincial Offices of Education.

Second, based on the results of the survey about the public satisfaction with elementary and secondary education, schools are negatively evaluated. The government should pursue the policies for raising the quality of teachers continuously in reference to the people's opinion that it is necessary "to improve the quality of the contents and methods of the class," and "to recruit and arrange high-quality teachers" in

order to lead the people to hold them in high esteem. In order to elicit high ratings for schools, they must strive to fix fundamental problems to improve the quality of education in response to the demands of “improving the quality of the contents and methods of the class,” “recruiting and placing high-quality teachers,” and “counseling the students kindly.”

Third, the major considerations among parents in the selection of schools are “the quality of teachers,” “characteristics of the educational program,” and “the results of entering advanced school,” while the main consideration at the elementary school level is “commuting distance.” Thus, schools need to guarantee educational equity and excellence in order to ensure that all students can choose the school located near their homes. At the university level, the result of university graduates’ employment is considered the main factor for selection. To ensure that these realistic demands are met, it is necessary to reinforce the universities’ educational capacity and to improve job competency among students.

Fourth, in terms of emerging issues, “weakening of students’ personalities and ethics” and “school violence” are ranked as first and second highest. In order to resolve these matters, school need to establish educational policies aimed at strengthening the students’ personalities and ethics and solving problems related to school violence.

Fifth, the “Policy for Reducing Private Education Expense,” the “Policy for Supporting Improvement of Basic Academic Ability,” the “University Admission Officer System,” and “the High School Diversity

Policy” are rated as the best policies set by the present government. Therefore, the government should be continuously pushing for these policies by improving the problems that are presented.

2. Opinions about the quality of teachers and the teaching profession

First, people’s negative evaluation of elementary and secondary teachers’ roles, abilities, and attitudes is clear. It is essential “to improve the quality of the contents and method of the class” and “to recruit and assign high-quality teachers” in order to raise satisfaction about school. In regard to school choice, the quality of teachers is an important criterion; therefore, government endeavors are needed in order to manage policies for recruiting high-quality teachers and strengthening the professionalism of teachers.

Second, most people tend to perceive that teachers should receive suitable wages according to their abilities and careers. Also, payment of teachers based on their students’ academic achievement tends to be accepted positively. The teachers’ pay system must reflect their ability, and above all, the development of a method to estimate teachers’ capacity in propriety and credibility must be performed.

3. Students’ school life

The results of the survey show that students’ stress regarding on academic achievement and competition and students’ addiction to the IT machine are serious.

People perceive that school violence is emerging as a serious social problem, caused by media violence, the absence of home education, a shortage of effort for preventing school violence, competition for university entrance focused on scores, and so on. Hence, educational authorities must make efforts to relieve students' stress, to diversify the elements of students' school life and to help students focus on issues other than academic achievement and competition through collaboration with school, home, and society.

4. Students' learning

First, teachers (schools) are considered to be the most important factors that determine students' academic achievement, even more so than parents (family). This result demonstrates parents' expectations regarding school; schools and teachers are expected to play a primary role in the education of students.

Second, More than half of the respondents evaluated students' personality and ethics negatively. Personality education should be valued more highly than it is now, since personality education is emphasized as an important educational aspect at every school level.

Third, most people respond that they prefer to have their children participate in after-school programs. These programs need to be developed to complement regular classes in the school curriculum and specialty and aptitude courses.

5. High school and university entrance system

First, the majority of the people approve of the equalization policy for high school and the high school diversity policy. In a large sense, these policies are needed in order to pursue diversification in the schools complementarily.

Second, more respondents answer in a positive way regarding whether the university admissions officer system is complementary to the university's admissions system. High school students' grade point average (GPA) is ranked first as the most important item in university admissions, but in the case of parents, specialty and aptitude have the highest priority. A university admissions officer system needs to be developed to complement the admissions system that is focused on score.

6. Educational Welfare

First, a large number of respondents still think that school should provide all students free school meals regardless of their living conditions. However, supporters of this element are decreasing in number in comparison with last year. The government needs to give careful consideration to the priority beneficiaries of the educational welfare policy.

Second, above all, the government should provide money for tuition to the low-income students and then cover the cost of textbooks, school supplies, and other fees. This means that the government should offer low-income students the financial support that most closely relates to their learning.



Third, when the government distributes limited budgets to the educational sector, the reduction of university tuition or expansion of scholarships has the highest priority. Considering each cost and effect, the effective sector should receive support first.

7. University Management and the Quality of Higher Education

First, it is highly important that people's negative sentiments toward the university's function for cultivating competent people to fulfill the role of university professor be managed. The government and university should try to improve university education according to evaluation of the quality of university education.

Second, the majority of people supply negative evaluation of the financial transparency of the university. In order to raise the quality of the university, institutional apparatuses for the guarantee of transparency of fiscal management should be designed.

Third, in order to actively cope with the changing social economic reality and improve national power, the university's function for cultivating competent workers is taken very seriously. For this reason, it is the government's task to continue to drive the reform of the university's structure and management toward the improvement of the quality of the university and guarantee for transparency of fiscal management.

8. Emerging Issues and Future Trends of Korean Education

First, the majority of people think that, in current Korean society, there is serious discrimination in favor of people's university diplomas and graduates' university reputation and against graduates from local universities. Reflecting this tendency, most people expect their children to get at least some level of university education. However, it has been controversial whether all students receive a university education. The change in public perception must take precedence in order to solve social problems, including determining human ability through a university diploma. Also, companies' recruiting system and wage system must be improved.

Second, about half of respondents intend to let their children enter technical schools like Meister High School instead of going to the university. If graduates from Meister High School are recognized as competent men in the industry, excessive competition for entrance into universities would be reduced. However, the introduction of Meister High School has been relatively recent; thus, it would be premature to evaluate the effectiveness of Meister High School. The majority of respondents agree that companies hire high school graduates in certain proportions. In this sense, the policy for Meister High School graduates or other high school graduates to guarantee jobs not only restrains the ranking system of the university and academic sectarianism but also promotes the cultivation of competent and skillful individuals.

Third, about half of the respondents expressed desire to let their children study abroad if circumstances permitted. The number of people who intended to let their children study abroad has steadily increased since the year 2006. Considering the expense of overseas education, it is necessary to absorb these demands in domestic education.

Fourth, more than half of the people expect private education expenses to have a similar level of presence or to increase rather than to decrease. In addition, many expect competition in university admissions to have a similar level of presence, and a few people expect that competition related to entrance exams will be mitigated in future. There is less room for a decrease in private education expense according to the lowered expectation regarding competition in university admissions. Since the policy for reducing private education expense is rated as one of the most effective policies, it is necessary to pursue this policy continuously.

Fifth, most people responded that there will be no big change in the ranking system of the university. Little change in public perception of the ranking system of the university and academic sectarianism leaves great potential for suggestions. On the other hand, it is necessary to mitigate the gap and competition by establishing excellent university policies to ban discrimination according to students' school experience and the academic cliques.



Improvement Schemes for the Structure of the Investment in K-12 Educational Projects

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Improvement Schemes
for the Structure of
the Investment in K-12
Educational Projects



KEYWORDS

Local Financial Education,
Budget of Local Education,
Subsidies for Educational
Expenditure,
Educational Budget,
Balance in the Budgets
for Educational Cost

This study was conducted to produce improvement schemes for the improvement in K-12 educational finance policies by comprehensively analyzing the investment structure in educational projects for preschools, elementary and secondary schools which are implemented by the Ministry of Education, Science and Technology, metropolitan and provincial education offices and local governments. To attain this end, educational entities' investment and distribution activities of educational finance for K-12 educational policies were analyzed in a multifaceted manner.

As a result, the study acquired meaningful information that can help improve policies through

comparative analysis on the management of educational financial resources by each city and province. The budget and settlement of revenue and expenditure account by local education offices and unit schools were analyzed by virtue of perspectives like fairness, appropriateness and effectiveness of each investment. In addition, a group of finance officers from local education offices and school principals participated in discussion group to obtain field centered opinions and problems by means of conducting focus group interviews

Based on the study, suggestions for the improvement in the investment structure of K-12 educational projects were elicited as follows.

First, the government and the related authorities should continue increasing budgets for teaching and learning activities at schools and constricting the educational deviation when allocating educational budgets for provincial areas. Furthermore, they should take a closer look into whether the educational investment leads to any changes in students' achievement or behaviors at schools and

contribute to narrow the educational differentials between schools and students in practice.

Second, it is a serious problem that there exists an imbalance in the budgets for educational cost per student among cities and provinces. That can even cause further legal and political problems. Therefore, various efforts should be made to promote balanced budgeting for educational investment per student among regions. These include consolidation of small-sized schools and adoption of the formula funding based on calculation per capita investment.

Third, special policies are required to gradually increase the available resources in each city and province. One of the reasons for the small amount of usable resources, the special grant projects by MEST requires matching funds of local education offices. Therefore, the current small amount of available resources can be attributed to projects that require additional investment. Therefore, further analysis on the amount of available resources in metropolitan and provincial education offices in comparison with yearly special grant is needed. At the same time, some projects implemented by special grant but required to support continually and stably should be turned into those through being secured by formula funded grant, and additional burden of local educational offices should not be required when implementing the special grant projects.

Fourth, as the school basic operation cost allocated by local education offices is insufficient to conduct a project, it should be increased to the level of standard education fund. Currently, schools are participating

various public contests to secure additional project-based funds as their school basic operation fund is far short of the standard education fund. Therefore, local education offices should expand the amount of the school basic operation cost to the level of the standard education cost to enable schools to conduct at least basic education activities without difficulties.

Fifth, considering that there is a wide gap between schools in obtaining project-based funds, especially earned by public contests, the authority should expand the amount of the school basic operation cost rather than the purpose project fund in order to promote fair distribution of the education cost. In order to narrow the difference in securing purpose project fund between schools, the education office is required to minimize the purpose project fund and expand the basic operation cost. It can be considered as a problem if there is a great disparity between schools in the amount of funds for basic educational activities and creative experiential activities. In this context, increasing the amount of the school basic operation funds for schools and supporting them in a fair manner are needed.

Sixth, several project based funds with similar purposes are often allocated to the same school, thereby causing redundant and excessive investments. To prevent this, schools should be granted with more autonomy to operate their own education funds. In general, schools apply for public contest projects several times in order to obtain additional education funds, and accordingly, schools granted with significant amount of project funds

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have no choice but to invest in the scopes serving the purpose. In case of after-school activities and the educational welfare projects for diminishing the educational differentials, excessive investment can be made. When it comes to project based fund with their own purpose, more autonomy should be given to unit schools so that they are able to arrange budgets more effectively.

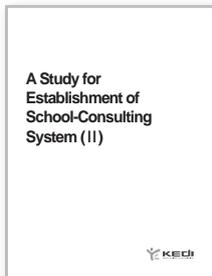
Seventh, the analysis on the relationship between tax revenue and education achievement of schools displays that various educational projects are producing meaningful results and impacts in terms of scholastic achievement of schools. This indicates that it is difficult to operate educational curriculum only with the school basic operation fund provided by the local educational office, and it is necessary to obtain additional resources for teaching and learning activities to produce more fruitful achievement at schools. It is required to design the criteria for distribution of project funds and identify project types in a systematic way and distribute purpose project funds to every school. In addition, it is essential to develop measures to distribute financial resources to schools in a more balanced manner.

Lastly, to arrange the school finance efficiently, educational investment should be made into teaching and learning activities that are directly related with improvement in students' achievement, but it would be also important to allocate and secure financial resources for regular curriculum preferentially. Efforts should be also made to reduce uncontrollable expenditure such as personnel expenses, operating

expenses and expenditures for school facilities.

A Study for Establishment of School-Consulting System (II)

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KEYWORDS

School-Consulting, System Establishments, School-Consulting Center, Human Infrastructure System, Financial System

This research is the final stage study of four-year period project to set up 'infrastructure of school-consulting' The first year(year 2009) of research was the initial study of infrastructure on school-consulting and focused on analysis on theoretical basis, current status and actual conditions of each sub-system in school-consulting system. The second year(year 2010) of research focused on systematic development and ways to train school consultant training program. The third year(year 2010) research, the model school consultant training system was implemented, tested for validity and expanded its implementation on school management consultant infrastructure which was highly

demanded.

In 2012, the fourth year study, the goal was to set up infrastructure, suggest its management system on school-consulting. Here are detailed followings; first recognize hardships and build practical infrastructure and initiate school-consulting from the review of current mismanagement and perception of the program from school personnel.

The second goal is to build humane infrastructure on school-consulting initiation and implemente on actual school setting. The school management consulting is to be commissioned to ChungNam University. Operation of practical apprentice will help to accomodate professional personnel infrastructure. Third, identify school-consulting system and suggest management model to accommodate. School management system is supported by focusing humane, physical factors and suggest supportive factors and renovation. Survey and delphi survey, implementation research, commission, seminar, forum were conducted to provide adequate, practical feedbacks on concurrent school-consulting system.

Listed are analysis of concurrent condition on school-consulting.

city district, state office of education and supportive affiliated school-consulting operation status is listed below. As supportive factor, securing consultant pooling system is based and have on-going training program which is facilitated from school and outside humane resources. Second, special grant is allocated from Ministry of Educational Science Technology. Unfortunately, grant has downsized compared to previous year. The financial support is inadequate considering pay given to highly qualified consultants.

For the revision process, district office has appointed school-consulting division to be responsible to look over. Consultant pooling system is managed by office of education and district office. The process of consulting is posted and utilized on homepage. Eight district-state office of education's evaluation are reflected on assessment and three district-state office of education is to be applied as a mandatory requirement.

Second, organization of role is determined by choosing preferred consultant. The chosen consultant provides consulting through on& off-line and submit a report on the process and outcome filled by a consultant. Consultant manager's role is to match and introduce steps in each process between client and consultant, delegate evaluation and pay the cost.

Third, city-state office of education covers overwhelmingly broad aspects. Mainly in lesson plan, and as well as guidance, management areas. Mostly manage four or more areas of consulting, and

education policy, academic profession, and parent education are spotted.

Fourth, city and state office of education is opened and cooperatively communicate as to maximize outcome

This proves that school consultant contribute on the teacher's professionalism and self competence. Higher numbers on requesting consulting system and higher satisfaction shows that it is improving teachers professionalism and quality of school education and this is the ultimate achievement.

Here is how Korean Educational Development Institute (KEDI) governs school-consulting as a government research center. Relation to educational policy, task is complied by each centers or each team. The best example is after school-consulting and creative management consulting.

First, after-school consulting and creative management consulting is supported with consultant pooling system. Also, training sessions are offered to participating consultant. Financial support is covered by special grant is provided from Ministry of education, science and technology and allocated upon project completion. Second, KEDI prioritize to reform a school-consulting model revision but assigning a team to govern consulting project is not available. Therefore, consulting division is included in other teams depends on the situation. Third, continuous effort is given in order to obtain stable positive effects on assessment of consulting project. Difficulties in policy making and facing obstacles are supported and tried to pursue stable stage to

permanently settle in schools.

Here is how non-government organization, Korean school-consulting Center is operated.

First, constant school consultant training is done and utilize then in school-consulting areas. Second, training sessions are differentiated in levels, fundamental versus advanced training sessions. Third, it is supported in two areas, one is lesson planning and school management consulting.

This is the perception analysis on school-consulting operation.

First, humane support is positively recognized. Consultant high professionalism and their allocation are highly praised and evaluated. But, inadequate financial support is negatively perceived. Second, client and consultant should be able to focus on major task of consulting immediately, not considering minor problems that can be distracted. Related to revision, consulting infrastructure model is where clients can apply for assistance, and receiving proper assistance is major positive achievement. But securing time to complete consulting reveals 50% on negative comment. The client's voluntary requesting consulting, and its positive perception is relatively positive which reflects positive consulting settlement on culture. Third, receiving consulting upgrades teachers' profession and revise their culture positively. Teachers positive perception reached nearly upto 80% and expanded teachers own capacity with help of consulting.

Following are implications during school-consulting training program. First, planning

continuous on-going training session and offering advanced session are requested mostly by clients. Second, any other place offer practical apprentice and it is the specialized program of KEDI. Third, practical apprentice must be emphasized to understand methodological knowledge and its application on field.

Followings are implications while consigning management. First, the cost of 200,000 won can be a burden for trainee but also was needed cost to offer high quality training session. Therefore, training budget should be allocated and covered with funds. Second, trainee and apprentice schools should be applied and chosen as current condition. When experiencing difficulty on finding apprentice schools, secondary option is to get a recommendation from district education office, city & state 1 elementary school and 1 junior high school can be selected nearby trainee's resident district. Third, it would be optimum when the apprentice school desires to have school-consulting program at the site concurrently. It would be desirable where it has experienced consultant and place to be.

Operation system of school-consulting can be categorized by openness and public interest and in this research is created under 'public character' based on investigation and delphi study. The public character opens ideas to public and under the influence of public as well. The biggest advantage is the keeping independency of school-consulting from the national or office of education. From the public finance resource, school-consulting can be operated



stably and has immediate access on pooling resource as a public organization with higher public interest and publicity, it is easier to cooperate with various organizations. The disadvantage can be influenced by national offices due to financial allocation. Public openness organizations are national research center, national training center, when school-consulting is built, it should be public openness organization as well.

Progressive school-consulting model is focused on public openness. Under the presumption of setting school-consulting center in KEDI, since it is the representative model as an publically open organization, to support and revise, perform assessment are designed to progress operation model.

Followings are roles of school-consulting center. The first role is to develop and manage school consultant training program. Based on researches, build basic outline of school consultant program and perform pilot study and assess and make improvements on negative implications. The second role is to train and manage school consultants. With professionally trained school consultant can be utilized as a city-state consultant. With higher qualified school-consulting professionals can be meta-consultant during consultant training sessions. The third role is to design regional suitable school-consulting model. The school-consulting can't be monolithic, it should be designed as regionally suitable and collect various case studies. This can provide adaptability when it is practiced. The fourth role is to support consulting and generally overseas

operation on fields. without overseen by control center, it is improper to recognize problems and support human resources and finances. This doesn't indicate as an authoritative management center, rather this is to connect and support national integration.

Integrating collaboration work with other various offices make all these to happen. Office of Education provides official, financial support, and research centers provides designing the operation model and colleges and training centers provide trained, experienced consultants.

The specific factors are needed to improve. Licensing of school consultant is the immediately required in pooling system of consultant. The establishment of school consultant's standard is needed to improve quality of professionalism on consultant. Completing consultant training curriculum needs to be requisite with the candidates with previous consulting experience and proceed on certification on leveled courses. General certification process should be offered and managed by school-consulting center and training process should be partner with college training center or certified civilian organizations. For the smooth process of school-consulting, pooling system and data-base should be based therefore, consultants in national wide can be allocated properly where it is need to be supported in timely, precise manner.

As for financial factor should be separated. Ideally, the consultee request the consulting, consultee should be able to pay the portion of fee and remaining should be covered by public grant and entrepreneur

fund. Therefore, there needs to be financial guideline how the fund should be paid and covered.

Administrative agency(tentative title : school-consulting center) for school-consulting is needed to manage revision of operation. 'school-consulting operation management and research center(tentative title : school-consulting center) should be governed by national organization. The work should be definitely differentiated in area of each consultant's responsibility between consultant and consultee or between general supervisor consultant and consultant on field, between meta-consultant and general supervisor consultant. Task and task system are expanded to various areas of consulting but school needs immediate attention and should perceive tasks by its priority or problem issues in school. To create effective culture on school-consulting, securing supply of professional school consultants, systemized training system for school-consulting, advertisement of outstanding case study of school-consulting are needed immediately.

As for political suggestion, in order to develop advanced school-consulting operation model, three divisions'; Ministry of educational science and technology·Office of education, school, professional group (researcher) roles are divided suggested accordingly.

Ministry of educational science and technology or city·state office of education should find an effort to build school-consulting center as a school-consulting agency. Second, certification of school consultant's institutional setting needs to be prepared. Third,

school-consulting personnels should be allocated in each state office of education or in school-consulting center.

Teachers and unit schools need voluntary motive to be internalized. Ideally, school-consulting should be 'internal developmental model' not as 'external developmental model'. As a consultant or consultee should share previous experiences.

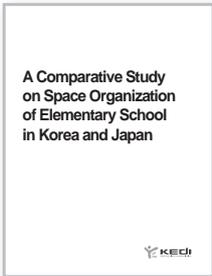
At last, researchers·professionals should build know-hows, process developmental research, show direction and strategy should be provided.

school-consulting would be effectively processed when three dimensions, office, school setting, research group's role are firmly settled, efficiently interact in all areas. school-consulting is a educational revision on field and can contribute to the teacher's enrichment and make quality changes in school.



A Comparative Study on Space Organization of Elementary School in Korea and Japan

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A Comparative Study
on Space Organization
of Elementary School
in Korea and Japan

KEDI

KEYWORDS

School Facilities,
Elementary School,
Primary School,
Space

Since there have been increasing demands on new space organization which responds to various and rapidly changing educational and social changes i. e. u-school, smart school, green school, eco-friendly school, energy and ecology school and creative school, there is a movement to newly change space organization of school not only in Japan but also globally.

This study aims on finding a direction of desirable space organization of future elementary school in Korea by analyzing current status of space organization of elementary school in Japan. In this study comparison and analysis of curriculum of Korea and Japan, facility standards on national level

and standards of national subsidy, current status of number of schools and students, transition of changes in facility area of elementary school for last 10 years are included. In Korea and Japan each 7 elementary schools which were constructed after 2007 and are good in space organization and school planning are selected. The comparison and analysis of satisfaction level on physical educational conditions and facilities such as current status of space organization and how to use them are conducted in this study.

The contents of analyzing space organization are 'entry and placement, outdoor space', 'space program' and 'phase structure and organization of unit space'. The results of analysis are as followings.

There is an entrance which is divided into entrance for pedestrian and entrance for vehicle in elementary school of Korea and Japan. Unlike elementary schools of Korea, elementary school of Japan opens school gate only during time for to and from school for the sake of safety of students and school security. And visitor's accessing to school is very strictly controlled. However, in Korea there is not much restriction for

visitors accessing to school facility. There is a clear separation between schoolyard and school building in elementary school of Korea and Japan. Placement of most elementary schools of Korea is finger style, E type, H type and C type. However, placement of elementary schools of Japan is slotted type, square type, barred square type, L type and parallel type which adapt to site conditions. The outdoor spaces area of elementary schools of Korea is larger than that of Japan. The outdoor spaces area excluding schoolyard of elementary schools of Korea is also larger than that of Japan.

The type of interior space is pretty same in elementary schools of Korea and Japan. The type of special classroom is more various in elementary schools of Japan than that of Korea. Since Korean teachers spend most of time in the classroom, the size of teachers' room is getting smaller. However, Japanese teacher stay in teachers' room and size of teachers' room is bigger than that of Korea. In terms of space for extra curricular activity there is space mainly for students in elementary schools of Korea, but elementary schools of Japan provide space not only for students but also for local residents.

Elementary schools of Japan and Korea are similar with respect to plane structure and unit space, but there is big difference in operating school. Elementary schools of Korea conduct most of class in the classroom and students move to special classroom for such subject as science, music, art, physical education and practical course which require experiment and practice. That is, so-called

'General classroom+Special classroom(U+V) type'. Elementary schools of Japan also operates 'General classroom+Special classroom type', but there is other space in the General classroom for example open space and work space. This is called 'Open School' type. Thus, elementary school of Korea consists of one-sided corridor and elementary school of Japan consists of one-sided corridor and double-loaded corridor. The space structure of corridor in elementary school of Korea is only for passage for students. The corridor in elementary school of Japan operates not only for passage but also for such various learning spaces as learning through play, learning with small number of students, group study and learning per grade by securing open space, work space and multipurpose space.

With respect to overall satisfaction on school facilities satisfaction of teachers of both countries on 'size of schoolyard' and 'space for student support' is lower than other items. The satisfaction level on 'preparation of multimedia and ICT equipments for teaching-learning activities in school', 'preparation of barrier-free facilities and disaster prevention facilities' is high. With respect to satisfaction on the classroom, Korean teachers' satisfaction on 'space for learning through play and preparation of teaching aid' is lowest one. Japanese teachers' satisfaction on 'sufficient space for post and storage in the classroom' is lowest one. With respect to conditions of the classroom, the satisfaction level on 'sufficient space for group activity in the classroom' is lower than other items in Korea but higher than other items in Japan.

Based on this study followings are proposed.

First, it is necessary to change the perception to consider facilities of elementary school not a simple learning space but space for life. It is also necessary to change function of school facilities.

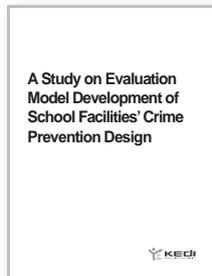
Second, it is necessary to amend standards of school facilities responding to current situations and to make a manual based on various domestic and overseas cases of constructing school facilities and provide it to education offices in-local and schools.

Third, it is necessary to provide systematically process of organizing school space of local and user-oriented type. The process should be prepared according to business type. It is also necessary to apply process to real plan of school facilities.

Fourth, it is necessary to develop and disseminate a guideline for continuous monitoring and organizing new space on school facilities.

A Study on Evaluation Model Development of School Facilities' Crime Prevention Design

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KEYWORDS

School Facilities,
Crime Prevention through
Environmental Design,
CPTED,
Evaluation Model

Crimes that occur in the school vary from the violence among students to the crimes by outside intruders. Moreover, there is a growing trend of increase in crimes. Among the various institutional and administrative efforts amid social interests to prevent crime, this study was conducted to find ways to prevent crimes in terms of school facilities. Although Studies and guidelines on crime prevention through environmental design (“CPTED”) of school facilities have been presented recently, most of them are reflected to the new buildings, and most of existing schools are with facilities and environment vulnerable to CPTED and haven’t been reaping substantial effect comparing cost investment

by merely depending on CCTV, private security companies, school guards, and school sheriff.

Therefore, this study was aimed to develop practical evaluation model that can help existing schools to self-diagnose their facilities and environmental territory that are vulnerable to crime, and prescribe future improvement measures.

First, in literature and international case studies, we redefined school crime in order to match various opinions about the crime that occurs in the school. Based on definitions or scopes in various literatures, we defined school crime “as the crime such as robbery, destruction, violence, theft, rape, or arson that occurs in the school facilities (around the school, boundaries, school lot, and indoor/outdoor facilities) committed by students, teachers, and external intruders.” Also, we explored CPTED-related previous studies, CPTED guidelines home and abroad, and particularly UK’s SBD and SE cases. Through these we extracted previous studies results, guidelines, and practices that can be introduced in our country’s existing schools and drafted evaluation

index which is assessment tool, based on discussions and experiences of our research team. We extracted evaluation index by setting evaluation item according to evaluation scope of the main category, and by putting evaluation standard of sub-category into checklist format.

Primary Delphi survey was conducted by the group consisting of experts of school facilities and CPTED. The system, content, and adequacy of above extracted evaluation index draft were investigated and reflected. As a result, overall modification and supplementation was made to the checklist while maintaining evaluation index system. And on-site preliminary investigation was conducted on elementary, middle, and high school level on the basis of primarily-modified evaluation index. And fact-finding and teacher interviews were paralleled to pre-review the applicability of evaluation index on school site. And, evaluation method and grading points were assigned to the evaluation index that had been secondary modified through on-site preliminary investigation.

In order to develop it as a tool that anyone can easily use at school site in the future, we derived methods of point distribution and evaluation methods under the following five principles.

First, we assigned the code for efficient classification. For example, we expressed in the form such as 'A-a-01'; the scope for uppercase alphabet, item for lowercase alphabet, and checklist in two-digit number.

Second, we assigned weighted value between

checklists. We assigned weighted scores from 1 to 5, depending on the school crime prevention effect, expected effect on investment, and the importance of it.

Third, we sorted by default and selection. However, there are limits to apply same evaluation index to all schools. Therefore, we sorted by default and selection (▲mark), so that checklists not applicable depending on the circumstances such as school level and location of the school can be excluded.

Fourth, we set the evaluation method. The evaluation methods are broadly classified into two types. We sorted and set grading method (A) that grades depending on whether or not to simply apply checklists; grading method (B) that grades according to the evaluator's subjective judgment on the level of satisfying checklists.

Fifth, we set the evaluation method and suggested a way to prove the assessment by checklists such as inspections, interviews, and evidence.

Above point distribution and evaluation methods by evaluation index proposed by the researchers obtained adequacy and feasibility through secondary Delphi survey, and as a result, total of 84 checklists were drawn through final modification and supplementation.

Through the review and consultative processes with frontline school life teachers (or student directors) by utilizing final evaluation index (plan) to built evaluation model of this study's purpose, we ensured the adequacy of introducing evaluation index on-site. Through a series of these steps, the final evaluation index was developed as follows: a total of five areas,

24 items, and 84 checklists. As per the grading of weighted value: 18 points for the school surroundings environment (A); 42 points for lot boundary(B); 68 points for external space in the school(C); 87 points for internal space in school (D); 85 points for operating and management (E); and is composed of a total of 300 points.

In order to make it easy to evaluate by anyone at schools utilizing evaluation index developed by this study, we built evaluation model in the form of cards to evaluate by evaluation criteria and guidelines by checklists. Checklists in the evaluation model are systemized with the following: code of evaluation index; evaluation methods; grading; selection (▲ mark); evaluation criteria; evaluation guidelines; grading methods; evaluation methods; and submitted documents.

Naturally, we made the evaluation results through the above evaluation model in each unit school to be easily identified by obtained weighted-scores and radial graphs by areas, items, and checklists. Furthermore, we tried to suggest improvement measures for each area, item, and checklists that clearly showed vulnerable parts in the appendix of this study. Thus, allowing each unit school to diagnose school crime prevention design through this evaluation model and to prescribe and take improvement measures is the great feature of this study.

Finally, in order to reduce school crime by actively utilizing school facilities Crime Prevention through Environmental Design Evaluation Model through

this study, we proposed following policy suggestions:

First, practice guidelines of school facilities CPTED should be developed and spread. And there is a need to develop guidelines that can be applied to any type of school, school condition, and school situation based on solid expertise. Also, various guidelines for one element should be provided. Because each school's situation varies by its regional characteristics and school location, various guidelines that can apply the most appropriate elements to the corresponding school should be provided. In addition, guidelines should consist specific and detailed information and easy to understand and apply. Also, the guidelines should be developed and provided easy-to-maintain and highly-effective. Also, efforts should be made to reflect guidelines in KS standards and standards adjustment; so that more enhanced building materials and safety devices could be supplied to school site;

Second, legal basis for school facilities CPTED certification system should be made. There are cases of decreased crime and improved academic achievement caused by SBD certification which is UK's CPTED institution. Likewise, Korea should make school CPTED certification compulsory and prevent school crime beforehand as much as possible. First, CPTED exclusive institution, organization and personnel should be ensured for CPTED certification system to settle stably. And to do this, we need state-level administrative and financial support, and cultivate CPTED experts. Also, certification procedures should be simplified and convenient, so that schools themselves can diagnose and improve

continuously. For this purpose, we have a plan to develop computerized system of school facilities Crime Prevention through Environmental Design Evaluation Model as our future project of this study;

Third, promotion of CPTED is needed to change social awareness. Regular CPTED-related education and training programs for local residents including teachers, students, and parents who are main users of school facilities should be developed. Especially, CPTED program must be included in the job-training programs for school personnel. CPTED education and training is desirable to be proceeded with CPTED experts', local police officers', and fire fighters' visit to school on a regular basis;

Fourth, linkages with CPTED-related organizations should be established for the settlement of CPTED. Establishment of unit school's Crime Prevention through Environmental Design alone cannot guarantee students' safety. It is important to make safe communities from all crime. One of the most important tasks to be carried out in cooperation with relevant organizations is making a crime map in unit area, utilizing programs such as geographic information system (GIS). Also, it is necessary to link unit school's integrated control system and community's integrated control system, because unit school's integrated control system alone has limit to prevent school crime.



KOREAN
EDUCATIONAL
DEVELOPMENT
INSTITUTE
2012 KEDI Annual Report

2012 Achievements and
2013 Directions

2012 Research Report

2012 Research and Activities

Advisory Activities

2012 KEDI Publications

2013 KEDI Status



Planning Division

Office of Research Planning

The 3rd KEDI-KAERA International Symposium



Under the topic of “Student Behaviors and School Violence – Searching for Interventions,” the symposium was co-hosted by Korean-American Educational Researchers Association (KAERA). Topic: Student Behaviors and School Violence – Searching for Interventions. Date & Venue: June 22, 2012, Seoul Post Tower

The 53rd KEDI Educational Policy Forum



With the topic of "Character Education," the 53rd KEDI Educational Policy Forum - 6th Cheongram Education Forum covered the major issues

that recently emerged in classrooms such as school violence. The forum also focused on the low level of social and emotional stability of students, which is perceived as incompatible to the internationally outstanding academic performance of students in Korea. Topic: Character Education: Curriculum and Teachers Need to Change. Date & Venue: September 6, 2012, Seoul Post Tower

Office of International Cooperation

Visit of the Omani Minister for Education and the Delegation to KEDI



Following the presentation of overview of education policy in Korea, with the topic of “Innovation Educational Strategies,” possible measures for future collaboration between Oman and KEDI were discussed. Topic: Innovation Educational Strategies. Date & Venue: April 18, 2012, KEDI

The 2nd Meeting among the Heads of the Korean, Chinese and Japanese National Institutes Educational Research



The participants shared relevant issues and challenges of education in each country and exchanged each institution's research and activities in progress to yield measures to resolve such pending issues. For more expansive future activities, the participants agreed to organize joint seminars in addition to current meetings among the heads. The 3rd meeting is to be held in Beijing, China, September 2013. Topic: Meeting among Heads of the Korea, Chinese and Japanese NIER. Date & Venue: August 28, 2012, KEDI

KEDI-ASCD Joint Seminar



Under the topic of "21st Century Teachers and Students," the seminar highlighted the ideal talents required in 21st century. The speakers and participants shared cases of US and Korea on the importance of teacher's roles and their development to foster such talents with 21st century skills. Topic: 21 Century Teachers and Students. Date & Venue: September 11, 2012, Hotel President

Signing of MOU Between KEDI-UIUC



KEDI signed MOU with UIUC (University of Illinois, Urbana-Champaign) inaugurating a collaborative relationship with future joint seminars, exchanges of research and publications as well as staff exchanges, and short-term joint research projects. Topic: Measures for Collaborative Activities between KEDI-UIUC. Date & Venue: October 25, 2012, KEDI

Special Lecture with Dr. Harry R. Lewis



Dr. Harry R. Lewis, Gordon McKay, Professor of Computer Science in the School of Engineering and Applied Sciences at Harvard University (formerly, Dean of Harvard College), gave a special lecture on the trends in higher education pursued by Harvard and other leading colleges in US. Directions for relevant policy in Korea was actively discussed following the lecture. Topic: Higher Education in the Age of Internet. Date & Venue: October 25, 2012, KEDI

Special Lecture with Dr. Jerome C. Glenn



Dr. Jerome C. Glenn, co-founder and Director of The Millennium Project, gave a special lecture on the foreseen changes in future environment and educational environment and delivered feasible responses of future education in Korea. Topic: Collective Intelligence for 15 Global Challenges: A Higher Educational Agenda for International Collaboration. Date & Venue: November 22, 2012, KEDI

Office of Information System and Library

The 4th New Book Exhibition



The 4th New Book Exhibition was held in order to support research and projects quickly and effectively by increasing access to necessary references. In addition to 1,500 social science and cultural books exhibited, audio book services, a newly introduced form of publications were demonstrated. The exhibition was organized in a form of book-cafe for the staffs to enjoy a relaxed atmosphere with refreshments and participate in recreational activities and received raffle tickets. Topic: The 4th New Book

Exhibition. Date & Venue: May 16-18, 2012, KEDI

KEDI's 40th Anniversary Historical Exhibition



Photos of KEDI's historical events for the past 40 years were organized into image files and the cover pages of publications were profiled in archival databases for the exhibition and future reference. A photographic mosaic, "KEDI's 40 Years and One's History," was made from pictures of alumni and staffs. It is in exhibition at the library located at Sin-Gwan, 3rd floor. Topic: KEDI's 40th Anniversary Historical Exhibition. Date & Venue: August 30, 2012, EL Tower, Seoul

Office of Educational Policy Network Research

Research on Strategies to Introduce a Semester System with the Academic Year Starting in September

The study examined the feasibility of introducing a semester system with the academic year starting in September to resolve the structural difficulties of current semester system in Korea and to enhance the compatibility to the international education systems, thereby to strengthen the national competence. A systematic model suitable for the condition of education in Korea is suggested based on the analysis of relevant law and policy, foreign cases and pilot studies. The study provided various measures for each stage of implementation by examining thoroughly

of the validity and effectiveness. Commission(Consignment): KEDI

Analysis of Best Practices and Demands for Functional Enhancement of Local District Offices of Education

The study provided implications for a more successful implementation of “Functional and Organizational Reform of Local District Offices of Education,” which aims to shift the characteristics of local district offices of education to classroom-oriented from previously being instruction & supervision oriented. Success factors and challenges to overcome were identified through analysis of best practices. The study also analyzed the general perception on the changes in the classrooms and various demands for improvement that are critical to fulfill the fundamental purpose of the reform, which is to consolidate the reform policy in the classroom and to strengthen support for schools. Commission(Consignment): KEDI

Research on Integration of Sejong City Office of Education and Its Affiliated Organizations and Administrative Operations

Sejong City Office of Education was inaugurated in July 2012, as a single municipal office of education without a local district office of education. To facilitate its distinctive function in leading the advancement of education in Korea, namely SMART education, the study was to design a organizational structure and define the optimal personnel quotas suitable for mid-to-long term. Commission(Consignment): Chungcheongnamdo Office of Education

Measures on Teachers' Professional Capacity Enhancement for Creative & Character Education Expansion

Along with the policy measures for the teachers to be equipped with adequate professional capacity that is substantive for creative & character education, the study also focused on developing training programs in teacher preparation and training institutes. Cooperative Research Institute: Korea Research Institute for School Education

Development of KSL Teacher Training Program for Enhancement of Multi-cultural Pedagogical Skill Competence

Building upon the definition and characteristics of the concept of “multi-cultural pedagogical skill competence of KSL (Korean as Second Language),” the study developed feasible standardized training programs and teaching materials to be used in such programs that are to increase the level of multi-cultural pedagogical skill competence of KSL (Korean as Second Language) teachers. Cooperative Research Institute: Seoul National University

Countermeasures against Improper Uses of Language Uses for Language and Cultural Refinement

The study based on a diagnosis on the improper uses of languages among youths and how these are perceived by teachers to seek for possible measures to refrain youths from using improper languages and promote language and cultural refinement. Cooperative Research Institute: Dong-A University

A Study on Support for After-School Activities in Collaboration with Local Government

The study conducted an analysis of the current state of after-school activities in terms of its operation, level of support provided by the local government, and optimal student and teacher quotas for participation. Possible future direction for support is suggested to ensure opportunities for after-school programs in collaboration with local government, both in quality and quantity are provided and safe education environment is created. Cooperative Research Institute: Kyonggi University

Development of Manual for Vitalizing Classroom Consulting – Focusing on Mathematics, Science, and English

This study centrally focused on developing a manual to develop connections with national curriculum and evaluation policy for vitalizing classroom consulting based on high linkages between theory and practices, particularly on three subjects – Mathematics, Science, and English. Cooperative Research Institute: KICE

Research on 3R (Reading, Writing, Arithmetic) Method for Education in Digital Textbook Era

Taking the perspectives of basic and financial literacy, the study examined the definition of 3R activities of students in the digital environment, which is represented with the emerge of digital textbooks. In addition, the study aimed to develop 3R teaching and learning methods suitable in Digital era. Cooperative Research Institute: KERIS

Vitalizing Parents' Talent Donation

The study suggested possible directions and measures to induce parents' increased participation in talent donation based on the review of the criterion and the roles within the policy sphere. The study redefined the concept of talent donation and analyzed the best practices of Korea and abroad. Cooperative Research Institute: NILE

Measures on Skill Development–Career Path Linkages for Elementary & Middle School Students – Focusing on Program Development based On Multiple Intelligence Theory

Based on the multiple intelligence theory, the study aimed to develop models and programs applicable in different levels of education for the students in elementary and middle school to identify and develop their strengths and talents, and furthermore, to apply in their decisions for career paths. Cooperative Research Institute: KRIVET

Official Website of Education Policy Research Network Information Center



The publications and achievements of Education Policy Research Network are profiled on the official website. Relevant pending issues and trends are provided to provide support in understanding, reasoning, research, and decision-making of education policy.

Education Policy Conference



Seeking a shared long-term vision of education in Korea, the central and local authorities gathered and reviewed the policy responsiveness to major current challenges and the progress of the policy in implementation. The participants agreed upon the importance of improvement in policy effectiveness and applicability through reflecting the public demands.

Policy Meeting among MEST-Offices of Education-Research Institutes



At this meeting, the current challenges faced in the fields were diagnosed and the future policy directions at central and local level were sought. The outcome of round forums held by 17 Municipal/Provincial offices of education was presented that provoked an active discussions and mutual understandings of the challenges and factors of improvement. The key issue of the discussion was the practicality of the measures for education policy support. The first half: Outcome Report of Field-Round Forums & Comprehensive Measures for Practicing Character Education (July 10-11, Deajeon) The second half: Outcome Report of Field-Round Forums & Future Challenges and Outlooks of Creative and Character Education

(December 14, Seoul)

Research Conference for Education Policy Network Managers



Education policy network managers at MEST, Municipal/Provincial Offices of Education, government affiliated research institutes gathered to attend this regular event to share their views on vitalizing the network and current level of field-compatibility of relevant projects.

Panel Discussions between Policy-Network Managers



This event provided an opportunity for communications and in-depth discussions between the concerning policy managers and network managers on the subject of education policy that is now becoming an important agenda. The participants openly shared various views on relevant policy and its utilizations and promoted exchanges of identified best practices among local district offices of education. Topic: Measures for Invigorating Students' Autonomous Activities (with government policy overview, case presentations, best practices announcement, etc.) Date & Venue: July 19-20, 2012, Hiddenbay Hotel, Yeosu

School Policy Research Division

Office of Educational System and Welfare Research

A Study on Measures for Integrated Education Welfare Development

Based on reviews of current status of education welfare policy (such as management status of educational welfare policy and projects, support system for educationally underprivileged groups, etc.) and the key policy framework, the study suggests governance mechanism and paradigm for future integrated education welfare from macro-level perspective. Commission(Consignment): Gyeonggi Provincial Office of Education

Management of Central Research Support Center for 2012 Education Welfare Priority Support Project

The center provided support for a strengthened monitoring and management through monitoring and consulting support for project target school, enhancing outcome management system, and collecting statistical evidence and status reports. The center also strengthened the field support for unit schools through coordinating training programs and developing project models.

Commission(Consignment): Gyeonggi Provincial Office of Education

Development of Education Welfare Professional Capacity Enhancement Program

This research included both theoretical and case study on education welfare to develop theory-practice combined contents to be used as future reference in the practice fields and also supported capacity development for autonomous planning and implementation of education welfare projects. Commission(Consignment): Gyeonggi Provincial Office of Education

Family Structure Changes and Education Policy: Diagnosis and Challenges

Considering the impact of changes in the social structure on the role and function of family, after the modern ages, the study carried out a diagnosis on the current education policy in terms of their response to such social changes and suggested alternative policies to the challenges that may emerge. Commission(Consignment): National Research Council for Economics, Humanities and Social Sciences

Training for Directors in Metropolitan/ Provincial Offices of Education for 2012 Education Welfare Priority Support Project



This training was targeted for the newly appointed project managers in offices of education (supervisors, deputy directors, assistant deputy directors, project coordinators, etc.) to provide them with the overviews on the Education Welfare Priority Support Project. In addition to current progress, system, and achievement of the project, the managers noted the appropriate attitude and professional capacity to develop. Topic: Training for Directors in Metropolitan/Provincial Offices of Education for 2012 Education Welfare Priority Support Project. Date & Venue: April 20, 2012, The-K Seoul Hotel

Research Conference on Education Field Support



The participants shared information on the projects conducted by participating Municipal/Provincial offices of education and the current stage of progress of the each office's research on field-oriented model

development. They also shared the results on the longitudinal impact analysis study of Education Welfare Priority Support Project. Topic: Sharing the Current Status on Management of Education Welfare Priority Support Project – with Municipal/Provincial Officers of Education, Field-Oriented Model & Program Researcher, and Field Experts. Date & Venue: March 13, 2012, Seoul Women's Plaza

Training for Principals in 2012 Education Welfare Priority Support Project



The training was for the principals of newly appointed schools for participation in the project in 2012. Trainees were presented with project objectives, current status, and achievement, as well as best practices in other countries and were encouraged to develop perspectives in education welfare. 1st Session: Training for Principals of Elementary Schools (April 2, Seoul), 2nd Session: Training for Principals of Middle Schools (April 6, Seoul), 3rd Session: Training for Principals of Elementary & Middle Schools (April 19, Seoul)

Office of Teacher Policy Research

2012 Evaluation of Initial Teacher Training Institutions

As part of the 3rd Evaluation of Initial Teacher Training Institutions (2010-2014), the project evaluated a total of 85 universities, including 61 universities with either general college level teacher

preparation courses or graduate school of education and 24 universities graded under “C (insufficient)” in 2011 evaluation. Commission(Consignment): MEST

Management of Teacher’s Union Relations Support Center

Concerned on the future-oriented improvement in teacher’s union relations, the Support Center conducted various research and projects including criteria development for collective bargaining organization, handbook for Laws on Teacher’s Union, training program development, and measures for vitalizing network with Municipal/Principal Offices of Education. Commission(Consignment): Daejeon Metropolitan Office of Education

2012 Evaluation of University Affiliated Training Institutions

In preparation of evaluation of university affiliated training institutions, starting from 2013 as a part of “Teacher Training Advancement Plan,” the 2012 project developed evaluation model and index and conducted a pilot evaluation on 24 universities affiliated training institutions. Commission(Consignment): National Training Institute of Education, Science and Technology

Result Analysis of 2012 Teacher Capacity Development Evaluation and Manual Development

The study induced implications by analyzing results of the teacher capacity development evaluation conducted in 2012 and developed a manual for 2013 Teacher Capacity Development Evaluation. Commission(Consignment): Chungcheongbuk-do Office of Education

A Study on Improvement of Transference System for Middle School Teachers

Taking various approaches to review the middle school teacher transference system in Daegu, the study induced a reasonable and fair system that increases the educative power of schooling. Commission(Consignment): Daegu Metropolitan Office of Education

Achievements and Challenges in Education Policy

The study conducted a comprehensive review on the formation, procedures, achievements of elementary, secondary, and higher education policy implemented during the last five years of Lee Myung-bak government. The study methods included literature reviews and teacher/professor surveys. Policy priorities for the new government are suggested. Commission(Consignment): National Research Council for Economics, Humanities and Social Sciences

Research on Project Status Analysis and Consulting on Reducing Workload for Teachers

The research provided an analysis of the project status on reducing workload for teachers conducted by Municipal/Provincial Offices of Education and related key issues. In addition, the research included consulting to share best practices of leading offices of education and unit schools. Commission(Consignment): Busan Metropolitan City Office of Education

Office of Students and Parents Research

A Study on Development of Professional Counseling Technique by Types of Crisis

The study developed professional counseling technique by types of crisis and also hosted short-term workshops for institutional managers to share practical ways for supervision. Also, the study benchmarked best case studies of advanced countries per crisis type. Commission(Consignment): Chungcheongnamdo Office of Education

Research on Operational Status of Special Education and Suspension of Attendance Program at Wee Centers

The project analyzed the operational status of special education programs run by Wee centers. Commission(Consignment): Chungcheongnamdo Office of Education

A Study on Wee Center Evaluation Standard Establishment and Model Development

The research established an evaluation model in addition to standard for operation and evaluation of Wee center that reflect regional characteristics. Commission(Consignment): Chungcheongnamdo Office of Education

A Study on Measures for Functional Improvement of Wee Project Institutions

The project explored future directions for policy development of Wee projects by evaluating the operational conditions and achievement. In addition,

policy research on pending issues in the classroom such as student rights and character education was conducted. Commission(Consignment): Chungcheongnamdo Office of Education

Wee Project Manual Development and Publication

In order to help the managers to understand and utilize the pre-existing 4 different manuals more easily in the field, a new, comprehensive manual in a simplified handbook was developed. Vol. 1: Handbook for Operating Wee Class, Vol. 2: Handbook for Operating Wee Center Commission(Consignment): Chungcheongnamdo Office of Education

Revising Manual for Wee Operational Institutions and Managers

The revised edition of 4 series of Wee project manual was published with more up-to-date data and qualitative improvement. Vol. 1: Manual for school counseling (Wee Class), Vol. 2: Manual for types of crisis, Vol. 3: Manual for operating Wee Center, Vol. 4: Manual for work procedures at Wee center Commission(Consignment): Chungcheongnamdo Office of Education

A Study on Measures for Accreditation of Character Education Programs

The study was a research project on major challenges of the policy related to field practice and Wee project. Commission(Consignment): Chungcheongnamdo Office of Education

Development of Counseling System for Wee Classes and Schools

The project established an integrated network through providing support for the Wee project and also developed a counseling system for Wee classes to provide field-oriented standardized services. In addition, by implementing database for the counseling data files, the safety assurance of personal and private information is enhanced. Commission(Consignment): Chungcheongnamdo Office of Education

Management of Wee Website, Counseling and Operational System

The project aimed to establish an efficient management system through standardization of support system for Wee project. Counseling service support system was improved for continuous provision of counseling support. The project will expand its services through website and mobile services with increased convenience of uses and coherency. Commission(Consignment): Chungcheongnamdo Office of Education

Statistics on Wee Counseling System

Duration: 2012, 1. ~ 10.
Unit: session (person)

No. of student counseling	No. of parent counseling	Number of counseling session					No. of psychological counseling
		Personal	Crisis	Group	Parents	Total	
507,462	28,076	101,987	9,378	10,343	48,445	170,153	49,128

Manual Development and Training Courses for Utilizing Wee Information System

The manual for Wee Information System was developed and distributed to Wee Classes, Centers, Schools, and Municipal and Provincial Offices of

education to help the users to utilize the system properly and professionally, thereby enhancing capacity of practitioners and overall quality of Wee projects. Commission(Consignment): Chungcheongnamdo Office of Education

Project on Wee Center Evaluation and Consulting

Researchers visited the Wee Centers and consulted on their operational status. These were part of efforts to promote operational standardization and distinctive regional characteristics of centers. The issues and challenges in operating Wee centers were identified and analyzed to be used for the sequential project to yield effective solutions to such problems. Commission(Consignment): Chungcheongnamdo Office of Education

A Study Tour for Best Practices in Leading Countries



Managers in institutions were given opportunities to understand the current services provided, cases of student crisis counseling, an operational practices by visiting youth support institutions in leading countries. Topic: Capacity Enhancement for the Performance and Creative Attitude Development of Managers in Institutions through Understanding Foreign Best Practices. Date & Venue: June 18-26, 2012, (Team A: Italia, France), June 26-July 4, 2012, (Team B: Norway, Sweden, Finland)

2012 Comprehensive Diagnosis on Game Addiction

The project conducted comprehensive diagnosis of youths and adults in their online game activities and identified the cause and effects of problems with game addiction. It put particular emphasis on the needs for actions to prevent and cope with online game addicts. Commission(Consignment): Korea Creative Contents Agency

A Study on Development of Wee Project Model for Prevention and Counseling Treatment of Game Addiction

The project developed manuals for student guidance to create healthy game cultures, introductory materials for prevention education, and mid-to-long term cooperative model to respond to students' game addiction. Commission(Consignment): Game Culture Foundation

National Research Center for Gifted and Talented Education

A Study for Establishment of the 3rd Master Plan for the Promotion of Gifted and Talented Education

The research suggests a vision for the future of the gifted and talented education in Korea through analysis on the latest gift education status and practices in Korea and abroad, along with the reflection on the results of the past 1st and 2nd Master Plans. Based on the vision suggested, the research also provides a feasible proposal for the 3rd Master Plan (2013-2018). Commission(Consignment): Korea Foundation for the Advancement of Science and Creativity

Diagnosis on School Violence

The project established inventory of data on school violence through mail survey. In addition, accurate information on school violence, school reports, and guidelines against school violence were openly distributed for public access, thereby providing necessary information to establish countermeasures for prevention against school violence.

Commission(Consignment): National Council of Municipal and Provincial Superintendents

- Surveyees : 4th grade to 12th grade students (Approx. 5.59 million students)
- Questionnaires : ① Types of school violence the students have experienced within the past year, place of bullying, presence of bullies in school (3 Questionnaires) ② Questions on experienced or witnessed school violence, measures to lessen or prevent school violence (2 Questionnaires)
- Survey Results (Summary): 1.39 million out of 5.59 million students, comprising 25% of the total, were surveyed. 12.3% of the surveyees, 170,000 students out of 1.39 million, answered that they had experienced school violence, and 24.5% replied that there are bullies in their schools.
- 11,392 School Reports

A Study on Improvement of Act on the Promotion of Specific Education for Brilliant Children

The study identified factors of improvement in the current Act on the promotion of Specific Education for Brilliant Children and its Enforcement Decree, and other relevant legislations. Research focused on analyzing the discussed details during the enactment and revision of the Promotion Act and its Enforcement Decree. Commission(Consignment): MEST

A Study on Development of Manual for Gifted and Talented Education Curriculum (I): Focusing on Science Education

The research put particular focus on science field, where most gifted and talented students are engaged. Based on the analysis of characteristics and context of education courses in various institutions and objectives of curriculum subdivisions, the study developed a guideline with various factors taken into account, in an attempt to enhance quality and efficiency of future gifted and talented education. Commission(Consignment): MEST

International Youth Symposium

The symposium was hosted by the Ministry of Education, Science, and Technology, co-hosted by KAIST Global Institute for Talented Education (GIFTED), in coordination with the 3rd International Conference for Youth. Commission(Consignment): MEST

International Conference for Youth

The international conference provided a platform for the youths to present the result of projects, which they have initiated, planned, and exercised, at the conference in the same format of those for adults. The conference aimed to accommodate an opportunity for growth of youths to become self-oriented, independent, and creative researchers. Commission(Consignment): MEST

Central Gifted and Talented Education Consulting Services

Central Gifted and Talented Education Consulting Group was formulated and operated at the national

level which stimulated close coordination between central and local consulting groups and information sharing. Commission(Consignment): MEST

Development of Cyber Training Programs for Teachers and Faculties

The project targeted for teachers and faculties in rural areas and student teachers with low accessibility to teacher training due to time and budget constraints. As a result of the project, a web-based cyber training programs were developed to enhance capacity of the teachers and faculties in the fields of gifted and talented education. Commission(Consignment): Incheon Metropolitan City Office of Education

Development of Student Screening Tool for 2013 Gifted and Talented Students

The project developed standardized tests, a giftedness test, and an academic aptitude tests to select national gifted and talented students. "Creative personality test" that may be utilized for the recruiting system according to teachers' recommendation was developed. In addition, the project studied the operational status of the recruiting system according to teacher's recommendation both in domestic and abroad for increased viability of related systems in the future. Commission(Consignment): Incheon Metropolitan City Office of Education

Development of STEAM Program for Gifted and Talented Students

The project is developed based on the Progress Report of the President by MEST in December 2010, in response to the increased demand of the interdisciplinary education from the education fields. The results of teacher surveys were used as

the primary data for the resource development. The resources took the format of basic & advanced courses per elementary & secondary school level, 8 in total. Commission(Consignment): Incheon Metropolitan City Office of Education

2012 Gifted and Talented Education Integrated Database Operation Project IV

In the 4th year of its 5 year mid-term plan, the project managed to collect information and statistics of gifted and talented education in 2012, improve functions of the database, expand construction of hardware infrastructure of system, and reconstruction of system for increased safety of personal and private information. Commission(Consignment): 16 Municipal and Provincial Offices of Education, Gyeonggi Provincial Office of Education

International Symposium on Gifted and Talented Education



The symposium provided a platform for experts, managers at 18 municipal and provincial offices of education, teachers in the field of gifted and talented education, as well as students and parents to share case studies and ideas, to seek future direction

for development of gifted and talented education in Korea. Topic: How to challenge education for the future: Promoting the gifted to be real-world problem-solvers through interdisciplinary education. Date & Venue: July 26, 2012, KAIST Daejeon

The 3rd International Conference for Youth (ICY)



At the 3rd ICY, youths aged 12 or above gathered to present the result of self-oriented, independent research. Topic: Strengthening global research capabilities of youth to foster creative talent. Date & Venue: July 26-27, 2012, KAIST, Daejeon

Education Support Center for North Korean Migrants

Development of Standard(Supplementary) Textbooks for N. Korean Migrant students

This project was to develop 16 types of standard (supplementary) textbooks for North Korean migrant students which are comprised of 8 types by subjects (Korean, Mathematics, Social Studies, Science for primary/secondary school) and 4 types for elementary school(Korean and Mathematics

for the first and second year students) and 4 types for middle school(Korean, Mathematics, Social Studies, Science for the first year students). Commission(Consignment): MEST

Customized Supplementary Textbook-Living Economy

It developed supplementary textbooks for practical knowledge of economics and basic principles of economics to North Korean migrant students through a topic-based learning focused on real life. Commission(Consignment): MEST

Reinforcement of Education for Mutual Understanding

This project produced and distributed animations to 310 schools including schools North Korean students attend and schools requested (the running time of animations is each 6 minutes; 'A big stir of dialects', 'frozen potato cakes'). It also conducted on-the-spot inspection on how the animations were effective for improving mutual understanding between North and South Korean students(Jang Do elementary school in Incheon). Commission(Consignment): MEST

Development of Educational Materials for Basic Academic Skill Improvement

It developed textbooks in manuscript for subjects (Korean, English, Mathematics, Social Studies, Science) and pedagogy. Contents reviewing, addition and modification of the materials are now in progress. Commission(Consignment): MEST

Development of Customized Supplementary Textbook for Improving Basic Learning Abilities of N. Korean Migrant Students

It developed customized supplementary textbooks for improvement of basic learning abilities of 1 type of learning method by subjects(Korean, Mathematics, Science, English) and 1 type of leaning method in pedagogy. Commission(Consignment): MEST

Development of History Subjects Customized Supplementary Materials for N. Korean Migrant Students

Supplementary materials for history subjects were developed consisting of a pilot textbook of history and a workbook to be used for improving utilization of history textbook. Commission(Consignment): MEST

An Analysis of Academic Status and a Study on Supporting Methods of N. Korean Migrant Students

It studied on academic status of N. Korean Migrant Students by gathering and analyzing the grade in main subjects, and search for supporting methods by subjects and by detail subject areas within a particular subject by additional analysis. Commission(Consignment): MEST

Operation of College Preparation Course

This project operated 15 online programs aimed at providing N. Korean migrant students with a college preparation course. Commission(Consignment): Korea National Open University (KNOU)

Providing Consulting for Management of Preparatory School

It offered consulting service in commissioned education of preparatory schools for N. Korean migrant students such as Non Hyeon middle school in Incheon and Heavenly Dream school in Seoul. Commission(Consignment): MEST

Development of North and South Korean Subject Terminologies Comparison Materials

This project was to develop the materials by comparing North and South Korea's subject terminologies to ease N. Korean students' difficulties caused by terminology differences during their learning process in South Korea. Commission(Consignment): MEST

Supporting for Education of Hana-dul School

It offered a counselling program to provide N. Korean migrant students attend educational organizations supporting initial adaptation in Korea with psychological and emotional stability by sending professional school counsellor to Hana-one-Hana-dul school. Commission(Consignment): MEST

Building and Managing Education Portal Website

The website was constructed for N. Korean migrant students, parents, teachers, supporting groups, institutes, and researchers, providing information on education support for N. Korean migrant students as well as publishing newsletters every two month and operates a call center. Commission(Consignment): MEST

Developing Visual Materials for Mutual Understanding between North and South Korea

This project developed the video materials for understanding N. Korean migrant students suggesting the need for finding support measures for solving difficulties of those students in the process of exploring career. EBS Knowledge Channel-e 'a certain citizen' (telecasted on 24th September). Commission(Consignment): MEST

One-day Career Path Camp for Finding One's Inner Self



The programs were comprised of career exploration activities, 1:1 professional career counseling(by career instruction professional coaches), and career story(by career teachers in regular school). Topic: Career Guidance for N. Korean Migrant Students. Date & Venue: August 8, 2012, PyeongSan Academy, Daegu

Training of Professional Counsellor



This project provided training including a presentation of education support system for N. Korean migrant students and utilization of Holland Test. Topic: Presentation on Educational Support for N. Korean Migrant Students to Professional

Counselors. Date & Venue: October 5-8, 2012, Hi-Seoul Youth hostel

In-service Training for NK Teacher on Education Visit



The competency enhancement program on education visit for NK teachers participated was conducted in order to provide 1:1 education visits for the under achieving NK migrant students. Topic: In-service Training for NK Teachers. Date & Venue: August 4, 2012, TODs in Seoul

Opening Ceremony of The 2012 NK Teacher Academy Intensive Course



The programs in the course were consist of enhancement of teaching competence, learning coaching and career counselling, and enhancement of communicative competency. In order to improve in-depth understanding and active participation of trainees, an orientation and a special lecture were also provided. Topic: NK Teacher Academy Intensive Course. Date & Venue: October 27, 2012, KEDI

Intensive Training for N. Korean Migrant Student Teachers in 2012 (15 hours)



This project provided 15-hour training on strengthening instruction competency and professional development of teachers who teach N. Korean migrant student in elementary, middle and high schools. Also, the participants visited educational organizations providing initial education with N. Korean migrant students, conversation with NK teachers, and instruction measures on N. Korean migrant students. Topic: Improving instruction competency and understanding of characteristics of N. Korean migrant students. Date & Venue: January 4-5, 2012, Icheon region in Gyeonggi Province

(Overseas) Training for N. Korean Migrant Student Teachers in 2012



This project was for in-depth understanding of North Korean migrant students. Visiting schools in the border area of China and N. Korea, and holding a seminar with presentations of case studies on education of N. Korean migrant students enhanced the understanding of N. Korean students. Topic: NK Migrant Students Instruction Officers' and NK Teachers' Understanding on Background of North Korean Migrant Students. Date & Venue: July 22-26,

in the areas of border of N. Korea and China (Yeon Gil, Dan Dong, Do Moon, etc.)

The Giving Ceremony to Celebrate Publishing Textbook of Hana-one-Hana-dul School



The giving ceremony of textbook publication was held in order to celebrate publication of 7 types of the textbook (Korean, Mathematics, Social Studies, History, Science, Ethics, English) and the development of the curriculum throughout three years that North Korean migrant students will learn in the initial adaptation education period with consideration for the characteristics and academic ability of NK migrant students attending in Hana-one-Hana-dul School. Topic : The Giving Ceremony to Celebrate Publishing Textbook. Date & Venue: May 24, 2012, Hana-one-Hana-dul School in An Sung-si, Gyeonggi Province

Future & Higher Education Research Division

Office of Education for the Future

Research on Mid-to-Long Term National Development Strategy (Education)

This study was based on a scenario in which Korea became a super high-aged society in 2025. It suggested mid- to long-term strategies for fostering future talent and key policy plans. Results were included in the mid- to long-term strategy report published by the Mid- to Long-Term Strategy Committee. Commission(Consignment): MOSF

Strategy for Recruiting Foreign University and Master Plan for Quality Assurance

This study developed a strategy for recruiting foreign universities. It also developed a quality assurance plan for this work. It suggested policy priorities at the national level in these areas. Commission(Consignment): National Research Foundation of Korea

International Comparison and Support System Study on Civic Competencies of Child & Youth in Korea II : Analysis on Factors in Education and Relations

This study measured the quality of education on civic competencies in Korea. It used ICCS international data and surveys of Asia-Pacific region to compare the civic competencies and perceptions of Korean youth with their peers in other countries. This research provided policy implications for the future. Commission(Consignment): National Youth Policy Institute

3rd Research on Developing Agenda for the 5th APEC Education Ministerial Meeting: Developing Keynote and Joint Statement

As Korea being the host economy of the 5th APEC Education Ministerial Meeting, research to develop agenda was conducted. In addition to preparing Joint Statement and Action Plan for future educational cooperation, various documents including keynote, priority area papers in ICT and cooperation, comments and views on agenda, speech documents and news reports were produced as final outcomes. Commission(Consignment): MEST

A Study on Improvement of Competence-Oriented College Entrance System

This study emphasized on the need to the revise criteria for evaluations used within the Korean college entrance system. It suggested that future evaluations should include various cognitive and non-cognitive competencies, and that student evaluations by teachers were the most suitable method to achieve this outcome. Commission(Consignment): KEDI

5th APEC Education Ministerial Meeting and Working Group Meeting



At this meeting, Education Ministers from 21 economies in Asia-Pacific region discussed the main priorities in education and implemented an action plan. The project director chaired the working group meeting held prior to the ministerial meeting. Topic: Future Challenges and Educational Responses: Fostering Global, Innovative and Cooperative Education. Date & Venue: May 21-23, 2012, Hotel Hyundai, Gyeongju

International Forum on Educational Innovation for Creative Talent Development – Special Event at 5th AEMM



Dr. Charles Fadel and Ms. Hye-Ryun Kang gave keynote speech on the topic of 21st century talent and the direction of future education. The forum, which was divided into 2 sessions, focused first on 21st century competencies and skills education, and then on creative talent development and educational innovation through SMART education. Topic: Educational Innovation for Creative Talent Development. Date & Venue: May 22, 2012, Hotel Hyundai, Gyeongju

Office of Higher Education Research

Management of Higher Education Financial Support Information System (hieduport)

Information on governmental support in higher education is collected and profiled in the system and is provided with public access. The project included analysis of the profiled data on the current status of the governmental support at central and local level, as well as project objective, size, etc. Commission(Consignment): MEST

Future Direction and Challenges of Financial Support for Advancement in Higher Education

Based on the analysis on financial status and characteristics of support in higher education, effectiveness of the support (DEA), surveys for selecting target area for support, the study induced the future direction and challenges of financial support for advancement in higher education. Commission(Consignment): MEST

Follow-up Project for BK21·WCU and Policy Analysis on Projects to Foster International Level Ph.D.

Following up on results of WCU·BK21, this project entailed a systematic analysis of the propriety, policy coherence, government's support, and risks of projects to foster an International Level Ph.D. This allowed for a thorough review of the feasibility of each project. Commission(Consignment): KDI

A Study on Improvement Strategies Connected with Manpower Policy for National Merit-base Scholarship System

The study aimed to reorganize the national merit-base scholarship system optimal for continuous improvement and work flow in accordance with the national manpower policy. Abroad cases, current status, and interviews were conducted to suggest possible strategies for improvement. Commission(Consignment): Korea Student Aid Foundation

Analysis on the Outcome of Government Financial Aids

This study analyzed the operational status and achievement of government financial aid, particularly type II aid, which is a newly implemented project that started in 2012. Measures to improve the project's ability to reduce the burden of excessive tuition fees were suggested through identifying its effects. Commission(Consignment): KEDI

SBS Study on Developing Lecture Model and Cases for Quality Assurance in Higher Education (I)

The study developed an evaluation model to identify and select exemplary lectures in Korea universities and suggested viable plans to implement the model successfully. For the pilot project of SBS, 100 lectures starting from 2012 were reviewed, and 5 lectures were ultimately identified as exemplary. Commission(Consignment): SBS (Seoul Broadcasting System)

Study on Korea-Australia Cooperation in Higher Education

This joint research project entered its second year, and analyzed exchange and cooperation in higher education between Korea and Australia. This resulted in the development of a program which will enhance cooperation between two countries in research and education for students, researchers, and institutions. Commission(Consignment): National Research Foundation of Korea

KEDI-CTL Joint Workshop on 2012 Quality Improvement in Pedagogy-Learning for Colleges in Korea



The participants presented the results of their 2011 research on learning process of college students in Korea and the uses of resulted data at university level. In addition, plans for 2012 research were discussed. Topic: Sharing 2nd Year of Learning Process Research Outcomes and Planning 3rd Year Research. Date & Venue: April 27, 2012, KEDI

Center for International Education Development and Cooperation

5th APEC Education Ministerial Meeting: Planning and Management

This project supported hosting side events, an international forum and education exhibition, and agenda development research, in addition to plenary of the 5th APEC Education Ministerial Meeting. Furthermore, the project's outcome led into agenda development for the 2012 APEC summit in September, Russia. Topic: Future Challenges and Educational Responses: Fostering Global, Innovative and Cooperative Education. Date & Venue: May 21-23, 2012, Hotel Hyundai, Gyeongju. Commission(Consignment): MEST & Gyeongsangbuk-do Office of Education

2012 Leading University Project for International Cooperation

The project is an ongoing project that supervises Korea's collaborative supporting project for universities in key developing countries for the next 4 years or more. In 2012, Ewha Womans University supported Royal University of Phnom Penh in Cambodia, and POSTECH-Pohang University of Science and Technology supported Adama University in Ethiopia. Commission(Consignment): MEST

2012 ADEA Korea-Africa Day Special Session

Since 2011, this project has designed a Master Plan and strategies for ODA in education, science, and technology for the 10 recipient countries, among the 26 key countries for partnerships. Commission(Consignment): MEST/National Research Foundation of Korea

2012 Global Education Support Program

This project conducted a study on strategy for development and invigoration of Korea's Education ODA and operated network for international cooperation on education (NICEST), in addition to preliminary feasibility study and consulting projects. Commission(Consignment): MEST

Master Plan for Education, Science and Technology of Republic of Korea and ASEAN

This project aimed to implement a specific Master Plan for education, science, and technology for Korea and ASEAN, or ASEAN+6. Specific details of the Master Plan includes strategies for ODA support in education, science, and technology and ASEAN cyber

university projects. Commission(Consignment): MEST/National Research Foundation of Korea

2011 Strategies for Enhancing Educational Cooperation between Republic of Korea and ASEAN

This research provided measures to strengthen educational cooperation between Korea and ASEAN and focused on ICT support in particular, as a support strategy for education in the least developed countries. Commission(Consignment): MEST

2012 Strategies for Enhancing Educational Cooperation between Republic of Korea and ASEAN

This research explored a Master Plan for higher education, ICT use in education, and basic education as strategies to strengthen educational cooperation between Korea and ASEAN. Commission (Consignment): MEST

Strategic Initiative for Educational, Scientific and Technological Cooperation in Southeast Asia

The study suggested a strategy to increase characterization of national master plan in each country for vitalizing ODA through education, science, and technology cooperation network in Southeast Asian region. Commission(Consignment): MEST/National Research Foundation of Korea

The 3rd Korea-Mongolia Education, Science & Technology Forum

This forum was held as an annual event to seek strategic plan for education, science, and technology development between Korea and

Mongolia. Many experts and concerning personnels from Ministry of Education attended the forum. Commission(Consignment): MEST/National Research Foundation of Korea

Education Policy Development and Planning (Africa)

Decision makers in Africa countries participated in the program to learn about Korea's experience in educational development and were encouraged to develop feasible action plans through policy counseling. Commission(Consignment): KOICA

Publication: Education in Korea

This booklet on education in Korea was published in English to share Korea's experience in educational development and culture to a wider audience. Commission(Consignment): MEST/National Institute for International Education

KSP for Health and Human Resources

As a part of Knowledge Sharing Program (KSP), this project collected and managed the profiles of development history and achievement in, particularly, education, health and human resource sectors. Commission(Consignment): MOSF/KDI

ADEA Triennale 2012: Korea-Africa Day



Korea-Africa Day was a special event held at 2012 Africa Education Ministerial Meeting (ADEA) to present how education in Korea was developed

and provide a platform for educational cooperation between Korea and Africa. Topic: Korea-Africa Day – Strengthening Educational Cooperation between Korea and Africa. Date & Venue: February 11-16, 2012, Ouagadougou, Burkina Faso

KEDI-UNESCO Bangkok Seminar



Another annual event of KEDI-UNESCO Bangkok Seminar was held on the purpose of sharing education policy in the age of migration in each country. The participants focused on the key issues in educational development cooperation and actions to be taken for enhancement of quality education. Topic: Education Policy-Making in the Age of Migration in Asia and the Pacific. Date & Venue: July 10-12, 2012, UNESCO Office in Bangkok

Educational Development Cooperation (ODA) Policy Forum



This forum provided a place for discussion on the current status and the future direction for the ODA policy of government, research institutes, academia, and NGOs. Topic: Strategic Plan for Educational, Scientific & Technological Cooperation Network. Date & Venue: October 26, KEDI

Educational Statistics and Evaluation Research Division

Office of Educational Survey and Indicators

An Analysis on School and Characteristic in accordance with the High School Choice Policy: High School in Type and Student Characteristic according to School Diversification

This project analyzed decisions that parents and students made in selecting high schools. It also analyzed the types and characteristics of schools (such as differences in student bodies), and satisfaction with schools. It then provided education policy recommendations. Commission: Seoul Education Research & Information Institute

Research on After-School Program

This project analyzed challenges to elementary, middle, and specialized school student participation in after-school programs. It resulted in the development of a plan for the future of this program. Commission: MEST

Analysis of the Impact of Economic and Social Factors: Education

This project analyzed the impact of economic and social factors on education. It then developed economic and social indicators that impacted education. These indicators were used to create an education index that will be used to make education policy recommendations. Commission: NRCS

The 6th Conference of Korea Education Longitudinal Study



This conference was co-organized by 6 associations, including the Korean Educational Research Association. Its aim was to use data to increase reliability of data in a longitudinal study on the quality of Korean education so that this data could be used to develop policy recommendations. Topic : College Entrance Exam Policy, Private Education, School Violence and Adaptation, University Life, Student Assessment, Learning Motive, Career Planning, Organization Performance, etc. Date &

Venue: November 27, 2012, Seoul National University

The 2012 Workshop on Educational Policy Evaluation Methods



This conference was co-organized by 6 associations, including the Korean Educational Research Association. Its aim was to use data to increase reliability of data in a longitudinal study on the quality of Korean education so that this data could be used to develop policy recommendations. Day 1: Education Policy Method – Apply to Programs related Education(11.28, Seoul), Day 2: Theory & Practice of the Longitudinal Study with the Utilization of a Structural Equation Model(11.29, Seoul)

Center for Educational Statistics

Building a System of Human Resource Statistics

This project collected and analyzed information from 20,000 kindergartens, primary, and secondary schools and higher education institutes to publish data books, such as “The Publicized Statistic Year Book of Education” and “Brief Statistics on Korean Education.” It also provided customers with various educational statistics through a customized calling service. Furthermore, it has participated in the publication of the annual OECD education index, the OECD International Educational Index, since 1995. This index has been used by the UNESCO, World Bank, IMD and WEF. Commission(Consignment): MEST

Research on Employment Statistics of Graduates from Higher Education Institutions

This research has been performed twice a year in order to provide students and their parents with basic information on the employment rate of graduates from higher education institutions 3 months and 10 months after graduation. It has been used by parents and students to choose universities. Two statistical yearbooks of employment and one statistical analysis of employment are published every year. Statistics are also available online through “Academyinfo.” Commission(Consignment): MEST

Lifelong Learning Statistics Project

This project used lifelong learning statistics and information from a survey that assessed actual conditions of lifelong learning to establish a reasonable system for lifelong learning. Commission(Consignment): MEST

Utilization of Education Statistics and its Improvement of System

This project aimed to improve the quality of the education statistic system. Data was updated, and the system was improved to allow for more flexible analysis of the data. For example, statistics can now be broken down to show municipal and provincial results. Commission(Consignment): 16 Municipal and Provincial Offices

Building Strategy on System of National Higher Education Statistics

This project investigated the current status of statistical-information on higher education. It explored available research and identified challenges

in finding statistical information on higher education. It concluded by suggesting ways to build a system of national higher education statistical information. Commission(Consignment): KEDI

Improving the Suitability of Education Basic Statistics

This project evaluated the suitability of survey items used to gather education statistics. It suggested enhanced ways to structure and organize survey items in order to more systematically gather education statistics. Commission(Consignment): KEDI

The 10th OECD INES Working Party



This conference provided an opportunity to discuss ways to improve Korean education. Participants used the OECD education index to set priorities in Korean education policy. (Participants: 80 people including the OECD Secretariat and representatives from member countries, UNESCO, EUROSTAT, and officials involved). Topic: The 10th OECD INES Working Party International Conference. Date & Venue: October 10, 2012, Sheraton Incheon Hotel, Incheon

The Seminar : Improvement Plan for Education Statistics



KEDI held a seminar to discuss the improvement plan for education statistics. The seminar focused on the improvement of the research items, the political use of statistics from the Metropolitan and Provincial Offices of Education, and the improvement plan for the system of higher education statistics. It provided the participants with an opportunity to discuss the improvement plan for education statistics in general. Topic: Plan for Education Statistics Improvement. Date & Venue: November 9, 2012, EL Tower, Seoul

2012 Overseas Training Programme for Education Statistics Officers in Municipal and Provincial Offices of Education



This workshop aimed to learn about the research, collection, management, and use of education statistics in other major countries. 41 officials participated in this workshop for improving their capacity in statistics planning. Topic: Overseas Training Program for Education Statistics Officers. Date & Venue: June 16~21, 2012, London, the United Kingdom

The Special Lecture for Staffs at KEDI



KEDI held the special lecture for its staff members to increase staff awareness of what is needed in order to ensure the healthy growth and education of their children and to explore the advisable role of mothers. Staff members also participated in a discussion on the challenges of early childhood education for language. Topic: Rethinking Education: From a Mother's Perspective. Date & Venue: October 17, 2012, KEDI

Seminar on the Utilization and Improvement of Higher Education Statistics



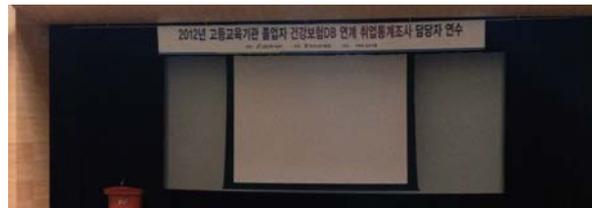
About sixty participants attended this seminar, which was held to discuss the challenges faced in using higher education statistics and ways to more effectively use the information. Topic: Use of Higher Education Statistics and Its Improvement Scheme. Date & Venue: July 11, 2012, KEDI

The 2012 Training Program for Higher Education Statistic Researchers



This program provided training around the use of higher education statistics. It was attended by nearly 610 researchers in general universities, education universities, industrial universities, junior colleges, and graduate schools. Topic: 2012 Training Program for Higher Education Statistic Researchers. Date & Venue: September 20~21, 2012, SangMyung University, Seoul

The 2012 Training Program for Officers of Employment Statistics Associated with Health Insurance



A research plan for the employment statistics associated with health insurance database was introduced. Training was held, explaining the research plan and focusing on research guidance. Nearly 680 participants were present. Topic: The 2012 Employment Statistics Associated with Health Insurance. Date & Venue: 1) March 30, 2012, KORAIL Head Office Daejeon 2) April 2, 2012, aT Center, Seoul

2012 National Statistical Office Workshop



This workshop introduced operating results from the national statistic database, and focused on improving the quality, security, and effective management of the national statistic system. Topic: Improving the Quality, Security, and Effective Management of the National Statistics System. Date & Venue: November 29~30, 2012, WESTOPIA

Center for Educational Institution Evaluation and School Consulting Research

A Research on Development of School Consulting Model

The project developed a school consulting model based upon theories of school consulting. Commission: 16 Municipal and Provincial Offices

2012 Management Evaluation of Municipal and Provincial Education Training Institutes

This project evaluated the quality of training at municipal and provincial education training institutes, and reinforced the evaluative function of these institutes in respect to teacher capability. It included a presentation of best practices, workshop for evaluation officers, training on management of consulting, and training on the improvement of the evaluation system. Commission: MEST,

Consignment: KEDI and NEST

2012 Evaluation Project of Municipal and Provincial Offices

This project improved the quality of school education and accountability of municipal and provincial offices. It did this by inducing friendly competition among 16 municipal and provincial offices on the following measures: the 2012 municipal and provincial offices evaluation (quantitative 90%, qualitative 10%), a survey of user satisfaction (parents completed this survey twice and teachers completed it once), a training program on best practices for improving capacity of evaluation officers, and research on improving the evaluation system (Evaluation Model and Index Improvement). Commission: MEST, Consignment: KEDI

2012 School Evaluation Support Project

The project improved school evaluation quality at municipal and provincial offices. It supported the project of school evaluation and established a linkage system in order to increase accountability of schools. Commission: 16 Municipal and Provincial Offices

Case Study on Chinese Policy on Attracting Foreign Universities

This project, commissioned by KIEP, analyzed Chinese efforts to attract foreign universities in order to suggest strategies to attract foreign universities to Korea. Commission(Consignment): KIEP

A Study on Developing School Self-Evaluation Model

This study explained the concept of self-evaluation by schools, and the procedures that this entails. It

helped municipal and provincial offices to develop a self-evaluation model of schools. Commission: 16 Municipal and Provincial Offices

A Study on Developing School Consulting Model

This project established the theoretical model of school consulting, and provided techniques of school consulting. Commission: 16 Municipal and Provincial Offices

Seminar on Concept, Procedures and Techniques of School Consulting



This seminar was held in order to build understanding of school consulting. Presentations were given about the model of school consulting, viable techniques, and real-world cases. Topic: Presentation and Discussion on Concept, Procedures and Techniques of School Consulting. Date & Venue: July 10, 2012, KFTA

Training Program for School Consulting



This program was hosted to discuss improvements to school consulting, clarify the role of the consultants, and increase knowledge of professional consultants more generally. Topic: The Need, Concept,

Procedures, Techniques of School Consulting. Date & Venue: October 9~10, 2012, Hotel INTERCITY, Daejeon

The 2012 School Evaluation Consulting Experts Training



KEDI held the 2012 School Evaluation Consulting Experts Training on the evaluation of quantitative/qualitative indicators, and allow consultants to undertake an actual evaluation during a field visit. Topic: Share Current Status of School Evaluation and its Improvements, and Learn Basic Quality Required for School Evaluation Experts. Date & Venue: April 25~26, 2012, GoldenSky Hotel & Resort, Incheon

The 2012 School Consulting Workshop



KEDI held preliminary workshops for the purposes of sharing the work of school consultants in 2012 and promoting a dialogue between school officers and consultants. The First Preliminary Workshop for School Consulting was held on October 10 and the Second Preliminary Workshop for School Consulting was held on November 28. Both workshops were held in Seoul.

Overseas Training Program for School Evaluation Personnel Competency Enhancement



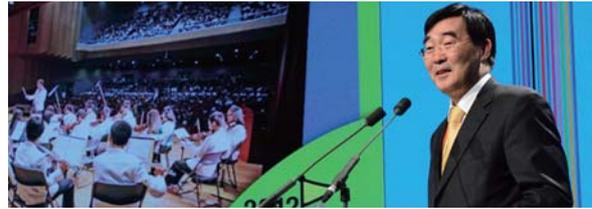
This program identified the pros and cons of the school evaluation system. It then selected best practices while taking into consideration school quality, autonomy, and accountability, which are the purposes of KEDI's school evaluation project. Topic: Complete Program for School Evaluation Experts Certification, Visit France Ministry of Education & Outstanding Schools. Date & Venue: June 10~16, 2012, IOE, University of London & French Ministry of Education

School Evaluation Governing Committee



The Committee was held to discuss and review the project plan for school evaluation. The 15th: Discussion and confirmation of school evaluation plan(April 10, Seoul), The 16th: Discussion of plan for collaboration on extracting evaluation indicator data between municipal and provincial offices(July 30~31, Daejeon), The 17th: Report on status of extracting school evaluation indicator data and request for cooperation(September 20~21, Jeju)

Future School Award



Awards and Prizes were given to 5 future schools. Title: The 2012 Future School Award. Date & Venue: November 1, 2012, The SHILLA Hotel, Seoul

Center for Local Educational Finance Research

A Project Report on the Center for Local Education Finance Research

This Project analyzed and diagnosed special account for education, school account, management of special grants and operating status. Commission (Consignment): MEST

The 2012 Annual Report on the Analysis of Issues Impacting Local Education Finance

This report analyzed local education finance using the local education finance analysis index, introduced best practice models, and suggested challenges for its improvement. Commission(Consignment): MEST

The 2012 Annual Report on School Accounts

This project analyzed school accounting and budget disbursement in accordance with the school accounts analysis index. Commission(Consignment): MEST

The 2012 Evaluation on National Program with Special Grants

This project evaluated the current disbursement of special grants for national programs by measuring the success of the programs. Commission(Consignment): MEST

A Study on the Enhancement of the Analysis Index of Local Education Finance

This study was aimed to enhance the analysis index of local education finance by including measures of autonomy, equity, appropriateness, planning and integrity. Commission(Consignment): MEST

A Study on the Financial Support System for the Private Schools and Its Improvement

This project analyzed the current status of the financial support system for investment in facilities, categorized types of financial management, and suggested ways to improve financial support. Commission(Consignment): MEST

An Analysis on Management Status of Essential Business and the Effects of the School Financing Project

This project analyzed the policy effects of creative school management on learning improvement, capacity building in English education, quality enhancement and activation in science education, and Wee projects that were included in national programs with special grants. Commission(Consignment): MEST

A Study on Standard Education Expense Calculation based on Educational Cost Function

This study developed an educational cost function in order to calculate standard education-related expenses at secondary schools. Commission(Consignment): MEST

A Study on Effective Investment in Standard Criteria and Facility Budget for Remodeling School and Facilities

This project set the standard for remodeling of school buildings, determined the time that reconstruction should take when using this standard, and sought ways to effectively finance local education in the future. Commission: SEOULTECH

A Study on Improvement in Ordinary Grant Distribution System

This study suggested ways to improve the measurement of need for a local education grant. Using the number of students at a school, it estimated the number of courses that a school would need to provide for those students, and then determined the level of funding that would be needed to provide those courses. It developed an index with this model, but revised it in order to account for other relevant pieces of information that would be needed to determine the amount of funding for a school. Commission: KEDI, Consignment: IUCF-HYU

A Study on Estimating of Budget Standards and Financial Support in Current Issues of a New School and Local Education

This project standardized prices for special classes, such as gym, cafeteria, kindergarten, and dormitory, and the salaries of teachers of these classes in a local schools. This was reflected on in the report, “2013 Standard for Current Issues in Local Education.” Commission(Consignment): MEST

Understanding of Local Education Finance

This project developed a work manual that included a flow chart depicting the local education finance process, a case study, and a diagram visually illustrating the process of local education finance in the case study. It was developed in order to help users easily understand local education finance. Commission(Consignment): MEST

2012 White Paper on Education Finance

This paper described local education financing, the local education grant system, the education tax system, and the financing and management of projects. It explored changes in policy since 2006. Commission: MEST, Consignment: Industry Academic Cooperation Foundation - Sookmyung Women's University

The 2012 Information Session on Indicators for Local Education Finance



KEDI held an information session to discuss proposed indicators for local education finance in the 2012 analysis plan. Date & Venue: April 26, 2012, The Korean Federation of Teachers' Associations

2012 Academic Conference of Korean Educational Research Association



This conference was held to compare and discuss the financial support system for Kindergarten, Primary and Secondary Schools in the US, UK, France and Japan. Topic: Financial Support System for Kindergarten, Primary and Secondary Schools in Major Countries. Date & Venue: June 28, 2012, Seoul National University, Seoul

Workshop on the 2012 Results of Local Education Finance



This workshop was held to review the results of the 2012 local education finance report and discuss

future improvements for the next year. Topic: Report on the 2012 Local Education Finance and Discuss Good & Poor Practices. Date & Venue: November 13, 2012, Novotel, Busan

Forum on Local Education Finance



This forum was held to predict demand on changes in education policy and discuss a way to extend local education finance in the wake of these changes. Topic: Prospects on Korean Education and Management of Local Education Finance. Date & Venue: December 5, 2012, Seoul 63 Convention Center, Seoul

School Support Division

Center for Air and Correspondence High Schools

2012 Plenary Session of the Principals Association of Air and Correspondence High Schools



This project reviewed projects that Air and Correspondence High School Operation Center conducted in 2012, a restructure plan of the system of the school, and the current issues and development plans of the school, and the annual plan for Air and Correspondence High School Operation Center and the student unions. Topic: Discussion of the 2012 Operating Plan and Development Plan on Air and Correspondence High School. Date & Venue: April 25, 2012, KEDI

2012 Overseas Training for Officials of Air and Correspondence High Schools



The training in United States for Air and Correspondence High School officials nationwide was conducted in May to June in order to collect data and information on advanced education policy overseas. During the training, 5 teams took a 7 day and 5 night training session in the western United States. The training was to seek measures that would lead to the development and improvement of educational program operation and increase understanding of the U.S. education system. The teams visited 16 advanced secondary schools and offices of education. Topic: Benchmarking of Outstanding Teaching-Learning Activities and Overseas Education Programs. Date & Venue: May 14-June 10, 2012, United States (Los Angeles & San Francisco)

2012 Council for the Next Year Budget of Air and Correspondence High School Operation



To plan the 2013 budget, the participants reported the plan and discussed budget compilation and arrangement of an overhead costs scale in the next year budget. Topic: 2013 Budget for Air and Correspondence High School's Operation. Date & Venue: July 12, 2012, KEDI

2012 Training for Capacity Development of Air and Correspondence High School's Teachers



This program provided a customized training for teachers at Air and Correspondence High School in order to improve teaching capability and quality of instruction. Topic: Understanding of Air and Correspondence High School, Establishing Plans and Strategies for Pleasant Class, Mind-Map, Sharing Cases of School Maladjusted Adolescents and Understanding Them, and a SMART Coaching Teaching Method for Better Understanding and Communication. Date & Venue: August 13-14, 2012, The-K Seoul Hotel

Air and Correspondence Exhibition Booth at the 2012 E-learning International Exhibition



The Air and Correspondence High School's exhibition booth was operated in the MEST exhibition hall at the 2012 E-learning International Fair in order to promote the U-learning system and display the contents of the Air and Correspondence High School, the only high school in Korea using a distance education system based on state-of-the-art broadcasting- information, and communication technologies. It promoted the school by telecasting a promotional video designed to introduce the system, explain the organization of the school, and provide participants with the opportunity to experience the school system. Topic: Introducing Air and Correspondence High School (Only Distance Education System in Korea), Promoting Reorganized Operational System of Schools, and Experiencing U-School System. Date & Venue: September 12-14, 2012, COEX, Seoul

Council for Air and Correspondence Middle School Establishment



The council reviewed plans for the establishment and management of Air and Correspondence middle school, discussed demand analysis plan, and collected

opinions after discussion on plans for public relations and management. Topic: Sharing the Progress of the Establishment of Air and Correspondence Middle School. Date & Venue: October 17, 2012, Meeting Hall of the Korean Federation of Teachers' Association

Policy Forum on Development Plan for Air and Correspondence High School through Environmental Prediction on the Future of Education



A discussion that centered on the future Air and Correspondence High School was led by specialists from multiple fields. Topic: Future Development Direction for Change of the Learners, E-infrastructure, Contents, and Future Development Plan for the System and Educational Program Operation. Date & Venue: November 13, 2012, KEDI

2012 Report Session on Model School and the Seminar on Development Plan of Air and Correspondence High School



This project reported on the result of model school in 2012 (development of personality and career education programs, introduction of a unit-credit system, a study on the creative experimental

activity programs for Air and Correspondence High School), and included an in-depth discussion of the development plan for Air and Correspondence High School. Topic: 2012 Report Session on Model School and The Seminar on Development Plan of Air and Correspondence High School. Date & Venue: November 29, 2012, Meeting Hall of the Korean Federation of Teachers' Association, Seoul

Educational Facilities Research and Management Center

Comparative Research on Space Composition of Elementary Schools in Korea and Japan

Despite sharing social, educational, and school-building style similarities with Korea, Japan took various innovative approaches and provided a number of cases for benchmarking in the context of school facilities, namely, school composite facility and eco-schools. This research compared space composition and utilization in Korean elementary schools and Japanese elementary schools, and focused specifically on structural arrangement, space program, planar structure, size, and types of unit space and space utilization. This research identified ways to improve the space composition in Korean Elementary Schools in the future. Commission(Consignment): KEDI

Development of Evaluation Model for Crime Prevention through Environmental Design of School Facilities

School facilities in Korea are highly dependent on high-expense equipment and workforce to protect students from school violence and trespassing. The

project introduced the concept of Crime Prevention through Environmental Design, CPTED, and an evaluation model to allow schools to perform self-evaluation. The project presented weaknesses identified in graphs and included solutions in the appendix of its report. Commission(Consignment): KEDI

Advanced School Facility Model Development (II)

The project aimed to develop a model for advanced future school facilities. The basic construction model for a Zero Emission School (ZES) was addressed by visiting Zero Emission Schools abroad and consulting field experts in construction, mechanical, and landscape architecture for advice. The “A Guideline for User Participation Design in Basic Construction Stage” workshop was launched to teach users about participation design, where teachers, students, parents, and officers from local offices of education participate as a part of a undergoing project on the basic construction stage of ZES. High schools within Jin-Cheon Innovative City were used as a test case. Commission(Consignment): KEDI

Support on School Facilities BTL Project

The project reviewed the validity and eligibility of Request For Proposals (RFG’s) announced by Municipal and Provincial Offices of Education and National Universities. The project concluded that RFP’s highlight pertinent regional differences and characteristics that are often overlooked by the terms stipulated in broader legislation and decrees. These works have contributed to increasing degree of precision of BTL projects and minimized the potential project risks and conflicts. Commission:

16 Municipal and Provincial Offices of Education & National Universities

Promotion on Optimal School Size and Grants for Institutes with School Site and Facilities

The center was appointed as a Grant-Aid Institution to promote grants to school sites and facilities. Related works included grant support, screening support on central financial investments and loans, promoting support on optimal school size, and diagnosis support on subsidy disbursement status. Commission: 16 Municipal and Provincial Offices of Education

Educational Environment Evaluation Support and System Development (2nd Year)

In its 2nd year, the project aimed to improve the structure of and develop a system for the educational environment evaluation. The project conducted research on improving the evaluation criteria and index, reviewed the validity of final evaluation report, and created education and training for project managers. It also provided support on system development. Commission: 16 Municipal and Provincial Offices of Education

2012 Research on Improving Student Health

The results of the sample student health survey were analyzed to develop student health indicators that were used as primary data for the creation of a systematic and professional mid-to-long term school health policy. The research contributed to student health by leading to the systematic and continuous

operation of student health information centers and providing accurate information for students, parents, and teachers. Commission: Incheon Metropolitan City Office of Education

2012 Support on Health Improvement Model School

In order to improve health at every school, this project aimed to increase public awareness by consulting health improvement model schools and providing training sessions to strengthen creative management capacity of health at schools. Commission: MEST

2012 Consulting for Operating Non-Smoking School

The project consulted on the future direction for operating the project on Non-Smoking Schools, currently in operation by 7 Provincial Offices of Education. The project aimed to enhance quality of non-smoking school operation by evaluating the project results. Commission: Provincial Offices of Education

2012 International Educational Support Project (Development of ODA Project Model for School Facilities)

The project conducted an analysis on the current status and project models of school facilities in ODA, and suggested various project models that have integrated educational achievement and architecture technology in Korea. These models were designed to be flexible, to be customized based on the national and regional differences, and to maximize and sustain positive impact of ODA. In addition, the project collaborated on system formulation of ODA projects on school facilities and addressed recipient

country-oriented supporting measures through field visits. Commission: MEST

2012 Training for Managers of BTL Projects



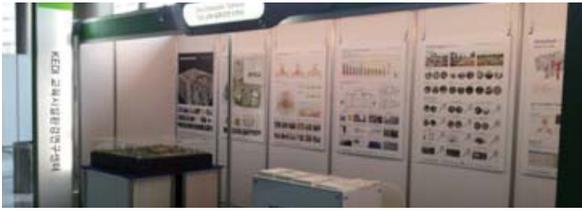
This training focused on the conditions and limits of the educational environment protection system using the cases of the Ha-neul Elementary School and Yang-II Elementary School. Topic: Conditions and Limits of Educational Environment Protection System. Date & Venue: November 12, 2012, National Assembly Library, Seoul

OECD-KOREA International Conference on Educational Facilities



The 3rd CELE Conference on “Higher Education Space and Places: For Learning, Innovation, and Knowledge Exchange,” focused on future improvements and construction of college facilities could improve the international standing of Korean schools and enhance the quality of higher education in Korea. Topic: Future Response in Educational Facilities for University Competence Enhancement. Date & Venue: The Korea Chamber of Commerce & Industry

2012 Green Architecture, Green Together!



Presentation sessions and panel exhibition were held on the theme of “ZES Architecture Model.” Topic: Cases and Construction Measures for Domestic and Abroad Green Schools. Date & Venue: June 25, 2012, Seoul COEX

2012 Good School Exposition



The project included panel exhibition of ‘ZES Construction Model’ and promotion activities with videos. Topic: Zero Emission School. Date & Venue: September 20-22, 2012, Seoul COEX

School Health Improvement Project Contest



The contest provided a platform to promote adequate perception of faculties through exchanges of best practices in school health improvement projects. This contest was to encourage exchanges and expansion of exemplary practices and future development in

the context of school health improvement project. Topic: Presentation on Projects for Student Health Improvement. Date & Venue: November 30, 2012, Meeting Hall in the Korean Federation of Teachers’ Association

2012 Training for Managers of BTL Projects



The training session was provided in three courses, basic, professional, advanced operation, to promote deeper understanding of BTL projects. Topic: 2012 Training for Managers of BTL Projects. Date & Venue: May 15-18, 2012 (1st), June 12-14, 2012 (2nd), The-K Gyeongju Hotel

2012 KEDI Educational Facilities Forum



This annual event was hosted and centered on the theme of comprehensive and sustainable development of educational facilities in Korea. 19th: Draft Proposals for Basic Plan on Development of Advanced School Facility Models and Zero Emission School (September 25, Seoul), 20th: Trends and Cases of School Architecture in Northern Europe (November 9, Seoul)

Workshop on User Participation Design for Development of Advanced School Facility Models



This workshop on user participation design allowed for participation by teachers, students, parents, and officers from local offices of education around the ZES basic construction stage for high schools within the Jin-Cheon Innovative City, which are serving as a preliminary case study on the implementation of ZES. Topic: User Participation Design of Basic Construction Stage for ZES in Jin-Cheon Innovative City. Date & Venue: January 7, 2012 (1st), January 13 (2nd), February 4 (3rd) Chung-buk Yang-cheon High School / February 25 (4th) Seoul DMP Architecture Office

Creative School Management Support Center

Diagnosis on 2009~2012 Creative School Management for Private Tutoring Reduction Project and Data Analysis

Selected schools in 2009, 2010, 2011, and 2012 for Project on Creative School Management for Private Tutoring Reduction were subjected to the survey conducted in order to compare the level of achievement stemming from administrative and financial support, before and after the project. An additional survey was conducted to assess the status of private tutoring and the level of school education satisfaction of parents and students in selected

schools. Commission: 16 Municipal and Provincial Offices of Education

Diagnosis on Extracurricular Activities of Low-Income Students

This research examined the educational environment of students from low income families, and focused particularly on their extracurricular activities outside school. The research reviewed implications derived from previous domestic and foreign research and policy, and suggested policy implications for stimulating extracurricular activities of students outside school. Commission(Consignment): MEST

Research on Development of Ten Creative Management School Programs

The study aimed to support the successful operation of creative management schools and developed programs on diverse topics to be applied in the field. The topics included self-directed learning capacity development of students, a creative and character development course and evaluation, learning support and achievement management for students, student leadership, career and character, principal leadership development, teachers' learning organization development, information accessibility for parents, learning community, and vitalizing linkages with local community. The project submitted a final report as an outcome. Commission: 16 Municipal and Provincial Offices of Education

Selection of New Creative Management Schools



The selection process for creative management schools was conducted in 2012. The school selection categories were academic performance promotion, private tutoring reduction, curriculum innovation, and autonomy. Topic: 2012 Selection of New Creative Management Schools. Commission(Consignment): February 7, 2012, Meeting Hall in the Korean Federation of Teachers' Association

Departmentalized Classroom System Research & Management Center

Development of School-Customized Operational Model for Departmentalized Classroom System

At selected schools, this project conducted an analysis on the characteristics of and operational strategies for departmentalized classroom system, identified variables (critical factors) in each area (school operation, curriculum, facilities and environment) taking different school conditions into account, and suggested possible measures for each area. Commission: Incheon Metropolitan City Office of Education, Consignment: Korea University

A Study on Diagnosis of Schools with Departmentalized Classroom System (III) and Analysis of Effects

The research reviewed previous research, analyzed current school conditions, developed evaluation indicators for a departmentalized classroom system, and examined operational status and educational impacts. The study provided ways to utilize the research data and suggested policy implications. Commission: Incheon Metropolitan City Office of Education, Consignment: Korea University

Research on Space Composition for Departmentalized Classrooms in Middle Schools

The study conducted reviews on organization and operation, contents, educational objectives of each subject, and characteristics of 2009 Revised Curriculum for Middle Schools and case studies on space composition of leading school facilities in order to address a draft for direction and planning of space composition in middle schools, as well as expected expenses for space composition. Commission: Incheon Metropolitan City Office of Education, Consignment: Dong-Eui University

Research on Space Composition for Departmentalized Classrooms in High Schools

The study conducted reviews on organization and operation, contents, educational objectives of each subject, and characteristics of 2009 Revised Curriculum for High Schools and field studies on facilities, including homebase, teacher research offices, media space, and administrative support center, that are required to operate departmentalized

classrooms. The study produced a draft for direction and planning of space composition in high schools, as well as expected expenses for space composition. Commission: Incheon Metropolitan City Office of Education, Consignment: Kongju National University

Student Guidance Manual for Departmentalized Classroom System

The research diagnosed and analyzed the conditions of and level of satisfaction with student guidance in schools with departmentalized classrooms. Research methods included school visits to identify elements of difficulties and case studies on exemplary practices. Possible solutions to overcome limitations in the field were examined and manuals for student guidance were developed as final outcomes of the study. Commission: Incheon Metropolitan City Office of Education, Consignment: Seoul National University

Consulting for Selected Schools with Departmentalized Classroom System

The project conducted reviews on formulation and operation of central consultant groups for each of the departmentalized classroom system areas, provided of consulting support in response to the demands of Municipal and Provincial Offices of Education on selected schools for departmentalized classroom system, monitored progress and provided field support for selected schools, and optimized the size of the environment formulation area for candidate schools for the upcoming year. Commission: Incheon Metropolitan City Office of Education

Supporting Departmentalized Classroom System Policy

The project entailed the selection and discussion of

exemplary operational practices of departmentalized classroom system, overseas training, the development of various reference materials related to departmentalized classroom system, and mid-to-long term strategy development at a number of conferences and seminars. Commission: Incheon Metropolitan City Office of Education

Supporting Departmentalized Classroom System Promotion

The project included updating the official website of departmentalized classroom system (<http://scmc.kedi.re.kr>), producing promotional videos and leaflets, participating at the “Education Exhibition,” and publishing booklets and CDs on operational cases of departmentalized classroom system. Commission: Incheon Metropolitan City Office of Education

A Study on Application of Curriculum for Educational Effectiveness Enhancement of High Schools

The research determined possibility, limitations, and future challenges of curriculum differentiation and diversification such as basic and advanced courses and increasing numbers of elective courses. The study based on the outcomes of previous pilot project on educational effectiveness enhancement of high schools. Commission: MEST

A Study on Diagnosis and Future Direction for Reflecting Curriculum Diversification in College Admission

In response to the curriculum revision in 2009, this study examined the quality of school as curriculum diversification. The study surveyed the perceptions of high school teachers and college admission officers

to these changes and determined how to adequately conduct curriculum diversification in the future. Commission: KEDI, Consignment: Seoul Women's University

Research on Conditions for School Counselors and Future Direction for Improvement

The study clearly defined the concept "school counseling" and the role of school counselors so that both definitions would be suitable to the distinctive context of Korean education. Based on a comparative analysis on the roles of professional counselors and career counselors, the study identified information necessary for their performance and suggested an operational model for school counselor system. Commission: KEDI, Consignment: Korea University

2011 Project on Central After-School Program Support Center

The project operated training for capacity development of the school vice commissioners in charge of after-school programs. Conference for the consultants for the after-school program was hosted which followed by training sessions. The project also included hosting the 4th After-School Program Award 2012, publishing online newsletter on issues related to after-school program, and developing program inventory by school level. Commission: Seoul Metropolitan Office of Education

2012 Supporting Project for Teachers' After-School Program Research Association

The project managed the teachers' research association, hosted a research conference, published

information packages on after-school programs, and conducted field visits to exemplary programs. Commission: Seoul Metropolitan Office of Education

Management of 2012 Consulting Project for After-School Program Support Center

The project provided consulting for the 24 after-school program support centers co-operated by local districts and offices of education. Counseling was provided to the consultants who are serving the 11 after-school program support centers operated by 11 municipal and provincial offices of education. Commission: Incheon Metropolitan City Office of Education

The 4th After-School Program Award 2012

Awards were given in the categories of school, teacher, local community partnership, and Saturday program. The recipients received certificates, medals, cash prizes, and signboards. The award is aimed to motivate personnel to participate in after-school programs and ensure program quality by identifying exemplary cases of after-school programs. Commission: Samsung Dream Scholarship Foundation & MEST, Consignment: Korea Joongang Daily

Pilot Project on After-School Program for Media and Press

The project educated the media and press about the educational content, quality, and lecturers of the pilot after-school project. Commission: Daegu Metropolitan Office of Education & Incheon Metropolitan City Office of Education

Consulting for Regional Associations of After-School Program

Consulting for regional association of after-school program was conducted, resulting in an operational condition analysis and measures for performance enhancement. Commission: 23 Regional Associations of After-School Program

Establishing After-School Program Portal

A comprehensive portal system for after-school programs was established in response to requests from Municipal and Provincial Offices of Education. Experts were consulted to aid in the creation of this portal. Commission: Incheon Metropolitan City Office of Education

2012 Training for Selected Schools for Departmentalized Classroom System



A total of 14 training sessions were held in each of 15 Municipalities and Provinces to support successful operation of the selected schools for advancement or subject-oriented departmentalized classroom system in 2012. The trainees shared future plans for school supports and exemplary cases identified from resulted changes of previous practices. Topic: Understanding Policy Direction and Operation of Departmentalized Classroom System. Date & Venue: May 8, 2012 Jeon-nam, May 14 Jeon-buk, May 17 Daegu & Ulsan, May 23 Chung-nam, June 4 Incheon, June 12 Busan, June 14 Daejeon, June 19

Kangwon, June 21 Kwangju, June 27 Jeju, June 28 Chungbuk, July 17 Gyeong-buk, August 7 Gyeong-nam, September 13 Gyeonggi

2012 Training for Capacity Development of Managers on Enhancing Educational Effectiveness



Participants shared the current operational status and consulting results of pilot schools in the educational effectiveness enhancement project and engaged in active discussion on the challenges that need to be overcome in the future. Topic: Operational Status and Future Challenges of Educational Effectiveness Enhancement Project. Date & Venue: July 25-26, 2012, Ramada Plaza Jeju Hotel

The 4th After-School Program Award 2012



The Award was given in the categories of school, teacher, local community partnership, and an additional category since this year, Saturday program, and the recipients received certificates, medals, cash prizes, and signboards. The award is aimed to motivate concerning personnels to participate in the after-school program and ensure program quality by identifying exemplary cases of after-school programs. Topic: Awards for Exemplary After-School Program

Schools, Teachers, Lecturers, Local governments and NGOs. Date & Venue: November 15, 2012, Ilsan KINTEX

KEDI Departmentalized Classroom System Forum



The forum aimed to provide a platform to share information and opinions for various topics related to the departmentalized classroom system, including the utilization of the system for creative and character education, various forms of classroom model development, overviews and promotion of the system, and relevant policy development, all in pursuit of quality improvement and advancement of the departmentalized classroom system. 5th Session: Cases of Creative Teaching Methods and Operations of English and Mathematics Classes (January 18-20, Seoul), 6th Session: Possible Measures for Operating Departmentalized Classroom System by Sharing Student Guidance Strategies in Korea-US-Japan (May 11, Seoul)

Center for Self-Directed Learning Admission System

Research on Operational Results and Measures for Improvement of 2013 Self-Directed Learning Admission System

The study examined the application of self-directed learning admission system in 2013, which was expanded its application domain and included the

additional factor of character. Improvement measures were suggested in addition to specific operational methods based on the operational achievement evaluations to enable the admission system to be successfully implemented and expanded in the education fields. Commission(Consignment): Daegu Metropolitan Office of Education

A Study on Measures for Operating General High School with Self-Directed Learning Admission System

The research identified the issues of self-directed learning admission system operated by general high schools, consulted experts to provided adequate conditions for general high schools, and suggested feasible measures for operating the admission system in general high schools with greater effectiveness. Commission(Consignment): Daegu Metropolitan Office of Education

A Study on Development of Indicators for Evaluation on Character Factors in Self-Directed Learning Admission System

The research conceptualized the character factors reflected in the activities in middle schools, including extracurricular activities and volunteer work, which are key factors related to character evaluation in the self-directed learning admission system. Indicators for such factors of character that are fair and reliable were also developed. Commission(Consignment): Daegu Metropolitan Office of Education

Research on Development of Program for Self-Directed Learning Capacity Enhancement

The study developed a self-directed learning program and measures for its effective utilization in school that are aimed to assist students to develop self-directed learning capacity. Commission(Consignment): Daegu Metropolitan Office of Education

High School Admission Website Operation and Improvement

The center was in charge of operating and updating the high school admission information website (www.hischool.go.kr) as well as the website of the Center for Self-Directed Learning Admission System. Commission(Consignment): MEST

Promotion and Achievement Reviews of Self-Directed Learning Admission System

The project developed a promotional PowerPoint for the self-directed learning admission system with open access for teachers and parents. Additionally, a discussion group on self-directed learning system was formulated and operated, and a newsletter was published. Activities to identify and share best practices on the self-directed learning students and PR activities including media promotion were part of the project. Commission(Consignment): Daegu Metropolitan Office of Education

Research on Operational Status and Improvement Measures for Autonomous Private High School

The study conducted surveys on students, parents, and teachers in addition to operational status of the

50 autonomous private high schools in Korea as an effort to suggest possible measures for improvement in autonomous private high school operation. Commission(Consignment): Daegu Metropolitan Office of Education

A Study on Development of Indicators for Evaluation on Autonomous Private High School Operation

The study developed indicators related to educational accountability and operational autonomy of autonomous private high schools in order to compare the schools' achievement level to the initial target. Commission(Consignment): Daegu Metropolitan Office of Education

Counseling Support on Operating Autonomous Private High Schools and Specialized Programs

To assist 50 autonomous private high schools to operate in accordance with the original concept and intention of their development, the consultants examined their operational status and provided feedback for continuous improvement. Commission(Consignment): Daegu Metropolitan Office of Education

Autonomous Private High School Conference



The conference identified outstanding specialized programs of autonomous private high schools and

to provide a platform for the faculty in autonomous private high schools to present on such programs, thereby expanding their applications across schools. Topic: Autonomous Private High School Conference. Date & Venue: September 22, 2012, Jungdong High School

Visits of School Vice-Commissioners and Admission Officers to Leading Schools Abroad



Benchmarking the practices of student admission and selection system of the United States provided opportunities to search for possible measures to increase viability of the self-directed learning admission system. Topic: Visiting Leading Schools Abroad with Self-Directed Learning Admission System. Date & Venue: February 5-14, 2012 (1st), East Coast, United States / February 18-28 (2nd), West Coast, United States

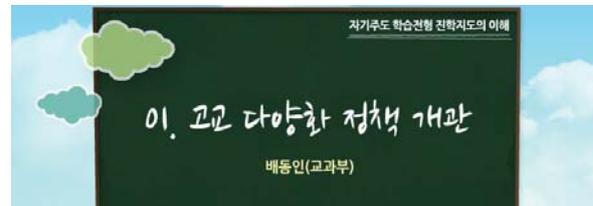
2013 Self-Directed Learning Admission System Orientation for Admission Officers



The training promoted professionalism and developed capacity of admission officers by adequately equipping them with required knowledge

on the self-directed learning admission system. Topic: Self-Directed Learning Admission System Orientation for Admission Officers. Date & Venue: July 23-27, 2012 (1st), July 20-August 30 (2nd), Chungbuk National University

Special (Remote) Training for Middle School Teachers on Self-Directed Learning Admission System



The training was targeted for middle school teachers to promote their professionalism for student guidance and enhance the level of understanding on the self-directed learning admission system. The remote training was on the topic of “Understanding student guidance in self-directed learning admission system.” Topic: Special (Remote) Training for Admission Officers on Self-Directed Learning Admission System. Date & Venue: August 9-28 (1st), September 6-26 (2nd), October 11-30 (3rd), November 8-27 (4th)

School Violence Prevention Research Center

Collaborative Project on National Diagnosis of School Safety

The project aimed to develop school safety indicators for elementary, middle, and high schools and conducted a complete enumeration survey schools across the nation to diagnose the current level of school safety. Commission(Consignment): Chungcheongbuk-do Office of Education

2nd Diagnosis of School Violence

The project developed survey questionnaires and educational contents for the 2nd diagnosis of school violence. Students in their 4th grade to 12th grade were subjected to the online survey, and the analysis of the survey results were provided in the final report. Commission(Consignment): National Council of Municipal and Provincial Superintendents

Eowoolim Program

The research project developed and supported schools' operation of the Eowoolim Program for the prevention and eradication of school violence. The project also provided in-depth counseling programs for the same purpose. Commission(Consignment): Incheon Metropolitan City Office of Education

Promotion and Research on Maleficence of Games and Obscene Material Addiction

The project established scientific evidence on the malfeasance of game and obscene material addiction by correlation and causal relationship analysis between addictions and school violence. Commission(Consignment): Daejeon Metropolitan Office of Education

Policy Research and Promotion of Special Act on Media Uses of Students

The research examined the current media uses of students in elementary, middle and high schools, identified the causes of addiction, and suggested measures for improvement of laws and a system for appropriate media uses. Commission(Consignment): Daejeon Metropolitan Office of Education

Training for Teachers, Professional Counselors, and Parents to Prevent Problem Behaviors and Game Addiction

Through training for teachers, professional counselors, and parents, the number of consultants with adequate skills for prevention and treatment of problem behaviors such as game addiction has increased. Commission(Consignment): Daejeon Metropolitan Office of Education

Policy Research on Development of Teachers' Role Model for Prevention of Problem Behaviors and Game Addiction

The study developed and generalized role model for homeroom teachers in order to prevent outbreak of problem behaviors in the classroom and promote professionalism and perceptions to appropriately respond to and resolve issues of school violence. Commission(Consignment): Daejeon Metropolitan Office of Education

2012 Second Half Eowoolim Program Workshop



The workshop provided a place to share achievements and best practices in the first half year of the program as an effort to expand the Eowoolim program into the second half year. The project aimed to enhance the capacity of Eowoolim counselors (volunteers) and formulate a virtuous cycle system for prevention of school violence through volunteerism in education. Topic: Eowoolim Program. Date & Venue: November 20, 2012, Meeting Hall in the Korean Federation of Teachers' Association



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The President's Activities with Government Committees and the Media

The president of KEDI participates actively in various policy discussions with government ministries and advises policy planning in various government committees. His activities also include advising and discussions with international organizations as OECD, UNESCO, World Bank as well as national policy research institutes, city/provincial offices of education, educational organizations/groups and media organizations through consultations, counselling, media appearances and writing contributions. The president's involvements aim to provide directions and alternatives for major education policies and issues, enhance the contribution of research results to policies, and also to promote and disseminate KEDI's research and projects.

Activities of Government Committees

Committee (Ministry)	Period	Policy Consultations and Contributions
Member of the Deliberation Committee on Financial Investment, Daegu Metropolitan Office of Education	2006.5~present	• Deliberates and advises on financial investments for education in the Daegu region
President of the Council for Educational Development in Daegu	2007.5~present	• Advises on the advancement of education in Daegu
President of the Advisory Committee on the School Autonomy Expansion Policy, MEST	2009.3~present	• Offers advice and consultation services to help schools embrace education reform policies • Coordinates the policies and systems of MEST and local education to support the embracement of reform policies at school sites, through consultations and field visits
Member of the Self-Evaluation Panel, MEST	2009.6~present	• Advises on the self-evaluation processes of the ministry
Member of Gender Equality Agenda Forum of the Korean Women's Development Institute	2009.6~present	• Advises on policies for the promotion of gender equality
Advisory Panel Member of the Curriculum Revision of 2009, MEST	2009.7~present	• Advises on the revision of the 2009 curriculum
Special Advisor on Policies for Teachers, Presidential Advisory Council on Education, Science and Technology	2009.8~present	• Advises on policies related to teachers
Member of the Curriculum Committee, Presidential Advisory Council on Education, Science and Technology	2010.1~present	• Takes a key role in procedures to launch the Curriculum Committee and provides relevant consultations

Committee (Ministry)	Period	Policy Consultations and Contributions
Member of the Review Committee on Director-general Level Promotions, Seoul Metropolitan Office of Education	2010.2~present	<ul style="list-style-type: none"> Examines the office's promotions system to achieve greater fairness in the promotion review processes and reviews promotion decisions
Member of the Korean National Commission for UNESCO	2010.2~present	<ul style="list-style-type: none"> Advises on KNCU's programs Participates in KNCU's foundation anniversary Advises on planning the forum for establishing UNESCO strategy and the 60th anniversary ceremony
Member of the Expert Committee on Korea-China-Japan Higher Education Exchange, MEST	2010.4~present	<ul style="list-style-type: none"> Defines the objectives of university exchange programmes and prepares systems for promotion Analyses the issues(problems) in exchange among universities, sets basic policy directions, and devises countermeasures for anticipated problems
President, Special Commission for the Status Improvement of Part-Time Lecturers, Presidential Committee on Social Cohesion	2010.6~present	<ul style="list-style-type: none"> Participates in workshops, provides consultations on ways to counter problems facing part-time lecturers at universities
Director of the Advisory Panel on the Admission Policy for Students Excelling in Self-Directed Learning, MEST	2010.9~present	<ul style="list-style-type: none"> Proposes policies and offers consultation services to help embed the admission policies which best suit students excelling in self-directed learning
Member of the Education Reform Council, Prime Minister's Office	2010.11~present	<ul style="list-style-type: none"> Analyzes and reports the current government's key education reform policies
Member of the Compilation Committee for the White Paper on Educational Informatization (Korea Education and Research Information Service)	2010~present	<ul style="list-style-type: none"> Consults and advises on the compilation of the publication
Member of the Advisory Committee on Army Policy	2010~present	<ul style="list-style-type: none"> Advises on army policy development
Member of the Advisory Committee on Global HR Forum (Co-hosted by MEST, The Korea Economic Daily, Korea Research Institute for Vocational Education & Training)	2010~present	<ul style="list-style-type: none"> Disseminates the agendas to leaders in media and encourages participation of renowned scholars worldwide Enhances the rating level of the Forum and provide future directions
Co-Chairman of Special Committee for Equality of Educational Opportunity, Presidential Committee on Social Cohesion	2011.3~present	<ul style="list-style-type: none"> Advises on offering the equal opportunity for education
Member of Advisory Committee on Smart Education, MEST	2011.9~present	<ul style="list-style-type: none"> Advises on smart education
Member of the Committee on School Violence Eradication, MEST	2012.1~present	<ul style="list-style-type: none"> Advises on the plans to eradicate school violence
Member of Learning Indicators Committee, MEST (Representative in Asia Region)	2012.8~present	<ul style="list-style-type: none"> Advises on learning indicators related to Brookings Institute and UNESCO
Non-executive Director for Korea Foundation for the Advancement of Science and Creativity Committee	2012.10~present	<ul style="list-style-type: none"> Advises on the management of the foundation
Leader for the Korean National Commission for UNESCO's 2013 Invitation Programme for Japanese Teachers as Part of the Korea-Japan Teachers' Dialogue on Education for Sustainable Development (ESD)	2012.12~present	<ul style="list-style-type: none"> Leads Korean teachers and participates in various official events, as well as exchanging opinions and advising on Korea and Japan's education

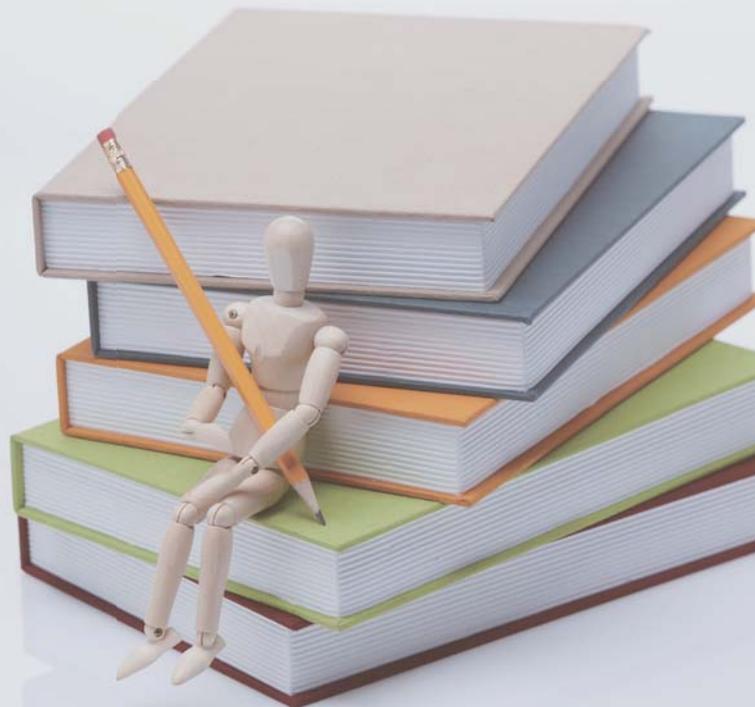


Activities with Media Organizations

Type	Date	Activities (Subject)	Media
Column	9 April	APEC Education Ministerial Meeting and Korea's leadership	Dong-A Daily
Lecture	30 April	Social tasks of Korea and fostering global talents	Seoul Broadcasting System
Column	9 May	Social service that opens opportunities for challenges and employment for youth	Dong-A Daily
Lecture	25 May	Special lecture for Keimyung University staff	Keimyung University
Interview	May	Education leader, president Tae-Wan Kim: Warm leadership is competence	Monthly HRD
Contribution	June	Significance and achievements of APEC Education Ministerial Meeting	Monthly Magazine Ggumnarae21 (MEST)
Interview	20 June	Video-interview with UNESCO Paris	UNESCO
Lecture	29 June	Special lecture for principals and committee chair of private middle/high schools in Daegu region	Middle/High schools in Daegu Region
Lecture	23 July	Character education: how?	Korean Education Network
Interview	14 September	Good university → Big company : Success equation in industrial age	JoongAng Daily
Interview	14 September	Character education: how?	Special Course for Education Administrators, Seoul National University of Education
TV Appearance	25 September	EBS Invitation	Educational Broadcasting System
Lecture	11 October	Character education: how?	Seoul National Academy for Educational Administrators
Interview	17 October	The future path of education in Korea	Weekly DongHang (National Assembly)
Lecture	25 October	Creativity and character education: how?	National Training Institute of Education, Science and Technology
Contribution	13 November	Living in harmony, asking and answering questions to oneself	Dream Letter (KRIVET)
Lecture	23 November	Directions for future education and the roles for education experts in MEST	National Training Institute of Education, Science and Technology



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Education Magazine <Educational Development>



The quarterly Educational Development is designed to analyze, diagnose the major issues, trends and status of education and education sites, as well as providing the outlooks of the future. It also seeks to provide up-to-date information on education, promote public awareness of educational theory and practice, and contribute to educational research and development by improving the education on-site. The magazine features writings of KEDI researchers, policy makers of relevant government offices and external experts. It has been 40 years since its foundation in 1973. The magazine's latest issue is Vol. 39(4)(No. 182), published in December 2012.

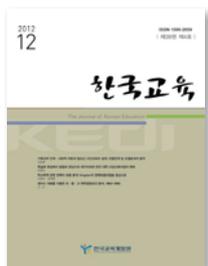
Vol. (Issue)	Section	Title	Author(s)	Position & Organization
Vol. 179 (Spring)	Power Interview	Interview with Kwak, Seung Jun: Chairman, Presidential Council for Future & Vision	Kwak, Seung Jun	Chairman, Presidential Council for Future & Vision
	Special Feature I	Establishing Advanced Education System through Linking Learning and Employment: Process and Prospects	Choi, Eun Ok	Industry–University Collaboration Bureau, MEST
		Creativity and Character Education for All: Dissemination, Process and Prospects	Kim, Kwan Bok	Office of Human Resources Policy, MEST
		Directions and Tasks of Education Welfare Policies: Cases Overseas	Kim, Kyung–Ae	Research Fellow, KEDI
	Special Feature II	APEC Education Ministerial Meeting: Analysis and Prospects	Seo, Yumi	International Cooperation Bureau, MEST; Leader, APEC Education Ministerial Meeting Preparatory Team
	World Education	Successful Cases of Major Countries of Countering School Violence	Cha, Myung Ho	The Graduate School of Counseling, Pyeongtaek University
		Establishment and Management of School Regulations: Cases Overseas	Kim, Byeong–Chan	Professor, Graduate School of Education, Kyung Hee University
		2012 ADEA 'Korea–Africa Day' and Korea's Roles	Lee, SeokHee	Research Fellow, KEDI
Invited Contribution	Basis, Prospects and Tasks of Major Policies of MEST This Year	Lee, Sang–Jin	Vice Minister I, Ministry of Education, Science and Technology	

Vol. (Issue)	Section	Title	Author(s)	Position & Organization
Vol. 179 (Spring)	Issues & Prospects	Prospects for 2012 Major Education Policies and Bills	Lee, Won Geun	Senior Expert Member, Education Policy Planning Committee, Saenuri Party
	Policies & Opinions	One Month of Implementing the 'Comprehensive Measures to Eradicate School Violence': Issues and Tasks	Cho, Byeok	Chairperson, School Violence Eradication Advisory Committee; Chair-professor, Dongguk University
	On-site Report	Happy School Transformation, Disappearing Low Learning Achievement: Seoul Sangil Elementary School	Kam, Hye Rim	Reporter, Chosun Daily
		Cleaning or Social Services: Students Hearts Moved Given the Choice of Punishment	Lee, Han Gil	Reporter, Chosun Daily
		Philanthropic Education, a Happy Butterfly Effect: Jirisan High School	Jang, Sun Hee	Reporter, Dong-A Daily
Power Interview	Interview with Sohn, Kyung Shik: Chairman, Presidential Council on National Competitiveness	Sohn, Kyung Shik	Chairman, Presidential Council on National Competitiveness	
Special Feature I		Evolution of compulsory Education and Issues in Implementing Compulsory Education in High Schools in Korea	Yang, Seung-Sil	Research Fellow, KEDI Education Policy Expert
		An Interim Review of a Five-Day School Week: Achievements, Tasks and Prospects	Kim, Sang Jae	After-school School Team, MEST
		Education Advancement for Multi-cultural Students: 'Korean Model of ESL': Process, Prospects and Tasks	Choi, Sung Yu	Educational Welfare Division, Ministry of Education, Science and Technology
Special Feature II		[The 10th KEDI-JoongAng Daily Education Forum Broadcast] • Subject: An Interim Review on Comprehensive Measures to Eradicate School Violence	Lee, Han Gil	Reporter, JoongAng Daily
Vol. 180 (Summer)	World Education	Education using the Library: Chantilly High School, USA	Kim, Yun Mi	Teacher librarian, Dong Sung High School
		Chinese Government: 'Struggling' to the Reduce the Gap between Schools for 'Education Equity'	Ryu, Kyung Sook	International Cooperation Bureau, Ministry of Education, Science and Technology
		Exemplary Cases and Implications of Career Education in Advanced Countries	Kim, Byung Sook	Professor, Graduate School of Public Administration, Kyonggi University
	Invited Contribution	The 5th APEC Education Ministerial Meeting: Achievements and Prospects	Koh, Young Jong	Vice-leader, APEC Education Ministerial Meeting Preparatory Team, MEST
	Issues & Prospects	Labor Demand and Supply: Mid/Long-term Prospect 2011-2020 32 Thousand High School Graduates 'Scarcity', 50 Thousand College Graduates 'Unemployed', Deepening the Mismatch among Academic Degrees : Causes, Problems and Measures	Lee, Dae Chang	Director, Research & Development Division, Korea Employment Information Service
Policies & Opinions	Strategies and Tasks in Attracting Foreign Educational Institutes: a Malaysia Case	Hong, Young-Ran	Research Fellow, KEDI	
On-site Report		Dreaming of 'Waldorf Education' in Public Education: Gonghyeonjin Elementary School, Gosung, Gangwon Province	Kim, Yong Geun	Vice-Principal, Gonghyeonjin Elementary School
		Happy Learning, Emotion Education: Jipyeng Middle School, Yang Pyeong, Gyeonggi Province	Hur, Hang Yun	Reporter, Kyeonggi Daily
		Creative Experience Activities after School—'1 person 1 talent', a Compass Finding Students' Dreams: Seoul Hyundai Senior High School	Chun, Min Hee	Reporter, JoonAng Daily

Vol. (Issue)	Section	Title	Author(s)	Position & Organization
Vol. 181 (Fall)	Power Interview	Kang, Dong-Suk: Chairman, Organizing Committee, EXPO 2012 Yeosu Korea	Kang, Dong-Suk	Chairman, Organizing Committee, EXPO 2012 Yeosu Korea
	Special Feature I	Character is the Real Competence!	Chun, Se-yeoung	Professor, Professional Graduate School of Education, Chungnam National University
		80 thousand Children at Risk, Current Status and Measures	Han, Yu Kyung	Chief, School Violence Prevention Center, Ewha Womans University
		Designing Systems for Expanding Higher Education Finance	Song, Ki Chang	Professor, School of Education, Sookmyung Women's University
	Special Feature II	Lecture Methods of Five Winners of '100 Excellent University Lectures' appointed by KEDI · SBS · KCUE	Choi, Jeung-Yun	Associate Research Fellow, KEDI
	World Education	Upgrading School Facilities: Learning through Overseas Cases	Cho, Jin Il; Park, Sung-Chul	Associate Research Fellow, KEDI
		System Reform of Vocational Higher Education Institutes in Taiwan	Kim, Jong Kap	Professor, Incheon JEI College
		Exemplary cases of smart education Overseas	Chung, Soon Won	Head, Smart Education Planning Unit, Korea Education and Research Information Service
		Invited Contribution	Koh, Young Jin: Newly Appointed President of National City and Provincial Superintendent Committee and Superintendent of Gyongsangnam Province	Koh, Young Jin
	Issues & Prospects	Measures for Advancing National Universities: Process and Future Tasks	Jang, Bo Hyun	National University System Division, Ministry of Education, Science and Technology
	Policies & Opinions	Prevention and Measures to Eradicate School Violence: Process and Future Tasks	Park, Hyo-Jung	School Violence Prevention Research Support Center, KEDI
	On-site Report	Weaving Dreams with the World and Future—SMART Charmsaem Education: Charmsaem Elementary School, Sejong City's First Village	Yu, So Yeon	Teacher, Charmsaem Elementary School
		School with Dreams! Character Education before Grades, Education Site with Character Education: Munwon Middle School, Gwacheon, Gyeonggi Province	Kim, Hyung Pyo	Reporter, Kyeonggi Daily
		Alternative School for North Korean Refugee Students: Yeomyung School	Byun, Jung Hoon	Teacher, Yeomyung School

Vol. (Issue)	Section	Title	Author(s)	Position & Organization	
Vol. 182 (Winter)	Power Interview	Lee, Kyungsook: Chairperson, The Korea Student Aid Foundation	Lee, Kyungsook	Chairperson, The Korea Student Aid Foundation	
		Suggestions for 10 Major Education Policy Tasks for the Next Government	Choi, Sang-Duk	Associate Research Fellow, KEDI	
	Special Feature	'2015 World Education Forum': Post-EFA Process and Prospects	Chang, Hyeseung	Associate Research Fellow, KEDI	
		Directions and Tasks for Developing Competence-Centered Education through Evaluation Reform	Ryoo, Sung-Chang	Associate Research Fellow, KEDI	
	World Education		How is Germany doing their Vocational Education at High School Level and Fostering Meister?	Kim, Eun Sook	Research Fellow, Federal Institute for Vocational Education and Training, BIBB
			Education Autonomy in Sweden	Hwang, Seon Jun	President, Seoul Education Research & Information Institute
			Secrets of Fostering Talents at Bronx High School of Science with 8 Nobel Prize Winners: Free Thinking and Challenging Minds	Nam, Hyuk Sang	Reporter, Kukmin Daily
	Invited Contribution	Shin, Jung Kyun: Superintendent, Sejong City	Shin, Jung Kyun	Superintendent, Sejong City	
	Issues & Prospects	A Priority Task for Ensuring National Competitiveness: Child Sexual Violence	Cho, Jin Il; Park, Sung-Chul	Associate Research Fellow, KEDI	
	Policies & Opinions	Fostering Global Talents and International Education Exchange: Process and Prospects	Ha, Tae Yoon	President, National Institute for International Education	
	On-site Report		School Culture made Together, Dreaming of Schools with Happy Children: Doochang Elementary School, Youngin City	Bang, Ki Jung	Teacher, Doochang Elementary School
			'Outstanding' Student Councils and Book Circles : Bongwon Middle School Seoul	Bae, In Sik	Principal, Bongwon Middle School
			Education for Students from Multi-Cultural Family		
			1. Seoul Dasomian! Dreaming of Proud World Citizen: Seoul Dasom School	Kim, Ok Kyung	Research Director, Seoul Dasom School
	2. Dreaming of the Next Wandeu~! : Polytechnics Dasom School, Jecheon	Moon, Chul Min	Teacher, Korea Polytechnics Dasom School		

Registered KRF Journal
<The Journal of Korean Education>



The Journal of Korean Education is a triannual journal that aims to contribute to the educational development of Korea, promoting the development, sharing and utilization of knowledge and information on education policy, and establishing an intellectual foundation for the advancement of Korea's education policy. In September 2000, the journal was registered as a professional academic journal (candidate journal for registration) by the Korea Research Foundation. In December of the same year, it was selected as an 'A-grade journal of international standing' by the Ministry of Education & Human Resources Development as a result of the ministry's 'Survey for the Grading of Academic Journals in Korea.' Since 2005, it has maintained its status as a registered journal with the National Research Foundation of Korea (former Korea Research Foundation). The latest volume, Journal Vol. 39(4), was published in December 2012.

Vol./ No.	Title (Subject)	Author(S)	Affiliation
Vol. 39(1)	Determinants and Effects of School Choice: Evidence from the Seoul Education Longitudinal Study	Soo-yong Byun, Young Hyeo Joo	Assistant Professor, Department of Education Policy Studies, The Pennsylvania State University Assistant Professor, The Dongguk University at Gyeongju
	The Trends and Tasks in Qualitative Special Education Research in Korea	KyungSook Kang, SeongJong Kang	Professor, Department of Secondary Special Education, Wonkwang University PhD Student, Department of Special Education, Daegu University
	The Influence of Parents' Implicit Theory of Intelligence on Process/Result Oriented Education Beliefs, Children's Implicit Theory of Intelligence, and Children's Goal Orientations	Myong Sook Kim	Professor, Graduate School of Education, University of Seoul
	Determinants of Multicultural Acceptability of Elementary and Secondary School Students	Kyung-keun Kim, Yeo-jung Hwang	Professor, Department of Education, Korea University Research Professor, Research Institute of Education, Korea University
	Developmental Trajectories and Predictors of Violent Victimization among Adolescents	Hyun-Soo Park, Kyeong-Sang Lee	Lecturer, Soongsil University Research fellow, National Youth Policy Institute
	School Life for Two Students in an Academic High School: Strategies and Compromises	Eun-joo Bae	Resesarch Fellow, Incheon Development Institute
	Marriage Migrant Women's Perspectives on and Practices of Educating Their Children: Differences in Their Level of Education	Deok-Hee Seo, Seong-Bae Oh	Assistant Professor, Department of Education, Chosun University Assistant Professor, Department of Education, Dongah University
	An Analysis of the Differences between Scientists' and Social Scientists' Research Activities and Perceived Research Environments: A Case Study of Researchers Participating in WCU, SSK, and HK Projects	Hunseok Oh, Jungin Kim	Professor, Department of Education, Seoul National University Senior Research Fellow, Korea Human Resources Research Center, Seoul National University
	The Policy Process of Education Information Disclosure in Korea	Song Chang Hong	Ministry of Education, Science and Technology

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Vol. 39(1)	An Analysis of Private Educational Expenditure Transitions and Trends: Analysis of the "Household Survey" Data	Yang-Boon Kim, Soo-Kyung Yang, Sung-Ho Park	Senior Research Fellow, Korean Educational Development Institute Associate Research Fellow, Korean Educational Development Institute Associate Research Fellow, Korean Educational Development Institute
	Strategies for Improving the School Crime Prevention Project Based on Crime Prevention through Environmental Design	Sung-Chul Park, Jin-il Cho, Hyung-Eun Kim, Tae-Hwan Chung	Associate Research Fellow, Korean Educational Development Institute Research Fellow, Korean Educational Development Institute Associate Research Fellow, Korean Educational Development Institute Korean Educational Development Institute
	A Study on the Relationship between School Characteristics Improvement and Student Achievement in Elementary Schools: Focused on School Resources and Climates	Sung Sik Kim	Assistant professor, Department of Elementary Education, Seoul National University of Education
	Analysis of the Nuri System's Financial Structure and the Implications for the Development of Early Childhood Public Education	Eun Hye Park, Eun Soo Shin	Professor, Department of Early Childhood Education, Ewha Womans University Professor, Department of Early Childhood Education, Duksung Women's University
Vol. 39(2)	Determinants of College Attendance among Vocational High School Graduates	Byun, oo-yong, Kim, Kyung-keun	Assistant Professor, Department of Education Policy Studies, The Pennsylvania State University Professor, Department of Education, College of Education, Korea University
	An Analysis of College Students' Experiences and Learning Outcomes according to Their Values	Hyunjin Jinny Kim, Jang Wan Ko, Myung Sook Kim	Researcher, Center for College Education Effectiveness, Sungkyunkwan University Assistant Professor, Department of Education, Sungkyunkwan University Researcher, Center for College Education Effectiveness, Sungkyunkwan University
	Implications of a Study on the Secondary Written Assessment of Teaching Skills in New York for the Korean Teacher Certificate Examinations	Hye Chong Han	Associate Research Fellow, Korea Institute for Curriculum and Evaluation
	An Analysis on Class- and Teacher-Level Variables Affecting Academic Achievement	Yang-Boon Kim, Hyun-Jyung Im, Nan-Ok Kim	Senior Research Fellow, Korean Educational Development Institute Associate Research Fellow, Korean Educational Development Institute Korean Educational Development Institute



Vol./No.	Title (Subject)	Author(s)	Affiliation
Vol. 39(3)	The Relationship between Kindergarten Teacher's Self-Leadership Strategies and Job Satisfaction	Wonkyung Sung & Jinyoung Kim	Associate Professor, Department of Early Childhood Education, Woosong University Visiting Professor, Department of Early Childhood Education, Woosong University
	Comfortable Supporter or Uncomfortable Surveillant: Emotional Experiences of Elementary School Teachers to Parents	JoonJong Son	Professor, Department of Education, Korea National University of Education
	An Analysis of the Structural Equation Model of University Students' Motivating Factors and Intentions in Their Use of the Center for Teaching & Learning	Sang Kug Jeon	Researcher, Education Research Institute, Yonsei University
	A Follow-up Study of Scientifically Gifted Students: What Decisions Do They Make Regarding Their Future?	Tae Youn Yang, Ki Soon Han, In Ho Park	Gifted Education Research Institute in University of Incheon Department of Creative Human Resource Development, University of Incheon University of Incheon
	Cultural Differences between Korea and Japan in Personal Relationships and the Determining Factors for These Differences	Bo Yun Seo	Adjunct Professor, Department of Elementary Special Education, Daegu University
Vol. 39(4)	Human and Social Capital in Family and Civic Educational Performance of Adolescents: Analysing Linear Relationships and Moderating Effects	Jun-Hong Kim	Associate Research Fellow, National Youth Policy Institute
	Reinterpreting the Curricular Standardization Phenomenon in Korean Universities	Hyang Suk Bu	Research Professor, Hanyang University
	An Analysis of School Violence Prevention Policy based on Kingdon's Policy Stream Model	Heesook Lee & Jae Young Chung	Associate Professor, Department of Education, Kangnam University Associate Professor, Department of Education, Ewha Womans University
	Determinants of Enrollment in Elementary and Secondary Education: Evidence from Census Data, 1960-1990	Sun Go	Associate Professor, Department of Economics, Chung-Ang University

SSCI Indexed Journal <KJEP : KEDI Journal of Educational Policy>



Published in June and December every year, the KEDI Journal of Educational Policy (KJEP) focuses on sharing, analyzing and examining key education policies, issues and trends in Korea and throughout the world. The research papers in KJEP present research methods for educational policy studies, provide policy implications, and offer new or critical perspectives on major educational issues. First published in December 2004, KJEP has been registered with the Social Science Citation Index (SSCI) in 2007 from Vol. 4(2).

Vol.	No.	Title	Author(s)
9	1	Do After-School Programs Matter? A Longitudinal Study on the Effectiveness of Participating in After-School Programs in Korea	Hyun-Jeong Park, Jongim Byun, & Soonok Jo
		Planning Special Purpose High Schools and Private Tutoring Needs in Korea: A Longitudinal, Causal Relationship	Junyeop Kim & Hye Sook Shin

Vol.	No.	Title	Author(s)
9	1	How Do Teachers Learn? A Study on the Policy and Practice of Teacher Professional Development in Malaysia	Yusof Petras, Hazri Jamil, & Abdul Rashid Mohamed
		Teachers as Brokers: Bridging Formal and Informal Learning in the 21st Century	David Hung, Shu-Shing Lee, & Kenneth Y. T. Lim
		A case study of the effects of Educational Welfare Priority Zone Plan: Why are Its Effects Not Confirmed by Standardized Test Scores?	Jeongwon Kim
		An Analysis of the Relationship between Self-Study, Private Tutoring, and Self-Efficacy on Self-Regulated Learning	Song Chang Hong & Yoon Soo Park
		Grading Policies and Practices at Korean Universities: A Case Study	James Life
		Leadership Strategies for Creating a Learning Study Community	Eric C. K. Cheng & Po Yuk Ko
9	2	Comparing the Characteristics of Lifelong Learning Cities in Korea and Japan: A Historical Sociological Approach	Ilseon Choi & Byung Chan Yang
		When is Similar Different? When is Different Similar? A Review of Language Assessment Foci of Selected Philippine English Language Textbooks	Allan B. de Guzman, Rowena Marie R. Chua, Geline R. Cruz, Jeanno, Lorenz G. Dinglasan, Mary Noll P. Giliberte, & Mary Anne G. Martin
		The Effects of Academic Self-Efficacy, Learning Strategies, and Perceived Instructional Strategies on High and Low Achievers' in the Middle School Language Subject	Joo, Young Ju, Joung, Sunyoung, Seo, Hyuck, & You Kyung Lee
		Immigrant Teachers in Saskatchewan Schools: A Human Resource Perspective	James Alan Oloo
		Reliability and Validity of ADHD Construct and Factor Structure with ODD for Korean Elementary Students	JeongRim Lee & KyungSook Kang
		The Vision and the Reality of Professional Learning Communities in Korean Schools	Kyoungnye Seo, You-Kyung Han
		Private Tutoring and Academic Achievement in Korea: An Approach through PISA-2006	Álvaro Choi, Jorge Calero, & Josep-Oriol Escardíbul
		A Conceptual Framework for Comparison of Educational Policies	Arnošt Veselý
		Will Evers and Lakomski be Able to Find Leadership's Holy Grail?	Kadir Beycioglu
		Popular Education for People's Empowerment in Community Learning Center(CLC) Project in Bangladesh	Eun Jung Chang, & Sung-Sang Yoo
Estimating the University Prestige Effect in South Korea's Labor Market	Dongsook Han, Kwangbin Bae, & Hosung Sohn		



<Position Paper> Report on the diagnosis of and alternatives for education policies and issues



KEDI publishes position papers throughout the year for government policy makers and educational researchers to use the research results and refer to future studies. It does so by providing responses and optimum policy alternatives based on KEDI research outcomes and core education issues. The papers are published 15~20 times a year. Vol. 9(20)(No. 189) was published in December 2012.

Vol. No.	Title	Author(s)
1 Vol. 9(1) No. 150	Review on School Violence and Future Tasks	Kang, Young Hye; Lee, Mi Ra; Park, Sung-Ho
2 Vol. 9(2) No. 151	Character Education in Schools: Significance and Tasks	Hyun, Ju
3 Vol. 9(3) No. 152	Strategies and Tasks in Attracting Foreign Educational Institutes for Education Competitiveness	Hong, Young-Ran
4 Vol. 9(4) No. 153	Life Cycle Characteristics of Korean Teachers and Its Implications on Teacher Policies	Kim, Jeongwon
5 Vol. 9(5) No. 154	Measures for Active Character Education through Creative Experience Activities	Yang, Seung-Sil
6 Vol. 9(6) No. 155	Tasks for Educational Cooperation with Africa: ADEA 2012 Triennale: Korea-Africa Day	Lee, SeokHee; Hur, Ju; Kong, Byung Kyu
7 Vol. 9(7) No. 156	Issues and Tasks for Expanding and Managing Higher Education Finance	Lee, Jung Mi
8 Vol. 9(8) No. 157	Analysis and Policy Suggestions on Teacher Training Institutes Evaluation	Kim, Ki-Soo
9 Vol. 9(9) No. 158	Public Opinion on Education and Policy Directions: 2012 KEDI Poll Results	Namgung, Jee-Yeong; Kim, Chang Hwan
10 Vol. 9(10) No. 159	Significance and Future Tasks of 2012 APEC Education Ministerial Meeting Special Events	Yoon, Jong-Hyeok
11 Vol. 9(11) No. 160	Investment Status and Improvement Measures of Local Education Projects	Kong, Eun-Bae; Kim, Ji-Ha; Jeong, Hyun-Joo
12 Vol. 9(12) No. 161	Fostering and Attracting Talents as Future Growth Engine	Kim, Tae Jun; Hong, Young-Ran, Cha, Sung Hyun; Hur, Ju
13 Vol. 9(13) No. 162	Significance and Tasks of Establishing Air and Correspondence Middle School for Underprivileged Students in Education	Kang, Seong Guk; Son, Chan-Hee; Chae, Soo Eun; Keum, Ji Hun
14 Vol. 9(14) No. 163	Improvement Measures for Education Evaluation for Future Competency-Centered Education	Ryoo, Sung-Chang

Vol. No.	Title	Author(s)		
15	Vol. 9(15) No. 164	Concept, Procedure and Techniques of Field-Centered School Consulting	Gu, Ja-Oek; Park, Sung Jae	
16	Vol. 9(16) No. 165	Analysis of Korean Education by City/Province: based on OECD Education Indicators	Moon, Sung Bin	
17	Vol. 9(17) No. 166	Possibilities of Implementing Assessment of Higher Education Learning Outcomes(AHELO) Project: Issues and Future Tasks	Choi, Jeung-Yun; Kim, Eun Young; Lim, Hu-Nam	
18	Vol. 9(18) No. 167	Suggestions for 10 Major Education Policy Tasks for the Next Government	Choi, Sang-Duk	
19	Vol. 9(19) No. 168	Teaching Support Measures for Teachers after the Implementation of a Five-Day School Week	Park, Young-Sook	
	Vol. 9(20-1) No. 169	Achievements and Tasks of Admission Policy for High School Students Excelling in Self-Directed Learning	Park, Hyo-Jung	
	Vol. 9(20-2) No. 170	Current Status and Tasks for Lee Government's High School Diversification Policy: Academic Self-Governing Public/Private High School, Boarding High School	Hwang, Jun-Seong	
	Vol. 9(20-3) No. 171	Status and Future Tasks of Creative Management Schools	Kim, Soon-Nam	
	Vol. 9(20-4) No. 172	Status and Improvement Measures of Subject Classroom System	Kim, Hong Won	
	Vol. 9(20-5) No. 173	Achievements and Tasks of Accountability Enhancement Policies for City/Provincial Offices of Education	Gu, Ja-Oek	
	Vol. 9(20-6) No. 174	Status and Tasks of Local Education Administration System Reform in 5 Years of Lee Government: Focus in Local Offices of Education	Hwang, Jun-Seong	
	Vol. 9(20-7) No. 175	Status and Tasks of Teacher Expertise Policy in 5 Years of Lee Government	Chung, Mi-Kyung	
	Vol. 9(20-8) No. 176	Principal Open Recruiting System, Tasks for Improvement	Kim, Kapsung	
	Vol. 9(20-9) No. 177	Master Teacher System, Tasks for Implementation	Kim, Kapsung	
	Vol. 9(20-10) No. 178	The Effect of After-School Programs in Reducing Private Tutoring Costs and Future Tasks	Kim, Hong Won	
	20	Vol. 9(20-11) No. 179	Achievements and Tasks of Private Tutoring Institute Management Policy	Kim, Soon-Nam
		Vol. 9(20-12) No. 180	'Nuri Curriculum for 5-Year olds': Achievements and Tasks	Chang, Myung Rim
		Vol. 9(20-13) No. 181	Status and Tasks of Early Childhood Education Advancement Policy	Chang, Myung Rim
Vol. 9(20-14) No. 182		Customized Education Support Policy for Disadvantaged Students: Review and Future Tasks	Kim, Kyung-Ae	
Vol. 9(20-15) No. 183		Status and Tasks of Enhancing Competitiveness Policy of University Professors	Seo, Young-In	
Vol. 9(20-16) No. 184		Achievements and Tasks of Enhancing University Competitiveness Policy	Seo, Young-In	
Vol. 9(20-17) No. 185		Results and Prospects of National University Incorporation	Kim, Meeran	
Vol. 9(20-18) No. 186		Achievements and Tasks of Fostering World-Class Research Universities Project	Yu, Hyunsook	
Vol. 9(20-19) No. 187		Networking among Departments of MEST for Global Cooperation	Yoon, Jong-Kyeok	
Vol. 9(20-20) No. 188		Expansion Strategies for Education, Science and Technology ODA	Lee, SeokHee	
Vol. 9(20-21) No. 189		Achievements and Tasks of Plans to Eradicate School Violence	Park, Hyo-Jung	

<The Educational Policy Forum>



The monthly Educational Policy Forum functions as a discussion tool, promotion route and alternative media channel for current education policies and issues. By enabling on- and off-line networking between the Ministry of Education, Science and Technology, city and provincial offices of education and educational research institutes, the Forum provides a valuable venue for educational discourse among Korean opinion leaders. Since the first publication in 2002, the Forum continues to receive contributions from various educational communities as educational experts, policy makers and school teachers. Total of 234 volumes were published as of December 2012.

Vol. (Date of Publication)	Subject
223 (10 Jan 2012)	Directions and Tasks for Customized Education through Linking Education and Labor Market
224 (10 Feb. 2012)	Middle School Learning Achievement Evaluation System Reform: Reasons and Significance
225 (10 Mar. 2012)	Broadening the Communications with the Youth is the Foundation for School Violence Solution
226 (10 Apr. 2012)	Enhancing the National Brand through Global Education Informatization Strategies
227 (10 May 2012)	Why Education Contribution, What Should the Government Do?
228 (10 Jun. 2012)	Causes and Measures of Youth Suicide: Why Do They Choose Suicide?
229 (10 Jul. 2012)	Present Status and Improvement Directions for Language Culture of Youth
230 (10 Aug. 2012)	Comprehensive Solution to the Problems in Education: Experience Activities of Youth
231 (10 Sep. 2012)	Suggestions for Safe and Happy Schools without Violence
232 (10 Oct. 2012)	Reading Education in the Aspects of Character Education
233 (10 Nov. 2012)	Character Education: How?
234 (10 Dec. 2012)	Present Status and Tasks of Korea's Science Technology Education

<Issue Papers>



Issue Papers identify education policies and systems that are of relevance to core issues; analyze the underlying background to these issues, contents and problems of each issue; and present measures for improvement, policy solutions, future tasks and strategies to better embed such policies within schools. Especially, the subjects are selected each quarter according to demand survey by MEST, city/provincial offices of education, and relevant educational institutes. The papers are published throughout the year and 11 papers were published in 2012.

No.	Title	Author(s)
1	Character Education for Stabilizing School Sites	Seo, Duk Hee (Chosun University)
2	Understanding Science, Technology, Engineering, Arts & Mathematics(STEAM) through On-Site Implementation Case	Cho, Hyang Sook(KOFAC)
3	Improving Korea's International Cooperation through APEC Education Ministerial Meeting	Yoon, Jong-Hyeok(KEDI)
4	The Role of City/Provincial Offices of Education regarding 'Localization of Educational Administration' and Improvement Measures for Local Education	Oh, Sae Hee (Inje University)
5	Measures for Stabilizing Teaching Position through Analysing Reasons for Voluntary Resignation of Teachers at Elementary, Middle School Levels	Kim, Sung Ki (Hyupsung University)
6	Measures for Active Student Government Activities	Lee, Byung Hwan (Soon Chun Hyang University)
7	Status and Improvement Measures for National English Ability Test	Jin, Kyung Ae; Si, Ki Ja; Shin, Dong Kwang(KICE)
8	Inquiry on School's Self-evaluation Implementation Measure for Improving School Education	Yoo, Sola(KEDI)
9	Measures for Safe Implementation of Drop-Out Prevention of Youth	Cho, Sang Sik (Dongguk University)
10	Monitoring Difficulties of Left-handed Writing and Future Tasks	Kim, Sun Hwa (Daejeon Geulkkot Middle School)
11	Analysis on Achievements of Organizational Integration	Lee, Jong Yul (The Korean Association for Policy Studies)

<Statistical Yearbook of Education>



As the key statistical information in Korea's official statistics project, the Statistical Yearbook of Education provides statistical information on general status of Korean education. The contents include statistical information on education such as on schools, students and teachers. It is used widely for comprehensive understanding of Korea's education, research studies and establishment of education policies.

Vol.	No.	Title (Subject)	Author
1	1	Statistical Yearbook of Education	Center for Educational Statistics

<Brief Statistics on Korean Education 2012>



'Brief Statistics on Korean Education' is an annual statistics source book based on the results of basic educational statistics survey and international statistics. With information for different school levels, the readers can gain a comprehensive overview on the status of education through various indicators.

Vol.	No.	Title (Subject)	Author
1	1	Brief Statistics on Korean Education(Korean, English)	Center for Educational Statistics

<Analysis of Statistics on Education>



Analysis of Statistics on Education is an annual statistics book to aid education policy makers and researchers with multilateral analysis of education statistics information. Formerly published as a single book, education statistics results are sub-divided into early childhood, elementary, middle education; higher education and employment statistics; and life-long education statistics. Overview of education status and statistics results are presented with visual aids. Statistics that are not produced by the Center for Educational Statistics are included in volume 2 by subjects, in order to maximize the use of the information.

Vol.	No.	Title (Subject)	Author
1	1	Analysis of Statistics on Education: Early Childhood, Elementary, and Middle Education Statistics	Center for Educational Statistics
1	1	Analysis of Statistics on Education: Higher Education and Employment Statistics	Center for Educational Statistics
1	1	Analysis of Statistics on Education: Life-long Education Statistics	Center for Educational Statistics

Looking into Korean and World Education through Statistics



Four volumes are published annually to examine Korea's education achievements in comparison to global standards, and to use as basic information for planning, making and evaluating major education policies. Main policies and issues are selected according to education subjects and relevant statistics results from within KEDI and at international level are provided. Four volumes were published in 2012 with subjects in education and labor market, college tuition and university finance, underprivileged class in education and educational support, and student life.

Vol.	No.	Title (Subject)	Author
9		Looking into Korean and World Education through Statistics: Education and Labor Market	Center for Educational Statistics
10		Looking into Korean and World Education through Statistics: College Tuition and University Finance	Center for Educational Statistics
11		Looking into Korean and World Education through Statistics: Underprivileged Class in Education and Educational Support	Center for Educational Statistics
12		Looking into Korean and World Education through Statistics: Student Life	Center for Educational Statistics

<Classification of Departments (Majors) >



First published in 2001, the Classification of Departments(Majors) analyzes and classifies all existing departments across educational institutes in Korea at high schools, miscellaneous schools, junior colleges, undergraduate universities and graduate schools as of April 1st each year. It is a systematic classification of departments(majors), large-medium-small, and is useful information in statistical survey and utilization of survey results.

Vol.	No.	Title (Subject)	Author
1	1	Classification of Departments(Majors)	Center for Educational Statistics

<OECD Indicators Edited Translation>



「Education at a Glance : OECD Indicators 2012」 was edited and translated into Korean for publication.

Vol.	No.	Title (Subject)	Author
1	1	OECD Indicators Edited Translation	Center for Educational Statistics

<Life-long Education Statistics>



Life-long Education Statistics is published every year including all results of life-long education statistics.

Vol.	No.	Title (Subject)	Author
1	1	2012 Life-long Education Statistics	Center for Educational Statistics

<Status of Life-long Learning of Korean Adults>



Status of Life-long Learning of Korean Adults is published every year with analysis of individual status survey of life-long learning.

Vol.	No.	Title (Subject)	Author
1	1	2012 Status of Life-long Learning of Korean Adults	Center for Educational Statistics

Writing Contributions for JoongAng Daily and Education Journals

The president and research fellows contributed writings or opinions in the form of issues or special columns for JoongAng Daily, economics journals, education journals to promote and disseminate KEDI's research and project results, analyze and examine government tasks on education issues, and suggest alternatives or solutions to education policies and issues. In 2012, nineteen writings by KEDI's president and research fellows were published in JoongAng Daily, Dong-A Daily, Hankook Daily, and the Korea Economic Daily and others.

No.	Author	Media	Title	Date of Publication
1	Kim, Tae-Wan	Hankook Daily	Bullying should be abolished first	5 Jan. 2012
2	Park, Byung Young	Hankook Daily	Expectations and concerns for implementing a five-day week school	23 Feb. 2012
3	Kim, Kapsung	Kukmin Daily	It is time to accept teacher evaluation	4 Mar. 2012
4	Han, Man-Gil	Dong-A Daily	The need to appropriately embrace North Korean refugee students in South Korea	10 Mar. 2012
5	Jun, In-Shik	Dong-A Daily	School violence, there is more to it than complete enumeration survey	16 Mar. 2012
6	Kim, Tae-Wan	JoongAng Daily	If you wish for happy success	30 Mar. 2012
7	Kim, Tae-Wan	Dong-A Daily	APEC Education Ministerial Meeting and Korea's leadership	9 Apr. 2012
8	Gu, Ja-Oek	Hanggyo.com	Pax Sinica, China is leading the future	16 Apr. 2012
9	Choi, Sang-Duk	Kukmin Daily	The need to strive for creative talents	17 May 2012
10	Kim, Meesook	Hankook Daily	Achieving economic growth through education	18 May 2012
11	Kim, Tae-Wan	Dong-A Daily	Post APEC Education Ministerial Meeting, future directions of Korean education diplomacy	31 May 2012
12	Gu, Ja-Oek	Dong-A Daily	Competition among three Northeast countries: attracting foreign student with 'customized education'	14 Jun. 2012
13	Lee, Jung Mi	Korea.kr	Benefits should go to all students needing financial support	25 Aug. 2012
14	Park, Hyo-Jung	Naeil Daily	One week left for the 2nd examination of school violence	3 Sep. 2012
15	Ryu, Bangran	Korea Herald	Diversity and sense of community in schools	4 Sep. 2012
16	Kim, Kyung-Ae	Hankook Daily	What is missing in multi-cultural student support policy	1 Nov. 2012
17	Kim, Heung-joo	Hankook Daily	Educational independence and political neutrality should be respected	8 Nov. 2012
18	Kim, Tae-Wan	Hankook Daily	The peel and the seed	21 Nov. 2012
19	Ryoo, Sung-Chang	Hankook Daily	In education also, the trend is future competency evaluation	27 Dec. 2012

KEDI On-Line Promotions

Expanding and intensifying on-line promotions for all Korean citizens as well as institutional clients, education consumers for promoting and disseminating KEDI's research and project results, examining and analysing government's education related projects, examining and presenting alternatives for major educational policies. Public relations activities include management of internet or SNS live broadcast of policy forums, symposiums, seminar and debate hosted by KEDI.

Internet Live Broadcast

No.	Image	Title of Event	Date & Time
1		2012 International Forum on Educational Innovation for Creative Talent Development (AEMM Special Event)	21 May 13:00~17:00
2		Opening Ceremony of APEC Education Ministerial Meeting	22 May 09:00~10:00
3		APEC Nations Education Promotion Exhibition (AEMM Special Event 2)	23 May 14:00~15:00
4		Future Class for the 5th AEMM (AEMM Special Event 3)	23 May 16:00~17:00
5		The 3rd KEDI-KAERA Education Policy International Symposium	22 June 9:00~17:00
6		The KEDI's 40th Anniversary International Symposium	29 August 9:00~17:00

SNS (Social Network Service)

■ Status

No.	Name	Image	Contents	Promotional Period
1	facebook		<ul style="list-style-type: none"> • Photographs: 65 items (events, reading-club, promotions, etc.) • Films: 5 items (promotion clips, event results, etc.) • On-line posts: 62 items (recruitment information and contest information) 	1 Jan.~31 Dec.
2	twitter		<ul style="list-style-type: none"> • Photographs: 18 items (events, posters, CI, etc.) • On-line posts: 74 items (events information, recruitment information, etc.) 	1 Jan.~31 Dec.

Projects and Events Celebrating the 40th Anniversary of KEDI Foundation

1. The Logo for the 40th Anniversary

■ Purpose

The logo for the 40th anniversary of KEDI's foundation is printed, up-loaded, and added to name cards, homepage, various forms/templates, reports, publications, banners, etc., KEDI aims to achieve the following purposes:

- ▲ to announce the 40th anniversary of KEDI which have played the role of 'think-tank' and 'powerplants' of Korean Education,
- ▲ to boost KEDI members' pride and sense of belonging, and to enhance, share, and disseminate 40 years of challenges and accomplishments and the history of growth and development,
- ▲ to establish KEDI's identity as a 'world-class educational policy research institute' aiming for talented Korea and advanced, first-class education', and to establish KEDI's status and roles, and present future visions

■ Introducing the Logo

Forty years of KEDI's challenges, accomplishments, growth and developments in playing the role of 'think-tank' and 'powerplants' of Korean Education are signified and presented as number '40'(blue). The number '4' in '40' symbolizes the four cardinal

directions (NSEW), representing KEDI leap toward the 'world'— 'globalization'. Also, '0' in '40' is presented as an image of globe, representing KEDI's status and visions for world-class educational policy research institute aiming for 'talented Korea and advanced, first-class education.'

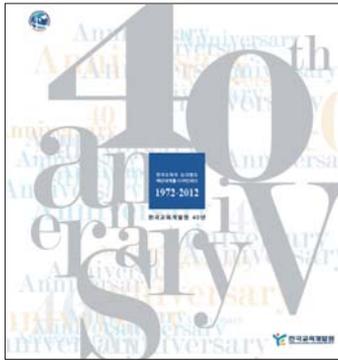


2. Publication and Distribution of <40 Years of KEDI>

■ Purpose

KEDI aims to achieve the following purposes by publishing the <40 Years of KEDI> for the 40th anniversary of KEDI's foundation:

- ▲ to make KEDI's past as a stepping stone for the future by looking back on KEDI's growth and development,
- ▲ to review 40 years of KEDI's past and present, playing the major role in Korea's education reform
- ▲ to seek future visions and directions through remembering the challenges and accomplishments in the past



〈40 Years of Korean Educational Development Institute〉

3. Production and Presentation of Promotion Film and Greetings, Celebrating the 40th Anniversary of KEDI's Foundation

■ Purpose

Celebrating the 40th anniversary of KEDI's foundation, KEDI aims to achieve the following purposes by making the film with KEDI's challenges and accomplishments, the history of growth and developments, and the grand-plan and future visions for the next 40 years:

- ▲ to use as a medium to promote KEDI's roles and functions as the 'think-tank' and 'powerplants' of Korean Education, and KEDI's main research and projects,
- ▲ to use as presentation materials for the 40th anniversary celebration event and introductory, promotional materials for major events in and outside Korea

■ Main Contents

① Promotion films for KEDI's 40th Anniversary : Introducing KEDI's status and roles, major research and project activities(accomplishments) as the 'think-tank' and 'powerplants' of Korean Education, the mid

to long-term development plans and visions.

② Films with congratulatory messages for KEDI's 40th Anniversary : video clips of congratulatory messages and interviews from in and outside Korea (scholars in education and KEDI, students, parents, teachers, and staff at OECD, World Bank, UNESCO, SEAMEO, ADEA)



〈Promotion Films for KEDI's 40th Anniversary〉 〈Films with Congratulatory Messages for KEDI's 40th Anniversary〉

4. Celebration of the 40th Anniversary of KEDI's Foundation and Leaflets for Introduction to KEDI's Projects

■ Purpose

For announcing and encouraging participation for the 40th Anniversary and the celebrating events, and for providing a brief overview of KEDI's projects

■ Title

Celebration of the 40th Anniversary of KEDI's foundation and KEDI's projects (40 years of challenges and accomplishments, for the next 40 years)



〈Celebration of the 40th Anniversary of KEDI's Foundation and Leaflets for Introduction to KEDI's Projects〉

5. Staff Workshop Celebrating the 40th Anniversary

■ Purpose

- ▲ to enhance work efficiency through uniting KEDI members
- ▲ to enhance sense of belonging and devotion through group activities
- ▲ Special lectures on remembering the history of KEDI, future prospects, inspiring creative attitude and pride as KEDI staff

■ Detail

- Date : 31 May ~ 1 June 2012
- Venue: Osaek Greenyard Hotel, Yang Yang, Gangwon Province



6. The 40th Anniversary Celebration Event

■ Purpose

- ▲ to promote past 40 years of KEDI's challenges, accomplishments, growth and development
- ▲ to present the vision(blueprint) for KEDI's next 40 years
- ▲ to enhance KEDI's status and roles through presenting the visions
- ▲ to provide opportunities for harmony and pride as KEDI members and alumni

■ Detail

- Date: 30 August 2012(Thu.)
- Venue: Seoul El Tower (Yangjaedong, Seochogu Seoul)



7. The 40th Anniversary of KEDI's Foundation: Finding the History

■ Purpose

- ▲ to exhibit the flow and sense of unity from the past to the present by looking at the people contributed to making the history of KEDI, production and collection of various results that can show 40 years of KEDI's history

■ **Events Content**

- ① The 40 years of KEDI: Finding the History(historical documents exhibition) : research reports(periodical), all types of materials(tools, electronic materials), photographs(major issues), each center's accomplishments, special features
- ② Mosaic of Photographs
 - Subject: The 40 years of KEDI: the History of People
 - Composition: Mosaic exhibition of former and present members' photographs



〈Historical materials Exhibition〉



〈Mosaic of Photographs〉

8. The KEDI's 40th Anniversary International Symposium

International Trends of Education Reform : Achievements and Challenges

■ **Purpose**

- ▲ to understand the strategies, accomplishments, and limitations of education reform in the perspectives of major nations' policy makers.
- ▲ to provide opportunities for public discussions for making the framework for future Korean education policies by sharing the major nations' experiences and efforts for educational development
- ▲ to enhance the cooperations in education sector and discuss strategies for educational development through inviting, celebrating the anniversary, major nations' experts of education reform and foreign cooperation institutes

■ **Detail**

- Date : 29 August 2012
- Venue : Sejonghall (Jongrogu, Seoul)



〈The KEDI's 40th Anniversary International Symposium – International Trends of Education Reform : Achievements and Challenges〉



KOREAN
EDUCATIONAL
DEVELOPMENT
INSTITUTE

2012 KEDI Annual Report

2012 Achievements and
2013 Directions

2012 Research Report

2012 Research and Activities

Advisory Activities

2012 KEDI Publications

2013 KEDI Status



Objectives

- ▶ To establish new educational system in tune with Korea's tradition and reality
- ▶ To carry out comprehensive and scientific research on current issues of Korean education
- ▶ To develop innovation educational system that rationally settles pending problems of Korean education

Major Functions

- ▶ Conduct research and development of comprehensive and systematic policy for the nation's educational development
- ▶ Provide professional research and support for innovation in school education field
- ▶ Conduct research and development of policy on Teachers · Students · Parents
- ▶ Conduct research of innovation in higher and future education
- ▶ Conduct research of development strategies for Human · Lifelong education
- ▶ Assess and evaluate overall performance of schools, high school and below
- ▶ Develop and disseminate professional studies on educational research and statistics
- ▶ Conduct research and development of Gifted and Talented education
- ▶ Support studies and projects on educational facilities; private investment on educational facilities
- ▶ Collect and analysis international research cooperation and information on education
- ▶ Develop and operate continuous educational program associated with the aforementioned projects

Awards

- ▶ Oct. 1987 Received the Golden Anniversary Citation Award for selection into world's top ten educational R&D institutes by Britannica, UK
- ▶ Oct. 1992 Received the Sejong Award from the Ministry of Culture and Tourism
- ▶ Oct. 1994 Received the Iohannis Amos Comenii Award for UNESCO and the Czech Republic Ministry of Education
- ▶ Dec. 1997 Received UNESCO-APEID Associate Center Award for excellence in education
- ▶ Nov. 2008 KEDI Journal of Educational Policy indexed in the Social Sciences Citation Index (SSCI)
- ▶ Dec. 2008 Selected by Korea Business Weekly magazin as Korea's top research institution in the area of politics, society, social services and education, among Korea's top 100 Think-tanks
- ▶ Dec. 2009 Selected for 2 consecutive years by Korea Business Weekly magazine as Korea's top research institutions in the area of politics, society, social services and education, among Korea's top 100 think-tanks
- ▶ Feb. 2010 Received the 42nd Korean Award from the Korean Library Association
- ▶ Sep. 2010 Awarded Prime Minister's Award from Precedential Advisory Body of Planning Group for Library and Information Policy
- ▶ Nov. 2011 Selected by National Statistical Office (NSO) as the best research institute in improving statistics
- ▶ Mar. 2013 Acquired 'Web Accessibility (WA) Certification Mark'

History

- ▶ Aug. 1972 KEDI established as a foundation with elementary & middle school education development (E-M Project) as the key objective (first KEDI President Lee Yeong Duk, former Prime Minister)
- ▶ Jan. 1997 Education Broadcasting System (EBS) and Multimedia Education Research Center separated and made independent
- ▶ Oct. 1997 KEDI's Research Center for Vocational Education spun off to become Korea Research Institute for Vocational Education and Training (KRIVET)
- ▶ Dec. 1997 KEDI's Research Center for Curriculum Development spun off to become Korea Institute of Curriculum and Evaluation (KICE)
- ▶ Dec. 1997 Designation as the National Center for Educational Statistics
- ▶ Jan. 1999 Establishment, Operation, and Promotion Act for Government-funded Research Institutes enacted, officially placing KEDI with the Korea Council of Humanities and Social Research Institutes under the Office of the Prime Minister
- ▶ Dec. 2002 Designated as the National Center for the Gifted Education
- ▶ Jul. 2005 National Research Council for Humanities and Social Sciences changed to National Research Council for Economics, Humanities and Social Sciences
- ▶ May. 2006 Designated as Educational Facilities Management Center for Private Investment
- ▶ Jul. 2006 Designated as National Center for Education Safety Net
- ▶ Feb. 2008 KEDI's Academic Credit Bank System and National Center for Lifelong Education separated and made independent as National Institute for Lifelong Education
- ▶ Mar. 2009 Designated as Center for research on Supplemental Private Education
- ▶ Aug. 2009 Designated as Subject Classroom Management Center
- ▶ Aug. 2009 Designated as Education Support Center for North Korean Migrants
- ▶ Jan. 2010 Designated as Center for Educational Institution Evaluation
- ▶ May. 2010 Designated as Center for Local Educational Finance Research
- ▶ May. 2010 Designated as Center for FTA Negotiation in Education Sector Research
- ▶ Jul. 2010 Designated as Wee Project Research Center
- ▶ Jan. 2011 Designated as Center for Self-directed Learning Admission System
- ▶ Feb. 2011 Designated as School Management Support Center
- ▶ Feb. 2011 Designated as Center for Building Information System of Higher Education Finance
- ▶ Mar. 2011 Designated as Management of Teacher's Union Relations Support Center
- ▶ Nov. 2012 Established and Operated Air and Correspondence Middle Schools
- ▶ Nov. 2012 Designated as Cooperative Organization of UNESCO's Educational Statistics
- ▶ Dec. 2012 Sun-Geun BAEK inaugurated as the 16th President of KEDI



MISSION

To contribute to the nation and the community by researching and developing educational policies that will allow the utilization of full capacities of all society members.

VISION

To become a global leader of education policy research who will be able to realize happiness for the future generation.



Mid- and Long-Term Development Goals

LEAD 21C Educational Policy R&D

Leading Educational Policy

Expanding Global Network

Accelerating Need-based R&D

Developing Efficient Organization

10 Research Directions of the KEDI's Policies in Education

- Enhancement of research on future education system as a global leader
- Enhancement of supporting the new government's education policies towards education for happiness
- Development policies on easing private education and normalizing public education
- Enhancement of research on educational polarization reduction and educational welfare realization
- Development of a new education paradigm based on ecological community
- Enhancement of research on lowering private education costs at an individual level
- Continuous research and development on the ways of strengthening the competitiveness of universities
- Enhancement of research on globalization Korean Education and global educational cooperation
- Enhancement of developing and providing forward-looking educational statistics database
- Initiating research on interdisciplinary and inter-combined educational policies

Four Management Targets and the Action Plan

Four management Targets	Action plan
Playing a pivotal role in government's education policies	<ul style="list-style-type: none"> ⊙ Strengthen a role in presenting the government's educational agenda ⊙ Consolidate diagnosis of core education policies and responsiveness to pending issue ⊙ Enhance Data-based research on government's education policies
Strengthening leadership of Global educational research	<ul style="list-style-type: none"> ⊙ Expand research on global educational cooperation ⊙ Consolidate educational statistics hub and its role ⊙ Activate global cooperation network
Increasing customer satisfaction and utilization	<ul style="list-style-type: none"> ⊙ Establish and operate of communicative network for enhancement of field-oriented research and project ⊙ Establish and operate of system for making concrete policies based on research projects ⊙ Build up tailored promotions of research projects to increase awareness and influence
Building an effective organizational infrastructure	<ul style="list-style-type: none"> ⊙ Strengthen capabilities of each team member ⊙ Form a cooperative organizational culture ⊙ Successful relocation

2013 Organization

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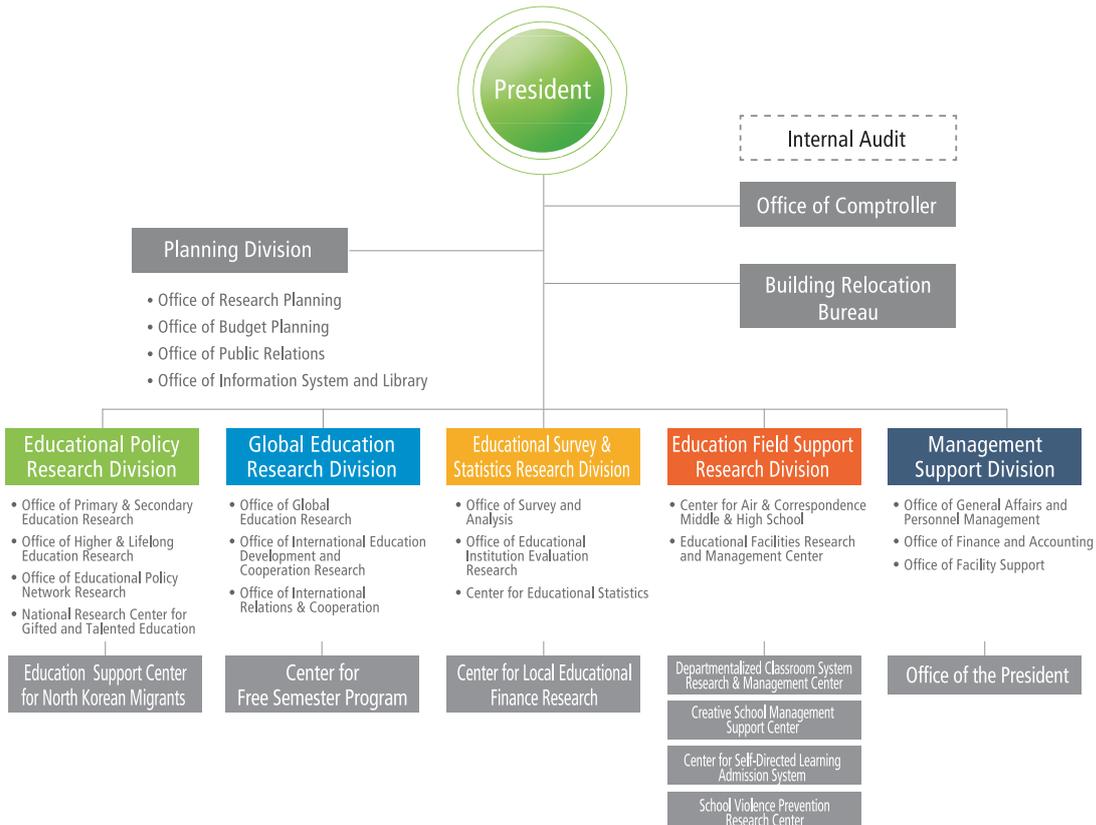
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Website-SNS

For Further information about KEDI's activities, research projects, publications and events, please visit KEDI's website (<http://eng.kedi.re.kr>) and various social network services(SNS) such as Facebook (www.facebook.com/KEDI-PR) and Twitter(www.twitter.com/KEDI-PR) operated by KEDI. The website will direct you to research reports, periodicals, and information about Korean Education.



Website



SNS

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