

# 2013 KEDI Annual Report



# 2013 KEDI Annual Report





KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE

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## ■ President's Message



Since its foundation in 1972, Korean Educational Development Institute(KEDI) has been undertaking research to develop Korea into a global leader in education. As a leading institution in educational policy and planning, KEDI has been guiding the national agenda in formulating a unique education system contributing to Korea's dynamic growth. These measures included proposing fundamental directions for Korea's national education policy, enhancing quality of school education, and developing capacity and knowledge required in the future society.

KEDI, a 'think tank pioneer and power plant innovator' of education in Korea, have played a pivotal role in establishment of major organizations such as EBS, KICE,

KRIVET, KERIS, NILE and KICCE. While promoting quality education in Korea, KEDI proudly ranks among world-class research institutes of education policy through partnerships and joint research with OECD, UNESCO, and World Bank.

In 2013, KEDI has conducted a number of in-depth research and projects to envision 'Happy Education, Fostering Creative Talents'. This covers a wide range of policy agenda of the new administration including ▲ Normalization of school education where dreams can be dreamt and talents can be talented ▲ Establishment of competency oriented social framework to foster future talents and ▲ Reduced tuition burden to ensure equity in educational opportunities. KEDI

has supported these major educational policy by conducting research on implementation of Free-Semester System in middle schools, improvement measures on college entrance system, fostering creative talents in colleges to realize creative economy, and various others.

Furthermore, KEDI's research and projects focused on designing capacity oriented future education, promoting expansion and advancement in higher education research, supporting educational development of developing countries, developing educational index to examine the level of educational development in terms of social & economic resources, vitalizing research on creative & character education, and improving policy research based on scientific data analysis. In addition, KEDI has strived to guide government policy and lead changes in classrooms through identifying projects and diversifying project types.

The 2013 Annual Report is published to review KEDI's accomplishments in research and projects as well as the contributions it has made to improve the government policies, and also to serve the purpose of self-assessment and future projects. This report will publicize the outcomes of KEDI's research and projects, and promote wider audience to access the outcomes of national education policy and human resource development.

As KEDI celebrates its 42<sup>nd</sup> anniversary in 2014, KEDI is now beyond Korean educational think tank, and has started a new beginning as a Global Leading Educational think tank to lead global education. KEDI will continue to strive to establish a constructive basis for education in Korea, inducing changes in perspectives from college entrance oriented education to creative and character education, by providing future vision, solutions and responses of national education policy and priority thereby creating an education system where students are happy, teachers feel increased self-efficacy and parents are satisfied.

With global leadership and creative challenging spirit, KEDI will secure world class research capacity to fulfill its accountability and responsibility as a global leading educational think tank that enhances the value of talents and future and contributes to the nation and human society.

We appreciate your continued interest and support. Lastly, I extend my gratitude to all KEDI staff who put their efforts into this report.

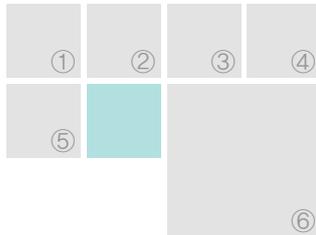
January 2014

Korean Educational Development Institute

President



# Photo Gallery



**1**  
**2013. 1. 8.**  
2013 Opening Ceremony for the New Year  
KEDI

**2**  
**2013. 1. 8.**  
International Seminar for School Violence Prevention  
COEX Seoul

**3**  
**2013. 8. 1.~2.**  
Norway Post 2015-MDG Seminar  
Oslo, Norway

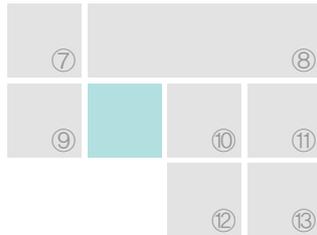
**4**  
**2013. 11. 29.**  
7th Conference on Korean Education Longitudinal Research  
Seoul National University

**5**  
**2013. 3. 5.**  
4th International Conference for Youth(ICY)  
Seoul National University

**6**  
**2013. 4. 5.**  
4th International Forum on Departmentalized Classroom System  
Seoul Palace Hotel



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**7**  
**2013. 10. 18.**  
14<sup>th</sup> International Conference on  
Educational Research(ICER)  
Seoul National University

**10**  
**2013. 11. 28.**  
Korea-China International Seminar on  
Education Institution Evaluation  
KEDI

**13**  
**2013. 12. 26.**  
2013 Korean Character Education  
Awards  
Korea Press Center

**8**  
**2013. 6. 4.**  
Launching Ceremony for Free-Semester  
Research Schools  
Sejong Center for the Performing Arts

**11**  
**2013. 12. 18.**  
2013 Future School Awards  
KEDI

**9**  
**2013. 12. 4.**  
Received Grand Prize at 2013 Korea  
Communication Awards  
Korea Press Center

**12**  
**2013. 11. 21.**  
2013 5<sup>th</sup> After School Program Awards  
KINTEX Ilsan





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## **2013 Achievements and 2014 Directions**

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 2013 Achievements and 2014 Directions

## 2013 Achievements and 2014 Directions

### 2013 Research Achievements

As KEDI established the ‘10 Educational Policy Research Directions’ in 2013, it set clear research purposes and conducted medium and long-term research that presents the future development direction of Korea as well as research that suggest various policy measures necessary to normalize public education and improve university competitiveness. In addition, joint research with international organizations like OECD allowed KEDI to accept the international flow of educational policy and reinforce Korea’s educational status through research on global education support, cooperation and measures. Furthermore, as of the first year of the new government, KEDI carried out research concerning numerous government projects such as the Free Semester System and the Happy School Campaign.

### Future Direction of Korean Education

In order to steer the future direction of Korean education in the ever changing society, KEDI conducted the first of the three year research ‘Promoting Core Competency Education and Building Innovative Learning Ecosystems for Fostering Talent for the Future’ and ‘Research for a Strategy to Improve Education - Information Systems for Intergenerational Integration’. Moreover, through ‘Research on Improvement Measures of Primary and Secondary Education System’, KEDI sought to suggest improvements in the content, teaching and learning method and evaluation method of elementary and secondary education.

### Improvement in the Quality of Korean Education

2013 saw the start of ‘Analysis on

How to Revitalize Students' Character Education' and conducted research on countermeasures for school maladjustment and measures to improve teacher's understanding of students and communication competencies. KEDI also achieved the accomplishment of suggesting measures to normalize public education through various research on the supply and demand of manpower in schools, advance in education welfare and measures to solve conflict between central and local education policies.

Along with the multi-year research, 'Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education', KEDI conducted research on performance analysis and management in higher education and a study on the condition of graduate education operation and improvement strategy and sought to propose approaches to enhance Korea's higher education competitiveness as consumers.

### **Policy Research for the Free Semester System and Happy School Campaign**

KEDI contributed in promoting the new government's core projects through numerous research projects

and established an operating team for the Free Semester System. KEDI also contributed to the Free Semester System take root in the field through research and establishment of a support center. What more, KEDI also sought to suggest the futurity and solutions for the Happy School Campaign through research such as 'Search for a School Model for Happiness Education', 'Development of Happiness Index for School Education', 'The Improvement of Student Evaluation System', 'Analysis of Factors Affecting Prior Learning in School and 'Simplification of University Admission'.

### **Enhancement of the Global Status of Korean Education**

Through research on the development of a performance evaluation model for the education ODA of Korea and educational cooperations strategies with Latin America, KEDI contributed in establishing support strategies and methods for Korean education. Furthermore, KEDI continuously carried out joint research with OECD on international surveys for learning and teaching, assessment of learning outcomes for higher education and education and social progress. In addition,



KEDI strove to promote the global status of Korean education by engaging in studies concerning the development agenda for the World Conference on Education of 2015, the follow-up of the APEC Education Ministerial Meeting and others.

### **Reinforcing the Function of an Educational Data Hub**

KEDI began establishing a longitudinal research of the second cohort of The Korean Educational Longitudinal Research starting in 2005 and conducted research on school levels and status analysis. KEDI is reinforcing its function as a educational data hub conducting research of developing educational indicators and index that connect international data.

### **Research and Projects for Field Support**

KEDI continuously supported numerous policy projects of the Department of Education such as the Management of Center for Air and Correspondence Middle/High Schools, the Management of Center for Educational Statistics, the Management of National Research Center for Gifted and Talented Education,

Support for School Assessment, Evaluation of Local Offices of Education, Management of School Violence Prevention, Management of Creative School Management Support Center, Management of Departmentalized Classroom System Research, Management of Center for Self-Directed Learning Admission System, Management of Wee Preject Center, Management of Educational Welfare, Management of Education Support Center for North Korean Migrants and Management of Local Finance. Through these projects KEDI sought to simultaneously construct data for educational policy and enhance the suitability of the projects.

### **2014 Research Direction**

In 2014, KEDI will search and carry out research assignments corresponding to the ‘10 Educational Policy Research Directions’ and execute activities that support government assignments of the educational area of the Park Administration. As the global leader of educational policy research, KEDI will focus on research about the future education system and strengthen the

development of a new educational paradigm as an ecological community. Furthermore, while fulfilling the Happy School Campaign, normalizing public education, achieving education welfare, reducing the burden of private education expenses, boosting university competitiveness, promoting research to reinforce internationalization of Korean education and international cooperation, KEDI will also develop a database for educational statistics and vitalize research on interdisciplinary, multidisciplinary educational policy. Additionally, KEDI will actively support government projects such as the Free Semester System newly accepted in 2013.

### **Research on the Future Education System**

KEDI has played a role in shaping the future role model, innovating the educational system in order to cultivate the future talent and providing educational policy assignments. As a part of these assignments and projects, KEDI will conduct ‘Promoting Core Competency Education and Building Innovative Learning Ecosystems for Fostering Talent for the Future’, ‘Development of Interdisciplinary

Education Programs for Elementary and Middle School’, ‘Research for a Strategy to Improve Education - Information Systems for Intergenerational Integration’ and manage a national research center for the gifted and talented under the vision of fostering creative human resource. Additionally, through research such as ‘Comparative Case Study on Teachers’ Role in South and North Korea’ and ‘A Longitudinal Study of North Korean Migrant Youth in South Korea’, KEDI will promote research and projects that foresee and prepare for the unification of the two Koreas.

### **Normalization of Public Education and Realization of the Happy School Campaign**

KEDI will set up an Operation Center for the Free Semester System in order to lay the foundation of the Free Semester System, which is one of the core government projects of the Park Administration. Research such as ‘Early Settlement Plan for the Normalization of Middle School Education’ will also be conducted. Additionally, through studies such as ‘Analysis on Students’ Learning Patterns and Conditions’, ‘Analysis on How to Revitalize Primary and Secondary School Students’



Character Education’ and ‘21<sup>st</sup> Century Global Trends in Education Reform: Development of a Measurement Tool for Education for Happiness and an International Comparison’, KEDI will strive to suggest policy measures for the normalization of public education. Moreover, while conducting research such as ‘Operation of Teacher Teaching Hour System and Rationalization Method’ in order to fulfill government projects in the education field, KEDI will also take perspective on the spatial and cultural aspect of safe schools through research like ‘Research on the Settlement of a Safe School Culture to Prevent School Violence’ and ‘Introduction of a Security System and Development of an Operation Guideline to Strengthen School Safety’.

### **Research on Enhancing University Competitiveness**

Through ‘Development of University Curriculum for Industry-School Collaboration’, ‘Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education’ and ‘Development of Korean Educational Indicators and Index: Capability Index of Undergraduates’, KEDI will both improve the quality of higher education

and suggest measures to connect education and the job market. In regards to government projects, KEDI will examine the current situation of local universities and deduce implications for their development through ‘Data-Based Analysis of Educational Policy: Educational Condition and Performance Analysis of Local Universities’.

### **Internationalization of Korean Education and Research on International Cooperation**

In addition to pushing ahead with the long-term cooperative projects with OECD, KEDI will strengthen its status as a global leader and suggest measures to improve international development cooperation through ‘The Participation of Korean Universities in International Development Cooperation and Measures to Improve Effectiveness’, ‘Measures to Strengthen Networking between Government-Funded Research Institutes in the Education Field and International Organizations’ and ‘A Study on Developing Countries and Educational Cooperation: Measures for Latin America’. Moreover, in preparation for the 2015 World Conference on Education, KEDI will strive to promote joint studies with UNESCO and conduct a

collaborative research project with World Bank under the topic of innovation of Korean education.

### **Data-Based Policy Research and Educational Statistics**

Along with the Educational Statistics Center and Local Education Finance Division Center, KEDI will conduct research such as ‘Korean Educational Longitudinal Research’, ‘Analysis of School Education Conditions and Standards’, ‘Research on Educational Indicators of Asian Countries’, ‘Research on Educational Indicators and Indices’ and build educational data that is essential in data-based policy research and boost usage in accordance to the government.

### **Educational Welfare Research and Projects for Supporting Students in Educational Crisis**

Through research such as ‘Management of Air and Correspondence Middle and High Schools for Alienated Teenagers’, ‘Educational Welfare for Drop Out Students’, the School Violence Prevention Research Center, the Center for Air and Correspondence High Schools, the Office of Educational System and Welfare Research, the Wee Project

Center, the Support Center for North Korean Migrants will conduct research and support projects for students in educational crisis.

### **Research Projects of 2014**

- **A Study for Developing Primary and Secondary Convergence Educational Programs**
- **A Study on Teachers’ Time Use: Measuring the Quantity and Quality of Teachers’ Work Hours**
- **A Study for Establishing a Medium-and-Long-Term Supply and Demand System for Teachers**
- **A Study on Education Welfare for the School Drop-Outs**
- **Analysis of Achievement and Improvement Measures for Legislation of Local Educational Autonomy and Improvement Measures**
- **Comparative Analysis of Teachers’ Roles in the Two Koreas**
- **A Study on the Improvement of University Curriculum for Reinforcing Industry-University Cooperation**
- **A Study for the Settlement Measures for the Free Semester System to Normalize Middle School Education**



- **A Measures to Enhance Effectiveness of Korean Universities' Participation in International Cooperation and Development**
- **A Study on International Cooperation Network: International Organizations and Government-Funded Education Research Institutes**
- **A Study for Educational Indicators of Asian Countries**
- **A Study on the Management of Air and Correspondence Middle and High Schools for Alienated Teenagers**
- **21<sup>st</sup> Century Global Trends in Education Reform(II) - International Comparison of Creativity and Character Education from Non-cognitive skills development**
- **Analysis on the Actual Status and Qualities of School Education in Korea(IV): A Study on the Middle Schools**
- **Korean Educational Longitudinal Study 2014**
- **KEDI Education POLL 2014**
- **Analysis on Middle School Students' Learning Patterns and Conditions**
- **Comprehensive Survey for Educational Indicators and Index 2014 - Competency Level of Elementary ·Middle·High School Students**
- **A Longitudinal Study on OECD ESP(Education and Social Progress) Competence Dynamic(I)**
- **Analysis on How to Revitalize Primary and Secondary School Students' Character Education(II) - Developing Materials for Training Praimary School Teachers**
- **Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education(II)**
- **A Longitudinal Study on North Korean Migrant Youth in South Korea(V)**
- **A Study for Developing Student Competency Index(III)**
- **Evidence-Based Study on the Effectiveness of Educational Policies(III) - Analysis of Educational Status and Performance of Local Universities**
- **Measures to Establish a Safe School Culture to Prevent School Violence(I)**
- **A Study on the Facility Models for Early Years Education and Care within Elementary School**
- **Guideline Development of Design and Operation of the Security System for School Safety**
- **Research for a Strategy to Improve Education ·Information Systems for Intergenerational Integration(II) - Development of Diagnostic test for Prospecting the Future and Intergenerational Integration**
- **Strategies and Issues of Innovation in Educational System to Foster Future Talents(II)**

- **The Study of Educational Cooperation with Developing Countries – Educational Cooperation Measures with Latin America(II)**
- **A Study for Reinforcing Links Between Children Education and Elementary Education**
- **A Study on Higher Education Systems to Meet Various Educational Demands along the Changes of Educational Environment**
- **Research on Establishing Global Educational Cooperation Research and Project - Methods for Education Development and Cooperation Research and Project**
- **Analysis on the Statistics of Lifelong Education for Establishing National Lifelong Education System**
- **A Study for the Current State of Educational Welfare Investment and Efficiency Methods**
- **Analysis on the Current State of donation in Higher Educational Institute**
- **Fundamental Research to Establish Networks on Educational Statistics among Korea·China·Japan**
- **Key trends and issues of Post 2015 Global Education Agenda**
- **Analysis on a Trend of Educational Policy in North Korea and the establishment of bibliographic data**

## **Major Projects for 2014**

- **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**
- **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 Local Educational Finance Research center**
- **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 Central Support Center for After School Program**
- **Management of Center for Self-directed Learning Admission System**
- **Management of School Violence Prevention Research Center**
- **Management of OECD Long-term International Cooperation**
- **Management of the Free Semester System**



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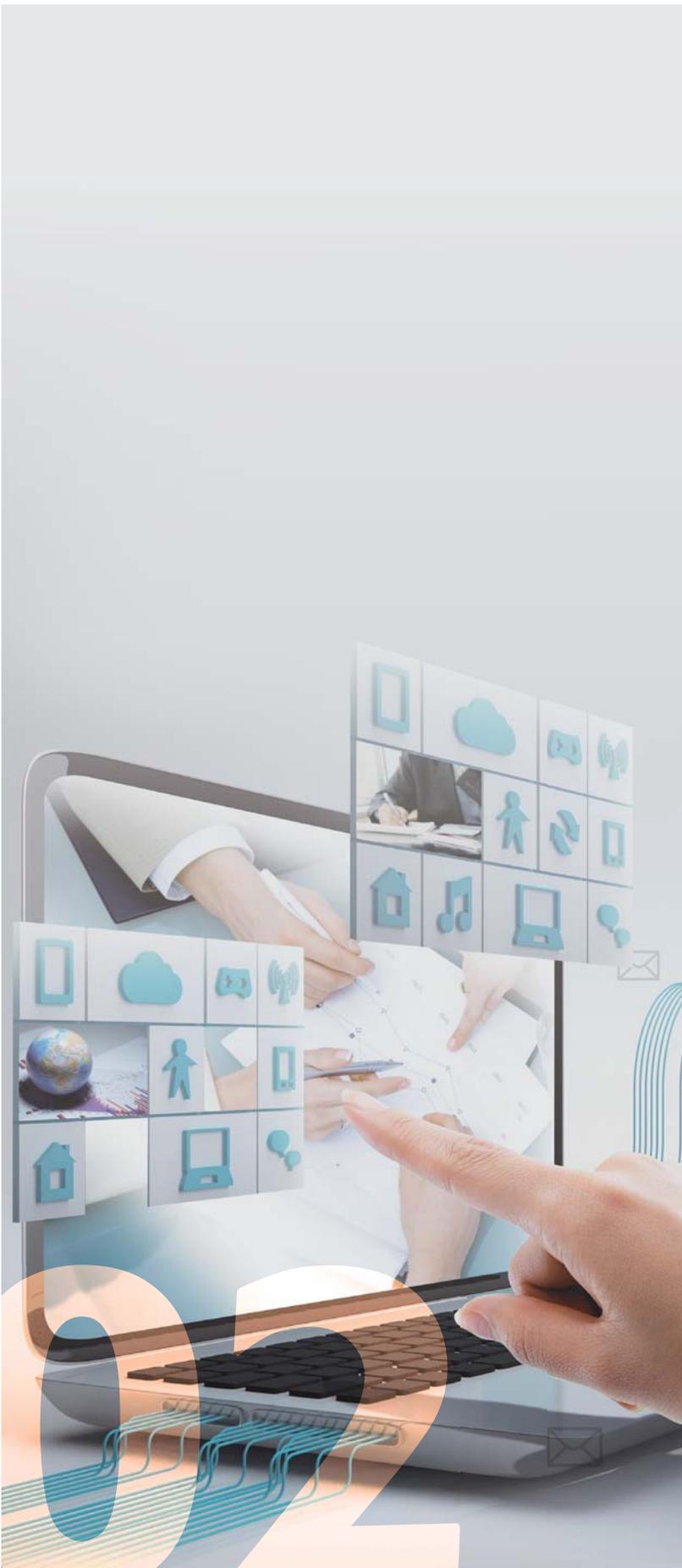
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 2013 Research Reports

# Analysis on How to Revitalize Primary and Secondary School Students' Character Education(I)

## - Study on Character Education and Explore Future Development Strategies

■ Research Director : Ju Hyun(KEDI)

■ Co-authors : Hye-Young Lee(KEDI), Mi-Young Han(KEDI), Deok-Youp Ryu(Seoul Education Training Institute), Deok-Hee Seo(Chosun Univ.)

Analysis on How to Revitalize Primary and Secondary School Students' Character Education( I )  
- Study on Character Education and Explore Future Development Strategies



### KEYWORDS

A concept of Personality Education  
Creativity·Personality Education  
A method of Personality Education  
International Personality Education  
Activation on Personality Education

This research was conducted on the purpose of analyzing the actual conditions and problems of primary and secondary school students' character education comprehensively and further presenting concrete development tasks to improve character education in schools. To this end, this thesis mainly analyzes the actual conditions and problems of primary and secondary school students' character education specific to schools. On the basis of this, the thesis proposes policies for revitalizing the character

education. The research results are as the following:

In chapter 2, character education is dealt with in general through prior research done by home and abroad regarding character and character education. To begin with, this research focuses on literature related to character education mainly dealing with concept and definition of the character and character education, recent international trend towards the character education, problems of the character education in Korea, and positive youth development through character education and the theory of triadic. This research centers on the two points through the general theoretical analysis towards character education: the contents highlighted of character education should be different according

to the level of schools. Also, character education is required to be expanded to a practical level so that students can feel and act appropriately to each situation rather than to remain at a theoretical level just understanding the knowledge.

In chapter 3, current situation of the policies regarding character education is reviewed. To achieve this, the following 4 points are largely discussed:

① Current national curriculum. ② Policies regarding character education of the ministry of education. ③ Current training situation for character education of offices of education. ④ Government's financial assistance project for revitalizing character education in schools.

In Chapter 4, current situation for character education offered by primary and secondary schools are explored. Both quantitative researches based on surveys and qualitative researches based on on-site observation and in-depth consultation was conducted to more profoundly explore the character education offered by schools. To begin with, surveys were carried out to propose policies for invigorating the character education in schools by analyzing current situation for the character education and its problems

of primary and secondary school students. The survey includes the following: virtues surrounding character which is the most needed by students, levels of actions taken according to the objective for the character education included in school education plans. Appropriateness and contributions on how various classes and activities done by school affect student's character. Level of each school's interest and practice for the character education, hurdles for the character education in schools, and factors and problems in children's character highlighted by their parents at home.

Next, case studies grounded in on-site observation were conducted in a bid to seek a better path to take for the character education and reveal its potentials and limitations based on intentional character education such as creative activities and curriculum by looking at the formation process of the character education through daily interactions done in the character education at schools. The results are as the following:

First, it introduces 6 categorized features of the character education by operation case through on-site observation and in-depth consultation. Second, it verifies the potentials and limitations for the character education through operation cases by each

school and identifies its context. Third, it figures out a guideline for developing the character education in the process of finding the potentials and limitations for the character education.

Chapter 5 introduces international trend for the character education including Japan, Germany, and the United States and exemplary cases of each school. By doing these case studies, some significant knowledge is earned: certain departments devoted to plan and practice the character education systematically are necessary. Systematizing and efficiently assisting the activities for the character education centering on representative organizations and groups are needed. Operating schools where the character education can be realized through overall school education are required.

Chapter 6 presents 6 policies for invigorating the character education at schools of Korea by putting together the results mentioned above such as current character education policy, current situation on the character education at schools and real operating cases analysis, and overseas character education cases: ① Future direction for the character education. ② School conditions and culture formation. ③ Curriculum and

class operation ④ Increase quality of interactions between students and teachers. ⑤ Raise professionalism and strengthen supporting role of offices of educations. ⑥ Reinforce links between home, school and local community.

# The Solving Alternative of Educational Policy Conflict between Central and Local Government

- Research Director : Heungjoo Kim(KEDI)
- Co-authors : Sohyun Im(KEDI), Junseong Hwang(KEDI), Dongjin Im(Soonchunhyang Univ.)



## KEYWORDS

Educational Policy Conflict  
Public Conflict  
Conflict Resolution Method  
Local Education  
Education Autonomy

This research was conducted on the purpose of seeking the measures to resolve educational policy conflicts between the ministry of education and local education offices based on the decision that the conflicts will leads to serious problems in development of education in Korea. To this end, this thesis contains analysis of theoretical background surrounding the educational policy conflicts, current situation and problems of educational policy conflicts between central and local

education offices, cases of policy conflict between central and local education offices and its implication analysis, and seeking measures to resolve and prevent the conflicts between central and local education offices. A myriad of research methods were employed such as documentary research, legislation system analysis, case study, site visits and discussion & interviews with related persons, surveys, and holding conferences of education experts etc. The research results are as the following:

First, the educational policy conflict refers to disagreements, complaints, embroilment, confrontation, hindrance which arise from differences of values and purposes of related organizations in the process of implementing and deciding education policies. Conflicts centering on educational policy can be categorized in

various types, but this thesis only focuses on the deepening conflicts between the ministry of education and local education offices after the election of superintendent in June, 2010

On the other hand, the educational policy conflict is not only negatively evaluated. Since conflicts involve both negative and positive sides, it is considered not to be only resolved but properly managed. Nevertheless the reason why this thesis seeks solution for the conflicts is the over heated conflicts between the ministry of education and local education offices hamper the over all development of public education. Therefore, the emphasis is on the methods of the conflict management rather than the conflict resolution in a broader perspective.

Second, after the thorough analysis of continuing education policy conflicts between central and local education offices, this thesis identifies conflicts were sparked by largely due to the uncertainty of ordinances regarding distribution of authority and its process in terms of the institutional factors, a policy line and ideological differences in terms of the behavioral factors, and conflicts over sponsoring organizations 'power along with the public awareness in terms of environmental factors. Most conflicts,

however, particularly arise from the policy decision and implementation process.

Furthermore, the legal mechanism to solve conflicts between the central government and local governments is largely based on the settlement between concerned parties and settlement by the third party. The same rule applies to the conflicts between the minister of education and superintendents of local offices. The education policy conflicts caused by complexity of institutional and behavioral factors has a problem given that there are limited measures to prevent conflicts in advance during policy decision making and implementing process and the judgment-oriented resolutions by court in terms of conflicts are expanding.

Third, case study analysis was employed regarding the most controversial conflicts surrounding records about school violence in the student's transcript, nonfulfillment in teacher evaluation system, where to apply to the policy on the equalization of high schools, and free school meals etc. As a result, it was found that most education policy conflicts come from political ideology and educational philosophy differences of the minister of education and superintendents. Also it identified unofficial participants

are actively involved in the conflicts, little mechanism is found in solving and preventing the conflicts, and most conflicts are settled by court.

Fourth, the educational policy conflict awareness survey targeting the public educational personnel and staff from central and local governments, primary and secondary school teachers, and parents was carried out. According to the survey, respondents said the most serious conflict is the one between the ministry of education and local education offices. In order to tackle this problem, they think amendment of educational executive authority between the ministry of education and local education offices, an accurate boundary and implementation of government and local administrative duties and establishment of coordinating organization for education conflicts are required. Moreover, they consider the difference of the policy line for education and educational philosophy ignites educational conflicts. They commented that despite the situation, central and local governments have not appropriately responded to prevent and tackle the problem to date, so their strenuous efforts are needed to solve it. They also pointed out both positive and negative effects caused by education conflicts. It brought distrust and anxieties to the public and played up educational matters,

on the other hand, it served as an opportunity for local government's opinion to be reflected by allowing central and local governments to monitor each other. Respondents regarded the way of solving current educational conflicts by a legal process is not desirable, rather the clarifying the authority and duty of educational administrative tasks is necessary to unravel the pressing conflicts. Additionally, they provided several feedback how to effectively tackle and manage educational conflicts: irrational system reorganization, strengthening abilities to operate education autonomy by central and local education office officials, motivating concerned parties' active involvement in establishment and implementation of educational policies, and creating a social climate accepting various values are needed.

Fifth, this research presents 4 aspects of methods to solve the conflicts between the ministry of education and local education offices. To begin with, clarifying both sides' authority and responsibility, setting the principle concerning decentralization of local education and legalizing this matter, reestablishing the role of the ministry of education and local education offices, reestablishing standard for national education administrative work, making analysis for effects of conflicts compulsory before deciding educational policies, operating an



organization for managing educational policy conflicts, establishing specialized research center for educational policy conflicts, and monitoring current conflict management process and operating assessment system were proposed at the institutional level.

Methods for the capability level were proposed as the following: developing programs for strengthening the related officials' capability of managing educational conflicts, reinforcing the officials' training for educational policy conflict management, nurturing personnel for adjusting educational conflicts, revitalizing people-to-people exchange, developing and providing manuals for beefing up skills to manage various educational policies.

Methods for the operational level were presented as the following: motivating concerned parties' active involvement in establishment and implementation of educational policies, bolstering the role of regular meeting with the ministry of education and superintendents of local education offices, establishing a regular communication system, utilizing a variety of participative decision making methods, and employing experts in arbitrating conflicts as third parties were presented at the operational level.

Methods for the environment level were suggested as the following: respecting

political neutrality of education and keeping mutual trust, accumulating social capital, creating communication friendly culture including dialogue, discussion and negotiation.

Besides the methods mentioned above, this research presented another method such as the enactment or amendment of related law. For example, it proposed amendment of article 2 'Local Education Autonomy Act' and enactment and registration from article 10 to 22 of 'Enforced Ordinances regarding Local Education Autonomy Act' in a bid to clarify authority of superintendents by specifying the responsibilities of the local education offices in the law. The enactment of regulations for prevention and resolution of education policy conflict between the ministry of education and local education offices as an executive order based on Local Education Autonomy Act to effectively unravel the conflicts was also proposed.

In conclusion, this thesis mentioned the necessary and sufficient conditions to successfully push ahead with various methods to solve the conflicts proposed. First, sub-division of educational administrative work and reorganization of tasks between central and local governments are required. Second, overall adjustment for authority of superintendents has to be preceded. Third, awareness of harmful effects

and seriousness for educational conflicts should be increased. Fourth, restructuring of educational autonomy system is required to be implemented. Finally, educational demands from parents and local community need to be respected.

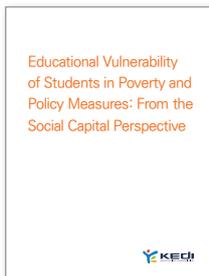


 2013 Research Reports

## Educational Vulnerability of Students in Poverty and Policy Measures: From the Social Capital Perspective

■ Research Director : Bangran Ryu(KEDI)

■ Co-authors : Baul Cung(KEDI), Sung-Sik Kim(Seoul National Univ. of Education), Sang-Sik Cho(Dongguk Univ. - Seoul), Hang-Hee Song(Chonnam National Univ.)



### KEYWORDS

Students in Poverty  
Educational Vulnerability  
Social Capital  
School Adoption · School Achievement  
Integrated Support  
Education Action Zone Policy

This study is conducted with the aim of demonstrating the educational vulnerabilities of students suffering from poverty (also referred to as students in poverty) as well as identifying the appropriate responses from a social capital perspective. The following constitute the main research questions of this study: 1) What type of educational vulnerabilities are the students in poverty exposed to? 2) Are they able to overcome these disadvantages when there is an accumulation of social capital? 3) What

are the policy responses that lead to such an accumulation of social capital?

Poverty has traditionally been defined in an economic manner, namely a deficiency or insufficiency of income. However, more recently, poverty has been known to exhibit more complex characteristics, such as social exclusion, family breakdown, poverty trap, and the working poor. Of these characteristics, social exclusion in particular requires educational responses. In order to prevent and alleviate the social exclusion that may potentially be experienced by the students suffering from poverty, forming social capital is deemed necessary. In this study, social capital is defined as “a social relationship based on trust, support, and cooperation, through mutual interactions and communications among families, schools, and the local community that

all play a part in children's development through learning".

In order to empirically establish the relationship between social capital and the educational performance of students suffering from poverty, three years' worth of longitudinally collected data is analyzed. The results are as follows: 1) Students suffering from poverty tend to possess lower levels of social capital, at homes, schools, and the local communities. 2) There is a strong relationship between social capital and the students' adaptation to school environment, school attitude, and educational achievement. 3) Assuming the parents' educational levels remain the same, controlling for the prior educational achievement level renders the influence of social capital on educational achievement insignificant at middle school level. 4) Social capital at school level has a positive impact on the students' adaptation to school environment but not educational achievement. 5) Social capital at school level seems insufficient to alleviate the disadvantages of students in poverty evident in learning and adaptation to school environment. 6) Social capital level of students in poverty can, to an extent, be influenced through the efforts of the school authorities, such

as the leadership of the school principal. 7) Educational Welfare Priority Project has not exerted a significant influence on improving the social capital levels of students suffering from poverty.

The study also includes qualitative analysis on data collected in three disadvantaged areas in major cities. Among students suffering from poverty, in those cases where the students lacked parental support due to family breakdowns or lack of care, students fail to establish a communicative relationship with teachers based on learning, and teachers' expectations are also low. Within an established curriculum, teachers are unable to form a supportive relationship with unresponsive students through classroom activities. In particular, middle schools lack conditions that would enable teachers to form a relationship with students based on mutual understanding on an individual level. At the school level, these relationship characteristics differ between teachers, depending on whether school culture and administration are bureaucratic or cooperative. This difference also manifests itself over whether a school forms mutual, cooperative relationship with the local community for its students or not.

In order to obtain possible policy



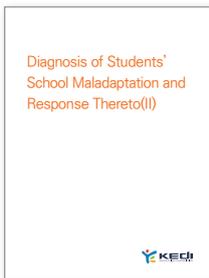
implications, various policy cases are also analyzed, both domestic and abroad. For the case of United Kingdom, this study discusses the policy implementation framework, timeline, and results of the Education Action Zone, which aimed to augment social capital. As for the case of the United States, the study looks at Harlem Children's Zone, initiated by the private sector in Harlem, as well as the Promise Neighborhood policy, modeled on the former initiative by the Obama administration and currently being expanded. For Germany, the study looks at its general educational welfare framework, as well as the formation of comprehensive support for Berlin area. As for South Korea, the implementation framework, specifics of policy contents, achievements and limitations of the Educational Welfare Priority Program are discussed.

Finally, through a combination of survey data analysis, interview result analysis, and previous policy evaluation, the study suggests a policy plan. The study first looks at the controversies associated with social capital accumulation policies, and policy directions are suggested accordingly. At the national level, the study suggests a formation of educational communities with a local basis, which would enable the provision of support for

both parents and students suffering from poverty. Furthermore, it recommends reform plans for local community schools that would improve the accumulation of social capital.

## Diagnosis of Students' School Maladaptation and Response Thereto(II)

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### KEYWORDS

School Maladaptation  
School Maladaptation Related Policy  
Students with Learning Problems

This two-year study has now entered year two. The objective of the study in the second year was to establish measures to support students suffering from school maladaptation using the results of the analysis of the current state of school maladaptation among elementary and secondary school students conducted during the first year of the research. Previous studies on measures for school maladaptation and the state of related policies were analyzed as part of the basic task of establishing measures for

school maladaptation. A case study and survey were also carried out to analyze the current state of the guidance provided by schools to students suffering from school maladaptation and the demands of students. The educational institutions in which the case study was conducted consisted of 5 schools, 1 Wee center and 1 Wee school. This case study was designed to include each elementary school in the metropolitan and rural areas in order to analyze the current state of guidance provided to underachieving elementary school students in a manner that takes into consideration the results of the case study conducted during the first year of the research, which found that underachievement at the elementary school level greatly influenced school maladaptation at the secondary school level. In accordance with the results of the

first-year research showing high levels of school maladaptation amongst students from the middle class, a middle school, a general high school, and a specialized high school from the urban middle class areas were also selected for analysis. In addition, a Wee Center and a Wee School for students deemed difficult to deal with at the school level were also included in a case study. A survey was conducted of the long-term commissioned alternative educational institutions (75) that mainly accept students suffering from school maladaptation in order to analyze the characteristics and demands of such students, analyze the current state of the guidance provided to them, and establish countermeasures. Furthermore, school maladaptation measures in four countries (Japan, the United States, England, and Finland) were analyzed in order to garner some insight from their own experiences.

Chapter 2 revolves around the analysis of the previous studies on measures for school maladaptation. The themes of the domestic research pertaining to school maladaptation measures from the 1990s onwards can be divided into the development and application of programs to overcome school maladaptation, and institutional and policy related

research. Art therapy was found to be the most commonly researched program to overcome school maladaptation, appearing in 85% of all such research. This was followed by group counseling, play therapy, and drama therapy. The majority of the programs were designed for students who already exhibited signs of school maladaptation. Only one study dealt with measures to prevent school maladaptation among regular students. In terms of the goals to be achieved through school maladaptation measures, studies on individual intervention were found to be nine times more than studies on environmental intervention in the previous studies. The majority of the studies on the programs to overcome school maladaptation focused on the verification of the effectiveness of programs based on experimental research. Previous studies on institutions and policy consisted of literature-based studies, surveys, and qualitative studies (interview). The analysis of previous study trends makes it clear that rather than focusing on the development of intervention programs for students with school maladaptation based on the search for the causes of school maladaptation among individual students, it is necessary to conduct studies that can search for ways to change and improve

the schools and social environment found to exercise such a complex influence on school maladaptation. When developing programs to cure school maladaptation as well as preventive programs, special emphasis should be paid to the heightening of the objectivity of the methods, improvement of effectiveness, and to the consistency of such undertakings.

Chapter 3 focused on the approaches to school maladaptation, and the countermeasures and programs for school maladaptation put in place by the governments of Japan, the United States, England, and Finland. Given the differences in educational systems and social and cultural conditions, differences in viewpoints, diagnosis of the causes, and solutions regarding school maladaptation were bound to emerge. Nevertheless, certain commonalities between these countries were also uncovered. First, all were found to have established early detection and prevention of school maladaptation as their main policy goals and focus. Second, based on the perception that school maladaptation occurs not only because of individual psychological characteristics and family background, but also as a result of the complex interaction between schools'

responses and social environment, these countries have sought to find multidirectional measures. Third, they have attempted to establish and implement measures for school maladaptation from a long-term and integrated standpoint.

Chapter 4 analyzes the school maladaptation related policy projects which have been implemented by the Ministry of Education as well as the municipal and provincial education offices. School maladaptation related policy projects can be divided into school-based programs where schools provide prevention and healing programs for school maladaptation, and alternative education programs (commissioned alternative educational institutions) provided by associated organizations outside of the school. The school-based programs can be broken into 'integrated support (Educational Welfare Priority Project, After-school Program, Creative school Project for Achievement Improvement)' connecting services in various fields into the educational process in order to promote the educational achievements and holistic growth of students from vulnerable social groups; 'specialized support (Wee Project, Learning Clinic)' designed to resolve the problems schools are hard-pressed

to handle by themselves through the establishment of an organized support system using specialized human resources, and ‘preventive programs for school dropouts(Cooling-off period Policy for school dropouts)’.

The subjects supported by the school maladaptation related policy projects can be classified into regular students, students facing crisis situations, students with low basic academic skills, and students from vulnerable social groups. The school maladaptation related policy projects have for the most part focused on students facing crisis situations, students with low basic academic skills, and students from vulnerable social groups. The characteristics of school maladaptation related policy projects can be summarized as follows: First, these projects are based on the assumption that school maladaptation is a problem faced by students from vulnerable groups or low income classes. Second, instead of taking ‘school maladaptation’ as it is or applying the term ‘school maladaptation’ in a timely manner, these projects have focused on academic interruption, school dropout, and anti-social problematic behaviors such as school violence carried out by ‘students facing crisis situations’ that emerge as the results of school

maladaptation. However, the findings during the first year of the research(Lee Hye-young et al., 2012) that the degree of school maladaptation grows higher as the family income level rises and that class maladaptation is more common than school rule maladaptation and teacher-relationship maladaptation, render it necessary to establish approaches that differ from the viewpoints and responses of the existing policy projects.

The detailed support associated with the school maladaptation related policy projects can be divided into psychological and emotional support, support to improve basic academic skills, support for extracurricular activities, academic career support, support for the families and parents from vulnerable groups, and support for teachers. The contents of such support can be separated into 1) the basic support needed to prepare the minimal conditions required for the education of students from vulnerable environments; and 2) educational support so students can develop and express the capabilities needed to lead an independent and liberal life as individuals. However, the majority of the support in these policy projects has been basic support. The finding during the first year of research that class maladaptation was the most common

form of school maladaptation renders it necessary to provide more than basic support in order to resolve the problems of school maladaptation. Moving beyond the basic support provided to cope with the shortages stemming from the vulnerable environment and to guarantee an equal educational starting point for students, the focus should be on the more active support needed to help students discover and develop their merits and capabilities through school education. There is a need to provide systematic and continuous academic career support rather than support for academic careers that is limited to the provision of basic information. It is also necessary to develop and manage educational curriculums in a manner that reflects the individual characteristics and demands of students, and this not only in conjunction with extracurricular activities, but also regular curricular activities.

Chapter 5 analyzes the current state of the guidance provided to maladapted students, and the characteristics and demands of the students based on case studies and the results of the survey. In terms of the current state of guidance of students with deficient basic academic skills at the elementary school level as evidenced through the case studies,

students with learning problems tended to showcase a sense of ‘learned helplessness’ due to a cumulated lack of learning, and to exhibit behaviors such as slacking, whispering, doziness, dozing off, drawing, and lying down in classes. The guidance provided to these students at the school level was carried out as part of the school program to improve students’ basic academic achievement managed by homeroom teachers or lecturers as part of After-school Programs, and the ‘Keep-up Program’ individually led by lecturers during regular classes. Although these programs have contributed to the improvement of students’ basic academic achievement to some degree, they have also had negative results. For example, students with learning disorders were found to suffer from accumulated fatigue and stress due to having to attend after-school programs to improve their basic academic achievement levels from the 7<sup>th</sup> to 9<sup>th</sup> periods.

A look at the current state of life guidance at schools in middle class areas revealed the following types of school maladaptation at the middle school level: learning related type such as ‘learning disorder type’ and ‘test-school study separation type’; conflict with teachers type; school maladaptation

caused by relationships with friends; and maladaptation stemming from parents' pressure to achieve good school grades and their indifference to their child. The guidance for these students suffering from school maladaptation consisted of Green Mileage(reward and punishment system), Wee class counseling, School Keeper and Student Sheriffs, and Teacher-Student Programs by the student welfare department. School maladaptation at the high school level was also related to four elements: learning(class), teachers, friends, and family. The life guidance provided in this high school was carried out centering on the peer leader system involving student council, Wee class counseling, and Green Mileage. Rather than rigid rules, the emphasis was placed on student directed systems. The types of school maladaptation found at specialized high schools can be divided into class maladaptation and school rule maladaptation. Class maladaptation took the form of joking and fooling around with friends, exposing oneself with jokes and unexpected answers, and sleeping in class. As far as school rule maladaptation was concerned, the students perceived it as having 'a bit of fun' or as 'mischievous pranks'. The guidance of students with school maladaptation at the specialized

high school was also carried out based on the operation of Green Mileage(reward and punishment system), management of student leaders to actualize the student council, and the placement of specialized counselors. While these three schools in the middle class areas implemented Green Mileage(reward and punishment system), the majority of the teachers did not perceive this system as effective. The students had difficulties to adapt and accept the measures designed to respect the autonomous activities and self-regulation by students. Meanwhile, they perceived the School Keeper and Student-Teacher Program(of the middle school) as effective programs. The students engaged in conflicts with teachers answered that the Student-Teacher Programs gave them an opportunity to communicate with one another. This can be construed to mean that students desire to communicate with their teachers.

In the case of the Wee center managed under the Wee Project, this center of the case study was found to be in the middle class area, and a high ratio of matters related to school refusal, friend relations, conflicts with parents, and conflicts related to one's academic career were uncovered. The maladaptation types were broken down into psychological and

emotional disorders in 70% of cases and interpersonal relationship disorders in the other 30% of cases. The guidance for these students was carried out based on individual counseling. The students and parents positively evaluated and showed trust in the counseling activities carried out at the Wee center. In addition to individual counseling, they also positively accepted the effects of mentoring and special education programs. In the case of Wee School, the students perceived the causes of school maladaptation as teachers' prejudices and lack of interest, learning disabilities, lack of ability to control their anger, and maladaptive behavior through imitation. The parents perceived the causes of school maladaptation as teachers' prejudices, student's resistance and a sense of inferiority, as well as the lack of communication and empathetic support. Teachers regarded school maladaptation as being caused by schools of excessive grade-oriented education system, and the absence of sophisticated guidance conditions, dysfunctional families, parents' lack of conversation skills and perception of values, lack of ability to regulate emotions, and lack of interest in their children in the middle class families. The Wee School(Teunteun school) encouraged the students to

establish school regulations as part of efforts to have students engage in autonomous decision-making and have the responsibility that goes with such decision-making power. Based on the consideration it gives to students' situations, it also does not set up strict regulation standards. In addition to regular classes, the Wee School also manages the Dudeurim Project, commissioned adaptation education, and academic career education. The Dudeurim Project was found to have positive effects to strengthen students' independence and change their perceptions of school.

The commissioned alternative educational institutions aimed at preventing school dropouts consisted of high schools(42%) and comprehensive middle and high schools(36.6%). 90% of the commissioned alternative educational institutions belonged to the private sector, with only 10% belonging to the public sector, namely public schools and the education facilities established under educational offices. Students were entrusted to these organizations for such reasons as class and academic related maladaptation, school rule maladaptation, and emotional maladaptation. Interpersonal relations maladaptation and attack-type maladaptation were also



common. The educational programs which teachers thought students needed the most included the ‘counseling for mental health problems (depression, worries and anger, etc.)’ (average point: 4.58). The teachers also perceived the necessity for other items (higher than average 4.00); meanwhile, the regular curriculum exhibited the lowest point (3.53). However, the degree to which these items were actually provided in the programs was much lower than the recognition of the necessities, with the exception of the regular curriculum (3.63). The results of the survey regarding management difficulties and urgently needed countermeasures showed that respondents identified the following items as ‘very urgent’: ‘low salary of teachers and lecturers (82.2%)’, ‘instability of the status of the teaching staff (70.4%)’ and ‘lack of budgets (67.1%)’.

The most common reply given by students from the commissioned educational institutions was that they have troubles in ‘school classes and study (37.7%) at their original school’. 66.2% of the students replied that their school grade was ‘poor (less than 70%)’. 66% of them replied that they did not concentrate in class or interrupted the class. When asked the reasons

why they did not participate in class, the students replied ‘not interested in studying (40.1%)’, ‘could not understand the contents of classes (26.2%)’, ‘bored by the teaching method employed by the teachers (13.4%)’. Based on the results of the survey, one can see the necessity to arouse the maladapted students’ interests in studying and to heighten their understanding of the class contents. 34.9% of the students identified ‘career issues’ as their most serious source of concern.

As far as education and the environment at commissioned educational institutions was concerned, students exhibited high satisfaction with ‘peer relations (90.1%)’ and ‘relations with teachers (89.8%)’, and levels of satisfaction of over 80% in the majority of items other than the ‘activities of the student council (78.4%)’. They identified ‘learning experience, work-based activities, and camp’ and ‘academic career and vocational experiences, and preparation activities’ as the most helpful educational activities. The students singled out ‘concerns about academic career and university entrance’, ‘keeping the school rules’, and ‘school’s location in a remote place’ as the most difficult situations at alternative schools. The students demanded the following matters

regarding school education: ‘recognition and development of the various talents of students in addition to studying’, ‘desire to study the textbooks in a fun and pleasant manner’, ‘wish that the school rules were not too rigid’, and ‘desire to have teachers who can understand students’. In terms of the activities they would like to conduct in addition to learning from textbooks, the students selected ‘sports(football, volleyball, Taekwondo, Geomdo, running etc)’, ‘arts(vocal music, instrumental music, art, photography, etc)’, and ‘fields deemed helpful in obtaining vocational skills and qualifications’. When asked what was needed for a more fruitful and happy life, more than 75% of the students replied ‘learning experiences and camps’, ‘academic career and vocational exploring activities’, and ‘activities for special skills and talents’.

Chapter 6 introduced measures to cope with school maladaptation based on the above-mentioned study results. The basic direction of these school maladaptation measures can be divided into 1) change in the paradigm governing measures for school maladaptation, 2) concretization of the guidance of the students with school maladaptation, 3) provision of educational opportunities that reflect the characteristics and demands of students,

4) promotion of alternative education for students with school maladaptation, 5) enforcement of guidance for students with learning disabilities at the elementary school level, 6) extension of educational safety network for students from vulnerable groups. The details of these measures can be summarized as follows.

First, with regard to the measures to change the paradigm governing measures for school maladaptation, the study suggested 1) the establishment of a notion of school maladaptation, 2) establishment of a system for early detection and intervention, 3) establishment of systemic and comprehensive systems for students with school maladaptation, 4) improvement of school maladaptation related policy projects.

Second, in terms of the measures to guide students with school maladaptation, the study suggested 1) enforcement of response to class maladjustment, 2) activation of student counseling, 3) concretization of preventive and healing programs for maladaptation, 4) establishment of a democratic school culture, 5) strengthening of the support for teachers.

Third, with regard to the provision of educational opportunities in keeping with the characteristics and demands

of student, the study suggested 1) implementation of academic career education based on students' aptitudes and interests, 2) extension of management of alternative classes within the school and 3) improvement of flexibility in terms of the management of the school system.

Fourth, in terms of the measures to strengthen alternative education for maladjusted students, the study suggested 1) guaranteeing the status of those in charge of student guidance, 2) increase in human resources, 3) provision of optimized alternative education for each type of school maladjustment, and 4) the provision of training programs to strengthen the specialization of those responsible for student guidance.

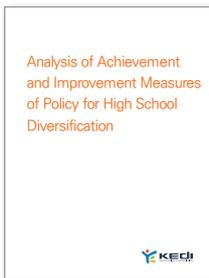
Fifth, with regard to the measures to strengthen the guidance for students with learning disabilities at the elementary school level, the study suggested 1) support for the human resources in charge of students with learning disabilities, 2) promotion of training programs to improve teachers' capabilities, 3) support for human resources that can help ease the burden of teachers' work, 4) establishment of a cooperative system between the school and external organizations and 5) establishment of a basic academic achievement system and enforcement of

related laws and regulations.

Sixth, in terms of the measures to expand the educational safety network for students from vulnerable groups, the study suggested 1) strengthening counseling and welfare support for students facing crisis situations and 2) the establishment of a support system for vulnerable families.

# Analysis of Achievement and Improvement Measures of Policy for High School Diversification

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## KEYWORDS

High school Diversification  
Autonomous Private High school  
Autonomous Public High school  
Public Boarding High school  
Meister High school

This study analyzed the achievement and the limitation of policy for high school diversification that was implemented in the last five years by Lee, Myung-bak administration. Specifically, it proved the achievement and the limitation of autonomous private high school policy; autonomous public high school policy; public boarding high school policy; and meister high school policy. Especially, in this study, systemic approach was adopted to analyze the achievement of policy goal such as securing the philosophy of

public education. Therefore, we could understand how this policy influenced to the whole high school education whether positive influence or negative one. Also, this study conducted literature review, historical review of the policy change, and case studies of foreign countries to facilitate implementing of the ‘education for dream and talent’ of Park, Keun-hye administration within high school level.

Criteria were derived from policy goals and policy achievement indicators in the policy document. At first, researchers of this study created policy goals and policy achievement indicators and then, professional Delphi survey and professional forums were conducted to confirm the criteria. In addition, researchers used surveys; focus group interviews; a social network analysis; and network text analysis of newspaper

columns as methodologies of this research. Especially, the survey target population included the general high school students, parents, and teachers not only the autonomous high schools.

Policy for high school diversity made high schools to make change by themselves and to be advanced. Government guided high schools with autonomous; specializing and diversification ways of managing high schools, and also, with the mechanism of competition and choice. This policy effect was so significantly important in symbolic perspective. Moreover, we could confirm that this policy affected to Korean high school education in realistically with the research results.

As a result, policy for high school diversification substantially achieved prior policy goals such as: advancing competitiveness of whole high school education; increasing diversity and specialization in high school education; improving high school satisfaction; and decreasing private education. Furthermore, it has contributed to increase excellence of education that is one of the critical objects of public education. Although, there were some limitations: such as part of decreasing private education, and equity of education.

In addition, school stratification and devastated general high schools were indicated as one of the side effects of this policy. Despite of those side effects, this policy has more positive effects than negative effects.

In the result of analyzing specific policies, we could conclude that this policy has more positive effects than negative effects. Especially, each policy goals were achieved substantially. Moreover, each policy could be a model policy for private schools, general public high schools in struggling areas, general high schools in rural areas, and specialized high schools.

Policy for high school diversification has shown substantial achievement with the latent or tangible capacity of Korean high school education. We need to secure those positive effects and not to discard the policy by some problems such as some side effects. Undoubtedly, we need to struggle with the limitations of this policy and need to actively improve the policy with public opinion and by the change of educational environment.

This research suggested some implications for improvement of this policy:

At first, to improve high school diversity, researchers suggested some implications

in two kinds of perspectives: from vertical diversification to horizontal diversification, and improving general high schools by securing fairness. Specifically, for the prior one, researchers suggested specializing curriculum strategy; endeavor to guarantee the infrastructure for flexible school curriculum; increasing consultations; building prevention system of side effects; expanding high school admission methods to meet the special features of schools; enhancing principals' autonomy and parental engagement effect; and increasing policy information to public for sharing the value. Next one is enhancing differentiated instruction and curriculum; implementing none-graded programs; increasing hub-schools by specialization; allowing student transfer between high school routes; incremental system change toward synthesized schools securing financial autonomy of schools and adjusting admission date of general high schools.

This research suggested implications for autonomous private high schools with four perspectives: reforming excessive supply of autonomous private school system; diversification and specialization of admissions; harmonious supplying and controlling about autonomous curriculum;

and enhancing equity of educational opportunities. At first, for reforming excessive supply of autonomous private school system, researchers indicated that current policy was focused on quantitative expansion of autonomous high schools and was excessively supplied in certain areas. Therefore, it is necessary to reexamine current autonomous high schools to select a few sound schools; implementing flexible cancellation system of autonomous high schools; tightening the newly authorizing autonomous high schools criteria; and intensifying legal condition for newly authorizing autonomous high schools. In addition, for diversification and specialization of admissions, researchers suggested implementing an apply and drawing admission system with none achievement limit; applying special admissions; limiting student transfer between autonomous private high schools and general high schools in the same district; and restricting transfer to autonomous private high schools. Also, for harmonious supplying and controlling about autonomous curriculum, researchers of this study suggested enhancing infrastructure for running an autonomous curriculum; operating curriculum consulting team; limiting the maximum

basic subjects credits; and managing a committee of autonomous private high schools. Furthermore, for enhancing equity of educational opportunities, researchers of this paper suggested expanding school budget by diversify the revenue; implementing voucher system; and implementing a flexible operation of the social-unity admission.

Policy implications for autonomous public high schools were suggested by considering the government policy for enhancing educational capacity of general high schools that addressing cancelation of autonomous public high school system. We suggested implications in two broad perspectives: sustaining achievements of the policy while discarding the policy, and managing side effects. Specifically, to sustain achievements of the policy while discarding the policy, we suggested enhancing autonomous level of general high schools to the level of autonomous public high schools by stages; and steadily supporting schools in struggling areas regardless of the discarding the policy. Also, to manage side effects, researchers suggested remaining autonomous public high schools as a model for general high schools; building a systemic management system of autonomous high school running cases; and reforming teacher

arrangement system with implementing a delaying transfer system.

Policy implications for public boarding high schools are increasing public boarding high schools in a long-term perspective, and creating supply policy for public boarding schools' teachers, students, and programs. For the former, in a short-term perspective, securing current public boarding high school policy and in a long-term perspective, expanding public boarding high schools in rural areas or in struggling areas; creating support system for public boarding high schools with creating supporting rules were suggested. For the later, researchers suggested running support centers and consulting teams for public boarding high schools by national and local government together; enhancing curriculum autonomous of public boarding high schools; and examining the curriculum management of public boarding high schools by professional institutions.

Policy implications for meister high schools are linking professional high schools with industrial manpower needs, and building a first employed and later entering college system. For the former, we suggested expanding meister high schools that is linking with national or local industries; enhancing specialized

in industrial needs curriculum; and implementing job preparing programs for preventing the dropouts. For the later, researchers suggested building infrastructure to support college entrance opportunities; and building a degree earning system with professional ability and experiences.



 2013 Research Reports

## The Research on Evaluation Methods for Gifted Educational Institutions

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### KEYWORDS

Gifted Educational Institutions  
 Evaluation of Gifted Educational  
 Institutions  
 Evaluation Models  
 Evaluation Methods

This research proposes a standardized evaluation of institutes for gifted and talented education at the national level. The quality enhancement in education necessitates a reliable evaluation system for gifted educational institutes; thus, laying the groundwork for such is essential. Nevertheless, the nation lacks in a methodical evaluation of institutes for gifted and talented education, in spite of the Act to Promotion Education for the Gifted and Talented(2000) was implemented and initiated nationwide

education a decade ago. Additionally, the needs for more practical evaluation of institutes for gifted and talented education has been brought up constantly in the field. Consequently, the research has analyzed numerous theories and studies regarding the matter, investigated validities of both national and international evaluation systems and scrutinized systems of leading countries, in order to provide a standardized evaluation that fulfills the practical needs at the national level. Furthermore, the research successfully sought the evaluation model for institutes for gifted and talented education and proposed a way to manage and implement the suggested evaluation model.

The following implications were extracted from both national and

international precedent research analysis and literature reviews.

First of all, examining existing theories have exhibited the need for establishing clear concepts and directions for the evaluation model and rearranging of assessing criterions. The intent and direction of the evaluation were to be decided prior to establishing the model as it could either be accountability and advisory for improvement of the institute.

Moreover, the research must have considered beforehand on how to classify and select shared and subject-specific criterions for various types of institutes and also how to specify methods of the evaluation. In addition, the necessity for the evaluation based on the legal provisions rather than temporal schemes was revealed if the evaluation system were to be implemented and used as a mean of quality assurance for gifted and talented education.

Second of all, numbers of important characteristics have been found from scrutinizing the evaluation trends for the institutes of gifted and talented education of the world's leading nations.

1) The evaluation of institutes for gifted and talented education is based on legal

provisions. For example, the Jacob Javits Gifted and Talented Students Education Act of 1988 established the evaluation provision with its Article 5466, section (b). This provision requires one to present a report at the Congress regarding the influences of gifted and talented programs and its effectiveness on students at federal level. Additionally, the TALENT legislation which was presented at both the House of Representative and the Congress in 2011 assured gifted and talented education to be evaluated at federal level according to its Article 101, section (b) containing a State Assessment regulation.

2) The general direction of the evaluation of institutes for gifted and talented education has been proven to emphasize students' accomplishments. For instance, NAGC(US) suggests student outcomes and evidence-based practice as one of Standard Criteria for Gifted and Talented Programs(2010) and self-understanding, awareness of needs and cognitive and definitive growth as sub-factors of student outcomes. Whereas in U.K, National Quality Standards in Gifted and Talented Education was enacted by the Department for Children, Students and Families(DCSF). The basic premises of quality evaluation are focused

on gifted and talented students' level of accomplishment and developments by its standards. In other words, territories such as 'effective education and learning strategies', 'selection', 'curriculum' and 'leadership' entirely depend on how suitable they are for gifted and talented students for their growth and development.

3) The subject for evaluating institutes for gifted and talented education is accomplishments of a student and those are derived from that specific individual and probed by how much of progress either he or she has made rather than being collectively compared to other students.

4) The evaluations are implanted while the specific conditions or environments of institutes are being taken into account and the results of self-evaluations done by the institutes are being facilitated autonomously. For example, US and UK have established operation and evaluation schemes according to their own priority agenda. Whereas Singapore applies different evaluation process for the institutes are directly or indirectly managed by government.

These methods of evaluation are not unilateral-oriented and unconditionally asserted by single level(region/country)

but partnership-oriented as they strengthen institutes and revitalize their roles by respecting their autonomy. This implies essential components of education such as the nation, regions, evaluators and evaluatees must develop a relationship based on mutual trust.

In order to comprehend the conditions of current evaluation systems of institutes for gifted and talented and probe the needs regarding the evaluation, the research analyzed the evaluation reports of 16 metropolitan and provincial offices of education and conducted surveys on their officers and evaluators of 247 nationwide gifted and talented education institutes.

1) The entire respondents of 16 metropolitan and provincial officers of education and 65.8% of evaluators agreed that evaluation of institutes for gifted and talented education is necessary.

2) There was a difference of opinion between executing administrators of gifted and talented education and teachers at field on emphasizing the main function of evaluation to be 'promoting responsibility'. Executing administrators tend to prefer the emphasis on 'promoting responsibility'

3) On the subject matter of the evaluation functions, all the respondents-

all academic supervisors and evaluators have shown the same idea. The response indicated that the top priority functions were those emphasizing the heightening the quality of gifted and talented education(52.0%); and it consisted of responses such as ‘enhancing the quality of gifted and talented education though identifying and sharing outstanding cases(15.3%)’, ‘heightening the quality of the program operation(14.3%)’, ‘strengthening operational efficiency of institutes(12.2%)’ and ‘improving contents and method of education(10.2%)’.

4) Regarding the needs for improvement of existing evaluation system, the metropolitan and provincial officers and teachers in the field suggested ‘developing common core type evaluation index’ and ‘developing institution-specific type evaluation index’ to be primary concerns. Such responses demonstrate that current evaluation system for institutes for gifted and talented education cannot be applied to institution-specific conditions and types.

5) The respondents of the survey took issue with ‘excessive workload caused by evaluation’ and ‘inefficiency of conducting evaluation’. For example, teachers at the field of gifted and talented

education have given the average score of 3.5(5 point likert scale) for the question of the appropriateness of evaluation method(procedure) of the institutes for gifted and talented education. In case of visiting evaluators, exhaustive conducting interviews, observations, exhibiting materials and filing reports require significant amount of effort and resulted in lack of time for the administrative aspects.

6) For the evaluation results, the gifted and talented education teachers preferred the results to be presented for recommending improvements than implementing punishments. Furthermore, the respondents proposed that ‘identifying and sharing outstanding cases(31.3%)’ and ‘providing incentives or awarding the commendation for excellence to teachers(21.2%)’ are preferable to ‘revocation designation of the institutes with inadequate evaluation(0.9%)’ for the usage of the evaluation.

On the basis of theoretical analysis and surveys conducted regarding the current evaluation system of the institutes for gifted and talented education of Korea and its needs, the research proposed the ‘KEDI Evaluation Model for Gifted and Talented Education Institution(2013)’.



The KEDI Evaluation Model for Gifted and Talented Education Institution(2013) has strengthened its existing merits and supplemented former drawbacks. Additionally, it especially focused on the possibility of consecutive consulting followed by thorough evaluation of current institution conditions which will enhance the quality of gifted and talented education through reforming around problematic areas.

The model has been designed according to three different types of gifted and talented education institutions of the nation and classified into two dimensions-administrative dimension of institution and class dimension of institution. At each dimension, sub-categories of insertion, procedure, and computation are being evaluated. The administrative dimension of institution appraises conditions of the institution as insertion, resource allocation as procedure, and outcomes as computation; and, on the other hand, for class dimension of institution, the evaluation is undertaken while class conditions are accounted for insertion, class activities for procedure, and class achievements for computation.

In the aspect of the evaluation contents, criteria are introduced as one with unconditional common criteria for

all types of institutions and one with institution specific criteria for particular types of institution. Furthermore, items on evaluation models are classified as mandatory items for all institution inspections and recommending items of evaluation for advancing development on gifted and talented education.

The adequate applicability KEDI Evaluation Model for Gifted and Talented Education Institution(2013) will demand substantial consideration of changing world and education and have to accommodate the needs of people in the field of gifted and talented education; also, respond to specific demands of diversification and advancement in gifted and talented education. Consequently, the research suggests the followings.

First, The direction of the evaluation focus on improvement of the institute, and to be enhanced accountability naturally.

Second, the core principles of the evaluation for the institutes for gifted and talented education are autonomy, student-oriented, differentiation and consecution of different types of institutions.

Third, the protocols for employing the evaluation are:

1) Encouraging and activating self-evaluation of institutions and advancement through classifying mandatory items and recommending items for separate evaluation indexes; and therefore, consider the conditions and components of each institution.

2) The evaluation index should be equally composed of both scale and empirical evaluations which will fulfill both accountability aspect and autonomous aspect of evaluation.

3) Institution-specific index and its particular qualities should play roles in evaluation and the resources, geographical conditions and its competency must be considered in order to enhance the quality. The distinctive characteristics of each institution must be protected and strengthened.

4) The Center-regional consulting should be vitalized to raise the efficiency of evaluation and also heightens consecutiveness of system to support the system.

Fourth, the fashion of supporting evaluation of institutes for gifted and talented education:

1) constant monitoring should be conducted upon indexes(criteria) of evaluation

2) legal provisions should be examined to establish compelling foundations

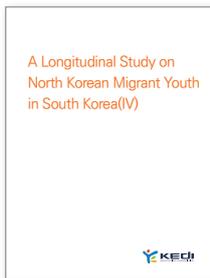
3) enhancing professionalism for provinces' evaluation consulting

4) guide all the institutes for gifted and talented education within their province through the evaluation basis(criteria)

 2013 Research Reports

## A Longitudinal Study on North Korean Migrant Youth in South Korea(IV)

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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. This study was the third-year study which would be implemented from 2011 to 2015. And the study focused on consisting the panel group, North Korean immigrant students, together with their parents and school teachers. They are from the fourth to sixth grade in primary school and from the first to third grade in middle school. The 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. The number of students 257 in the second-year study, and the students 441 in the third-year study have responded the questionnaires. Also their parents and school teachers among the first-year panel members have participated in. In this year, the longitudinal analysis was implemented the questionnaires of the students 164, which collected from the first year to the third year. And 30 students with their parents and school teachers have been selected as the in-depth interviewees among three years.

It would be the important factor in determining student school adjustment whether they have the levels of academic

achievement and the relationship with peers and teachers. The more the students' academic years, the more their academic achievement are growing down. But the more the students' academic years, the more relationship with their peers are growing up. The students are adjusted in their school through the continuous process of success and failure constantly. Consequently the most influential factors which also affect the students' adjustment are peer relationship and school teachers, and parents' supporting for their children. Therefore, the important system for North Korean immigrant students are teacher's mentoring, after school, and parents training program for each student.

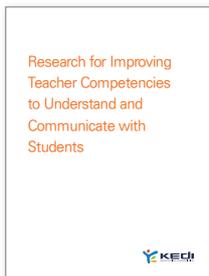


 2013 Research Reports

## Research for Improving Teacher Competencies to Understand and Communicate with Students

■ Research Director : Jeongwon Kim(KEDI)

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### KEYWORDS

Understanding Students  
Case Studies with Students  
Improving Teacher Competency  
Teacher Competency to Communicate

### the direction of the research

In this research, “teacher competencies to understand and communicate with students” is defined as “a teacher’s ability to understand current significant issues of a certain student based on the student’s diverse circumstances and to share their thoughts and feelings with the student. The significant issues include cognition, moral reasoning, physical condition, and family background.” Based on the definition, we generated two survey frames that were each subdivided into two parts: levels of understanding into cognitive interpretations and empathic understanding, and levels of communication into its quality and quantity. The cognitive interpretations were classified into two divisions of academic and non-academic interpretive understandings, and quality of the

This study serves three purposes: 1) to examine levels of understanding and communicating with students of current teachers in K-12, 2) to see how case studies with students led by teachers changes teachers’ range of understanding students and their communication methodologies, and 3) to suggest strategies to improve teacher competencies to understand and communicate with students. The definitions of main concepts, contents, methodologies, and results of this study are summarized below.

### The definition of main concepts and

communication is classified into attentive listening and listening with open attitudes. We created survey questions based on these frames and conducted the research to learn K-12 homeroom teachers' understanding and communication level regarding their students.

Additionally, we included qualitative case studies of students which was led by teachers. There were three reasons for using these case studies. First, it was expected that a qualitative study itself could be a useful tool to help teachers to increase understanding of individual students in their schools and opportunities to communicate with them. Second, the research that teachers performed will provide them with opportunities to do self-directed learning by seeking alternatives for better teaching. Lastly, throughout the field-based research process, we expected to find schemes highly related and suitable to the actual school field.

This case study put emphasis on examining teachers' change through the research process rather than the rigorousness of the study. While teachers were conducting qualitative analyses in their school, another attempt to capture the changes that took place among themselves during the process was made

simultaneously. In this sense, this study aimed to cultivate dual meanings of qualitative research.

## Contents and Methodologies

This study surveyed 1,000 homeroom teachers and 2,000 students from 100 K-12 schools to examine the tendency of the general perceptions of teachers and students on teacher level of understanding and communicating with students. We analyzed the differences in individual backgrounds, school characteristics, and perception differences between students and teachers. In addition, among 98 schools that responded, we compared the school characteristics of the schools whose answers on both levels of the survey - teachers' understanding and communication level with students - were higher than the average response and those who answered lower than the average. For analytical strategy, we used descriptive statistics, F-test and t-test.

The qualitative case study on students was done in three schools, each one in a different school level: elementary school, middle school, and high school. Three teacher-researchers, one from each level, led a case study. Moreover, three additional teachers in each school level

supported the study, adding up to a total of nine teachers participating in the case study. Different topics were assigned for each school level, which resulted in three topics. In terms of target students—or interviewees—, three students were selected for each of the topics which brought to a total of nine student participants. With two researchers and one research assistant from KEDI, there were total 24 people engaged in the study. Parents of the participating student, former homeroom teachers, and peers of target students also participated in the study when needed.

The case study was processed with the following procedures: “planning for the research”, “conducting interviews with target students, participant teachers and observations of school life”, “holding regular research meetings”, “opening workshops”, “organizing data and the records”, and “writing interim report and final report.” Finally, we coded data from 10 research meetings using Nvivo10 and analyzed the meanings of the process and result through classifying data into different categories. For the last procedure, we conducted a workshop to share the results of the survey and case study. Also, the workshop was held to seek ways to improve teacher

competencies to understand and communicate with students.

## Results

- Current condition on teachers’ levels of understanding and communicating with students

From 98 schools, 977 teachers and 1,965 students answered the survey. According to the result, the perceptions of K-12 teachers and students on homeroom teachers’ levels of understanding and communicating with students were relatively positive. As the grade gets higher, understanding and communication levels of teachers on students changed negatively. In the high school grades, there was a particularly large gap between teachers and students on their perceptions on teachers’ levels of understanding and communicating with students. Only in elementary school was there a significant relationship between the ages of teachers and years they continued their profession and communication levels. This was not the case for middle school and high school. In the result of teachers' levels of understanding and communication with students had a negative relation with the age of teachers and the years they had been teaching, especially in high school

level.

Moreover, students had negative perceptions on the frequency of communication and their perceptions differed largely from that of the teachers. Students who showed high performance or lived in urban areas had positive perceptions on teachers' levels of understanding and communicating with students. There were several questionnaires that were answered with negative perceptions which require teachers to take into consideration to bear in mind. The findings were that students think teachers should "consider students' learning patterns", "notice students' problems and struggles", "be someone who makes students want to discuss their difficulties with", and "not giving commands in stringent ways".

The difference gap between students and teachers in middle schools did not stand out as much as it did for high school. This suggests that problems such as school violence, which is found to be more prevalent in middle schools, do not directly come from a lack of understanding and communication between homeroom teachers and students. The result does, nevertheless, show that teachers' levels of understanding and communication with students has some

relation with academic achievement and school violence. To improve teacher competencies to understand and communicate with students, it is suggested to reduce the numbers of students per class and lighten the work load of the teachers.

### **The case study of students led by teachers**

The following issues arose in the case study for all school levels: 'Is school environment appropriate for teachers to do research?', 'Is a teacher-researcher a teacher or a researcher?', and 'What are the limitations of teacher's role?' The limitation of school environment, such as teachers having insufficient time for interviews, was one of the problems. Also, teachers as researchers faced inner struggles between the role as a teacher who should 'guide' their students' behavior and the role as a researcher who should 'understand' the students objectively, apart from their teacher oriented perspectives. Furthermore, there was a conflicting issue between two perceptions: one is a perception that there is an inevitable limitation for teachers to understand his or her students due to other social and home factors surrounding



them; and the other is that in spite of such limitation, teachers should have deeper understandings on their students so that they can set appropriate directions for each student, predict potential risks, and handle them adequately.

Multiple effects of the study were identified through the analysis of 10 research meeting records. In terms of teacher-level effects, there was a change in the teachers' methods of interviewing students. 'While the interviewer—teacher-researcher—used to focus more on defining situations of the students based on subjective criteria in the past, they started to ask questions', 'continuously asked follow-up questions to students based on their stories', and 'learned how to enjoy the new types of conversation with their students throughout the case study.

Further substantial changes of teachers are as follows; 'the criteria of classifying students have changed', 'teachers started to pay attention to "the students whom they used to not be attentive to", 'the focus of the attention has moved from the curriculum to the lives of students,' 'teachers could earn a "sense" of why students act in a particular way,' and 'teachers have realized students were not as "immature" as they previously had

believed.'

Changes in the student-teacher relationship was also made as teachers began not to judge and punish student behaviors based on the teachers' standards, but instead to communicate with students on students' current issues. The teachers and students continued a strong relationship even after the research.

Furthermore, the teacher who performed the case study regarding mathematics, self-examined his class which he had believed it to be "well set" based on his career experience. Through the self-examination, the teacher paid attention to under achievers at mathematics and were able to focus more on pedagogical concerns on seeking methods to help students to understand "more easily" whereas previously he had emphasized only the "content of mathematics."

In addition to the change in teachers and student-teacher relationships, the study resulted in one unexpected effect: change in students. Throughout the research process, students who used to have little voice in the classrooms were able to have active interactions with their peers, show more interest in their studies, express themselves to 'the teacher', and reflect and seek the solutions to individual problems on their own.

There are three implications related to education and teacher education. First, having teachers lead case studies with students was not only research, but also it was an educational activity which could perhaps create a paradigm shift in education. Second, result of the case study indicated some possibilities to establish new teacher education model. Third, we were able to capture the possibility to create the image of teacher as knowledge providers and as professionals.

There are four implications for implementation of teacher-led case study on students. First, a qualitative case study should be distinguished from communication skill trainings (i. e., training for acceptance and feelings of sympathy). The self-reflection occurs through the process of examining the cumulated data enables the teachers to create proper questions and to witness the changes both in themselves and students. Second, the procedures and range of the study can be adjusted by the research environment in each school level. Third, the result of this study was driven from interactions among research participants- teachers, students, and researchers, research environment, and the research topic. Lastly, collaboration between teacher-researchers in current teaching

position and researchers outside of the schools is crucial.

### **Plans for improving teacher competencies to understand and communicate with students**

The following policy suggestions are made based on the results of the survey, teacher-led case study on students, and related workshops. In order to establish the ground work for teacher-led case study on students, first, it is necessary to ‘create useful manuals to organize the process.’ Second, ‘a study group support project for teachers which can be co-operated with the sabbatical leave system’ is suggested in order to encourage the teacher research for teacher education. Third, ‘a policy to support teachers who are particularly responsible for research on students’ is required.

Moreover, to make the teacher training and workshops focused on teacher competencies to understand and communicate with students feasible, first, it is necessary to ‘restructure the teacher training education program that is currently categorized for specific subjects into a more integrated way’ that allows project based curriculum management for understanding students. Also, it is important to ‘reform the contents and



directions of teaching practice and teacher certification examination to focus on improving understanding and communication competency on students.’ Additionally, it is important to improve the quality of relationship between student and teacher, by ‘permanently establishing the communication-related training programs in Metropolitan and Provincial Offices of Education.’ Lastly, we emphasize that ‘leadership training programs for principals should be reinforced in order to transform schools into learning communities.’

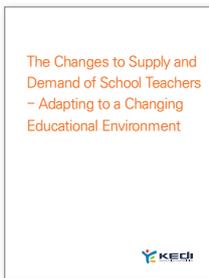
In order to improve teacher competencies to understand and communicate with students, current school education which is heavily oriented on curriculum should be restructured to a student-oriented system. Aligning with the restructuring, ‘formal education curriculum on student understanding and communication should be established.’ Furthermore, ‘policy that provides additional teacher activity fees’ to help forming rapport with students should be considered. ‘Reducing teachers’ work load’ is an important factor to secure time to communicate with students. Also, policies that predicting and preparing for future fluctuations in school education trajectories and faculty recruitment, aimed at creating one-on-one student

to teacher relationships, should also be considered. Most importantly, in order to gear teachers’ attention to students, curriculum on individual learning should be brought to practice and for that, policies that ‘downsize and make national core curriculum more flexible’ are critical.

## 2013 Research Reports

# The Changes to Supply and Demand of School Teachers - Adapting to a Changing Educational Environment

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### KEYWORDS

Changing Educational Environment  
School Staffing  
Supply and Demand of School Teachers  
The Organizational Structure of Schools

This study is shaped by the recognition that it is urgent to conduct a more comprehensive analysis of school teachers – including not just regular teachers but also temporary, substitute and part-time teachers – breaking away from the existing approach to school staffing needs, which focused only on regular teachers, in order to respond proactively to the changes in the functions of school amidst the constantly changing educational environment. Based on such recognition, this study is

intended to accurately analyze the reasons behind the changes to school staffing, the organizational structure of schools and the current school staffing and to suggest policy measures for ensuring the effective supply of teachers that can meet the changing needs of the educational sector. To that end, this study adopts a variety of research methods such as the analysis of precedent studies, the analysis of diverse existing documents, a large-scale survey of school teachers and the discussions made by on-site experts. In particular, this study includes a nationwide research of 3,044 schools based on the ‘classification of school personnel’, which is developed based on the statistics abroad and reviewed by on-site experts to build a comprehensive and well-structured analysis of all kinds of school teachers including temporary, substitute

and part-time teachers whose status was not captured in the official statistics in the country because they have been hired temporarily and arbitrarily by schools.

In order to build a theoretical framework for this study, the analysis of precedent studies is conducted in two parts to analyze the reasons that influence and change the structure of school staffing. First, political, economic and social environmental factors are analyzed as they have affected and will continue to affect the structure of school staffing. The major reasons behind the changes to the school staffing are defined as follows: the repaid decline in school age population due to the low birth rate, the expansion of school welfare and care functions to mitigate the inequality in educational opportunities and the growing needs for multicultural education resulting from globalization. Following the analysis of reasons, this study looks into the government's educational policies that have the most significant effect on the structure of school staffing. The results of the analysis of educational policies demonstrate that policies on the provision of administrative assistants intended to reduce the workload of regular teachers, the provision of educational social

workers and the expansion of caregiving teachers under the educational welfare project, the provision of after-school instructors and the implementation of the newly initiated 'free semester' policy have substantial effects on the organizational structure of schools and school staffing.

The structures of school staffing in the UK, Finland and China are analyzed to compare Korea's case with those abroad and obtain insight into the changes to the organizational structure of schools and school staffing. The results of the analysis indicate that Korea's educational policy on provision of school staff is a mixture of the UK and Finish educational policies: Korea's educational policy is similar to the UK policy in that the both are focused on flexibility and intended to reduce the workload of regular teachers by expanding the supply of various types of educational specialists and administrative assistants, enabling regular teachers to concentrate on the academic performance of their students. It is also similar to the Finish educational policy in that the both are focused on the public nature of schools and intended to strengthen the expertise of teachers and enhance trust and collaboration in a school community, enabling schools and teachers to

concentrate on their core tasks, rather than expanding the supply of educational experts and administrative assistants.

The results of the analysis on the personnel of unit schools based on the ‘classification of school personnel’ are as follows: although the size of workforce differs from school to school on elementary, junior high school and high school level, there are no significant differences in employment types(classified as regular, part-time, temporary, permanent contract, outsourced teachers and others). The number of school staff varies depending on the implementation of autonomous schools and other educational projects initiated by the Ministry of Education and Offices of Education. In case when educational projects are implemented, additional staff or teachers are found to be supplied to schools to enhance the efficiency of project implementation. All schools are found to employ part-time and short-term contract teachers in addition to regular teachers for teaching and employ permanent and short-term contract administrative assistants for administrative tasks. The analysis of employment types demonstrates that regular teachers and staff account for 60% of the total workforce at school while non-regular

teachers and staff account for 40%. Lastly, the estimation of the expected number of teachers for the next five years calculated based on the estimate of the expected number of students and the targeted number of students per teacher indicates that the required number of new teachers to be hired stands at 6,700~9,000 per year for elementary schools and 2,300~5,100 per year for junior high schools. In addition, the estimation of the expected number of teachers by each city and provincial educational office shows that Gyeonggi-do should hire the largest number of teachers and school staff(32%) while Jeollanam-, Gyeongsangbuk-do and Gangwon-do should reduce the number of teachers and school staff by 8%, 6% and 4%.

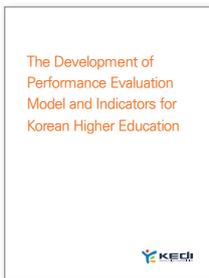
Building on the results of the analysis, policy suggestions are provided for elementary, junior high and high schools and for the common area. A possible scenario is then present to examine possible implications of the changes made to the structure, supply and demand of school staffing. First, for elementary schools, possible policy suggestions include (1) maintaining the flexible employment types of after-school special education instructors, (2) expanding the

number of permanent contract after-school instructors and care teachers and maintain the placement of regular teachers, (3) expanding and strengthening the assistance for administrative tasks by securing a stable recruitment system, (4) expanding the number of assistants for regular schools to the level of autonomous and project schools, (5) expanding the number of professionals (e.g. counselors, librarians and social workers) and (6) securing the number of legal teachers required by statute to stably place no-subject teachers for small schools. Second, regarding secondary schools, possible policy suggestions include (1) considering the placement of teaching assistants (TAs), (2) establishing the standards on job requirements to ensure the effective allocation of work and duties between teachers and teaching assistants to be hired and (3) hiring professional staff as regular teachers or school staff. Last but not least, common policy suggestions that can be adopted by both elementary and junior high schools include (1) clearly defining the responsibilities and authorities of vice principal and administrative chief to ensure the effective management of personnel at school, (2) considering the placement of teaching staff that fits the

needs of each school, (3) considering the sharing and transfer of administrative tasks at schools to the office of education support, and (4) expanding the number of teaching personnel to meet the needs of each region. In addition, the scenario for estimating the required number and structure of teachers and school staff is present through a 2×2 matrix according to the focus of policy (public nature of school vs. flexibility) and the implementation period of policy. By examining the scenario, this study presents an outlook of the estimated supply and demand of teachers and school staff and school restructuring for the next five years until the year 2020 and predicts that Korea's educational policy is expected to focus on flexibility in the short term just like the UK policy, remodeling the structure of teachers and school staff, while shifting to a hybrid model of educational personnel employment structure in the mid to long run complementing the workforce at school based on the public nature-focused school personnel system of Finland.

# The Development of Performance Evaluation Model and Indicators for Korean Higher Education

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## KEYWORDS

Performance in Higher Education  
Evaluation Indicators  
Evaluation Models

This research was conducted with the purpose of developing a performance evaluation model and indicators for performance analysis in higher education institutes as a means to respond to the demands of certification of performance in higher education.

Performance in higher education is defined as the quantitative, qualitative change shown through tasks and activities carried out to achieve the outcomes the institutions originally intended.

This research carried out literature

review and analysis of the current state of affairs for the fundamental research. This research deduced seven performance factors(effectiveness, productivity, efficiency, quality, value-added, financial health, satisfaction) based on the systematic thinking perspective that views higher education institutions as an opened system. In addition, implications for developing a performance evaluation model and indicators were deduced through government budget allocation evaluation, self-assessment conducted as a part of performance management in higher education institutions, and case studies of performance management at the government and school level in foreign countries.

To develop the performance evaluation model and indicators, this research employed the Delphi method and

conducted a survey. As a result, 18 indicators for the general category, 16 for education, 18 for research, and 18 for business and academic cooperation were ultimately selected. The details are as followed.

First is the single model which focuses on one of the three categories(education, research, business/academic cooperation) to evaluate performance and can be sub-categorized into three models. Second is the dual model which concentrates on two of the three categories. This model can be further divided into three models, the education·research model, the education·business/academic cooperation model, and the research·business/academic cooperation model. Third is the triple model which covers all three categories and can be used to evaluate performance along with the general category.

In order to enhance flexibility of the use of the indicators, the types of indicators were grouped into three: compulsory, elective, and optional. The compulsory indicators were further separated to common and general fields. Common indicators those which show performance higher education institutions must achieve and prove without the influence of the individual institution's specialized

field. 18 indicators were chosen which showed high relevance in all three categories(education, research, and business/academic cooperation) and the compulsory indicators were chosen based on the performance indicators of the dual model which showed high relevancy. 10 compulsory indicators correspond to the dual model and 30 fall under the triple model. The elective indicators are those developed by the three categories. These indicators are generic and represent performance of each category. The optional indicators are indicators that best prove an institution's performance and can be autonomically developed.

This research, as a preemptive response to the reformation of the evaluation system, verifies the applicability of the evaluation tool and suggests the following policy utilization plans in order to establish a detailed performance management system.

First, the financial allocation evaluation carried out by the current government should apply the appropriate performance results of each institution. Second, the accreditation evaluation conducted by the Korean Council for University Education can enhance its public confidence and effectiveness by dualizing the evaluation into general and performance accreditation.

Third, self-assessment can be substituted with performance evaluation.

Lastly, policy implications of this research are as followed. First, a comprehensive plan about the reformation of the evaluation system should be executed and a evaluation of a new paradigm which guarantees the institutions autonomy should be carried out. Second, in order for performance evaluation to be continuously utilized as the institution's performance management system, its feasibility should be verified. Third, fundamental research should be conducted for the constant advancement of the evaluation system.

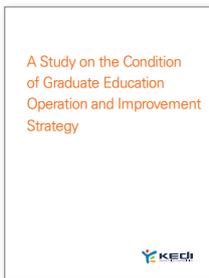


 2013 Research Reports

## A Study on the Condition of Graduate Education Operation and Improvement Strategy

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■ Co-authors : Eunyoung Kim(KEDI), Sohyun Im(KEDI), Giljae Lee(The City Univ. of New York), Deokho Jang(Sangmyung Univ.), Kyonghee Han(Yonsei Univ.)



### KEYWORDS

Graduate Education  
Categorizing Graduate Schools  
Performance in Graduate Schools

The purpose of this study is to provide higher education constituents with the future direction of Korean graduate education and specific policy suggestions for the improvement of it based on thorough analyses of educational condition, education process, and research practice. Follows are the research questions raised to achieve the goal:

1) What are the characteristics of the changes in graduate education policy and system and what further policy implications can we get from them?

2) What are the characteristics of innovative changes in graduate education and research for other countries and what policy implications do they suggest?

3) What are the overall educational condition, education, and research and how it differs by academic disciplines and groups?

4) What factors are associated with students' satisfaction with graduate education and research outcomes?

5) What are the policy implications for the improvement of graduate education and future directions?

Followings are the results of the research analyses and policy suggestions based on them.

Considering the outcomes and limitations of changes in the policy and system of graduate education, this study suggests relevant policy changes: First,

it is required to implement extensive and systematic policies with the goal of promoting the quality of graduate education. Second, financial aids to ease the burden of graduate students and facilitate research based education need to be expanded in addition to program based massive financial supports. Third, it is required to develop a performance management system of graduate schools.

From the comparative analysis of innovative graduate education programs in foreign countries(United States, Japan, China, and Germany), the policy implications emerged were: First, given all four countries focus on supporting new scholars, it seems reasonable to channel financial aids to beginning scholars. Second, it is required to establish a systematic way of financial support for graduate students so that they could concentrate on their study with a stable economic basis. Third, the policy efforts of forming leading institutions through selective supports for a limited number of colleges indicate that intensive supports for selective graduate schools would enable rapid growth of research capability and visible outcomes. Forth, the integration and collaboration between education and research and multidisciplinary approach

would serve the rationale for the support of interdisciplinary collaboration among graduate education programs. Fifth, graduate schools need to actively support their graduates to place jobs given other countries' focus on supporting the advancement to professional society by human resources with graduate degree.

The prerequisite of effective understanding of graduate education and research is to categorize them in an appropriate way. To achieve the goal, this study identifies, first, the variables that represents the characteristics of graduate schools and performed a Hierarchical Cluster Analysis(HCA). The result of HCA categorizes graduate schools into research intensive, flagship national university, research intensive private, and education focused private.

As the next step, this study constructed a framework to analyze the educational condition and the status of graduate programs on operation, students, faculty, and educational costs. Outstanding characteristics of our graduate schools are 1) graduate education of South Korea has seen a dramatic growth in quantity since the nineties with which the quality is not in concert, 2) there are few research intensive universities even with the goal of being one, 3) the main limit of our

graduate education is originated from the lack of faculty, 4) most of our graduate schools rely on government for their research grant, and 5) graduate students are not allowed to focus on their studies with the low rate of scholarship receipt compared to the United States.

In addition, this study further suggests a framework to map out the subjects of education and research, relevant organization, and operational process with the goal of understanding the practice of education and research. As the research methods, the analysis of regulations, statistics from Alimi, survey instruments for student and faculty, descriptive statistical analysis, and focus group interviews were applied.

The results of survey analysis and focus group interviews could be categorized into three pieces; the quality of graduate education, organizational structure and governance, and education and research practice. First, the overall quality of our graduate education is found to be fragile given the fact that it is decided by human resources within graduate school, superior condition and administrative infrastructure for research and education, graduate education system, and reputation for graduate schools. Second, in terms of organization and governance of graduate

schools, academic administration of graduate school is governed by central office rather than by each individual department, most of programs do not have faculty in charge of graduate education only, the autonomy of faculty in deciding program restructuring including starting a new program, recapping student enrollment headcount, assigning budget are significantly limited, whereas the academic freedom is fully secured in research activities.

Third, speaking of education and research of graduate programs, each graduate program focuses on work shop related to majors, seminar, and speech by main figures in the discipline as its extra curricula activities. Other characteristics include the difficulty in taking courses offered by other programs, improvement in the efforts of reflecting students' and private sectors' needs on the curriculum, increased concern for learner oriented perspective in an effort to signify research topics of them via education, active involvement in research projects supported by governmental resources, strong emphasis on stable condition for education and research by expanding grant size, and overall satisfaction with curriculum.

As the next step, this study analyzes

survey data from student and faculty to examine the factors affecting the outcomes of education and research. Recognizing the nested nature of students with a same college, student related variables(Level-1) were regressed on dependent variables followed by institutional level variables(Level-2). Hierarchical Linear Model(HLM) is applied for the analysis of institutional level predictors. For this, the total variance explained by the school identity was first examined to decide the practical benefit of applying HLM.

First of all, among the predictors at level-1, the satisfaction level of female students is lower than male, student older than 40 showed higher satisfaction, and students who earned undergraduate degree from other institutions reported higher satisfaction with curriculum. The higher the portion of scholarship in paying for graduate education, the higher the satisfaction level, and students who well prepare classes reported higher satisfaction. In terms of academic discipline, all other disciplines excluding arts show higher satisfaction rate compared to liberal arts/social science. One of the interesting findings of the study is that the academic competency of colleague students and programs and

the quality of education are the decisive factors deciding the level of students' satisfaction.

Next, it is disclosed that there is no difference in research outcomes by the gender. However, students who started their graduate study at a later stage show lower research outcomes, whereas the motive for and goal of graduate study are not a significant predictor of research outcomes. Students who completed undergraduate degree from another institution are found to produce lower research products compared to their counterparts who graduated from the same institution. Students actively involved in research projects funded by government are found to produce higher research outcomes while the portion of scholarship in the total costs is found not to be associated with research outcomes.

The competence of colleague students and graduate program, and job placement rate do not meet the minimum level of statistical significance. Rather, the research outcomes are differentiated by the academic discipline; technology, medical, and science fields show higher rate of outcomes compared to liberal arts and social science counterparts. Used as also a dependent variable in the study, the level of satisfaction is found to be positively associated with research outcomes with large

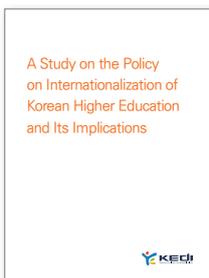
standardized coefficient.

Drawing on the results of the analysis of innovative case studies, educational condition, the practice of education and research, factors associated with outcomes of graduate education, this study provides policy suggestions for the improvement of graduate education at both governmental and institutional levels: The desirable future direction is represented by establishing world class research competency, educating next generation scholars leading societal development, re-configuring the identity of graduate education enabling synergy effects between education and research, construction of excellence oriented academic community,

and shifting of leadership for graduate education policy. Governmental level policy suggestions leading to the direction include specializing graduate programs, financial supports for Ph.D students at research focused institutions, designing advanced evaluation system of graduate education and its successful implementation. At each institutional level, it embraces securing talented human resources, student-lead education and research, revamping education and research supporting system of graduate school, reconstructing curriculum, facilitating interdisciplinary education and research, and globalize graduate programs.

## A Study on the Policy on Internationalization of Korean Higher Education and Its Implications

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### KEYWORDS

Higher Education  
Internationalization  
In-Bound  
Out-Bound  
International Students  
Joint Degree  
Internship  
International Branch Campus

The purpose of this study is to suggest policy implications for higher education institutions to play a leading role in implementation of internationalization of higher education by analyzing the present government's policy implementation at the university level. To achieve the goal, this study examined policies on internationalization of higher education in Korea and figured out the current status of internationalization by conducting surveys which examined internationalization cases of individual

universities and the perception of internationalization of staff in charge of international affairs. In addition, examination of the policy and practices of universities from the U.S., Japan and China and cases of domestic higher education institutions as well as interviews with experts in internationalization of higher education were also conducted to derive policy implications.

In this study, the following policy implications for internationalization of universities were suggested. First of all, it is required to clarify aims and strategic direction of the policy for internationalization of universities. For this, ①they should be specifically suggested by the government, ②standards for a global "role-model" need to be established, and ③a comprehensive

scheme and roadmap should be provided at the national level.

Second, it is essential to enhance efficiency by selection and concentration strategy, which should be backed by ①development of strategies for internationalization considering individual institution's characteristics, ②efficiency of the ways of implementing internationalization. Further, for successful internationalization, ①quality enhancement in university education and ②building systems for evaluation and performance management are also required.

Third, it is fundamental to build the infrastructure for implementation of internationalization, which is backed by ①amendment of the law, ②organization of interdepartmental liaison committees, ③expansion of budget support, and ④establishment of interdepartmental liaison centers for supporting internationalization(tentatively named) which will facilitate the previous three tasks.

Finally, at the national level, it is necessary to actively participate in international organizations such as UNESCO, higher education accreditation organizations, and etc in order to build partnerships for internationalization. On the other hand, at the university level,

it is required to set aims and develop strategies in accordance with the feature of the individual institution, to enrich the curriculum, form international networks for educational exchange, and organize an exclusive organization and ensure proper budget allocation for internationalization.

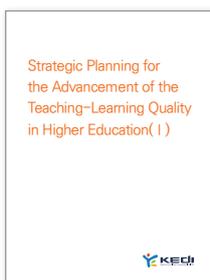
Based on the implications above, this study suggested tasks for internationalization of higher education as follows. It is suggested to establish policies for internationalization in response to global environmental changes by systematic information collection and analysis. And in order that they are able to be connected to evaluation, it is proposed to develop a universal evaluation index at the national level through comparative analysis of evaluation cases of international organizations as well as other countries.

 2013 Research Reports

## Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education(II)

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### KEYWORDS

Teaching-Learning Quality  
in Higher Education  
Learning Participant  
Learning Experience

This research, which is conducted for five consecutive years since 2013, attempts to seek ways to improve the quality of university education in Korea. Traditionally, the teaching-and-learning process in the classroom has been regarded as a black-box, due to little empirical research evidence and quality measures. This current annual report presents the survey's first year results, which paid special attention to strategic educational consulting for improving the quality of university education. This year,

in particular, KEDI held an international higher education forum in which a number of prominent keynote speakers from the US, Australia, and Japan shared expertise and experiences of their national-level survey on higher education.

The National Assessment of Student Engagement in Learning(NASEL) tool developed by Korean Educational Development Institute(KEDI) between 2010 and 2012 was utilized as a major instrument of the research. A total of 28,095 undergraduate students enrolled in 4-year universities in Korea participated in the survey. This report includes: a critical review of teaching-and-learning theories from the existing literature, new questionnaire development procedures for teaching staff, which is launched this year, and student perspectives of teaching-

learning aspects in higher education, all of which helped to build a solid foundation of education improvement strategies. Lastly, a case study of comparison of two universities located in different areas is also conducted, drawing significant results and practical implications.

The following seven teaching-learning engagement benchmarks suggested in the research are as follows:

- **Student-faculty interaction(SFI)**

This category concerns about how well students develop a relationship with peers, members of teaching staff and academic officers.

- **Major modules-Levels of satisfaction in teaching-learning(M-STL)**

This category looks at how students feel about their university major modules in relation with teaching aspects, course assignments and academic assessment.

- **Optional modules-Levels of satisfaction in teaching-learning(O-STL)**

This category consists of questions about the satisfaction levels of students on optional modules available. The questions ask the same questions as the previous category.

- **Teaching-learning outcomes(TLO)**

This category measures outcomes that were gained from educational or non-educational activities during the time at university. These include academic capacity, social skills, self-development, and so on.

- **Self-directed learning activity(SLA)**

This category focuses onto how well students explore, direct, evaluate their own learning activities/performance. It also asks the extent to which students are willing to co-operate with peers.

- **Quality of student support(QSS)**

This category measures the quality of academic support that a university offers, including facilities and services available.

- **Emphasis of student support(ESS)**

This category measures where university places emphasis on in terms of student support. The questions listed in this category cover general well-being of a student, career aspects, and academic support so on.

The major findings are as follows:

First, there were significant group differences in teaching-learning engagement levels, library/student support services use and class satisfaction.

Second, non-metro, small size universities tended to have higher student-faculty interactions than their larger size counterparts in metro cities; whereas small size universities in cities showed greater teaching-learning outcomes than larger institutions in metropolitan areas. Generally, the vast majority of university students held positive attitudes towards major and optional modules provided by their university. Lastly, when it came to factors influencing the teaching-learning outcomes, there were far less school effects than those of individual students; while the university environment fostering a culture of active engagement in learning had a more positive impact on educational performance.

The following strategies below are proposed to improve the quality of university education:

- **Evidence-based measurement tools need to be developed, rather than vague assessment instruments.**

Different institutional and student characteristics need to be taken into consideration when considering the quality that a university wishes to offer.

- **Academic offices, such as Center for teaching**

**and learning, can be of great help to shed light on improving the university education quality.**

- **Fostering non-curricular learning activities(e.g. clubs and societies, peer-mentoring, etc.) is required to develop greater involvement and interactions among university members.**
- **The data that are found in this report can be used as a basis for analysis of both students and institutions.**
- **The Korean government may want to consider setting up an independent body assessing the tertiary education quality, which can closely work with universities.**
- **A clear vision and common mission towards which a university wants to push(e.g. research-centered, competence-oriented, etc.) must be shared by all members of the academic community.**

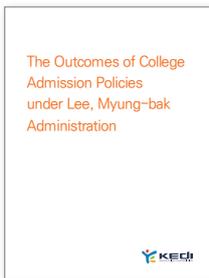
Possible policy implications are suggested as below:

- **Government support is needed for a quality national-level survey on teaching-and-learning in higher education.**
- **The Korean government may support national research centers to build longitudinal data systems to be able to track university student engagement over time.**
- **The Korean government may want to consider setting aside financial resources devoted to higher education international comparisons and research.**

 2013 Research Reports

## The Outcomes of College Admission Policies under Lee, Myung-bak Administration

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### KEYWORDS

College Admission  
Policies under Lee, Myung-bak Administration  
College Admissions Policy  
Performance Analysis

In 2008, the Myung-bak Lee Administration announced its plan to enhance autonomous college admission process in three steps as one of its major education objectives to achieve autonomous and diversified education system. The plan was to gradually hand over the tasks of establishing the standards for student selection to universities and to achieve complete college autonomy by the year 2012. Therefore, the evaluation of current college admissions policies has been mainly focused on the admissions

officer system that had been implemented in the former administration and related issues. However, on the downside, there has been little specific analysis on the outcomes that influenced the operation of college admissions policies such as the issues of college autonomy, improvements and changes in the National College Scholastic Ability Test. Therefore, it is time that comprehensive policy evaluation of college admissions process is needed.

Under the strong social belief that college education positively impacts social mobility, it is imperative to arrive at an agreement on the directionality of the college admissions policy for the sake of successful implementation and production of positive outcomes. Additionally, it lacked the examination on the differences in understanding of college admissions process between high

schools and colleges in spite of the fact that strengthening articulation between upper secondary and higher education was one of the subtasks of educational policies. Therefore, it is necessary to analyze the Lee administration's college admissions system which revolved around the autonomy of universities from perspectives of high schools and universities.

Moreover, because college admissions system has utmost personal and social significance, it creates many sensitive issues. Therefore, addressing these issues requires establishing directionality from a long-term perspective, not on the level of generating temporary measures to approach the problem in the short term.

The purpose of this study is to examine the three representative current college admissions policies, which are the realization of college autonomy, the expansion of admissions officer system, and improvements for the National College Scholastic Ability Test from various viewpoints, to identify strengths and problems that have been produced in the process of the implementation of the policy and to provide policy implications. The research questions are as follows. First, what are the policy objectives and characteristics of the current college

admissions system? Second, what are the outcomes and issues of the current college admissions system? Third, what could be implications for the sake of improving the current policy?

The followings are among the important findings of the study. In Chapter II, the reviews of college admissions systems and previous studies have been done. The history of the changes and developments of college admissions systems since the Independence, which has oscillated between governmental regulations and autonomy has been discussed. Korean college admissions policy is characterized by following a series of a state-regulated period, a period of college and government partnership, and again a state-initiated period, ending up with a current period of college autonomy. The study categorized the types of college admissions into three types and examined them; according to relevant relations and law, the elements of college admissions and the materials of admissions and examined them. In order to analyze these forms of college admissions, this study divided the types of college admissions into the college admissions officer system and the merit-oriented admissions process. This study utilized the "Four Dimensions of Educational Policy Theory" developed

by Cooper, Fusarelli, and Randall(2004) using normative, structural, constitutive and technical dimensions.

In Chapter III, an analysis on the contents and current status of the Lee administration's college admissions policy has been done. First, the major contents of the college admissions process has been examined; the transfer of admissions affairs to the university council, the implementation and expansion of admissions officer system, the reduction of electives, writing the two levels of test questions according to the degree of difficulty, strengthening the link between EBS and the National College Scholastic Ability Test. Next, an analysis of the current status of the Lee administration's operation of college admissions system was carried out. The analysis on the current status was examined in the three following areas; college application periods, the status and prognosis of admissions officer system, and the current state of college freshmen.

In Chapter IV, an analysis on the outcome of the policy of current college admissions process was done through questionnaires and in-depth interviews. The survey was carried out for about 2100 teachers. The items of the questionnaire was about teachers' perception and

awareness about the following areas: the expansion of universities' autonomy, the implementation of the admissions officer system, the changes pertinent to the operation of the National College Scholastic Ability Test, the connection between the National College Scholastic Ability Test and EBS, and the transfer of college admissions affairs to Korean Council for University Education. On average, the area of the implementation of the college admissions officer system showed the highest level of positive awareness and the manipulation of the degree of difficulty on the Type A and B National College Scholastic Ability Test showed the lowest level of positive perception. Interestingly, the area of the implementation of the admissions officer system showed the highest level of negative awareness and the connection between the National College Scholastic Ability Test and EBS showed the lowest level of negative perception. Finally, in terms of the area of the issues and problems of current college admissions system and suggestions for improvement, the issue that teachers found to be the most problematic was the increased burden of the management of the NEIS student record system imposed on teachers. The teachers found the "three-

year advance notice” of any changes in college admissions system to be the area that needs most improvement.

Next, in-depth interviews were carried out on high school teachers, admissions officers, current and former deans of college admissions, and officials from Korean Council for University Education. Based on the results of these interviews, analyses were done on the outcomes of college autonomy, college admissions officer system, and suggestions for improvements of the National Scholastic Ability Test. In the process of describing and analyzing the interviews, a literature review of previous studies and statistical analyses were utilized in order to provide confirming and supplementary explanations. These in-depth interviews helped to identify their expert opinions in the field. Their responses and statistical analyses helped to identify the impacts and outcomes of college admissions process and to generate useful implications about the limitations and room for improvement of the current practice.

In Chapter V, based on the findings, policy suggestions were made for each stakeholder of college admissions process; the government, universities, and high schools. First, on the administration level,

the administration needs to create a long-term roadmap for the college admissions policy in order to reduce confusion and achieve stability. Governmental accountability for the policy should be strengthened and sincere deregulation of college admissions process should be achieved in order to ensure true college autonomy, taking given conditions and characteristics of each university into consideration. In order to normalize public education, more connection and articulation between high schools and universities should be established and the substantial operation of college admissions officer system which receives positive feedback should be carried out. The fair and desirable operation of college admissions process can be achieved by establishing independent college admissions consultative bodies which can comprehensively manage the operation and evaluation of the outcomes of college admissions process. Second, on the university level, admissions objectives and strategies that fit each university’s specialties and characteristics should be established. Outreach programs that connect with high schools should strengthen university-high school relationship, building stronger networks and refrain from creating programs that



merely focus on delivering information. Additionally, in order to establish more systematic and methodical college admissions process, the organizational rearrangement of the unit in charge of the process and sufficient budget support are required. Third, on the high school level, in order to ease the burden from private tutoring and normalize public education, efforts to diversify high school curriculum through the expansion of curricular units and choice should be made. Moreover, burdens imposed on teachers caused

by teaching and college counseling should be eased and more opportunities for teachers to pursue professional development should be provided in order to strengthen teachers' capacity to teach, guide, and counsel students. Additionally, stronger and closer partnership between high schools and universities should be established in order to encourage mutual exchange, sharing, diffusion of information between high schools and universities.

## 2013 Research Reports

# Research on Establishing Mid-long Term Vision and Plan for Global Educational Cooperation Research and Project

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Research on Establishing  
Mid-long Term Vision and  
Plan for Global Educational  
Cooperation Research and  
Project



### KEYWORDS

Regional Educational Development  
Cooperation  
Educational ODA Budget  
Fundamental Education  
Higher Education  
Education Support for Post-conflict

The research aims to establish medium and long term vision and plan for effective and efficient global educational cooperation research and programs in accordance with three-year long term plan of Korean Educational Development Institute(KEDI). The year of 2013 marks the start of the three-year research and the Institute focuses on theory review, present-condition investigation, demand survey in order to develop medium and long term vision of global educational research projects

in macroscopic viewpoint. For this, this research reviews theoretical background of educational cooperation, analyze the current status of Korean educational development cooperation and draws out issues and challenges. Moreover, present condition and demand of Asia, Africa, Latin America and the Middle East were analyzed and it leads to establish regional medium and long term educational development cooperation strategy by the region, presenting vision and challenges on both national and the KEDI levels.

In chapter 2, theoretical discourses on international development cooperation and global educational cooperation were reviewed. Trend and issues on educational development cooperation in the international community were also analyzed. Then, changes of

policy environment over educational development cooperation was discussed in the end.

This research paper targets concept and features of educational development cooperation among subordinate scopes of "global educational cooperation," provided that definition of educational development cooperation in this paper focuses on international efforts itself and includes role of education sector in implementing international development and cooperation, not limiting to education sector as a subordinate sector of "international development and cooperation" defined in the 'Act for International Development and Cooperation,' International development and cooperation in this context includes both aspects of basic right of human being and human development to lead economic growth.

In recent years, development has emphasized educational fairness and quality in humanitarian perspective to secure basic life of human beings in the discussion concerning the Post-2015 agenda including Post-EFA, Post-MDGs, SDGs and others. In addition, Busan Declaration(2011) has served as an opportunity to expand into development effectiveness, focusing on integrated

cooperation in human development, governance, environment, trade, investment and finance to lead to practical growth of developing countries beyond aid. This international trend should be taken into consideration to establish medium and long term vision and plan for direction of Korean educational development cooperation in the future.

In line with the international trend, Korea has put endeavors to gradually increase the amount of ODA(Official Development Assistance) and to launch integrated policy framework led by the Council for International Development and Cooperation for interface and collaboration among the related entities. In spite of these efforts, improvement of the current procedures for ODA and reinforcement of cooperation among organizations have been brought up since an issue of aid fragmentation still remains. Henceforth, policy direction for enhancement of ODA effectiveness through vigorous collaboration should be reflected in establishing medium and long term vision and plan for direction of Korean educational development cooperation.

In chapter 3, challenges were extracted based on analysis of the current status

of Korean educational development cooperation.

KOICA (Korea International Cooperation Agency) and the Ministry of Education (MoE) have separately presented the progress direction. KOICA sets a goal of 'achieving sustainable development with human resource development in developing country,' based on the 'Act for International Development and Cooperation' and the MoE presents 'establishment of a leading donor country in education, science and technology to support capacity building and sustainable growth of developing country' as a goal.

So far, Korean educational development cooperation has showed features as these: First, it is necessary to secure stability of budget as the proportion of education sector fluctuates whereas a total volume of ODA is on steady rise. Second, basic education accounts for the least proportion and vocational training takes up the largest share. The bias is largely due to the fact that educational development cooperation has focused on industrial manpower training, short-term projects and hardware provision so far. Therefore, it is necessary secure budgetary stability and establish plans for long-term joint projects. Third, the biggest resource has channeled into

Asia but training for technical manpower was a main target regardless of the region. Then, the priority was given in order of LMICs (Low Middle Income Countries), LDCs (Least Developed Countries) and UMICs (Upper Middle Income Countries) by income level and rate of concessional loan to the LDCs was relatively high. This causes criticism that Korean ODA is used for the diplomatic and economic purpose of the donor country rather for assistance to the growth of under-developed nations.

According to a survey, characteristics of Korean educational development cooperation can be described as below: Firstly, many experts emphasize socio-economic development of partner countries or exchange and cooperation between the donor and partner nations as goals of educational development cooperation projects. It indicates the difficulty in distinguishing between two perspectives of human right and economy and it is meaningless to highlight either one of these point of views.

Secondly, general education and higher education account for the biggest proportion and higher education, educational policy and administrative consulting comprise the most in sub-categories. In modality, human development was followed by

system·program development, facility and program operation. In the question of cooperative organizations, central government was followed by universities and local government. The same result showed in major cooperative organization in the future as well.

Thirdly, in phased characteristics of educational development cooperation, respondents answered that projects are identified based on the current status and demand survey of partner country on design stage and joint collaboration is made with locals. In addition, it is hard to design educational development cooperation-oriented projects due to lack of support and understanding on economy, politics, society and cultural aspects of partner countries. Insecure budget of the partner countries is also a challenge. Next, in the phase of implementation, the experts responded that educational development cooperation projects were carried out in accordance with the plans. However, support from donor countries and dispatch of specialist were insufficient. Finally, poor ex-post management of educational development cooperation projects was identified and in particular, many of the respondents answered 'no' on the issues of financial independency and consistent maintenance

of facilities and equipments as well as technical independency. For the question of Institutional administrative management of partner countries, respondents answered in the negative.

From all these considerations, it would reveal that despite of reflection of demand and policy of partner country in design phase, support of the partner country is deficient in implementation and ex-post management is also inadequate. This provides the clue for inconsistent attention to projects of partner countries before and after then attract the aid. Consequently, experts should come up with ways to address the practical challenges.

Based on the discussion above, issues and challenges of Korean educational development cooperation can be drawn out as below: In the beginning, the Korean government must espouse a philosophy on educational development cooperation and proactively participate in the process of agenda setting in the international community and reflect them into its own as well. Second, common ideology and strategy on educational ODA on the national level should be shared and the related ministries have to establish specific plans based on the ideology and strategy. Third, in-depth discussion on the purpose and operation method

should be included in the design phase because Korean educational development cooperation has not possessed exemplary cases.

Chapter 4 deals with educational circumstances and demand by region for cooperation. Demand for cooperation was drawn out based on political, economic and social background and educational status as well as major agenda of education grounded on the result of survey by regions of Asia, sub-Saharan Africa, Latin America and the Middle East. The paper finds out implications as below:

First, in Asia, basic(pre-school, primary school) and secondary education have problems with the quality of education, quantitative expansion and quality assurance for higher education. The higher education is in great demand for socioeconomic development in the region. However, the percentage of school attendance is very low and the necessity of intensive financial, physical support is raised.

Second, entrenched basic education, quality enhancement and capacity building of teaching staff are necessary for the region of sub-Saharan Africa. A fair number of schools in the region show

low level of primary school attendance and the highest rate in the world in student wastage rate. In addition, lack of textbooks, low wage for teachers, non-experty of teaching staff were pointed as factors to decline the quality of education.

Third, Latin America where showed significant quantitative increase in all levels of education suffers from the issues of inequality of education by income level, region and social class. Correspondingly, responsible entity in the region strengthens policy for learners with multi-cultural background such as natives and immigrants as well as collaboration to increase participation of a neglected class of people, emphasizing the right of education as a basic right. Therefore, this can be a major theme for cooperation.

Finally, the Middle East demands the necessity of emergency education due to political insecurity. Opportunity for higher education should be expanded and racial, regional conflicts and educational gap among students in primary and secondary education should be abolished with quality efforts.

In chapter 5, the research paper sets out the fundamental direction of Korean educational development cooperation and establish medium and long-term



assistance plan by regions based on the analysis and discussion mentioned above.

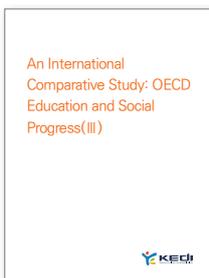
Most of all, the study presents three directions for Korean educational development cooperation. First, Korean educational development cooperation projects should have close links with development and educational agenda of the international community and be in pursuit of addressing common issues of humankind. Second, it should intensify humanitarian perspective and expand the support for sectors that is relatively irrelevant to national interests. Third, bilateral cooperation should be systematically related with goal and strategy of international development cooperation of the government and be founded on the CPS(Country Partnership Strategy) agreed government-wide.

As a consequence, strategic target and detailed plan are presented based on the fundamental direction integrated with the current status and demand for cooperation of each region. Specific assistance measures to proceed the plan are also proposed. Firstly, for Asia 'reinforcing equity and supremacy of higher education' is determined as a strategic goal and 1)quality enhancement of higher education, 2)gap reduction of higher education 3)establishment of industry-

academic cooperation mechanism were set for subordinate goals. Secondly, quality enhancement of basic education was appointed as a strategic goal for educational development cooperation with sub-Saharan Africa. Plus, detailed objectives include 1)provision of teaching staff with superior quality, 2) improvement on curriculum and 3) upgrade of educational environment. Then, for Latin America, 1)expansion of educational opportunity for vulnerable social groups, 2)enhancement of basic standards and 3)betterment of educational environment were decided as particular goals. In the end, human development contributed to nation reconstruction was set for a strategic goal for the Middle East and 1)support for higher education, 2)education for post-conflict and 3) assistance to vocational and technical training were selected for detailed goals.

## An International Comparative Study : OECD Education and Social Progress(III)

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### KEYWORDS

OECD  
ESP(Education and Social Progress)  
Cognitive competency  
Noncognitive competency  
Education Environment

This research, as a part of the OECD ESP project, is an international collaboration, which invites OECD member states to participate in. The goal of this research is to investigate diverse variables that have influences in skill forming processes as well as to analyze the cause and effects that learning environment and skills could offer to bring social progress. 'Social progress' in the OECD ESP longitudinal study has a direct relation to the current education policies of South Korea, as it is in line

with promotion of happiness of Korean students and its people which is pursued under the Park Guen-hye administration.

In this international flow, the OECD(2010) stressed the importance of the development of the non-cognitive competencies in particular, areas of social progress mentioned above(OECD, 2005). Within the framework that identifies the impact of both cognitive and non-cognitive competencies on social progress, this research, by adding another element of 'education,' attempts to examine the causal relationships among the three elements: education, cognitive and non-cognitive competencies, and social process.

Therefore, it is urgently requested for the educational entities to understand what kinds of non-cognitive competencies are important, and how the non-cognitive

competencies interact with cognitive competences, and how different competencies influence on healthy living habits, education, employment, civic participations etc., such that determine success and happiness of students and their future. For these reasons, the OECD ESP project aims to analyze the longitudinal casual relations between education and learning environment that contribute to forming competencies and its results, which appear in the lives of students and social progress. Thus, this research has a strong potentiality to offer very timely and interesting discussion points to South Korean education, as the government currently pursues 'national happiness' and 'happy education'.

This research is expected to offer educational measures that are well-balanced and harmonious development between cognitive and non-cognitive competences based on empirical data and scientific analysis that are collected throughout the longitudinal research process.

This research raises four primary research questions to accomplish the aforementioned research goals.

First, how can the education(learning environment) influence on the formation of both cognitive and non-cognitive

competences as well as social progress?

Second, how do the cognitive and non-cognitive competences have influences on social progress?

Third, what are the policy implications that the causal relations of education, cognitive and non-cognitive competences, and social progress, and international comparative analysis could offer to the Korean education system?

Fourth, how are the validity and reliability of the cognitive and non-cognitive competency measurement tools that are currently being developed to be used for the main OECD ESP research at the second step?

In addition, the main contents of this research that are in close collaboration with the OECD, all in which could answer the four questions mentioned above are as follows.

First, this paper introduces the conceptual models and analytical models of the ESP research that are now finalized by analyzing preliminary works and the council of experts that include 13 countries including South Korea at the first level of the OECD ESP project from 2011 to 2013. First of all, this research conducts literature analysis and indicates the OECD ESP research contents during the first and second project years of the

KEDI. Not only cognitive competencies, it also examines the issues of the ESP research, which stresses the importance of non-cognitive competencies. This paper also introduces the conceptual model, measurement tools for statistical analysis that are currently in the process of being developed, as well as analytical model for the first step of the ESP research.

Second, this research derives implications for education policy by re-interpreting and re-analyzing the actual analytical results presented in specific cases including Korea, in accordance with cultural context of countries. It discusses the results and implications after conducting intense case studies on Germany and South Korea in order to examine the result from the first step of the OECD research. Moreover, it introduces and discusses the reconstructed data results of the longitudinal researches done by 13 participating countries.

Third, it conducts the preliminary survey to verify the validity and reliability of each measurement tools that are in the middle of the test by the OECD headquarter, in order to utilize them to the main longitudinal survey, which will be conducted from 2015. Currently this research conducted the preliminary survey in South Korea to confirm the validity and

reliability of the measurements that are in the process of joint development among the OECD ESP participating countries. Lastly, in conclusion, it attempts to seek policy implications on Korean education, synthesizing the analytical results that are addressed in introduction.

First of all, the cause and effect analysis and international comparative analysis on education(learning environment), cognitive and non-cognitive competences, and social progress draw implications on Korean education. Through the Korean case study, we found that the cognitive and non-cognitive competences surely exist, although it is not directly observable. We also found that these competences lead desired behaviors. However, it can be said that our challenges are to find what political efforts could be made to improve non-cognitive competences, and what are the contents should be provided in early childhood, elementary and secondary education.

Another important fact found is that non-cognitive competences formed in early childhood affects the future. The more non-cognitive competencies that the young adults and their parents have, there is a higher chance for them to improve the competencies as they are more likely to act to improve one's competencies.

These findings imply that large gaps in non-cognitive competences could occur, even in early stages of life, and requires concrete efforts to prevent the gap from expanding.

And yet, since this research does not delve into whether the non-cognitive competences are formed by school education, it is necessary to have a further study on the relationship between school education and non-cognitive competencies. Also, the recent Korean case study conducted by the OECD have demonstrated persuasive and substantial facts that explain the importance of cognitive and non-cognitive competencies, it has a limited information on how such important competencies could be formed. Therefore, skills in learning environment(context), especially the data accumulation and analysis on path to non-cognitive skills remain as an important future task.

After examining the results of the longitudinal analysis done by the 13 participating countries at the first stage of the ESP, and the case studies of Germany and Korea, we could gain the following three insights on Korean education.

First, the analysis on cognitive and non-cognitive skills and its effects can provide ground to support very specific

policy measures or to build sociocultural strategies. Thus, it is necessary to synthetically analyze and interpret the results gained from the first step of the ESP research. Also, through the second step of the ESP research, it is necessary to conduct a longitudinal study on internationally consistent items that allows us to acquire data and analysis, which could offer more accurate policy implications.

Second, on the basis of sustainability in early childhood education which was particularly emphasized by the German case, and the positive effects of the cognitive and non-cognitive and social progress confirmed by all participating members, it is necessary to further expand investment in early school educations.

Third, it is the importance of the non-cognitive competency education shown by the Korean case. In case of Korea, it is found that there is hardly any influence from non-cognitive skills for one to enter a college. On the other hand, it is shown that both cognitive and non-cognitive skills have overall equally positive effects on social progress. Therefore, it can be known that equally developing both competencies is important.

Claims from the previous studies are also shown similar results with the ones above. Non-cognitive skills appeared to be much

more necessary to Korean education system, which has been suffering chronic ailment due to its heavy reliance on test-oriented cognitive learning than any other nations. In addition, as the existing literature and the primary data results from Germany, South Korea and other ESP project participants reveal consistency, we should pay more attention on the point that non-cognitive skills are considered as 'teachable contents,' which can be developed through education or learning environment. Followed by such great contributions, more careful theoretical and empirical researches that offer educational remedies, with respect to the Korean context should be followed.

Existing literature shows what impacts did fostering non-cognitive skills have on the accomplishment in life later on (Borghans et al., 2012 reference), however the previous researches have not found the precise mechanism that links the two. Therefore, unearthing the very mechanism that explains the paths of non-cognitive skills will help the non-cognitive skills and its effects to be systematically and concretely formed.

However, as to find the ways to improve non-cognitive(or cognitive) skills, it is still necessary to diversify the components to discover the most important factor

in enhancing non-cognitive skills. Additionally, because there are few longitudinal studies that measure the cognitive and non-cognitive skills that involve youth, more active researches on youth involvement are essential. On the contrary, the results of the dynamic data analysis done by the KYPS shows that the earlier educational intervention can be more effective.

Lastly, academically and politically expected effects of this research are that the framework of the longitudinal ESP research of the OECD could overcome the limitations and demonstrate the dynamics among the relevant variables. Through the continuous participations which is designed by many years of collaboration by a group of experts from all around the world ever since 2011, and through collecting each countries data and conducting a long-term comparative analysis on them, we will be able to understand sophisticated casual relations and its exquisite implications on Korean education system.

Bolstering international research cooperation and comparative analysis continuously, we can grasp a more sophisticated understanding on the dynamic variables that have an influence on competences and social progress,



and thereby, it is possible to verify educational measures and strategies that are in line with ensuring a happy life, the core value of progressivism. In result, it becomes possible to suggest proper policy measures that are in context with the current situation in Korea, further requesting the continuous participation of the South Korean government from the OECD ESP project.

## 21<sup>st</sup> Century Global Trends in Education Reform(II) : Education for Happiness

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### KEYWORDS

Happy Education  
Positive Education  
Well-Being Education  
Korean-style Concept Model  
of Happy Education

In the twenty-first century, more integrated and organic flow of education reform is on its way. All this is to pursue a sustainable well-being a long with long-term happiness. As a result, traditional education, which used to put emphasis on academic accomplishment only, has progressed to an education that seeks happiness and well-being through habits. Such changes are constantly being made today. This research names such changes 'Education for Happiness', and examines the trend of the 21<sup>st</sup> century's

education reform in light of Education for Happiness.

### • Theoretical Background

Looking at the academic backgrounds with regards to the concept of happiness, the two confronting concepts in ethics, pleasure and virtue, have been developed, while sociology emphasized subjective quality of life and social indicators for the community, and focused on resources, solidarity, access to participations and capacity buildings. Positive psychology viewed subjective well-being and psychological well-being as happiness, but now it expands the boundary of the concept including prosperity beyond simple satisfaction. Meanwhile, happiness economics shifted its viewpoint as it replaced the Gross Domestic Product (GDP) with Gross National Happiness (GNH) as a standard indicator to gauge

national well-being. Happiness economics not only pursues economic development of a country, but also promotes happiness of the people.

In order to carefully examine the relationship between happiness and education, this study takes the basis on the concept of Education for Happiness in the positive education's traditional accomplishment and 'well-being.' In addition, this study defines the Education for Happiness as a type of education that attempts to pursue happiness through the education that would make people feel happy. The contents of this study are separated into three parts: 1) education/training regarding happiness 2) Education for Happiness stages 3) meaning of the Education for Happiness from the perspective of happy life.

- **Case Analysis on Domestic and International Education for Happiness**

This research examines international cases of the Education for Happiness practiced in U.S., U.K., Australia, China and Japan. First, the U.S. case study introduces two institutions. One is the KTHP where it takes positive psychology as a fundamental education principle, and put equal emphasis on academic and personal aspects. Another institution is the

Riverdale school which stresses sufficient play experience for students. Second, the study introduces the United Kingdom Resiliency Program (UKRP), which is a modified version of the Penn Resiliency Program (PRP) to suit the U.K. situation. Third, as for the case of Australia, various programs and schools such as, MindMatters Program, KidsMatter Program, Geelong Grammar School, Saint Peter's College Adelaide, Mount Barker, Happy School TEACH@ are introduced. In case of Asia, Yucai Elementary School in Wuhan City and the 110 Middle School in Chongqing City in China, as well as Japan's Yutori Education demonstrate practices of Education for Happiness. This study also introduces several cases of the Education for Happiness in South Korea. The Happy Textbook and Happy Class teacher training program by the Education for Happiness Center at the Seoul National University, Education for Happiness Practice Meeting, the Korean Educational Broadcasting System (EBS), and the Education for Happiness policies implemented by the Department of Education in 17 cities and provinces in South Korea are introduced.

- **Research and Analysis to Derive Korean Model of Education for Happiness**

We conducted basic investigation researches including student survey, school parents interview and professional Delphi survey in order to derive Korean-style concept model of Education for Happiness.

Examining the results of the student survey, males rather than females, middle school students rather than highschool students expressed a greater feeling of happiness. Regular high school students expressed a relatively higher degree of happiness than did students at specialized high schools. Happiness seems to be strongly correlated to positive feelings and satisfaction in life.

When in interviewing, the school parents recognized Education for Happiness as nurturing students' dreams, character development, community education, self-direct learning and self-esteem. They also believed that the happy feelings of teachers had a great influence on students.

Finally, according to the results of the Delphi survey of professionals in the field of education, it is found that providing opportunities for students to experience happiness through fulfilling accomplishments is important in order to realize the Education for Happiness. It is also necessary for these opportunities to reflect social parts in order to promote

social relationships.

- **Korean Model of Education for Happiness concept model**

The Korean Model of Education for Happiness is composed of goal, contents, methods, and evaluations. Considering personal and social aspects of educational purposes, happiness in curriculum, enhancement in relationship and collaboration ability, and fostering reflection and transcendence were included in educational contents of the Korean model. In order to achieve these contents above, practical ways in learning, i.e. self-direct learning, cooperative learning and discussion-style learning are emphasized. In terms of evaluation, when in adopting self-report assessment, personal interviews, performance assessment, observation assessment etc., it is encouraged to conduct assessments on individual level, quantitative and qualitative assessment, cross and longitudinal evaluation with inviting diverse entities of the Education for Happiness, such as students, school parents, teachers and schools, thereby conducting a comprehensive and proper assessment.

- **Conclusions and Proposals**

Based on the research results, detailed conclusions of the research are as follows.

First, we should promote the feeling of happiness by experiencing accomplishment.

Second, the feeling of happiness also can be enhanced by forming and developing human relationships.

Third, we can increase the feeling of happiness through joy of learning.

Fourth, we can increase the feeling of happiness through self-reflection, self-discipline, and transcendence of life.

In conclusion, based on aforementioned research results and discussions, this study proposes policy assessment measures, ways to systemize and legalize the relevant policies and to secure budget, and lastly, a road map to execute the Education for Happiness.

## 2013 Research Reports

# Research on Cooperation and Development of Education between Korea and Developing Countries(I) : Latin America and the Caribbean

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Research on Cooperation and Development of Education between Korea and Developing Countries(I) : Latin America and the Caribbean



### KEYWORDS

Latin America and the Caribbean  
The Target Countries  
Educational Development  
Cooperation Project  
OEI  
Triangular Development  
Cooperation  
South-South Cooperation

Republic of Korea(hereinafter Korea) has been implementing various educational development cooperation projects and programmes since it joined OECD DAC(Organisation for Economic Co-operation and Development Assistance Committee) in January, 2010. Also, Korea has been taken an active role in the world by holding the G20 Summit in November, 2010; the OECD DAC High-level Meeting in Seoul in 2011; and the Busan High Level Forum on Aid Effectiveness in Busan. As Korea's

reputation increases, it has been pointed out that importance of the effective model of educational development cooperation based upon the needs of the recipient countries and regions. Particularly, Latin America and the Caribbean region has been received insufficient attention from the traditional donor countries since income level of the region is relatively higher than other developing countries or the least developed countries.

However, the needs for educational development cooperation in the region have been high since Latin America and the Caribbean has been experiencing considerable economic, racial, educational and regional disparity issues. More specifically, the issues of high drop-out rates, low educational achievement and the quality of education have been serious problems. Therefore, this three-year

research aims to analyze the demand for educational development cooperation in the region and establish implementation strategies and development plan.

In the initial year, this research strives to diagnose the current educational status and analyze policies for educational development cooperation. In the second year, it would focus on establishing educational development cooperation strategies between the Republic of Korea and Latin America and the Caribbean. Finally in the last year, it would conduct feasibility analysis in terms of educational

cooperation and consultation.

This year, the research discovered the demand for educational development cooperation through analyzing the current educational status in Latin America and the Caribbean region. The target countries are Guatemala, Bolivia, Colombia, Paraguay, and Peru. This research carried out in-depth study of the targeted countries through comparative research method based upon major educational indicators as well as the regional study for the comprehensive understanding about the region.

## 2013 Research Reports

# Research for a strategy to improve education - information systems for intergenerational integration(I) - Analysis of the current situation and policy analysis

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Research for a strategy to improve education - information systems for intergenerational integration( I ) - Analysis of the current situation and policy analysis



### KEYWORDS

Social Cohesion  
Generational Conflict  
Intergenerational Integration  
Education of Intergenerational Integration  
Intergenerational Digital Divide

## Research background and purpose

**K**orean society has experienced rapid social change through compressed economic growth. Especially since the financial crisis, the IMF the polarization of wealth has become more intense and conflict and confrontation has emerged as a serious social problem. Since the advent of the knowledge society and information, the rapid progression of aging, the problem of youth unemployment and the baby boomers has emerged as a national

issue, the problem of generational conflict becomes an important social issue. The base of the problem is that the issue of conflict between generations, especially witnessed in recent years has been mainly driven side not ideological and emotional but reveals aspects of discord competing interests for limited social resources between generations, distribution and control of the limited opportunities. At this point of view, unlike current approaches to the production of a conflict that target seniors who are directly involved, all generational measures including the younger generation must be taken. That is to say, taking into account their life cycle in the time series to diagnose the current situation in terms of coexistence between groups in the section, it must be prepared on how to deal with conflict between generations.

In terms of mitigation and solution of inter-generational conflict, the program "intergenerational integration" in particular is likely to emerge as an important social issues in the future of Korean society. By rapid aging and low fertility phenomena, the multi-generation society that requires the intergenerational integration and coexistence is fast approaching, however the strategy method to mitigate and resolve the conflict is still insufficient in every sector of the community and the awareness of the importance of sympathy and understanding between generations is very low.

The conflicts between generations by intergenerational equity and social fairness in the distribution of resources can be significantly reduced through education, through the construction of a unit system, consensus and cooperation between generations. In other words, to promote the integration of intergenerational equity through mutual understanding and empathy, compromise, the education can play an important role. Nevertheless, in our society, the learning programs that combine the older generation and the younger generation are very incomplete and the education system that could establish relationships of understanding

and cooperation between generations are not available. 'The education of intergenerational integration' that can increase the capacity of mutual respect and understanding of diversity through pedagogical approach for all older generations and younger generations must be done.

Meanwhile, the probability that the information gap through its 'normalization' and 'generalization' may aggravate existing social and economic inequality is growing.

The widening of the digital divide, deepening the gap of accessibility and usability of information between generations, amplifies cultural, political and social conflict between generations, therefor the cultural conflict between analog and digital generations due to the limitations of the communication and understanding intensifies economical conflicts in the distribution of jobs and socio-political conflicts in the communication styles and behaviors styles in cyberspace.

In consideration of the need of research mentioned above, making plan to respond effectively to the conflict between generations for sustainable and stable development of national society is important. To do so, by recognizing

the difference between the generations, forming a sympathy and respect for the views of the other, it is necessary to study the strategy to improve information and education systems of intergenerational integration for sustainable and stable development of the national society.

The ultimate goal of this three-year research is to develop strategies to improve information and education systems for intergenerational integration and to derive policy issues. For this reason, over a period of three years 2013~2015, the specific objectives in this study to be achieved in each year are as follows.

- **First year(2013): Research for a strategy to improve education - information systems for intergenerational integration(I) - Analysis of the current situation and policy analysis**
  - Theoretical understanding of the intergenerational integration in information and education systems, Diagnosis of the current situation, Analysis of related policies, Analysis of best practices at home and abroad, Education for the intergenerational integration based on the results of recognition survey analysis, Political implications of improved information systems

- **Second year(2014): Research for a strategy to improve education - information systems for intergenerational integration(II) - Future prospects and Development of integration of next-generation diagnostic tests**

- Future prospects and challenge excavation of intergenerational integration in the information and education systems, Development of diagnostic tests that can capture the level of integrity of generation, Education for the intergenerational integration based on the results of the implementation of the preliminary survey, Political implications of improved information systems

- **Third year(2015): Research for a strategy to improve education - information systems for intergenerational integration(III) - Improvement plan and policy issues**

- Practice of main survey through the diagnostic test of the intergenerational integration and deep analysis of results, Education for the intergenerational integration based on the results of(first and second years' research and diagnostic test of the intergenerational integration), Presentation of improvement plan for information systems and policy issues

## **The main contents and research methods**

- **Theoretical understanding of the context of intergenerational integration discussion**

We examined the theoretical discussions of generational conflict and intergenerational integration for the theoretical understanding of its context, including social integration as a high-level of intergenerational integration. By analyzing previous research literature, statistical data in the context of aging that provides important background of intergenerational integration discussion, and information gap, we tried to build a basic foundation of intergenerational integration discussion.

- **Diagnostic of concepts and realities of intergenerational education**

To achieve the intergenerational integration, we examined the concept of the intergenerational integration and the theoretical discussion, the impact, the reality and diagnosed the educational problems of intergenerational integration.

- **Eliminating the intergenerational digital divide and Diagnostics of concepts and current situation of the information society**

We examined the theoretical analysis and the concept of the digital divide between generations for intergenerational

integration and diagnosed problems and realities of the digital divide in our country.

- **Analysis of the political policy of intergenerational integration**

Regarding the intergenerational integration, we drew an implication on this basis by analyzing the policy implemented and set up in the field of information and education.

- **Analysis of best practices of domestic and foreign intergenerational integration**

Regarding the intergenerational integration, we analyzed best practices at home and abroad, we get a suggestion on this basis.

- **Survey analysis for the diagnosis of the current situation of intergenerational integration.**

To examine the recognition level of intergenerational integration, we conducted a survey to identify the relationship in the field of information education, for elderly, program staff of educational institutions, students and we analyzed the results

- **Political implications of education for intergenerational integration and improvement of information systems**

Based on the theoretical understanding of intergenerational integration in education and information systems, the diagnosis of current situation, the analysis of related policies, the analysis of best practices at home and abroad, the analysis results of recognition survey, concerning the intergenerational integration, we extracted the political implications for the education of intergenerational integration and the improvement of information systems.

For the execution of the research described above, we used different methods as follows: collection and analysis of literature, research and analysis of best practices at home and abroad, collecting opinions through the expert council · individual interviews, public opinion research, analysis, policy seminars.

### **The policy implications**

- **Intergenerational integration and Education system**

First, in order to activate the intergenerational integration education, we must use school education, such as lifelong learning institutions in community, various infrastructures to enhance access to generational integrated

program. Therefore government support should be performed.

Second, for the intergenerational integration education, it is important to use the various lifelong learning facilities. But we need to carry out initiatives the intergenerational education in conjunction with formal education, considering the ripple effect and stable long-term operation of the intergenerational integration program.

Third, the plan to take advantage of retired professionals as human resources of the work experience program will also be a good way of intergenerational education.

Fourth, in the case of the training program to develop intergenerational education or provide its curriculum, it is necessary to configure the program to interact oriented experience between generations face-to-face.

Fifth, because the educational program for intergenerational integration must be configured in a variety of contents suitable for different generations, it is necessary to configure the programs and organize various agencies that are capable to cooperate and we need to share the knowledge and expertise held together by such a cooperative relationship.



- **Intergenerational integration and Information system**

First, we must expand a program in which analog and digital generation join together, especially we need to promote the intergenerational interactive information programs that could leave the wisdom and experience of the analog generation to the young digital generation.

Second, beyond the level to take advantage of just computers, the Internet and smart phones only, we need to develop and disseminate the courses of job creation more specialized and also promote social participation and economic independence of the elderly citizens.

Third, the various integrated information programs should be developed and continued in collaboration with analog and digital generation, companies, government and NGOs.

Fourth, it is necessary to develop and promote intergenerational sympathy program to improve the information technology education for the elderly and to understand the cultural code of the digital generation, including the issue of language in particular.

Fifth, the fusion education using IT in human literature, sociology, and art programs for the intergenerational

integration is also necessary in order to promote understanding between the generations.

Sixth, in order to promote and to produce good results for the effective pan-social policy of intergenerational information, it is important to establish an effective system of promotion, so-called PPP(Public-Private Partnership) involving various entities of society as well as government, schools, private sector and NGO to build a more efficient system.



## 2013 Research Reports

# Promoting Core Competency Education and Building Innovative Learning Ecosystems for Fostering Talent for the Future(I)

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**KEYWORDS**

Talented People for the Future  
Core Competency Education  
Learning Ecosystems

As the new Korean government's main focus in governing the state affairs is building a creative economy, it has become essential to figure out what major qualifications needed to be capable in the future are and how such capabilities can be developed and taught. Considering such policy challenges that lie ahead, it is important to establish skill-sets required in the future of the Korean society, analyze core competencies and suggest the purpose and policy directions of the future education. Advanced countries

have been trying to form a new education ecosystem based on a variety of education networks to provide education tailored to develop core competencies required in the 21<sup>st</sup> century. In order to respond to complicated and rapidly changing societal phenomena in the 21<sup>st</sup> century, the combination between regular learning and irregular learning and between education and work(or the labor market), going beyond the basic school education, has become increasingly important. Since the 1960s, Korea had grown significantly for three decades under the state-centered development model and began to seek and implement new development models since the mid-1990s. Under such circumstances, the government is increasingly demanded by the public to adopt new innovative education strategies and make policy choices suitable for the

changing environment. As the life cycle of knowledge is getting shorter and the significance of collective intelligence is increasingly highlighted, whether a society has an advanced education system for developing advanced thinking skills, social skills and character is expected to determine the society's ability to promote national economic growth, social cohesion as well as the happiness of individuals and self-fulfillment. However, the Korean education system is currently facing a harsh criticism that it is disproportionately concentrated on the mere memorization of knowledge and preparation for exams and falls short of developing creativity, ability to think, ability to collaborate and building students' character needed in the future society.

Against such backdrop, a 3-year study is carried out to suggest a new education model for developing core competencies and learning ecosystems based on the Korean model on nurturing future talent. To that end, the first-year study is intended to analyze the limitations and drawbacks of the current education system, analyze the cases of advanced countries and implications to suggest the direction of the future education to nurture talents required by the future Korean society. The results of this study can be summarized as

follows:

By re-defining the concept of core competencies, the study suggests the purpose and challenges for the education for nurturing talents required in the future. The study defines competence as a broad category of competencies that include knowledge, skills and character and categorizes performance competence into ways of thinking, ways of working and ways of living in the world, depending on the required elements. According to the results of the Delphi expert survey, the ways of thinking include creativity, critical thinking, problem-solving skills, decision-making skills, self-directed learning skills and ways of working include communication skills, conflict management and resolution skills, ICT utilization skills, collaboration skills, interpersonal skills while ways of living in the world include global citizenship, ability to pioneer one's life and career and a sense of individual and social responsibility. In addition, character means the ability to empathize with others, a challenge-fighting spirit and discipline.

The results of the Delphi expert survey indicate that the education for performance competency and character required in the future society is not

provided adequately although they are considered important for the future society, highlighting the need for narrowing the gap between education research and practice. Specifically, in elementary, junior high and high schools, the importance of creativity, collaboration skills, interpersonal skills and character (ability to empathize with others and a challenge-fighting spirit) is high at 4.60, 4.60 and 4.57 on a scale of 1 to 5 whereas the education provided for nurturing such skills is only about 2.65, 2.63 and 2.78 respectively, highlighting the huge gap between the requirements and the available education for nurturing skills. Furthermore, in university education, the importance of creativity, collaboration skills, interpersonal skills and character (ability to empathize with others and a challenge-fighting spirit) remains very high at 4.63, 4.68 and 4.37 whereas the education provided for nurturing such skills is only 3.15, 3.10 and 2.87. In higher education, the gap is relatively small but still raises concerns about the reality of the current education. When HR managers at companies are asked about the criteria to be used in recruiting and selecting new employees, they responded that communication skills, conflict management and resolution skills

are important at 4.48 while they evaluated the current education at 2.83, highlighting a very large gap.

Finally, the study offers 10 major policy suggestions for nurturing core competency required in the future society as follows: Capable individuals in the 21<sup>st</sup> century should have core competencies such as creativity, collaboration skills and the ability to empathize with others and, in order to nurture such core competencies, it is important to improve and make a linkage between the current education curriculum, faculty education and evaluation schemes. Moreover, it is essential to develop core competence indicators and indices to enhance the education system in the long term while operating the ‘commission on future talent development 2025’ dedicated to the pending issue of nurturing talents required in the future. The follow-up study for the next two years is expected to provide core competence indicators and indices to measure core competencies, build a learning ecosystem suitable for the Korean education ecosystem and thus contribute greatly to building the core competence education system and the culture of learning in the Korean society.

 2013 Research Reports

## OECD AHELO Project in Korea(V) - AHELO Feasibility Study from 2009 to 2013 -

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### KEYWORDS

The Quality and Performance of University Education  
Advancement of the Teaching-Learning Quality  
International Accreditation Board for Engineering Education  
17 Participating Countries

The importance of the quality and performance of university education is a common issue that various countries have faced. In 2008, the OECD launched the AHELO feasibility study, an initiative with the objective to assess whether it is possible to develop international measures of learning outcomes in higher education. OECD AHELO project aims to complement institution-based assessments by providing a direct evaluation of student learning outcomes at global level and to enable institutions

to benchmark the performance of their students against their peers as part of their improvement efforts. The purpose of the feasibility study is to examine whether it is practically and scientifically feasible to assess what students in higher education know and can do upon graduation within and across these diverse contexts. The Korean government has joined the project since 2008 and appointed the Korean Educational Development Institute(KEDI) as the National Center. 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 2013, the final

phase of research is designed to analyze the result of five years study synthetically and provide an integrated information for stakeholders in higher education sectors. The main results of the 2013 research can be outlined as follows.

Chapter II examines the processes and results of AHELO Feasibility study at international level. It includes the background information about participation in AHELO feasibility study, assessment design, working body, the development of assessment tools, administration of test and survey and scoring processes in each participating countries of 17. The AHELO feasibility study has demonstrated that it is feasible to develop instruments with reliable and valid results amongst different countries, languages, cultures and institutional settings. This is well presented in Chapter II, sections 4 and 5.

Chapter III presents the main tasks and processes of AHELO feasibility study at national level for past four years. It includes recruiting participating institutions, sampling participating students and faculty, administrating test and survey and scoring in each nine participating institutions in Korea. Furthermore, it focuses on analyzing 1) the levels and characteristics of generic

skill of Korean university student, 2) the relationship between the educational experience and the levels of generic skill, 3) the characteristics of educational environment from the results of faculty survey.

The first part of Chapter IV explains the experience of the feasibility study from the point of view of participating countries. Each country starts with an overview of main challenges, main achievements and main lessons learnt and others. In most cases, they have challenges in considering the suitability of AHELO assessment tools, adaptation and translation of instrument and recruiting randomly sampled students and faculty. Representatives of 17 participating countries discussed their achievement as successful implementation and development of an instrument for the international assessment, confirmation of a high interest in AHELO among higher education institution and stakeholders, and the opportunity to examine and reform their higher education system. Representatives of 17 participating countries also provided suggestions for AHELO main study. It includes securing sufficient time-frame, resources and budget before implementing AHELO main study, re-examining protocols and



process for assessment of generic skills strand, and developing more systemic approaches in designing sampling and recruiting students and faculty. Moreover we examined two specific cases of Japan and Australia in which reflect a number of significant insights and implications in the preparing and implementing AHELO feasibility study.

The second part of Chapter IV reviews current assessment system of learning outcome at domestic level and examines the relationship between them and AHELO feasibility study. We conducted an interview with a group of 41 education experts including Institution Coordinator, specialists in higher education and engineering education. A preliminary analysis of AHELO results confirmed that assessing only input and processes as is currently done does not give a full picture of institutional quality. As a main result, AHELO could become a meaningful tool for higher education improvement as it can provide useful information and data to institutions for further development.

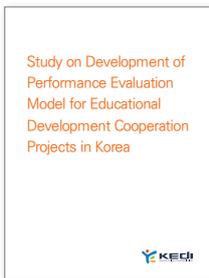
Chapter V presents the comprehensive results of AHELO feasibility study. It is valuable to participate in AHELO main study in order to develop educational activities to further promote student's learning and teacher' teaching in the era of

globalized higher education.

Chapter V also suggests a number of applications and potential usage plans of AHELO project at both the institutional and national level.

## Study on Development of Performance Evaluation Model for Educational Development Cooperation Projects in Korea

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### KEYWORDS

Educational Development Cooperation  
Performance Evaluation  
Performance Management  
Model Development

The international community has emphasized significance of performance evaluation on development assistance activities in consecutive general assembly of development assistance by OECD/DAC through final documents including Rome Declaration on Harmonization(2003), Paris Declaration on Aid Effectiveness(2005), Accra Agenda for Action(2008), and Busan Partnership for Effective Development Cooperation(2011). Under the circumstances, there is

an increasingly loud call for self-examination about quality improvement on performance evaluation beyond quantitative expansion in Korea as well. This study is carried out, at this point of time in particular, to develop performance evaluation model(PEM) for educational development cooperation projects, one of priority area in global development cooperation. The study starts from three major research questions: First, what are features of Korea's educational development cooperation in the aspect of performance evaluation. Second, what are domestic and foreign PEMs for educational development cooperation and implications deduced from them? And third, what is PEM to effectively reflect characteristics of Korea's educational development cooperation? In order to answer these questions, the research

employs various methodologies and draw out the conclusion. Specific scope of research and contents, methodologies and research findings can be stated as below.

■ **Scope of Research and Contents**

The research study analyze various aspects of trends and cases of performance evaluation on educational development cooperation. It includes case study from Korean and international organizations that independently execute performance evaluation for educational development cooperation. For foreign cases, it focuses on international organizations such as OECD DAC, World Bank, and ADB and advanced donors including the United Kingdom, the United States and Japan. The case studies enables the paper to bring about implications to develop PEM for educational development cooperation and review the Korean PEM that is currently utilized.

As a result, the paper proposes PEM for educational development and cooperation. The PEM introduced in this paper includes not only objectively verifiable indicators(OVIS) but also objective, system, practice and application of results by setting the model in a broader sense. In other words, the study develops PME in comprehensive context and also seeks

ways to apply expansively.

■ **Methodologies**

Literature review is based on publications of OECD DAC that take the initiative for discourse on performance evaluation of development cooperation, World Bank and ADB that carry out multilateral development cooperation projects in international community in practice and advanced donor agencies including USAID, DFID and JICA. Moreover, in order to review the current status of performance evaluation for educational development cooperation and to suggest directions to improvement, evaluation mechanism of KOICA and EDCF, two major aid agencies in Korea, is analyzed. In addition, development cooperation projects propelled by the Ministry of Education, the authority in charge of education were also examined. In the literature review, evaluation mechanism, framework and indicators, trends and evaluation cases of implementation agencies were looked through and features were analyzed.

Overseas field research made it possible to include voices of policy-makers, working group for evaluation, experts in educational development cooperation in each country and add qualitative analysis

with sense of realism. The recent trends in performance evaluation was identified through the field research, making use of not only international aid organizations of OECD, World Bank, advanced donors including USAID, DFID, JICA, and diverse range of aid agencies and specialists in academia.

Delphi method includes three groups of 1)experienced person in educational development cooperation 2)experts in educational development cooperation and 3)experts in performance evaluation to systematically gather opinions of specialists, engaged in various issues related to research and cooperation. A total of 27 experts among policy-makers, academia and evaluators participated in the method. These participants collect extensive opinions on objective, main agent and implementor, time, utilization of results and features of education sector. In addition, experts also discuss subsectional details to apply five evaluation criteria such as relevance, efficiency, effectiveness, sustainability and impact proposed by the OECD DAC. Lastly, they also discuss how to apply five criteria to phases(design-implementation-outcomes) of development cooperation projects and determine an order of priority.

Issues-based forum was designed to

supplement the outcomes of the delphi method and add critical contemplation of educational factors to be considered in evaluation of the projects. In the discussion, experts participated in the delphi method, government officials in educational sector, and professionals related shared the findings of delphi method and discuss further in open texture.

Expert meeting includes policy-makers, personnel in development cooperation agencies, experts in international development and cooperation, experts in educational development cooperation, and experts in non-government organizations. The experts review collected data with diverse methodologies and the data was utilized to enhance validity and credibility of the paper.

Peer review was used to sustainedly draw out research topics and arrive at a conclusion among co-authors. Through this, data was analyzed progressively and conclusion was drawn out in each phase of the research project. Besides, researchers seek consultation and feedback from international networks made through the overseas field research. Furthermore, research contents and direction that researchers intend to develop were presented at various

international symposium and scale of peer review was expanded in the process of consultation with foreign experts on PEM of educational development cooperation.

■ Research Findings(PME of Korean Educational Development Cooperation)

The outcome of this study, "PME of Korean Educational Development Cooperation" suggests objective, system, practice, objectively verifiable indicators(OVIS) and application of results.

First of all, in the section of objective of evaluation, clear role setting of evaluation and definiteness of project objective were emphasized in order not only to improve outcome but also to secure accountability of educational ODA in Korea. Only when clear-cut vision and objective are set for educational ODA on national level, effectiveness and quality of educational development cooperation projects can be enhanced and integrated control over the outcomes become possible. In addition, setting objective of evaluation is important in a sense that two pillars of major project purpose, currently being discussed,-education as a right to live like a human being and education as a stepping stone to achieve poverty alleviation and national growth based on

human capital development- can jointly be fulfilled.

In the section of evaluation system, necessity of evaluation as a mechanism for iterative performance management was stressed. As is true of any education ODA projects, it is difficult to estimate desired outcome in a short period of time after completion of the educational ODA projects. Therefore, relevancy should be analyzed from the planning and design phases and framework for performance evaluation should be prepared on the planning stage. In this sense, this paper argues that ex-ante PEM in iterative manner is more important than ex-post PEM. Moreover, comprehensive point of view is required in response to in-depth PEM by projects or topic classifications.

Reinforcement of evaluation on educational ODA through joint-hands was emphasized in the section of practice of evaluation. The role of education experts is also important in terms of the fact that they can provide systematic consultations based on their understanding about multiple traits of education. Liaison and cooperation with organizations or departments, specialized in educational development cooperation projects is also meaningful. Evaluation on educational ODA must be basically people-centered

and participatory mechanism should be adopted so that various beneficiaries, project interests, stakeholders and citizen interested can participate in the evaluation and play critical role in the process. In particular, the participatory mechanism has drawn attention in respect that both donor and recipient countries can carry out joint evaluation. Effective feedback can be stimulated through enhancement

in capacity building and ownership of recipient country in the process.

For objectively verifiable indicators(OVIS), PME was developed after classification of educational ODA projects, feasible for performance evaluation. The educational development cooperation projects are classified as below in <Table 1>.

<Table 1> **Classification of Educational Development Cooperation Projects**

Project	Tangible		Intangible			
	Physical investment and infrastructure establishment	Support of Intermediary goods	Intangible individual service	Intangible program support	Intangible idea service	
Recipient Country			Direct Impact	Indirect Impact	Direct Impact	Indirect Impact
	Facility(School, Center)	goods/financial support	human capital development	system/program development	consulting/ contents development	research/service
Single Country	<ul style="list-style-type: none"> <li>school establishment</li> <li>vocational training centre establishment</li> <li>educational facility for teachers</li> <li>language laboratory</li> </ul>	<ul style="list-style-type: none"> <li>equipment teaching aids school meals</li> </ul>	<ul style="list-style-type: none"> <li>education for teachers</li> <li>student exchange program</li> <li>scholarship program</li> <li>training for teachers</li> </ul>	<ul style="list-style-type: none"> <li>ASEAN cyber university establishment</li> <li>Development of leading university for international cooperation</li> <li>development of educational program</li> <li>program support</li> </ul>	<ul style="list-style-type: none"> <li>consultation for international cooperation policy for education</li> <li>develop educational contents</li> </ul>	<ul style="list-style-type: none"> <li>demand survey and identify aid model</li> <li>demand survey for education sector</li> <li>performance management</li> <li>feasibility study</li> <li>policy study</li> </ul>

Multiple Countries			<ul style="list-style-type: none"> <li>• scholarly exchange program sponsored by governments</li> <li>• support for excellent foreign exchange students</li> <li>• support foreign students on their own expenses</li> <li>• invitational training for major countries</li> <li>• Invitational training for incumbent leaders</li> </ul>	<ul style="list-style-type: none"> <li>• establish domestic and foreign cooperation mechanism</li> <li>• support establishment of consultative group</li> </ul>		
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〈Table 2〉 **Classification of Educational Development Cooperation Projects**

Criteria	Primary Provision			
	Infrastructure	Human capital development of single country	Human capital development of multiple country	Educational Program Support
Relevance	Connectivity to educational policy and national education development plan of recipient country			
	Reflect demand survey of recipient country			
	Achieve objectives of donor country			
	relevancy of direction and implementation direction	relevancy of direction and implementation direction	relevancy of direction and implementation direction	-
	educational environment and capacity of recipient country	educational environment and capacity of recipient country	-	-
	association of educational policy and norms of international community	association of educational policy and norms of international community	-	-
	conformity with CPS of Korea	conformity with CPS of Korea	-	-
	-	-	-	operation procedure
	-	-	-	support mechanism
	-	-	-	selection of supporting entity

Criteria	Primary Provision			
	Infrastructure	Human capital development of single country	Human capital development of multiple country	Educational Program Support
Efficiency	efficiency over cost			
	efficiency of project operation			
	reasonable cost and budget allocation			
	reasonable expenditure of budget			
	Effective communication among project participants			
Effectiveness	achievement of educational program			
	output			
	possibility of utilization of output by recipient country			
		system establishment for capacity building and connectivity to education system	system establishment for capacity building and connectivity to education system	-
	quality improvement	quality improvement	-	quality improvement
		expansion of educational opportunity	-	expansion of educational opportunity
Impact	partnership between donor and recipient countries			
	capacity building of program participants			
	conduciveness to policy of recipient country	conduciveness to policy of recipient country	-	conduciveness to policy of recipient country
	impact on learner(scholastic achievement and educational effect)	impact on learner(scholastic achievement and educational effect)	impact on learner(scholastic achievement and educational effect)	-
	impact on local community	-	-	-
Sustainability	ex-post educational program management plan (post management of donor and recipient country)			
	continuous estimation of output (educational performance and future performance)			
	continuous partnership	-	-	-
	maintenance capacity of recipient country (fiscal self-reliance)			
	participation rate of beneficiaries of education			
Gender Mainstreaming	connectivity to gender equality policy of recipient country			
	contribution to reduction of sexual discrimination and promotion of gender equality			
	capacity building of women in recipient country			
	plan and implementation of gender mainstreaming on report	-	-	-

As discussed above, the study shows different types of evaluation criteria, indicators with diverse significance that can be utilized in accordance with characteristics of the educational ODA. Evaluation criteria for educational ODA can be distinguished with ones for other sectors in two aspects: first, by adding gender mainstreaming into five criteria presented by OECD DAC, the significance of education for women was taken into consideration as well as enhancement in effectiveness and sustainability, compatible to objective of educational program, can be achieved. second, different gravity of evaluation criteria for tangible and intangible educational ODA should be applied. In other words, whereas effectiveness should be emphasized for tangible projects, impact and sustainability would have less significance in intangible projects with features of 'medium-and long-term plan' and 'sustainable impact,' as it will be hard to estimate clear impact of the projects in a short period of time. The research findings will be utilized as a meaningful reference for the case of performance evaluation of educational development cooperation.

The most important factor in application of evaluation results is feedback. This

paper stresses quality improvement through evaluation by systematically reflecting results of evaluation into project design and policy. Features of education sector such as medium-and long-term plan and invisibility of education effect should be effectively mirrored in the feedback and lessons from the evaluation should be accommodated into policy design and binding force in implementation.

Ultimately, performance of education projects must be continuously evaluated and upgraded in order to promote educational development in true sense, in that results of evaluation should be reflected to growth of learners and social development of recipient countries. Consequently, it is urgent to establish framework for evaluation on educational development cooperation and to cultivate culture to reasonably utilize the results in the near future.

Last but not least, the study presents nine pivotal policy suggestions for improvements in PEM of Korea based on the research findings.

- **Establish objectives and principles of Korean Educational ODA on National level**
- **Recall the importance of performance evaluation in educational development**

### **cooperation projects**

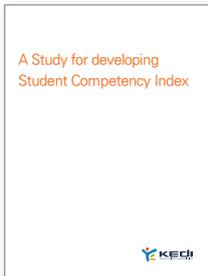
- **Launch PEM in all phase of educational development and cooperation projects**
- **Perceive multi-faceted performance evaluation reflecting feature of educational development cooperation**
- **Consider variance of evaluation indicators in educational development cooperation projects**
- **Utilize evaluation methods suitable for objective and capacity of evaluators**
- **Strengthen expertise and role of evaluation personnel in educational development cooperation projects**
- **Emphasize the gravity of contextual and participatory approach in evaluation of educational development cooperation projects**
- **Reinforce feedback mechanism to effectiveness of educational development cooperation projects**



 2013 Research Reports

## A Study for developing Student Competency Index

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- Co-authors : Moon Young Eom(KEDI), Ki Hun Kim(National Youth Policy Institute), Chong Min Kim(Gyeongin National Univ. of Education), Jong Hyo Park(Konkuk Univ.), Hyun-Jeong Park(Seoul National Univ.), Kwang Hyun Lee(Busan National Univ. of Education), Sang Don Lee(KRIVET)



### KEYWORDS

Competency  
Student Competency  
Education  
Indicator  
Index  
Student Competency Index

**S**tudent Competency is an emerging issue in the global society. 1997 OECD launched a DeSeCo(Definition and Selection of Competencies) project. OECD tried to define and select the key competencies needed in the future society. 2003 PISA introduced the assessment of the problem solving competency and ICT using ability of the students and planned to assess the cooperative problem solving competency in 2005. UNESCO also launched the learning metrics project as a Post-EFA project. UNESCO endeavored

to assess the multi-faceted growth and development of the primary and secondary students. Student competency emerges also as a hot issue in the Korean education. Many Korean scholars find the student competency as a key education goal in the future society.

In this study, we tried to develop Student Competency Index(SCI) and evaluate the level of Korean students' competencies.

For this purpose, first of all, we investigated relevant theories and projects and developed a theoretical framework. Especially we analysed the international projects related with the student competency. Based on these, we developed the concept of Student Competency Index.

Second, we developed SCI. We developed the methodology to measure

and produce the SCI. We also developed measurement model based on the student competency concept model.

Third, after we collected the raw data and gave weight, we calculated the analyzed data and produced the sub-index and composite index.

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

Taken as a whole, the Korean students have normal levels of competencies. The level of intellectual competency is very high. But the physical and civic competencies are low. The other competencies like mental, vocational and social competencies are under medium level. There is no serious gender gap in the student competency.

On the basis of the research findings, seven suggestions are proposed for the improvement of the student competencies; 1) Introducing national educational achievements standards, 2) Activating the school sports, 3) Establishing the system to check the mental health of the students, 4) Improving the career development skill of the students, 5) Giving weight to community education, 6) Giving special attention to the civic education, 7)

Introducing the school health grid to check regularly the condition of the school. levels of competencies. The level of intellectual competency is very high. But the physical and civic competencies are low. The other competencies like mental, vocational and social competencies are under medium level. There is no serious gender gap in the student competency.

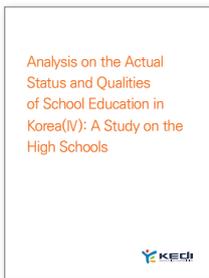
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 2013 Research Reports

## Analysis on the Actual Status and Qualities of School Education in Korea(IV): A Study on the High Schools

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### KEYWORDS

Status of High School Education  
 Level of School Education  
 School Effectiveness  
 Effect of Policy of Autonomous Public  
 and Private High Schools  
 School Panels  
 Educational Performance

This research is examined the high school data collected from the researches of previous cycles(2003, 2006, 2009, and 2012) in order to analyze the status and changes of general high school education, explore the factors which affect the qualities of high school education and features of high school which shows the highest educational qualities, and identify the current situations and political effects of autonomous private/public high school education. The results of this study are summarized as follows.

First of all, the follows are the results of analyzing the status and changes of general high school education.

First, the status of educational conditions.

① Status of school: the number of general high schools is steadily increasing since 2003, and the number of classes per school is constantly decreasing at the same time. Although there is a difference in the overall situation depending on the types and locations of school, it is becoming a trend that high schools' physical education environments is gradually improving.

② Status of teachers: The number of teachers also tend to be steadily increasing, and teachers' teaching career shows an increasing trend. The percentages of teachers from college of Education and teachers with master

or doctor's degree are also increasing by and large. And the schools in backwoods, national and public schools, and co-educational schools have a high percentage consistently comparing with the locations and types of school.

③ Student Status: As overall reduction in the number of students from fourth cycle, the educational conditions become naturally improving while the number of students per class and students per teacher begin to decrease. However the gaps between the locations and types of school are failed to narrow.

④ Characteristics of student and family background: Generally the levels of the student's educational aspirations tend to be higher than levels of parents' educational expectation. The parents' socio-economic status in bigger regional sizes of schools, private schools, and single-gender schools shows higher tendency, and these schools also show higher educational expectations of parents and educational supports.

Second, the status of educational activities.

① School climate: The overall climates of general high school are improving such as autonomy, efficacy, collaboration, morale and enthusiasm, supports, achievement pressure of teachers, and class atmosphere. In addition, autonomy

of teachers and their collaboration for guidance are higher in national and public schools and co-educational schools. Private schools show a higher level in morale and enthusiasm, achievement pressure of teachers and class atmosphere, and especially, schools in metropolitan cities, middle- and small-size cities, and female schools are higher in achievement pressure of teachers and class atmosphere.

② Learning and psychological characteristics: Generally extrinsic motivation is higher than intrinsic motivation, and self-concept and interest in Korean show higher tendency than those in mathematics. Students in rural areas(Eup and Myun<sup>1)</sup>) show lower levels of self-concept and interest in the subject, low intrinsic motivation, and high extrinsic motivation.

③ Learning and school life: Students' learning patience and attitude are below the average in general. In particular, learning patience, attentions span in class and students' class attitude are low in rural areas(Eup and Myun), and the delinquency and the deviation was the most frequent. Attentions span in class was higher and the delinquency and the deviation was less frequent in female schools.

1) Korean administrative districts covering small area in countryside

④ After-school activities: Students' enjoyment of reading is above the average, but students in rural areas(Eup and Myun), male schools and co-educational schools are less enjoying reading. Moreover, self-directed learning time and ratio of private education in mathematics are longer and higher than those in Korean. Above all, students in Seoul show longer times of self-directed learning, higher ratio of private education, whereas students in rural areas(Eup and Myun) show shorter self-directed learning time and lower ratio of private education.

Third, the status of educational attainments

① Cognitive performance: Academic performance scores in both Korean and mathematics are dropped in general, and the ratio of average level is decreased while the ratio of below basic level is increased. The academic performance scores and the ratio of the average level in Korean are higher in middle- and small-size cities, private schools, and females schools. On the other hand, the academic performance scores and the ratio of the average level in mathematics are higher in metropolitan cities, private schools, and male school.

② Affective performance: The personality of students, the future core

competencies, self-esteem are usually showing above the average, students in rural areas(Eup and Myun) are lower than other regional areas. Also, the personality of students in female schools are higher than that of male schools while the future core competencies in co-educational schools are the highest.

③ School satisfaction: School students show the highest satisfaction for school life, followed by relationship satisfaction. On the other hand, academic satisfaction is below the average consistently. Parents' satisfactions with schools and school management are above the average, and on the rise. Teachers' satisfactions are above the average, but tend continuous downwards. Satisfaction of teachers in private schools is higher than national and public schools. While teachers' satisfaction in co-educational schools is the lowest, that in female schools is the highest.

Next, the results of longitudinal analysis about high school education level are as follows.

First, the factors affecting the level of school education

① Student-level input variables: Female students' academic performance scores in Korean are higher than male students,

but lower in mathematics. Educational expectations of parents for their children, and private participation in both Korean and mathematics are significantly affected. Students in single-parent family show significantly low academic performance. Parents' socio-economic status variables are also statistically significant, but it is more influential in mathematics than Korean according to the size of the regression coefficient.

② School-level input variables: The initial academic performance of Korean in urban areas(Seoul, metropolitan cities, and middle- and small size cities) is higher than the initial academic performance in rural areas(Eup and Myun), and the rate of change is lower. Also, the initial academic performance in male schools is higher than co-educational school. For mathematics, the initial academic performance is higher, but there is no differences according to the location of schools. As schools' average SES is on the rise, schools' academic performance is improved since average SES of school is affective to both Korean and mathematics.

③ Student-level process variables: Educational aspirations, self-concept about subjects, attentions span in class, reading time show a significantly positive relationship between academic

achievement. On the other hand, extrinsic motivations and computer use hours are significantly negative, and intrinsic motivation has no significant influence. However, some process variables show different effects depending on subjects. While interest in subjects is significantly positive with academic performance in mathematics, there is negative relationships with academic performance in Korean. Also, learning patience is only significant in mathematics, and attitude in class is only significant for academic performance in Korean. Overall, the effects of class attitudes and attention span in class are relatively bigger in the subject of Korean, but the interest in subjects and self-concept are bigger in mathematics.

④ School-level process variables: Teachers achievement pressure and morale are the major factors. On the other hand, the ratio of short-term teachers, the frequency of deviation and academic performance have negative relationships, but it is significant only for academic performance in Korean.

Second, the characteristics of school showing high educational qualities

① School-level process variables: The process variables of schools showing high educational qualities are more positive than schools showing average



qualities. Teachers' morale, efficacy on curriculum, use of evaluation information, and achievement pressure factor are significantly different from the initial value, and there is no difference in the rate of change. Therefore, the schools showing high educational qualities maintain high level of excellence constantly. Similarly, the frequency of deviation in the schools showing high educational qualities is maintained low.

② Student-level process variables: Intrinsic motivation, self-concept about subjects, class attitudes, attention spans in class make no difference in initial value, but degree of improvement in schools showing high educational qualities is significantly high. Therefore, improvement of these variables contributes to increase the levels of school education. Also, the initial value and degree of improvement of interests in subject and studying time are high for schools showing high educational qualities, and only the initial value is significantly high for schools showing high educational qualities. Extrinsic motivation in the negative relationship with academic achievement is significantly lower in the schools showing high educational qualities, and only the initial value of computer use hours

is lower in the schools showing high educational qualities.

Next, the results of analysis on the autonomous public and private high school education and its effect are as follows.

First, the analysis on current condition of operation and changes of autonomous public and private high schools: although the effort for diversity in educational programs of autonomous public and private high schools shows some performances in a way, the change of curriculum are limited. Especially for the autonomous private high schools, these limits are due to the institutional obstacles such as problems of supply and demand for teachers, teachers' workload and lack of financial support. Above all, the characters and ambiguity of policy objectives in autonomous private high schools seem to act as a major hurdle fundamentally. Ostensibly, autonomous private high schools take an objective for providing diverse and characterized educational programs through the promotion of autonomy, but many educational consumers are looking forward to teaching excellence as shown in the media which is to evaluate performance. Also, schools have strong

motivations to select excellent student when switching the types of school, and show great dissatisfaction with limited selection rights now.

Second, analysis on the school effects by the school types in school satisfaction: both the autonomous private and public high schools show a satisfactory performance in terms of improving students' and parents' satisfaction. For the autonomous private high schools, satisfaction is rising sharply in the past three years comparing to general and autonomous public high schools. And for the autonomous public high schools, the increase width is smaller than autonomous private high schools, but the satisfactions in school life and relationship show big increases relatively. As a result of interview, students in both autonomous private and public high schools show strong satisfaction with various extracurricular activities and the relationship with teachers. The multilevel analysis support these results, but the gaps between school types are decreased greatly when controlling student background variables. This implies that the change of satisfaction is caused by the change of student selection.

Third, analysis on the school effects by the school types in improvement of

academic performance: there is a certain degree of achievement in autonomous high schools with regard to the effect of improving student achievement. There is great increasement of students' academic achievement from 2009 to 2012 in autonomous private high schools. And students' academic achievement in autonomous public high schools was lower than general high schools in 2009, but is similar with general high schools. However, As the significant portion of selection effects is shown, the effects of students selection is likely to be reduced due to the students' prior achievement scores which are not controlled. Just, for the school process variables, teachers' enthusiasm, class atmosphere, and utilization of evaluation information show significant influence. As a result from the in-depth interviews, schools try a variety of efforts to increase the capacity of teachers and the new cultural forms after switching to autonomous private and public high schools. These school climates are likely to have contributed positively to the academic achievement of students in autonomous private and public high schools.

Based on the studies above, the suggestions for improving the general

high schools are as follows.

First, aspects of improvement in educational conditions: the educational environment needs to be improved consistently with predicting the change in the number of students, and the gaps of educational conditions by regional size, type of establishment, co-educational and single-gender schools need to be narrowed gradually. Also, parents need to receive an education to have a positive educational ardor, and educational welfare programs need to be expanded to induce educational interests of parents in rural areas(Eup and Myun) such as expanding educational information services.

Second, aspects of constant attention and support in educational activities: political efforts to create a desirable school climate, and to induce a positive learning atmosphere for students in schools. And, personalized teaching and learning methods need to be devised considering the students' gender and characteristics of each subject. And, the policy on teachers needs to be strengthened to secure teachers combining passion and professional skills as a teacher. The professionalism of teachers needs to be strengthened in the way which the future society wants. In an learning-psychological aspect, the political efforts

to inspire students' learning motivation, and to induce positive learning activities in schools are necessary. Also, the policies to strengthen learning-psychological competencies of students, and to support educational activities in rural areas(Eup and Myun) need to be arranged. Moreover, to make students use after-school hours meaningfully without relying on tutoring, the efforts should be continued such as reading education and the student's self-directed learning capacity.

Third, aspects of educational performance improvement: the policy to ensure students' basic academic achievement needs to be supported intensively for schools showing lower academic performance and large population of students with below basic performances. And, the plans to enhance students' creativity·personality and future core competencies in regular school curriculum need to be created. It is necessary to achieve happiness education by operating schools which students, parents, and teachers are satisfactory.

Next, the proposals to improve the autonomous public and private high schools are presented by the following.

First, internal stability of characterization

needs to be reinforced by making diverse school curriculums fitting for the purpose of autonomous public and private high school policy. Second, opportunity to receive an education of autonomous public and private high schools needs to be expanded, and advertise the excellent case to general high schools. Third, method for increasing the teachers' satisfaction needs to be provided. Fourth, performances of policies and operation need to be periodically checked in autonomous private high schools. Fifth, when switching autonomous public high schools to general high schools, standards of reassignment and the direction of financial support need to be considered. Sixth, it is essential to ensure an internal stability of school education through the internal effort for reform in schools. in schools are necessary. Also, the policies to strengthen learning-psychological competencies of students, and to support educational activities in rural areas(Eup and Myun) need to be arranged. Moreover, to make students use after-school hours meaningfully without relying on tutoring, the efforts should be continued such as reading education and the student's self-directed learning capacity.

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support need to be considered. Sixth, it is essential to ensure an internal stability of school education through the internal effort for reform in schools.

## 2013 Research Reports

# Korean Educational Longitudinal Study(KELS2005): An Analysis of the lives and Achievements of Early Adulthood after graduation from high school

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Korean Educational  
Longitudinal  
Study(KELS2005): An  
Analysis of the lives and  
Achievements of Early  
Adulthood after graduation  
from high school



### KEYWORDS

Korean Educational Longitudinal Study 2005  
Disadvantaged Students in College  
Low-income Class  
First-generation College Students  
Female Students in Science and Engineering  
Early Adulthood  
Workers with High School Diploma  
Repeaters  
Career Maturity  
Labor Market Outcomes

This study analyzes the data of the 8<sup>th</sup> survey of the『Korean Educational Longitudinal Study 2005』, a second survey of the second stage. Using the 1<sup>st</sup> to 8<sup>th</sup> year KELS 2005 dataset, this study provides a description of “the cognitive and non-cognitive development of early adulthood.” In addition, four issues are analyzed in-depth, namely “the lives and achievements of early adulthood after graduation from high school”; “the nature of disadvantaged students’ involvement in college lives(low-

income students, first-generation college students, female students in science and engineering majors),” “college students’ career maturity and associated factors,” and “characteristics and achievements of college entrance repeaters,” “high school graduates’ performance in the labor market.”

The chapter II analyzes the cognitive and non-cognitive development of participants. In the 8<sup>th</sup> follow-up data, the mean of educational expectations of the whole group was four year college or higher but a large portion answered “I did not make the decision yet.” The overall expectations of students on their future were high; they would have a better life than now. The relationships between parents and the respondents showed that the emotional support of parents has gradually increased and it was the highest

in 2012.

We also analyze the change of time usage and the extent of participation in political activities of respondents depending on their career or educational status. The amount of reading decreased consistently, but increased slightly after the respondents graduated from high school. A half of the respondents in their first or second year after graduated from high school answered that they never experienced an excessive drinking. After high school graduation, participants seldom participated in political activities, but the ratio of participating in election sharply increased because of the presidential election in 2012. 29.11% of the students responded that they have served for volunteer works more than once. Most of them did the volunteer work in Korea in local social service centers. Most answered that they participated in volunteer works 'to help others.' The survey about self-directed learning shows that participants mostly learned new information through internet and seldom had field trips to historical, industrial, or natural places. In general, participants recognized that self-directed learning is helpful and printed materials were most helpful. Regarding the size and characteristics of social network,

respondents had six to seven close friends. The frequency of contact with friends tends to decrease in the second year than the first year after high school graduation. Students mostly eat, drink, chat or communicate through SNS with close friends.

When it comes to self-conception, the mean of students' academic self-conception is about 'fair' but the mean of non-academic self-conception is above the 'fair.' The need for cognition is above 'fair'; the mean of females' was higher than that of males'. The interpersonal relationship competency was the highest among the various competencies.

Participants' level of social trust was below 'fair' and they regarded civil consciousness slightly important. About family lives, respondents showed high consciousness of gender equality in family lives and upheld conservative attitudes toward cohabitation, childbirth, and divorce. Participants' expectations of economic assistance from parents varied: it was highest for college tuition and the allowance during the job search period and wedding cost were followed while their expectations were low for graduate school tuition or child-rearing expenses.

Last but not least, we investigate the mental and physical health of the high

school graduates. The overall stress levels of respondents were low and about 20% of them answered that they had experienced suicidal impulse. The most prevalent reason of the suicidal impulse was ‘social isolation and loneliness.’ The result showed that most respondents’ life satisfaction and their perception of health were above ‘fair’ level. Respondents’ mental health condition showing through their stress level, suicidal impulse and life satisfaction was highly correlated with their overall health.

In the chapter III, we investigate disadvantaged students’ involvements in college lives and related factors. Compare to other disadvantaged groups, low-income students showed relatively active cognitive involvements. When it comes to behavioral involvements, the mean of disadvantaged students’ overall involvements in classes were lower than that of the all participants in the 7<sup>th</sup> year, but both the mean of low-income students and that of female students in science or engineering majors were higher than average in the 8<sup>th</sup> year data. On the other hand, in cases of the negative student behaviors, the overall mean of disadvantaged students was lower than average, whereas the mean of first-generation college students was

similar to or higher than average. In the 8<sup>th</sup> year dataset, negative behaviors of low-income students increased and became more frequent than average. In particular, the mean of low income first-generation college students was much higher than average. In terms of interactions with professors related to classes or other things, the mean of all lower-income students was lower than average both in the 7<sup>th</sup> and 8<sup>th</sup> year. In the 7<sup>th</sup> year data, most disadvantaged students’ academic interactions with colleagues in college were lower than average. However, the 8<sup>th</sup> year data showed that female students in science or engineering majors or those from low income families in science or engineering majors, and first-generation college female students in science or engineering majors had higher level of academic interactions with colleagues in college than average. On the other hand, in terms of social interactions with colleagues, disadvantaged students showed lower mean than average both in the 7<sup>th</sup> and 8<sup>th</sup> year. Survey regarding educational satisfactions and the sense of belonging in universities and departments showed that the mean of disadvantaged students, low-income students, female students in science or engineering majors, and first-generation college female



students in science and engineering majors, were higher than average in the 7<sup>th</sup> year, but in the 8<sup>th</sup> year, except the sense of belonging in school, the rest were lower than average. In terms of continuation in college, the mean values of low-income students, female students in science or engineering majors, and low-income female students in science or engineering majors were higher than average in the 7<sup>th</sup> year, but in the 8<sup>th</sup> year, the mean values of all of them were lower than average. Disadvantaged students experienced alienation in department higher than average in the 8<sup>th</sup> year. In particular, students from low-income families, first-generation college students, low-income female students in science or engineering majors, and first-generation college students from low-income families reported higher levels of alienation in department than average.

This study analyzes the interaction effect of various characteristics of disadvantaged students in college. First-generation college students from the low-income family showed active participation in cognitive involvements compared to disadvantaged students with only one or two characteristics, whereas the continuation of the interaction with professors, the groups that have more than

one characteristic are noticeably lower than the groups that have only a single characteristic.

In the case of the low-income student, 'intrinsic motivation' and 'involvement in extra curriculum' variables have the highest effect size on '8<sup>th</sup> year student involvement' in order, when 7<sup>th</sup> year students involvement was taken account for. Among the lower-income students, the students who are majoring in Social science, show higher student involvement than those who are majoring in Engineering, Arts or Athletics. Also, it shows that 'on-campus part time jobs' affect positively the lower-income students, but 'off-campus part time jobs' do not. 'Pragmatic-climates' variable also shows positive effect on students involvement of the lower-income students. In particular, the lower-income students who are attending 'community college' or 'non-Seoul metropolitan area college' have higher student involvement in some types. On the other hand, among the lower-income students, there is no significant difference of student involvement between students who are majoring in Natural Science and Social Science. And also, the types of university do not affect student involvement significantly neither. In the case of the

first-generation college students, 'self-efficiency' is the most significant variable, 'intrinsic motivation', 'involvement on extra curriculum', and 'involvement on school programs' in order. Unlike the lower-income students, in the case of the first-generation college students, students who are majoring in 'Natural Science', 'Engineering', or 'Arts or Athletics' show a higher involvement than majoring in Social Science. Furthermore, the results of the first-generation college students show that 'on-campus part time jobs' have a positive effect on student involvement but 'off-campus part time jobs' do not. In college-level variables, attending 'community college' and 'national or public university' have a positive effect on the student involvement among the first generation college students. It is founded that all the variables, 'competition', 'pragmatism', and 'passion of professor' in college are great help to the first-generation college students to have academic satisfaction, a sense of belonging in school and department, and school continuation decision. When it comes to the factor of student involvement among female students who are majoring in Science or Engineering, student involvement was most strongly affected by the intrinsic motivation',

'involvement on extra curriculum' and 'involvement on school programs' in order. It is noteworthy that 'off-campus part time jobs' of female students who are majoring in Science or Engineering has a positive effect on 'academic interaction among colleague'. Also, female students who are majoring in Science or Engineering are affected positively by 'pragmatic climate' in college, but 'competitive climate' in college has a negative effect. In addition, in the case of students who do not belong to any disadvantaged groups, 'intrinsic motivation' has the most significant effect on student involvement, and 'self-efficiency' also has a positive effect on student involvement. On the other hand, as 'on-campus part-time job time' increased, alienation in department significantly increased. It indicates that the effect of part-time job is different between disadvantaged group and non-disadvantaged group. In the variable of college-level, same as other disadvantaged group, students who are attending 'community college' show high interaction with professors either case of class related or non- class related. And the cognition of 'competition', 'pragmatism' and 'teaching enthusiasm' in college has a positive effect on student involvement.

In the chapter IV, we analyze a

descriptive of career maturity of college students. After that we analyze the changes of the career maturity between before college entrance and after college entrance, and why it changes. First, in the analysis of change of career maturity by gender, male students show higher career maturity than female students at the first stage. But the gender gap of career maturity tends to decrease by time as much as the change rate of career maturity of male students is lower than female students.

Second, we analyze the difference of career maturity by college type and location. The results show that there are annual significant differences by college type on planning ability, self-understanding, career behavior, and career maturity. On the other hands, in terms of annual differences by college location, there are significant annual differences on planning ability, career attitude, and career maturity. And also, in all of the categories of career maturity, the interaction between the types and the college location is significantly positive. There was not a significant difference of career maturity between university students and community college students when the students were at high school. However after entering college, community college

students have more improved career maturity than others. Next, we compare career maturity by locations of college. In the case of university, the students in Seoul metropolitan area university have higher level of career maturity than others university students. On the other hand, there is any significant difference between community college students who are attending Seoul metropolitan area and non-Seoul metropolitan area college. The career maturity significantly increases as students entered college when control variables are taken account for. But, there is not a significant change by year in career attitude. The career maturity was improved in the category of planning ability, self-understanding, and career behavior, but the attitude toward a job. The level of career maturity was not affected by family-income, parental education, and whether they are from double income family or not. When it comes to supports from parents, academic supports have a significant effect on every category of career maturity but career behavior. On the other hand, the emotional supports from parents did not have any significant effect on career maturity. When parents have a huge influence on the decision about entering college and choosing a major, the level of

career maturity significantly decreased. Participation in private education is positively related to self-understanding. In the analysis of student characteristic, the difference between gender shows that female students have a higher level of career maturity than male student. The development of self-concept has a positive effect on career maturity. The relationship with teachers and classmates, reading books, and self-study time has a positive significant influence on the subcategory of career maturity. Academic performance did not significantly affect career maturity. But, as educational achievement increased, career attitude significantly decreased. There is no significant effect of participation in part-time job in panel data analysis. Students who have decided a college where they want to go have higher level of career maturity than students who have not. Likewise, students who have decided a job what they want to be have higher level of career maturity than students who have not. With reference to the effect of types of school on career maturity among college students, there is no evidence that there is difference on career maturity by high school types, but the career attitude of academic high school graduates is significantly higher than students who are

graduated from other types of school. In terms of career development activities, we analyze the effect of career counseling and participation in career exploration that are conducted by all high schools and colleges. The result shows that the degree of participation on career education is significantly related with the level of career maturity. In last, the analysis of the characteristic of college and experience after college entrance shows that the students who entered college and have a major what they planned are more likely to have higher career perception than students who did not. Pragmatic climate and satisfaction with relationship in college affect some categories in career perception. And also the participation in extra-curricular activities has a positive effect on planning. When control variables are taken account for, there are no significant differences by types of college and college location on the change of career maturity. But, students, who attend Seoul-metropolitan area college, are more likely to have higher level of career behavior than students who are studying at non-Seoul-metropolitan area college.

In chapter V, we analyze the characteristic of repeaters, what factors that make students repeat the



college entrance exam, and the result of repeating. The reason why pure-repeaters, who do not enter college and repeat college admission, chose repeating college entrance exam is that they are not satisfied with the college what they got an admission or they do not have any admission from colleges. Female students are more likely to try again college entrance than male students. The male students is more than female student in the case of pure-repeaters, however female students are more than the male students in case of half-repeaters who decide repeating college entrance exam while attending a college or working-repeaters who repeat college entrance exam while working. As the family monthly income and father's education increased, students are more likely to choose repeating the college entrance exam. The higher students have educational aspiration, the more students choose repeating college entrance exam. In the case of pure-repeaters, they have the highest educational aspiration, half-repeater and repeaters who are working in order. Furthermore, when control variables including the 12<sup>th</sup> grade national college entrance exam rate, the lower students have school grade, the more they choose repeating the college entrance

exam. There is no significant difference on repeating the college entrance exam by birth order, but pure-repeaters are not likely to be the first in birth order and half-repeater are more likely to be the first in birth order. When it comes to psychological traits to decide to repeat the college entrance exam, this study analyzes what factors make them to decide to repeat the college entrance exam. The result shows that the more they had private education in 12<sup>th</sup> grade, the more they choose to repeat the college entrance exam. Also, the repeaters, who had longer self-directed learning time, have higher possibilities to choose repeating. The ratio of students who never drink alcohol during repeating the college entrance exam is high. Otherwise, in the case of students who do not repeat the college entrance exam, most of them responded that they drink alcohol once to twice in a week. In the repeaters, pure-repeaters never drink at all, but in the case of half-repeaters, they drink alcohol more than working-repeaters. When it comes to repeaters' high school backgrounds and the characteristics, when high school is located in metropolitan cities and applied school equalization policy, students are more likely to repeat the college entrance exam. And in the case of students from

high schools where school equalization policy is applied, they choose repeating more than students from high schools where the policy is not applied. When control variables are taken accounted for, the result also shows students who are graduated from high school where school equalization policy applied are more likely to choose to repeat the college entrance exam. Students who are graduated from special purpose high schools are more likely to choose to repeat the college entrance exam than students who are graduated from academic high schools or vocational high schools. However, the types of graduated high school do not significantly affect to repeat college entrance. It is different to what we expected that special purpose high school students could repeat more the college entrance than other students who are graduated academic high schools or vocational high schools. Students who have never taken career education in a high school are more likely to be a pure-repeater. On the other hand, students who have taken career education are more likely to be a half-repeater or working-repeaters. But, in explanatory model, there is no evidence that career education in 12<sup>th</sup> grade affects to decide repeating.

Lastly, this study analyzes how much

score of repeaters is improved and whether they get a college admission or not. Comparing to 12<sup>th</sup> grade of the national college entrance exam rate, the rate of repeaters is improved 0.75 rates in average. In the case of pure-repeaters, the results of the all models consistently show that pure -repeaters tend to enter more competitive colleges than the colleges where they were expected to enter in the previous year. It indicates that pure -repeaters more likely to enter better colleges successfully. The lower repeaters had school grade or the national college entrance exam in 12<sup>th</sup> grade, the higher they are likely to have a rate and enter better colleges. When repeaters have same school grade or background traits, repeaters who have a lower rate in the national college entrance exam tend to enter better colleges by improving the national college entrance exam score. When repeaters retrain from drinking alcohol or have higher academic self-concept during repeating, it positively affects to improve the national college entrance exam, but it does not have any significant effect on success on college admission. On the other hand, when they went to private institutions and took "all subjects" course for the national college entrance exam and had lots of self-

directed learning time, they are more likely to improve the score and enter better colleges. When it comes to the high school location whether the school is applied the school equalization policy or not, the repeaters who are graduated from the equalized high schools are more likely to choose repeat than who did not, but there is no significant difference in the degree of improvement of the national college entrance exam score and the chance of entering better colleges. With regarding to the effect of types of graduated high school, special-purpose high school is positively associated with improvement in the score. It indicates that students who are graduated special-purpose high school tend to get higher score of the national entrance exam than other students who graduated academic high school or vocational high school. However, there is no significant relationship between the success of repeating and graduating from special-purpose high school. The effects of pure-repeaters are not consistently shown by the models.

In the chapter VI, this study analyzes the outcome of under-college educated younger workers in labor market. The track of high school is the strongest variable to predict a working condition

of the student. The vocational school graduates tend to get a job earlier and be in better working condition than the academic school graduates. And also, they are more likely to get more income than the academic school graduates. Also, the vocational school graduates have less turnover possibility while unemployed. When career counseling, decision-making, and characteristics of job are taken account for, the positive effect of the vocational high school variable decreased or disappeared. Female are more likely to get earlier and better jobs. On the other hand, female have higher turnover possibility while unemployed. The effect of income level is not consistent in the models. The effects of gender on working condition are not stable such that it is hard to say positively about the effect of gender. It is possible that these inconsistent results of gender are driven by the different life-cycle between male and female likes joining the army service. In family background variables, only household income has a significant effect on the outcome in labor market. The higher they have household income, the earlier they get a better job. Also, they have a lower possibility to turnover while unemployed. However, there is a significant negative interaction

effect of family income and time on the possibility of employment and getting good working position. It indicates that the effects of family income on the possibility of employment and getting good working position tend to decrease over time. Cognitive and non-cognitive abilities such as school grade of middle school and high school, and competency has no significant effect on employment. Only school grade of high school has effect on employment, unemployment, and being hired a better job possibility. Career maturity(planning) has a negative effect on labor market fulfillment but has positive effect on a wage. Career education or career preparation does not have a significant effect on employment. An internship experience and career preparation promotes labor market fulfillment, but these are not related to the quality of job such as a wage or better jobs. Career preparation is very effective only at earlier and it decreases its effectiveness. Employment pathway affects a current wage. Those who are hired through an official network such as teacher's reference or an internship get paid more than who are hired by open appointment. Employment pathway tends to affect the wage by means of characteristics of job such as company

size, employment type, types of job.

We discovered several implications for education policies based on the findings. First, some changes are required for the improvement of career education in the secondary and higher education levels such as introducing high-quality career education in an early education level, providing career exploration opportunities for disadvantaged students who plan to go to college, supporting self-learning and career exploration at all education levels, and running education programs and curriculum for career development focused on college students during freshman and sophomore years. Also, it is important to involve parents for a successful career development of students and provide them with career education, too. Second, it is crucial to establish a systemic framework to provide support for disadvantaged students in ways that meet students' diverse needs. An introduction of residential college would be an alternative to build the educational environment that facilitates the convergence of various disciplines and core knowledge and information. Besides, disadvantaged students with more than one characteristic of difficulties are needed to be discovered in an early year of college and get more

opportunities for academic advising, and the overall educational support for disadvantaged students must be provided with the long-term based consistency. Also, the enhancement of the practical side of education in college and the increase of informal education programs would be helpful for the successful career development of disadvantaged students in higher education institutions. Given the variety of difficulties that disadvantaged students face in college and thereby the risk of those students' drop-out, it is better to regard them as "poor adults" not "mere students." Third, our college entrance system needs to be improved. Fourth, some changes are needed to improve the career education at the high school level such as the improvement of field placement programs and the dissemination of outstanding career development programs, and the reinforcement of link between high school and related industry. Fifth, it is important to improve social system that has discriminated people based on their educational backgrounds, to provide programs that enable socioeconomically marginalized youth to continue their higher education after they start to work and to build a national database system that tracks young people who did not

enter any higher education institutes. Last but not least, we suggest some studies for an in-depth understanding of the mental health of young people, particularly, to decreased suicidal attempts of youth, and follow-up studies on repeaters. Also, some suggestions were made to improve the quality of data provision and utilization of 『Korean Educational Longitudinal Study 2005』 and 『Korean Educational Longitudinal Study 2013』.

## 2013 Research Reports

# Evidence-Based Study on the Effectiveness of Educational Policies(II): Analysis on the School Factors Affecting the Outcome of After-school Programs

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Evidence-Based Study  
on the Effectiveness of  
Educational Policies(II):  
Analysis on the School  
Factors Affecting the  
Outcome of After-school  
Programs



### KEYWORDS

Educational Policy Analysis  
The Outcome of After-school Programs  
Implementation Fidelity

This is the second-year study of series on “Evidence-based study on effectiveness of educational policies”. In 2013, we focused on school factors affecting the outcomes of after-school programs. The purpose of this study is to look into the current status of the operation of after-school programs at elementary, middle and high schools, and to analyze the operation results of such programs. The following are the topic-specific results.

ChapterIV analyzed the current status on the operation and policy-making of after-school programs. First, the fidelity of implementation(FAIR) indicators, which refer to the current status on the operation of after-school programs, were defined, and specifically conceptualized in terms of organizational composition, teacher quality, lesson composition and participation rate in after-school programs. Then, it was separately examined using questionnaires and interviews with teachers how faithfully such programs were operated according to their original plans. The results are as follows:

Currently, after-school programs are operated in most schools and voluntarily joined by students. It can be said that the participation rates based on such autonomy reflect the levels of students’ satisfaction with school programs.

However, the high rates of participation are one thing, and the reduction in private education expenses is another. The realities show that private education expenses are on the increase, since private education is also joined by the students who participate in after-school programs.

In addition, the operation of after-school programs varies according to school levels. The after-school programs focus on skill aptitude rather than subject courses in elementary schools, unlike middle and high schools. In addition, the teachers for after-school classes vary according to school levels. High schools rarely open the after-school classes led by teachers from the outside. This is because there is a danger that any school may degenerate into a place for private education.

Chapter V analyzed the results of after-school programs according to performance criteria. The performance indicators of after-school programs relate to the compensation for school education function, the reduction in private education expenses, and the narrowing of education gap. (Performance 1): for the compensation for school education function, achievement tests, school satisfaction and work habits were analyzed; (Performance 2): for the

reduction in private education expenses, it was analyzed whether to participate in private education or not; (Performance 3): for the narrowing of education gap, the influences of SES on achievement were verified.

The socio-economic backgrounds of students were not significantly related with after-school participation in elementary schools. On the contrary, more students low in SES participated in after-school programs in middle and high schools. In addition, local sizes were significantly related with after-school participation rates in all of elementary, middle and high schools. Especially, Seoul showed a low participation rate, compared to other regions.

The performances of after-school participation varied according to school levels. In elementary schools, after-school program participants had lower achievement levels in Korean and mathematics than non-participants. This also applied to the participation rates in the private education of Korean and mathematics. On the contrary, participants were significantly high in school satisfaction and work habit, compared to non-participants. But in middle and high schools, the students with high achievement participated in after-school

programs and the alternative effect of after-school programs to private education was weak, compared to elementary schools.

The following are the summarized results by the multilevel model analysis which inputs after-school participation rates to school levels as policy variables. First, overall achievement levels were not significantly related with overall achievement levels and school-specific participation rates in elementary and middle schools. However, the differences in achievement between participants and non-participants in after-school programs varied according to school-specific participation rates. The more participation in after-school programs led to the wider achievement gaps in Korean and mathematics between participants and non-participants. But in high schools, the more participation in after-school programs led to the higher overall achievement and the higher participation effect.

In terms of school satisfaction, the more participation in after-school programs led to the more overall satisfaction with school in elementary schools. But in middle schools, the both relations were negative.

In middle schools, Korean was different

from Mathematics in the relations between participation in and work habit in after-school programs. In the Korean subject, the both relations were negative. But in mathematics, more participation led to better work habit.

In terms of private education, elementary schools were different from middle and high schools. In elementary schools, the more participation in after-school programs led to the more reduction in private education. But in middle and high schools, the both relations were negative. The more participation in after-school programs led to the more participation in private education.

Finally, the rates of participation in after-school programs were not significantly related with the academic performance gaps in Korean and mathematics in elementary and middle schools. But in high schools, the more participation in after-school programs led to the more reduction in SES influence. This means that the gaps in academic performance have reduced.

The following are the summarized results obtained by analyzing the implementation fidelity sub-factors inputted as policy variables. First, program features and participation rates were statically

related with overall achievement levels in mathematics. In addition, the better system of after-school programs led to the greater satisfaction of parents. But in the private education of Korean, the more participation in after-school programs led to the less participation in private education. This is parallel to the performance analysis of after-school programs.

First, SES influences on Korean language achievement were proportional to organization system and teacher quality. In addition, SES influences on mathematics achievement were proportional to school organization system. The students of schools better in organization system had wider gaps in achievement by SES.

Chapter VI analyzed the features in performance and operation of after-school programs. To this end, this study selected the schools which were high and low in implementation fidelity and policy-making performance and interviewed the persons in charge of after-school programs. The following are the results.

First, the schools effective in the operation and performance of after-school programs implemented consumer-centered programs. The consumer-

centeredness means applying the results obtained by examining the demands of students and their parents. The commonest opinion is that after-school programs are smoothly operated and their goals are attained, when the opinions of students' and their parents are respected and their demands are approved to the fullest. Additionally, the will of a school principal had great influences on the operation of after-school programs. A school principal plays a central role in working out sustainable and stable programs. If they are well established, after-school programs have good results.

Chapter VII summarized the results of this study, and presented the policy suggestions on the operation of after-school programs on the basis of the results. The following are the policy suggestions based on the analyses of implementation fidelity and after-school program performance.

First, it is necessary to pay attention to the possibility that the differences in results occur according to the operation of unit schools, to coordinate the demands of consumers and the approval of a school, and to build an effective after-school operation system of each school.

Second, it is needed to work out subject

programs which manage the quality of after-school teachers by expanding the recruitment of teachers from the outside.

Third, it is required to build the on-line system for course application of after-school programs, to reinforce the consumer-centered online operation system of after-schools, and to enhance the efficiency of tasks for after-school programs.

Forth, it is necessary to strengthen

the operation of after-school programs for absorbing the demand of private education, including the expansion of core after-school schools.

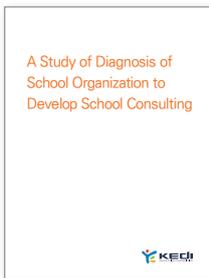
Fifth, it is desirable to expand administrative and financial supports, to prepare for the criteria for opening after-school lectures and paying instruction fees, and to expand the support for administrative officials.



 2013 Research Reports

## A Study of Diagnosis of School Organization to Develop School Consulting

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### KEYWORDS

School Organization Diagnosis  
School Consulting  
Improvement of School Problems  
Diagnostic Tools Development  
Organization Diagnosis System  
Rasch's Measurement Model  
Big Data

This study aims to develop school organization diagnostic tools required for school consulting, build relevant systems, and present policy plans to be used for school consulting, on the premise that school consulting ought to be activated to support substantial improvement of schools.

There are largely five research questions in this study. First, we considered the concept and theory of school consulting and school organization diagnosis. We analyzed internal and external school

organization diagnosis related previous researches and developed school organization diagnostic models. Second, we developed school organization diagnostic tools. Such developed diagnostic tools were designed to synthesize individual school's objective facts related data and school members' recognition(perception) data to identify schools from a holistic perspective. Third, we verified content validity of school organization diagnostic questions. We carried out a delphi survey in experts based on school organization diagnostic indicators and questions developed by researchers. Fourth, we designed and constructed school organization diagnostic system. We constructed school's current situation related data base and also constructed questionnaire system for school organization diagnosis to present diagnostic

results in various graphs. Fifth, we presented school organization diagnostic system utilization plans and policy tasks. We presented some plans to usefully utilize school organization diagnostic system in government, education office, and school field, and also presented political plans for practice to utilize diagnostic system as effectively as possible.

To this end, we analyzed school organization diagnostic tools development related previous studies, organized school organization diagnostic tools development team, and held consultations with experts several times. With our school organization diagnostic tools outlines, we did an in-depth interview with principals and vice-principals in elementary, middle, and high schools; collected opinions from principals and vice-principals in elementary, middle, and high schools in Seoul, Gyeonggi, and Incheon; and reviewed the validity of school organization diagnostic tools. To establish the school organization diagnostic system, we requested IT-specialized companies to provide their services and conducted a pilot test to stabilize the system. Finally, we held school consulting and school organization diagnosis related research forums and inspected the things to be complemented in school organization diagnostic tools.

In this study, school organization diagnostic model included four sub-factors such as input, transformation process, external environment, and performance to diagnose school organizations in a comprehensive way. Input is the first thing to be dealt with into school educational activity and operation. Input is a thing that's difficult to be changed by school members. For example, these elements related to 'Input' include principal, teachers, students, facilities, financial status, etc. Transformation process consists of several sub-elements such as school's educational activity, principals and teachers' capacity, school member's formal and informal structure, and school culture. The most important thing of these is educational activity. External environment refers to physical environment, parents' participation and support, and association with community. Finally, performance includes perceived performance, affective and physical performance, and satisfaction with educational outcomes. This diagnostic model components include the data that can show school's objective facts and the recognition data that can show the situations recognized by school members widely.

To verify the reliability and validity of school organization diagnostic model,

we used Rasch's measurement model, one of the representative item response theory models to carry out item analysis. As a result, it was found that the whole reliability was 0.94, which suggested that the internal consistency reliability was high. When analyzing the goodness of fit toward individual items, we modified and deleted the items that were beyond the goodness-of-fit criterion.

To put the school organization diagnostic tools to practical use, we developed a diagnostic system. There are two diagnostic systems developed: questionnaire system and data base system. The diagnostic system was designed to diagnose school organization by school consultant as easily as possible and analyze the diagnostic results as rapidly as possible.

Furthermore, we presented specific application plans and policy tasks so that metropolitan and provincial offices of education and the government as well as school field could utilize the school organization diagnostic system in a political way.

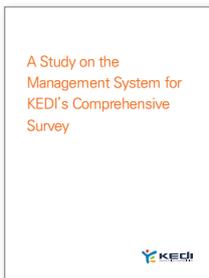
The five school organization diagnostic system application plans are 1) application as basic data for school consulting supervision, 2) application for selecting educational policy project target schools by the government and the education office,

3) application for establishing educational policy by the government and the office of education, 4) application for school diagnosis and consulting associated with the evaluation of school, 5) application as simulation program for teacher training.

The seven tasks to do for utilizing school organization diagnostic system are 1) introduction of school organization diagnostic index system, 2) establishment of exclusive information system for diagnosing school organization, 3) establishment of culture and infrastructure for school consulting, 4) securing and fostering school consultants, 5) establishment of partnership between the office of education and the school consulting-specialized organization, 6) diversification in the analysis of diagnostic results through school organization diagnostic system, and 7) development of diagnostic tools for teaching consultation.

## A Study on the Management System for KEDI's Comprehensive Survey

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### KEYWORDS

Educational Statistics  
Statistical Survey  
KEDI Comprehensive Survey  
School Achievement Research  
OECD DeSeCo  
Cognitive Competency  
Instrumental Competency  
Social Competency

This study aims to construct a periodic survey framework that enables the comparison and evaluation of educational achievements over time, through comprehensive survey that identifies the holistic development attainments of students, including cognitive, affective, social, and physical developments. To achieve this, we intend to determine the scope of the Comprehensive Survey, materialize its methodology, and establish the possible plans for its effective usage and management.

In order to determine the scope of the survey and finalize the survey questionnaire, literature review and the analysis of related research, Delphi survey of experts, preliminary survey and the reliability analysis, as well as expert discussions were carried out.

The scope of the Comprehensive Survey was divided into four key skills, and sub-skills were subsequently selected for each of these four. The meaning of these key skills may be summarized as follows.

Firstly, cognitive skills refer to the “Using Tools Effectively” competency category of the OECD DeSeCo project. It requires that an individual should be able to use requisite language, symbols, knowledge, information, and technology in order to actively communicate with the outside world, induce changes according to his/her own needs, and accommodate

himself/herself with technological changes.

Secondly, social skills refer to an individual's ability to start satisfactory relationships with others, work in a cooperative manner, as well as manage and solve potential conflicts, in order to lead a life with empathy and cooperation with others in a mosaic society.

Thirdly, autonomous skills refer to an individual's ability to consolidate his identity and purpose of life within a fast-changing, multi-polar society, as well as the ability to exercise his/her own rights while acknowledging and partaking in his/her own responsibilities.

Fourthly, health and happiness incorporate both physical and mental health, which forms the basis for improving and enabling other key skills.

The finalization of the sub-skills for each of the key skills as well as the corresponding survey questionnaire came from a careful analysis of the preliminary survey results that were obtained in September. The preliminary survey was carried out using one class of 30 students per each of the 20 elementary, middle, and high schools (i.e. 60 in total) in Seoul, Gyeonggi and Gangwon Province. The finalization of key skills

into four categories, namely cognitive, social, autonomous skills and health ensued, with a few notable changes to the corresponding sub-skills.

Cognitive skills consist of problem-solving capability, literacy skill, numerical skill, and ICT skill. The only sub-skill with finalized questionnaire is limited to problem-solving capability, while the tools to measure literacy and numerical skills are left for future studies. The questionnaire developed for ICT skill was found not to be suitable for elementary students, and did not yield a sufficiently high relevance among middle and high school students either. This, further developments on this front seem necessary.

Social skills consist of empathy, communication, citizenship, morality, and social participation. The preliminary survey was found to be sufficient in finalizing the sub-skills and the corresponding questionnaire.

Autonomous skills consist of establishing self-identity, self-directed learning, and developing purpose for future career. The preliminary survey led to the finalization of sub-skills and the questionnaire.

Health refers to nutritional and physical health management as well as mental health. More specifically, mental health

consists of sub-skills that capture depression, anger, self-respect(happiness), and stress.

The participating schools for the main survey due to begin next year will have a sample size of 1% of the total students for each school level. 5<sup>th</sup> and 6<sup>th</sup> grade students of the elementary school, 1<sup>st</sup> to 3<sup>rd</sup> grade students of the middle school, and the 1<sup>st</sup> to 3<sup>rd</sup> grade high school students will participate, and one class from each year group will be selected from the participating school. The sampling used the stratified clustered sampling method, with the year groups and provinces as strata and the schools as clusters. For each stratum, proportional sampling was used. As a result, 216 elementary schools, 189 middle schools, 146 general high schools, and 53 vocational high schools are to be selected as participating schools, with the sum total of 604.

As for the management and data usage aspects of the survey, the planning of the survey will be directed by the newly-created ‘Committee for Survey Management’, which will be overseen by the Office of Research Planning within the Planning Division. As for the actual conduct of the survey as well as the management and servicing of the survey results, these remits will fall under

the ‘Survey Data Service Team’, to be created within the Center for Educational Statistics Research. The ‘Committee for Survey Management’ will be responsible for the planning of the publication of the basic analysis report using the survey data, as well as any press releases. Furthermore, in cooperation with the long-term project that began in 2012, namely “A Study on Developing Core Educational Indicators/Indices for Korea”, new areas for the Comprehensive Survey ought to be identified and developed continually. Based on these data, the core educational indices ought to be released yearly.

For participating schools, incentives will be available separately for student, teacher, and school levels. In order to ensure the stability of the survey conduct, and also for effective usage of the survey results, a yearly workshop will be held for survey directors of participating schools and junior supervisors of the provincial educational authority.

As for the actual conduct of the survey, Comprehensive Survey will unite the surveys for individual research projects under the auspices of the core survey for measuring and computing the holistic development index. In cooperation with the relevant research staff, the

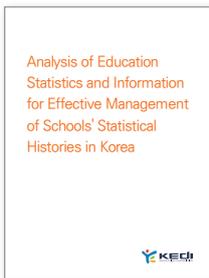


survey will be conducted through post. Questions that are likely to be overlapped between various surveys (e.g., a student's background, teacher-related questions) will be asked under the 'Common Questions', which will reduce the respondent's efforts in answering

the questionnaire. Furthermore, these participating schools will be excluded from the sampling process for other unrelated research projects conducted by this institute, which will alleviate the schools' burden over the survey.

## Analysis of Education Statistics and Information for Effective Management of Schools' Statistical Histories in Korea

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### KEYWORDS

School History Management  
Data Link  
Time Series Analysis  
Improvement of Data Base

Current research searched for efficient ways to link education statistics and information of each year in order to manage statistical histories of schools in Korea. Based on Korean National Statistics on preschool, elementary, and secondary education, we drew current problems in management of time series information by carrying out time series analysis. Suggestions for future were derived from the analysis in order to link and manage the statistical information of schools' history in efficient way.

Furthermore, we proposed feasible research ideas by utilizing the time series data on a history of each school.

First of all, we found out that overall, the contents of surveys on school and teacher were not organically structured and it caused difficulties in making time series data sets in order to manage the history of schools and the career of teachers. Moreover, the lack of structure led to inefficiency of data management and use.

With respect to current data management system, the biggest issue was absence of a structured coding system for each school and teacher in order to track down histories of the data. Additionally, no system was found to track changes in types and specialties of schools.

To explore the feasibility of developing a management system on statistical histories of schools in Korea within the current

education statistics system, we tried to make 11-year of time series data sets with existing information on elementary, middle and high schools and teachers of each school level. As a result, we failed to track down the statistical histories of many schools and teachers due to considerable amount of mismatches among the information of consecutive years under the same identification code.

Based on the analysis above, we made some suggestions in order to improve current statistics management system. First, the contents of current education statistics survey should be restructured. Second, there should be reorganization about current classification of various school types in Korea. Third, a statistical code system should be developed for efficient time series management of schools' and teachers' information. Finally, it should be considered to apply the Korean national standard code system to the current education statistics data.

In addition, we proposed some suggestions for current education statistics database in relation to time series management of the data. We found several issues from the current database; 1) existence of multi-domains within a database table, 2) improper table naming, 3) ill-structured database tables. In order

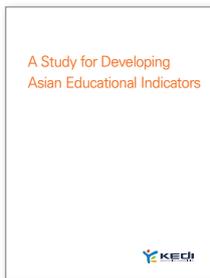
to solve these problems, we suggested the relational database model to modify the current database system. We believe that this model would be able to bring extensibility, flexibility, reliability, and efficiency to the current education statistics database. Moreover, we suggested separating a service database from an operating database for efficient database management and making effective database management policy.

Finally, we carried out some experimental analyses to show possible future studies by utilizing time series data of the current education statistics and information. Through these attempts, we were able to show that various longitudinal studies that would shed light on improvements of education policy on schools, students, and teachers were possible by using well-managed time series data sets.

We expect that this research would offer a useful basis for educational research and scientific education policy making within the recent flow of public disclosure of administrative information and raw data, represented by "Government 3.0." Furthermore, we believe that current research would contribute to establish an education statistics and information infrastructure that corresponds to the aims of current governmental policy.

## A Study for Developing Asian Educational Indicators

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### KEYWORDS

Indicator  
Education Indicator  
OECD INES  
Universality  
Particularity  
Educational Condition  
Educational Process  
Educational Performance

The study starts with the understanding that the development of educational indicators has been led by Western developed countries. Accordingly, existing educational indicators may not be suitable to assess or expose the particularity of educational systems of Asian countries. Specifically, as international needs for educational indicators have been increased, the Organization for Economic Co-operation and Development (OECD) started a project on educational indicator development (INdicators of

Education Systems, INES) in 1988. 「Education At a Glance (EAG) : OECD Indicators」, which is published every year as a result of the INES project, is widely cited and used to understand each country's educational situations. Many international organizations such as World Bank, UNESCO, UN, and EU have been also involved in projects on international education indicators. Since the development of educational indicators has been led by Western developed countries, existing educational indicators may fall short of capturing educational particularity of Asian countries. With this assumption, the study intends to develop educational indicators that can better reflect educational particularity of Asian countries and to find ways of collecting data and managing the project, Asian Education Indicators, so called.

First, in order to develop educational indicators that can better capture particularity of education systems of Asian countries, we explored what makes Asian education different compared to other continental countries.

Second, by considering educational conditions, the infrastructure of educational statistics, the particularity of Asian cultures, and the methodology of general indicator development, we created a theoretical framework for the development of educational indicators for

Asian countries and we developed and selected educational indicators for Asian countries. Our theoretical framework consists of educational condition, educational performance, educational process, and socio-cultural characteristics as the crucial elements in understanding Asian countries' education. Although the particularity of Asian education is embedded in all areas, it will be most saliently shown in the field of socio-cultural characteristics. The specific indicators developed are as <Table>.

〈Table〉 **Specific Educational Indicators**

Educational Condition	Educational Performance
<ul style="list-style-type: none"> <li>(1) Teacher-students ratio</li> <li>(2) Class size</li> <li>(3) Educational finance</li> <li>(4) Years of compulsory/free education</li> <li>(5) Double-shift school system rate</li> <li>(6) After school activities for lower-income group</li> <li>(7) Qualification of teachers (years of education, competitive examination, professional development, etc.)</li> <li>(8) Computer distribution rate</li> <li>(9) Basic educational facilities (library, science lab, playground, gym, cafeteria, dormitory, etc.)</li> <li>(10) Number of books in library</li> </ul>	<ul style="list-style-type: none"> <li>(1) Repetition rate of primary and secondary education</li> <li>(2) Literacy rate of people over 15</li> <li>(3) enrollment rate of primary and secondary education based on gender</li> <li>(4) Graduation rate of pre-primary, primary, and secondary education</li> <li>(5) Completion rate of students with special needs</li> <li>(6) Under-achievement rate in national standardized assessment</li> <li>(7) International academic achievement study results</li> <li>(8) Degree of students' and parents' satisfaction of schooling</li> <li>(9) Reward results on international mathematics and science olympiad</li> <li>(10) Employment rate of people with a high school diploma</li> </ul>
Educational Process	Socio-cultural Characteristics
<ul style="list-style-type: none"> <li>(1) Ratio of vocational education schools</li> <li>(2) Existence of discriminative private school and its proportion</li> <li>(3) School autonomy in implementing curriculum</li> <li>(4) Teachers' morale and passion</li> <li>(5) Authoritarian school culture (relationship between teachers and teachers, and teachers and students)</li> <li>(6) Competitive school culture (achievement pressure of teachers and students)</li> <li>(7) Parents involvement in curriculum</li> <li>(8) Parents involvement in school steering committee</li> <li>(9) Ratio of nation-related contents in curriculum</li> <li>(10) Multi-cultural perspective in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>(1) Trust on others and public institutions</li> <li>(2) Motivation of education (e.g., class mobilization)</li> <li>(3) Respect for the literacy</li> <li>(4) Contempt for vocational education</li> <li>(5) Familism and nepotism</li> <li>(6) Collective social culture</li> <li>(7) Authoritarianism of society</li> <li>(8) Strong influence of religion (e.g., confucianism)</li> <li>(9) Emphasis on the sprit of tradition and ethnicity</li> <li>(10) Parents' passion for their children's education</li> </ul>

Lastly, the study provides plans for the next two years for the development of educational indicators for Asian countries. In 2013, we created a theoretical framework and developed educational indicators for Asian countries based on the framework. In 2014, the main focus will be to conduct a pilot data collection in cooperation with possible Asian countries. Based on the findings of the pilot data collection, the feasibility of data collection should be examined mainly. In 2015, based on accumulated

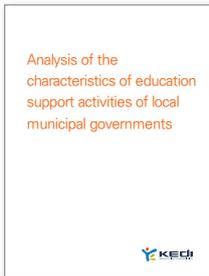
research findings and cooperative network with Asian countries, it is suggested to publish 「Asian Education Indicators, AEI」 (tentative title). It is also important to develop and distribute manual for data collection, publication, and encouragement for Asian countries' participating in developing the educational indicator project administered by Korean Educational Development Institute. The continuation of the project will require an organization for AEI and that needs to be discussed in 2014.

 2013 Research Reports

## Analysis of the characteristics of education support activities of local municipal governments

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### KEYWORDS

Local Governments Educational Financing  
Local Municipal Government Nonstatutory  
Transferred Money  
Educational Investment of Local Municipal  
Government

**B**ased on the educational needs of local municipal governments, the aim of this research was to classify local municipal governments and to analyze the content, support method, and characteristics of education support projects of local municipal governments according to type, and based on this, suggest a direction for progressive improvement in local municipal education support.

Classification analysis was attempted by structuralizing the election campaign

promises of the heads of the local municipal governments which represent the organizations' intent to invest in education and are an aggregation of the perceptions and interests on education. The education-related promises of the heads of the local governments were classified into school lunch support, education environment facilities improvement, early childhood care and education support, special education, education program operation and support, human resource scholarship, library operation, local resident lifelong education support, school operation support, and higher education. Then, these promises were again classified into 6 areas of education: welfare, facility support, program support, local human resource cultivation, local resident support, and school operation

support. The ratio of detailed education promises for each category from the entire education promise was set as the independent variable. Cluster analysis method was used to categorize the type of local government into 5 types (investment indifference, local human resource cultivation, facility improvement, welfare focus, and whole field support). When the local characteristics of each type were examined, the variables that represent the economic development of the local municipal government such as financial independence, population, and number of students showed a significant increase in the order of investment indifference → local human resource cultivation → facility improvement → welfare focus → whole field support. This result shows that the intention of the local municipal government to invest reflecting the educational needs of the local residents appear discriminately according to the maturity of the economic development and finance expenditure capacity of the local municipal government. However, connectivity appeared to be weak between such categorization for the type of local municipal government and the analysis results on the state of investment.

The contents of the education support project for the local municipal

governments were slightly different according to region, but there was an increased request for qualitative improvement in school education in such diverse areas as school lunch, cultivation of human resources, special education, and education environment improvement. Despite the changes in purpose, range, and major support items for educational support from the local municipal governments, there is no categorizing system. Hence, focusing on the current regulations, the local municipal government education projects, which were supported through non statutory transferred money and educational financing, were re-categorized into 9 areas (lunch support, educational environment facility improvement, early child care support, special education support, education program operation support, human resource cultivation scholarship, local resident support, school operation support, and other).

The education support investment scale of local municipal governments in 2012 totaled 1.9435 trillion KRW which is an increase of 327.5 billion KRW (20.3%) compared to the year before. When examined according to property, it appeared that administrative expenses were the highest with 1.3833



trillion KRW(71.2%) followed by facility expenses at 411.5 billion KRW(21.2%), and personnel expenses at 148.7 billion KRW(7.7%). Compared to the previous year, the scale of investment(386.9 billion KRW) and weight(9.5%p) all increased, but for personnel expenses, the scale of investment increased(12.3 billion KRW) but the weight slightly decreased( $\Delta 0.8\%$ p). For facility expenses, the scale of investment( $\Delta 71.7$  billion KRW) and weight( $\Delta 8.7\%$ ) were both found to have decreased. The results from investigating the support activities of 2012 showed that the project which took the largest weight was lunch support. 946.7 billion KRW was invested which is 48.7% of the entire support project, and this is an 11.8%p increase from 595.7 billion KRW in the previous year. Next, it appeared to be in the order of educational environment facility improvement(404.6 billion KRW, 20.8%) and education course/program operation(374.1 billion KRW, 19.2%), but compared to 2011, the weight of these projects for the entire project had slightly decreased. However, the weight of these 3 projects was 90.1% which was increased from the previous year.

The analysis results of the education support characteristics for the 5 types

of local municipal governments are as follows. First, when education support status was examined according to support method, the ‘facility improvement type’ and ‘investment indifference type’ were supported with the city/district educational special account at 47.0% and 59.5%, respectively, while for the ‘whole field support type’ and ‘welfare focus type’, the weight of direct support to school accounts like support from education financing and other policies was high at 72.9%. Second, when the education support status according to property was examined, the weight of personnel expense support was 7.0% and 8.2% for the ‘whole field support type’ and ‘welfare focus type’, respectively, which is higher than that of the other types. The weight of administrative expense was 71.4% for the ‘local human resource cultivation type’ which is higher than that of the other types. The ‘investment indifference type’ had no campaign promises and ordinances compared to the other types, and it showed that the rate of facility expense support was 82.2% which is higher than that of the other types. In all types, the mean component ratio of lunch support was the highest for education support of the local municipal government(whole field support 42.5%, welfare focus

43.3%, facility improvement 34.9%, local human resource cultivation 29.5%, and investment indifference 36.1%). The mean component ratio of educational environment facility improvement also showed that there was high investment in this area with facility improvement at 26.3%, welfare focus 23.8%, local human resource cultivation 23.2%, investment indifference 21.1%, and whole field support 20.1%. There were slight differences for each type, but the weight of investment for lunch support and educational environment facility improvement was high, so it was insufficient to reveal the prominent characteristics according to the type. In fact, it could be interpreted that the independent investment direction and plans of the local municipal government is encroached by lunch support.

Based on the above research results and conclusions, the following suggestions are made for the development of local municipal government educational support and follow-up study in the future. First, for the systematic analysis of local municipal government education support, there is need to redetermine the support range and content as a comprehensive concept. Second, to analyze the range

and status of education support for a local municipal government, there is a need for more multidimensional categorization of local municipal governments rather than the current administrative division(city, district, country, etc.). Especially when categorizing the type of local municipal government, a method should be designed to categorize the types of local municipal government based on diverse variables which reflect the characteristics of the local municipal government such as social/cultural needs, in addition to education campaign promises, including intent to invest and financial capacity of the local municipal government. Third, there is need for a method to stably secure the funds for education support for local municipal governments. Contrary to the past where the weight of single-occasion investment expenses like facility investment was higher, the direction of education investment for local municipal government is moving considerably towards program support, and this is anticipated to further increase. This means that there is need for stable and continuous operating funds to stably and consistently operate the programs extended through the education support projects of the local municipal government. Fourth, the personnel expenses funded by the local municipal

government should be substituted by other forms such as manpower dispatch from the local municipal government. The education support of the local municipal government is strongly discretionary, so when continuous solid funds such as personnel expenses are supported and the support of the local municipal government is stopped, then continuing the support project can become a pressure factor on the education finances. Fifth, the educational campaign promises of the heads of local municipal governments should pass through a rational establishment process. In addition, there is need to monitor whether the campaign promises on education from the heads of the local municipal governments are fulfilled. The detailed plan should be reviewed in the election process whether the funds can be secured to fulfill the education promises and how the investment priorities are established. After the election, a collection of the education promises should be published to let the public know which promises are being fulfilled each year, and to continue checking so rational investment plans can be prepared. Sixth, there is a need for discussion regarding the balance of roles between the education support of local municipal governments and city/district education special account. In the case of local municipal

government nonstatutory transferred money and educational financing, the local municipal governments with financial capacity are continually expanding their education support, but the local municipal governments who actually need more education support are unable because of limitations in their finances. Although local municipal government education support is a system introduced to induce competitive investment in education, there is need to actively consider methods for a more fair distribution of funds.

 2013 Research Reports

## Research on Improvement Measures of Primary-Secondary Education System -Focused on Education Contents, Methods, and Evaluation Systems-

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Research on Improvement Measures of Primary-Secondary Education System -Focused on Education Contents, Methods, and Evaluation Systems-



### KEYWORDS

Education Contents  
Education Curriculum  
Education Methods  
Teaching-Learning Methods  
Educational Evaluation  
Washback Effect

This study was conducted to seek education contents, methods, and improvement plans of primary and secondary schools, while corresponding with the educational policy vision of ‘fostering creative talents’ that future society demands, so that South Korea’s primary and secondary students can feel happiness through learning experience in schools. In particular, despite efforts to improve education contents, methods, and evaluation systems, respectively, the purpose of such improvements

had limitations in reaching classroom lectures. Based on this cause, we have sought measures to strengthen connection between education contents, purposes, and evaluation based on the critical mind that triad interaction had low connectivity.

Hence, we first analyzed current status and problems in education contents, methods, and evaluation system of South Korea’s primary and secondary schools, by dividing the categories to what the education process pursues and its reality, education contents and structure of education methods, and development of education process and operating system.

To seek for improvement measures on primary and secondary school’s education contents, methods, and evaluation systems, diverse research has been conducted and enormous amount of results have been accumulated. However,

under the awareness of the problem that in reality, improvement measures that was suggested in individual studies has not been integrated and closely connected, we made meta-analytic approach to the results of education contents, methods, and evaluation related results. Selection standard of subject of analysis has been set to research reports led by the government after 2007. The standard was set considering South Korea's centralized education system where education methods and evaluation related study is conducted once nation's education process is developed. Thus, this study chose researches conducted by the government or government-funded institutes after 2007, when future curriculum debates were initiated. Meanwhile, as there were cases that tried to improve education contents, methods, and evaluation system at a level of school unit and teachers, we have presented cases of improvement by respective elementary, middle, and high schools.

Education reform cases of major countries have also been analyzed in the aspect of education contents, methods, and evaluation connectivity, and improvement procedures. In other words, the cases of OECD, the Province of Quebec in Canada, and New Zealand

have been analyzed, which all improved education contents first followed by attempt to reform education system. The cases of ATC21S and the United States where improvement on education evaluation preceded that of education contents have also been analyzed.

With conclusions drawn up by above research, improvement procedures on primary and secondary school's education contents, methods, and evaluation system have been suggested. Firstly, reasoning for establishing improvement plans has been proposed. Secondly, current characteristics of primary and secondary school's education contents, methods, and evaluation sectors and its improvement measures have been suggested. Thirdly, methods to set conditions to effectively implement each improvement measure have been proposed. Lastly, with the goal of fostering creative talents, we have developed a fused form of lecture model, professor study materials, and evaluation materials where everyone participates with one learner in the center. This is based on mathematics department of middle school year 1, and it can be applied to time during formal education.

Direction of major improvement for each area is as follows.

Education contents should include

contents closely related to the learner's life and core capacity, while being optimized to character development, value development, and convergence-type education. For methodology, the learner must be at the focus and should be of the following types: teaching-learning method tailored to learner's various attributes, method tailored to learning objectives, methods with high learner participation like debate learning, cooperation learning, project-based learning, and method where evaluation and learning contents are interlinked. In terms of evaluation, evaluation with procedure in mind, rather than focusing only on results, performance evaluation per level, rather than written multiple choice questions, evaluation that fosters capacity, rather than one that increases knowledge, accomplishment evaluation, rather than subjective evaluation, and evaluation per teacher are preferred.

As a measure to shape conditions to reinforce the relationship of education contents, methodologies, and evaluation systems, we proposed that education reform utilizing backwash effect and consequent curriculum development strategies be established, accomplishment standard(learning objective) be developed while curriculum is being developed,

evaluation method that can determine accomplishment of the standard be developed, and backward curriculum planning that selects and organizes related learning experiences and contents be developed. In addition, to strengthen connectivity between school levels, we suggested that developers from all school levels of each subject must be teamed up to develop curriculum, that curriculum revision method must obey the procedures of the general theory, and that timing of curriculum revision be predictable. In teaching-learning environment, we suggested the introduction of no-grade system and credit system be introduced at high school level, curriculum optimization, and reduction of students per teacher and students per class. Regarding evaluation environment, we proposed that evaluation results must act as basic data that directs curriculum revision, that evaluation system be designed from actual issues in schools, that accomplishment evaluation result be reflected in academic records for university entrance, and that instead of scores and grades, teacher's written report be reflected. Lastly, major issues of improvements in learning contents, methodologies, and evaluation system is closely related to expertise of teachers,



so we proposed, to increase teachers' expertise, ways to improve curriculum of teacher training institutions and ways to improve teacher selection and training systems.

Also, to ensure that these reforms can be applied to primary and middle school level education, we proposed tasks for the central government, city/provincial school board, schools, and teachers.

The central government shall (1) establish education reform policy utilizing the backwash effect; (2) create authoritative call centers for curriculum and evaluation; (3) revise Ministry of Education's guidelines to decrease proportion of written test, so as to increase teachers' individual evaluation; (4) make efforts to reduce the number of students per class and per teacher; (5) make plans to support teachers' or schools' voluntary efforts at change and delegate self-regulatory powers; (6) improve and stabilize entrance system for higher levels of education so that it is linked to lower schools' curricula and evaluation systems, and that it contributes to normalization of curricular operation of lower schools; (7) improve teacher's licensing without examination to adjust the criteria of teaching-learning expertise, curriculum restructuring capacity, and

evaluation ability to changing primary and middle school environments, and continuously monitor the quality of teacher training institutions so that teacher licensing quality is maintained; and (8) secure financing for establishment of Teaching Evaluation Center for National New Teachers' Training Institute (tentative name) and Teaching Ability Certificate System.

At city and provincial school board level, (1) develop and distribute a common set of criteria for performance evaluation per subject, (2) devise measures to support revitalization of learning community of teachers, and (3) conduct adequate level of teacher training before implementing a policy.

Schools shall (1) improve teacher work organization to secure time for teaching expertise buildup and teaching-learning concentration for teachers, (2) construct professional learning community for teachers' expertise buildup, (3) create organizational culture that allows for, and promotes, reconfiguration of curriculum, and (4) introduce measures for students with difficulty in adapting to class and students with low grades, so that all learners can participate and learner-participating classes are revitalized.

Teachers shall (1) proactively

participate in the learning community for expertise buildup, (2) create organizational environment where co-worker's curriculum reconfiguration and application of new teaching-learning methods are promoted and cooperated with, (3) have patience to allow for sufficient practice opportunities for learners for the creation of self-directed learning culture and for adapting to new teaching-learning methods like debates and project-based learnings, and (4) (although simultaneous improvement of curriculum, class, and evaluation system is the best way) make efforts to class improvement, as it is the most accessible improvement at the teacher level.

A considerable portion of education policy is organically connected, and therefore, making singular improvement in one section will unlikely have desired results. Learning contents, methodologies, and evaluation systems in primary and middle schools have their independent and exclusive areas, but they are also closely related. This triad is closely related to national curriculum development system, high school entrance system, post-secondary entrance system, teacher fostering system, teacher selection system, teacher training system, teacher promotion system, school culture, and even social

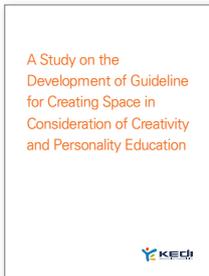
culture. To improve all these systems, much time and deliberation from many people, and therefore cannot be done at once. Notwithstanding the ignorable tangible results, improvement must start with teaching-learning methods at teacher level, and schools must create atmosphere for encouraging teachers' such efforts, and city and provincial school boards must enable teachers to exercise autonomy and expertise without feeling pressure, and the central government must create conditions where such attempts can disperse and settle through scrutiny into related policies.



 2013 Research Reports

## A Study on the Development of Guideline for Creating Space in Consideration of Creativity and Personality Education

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### KEYWORDS

Creativity Education  
 Personality Education  
 Creativity and Personality  
 School Space  
 Guideline

The competitiveness in the future society depends on cultivating men of creativity and personality who blend various studies and technologies, create new knowledge and value, and have ability to communicate and achieve harmony with society. Following this trend Korea also revised 2009 general framework for curriculum in order to provide the groundwork for creativity and personality education. With the announcement of a basic plan for creativity and personality education

by Ministry of Education, Science and Technology on 5<sup>th</sup> Jan. 2010, creativity and personality education became a major practical task in the field of education.

Paying attention to this reality this study tries to develop the guideline for creating space. This guideline effectively supports creativity and personality education in school field and suggests a milestone in creating space which brings positive effects to fostering creativity and personality of students.

This study covers only elementary schools and analyzes preceeding researches and literatures, present situations of domestic creativity and personality education policies in order to achieve goals of the study. This study also conducts case investigations on domestic creativity and personality model schools and foreign excellent design schools.

There are brainstorming among research staffs and experts consultations in order to establish basic direction and system of the guideline, make design criteria for creating space according to space, develop a series of developing such guidelines as related examples and collecting and selecting pictures. Finally the conference of education and architecture experts is called to review propriety and investigate importance of the tentative guideline and related tips. Main research results are explained as below.

The concept of ‘creativity and personality education’ is redefined based on various literatures and preceeding studies on creativity and personality education. And characteristics of space which are good for creativity and personality are deducted. The system and contents of the guideline of this study is decided based on analyzing systems and contents of the existing domestic and overseas guidelines.

The research on the actual condition of domestic creativity and personality schools with excellent management is conducted. And this study researches on current condition of operation of creativity and personality education programs and examples and distinct feature of creating environment according to space. With

these researches 33 design criteria are drawn.

The results of the survey which asks teachers at object schools about importance, satisfaction and demand of space related with operating creativity and personality education show that order of frequently using space for activities of creativity and personality is classroom, ecology learning place and science room.

The survey shows that teachers get lowest satisfaction with the classroom. The result of survey on importance and satisfaction according to space for fostering creativity and personality of students shows that teachers understand that every school space is importance. And they also recognize that physical space at school is an importance fact which influences on fostering creativity and personality of students.

The researchers visit schools with creating excellent space for creativity and personality at Sweden and Denmark and conduct interview investigation and observe creating space according to space. With focus on such emotional stability and personality development as enhancing students’ autonomy and dignity, cultivating problem-solving ability schools at Sweden and Denmark are operated. Schools also pay more attention



to fostering right members of the future society with social exchange between students than academic achievements. In terms of curriculum most schools integrate entire grades without dividing grade or partially integrate them. Most schools conduct project-based classes and team teaching which consists of various teachers is very popular. Teachers of various subjects cooperate each other and teach students.

Schools at Sweden and Denmark which researchers visit tend to opening and integrating spaces. Most of schools are constructed with open plan type. There is Home Area which is a central area for students' learning and living. There are small size classrooms, personal study space, group study space, simple kitchen where students stay comfortably in a home area. Especially for the classroom of low grade the connectivity and availability to indoor and outdoor space improve, thus students can go outside. With analysis of these space features this study provides 57 design criteria which can be used for the guideline for creating creativity and personality space.

The following guideline for creating space in consideration of creativity and personality education is developed. The guideline is based on concept of creativity

and personality education, domestic situation, space characteristics which influence positively on creativity and personality, guideline system and contents of domestic and overseas creating space, analyzing results of domestic and overseas schools situations and cases.

With various preceding studies and literature reviews, 7 fundamental features of creativity and personality are deducted as followings; ① flexibility, ② openness, ③ diversity, ④ intimacy, ⑤ sufficiency, ⑥ pleasure, ⑦ networking(or connectivity). This study also provides 161 basic pool of the guideline based on analyzing results of various literatures, domestic and overseas situations and researches on the actual condition. Selecting guideline which satisfies above-mentioned 7 fundamental features and integrating, modifying and compensating this study finally suggests 66 guidelines which consists of 5 sections(teaching and learning section, supporting section, section of common use, outdoor section, design section), 17 unit spaces(general classroom, special classroom, multipurpose room, library, gym, cafeteria, space for play and rest, other space, hall·lobby, corridor, open space, stairs, toilet, outdoor, rooftop, exterior design, interior design). This study develops 198 tips related to these guidelines.

**<Table> Tentative guideline and related tips**

Section	Unit space	# of guidelines	# of tips	Section	Unit space	# of guidelines	# of tips
Teaching/ learning section	general classroom	9	25	Section of common use	hall-lobby	3	16
	special classroom	12	20		corridor	4	12
	multipurpose room	3	13		open space	4	19
Supporting section	library	4	14		stairs	1	6
	gym	4	10		toilet	2	4
Supporting section	cafeteria	4	5	Outdoor section	outdoor space	6	21
	space for play & rest	1	8		rooftop	3	10
	other space	4	4	Design	exterior design	1	7
			interior design		1	4	
<b>Total : 66 guidelines, 198 tips</b>							

Finally at the conference educational experts, architects, teachers at creativity and personality model schools express opinions on value of the guideline, availability at school field, suitability of contents and tips. And importance of the guideline and related cases is investigated and analyzed. Based on the result the guideline is accepted and the opinion which order of priority in terms of guideline and related cases and applicability according to type of schools(newly built or remodeled) should be proposed is included. In order to provide information about order of priority in terms of guideline and related cases the importance is classified as followings; ‘important’, ‘very important’,

and ‘very very important’. Applicability according to type of schools is indicated as followings; ‘N’ for newly built school, ‘R’ for remodeled school, and ‘NR’ for newly built and remodeled school. Detailed importance and range of application of guidelines and related tips is shown on <Table>.

Based on the results of the study this study suggests policies as followings; first, development and distribution of the guideline for creating school space in national level, second, development of instruction manual based on researches before executing policies, third, administrative and financial supports which guarantee the autonomy of schools.

 2013 Research Reports

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

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### KEYWORDS

Subject Classroom System  
 Converged Space  
 School Facility  
 Middle School  
 Space  
 Satisfaction

The purpose of this study is trying to provide the development direction of subject classroom system in Korea by comparing and analyzing creating space and actual condition of subject classrooms in Japan. Unlike Korea where the government introduces and applies the subject classroom system to entire middle schools in no time, such developed countries as USA, Europe and Japan have experienced the subject classroom system for long time. The reason why we compare cases of Japan is that curriculum,

changing process and background of school facilities in Japan are similar to those of Korea and Japan introduces and operates it as customized unit school.

This study consists of literature review, situation analysis, research on the actual condition and comparison analysis. In the stage of literature review, policy directions which influence recently on changing creating space of school facilities and related preceding studies are analyzed. In the stage of situation analysis, the curriculum which has effect on establishing school facilities and national legal standards and standards of government subsidy which can judge physical standards of actual school facilities are analyzed. In the stage of research on the actual condition and comparison analysis, after selecting schools in Korea and Japan

for comparison, space configuration and satisfaction through floor plan, a field study and survey are compared and analyzed.

### **A) Purpose of introducing the subject classroom system and policy direction**

In order to understand spatial characteristics of middle schools with the subject classroom system in Korea and Japan the background and purpose of introducing the subject classroom system in each country and differences in related policies are compared and analyzed.

Korea introduces the subject classroom system in order to solve students' dissatisfaction on classroom environment which is caused by low satisfaction of public education and stereotypical curriculum. In the 1950s due to lack of classrooms Japan introduced the subject classroom system for increasing usage rate. Korea introduced the subject classroom system for effective operation of curriculum and Japan introduced it for effective usage of facilities.

If we compare policy directions of the subject classroom system in Korea and Japan, in the beginning educational office in-local and school unit autonomically introduced and

operated the subject classroom system, but in 2009 the government conducted changing policy of the subject classroom system with supporting expenditure for facilities and operating expenses. Unlike Korea Japanese government did not lead the operation and changing of the subject classroom system. With the educational reform some of them are changed according to 「maintenance instruction of school facilities」. In general educational office in-local and school unit autonomically look for a source of revenue and establish and operate the subject classroom system.

### **B) Curriculum of middle schools in Korea and Japan(class organization, class hour)**

Since curriculum is closely related to school facilities, curriculum of Korea and Japan are analyzed mainly based on 「General framework for curriculum of elementary and middle schools」 of Korea and 「Government guidelines for teaching of middle schools」 of Japan which was noticed on March, 2008.

If we compare subjects of Korea and Japan, there are such subjects in Korea as Korean language, social studies, ethics, maths, science, technology, housekeeping, physical education, art, English, elective

courses and creative experiential activities. There are such subjects in Japan as Japanese language, social studies, maths, science, music, healthful and physical education, technology and housekeeping, textbooks of foreign language, integrated learning class and extracurricular activities. Most of subjects are common in both Korea and Japan, but in Korea there are such elective courses as chinese character, information and environment and there are also such creative experiential activities as club activity and volunteer activity. In Japan there is no elective course, but there are integrated learning class and extracurricular activities which are similar to creative experiential activities in Korea.

If we look at class hours in Korea and Japan, lesson time of one unit is 45 minutes long and lasts 34 weeks per year in Korea. In Japan lesson time of one unit is 50 minutes long and lasts 35 weeks per year. The total class hours for 3 years of middle school are 3,336 hours in Korea, and in Japan they are 3,045 hours. The total class hours of Korea are 17 hours longer per year and 0.5 hour longer per week than Japan.

### **C) Standards of school facilities(national legal standard,**

#### **distribution standards of subsidy)**

In order to analyze facility standards and their present conditions of each country we classify them as national legal standards and distribution standards of subsidy. In order to compare legal standards, establishment and operation regulation of every school below high school in Korea and standards of establishing middle school in Japan are compared.

Articles of legal standards of establishment in Korea and Japan are ‘number of students per class’, ‘number of teachers’, ‘lot area for school building’, ‘lot area’, ‘gymnasium’, ‘essential facility’, ‘teaching aids’. There are no such standards as ‘student number per class’, ‘number of teacher’, ‘essential facility’ in Korea. There are all standards in Japan except ‘lot area for school building’.

If we compare the surface area of school building and gym in Korea and Japan according to national legal standards of establishment, the surface area of school building in Korea is 1.1 times larger than that in Japan, and the surface area of gym in Japan is 1.2~2 times larger than that in Korea. The national legal standards of establishment cannot

change frequently and due to difficulty in responding to environmental changes there are distribution standards of subsidy for separated government subsidies in both countries. The surface area of school building(total floor area) based on standards of government subsidies according to class size in Japan is 1.1~1.2 times larger than that in Korea.

As we have seen before, there are differences in fundamental educational facilities which are caused by legal standards of establishment and distribution standards of subsidies of both countries.

#### **D) Transition analysis of school's current situation(current situation of students, current situation of school facilities)**

The progress of students' present condition(number of students, number of schools, number of students per class) and surface area of school facility per student(school buildings, gym, lot area) is analyzed using educational statistics of Korea and basic statistics of Japanese schools for last 10 years(2000~2012).

If we examine students' present condition in Korea and Japan, in Korea the number of students in 2012 is 1,849,094 which is pretty much same

as the number of students in 2000. In Japan the number of students has been decreasing constantly. In 2012 the number of students is 3,552,663 which is a decrease of 8.0% compared with in 2000. In case of number of schools, in Korea the number of schools has been increasing; the number of schools in 2012 is 3,162 which is an increase of 15.8% compared with in 2000. However, in Japan the number of schools has been decreasing constantly; the number of schools in 2012 is 10,699 which is an increase of 4.1% compared with in 2000. In case of number of students per class, in Korea the number of students per class is 32.4 which is a decrease of 5.6 students for last 10 years. And in Japan the number of students per class is 29.0 which is a decrease of 2.7 students for last 10 years.

If we examine surface area of school facility per student, in Korea area of school buildings in 2012 is 11.4m<sup>2</sup> which is an increase of 3.8m<sup>2</sup> compared with in 2002. In 2002 the area of school buildings was 7.6m<sup>2</sup>. In Japan area of school buildings in 2012 is 18.5m<sup>2</sup> which is an increase of 1.6m<sup>2</sup> compared with in 2002. In 2002 the area of school buildings was 16.9m<sup>2</sup>. In case of area of gym in Korea the area of gym in 2012 is 13.4m<sup>2</sup> which is an increase of 0.3m<sup>2</sup> compared with

in 2002. In 2002 the area of gym was 3.1m<sup>2</sup>. In Japan the area of gym in 2012 is 38.9m<sup>2</sup> which is an increase of 2.6m<sup>2</sup> compared with in 2002. In 2002 the area of gym was 36.3m<sup>2</sup>. The reason why the area of school buildings per student has been increased most is that environment of school buildings in Korea was worse than that in Japan. It also shows that environment of school buildings in Korea is improving.

### **E) Comparing space configuration of middle schools in Korea and Japan**

In order to analyze space configuration and usage condition of middle schools in Korea and Japan 6 schools in Korea and 4 schools in Japan are selected. Based on floor plans and data on field studies of every school, type of space and present condition of area, organization of major space regions, area of each space region per class and student and occupation percentage are analyzed.

In terms of arranging buildings there are such typical finger styles as giyeok (ㄱ), digeut (ㄷ), straight line (—) and ㅏ drawing types in Korea. And there are mieum plus vowel O (ㅍ+O), leaf type, fan shape and ㄱ drawing type in Japan. In Japan the arrangement of buildings

adapts condition of site and reflects opinions and concept of architect with free space arrangement. In terms of gym there are a soccer field and 100 meter track in Korea. There are such places for various outdoor activities as tennis court, baseball field, soccer field, 100 and 400 meter tracks in Japan.

If we compare the occupation percentage per student of site of school buildings, building area, area of school buildings, outdoor area and gym area, in Korea they are 16.68m<sup>2</sup>, 3.74m<sup>2</sup>, 11.72m<sup>2</sup>, 3.73m<sup>2</sup>, 9.04m<sup>2</sup> respectively and in Japan they are 57.82m<sup>2</sup>, 13.69m<sup>2</sup>, 25.74m<sup>2</sup>, 7.38m<sup>2</sup>, 33.12m<sup>2</sup> respectively which are about 2~3 times larger than those of in Korea. Such differences between Korea and Japan are caused by size and location of schools, national standards of legal establishment and distribution standards of subsidy. Unlike Korean middle schools Japanese middle schools have open spaces, swimming pools and convenience facilities for residents which result in above mentioned differences.

With analysis of space program which consists of teaching-learning space, supporting space, management administration space, common use space and service space, if we compare area and occupation percentage of

major spaces at school, in Korea they are 3.92m<sup>2</sup>(33.45%), 3.28m<sup>2</sup>(27.62%), 0.74m<sup>2</sup>(6.48%), 3.63m<sup>2</sup>(31.39%), 0.15m<sup>2</sup>(1.31%) respectively and in Japan they are 4.83m<sup>2</sup>(18.85%), 10.13m<sup>2</sup>(39.43%), 1.88m<sup>2</sup>(7.31%), 8.50m<sup>2</sup>(33%), 0.38m<sup>2</sup>(1.41%) respectively. The difference in area and occupation percentage of each space is caused by that Japan secures more outdoor open space for discussion learning, individual learning and group learning and resting. Another fact which causes this difference is that object schools of investigation in Korea were remodeled into the subject classroom system and object schools of investigation in Japan were newly built for the subject classroom system.

If we compare internal space of school buildings in Korea and Japan, in Korea typical layout which has a classroom

with gallery type corridor integrates with such open spaces related with the subject classroom system as home base and media space. In Japan the corridor is a middle corridor and each room is placed to move into subject classroom rotationally and there are such open spaces as a courtyard, atrium, central multipurpose hall.

The average area of a subject classroom is 65.41m<sup>2</sup> in Korea and 67.21m<sup>2</sup> in Japan respectively. The width of corridor is 2.64m in Korea and 3.02m in Japan respectively. These differences proves that Japan provides more spacious space and pleasant environment than Korea.

In terms of comparing configuration of unit space of a subject classroom, in Korea there is a combination of a subject classroom, teacher laboratory, home base and media space. Home base and media space can be used together according to

**〈Table〉 Comparing dissatisfaction items of Korea and Japan**

Classification	Dissatisfaction			
	Korean teacher	Korean student	Japanese teacher	Japanese student
General school facility	outdoor schoolyard	stairs & corridor	crime prevention facility	green area
Teaching-learning	classroom furniture	location	classroom furniture	color
Learning support	teaching aid & equipment	location	teaching aid & equipment	color
Students support	storage space	storage space	storage space	color
Teachers support	storage space	-	storage space	-
Other support	size	size	materials	sanitation

area conditions. In Japan there are ‘mixed type subject space configuration’ which is a combination of home base, a subject classroom, teacher laboratory and media space where students from 1<sup>st</sup> grade to 3<sup>rd</sup> grade use together, ‘separated space configuration’ which separates home base area from a subject classroom, teacher laboratory and media space, and ‘space configuration with annex type’ which consists of a subject classroom, home room (small size home base), teacher laboratory, and media space.

In case of constructing zones of the subject classroom, in Korea the zone consists of single subject or combining Korean language and social studies, science and maths, housekeeping and technology. According to the investigation, different subjects belong to same zone because there are lack of spaces due to changing existing schools into schools with the subject classroom system. However, in Japan a subject zone consists of single subject.

The difference between two countries is caused by deciding priority among such factors as ‘student administration and guidance’, ‘exchange of students’, ‘space application’ in educational condition and school operation of each country. The condition of facility area can cause it too.

## F) Satisfaction

Teachers in charge of subjects and students of each school answer the survey. Based on the result of the survey recognition of the subject classroom system, propriety of number of students, satisfaction of overall school facilities, ‘size’, ‘color’, ‘materials’, ‘furniture design’, and ‘space sufficiency of group study’ about the subject classroom system and satisfaction of facilities for students, teachers and others according to school are analyzed.

In the area of the number of students per class, the satisfaction level of teachers and students in both countries is 2.75 in average. It means that they do not satisfy with it. In the area of adaptation time and movement satisfaction on the subject classroom, students in both countries quickly adapt to the subject classroom system, but they satisfy with it less than teachers do. It is because students actually move for the subject classroom system. In the satisfaction of general school facilities, Korean teachers dissatisfy with ‘outside schoolyard’ and Korean students dissatisfy with ‘corridor and stairs’ and Japanese students dissatisfy with green area.

In the field of teaching-learning facilities,

Korean teachers highly satisfy with ‘location’, ‘teaching aids-equipments’ and Japanese teachers highly satisfy with ‘color of classroom’ and teachers in two countries show lowest satisfaction with ‘furniture’. Students highly satisfy with ‘size’ of the classroom, but show lowest satisfaction with ‘moving classroom’. Japanese students show highest satisfaction with ‘group studying space’.

In the field of learning support facility, in Korea teachers satisfy low with ‘teaching aids and equipment’ and students satisfy low with ‘location’. In Japan teachers satisfy low with ‘teaching aids and equipment’ and students satisfy low with ‘color’.

In the field of students support facility, in Korea teachers and students satisfy low with ‘storage space’ and in Japan teachers and students satisfy low with ‘storage space’ and ‘color’ respectively.

In the field of teachers support facility, teachers in Korea and Japan show highest satisfaction with ‘location’ and lowest satisfaction with ‘storage space’.

In the field of other support facility, Korean teachers satisfy with ‘sanitation’ and ‘size’ of the cafeteria and students show lowest satisfaction with ‘size’ of the cafeteria. In Japan teachers show highest satisfaction with ‘location’ and

lowest satisfaction with ‘materials’ and students show highest satisfaction with ‘materials’ and show lowest satisfaction with ‘sanitation’.

## G) Conclusion

There are big differences in related systems, space configuration and cases of actual operation of the subject classroom system between Korea and Japan. The most conspicuous difference is ‘location of space’ and ‘size of space’. As shown on the survey about satisfaction, Korean students dissatisfy with location of the classroom, width of corridor and storage space and Korean teachers dissatisfy with size of space, storage space, teaching aids and equipment. There are different approaches for newly built schools and existing schools in order to solve these problems. It is necessary for newly built schools to provide solutions. In case of remodeling the existing schools it is necessary to focus on space application because there are limits in size and structures.

There are three alternatives for effectively using space as followings; first, development of guidelines for school design of the new subject classroom system, second, seeking

the connecting plan of elementary and middle schools' subject classroom system with effectiveness verification of the subject classroom, third, development of converged educational method in consideration of spatial features of the domestic subject classroom system.

The guidelines for school design of the new subject classroom system could suggest a layout(rotational type, gallery type) of the subject classroom considering movement and composition of teachers' laboratory in order to enhance business efficiency and space occupancy. In the connecting plan of elementary and middle schools' subject classroom system, the upper grades of elementary school can experience the subject classroom system in advance in order to have its early settlement. And they can experience learning space of the subject classroom system in advance in the neighboring middle school which has the subject classroom system. The converged educational method in consideration of spatial features of the domestic subject classroom system means using spatial features of the subject classroom system in Korea. Taking advantage of situations which the subject classrooms face each other or locate side by side because different subject classrooms are placed in

the same zone, it could suggest STEAM learning(team teaching and group class) through big and small size space and the class of using different subject environment could be suggested.



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## Planning Division

### Office of Research Planning

#### KEDI Educational Policy Forum



Starting with ‘The new government educational pledges: Simplification of University Admission’ KEDI held seven educational forums under the topics of ‘Creative Economy,’ ‘Fostering Creative Talent,’ ‘The Free Semester System,’ ‘Job Creation’ and analyzed, diagnosed, forecast the Park administration’s government projects and main educational policies. The 54<sup>th</sup> Forum: Educational Pledges of the Park Administration: Simplification of University Admission(February 6, Seoul), The 55<sup>th</sup> Forum: Educational Pledges of the Park Administration: Development Plans for

Local Universities(February 13, Seoul), The 56<sup>th</sup> Forum: Educational Pledges of the Park Administration: Action Plans for the Free Semester System(February 15, Seoul), The 57<sup>th</sup> Forum: Measures to Promote Creative Talents in Universities for the Realization of a Creative Economy(April 11, Seoul), The 58<sup>th</sup> Forum: 60 Years of Korean Pedagogy, the Outcomes and Tasks(co-sponsored with the Korean Educational Research Association, June 28, Cheongwon-gun, Chungbuk), The 59<sup>th</sup> Forum: Job Creation through the Expansion of Educational Services(October 4, Seoul), The 60<sup>th</sup> Forum: Improvement Plans for Educational Statistics to Promote the 3.0 Government(December 16, Seoul)

## Office of Information System and Library

### Acquirement of Web Accessibility Certification for KEDI Homepage (www.kedi.re.kr)



KEDI homepage(www.kedi.re.kr) acquired web accessibility certification for its excellence as it complied with all of the guidelines for web contents accessibility. Taking this as an opportunity, the Office of Information System plans to continuously improve the function and quality of the homepage for not only general usage, but also for the physically impaired and seniors. Acquisition date of certification: March 11, 2013.

### Introduction of RefWorks



RefWorks is a web-based reference and research information management tool which allows individuals to save their search results from DBPIA, KISS, JSTOR, ProQuest, RISS, Google Scholar and manage them as their exclusive database. In addition, when writing a research paper, RefWorks automatically creates citations, footnotes, and references using output styles of over 3,000 types of domestic and international journals. After the introductions of RefWorks, the Office of Information System carried out user education for KEDI researchers and employees for its active use and understanding. Introduction date: May 2, 2013.

### THE 79<sup>th</sup> World Library and Information Congress



The World Library and Information Congress is a large scale international meeting of 150 members of the International Federation of Library Associations and Institutes(IFLA) and over 5,000 specialists, scholars, and

librarians. The 79<sup>th</sup> congress sought to comprehend the latest trend in libraries, share information on future facilities and information systems, and seek improvement plans for libraries through seminars focused on case studies divided into numerous tracks and sessions. Topic: Future Libraries: Infinite Possibilities. Date and Venue: August 16~21, 2013, Singapore Suntec Convention Center

provision of this data, it is expected that textbooks will be the infrastructure for a creative economy as textbooks were only partially provided as historical and academic materials for research in Korean education and may be put to various use. Start of service: October 21, 2013

### Leading Participation in Opening Public Data of the 3.0 Government Textbook Database



150 textbooks published by the Japanese Government General of Korea among the textbook database of 「The Cyber Museum of Textbooks」, established and operated by the National Information Resource Management, were required to be disclosed and utilized as part of the 3.0 Government opening of public data conducted by the Ministry of Security and Public Administration. With the

## Educational Policy Research Division

### Office of Primary and Secondary Education Research

#### Support for Monitoring and Performance Management

Publication of 「Report of Statistic Collection and Current Situation of Projects」- Collected and managed business statistics of institutes reflecting the current situation of 2013 projects and adding categories to the statistics system and improving its function. Through this the outcomes of projects can be examined quantitatively. Moreover, the department provided education welfare policy related material. In order to develop and examine policy, the department supplemented the performance manual to correspond to external demand for education welfare policy related material. Furthermore, for Metropolitan and Provincial Offices of Education to autonomously manage and support project outcomes, the department referred to 2012 project results and

provided indicators and assessment standards. Commission(Consignment): Busan Metropolitan Office of Education

#### Training and Program Development

Educational Welfare Professional Capacity Enhancement ProgramII - Study of the expanded function of the school on educational welfare, family approach cases and plans, regional cases and roles and etc. have been included to link theories and practice based on specific cases. Development based on the advanced contents of the training of educational welfare leaders, distributed to the personnel(teachers and professional private personnel) of Educational Welfare Priority Support Projects. Educational Welfare Advanced Workshop - Oriented for teachers and project organizers of Educational Welfare Priority Support Projects with 3 years or more experience, for the sharing of professional knowledge and information,

and to enhance field leadership through mutual understandings and educational sessions. Commission(Consignment): Busan Metropolitan Office of Education

### Project Field Quality Control Support and Pending Issues Response

Case Study of Disadvantaged Group Career Transitions - Implications provided through case analysis of outstanding career transitions of disadvantaged juvenile·teen groups, outstanding career transition programs, regional educational communities concerning career transition, and foreign cases of disadvantaged teenage group career transition support systems. Pending Issues Response(Project Re-Structuralization Model Development) - Proposal of project re-structuralization measures To satisfy internal need for renovation of Educational Welfare Priority Support Projects, and to reinforce public education through governance system of equity, integrity, networking and unity. Commission(Consignment): Busan Metropolitan Office of Education

### Educational Welfare Priority Support Project Management Support

Homepage Management and Newsletter Publication - Promote network

establishment and information sharing between Educational Welfare Priority Support Project management institution and project school field experts through its own web site and newsletter publishing. Operation of Metropolitan·Regional Education Office council, with support for training, counseling and etc. Discussion of difficulties and improvement methods through the 17 Metropolitan·Regional councils and to enhance support for training and counseling. Commission(Consignment): Busan Metropolitan Office of Education

### Education Welfare Remote Training Contents Development and Management

Due to the increase in project schools and demands for remote training, remote training courses have been developed and tested for better accessibility and openness. 'Understanding of Education Welfare Priority Support Projects', a 1 Credit 15 session course has been developed, covering the education welfare refinement of Education Welfare Priority Support Project personnel, purpose of the project and management methods understanding, etc. Commission(Consignment): Gyeonggi Provincial Office of Education

## 2013 Education Welfare Priority Support Project Advanced Workshop(Project Organizers)



Debated on main education welfare issues on the field with project organizers with 3 or more years of experience with the Education Welfare Priority Support Project. Improved upon education welfare awareness through metro/regional leader group topic presentation and discussion and conducted advanced workshop for the establishment of network between educational welfare experts. Topic: Improvement of Professional Capabilities and Field Leadership of Education Welfare Priority Support Project Organizers through Development Expansions. Date & Venue: May 30 ~31, 2013, Seoul Women's Plaza

## 2013 Education Welfare Priority Support Project Advanced Workshop(Teachers)



Presentations and debates were given to teachers with 3 or more years of experience with the Education Welfare Priority Support Project on the understanding of the characteristics of disadvantaged group students, education curriculum and school management of primary and middle schools, and project target students' career fields. Each metro/regional shared current status of the project. Topic: Improvement of Professional Capabilities and Field Leadership of Education Welfare Priority Support Project Teachers through Development Expansions. Date & Venue: June 14~15, 2013, Seoul Women's Plaza.

### Office of Higher and Lifelong Education Research

## University Innovation Method Research on Training Creative Cohesive Talented Individuals and Foundation Support

Establishment of the concept of Creative Cohesive Talented Individuals for the realization of the visions of creative economy in universities, and analysis of factors hindering innovation of university education, to provide innovative tasks and strategies by cross analyzing domestic and international

university education innovation cases. Commission(Consignment): National Research Council for Economics, Humanities and Social Sciences

### Seoul National University Evaluation

Developed a standard and index to evaluate the management output of Seoul National University after being incorporated, and provided proposals for the management of the National University corporation and feedbacks for future improvement and establishment of management plans based on the evaluation. Commission(Consignment): Ministry of Education

### Ulsan National Institute of Science and Technology(UNIST) Evaluation

Developed a standard and index to evaluate the management output of Ulsan National Institute of Science and Technology(UNIST) after being incorporated, and provided proposals for the management of the National University corporation and feedbacks for future improvement and establishment of management plans based on the evaluation. Commission(Consignment): Ministry of Science, ICT and Future Planning

### KEDI-CTL Joint Workshop for the Improvement of Korean University Teaching-Learning Quality



Shared the results of the evaluation of university students' learning process, discussed the application of the results of the 2013 poll to recognize the importance of efforts to improve university teaching-learning quality, and established network with the Center for Teaching and Learning(CTL). Topic: Improvement of Korean University Teaching-Learning Quality. Date & Venue: April 26, 2013, KEDI

### Int'l Forum for the Establishment of Higher Education Quality Improvement Strategy



Shared investigative experiences of leading countries, the U.S., Australia and Japan, on national level investigations on the learning process of university

students and discussed the application of investigation results for the improvement of the quality of universities. Topic: Illumination upon the Learning Process Black-box. Date & Venue: September 27, 2013, Seoul Central Post Office

### Wee Project Research Special Center

#### Wee Project Performance Analysis Research

Improvement proposal given through performance index and evaluation of Wee institution facility, personnel, management plans, programs, satisfaction rate, post management, etc., based on the Wee Project institution establishment expansion and management situation inspection. Analysis of Crisis Students status report. Wee Project usage status report analysis. Wee Project personnel FGI implemented. Commission(Consignment): Chungcheongnam-do Office of Education

#### Wee Class Professional(School) Counselor Duty Execution Requirement Analysis

Wee duty recognition by school principals and counselor duty execution model given through Wee class professional(school) counselor duty

execution requirement analysis. Also, online and site visits were done to analyze Wee class counselor operation status investigations. Commission(Consignment): Chungcheongnam-do Office of Education

#### Wee School Operation Performance and Improvement Measures Research

Wee school, a long term commissioned education for high-crisis students, management performance was analyzed to provide various types of school management models to contribute to school life adaptation and violence prevention through suitable counseling·healing·education. Wee School Operation Manual Developed. Commission(Consignment): Chungcheongnam-do Office of Education

#### Spot Issue Research

Proposal of various methods and policy implications to seek Wee project operation direction given. Policy research was done for issues on the field(professional counselor requirements and training means, affiliation means). Commission(Consignment): Chungcheongnam-do Office of Education



## Online Training Materials Developed and Operating for Wee Project Personnel

Promoted understanding of the Wee Project policy and improved performance and counseling expertise of project personnel. Program 1. Student Problematic Behavior Recognition and Counseling Technique. Program Composition: 15 Sessions, Target: All Faculty, Main Content: Basic educational course to give school counsels. Program 2. Understanding Wee Project Operation(Manual Based). Program Composition: 15 Sessions, Target: Wee Project Personnel, Main Content: Understanding Wee Project policies and basic course for duty operation. Program 3. Counseling by Type of Crisis. Program Composition: 15 Sessions, Target: Wee Project Personnel, Main Content: Educational course on actual counseling by type of crisis. Commission(Consignment): Chungcheongnam-do Office of Education

## Wee Total Information System Operation Management

Established counsel service support system and improved Wee project works with the use of the Wee total information system of the Wee project management

division. Wee work support system, Wee counseling system(C/S), Wee homepage operation and management. 2013 parliamentary inspection data preparation and exterior data request response(Ministry of Education 58, Board of Audit and Inspection 16, Exterior Institution 7, Interior 3). Training to activate the use of the Wee total information system(Seoul and 9 other metro-districts, approx. 20 times, 3,000 personnel(60% training complete). Commission(Consignment): Chungcheongnam-do Office of Education

**(Table) Wee counsel system record of use Wee**

Student Usage	Parent Usage	Counsel Usage					Total	Psychological Tests
		Personal Counsel	Crisis Counsel	Group Counsel	Parent Counsel			
694,771	95,939	101,967	10,999	23,283	51,466	187,715	82,693	

## 2013 Game and Immersion Comprehensive Status Investigation

Recognized the online and smart phone game use by performing a comprehensive status investigation on teen and adult game immersion, discovered the cause of game and immersion and proposed the need for response and prevention means for various types of game immersion. Investigation Period: May~July, 2013 Target: 120,209 teenagers(4~6 Elementary

Grades, Middle, High Schools), 3,300 adults, Commission(Consignment): Korea Creative Content Agency

### School Violence Eradication Education and Damage Therapy Support Personnel Capability Improvement Project

117 School Violence Report Center Counselor Workshop(August 6, 2013(1<sup>st</sup>), August 7~8, 2013(2<sup>nd</sup>), School Violence Perpetrator·Victim Exclusive Institution Counselor Workshop August, 26~27 (1<sup>st</sup>), August, 27~28. (2<sup>st</sup>), October, 22~23 (3<sup>st</sup>), Ministry of Education Personnel School Violence Eradication Workshop(December 12, 2013), Psychological therapy and social function enhancement program for victim students and parents and others in operation(Haemalgum Healing Center). commission(Consignment): Daegu Metropolitan Office of Education

### Wee Information System Training



Shared usage method of the Wee total

information system to Wee Class, centers, schools and each metro·district Office of Education to promote integrity and improve the counsel service support system(Service quality improved by field based standardization, and provided field counselors and counsel·work support system). Topic: Wee counsel and work support system use training. Date & Venue: March 7, 2013, Incheon Educational and Cultural Center for Students / April 6, 2013, Chungmoo Educational Institute / April 9~10, 2013, Gwangju Education Training Institute / April 16~17, 2013, Daejeon Education & Science Research Institute / May 2~3, 2013 Jeollanam-do Office of Education / May 22~24, 2013, Busan Education Training Institute / May 30, 2013, Gyeonggi-do Training Institute of Education / June 27, 2013, Pyeongtaek University / July 22~26, 2013, Daegu Electron Technical Highschool / October 16, 2013, Ulsan Metropolitan Office of Education



## School Violence Eradication Education and Damage Therapy Support Personnel Capability Improvement Project Workshop



117 School Violence Report Center Counselor Workshop to improve expertise and counseling capability for school violence perpetrator·victim education. Topic: Workshop and related education to improve expertise and counseling capability. Date & Venue: August 7~8, 2013, Hotel Riviera Yousung(Daejeon) / August 26~28, 2013, The-K Hotel Gyeongju / October 22~23, 2013, Hotel Riviera Yousung(Daejeon) / December 12, 2013, Seoul National University of Education

### National Research Center for Gifted and Talented Education

## Gifted and Talented Student Observation Tool Development Research

Gifted and Talented Activity Feature Observation Check-list

Developed(Primary·Middle School Use): Tools for observing gifted and talented students developed for the establishment of 「Teacher Observation Recommendation System」 in the field and selection tool considering activity characteristics, interests and aptitude with evaluation standardized for primary and middle school students. Development of the Teacher Observation Recommendation Tool for Scientifically Gifted Students(Middle School): Analyzed·collected domestic and international related tools and evaluated cases to respond to issues given by field teachers and to develop a tool which reduces the effect of private education and discover natural potentials. Commission(Consignment): Ministry of Education

## The 4<sup>th</sup> International Conference for Youth

Students plan and execute research in various fields and present and discuss their results equivalent to an adult conference to help experience self initiation, independence and creativity as a growing researcher. Commission(Consignment): MOE, Seoul Metropolitan Office of Education

### Gifted Education Promotional Material Publication (Newsletters, Brochures, Homepage, etc.)

Introduced research and projects of the Gifted Education Promotional Material Publication (Newsletters, Brochures, Homepage, etc.) at the Gifted Education Research Center and provided outputs online to establish communication between the center, education field and foreign institutions. Shared valuable information regarding various criticisms, resolutions and teacher, parent teaching cases to promote direction and recognition. Commission (Consignment): MOE

### Gifted Education Target Status and Selection Performance Evaluation

Recognized the difficulties in operating and giving direction to gifted education due to lack of precise and systematic data on the status of gifted education, thus investigated the current status of gifted education targets and the selection process of these students, and evaluated the results of the above investigation. Commission (Consignment): Incheon University

### Gifted Education Teachers Cyber Training Program Development

Developed the cyber training program for gifted education teachers to gain access regardless of time and location to improve limited conditions of offline, temporary education. Also converted the existing online STEAM program to the training process. Commission (Consignment): Seoul Metropolitan Office of Education

### Science and Arts Academy Curriculum Development and Creative-Cohesive Curriculum Field Adaptation Research School Operation

Scientific creativity and artistic sensitivity balanced cohesive curriculum developed to foster creative minds. The general and special outline of the curriculum was constructed, but the general and specialized subjects were reconstructed from those already used (Operating Branch: Planning, connecting and monitoring of the whole curriculum development process. Specialized Branch: School student preference and curriculum structuring, development guidelines given, research school operation monitoring. Specialized Branch: Specialized curriculum and textbook, general-specialized curriculum and STEAM Activity development). Also, the effects of the adapted curriculum must

be verified and to operate the research school based upon these results in steps of 1)planning and selection, 2)training, 3) adaptation and 4)total·proliferation, to propose the spectrum of adaptation and measures. Commission(Consignment): Incheon Metropolitan Office of Education, Sejong City Office of Education

### 2014 Gifted Education Target Selection Tool Development

An objective written test for gifted education aptitude developed for a national level gifted education target selection, aptitude check-list and tools for observing gifted and talented students developed for the establishment of 「Teacher Observation Recommendation System」. Student performance determination Test KEDI Gifted Student Test, <KEDI Study Aptitude Test> development and various tools to use on「Teacher Observation·Recommendation」. Also developed the creative problem solving observation tool and the KEDI Aptitude Check List(Information Science, Maths, Science). Commission(Consignment): Metro· District Office of Education

### 2013 Gifted Education Program Development

Recognized the differentiated characteristics of gifted students and hence developed a subdivided program. STEAM Program Developed(Teacher Use). Developed a 60 session curriculum with elementary/middle, basic/advanced and various subjects to reduce program development burden, strengthen expertise and responsibility and to give class support for field teachers. Also developed school guidance guideline for elementary/middle school teachers. Target requirement investigation, mass questionnaires and case plans were used as basis to construct the guideline for gifted student who lack development simultaneity and concurrence. Revised existing science teaching materials. Outstanding programs were presented and selected through gifted science student curriculum contest and then revised, based on requirement investigation of gifted science teachers. Commission(Consignment): Metro· District Office of Education

### 2013 Gifted Education Total Database Operation Project V

2013 gifted education status information

collected and statistics provided. Education institution information collected(Gifted Education Targets, Institutions, Teachers). Call center operated for data input and revision. National statistics(MOE) calculated and provided. National total data center and outstanding program competition held. GED total data center improved for better convenience. advantaGED! Awards operation. National gifted education related information collection and GED loaded. Gifted Education institution notice. Improved public accessibility with the gifted education institution announcement service. 2014 gifted education student selection support. Online manuals(4 types) developed for GED teacher recommendation selection system users. Call center for selection institutes, teachers, students and parents support. Collected gift education target's education history and management of national gifted personnel. System infrastructure expansion and stabilization. Selection database improvement done. System hardware infrastructure expansion and personal data management system improved. Commission(Consignment): Metro·District Office of Education, Gyeonggi-do Office of Education

## Central Gifted Education Consulting Group Organization-Management

Organized and managed the central and regional gifted education consulting, and held training programs to boost capabilities. A workshop was before their field consulting. Central gifted education consulting group organization-management workshop for metro-district gifted education personnel: Evaluation and consulting status was recognized, and discussed the future of operating a central consulting group(June 26~27, Jeju Province). Appointment and starting ceremony held for the central gifted education consulting group: 26 professionals of various gifted education fields were appointed(July 19, Seoul). Regional gifted education consultant capability training: 84 regional consultants completed training on consultant role, qualification, various fields of training and divided debates(August 12~13, Cheonan). Central gifted education consulting group prep workshop: Consulting view points, consulting visit precautions and specific visiting plans were discussed before actual consulting(August 22, Seoul). Regional gifted education consulting group prep workshop: Consulting view points, consulting visit precautions and specific visiting plans were discussed

before actual consulting(September 11, Seoul).

### Central Gifted Education Consulting Group Organization-Management



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view points, consulting visit precautions and specific visiting plans were discussed before actual consulting(August 22, Seoul). Regional gifted education consulting group prep workshop: Consulting view points, consulting visit precautions and specific visiting plans were discussed before actual consulting(September 11, Seoul).

### The 4<sup>th</sup> International Conference for Youth



The 4<sup>th</sup> International Conference for Youth allows Students plan and execute research in various fields and present and discuss their results equivalent to an adult conference to help experience self initiation, independence and creativity as a growing researcher and to meet prestigious scholars to promote global research performance. Registration status: 10 nations, 183 oral presentation teams(357), 62 poster thesis presentation teams(117), 104 general participants, 53 site registrations. Topic: Self directed research thesis presentation on natural science and humanities & social science. Date & Venue: August 1~2, 2013, Seoul University Cultural

Center Multimedia Lecture Building.  
Related website <https://icy.kedi.re.kr> The  
4<sup>th</sup> International Conference for Youth  
promotion material: <http://www.youtube.com/watch?v=Obb4wn6pBVw>

### Science and Arts Academy Curriculum Development



Consultant agreement on student preference, selection, curriculum structure and graduate career directions. Date & Venue: October 8, 2013, Seoul Gwanghwamun S-Tower

### Education Support Center for North Korean Migrants

### NK Defect Student Prep School Course Operation

Improve information collecting and studying skill required for college completion, and to foster self directed problem solving through prep school course and online lectures(15 sessions

total). Commission(Consignment): MOE

### NK Defect Student Career Support

Developed the NK defect youth career case collection(1 type). Defect student career guidance for teachers(Middle·High School versions). Commission(Consignment): MOE

### Internet Unification School Operation and Content Development

Revision and operation of the Internet Unification School. Contents collection and development due to curriculum revision of 2009(2,080 cases). Commission(Consignment): Gyeongsangnam-do Office of Education

### Outstanding NK Defect Student Capability Improvement Program(HOPE)

Hunt for defect students who have outstanding talents in fields such as liberal arts, foreign language, maths·science, culture·arts and connect them with experts for 1:1 custom education. Also held orientations, custom education activities, monitoring, camp and result presentations. Commission(Consignment): MOE



### NK Defect Parents Education

**Material Development:** Provided materials for their child to adapt to South Korean society and school. Child education guide for defect parents(Infant/Intermediate). Seminar for defect parents: Child education seminar for defect parents(How do we educate our children?) **Date & Venue:** October 12, 2013, Incheon Jangdo Elementary School. **Result Report published.** **Commission(Consignment):** MOE

### South and North Korea Mutual Understanding Education Material and Defect Youth Understanding Education

Promote mutual understandings between North and South Korean students and to understand them in society and schools. Defect student understanding education video and center produced video compilation. **Commission(Consignment):** MOE

### Defect Student Teaching Material Development

**Standard Curriculum Developed:** Research and report published for the development of the standard supplementary textbooks. 8 standard curriculums(Elementary/Middle: Korean·Maths·Social Studies·Science)

- U n i f i c a t i o n u s e s t a n d a r d ( s u p p l e m e n t a r y ) textbooks developed. 8 curriculum description report(Elementary/Middle: Korean·Maths·Social Studies·Science). 4 experimental standard(supplementary) textbooks(1<sup>st</sup>, 2<sup>nd</sup> grade elementary/Korean·Maths). 4 experimental standard(supplementary) textbooks(1<sup>st</sup> grade middle/Korean·Maths·Social Studies·Science). 8 standard(supplementary) textbook drafts(3<sup>rd</sup>, 4<sup>th</sup> grade elementary/Korean·Maths·Social Studies·Science). 4 s t a n d a r d ( s u p p l e m e n t a r y ) textbook drafts(2<sup>nd</sup> grade middle/Korea·Maths·Social Studies·Science). **Commission(Consignment):** MOE

### Study Skill Improvement Supplementary Textbook Development

Defect student self directed study skill improvement material developed(Pedagogy). Characteristics and study methods of main subjects(Study Method). Social Studies study support textbook developed(General Social Studies, Economy). History study support textbook developed(Textbook/Recording). **Commission(Consignment):** MOE

## North Korean Current Education Status and Policy Trend Analysis Research

North Korean education change trend and status after the 2000s analysis report: Education population, institutions, education status included. Commission(Consignment): MOE

## Defect Student Study Status Analysis and Support Measures Research

Investigated on their adaptation status and various subject study status. Commission(Consignment): MOE

## The 1<sup>st</sup> Outstanding Defect Student Capability Improvement Program(HOPE) Winter Vacation Camp



Winter camp held for HOPE participating defect students and talent donors. Career guidance and culture experience programs provided. Topic: The 1<sup>st</sup> Outstanding Defect Student Capability Improvement Program(HOPE) Winter Vacation Camp. Date & Venue: January 19~20, 2013, Seoul Namsan Youth Hostel

## Overnight Career Camp to Pursue Dreams



Career guidance based upon individual characteristics of defect students and meeting with defect college students. Topic: Defect student career path. Date & Venue: February 21~22, 2013, Hi Seoul Youth Hostel

## Outstanding NK Defect Student Growth Mentor Case Award Ceremony and Presentation



Defect student growth mentor program(October, 2012~February, 2013) award ceremony and outstanding case presentation: 21 completed teams(Defect students, teachers, coordinators, mentors). 3 outstanding case winners(KEDI award). Topic: Defect student growth mentor program results and outstanding case sharing. Date & Venue: March 2, 2013, Delkumara(Seoul Yangcheon-gu)

## 2013 NK Teacher Academy Workshop



Discussed the development and operation of teaching capability improving training, and the result and tasks of the NK Teacher Academy. Date & Venue: March 1~2, 2013, Chungwoongol Ecovillage(Gyeonggi-do Yangpyeong)

## NK Defect Youth Career Counsel Supporter Workshop



Workshop held for defect student career counselors. Lectures, debates, case studies and group works were done. Topic: Defect student counselor network. Date & Venue: May 2~3, 2013, Institute for Unification Education

## Unification Age Society UCC Contest Award Ceremony and Presentation



Held to resolve social prejudice against defect youths. Sympathy and understanding of each other at school: 2 sectors(Adult, Student) opened, 30 pieces registered. 9 teams received awards and presented winning pieces(KEDI Director Award). Topic: Unification Age Society UCC Contest Award Ceremony and Presentation. Date & Venue: May 24, 2013, KEDI

## NK Defect Student Standard(Supplementary) Textbook[2<sup>nd</sup> Year] Development Workshop



Shared development plans of the 2<sup>nd</sup> year's standard(supplementary) textbooks(3<sup>rd</sup>, 4<sup>th</sup> year elementary, 2<sup>nd</sup> year middle school) and received opinions on development methods from field teachers

and NK teachers. Topic: Understanding the development directions of the NK Defect Student Standard(Supplementary) Textbook. Date & Venue: July 26, 2013, KFTA

### Seminar for NK Parents on Child Education



Seminar included programs on the role of parents, South Korean education and school life, correct education etc. Topic: “How do we educate our children?” Talks between Defect parents and teachers. Date & Venue: October 12, 2013, Inchoen Jangdo Elementary School

### NK Defect Student Education Forum



Checked the project performance of the NK Defect Youth Education Support Center. Viewed new directions of the center for unification education

integration preparation. Presentation 1: ‘Requirements for Education Foundation Establishment for Unification’(Center Director Jung Won Kim). Presentation 2: ‘Policy for Strengthening NK Student Education Support’(Cheongju National University of Education Professor Yong Kim). Topic: Defect student education, preparation for unification. Date & Venue: October 15, 2013, KFTA

### Office of Educational Policy Network Research

### High School Diversification Policy Performance Analysis and Improvement Measures Research

The results and effects of high school diversification policy and each school type(Autonomous Private/Public schools, Dormitory schools, Meister schools) on public education from the Lee government has been analyzed with Delphi method, polls, semantic network analysis, etc for implications and improvement measures for future policy making. Commission(Consignment): MOE

### Policy Research for 2013 Private Educational Institution Legislation System Modification

Research done to supplement issues of the current ‘Private Educational Institution Establishment·Management and Private Tutoring Law’ and reflect upon current social conditions to improve effectiveness of the law. The proposed result is based on theoretical and actual opinions collecting, precedent analysis, policy debates and metro·district conferences held during the research. Commission(Consignment): MOE

### Student Communication Ability Improvement Measure Research

Research done to devise a school education course or simple parent/teacher training to improve communication abilities of students. Commission(Consignment): Donga University

### Subject Class System Operation Efficiency Measure: Based on General High School Curriculum, Class and Student Guidance

Measures to efficiently run the subject class system on curriculum organization·operation. class improvement and student guidance.

Commission(Consignment): Chungnam University

### Parent Education Vitalization Measures for Healthy School Cultures

Research done to propose directions of policy supports, measures for healthy school culture and vitalization of parent education by actual school life diagnosis and parent education program evaluation. Commission(Consignment): KoRise

### Personnel Structure and Work Improvement Measures for the Normalization of Faculty Work

Research done to propose a direction to normalize faculty work by improving school personnel organization based on non-teaching groups to respond suitably to change in educational environment. Consignment: Korea University

### Small School Success Case Analysis Research

Research done to propose a development model to help develop small schools by providing experience based data to overcome fundamental flaws of small schools. Consignment: Gongju University

## Research on Creative Education of Israel

Research done to analyse the Israeli methods of fostering potential entrepreneurs to learn of implications useful for our own creative economy education. Consignment: Sungshin Women's University

## Research to Set Core Task to Change Graduate School Education Paradigms

Research done to propose the improvement of graduate school education quality by evaluating graduate schools training quality students with masters and doctorate degrees. Consignment: KRIVET

## Research to Search for Implications of Education Policies on Future Environment Changes

Research done to provide policy implications on future education environment changes by setting a future school model based on future response to the rapidly changing educational environment. Consignment: Ewha Women's University

## Educational Policy Consulting



The educational community checked the operating status of main educational policies in the field and provided support for improvement-development. 2 domestic and international consults were done. Domestic Consulting Topic: Metro-District Office of Education leading the 『Government3.0』 operation model. Date & Venue: November 29, December 3, 2013, Ulsan Metropolitan Office of Education. International Consulting Target(Country): Singapore. Topic: Establishment of Educational Policies on the Field and Network Benchmarking on Leading Cases. Date: August 5~9, 2013, August 26~30, 2013

## Creative HR Fostering Measure Project with Korea's Talented People

As part of the 2013 creative HR education forum project, selected high school and college students were invited. Support given to find talented personnel who'll become the pillars of our nation with cohesive ideas. Commission(Consignment): KOFAC

## Educational Policy Network Connected Policy Workshop



Provided communication and profound discussion between policy and network personnel on important educational policy agendas. Topic: Stable establishment measures of the free semester system. Date & Venue: June 26~27, 2013, Jeju Province

## Creative HR Education Forum



Discussed various tasks of the new governmental educational vision to support establishment of policies on the field and diagnosed policies from the field point of view. 3 forums done annually to support the fostering of creative HR. 1<sup>st</sup> session: Direction and tasks of creative HRs as leaders of creative economy(July 23, Seoul), 2<sup>nd</sup> session: Introspection and future direction of educational leadership

of Korea(October 25, Incheon), 3<sup>rd</sup> session: Proposed future educational model policies(December 10, Seoul)

## 2013 Korean Character Education Grand Award



Award given to model cases of character education based on experience and action at school·home·society which promotes public awareness of character education. Topic: 2013 Korean Character Education Grand Award Ceremony. Date & Venue: December 26, 2013, Seoul Press Center

## Global Education Research Division

### Office of Global Education Research

#### School Education Happiness Index Development

Recognized the factors of happiness in school education, calculated a measuring model and proposed the happiness level index based on document analysis and conference with experts. As a result, irrelevant to grade or school level, 'health', 'emotion', 'relationship' and 'goals and achievement of life' were the main factors of happiness of school education. Commission(Consignment): KEDI

#### International Comparison of Juvenile-Teen Democratic Citizen Capabilities and Support System Development Research(III): Educational Support System Establishment to Foster Democratic Citizen Capability

Analyzed and diagnosed the state

and problems with democratic citizen consciousness, cases of domestic education and support system status and results of polls to propose measures to establish educational support policies. Commission(Consignment): NYPI

#### Global HR Forum 2013 ESP Session



Searched for solutions to mankind's issues through global cooperated HR development and shared outstanding cases of creative HR development experiences in governmental, public, private and corporal fields. Discussed and verified core aspects of future HR development from a global view point. The Global Education Research Division supported the opening of ESP(Education & Social Progress) session and presented

an English debate material(Topic: Policy implications of OECD/ESP findings on Korean students happiness and skill development) Topic: Beyond Walls. Date & Venue : November 5~7, 2013, Seoul Sheraton Walkerhill Hotel

### Office of International Education Development and Cooperation Research

#### Research on Educational Science Technology Cooperation with Developing Countries(I)

Analyzed educational status of Central and Southern American countries and proposed issues and agendas of educational development cooperation. Established cooperation strategy by country/region of 5 nations(Guatemala, Bolivia, Columbia, Paraguay, Peru) to establish cooperation system and development support. Commission(Consignment): KEDI

#### OECD Higher Education AHELO Validity Evaluation Research

Analyzed the 5 year progressed AHELO practicability evaluation results and future tasks in domestic and international view points and proposed the direction of

AHELO. Commission(Consignment): MOE

#### International Cooperation Leader College Foster-Support Project

The project, pursuing a leap in the quality of educational development cooperation through higher education institutions, is being led by 2 domestic universities fostering and supporting development cooperation with Asia and Africa. In 2012, Postech, Busan University of Education, with other universities, and Ewha Women's University opened a consortium to support the Adama Science and Technology University of Ethiopia and the Royal University of Phnom Penh of Cambodia, respectively. Commission(Consignment): MOE

#### 2015 Search for Korea's Educational Experience Agenda for the International Conference on Education and Expansion Support Project

Search for an agenda reflecting the educational development of Korea for the 2015 International Conference on Education and to expand attention and understanding of the conference to domestic relevant personnel. 1) Search for the 2015 ICE agenda with domestic

related institutions based on Korea's educational output, 2) and to proliferate the found agenda through domestic forums and international workshops. Commission(Consignment): Korean National Commission for UNESCO

### ASEAN+3 Educational Cooperation Reinforcement Project

Support the role of chairman country of the ASEAN+3 Minister of Education conference and high ranking education officer conference, and to search for educational cooperation reinforcement measures for leading participation of the conference. Commission(Consignment): MOE

### POST-2015 Education Agenda and Korea's Role Workshop



Analyze UNESCO's position on the Post-2015 education agenda and search for Korea's role in both Post-2015 education agenda development and the 2015 ICE. With this, the Post-2015 education

agenda will be vitalized globally. Topic: Post-2015 education agenda development and search for Korea's role. Date & Venue : November 27, 2013, Seoul Renaissance Hotel

### OECD AHELO International Seminar



Content: Collected AHELO project and it's general information from OECD personnel and Australian and Japanese AHELO experts to share academic and policy wise global status of AHELO. Discussions were made on the practicality evaluation and issues of AHELO. Topic: Multi-level analysis on OECD AHELO practicality evaluation and issues. Date & Venue : November 27, 2013, Seoul President Hotel

### Global Education Forum



Shared and made comprehensive

contemplation on the global education cooperation research to in turn share the global preference of its direction and searched for Korea's vision. The Global Education Research Division took care of The Dynamics of Learning Contexts, Education & Social Progress session, and presented an English thesis(Topic: 1. The State of the Art in the OECD ESP Project Koji Miyamoto, OECD - CERI, 2. The ESP Findings from the Korean KYPS Data Analysis(Miguel Sarzosa & Sergio Urz'a, University of Maryland), 3. The diverse factors correlating with Korean students' happiness(Meesook Kim, KEDI) Topic: Development task search for global education cooperation. Date & Venue : November 26, 2013, KFTA

### Office of International Relations and Cooperation

#### Example Case Search Research Project for ECP Model Adaptation Program Development

As the 1<sup>st</sup> year project of the Gyeongju Initiative Education Cooperation Project resolved at the 5<sup>th</sup> APEC Minister of Education Conference, found outstanding cases from 21 member states of APEC

to increase educational cooperation within APEC. The collected cases were shared through the 2013 APEC ECP Symposium and suggested the direction of APEC educational cooperation. Commission(Consignment): IACE

#### Inoue Masayuki OECD CERI Chairman Invitation Lecture



Held a lecture with chairman Inoue Masayuki of OECD CERI invited. Shared research project status of OECD members and discussed the role of Asian states and direction and measures of the future. Topic: OECD Work on Education and the Role of Asian Countries. Date & Venue : June 21, 2013, Seoul El Tower

#### KEDI-UNESCO Bangkok Seminar



Held the KEDI-UNESCO Bangkok Asia-Pacific Education Expert Seminar. Shared new visions of educational

policies for after 2015 and Post-EFA and discussed policies required to improve quality of education by strengthening teacher abilities. Topic: Education Development & Cooperation in the Asia-Pacific Region: Shifting Dynamics, Increasing Collaboration. Date & Venue : August 5~7, 2013, Thailand Bangkok HQ

### Cote d'Ivoire Minister of Public Administration Reformation Visit



The Minister of Public Administration Reformation of Cote d'Ivoire visited the center with high interest in Korean education. Introduced Korean educational policies and development and discussed future cooperation between the two countries. Topic: Introduction of Korean Education. Date & Venue : August 23, 2013, KEDI

### Thailand Minister of Education Visit



Thailand's Minister of Education visited with Vice Minister and ministry staff and were introduced to Korea's education and discussed future educational cooperation between the two parties. Topic: Introduction to Korean Education and discussion on educational cooperation with Thailand. Date & Venue : September 11, 2013, KEDI

### 2013 APEC ECP Symposium



As part of the Gyeongju Initiative Education Cooperation Project resolved at the 5<sup>th</sup> APEC Minister of Education Conference, 11 out of 21 member nations and international organizations such as SEAMEO, SEAMEO INOTECH and others participated, who shared outstanding cases and discussed model development to improve APEC educational cooperation. Topic: Finding Best Practices of Educational Cooperation. Date & Venue : November 14~15, 2013, Seoul Meritz Tower

## Center for Free Semester Program

### Free Semester System Operation Infrastructure Establishment

Supported the establishment of free semester system infrastructures as the main role as central support center, such as publicity, inter-ministry cooperation, infra matching between cooperating institutions and research school. Commission(Consignment): MOE(Seoul Metropolitan Office of Education)

### Operation Support for Free Semester System Schools

Policy forums, consulting and training provided for teachers and related personnel of MOE, metro·district office of education and research schools with free semester system. Related materials published to improve efficiency(4 training materials, a consulting result report, 2 workshop materials, 2 policy forum material, etc). Commission(Consignment): MOE(Seoul Metropolitan Office of Education)

### Development of 13 Free Semester Process Materials

13 materials developed to support teachers of research schools. Composed

of 3 operation models(Club, Arts, Sports Activities), and 10 student select programs(Cooking, Fashion design, Media communication, etc.), each developed as teacher's guide and student workbook to boost field usage. Commission(Consignment): MOE(Seoul Metropolitan Office of Education)

### Free Semester System Research School Operation Manual Production

Manual produced to provide understanding and operation information. Free Semester Research School Operation Manual and Free Semester Student Field Trip Safety Manual produced and distributed. Commission(Consignment): MOE(Seoul Metropolitan Office of Education)

### Free Semester Student Demand Survey

Survey for program development and opinions on free semester operation was done for over 8,000 first and second grade high school students at 42 research schools. Survey included class and activity questions and was published as a result report. Commission(Consignment): MOE(Seoul Metropolitan Office of Education)

## Free Semester Research School Starting Ceremony



Starting ceremony held for the core policy of education, free semester. Prime Minister, Minister of Education gave short speeches, viewed hope videos and performances, and MOU programs to promote sympathy of the system. Topic: Free Semester Official Start and Public Attention Inducement. Date & Venue : June 4, 2013, Sejong Center for The Performing Arts

## Free Semester Personnel Workshop



Workshop held for free semester personnel from MOE, 17 metro·district office of education. Conference on research school consulting, established operation plans, experience infra status and usage, etc. Topic: Improved Capabilities of Free Semester Personnel

and Support for Research Schools. Date & Venue : 2013.6.18 DMC Tower(Seoul), August 13, 2013, KFTA

## Free Semester Teacher Workshop



Research school principals and faculty workshop to reorganize free semester curriculum, class and evaluation expertise, career education, etc were focused on. Held various lectures and programs. 1<sup>st</sup> session: Free Semester Research School Principal Workshop(July 4, Seoul), 2<sup>nd</sup> session: Free Semester Research School Teacher Workshop(August 7~9, Daejeon)

## 2013 Korea Happy Education Donation Expo and Happy School Expo



Operated the expo's main booth to proliferate free semester to the public. Policy introduction, student counsel, class demo, research school introduction

were provided in a separate booth. Topic: Improved publicity and understanding of free semester. Date & Venue : July 12~14, 2013, September 26~28, 2013, Ilsan KINTEX

### Free Semester Research School Consulting



Consulting done to 42 research schools, divided into 4 sectors(capital area, Chungchung, Gyeongsang, Jeolla). Operation reports of each school was viewed beforehand to provide customized counsel and resolution. 1<sup>st</sup> session: Capital Area Consulting(August 14~20, Seoul), 2<sup>nd</sup> session: Chungchung Consulting(August 22~23, Daejeon), 3<sup>rd</sup> session: Gyeongsang Consulting(August 26~27, Busan), 4<sup>th</sup> session: Jeolla Consulting(August 21, Gwangju / August 30, Suncheon)

### Policy Forum for the Development Measures of Free Semester



Collected various opinions from experts and teachers to seek planning method for development and publicity means. 1<sup>st</sup> session Policy Forum: Curriculum Planning Measures for Free Semester(September 26, Ilsan), 2<sup>nd</sup> session Policy Forum: Teaching Methods for Free Semester(November 14, Seoul)

### Free Semester Cooperation Institution Visit



Visited related facilities to discuss infra support measures and to vitalize their support for research schools. Topic: Facility Visit and Free Semester Cooperation Institution Infra Usage Discussion. Date & Venue : October 2, 2013, KYWA PNYC / October 10, 2013, Korea Job

World(Gyeonggi)

## Free Semester Output Report



Presented·shared results of the free semester operating research schools and awarded commendations to schools and cooperation institutes with outstanding results. Topic: resented·shared results of the free semester and awarded commendations. Date & Venue : September 23, 2013, The-K Seoul Hotel



## Educational Survey and Statistics Research Division

### Center for Educational Statistics

#### Project on Establishing Human Resources Statistics Information System

Through statistical surveys on educational conditions and environment of 20,000 pre-, primary, middle, and high schools, in addition to higher education institutions nation-wide, the project published various publications including Statistical Yearbook and Brief Statistics on Korean Education. The project also provided consumer-customized resources services to provide statistical information on education related subjects. This project has been included as a part of works of OECD Indicators of Education Systems since 1995, and the results are used in UNESCO, World Bank, IMD and WEF publications. Commission(Consignment): MOE

#### Research on Employment Statistics of Graduates from Higher Education Institutions

The purpose of the research was to provide basic data needed for higher education policy and college selection of students and parents by examining the higher education institution graduates' employment rate at the periods of 3 months and 10 months after graduation. Two data surveys were conducted on June 1 and December 31, each survey based on health insurance DB analysis and health insurance and national tax DB analysis, relatively. The outputs include 2 volumes of Employment Statistics Yearbook, and the research also provided statistical services through Academy Info website, official webpage and mobile web. Commission(Consignment): MOE

#### Lifelong Education Statistics Project

The project has conducted research for Lifelong Education Statistics, reviewing statistics on institutions, programs and learners, teachers and lecturers, and staffs of lifelong education institutions; and Lifelong Learning Individual Survey, examining the participating status of individuals in lifelong learning. The project has been providing information for establishment of a legitimate lifelong learning system. The project outputs include publications of Lifelong Education Statistics, Statistics on Adults Learning in Korea, and Analysis on Lifelong Education Statistics. Commission(Consignment): MOE

### Project on Education Statistics Utilization and System Improvement

The project focused on strengthening the service function of the information providing system per city and province. Publications on statistics analysis per city and province were published in order to increase availability of the statistics. With the purpose of capacity development of personnel in charge of education statistics by city and province, the project also included a curriculum training program. Commission(Consignment): 17 Municipal & Provincial Offices of Education

### Functional Improvement of Program for Establishment of Statistics-based Policy

The project re-established statistics tables and promoted functional improvement to expand the raw data sources of National Education Information System(NEIS). The project also focused on data verification and synchronizing function in order to enhance reliability, and developed new statistics tables and second half research function of pre-elementary-secondary schools to increase the degree of utilization. Commission(Consignment): MOE(Special Grant)

### 2013 Training Program for Pre-Primary-Secondary Education Statistics Researchers



The training covered 2013 education statistics research plan and priorities, key changes and research guidelines in 2013, and instructions on pre-primary-secondary education statistics research program usages. Topic: Training on pre-primary-secondary education statistics research plan and guidelines. Date & Venue: March 5~8, 2013, Statistical

## Training Institute

### Training on Education Statistics for Officials from Bangladesh



The Officials from Ministry of Education in Bangladesh visited to learn about education statistics in Korea, with the purpose of establishing Department of Education Information Statistics(tentative) in Bangladesh. The visitors learned about education statistics research and system, services and major publications in Korea. Topic: Training on education statistics for officials from Bangladesh. Date & Venue: March 8, 2013, KEDI

### 2013 Workshop for Higher Education Statistics Researchers



The workshop presented on the higher education statistics research plan and major changes made as of April 1, 2013.

The workshop was targeted for higher education statistics researchers at higher education institutions to introduce research guidelines and provide system training, thereby strengthening research capacity of researchers. Topic: 2013 first half training for higher education statistics researchers. Date & Venue: March 12~15, 2013, Gachon University, Konkuk University; March 19~20, 2013, Daejeon Health Sciences College; March 26~27, 2013, Dong-A University

### 2013 Training on Employment Statistics Associated with Health Insurance DB of Higher Education Graduates for Researchers



The project was to train researchers on research plans, guidelines, and major changes of research program of 2013 employment statistics associated with health insurance DB of higher education(as of June 1, 2013). Topic: 2013 training program on employment statistics associated with health insurance DB of higher education graduates(as of June 1, 2013) for researchers. Date

& Venue: April 9, 2013, International Conference Room, Post Tower; April 11~12, 2013, Statistical Training Institute

### 2013 Training Program for Lifelong Education Statistics Researchers



This training aimed to promote efficient and effective lifelong education statistical research. The program introduced 2013 guidelines for lifelong education statistics and overview of research system and procedures. Officials from lifelong education institutions and research institutions participated in the program. Topic: Training program for lifelong education statistics researchers. Date & Venue: April 16, 17, 19, 2013, Jongno-gu Community Center, Soongsil University

### Capacity Development Training for Officials of Metropolitan City and Province on Education Statistics



The training program was to develop capacity of officials from Metropolitan & Provincial Offices of Education and Offices of Education Support to increase their work efficiency. The training program included additional courses of “Infographics: Local Education Statistics through Visual Photos,” and “Useful tips for Excel Program and Application in Education Statistics.” Topic: Training for officials of Metropolitan City and Province on capacity development. Date & Venue: 1<sup>st</sup>: Infographics: Local Education Statistics through Visual Photos(June 3~5, Daejeon), 2<sup>nd</sup>: Infographics: Local Education Statistics through Visual Photos(June 10~12, Daejeon), 3<sup>rd</sup>: Useful tips for Excel Program and Application in Education Statistics(June 12~14, Daejeon), 4<sup>th</sup>: Infographics: Local Education Statistics through Visual Photos(June 24~26, Daejeon)

## 2013 Training for Officials from Metropolitan & Provincial Offices of Education on OECD Educational Finance Survey



The training targeted for the officials from 16 Municipal & Provincial Offices of Education in charge of settlement of accounts(education special account, school account, etc.). The program trained the participants on the research overview and guidelines for the 2013 OECD Educational Finance Survey, and the participants also received practical computer training. Topic: 2013 training program for officials from Metropolitan & Provincial Offices of Education on OECD Educational Finance Survey. Date & Venue: June 13~14, 2013, Statistical Training Institute

### Office of Educational Institution Evaluation Research

## 2013 Evaluation Project of Municipal and Provincial Offices of Education

The project aimed to improve quality of school education and secure

accountability of Municipal and Provincial Offices of Education by inducing friendly competition among 16 Municipal Provincial Offices of Education on the following measures: 2013 evaluation on Municipal and Provincial Offices of Education(quantitative 85%, qualitative 15%), survey on user satisfaction level(parents completed the survey twice and teacher completed once), and training program for capacity development of evaluators. Commission: MOE(16 Municipal & Provincial Offices of Education), Consignment: KEDI

## 2013 Management Evaluation of Municipal and Provincial Education Training Institutions

The project reinforced the quality management and functional development of training courses and institutions by friendly competition among Municipal and Provincial Educational Training Institutions. The project conducted a management evaluation(both qualitative and quantitative, surveys on level of contribution to field improvement) which was followed by a consulting based on the evaluation results. Commission: MOE(National Education Training Institute), Consignment: KEDI

### 2013 Future School Model Development and Identifying Best Practices for Ensuring Quality Education

The project conducted a research on developing a new school model and identifying best practices of future school. The research built upon the research results in 2012, of the concepts and selection criteria for future school, to select 2013 future schools. The project also hosted Future School Workshop. Commission: SBS, Consignment: KEDI

### 2013 School Evaluation Support

The project aimed to support quality improvement of school evaluation conducted by Municipal & Provincial Offices of Education, and to ensure accountability of school education by establishing a supporting system and network for school evaluation. The project developed guidebooks on school evaluation for Municipal & Provincial Office of Education, analyzed evaluation results, conducted a follow-up consulting for school evaluation, and conducted information analysis on national / international school evaluation. Commission: 17 Municipal & Provincial Offices of Education, Consignment: KEDI

### 2013 Reinforcement of Teacher Training Institution Evaluation

As a part of the 3-year project for reinforcement of teacher training institution evaluation(2010~2014), 68 institutions(including junior colleges with department of early childhood education, kindergarten teacher training curriculum, nursing teacher training curriculum, and technical subject teacher training curriculum) and 23 colleges marked with C or below(not adequate) in the evaluation in 2012, a total of 91 colleges were evaluated. Commission: MOE, Consignment: KEDI

### Research on Chinese Policy on Attracting Foreign Universities

The project analyzed the Chinese efforts to attract foreign universities, in order to suggest measures and strategies to attract foreign universities and talents to Korea. The project suggested policy implications based on the in-depth analysis on Chinese Policy on attracting foreign universities and talents and case studies on practices in three regions of Shanghai, Tenzing, and Guangdong. Commission: National Research Council for Economics, Humanities and Social Sciences, Consignment: KEDI

### Program Consulting on Improvement of Training for Professional Auditors and Program Management

The project aimed to improve the training courses and program management of professional auditors at training institutions of the Board of Audit and Inspection of Korea. The project examined the subjects, contents, and methods of training programs, as well as adequacy and effectiveness of program management. Based on the findings, the project identified challenges and improvement measures, and suggested policy implications for training program reform of the training institution. Commission: The Board of Audit and Inspection of Korea, Consignment: KEDI

### 2013 Evaluation of Training Institutions for School Leaders

The project aimed to develop a training program that ensures quality of training courses and enhances key capacities required of school leaders, by conducting evaluation of training institutions for their management. The project conducted a research on current managerial status and strategic efforts for development of training institutions for school leaders. Manual for management of training

institutions for school leaders were published and distributed to support self-evaluation. The project also conducted a follow-up consulting based on the results of paper evaluation on the self-evaluation report and field evaluation. Commission: MOE, Consignment: KEDI

### 2013 Evaluation of University Affiliated Training Institution Management

The evaluation was conducted on university affiliated training institutions in order to enhance quality of the training programs, promote specialization of this type of institutions, and to support the Municipal & Provincial Offices of Education and the trainees to select training courses by providing information. The project activities also included publishing and distributing a manual for evaluation of university affiliated training institution management, supporting self-evaluation, assessment of self-evaluation report and result analysis, and consulting on utilization of evaluation results. Commission: MOE, Consignment: KEDI

## 2013 Workshop for Evaluation of Municipal & Provincial Training Institutions



At the workshop, the consulting members of Municipal & Provincial Training Institutions were selected, and data on targeted institutions were reviewed. The participants also confirmed on the topics and schedule for the consulting, based on the interviews with the personnel from targeted institutions. Topic: Pre-Analysis for Consulting on Municipal & Provincial Training Institutions. Date & Venue: July 1, 2013, EL Tower Seoul

## 2013 Future School Award



Isan Elementary School, Gyeongbuk, Yungjong Middle School, Incheon, Kongju Girls' High School, Chungnam, and Jeju Jungang Girls' High School, Jeju, were selected as 2013 future schools.

These schools received awards and prizes, including the Minister of Education Awards. These schools will also receive Signboards indicating the selection of future school. Topic: 2013 Future School Award. Date & Venue: December 17, 2013, KEDI

## 2013 Training Program for School Consulting Experts



The training program supported the trainees to share perspectives of current status and future direction of school consulting, develop professional capacity as school consultants, understand the role of consultants, and promote perception changes. Topic: Sharing perspectives on current status and future direction of school consulting, developing professional capacity of consultants. Date & Venue: September 11~12, 2013, Hongik University

## Korea-China International Seminar for Education Institution Evaluation



The 2013 Korea-China International Seminar for Education Institution Evaluation was to endorse mutual understanding between Korea and China on education institution evaluation. The seminar provided a venue to seek for future direction of education institution evaluation in Korea and China, through presentation on current status and discussion on future prospects of evaluation on schools and teacher training institutes in Korea and China. Topic: Future prospects of evaluation on schools and teacher training institutes in Korea and China. Date & Venue: November 28, 2013, KEDI

## 2013 Session for Teacher Training Institute Evaluation and Management



After the evaluation, field-evaluators were presented with the evaluation results and shared opinion on field-evaluation. Topic: Session for 2013 evaluation results and management improvement of teacher training institutes. Date & Venue: October 25, 2013, KFTA

## Public Hearing on 2013 Evaluation Plan on Innovative School in Seoul



The public hearing was to share various opinion on the 2013 evaluation plan and evaluation index for innovative schools in Seoul(draft). The participants were education administration experts, education policy experts, and personnel from innovative primary, middle, and high schools. The outcomes of the public hearing were reviewed and reflected on the revision of evaluation plan and index for innovative schools in Seoul. Topic: Introducing 2013 evaluation plan and index for innovation schools in Seoul(draft) and sharing opinion. Date & Venue: July 22, 2013, EL Tower Seoul

## Steering Committee Meeting on School Evaluation



The Committee discussed on the future direction of school evaluation support project and current progress of its sub-projects. 18<sup>th</sup> Steering Committee Meeting on School Evaluation: 2012 statement of accounts for school evaluation support project and report on sub-projects of 2013 school evaluation support project(March 8, Seoul); 2013 1<sup>st</sup> Provisional Steering Committee Meeting on School Evaluation: discussion on functions and role of steering committee, allotted charges for school evaluation, and other issues related to school evaluation operation(April 11, Seoul); 19<sup>th</sup> Steering Committee Meeting on School Evaluation: Discussion on 2014 school evaluation support project plan and allotment payment, interim report on progress of 2013 school evaluation support project, discussion on revision of rules for school evaluation steering committee(June 27, Seoul); 2013 2<sup>nd</sup> Provisional Steering Committee Meeting

on School Evaluation: Direction for 2013 school evaluation support project management, project plan for 2014 school evaluation support project, and discussion on school evaluation related issues(July 31, Seoul); 22<sup>nd</sup> Steering Committee Meeting on School Evaluation: Report on progress of 2013 school evaluation support project, discussion on major issues of 2014 school evaluation support project, and discussion on school evaluation related issues(December 11, Seoul)

## 2012 Second Half Overseas Training for Capacity Development of School Evaluators



This project selected best practices that comply to objectives of school evaluation project of KEDI, “Enhancing Quality of School Education,” “Autonomy of School Education,” and “Enhancing Accountability.” Based on the case study, the project identified pros and cons of each country case. Date & Venue: January 20~25, 2013, National University of Singapore, Assumption Pathway School

## 2013 Overseas Training for Capacity Development of School Evaluators



The training provided opportunities for the school evaluators to enhance capacity through understanding school evaluation system in UK, and also to increase professionalism by benchmarking. Topic: Capacity development of school evaluators and benchmarking of school evaluation system in UK. Date & Venue: October 6~12, 2013, International Center for Parliamentary Studies, The Office for Standards in Education, UK

### Office of Survey and Data Analysis

Analysis on Outcomes and Improvement Measures for 2013 EBS Lectures on College Scholastic Ability Test

The project conducted research to examine the utilization status for 2013 EBS lectures on college scholastic ability test, and analyzed the economic values of EBS lectures through system and marketing analysis. Based on the analysis

result, the project provided implications for improvement in education policy and improvement measures for EBS lectures. Commission(Consignment): Educational Broadcasting System

## Impact Analysis and Improvement Measures on Family Background and School Education for College Entrance

Based on the data acquired from Seoul Education Longitudinal Study(SELS), the project conducted research to identify factors of family background and school education that impacts on college entrance, and examined the effectiveness of career education program. Based on the research results, the project suggested improvement measures for career education and college entrance guidance. Commission(Consignment): Seoul Education Research & Information Institute

## Session for Teachers of Korean Education Longitudinal Research



2013 Korean Education Longitudinal

Research is a national longitudinal research targeting students in their 5<sup>th</sup> grade in total of 250 schools nationwide. The study will continue until the students reach 28 years old, with its focus on the overall learning environment of students including schools and daily lives. The researchers include school leaders, vice principal, parents, homeroom teachers, and 5<sup>th</sup> grade teachers. The session was to provide the teachers with the information on how to supervise the survey. Topic: Session for teachers participating in 2013 Korean Education Longitudinal Research. Date & Venue: October 28, 2013, Daejeon International Community Center; October 29, 2013, KFTA

### 7<sup>th</sup> Korean Education Longitudinal Research Conference



The conference aimed to enhance credibility and the level of utilization of research results of Korean education longitudinal research and also to increase its values for policy utilization. The conference was co-organized by ten

academic society including Korean Education Research Association. The participants presented a total of 32 papers in 9 different thematic sessions and engaged in active discussion. Topic: Private education, college entrance and national scholarships, career and employment preparation, school violence and suicide, college life and academic activities, self-driven and motivation, parent education support, pedagogy & learning and academic performances, school effects and school cultures. Date & Venue: November 29, 2013, Convention Center, Hoam Faculty House, Seoul National University

### Center for Local Educational Finance Research

### 2013 Local Educational Finance Analysis and Diagnosis

The research was conducted on the local educational finance analysis index to examine the final outcome of local educational finance management and to identify best practices and challenges. Commission: MOE, Consignment: KEDI

### 2013 Evaluation on National Policy Research with Special Grant

The research conducted an evaluation on national policy research plan and outcomes based on the 2013 evaluation model for national policy research project with special grants. Commission: MOE, Consignment: KEDI

### 2013 Comprehensive Analysis on School Accounts

The project conducted research on comprehensive analysis based on school accounts analysis index in order to promote continuous improvement of budget support and management of Municipal & Provincial Offices of Education and unit schools. Commission: MOE, Consignment: KEDI

### Network Enhancement and Capacity Development of Municipal & Provincial Offices of Education

The project aimed to promote strengthened networks among Municipal & Provincial Offices of Education and enhance capacity development of personnel in charge of local educational finance. The project activities include establishing and providing support for finance committee among Municipal

& Provincial Offices of Education, coordinating finance forum, developing curriculum for training professionals, and conducting overseas training for personnel in charge of finance. Commission: MOE, Consignment: KEDI

### 2013 Higher Education Financial Support Information System Operation

The project was to establish a comprehensive data base by collecting data on financial support project on higher education institution of central government and local authorities. The project provided analysis services through information system established. Commission(Consignment): MOE

### Analysis on Current Status and Effects of Local Transfer Project

The project conducted research on Local Transfer Project which is a project which central government has transferred the rights and financial responsibilities of education project supported by government subsidies and special grants to the local government. The research conducted an analysis on the current status and effects of transfer in order to examine adequate measures for local

transfer. Commission(Consignment):  
MOE

### Development of Evaluation Model for National Policy Projects with Special Grants

The research developed an evaluation model including evaluation purpose, methods, index, and feedback on the national policy projects with special grants since year 2010. The research also conducted validity study on evaluators and evaluatees to further utilize the model in future evaluation. Commission(Consignment): MOE

### Analysis and Improvement Measures on Issues of the Legitimate Share of School Foundation at the Commissioned Compulsory Private Middle School Education

The project analyzed the issues on the legitimate share of school foundation at the commissioned compulsory private middle schools, and reviewed the current status of financial support for private middle schools and relevant legislations. The research suggested policy implications on the responsible party for education funds and financial support range induced by commissioning private

middle schools of compulsory education. Commission(Consignment): MOE

### 2013 Workshop on Data Collection for Local Educational Finance Analysis



The participants reported on the analysis results on 2013 local educational finance and discussed the factors of improvement for the project in following year. Topic: Data collection and comparative verification on 2013 local educational finance analysis by Municipal & Provincial Offices of Education and analysis index. Date & Venue: May 27~31, 2013, Donghaksa, Daejeon

### 2013 Workshop for Officials from Municipal & Provincial Offices of Education on School Account Analysis



The workshop was to support the

officials from Municipal & Provincial Offices of Education to learn about the data calculation methods on 2013 school account analysis index. The index calculation based on the basic resources of Municipal & Provincial Offices of Education in order to analyze school accounts. The calculated values were compared for accuracy of final calculation of expenditures. Topic: Data cleaning and verification for final settlement of school accounts. Date & Venue: June 18~21, 2013, Elysian Gangchon

### 2013 Educational Finance Forum



The participants discussed future directions for local educational finance investment in accordance with the changes of educational conditions of primary, secondary and higher education, and also the measures to expand and distribute local educational finance for educational development. Topic: Geunhye Park Administration, Direction and Challenges in Educational Finance Support for Fulfillment of Pledges on

Education. Date & Venue: July 24, 2013, Korea Press Center

### 2013 Overseas Training for Benchmarking Best Practices of Local Educational Finance



The participants visited outstanding education related institutions and schools abroad to promote development of educational finance by benchmarking educational finance, education system and operational measures. Team 1: Melbourne & Sydney, Australia (September 1~7, Victoria School District, NSW Department of Education & Communities, Brookside P-9 College Primary School and 3 other schools); Team 2: Dallas & Seattle, USA (September 8~14, Federal Way Public School District (Seattle), Highland Park High School (Dallas) and 3 other schools); Team 3: Washington D.C. & New York, USA (September 22~28, Fairfax County Public Schools, Fairfax County School Board, Fort Lee Public Schools and 3 other departments)

## Report Session for 2013 Evaluation on National Policy Projects with Special Grants



The session was to report the results of evaluation on 2013 national policy projects with special grants to the officials from the Ministry of Education and other commissioned institutions. After the Q&A session, the participants discussed the future directions for appropriate evaluation. Topic: Report and Q&A on evaluation results on the national policy projects with special grants. Date & Venue: November 29, 2013, Korea Press Center

## Education Field Support Research Division

### Center for Air & Correspondence Middle & High School

#### Opening Ceremony of Air & Correspondence Middle Schools



Air & Correspondence middle schools were newly established in Daegu and Gwangju, starting year 2013, and the opening ceremony took place on March 10. Topic: Opening Ceremony of Air & Correspondence Middle Schools. Date & Venue : March 10, 2013, Air & Correspondence middle school affiliated with Daegu high school, Air & Correspondence middle school affiliated with Buksung middle school in Gwangju.

#### Air & Correspondence High School Project Steering Committee Workshop



The committee shared the pending issues and development measures related to Air & Correspondence High Schools. The committee engaged in an in-depth discussion on a particular issue of expansion of Air & Correspondence Middle School establishment. Topic: Sharing pending issues and development measures for Air & Correspondence high schools. Date & Venue : April 17~18, 2013, Yeosu

## Air and Correspondence Exhibition Booth at the 2013 E-Learning International Exhibition



At the exhibition, Air and Correspondence Middle & High Schools, the only distance education system in Korea, was introduced, along with the U-learning System and the contents, which are based on state-of-the-art broadcasting, information, and communication. Topic: Introducing Air and Correspondence Middle & High Schools and Promoting High-Tech Based Learning System and Contents. Date & Venue : September 3~5, 2013, COEX Seoul

## 33<sup>rd</sup> National Contests for Air & Correspondence High Schools



This year's contest consisted of 12 categories: Academic performance, literature(poem, essay),

calligraphy(Hangeul, Chinese), arts(watercolor, drawing), music(Korean classical music, Classical music, instrumental music), computer skills, and English(speaking). Instrumental music and English(speaking) were newly established this year. 24 contestants / teams were awarded the Minister of Education Awards, including the grand prize given to the Best Teacher of the year, 144 contestants / teams were awarded the President of KEDI Awards, and 15 contestants / teams were awarded the Superintendent Awards. In total, 188 students / teams and 12 teachers received awards at the contest. Topic: 33<sup>rd</sup> National Contests for Air & Correspondence High Schools. Date & Venue : September 7~8, 2013, KT Human Resources Development Center, Daejeon

## Overseas Training for Officials of Air and Correspondence High Schools



The overseas training for Air and Correspondence high school officials was conducted from October 5 to 26. During the training, 3 teams took

a 8 days and 6 nights training, each in Sydney, Australia; Auckland, and Rotorua, New Zealand. The training was to seek for benchmarking the advanced distant education system abroad. Topic: Overseas Training for Officials of Air and Correspondence High Schools. Date & Venue : October 5~26, 2013, Australia and New Zealand

### Overseas Trip for Presentation at International Conference and Benchmarking



The purpose of this trip was to give presentations on the published papers on Air & Correspondence Middle & High schools at international conference, to exchange academic information on advanced distant education, to enhance networks and cooperation with relevant organizations in abroad, and to examine overseas cases on Air & Correspondence schools. The titles of the papers are ①The Establishment and Implication of Cyber Open Middle Schools in South Korea; and ②Tutoring behaviors that Encourage learners' satisfaction,

academic engagement, and achievement in an online environment, and were presented at the IAC – ETel 2013. Topic: Presentation at international conference and benchmarking of overseas cases. Date & Venue : October 15~20, 2013, Prague, Czech Republic

### Forum on Research Projects of Air & Correspondence High Schools



At the forum, the participants reviewed on the research projects of “Measures for Vitalizations of Air & Correspondence High School Based Vocational Education” and “Measures on Establishment and Management of Comprehensive Statistics System for Air & Correspondence Middle & High Schools.” The discussion continued on the future directions of the projects. Topic: Reviews on research of Air & Correspondence high schools and discussions on future directions. Date & Venue : November 20, 2013, KEDI

## 2013 Seminar on Development Plan of Air and Correspondence Middle-High School and Report Session on Model School



The seminar's theme was on "Preparation of prevention measures for discontinuance of education of Air & Correspondence middle and high school students." Dr. Seong-Guk Kang, Director of the Center of Air & Correspondence Middle & High Schools, chaired the panel discussion session. In session 2, under the theme of "Measures on management of creative field-trip activity programs," the 2<sup>nd</sup> year project results of Model Schools were presented. The model schools include Susung high school, Chuncheon girl's high school, and Pohang high school. Topic: 2013 Discussion on Development Plan of Air and Correspondence Middle-High School and Report Session on Model School. Date & Venue : November 28, 2013, KFTA

## Educational Facilities Research and Management Center

### Management of School Safe Zone and Establishment of Collaborative Operational System

The project conducted policy research on the national issue of [76-1. Designation of School Safe Zone within a 200m radius of schools]. The project analyzed and proposed measures for systemic improvement that strengthens operational management base, by integrating pre-established safety zone including Child Safety Zone, Green Food Zone, School Environment Hygiene Purification Zone, Child Protection Zone, etc. Commission(Consignment): MOE

### Development of Standards for Granting New Projects on Elementary & Secondary School Facilities

The project provided basic information on criteria for granting school facilities by calculating reasonable construction expenses and areas for school facilities using objective and actual data. The project conducted statistics analysis based on a comprehensive field-data and examined the execution of budgets for construction expenses. Through in-depth

analysis on the pending issues of school facilities projects, the project provided implications for future improvement of standards for granting new projects. Commission(Consignment): KEDI

### Enactment of Special Law on Mixed-Use School Facilities Project Development

The project conducted case studies and research on current status of Mixed-Use school facilities project, both internationally and nationally. The project aimed to provide bases for enactment of “(Tentatively entitled) Mixed-Use School Facilities Development Act” and “Standard Concession Agreement on Mixed-Use School Facilities,” in order to promote school facilities that are shared by the students and local community members. Commission(Consignment): KEDI

### Development and Operation of GIS / BIM Based Information System on School Facilities(II)

The project aimed to establish a comprehensive platform that connects different areas of facilities based on life-cycle of school facilities(e.g., facility plan, design, environmental

evaluation, maintenance, etc.). By developing information system on school establishment, development of telephone support system, operational information resources on school construction, GIS DB establishment / IT Infrastructure(HW / SW) introduction, and operational environment establishment, the project supported establishing plans for construction and renovation of school facilities and selection process of subcontractors. Commission(Consignment): KEDI

### 2013 KEDI Educational Facilities Forum

The forum aims to provide a venue for open discussion on specialized topic of educational facilities, thereby, endorsing sustainable development and quality enhancement of educational facilities in Korea, promoting public awareness on educational facilities through sharing related knowledge and information, and strengthening networks for educational facilities. Commission(Consignment): KEDI

### 2013 KEDI Internationalization of Educational Facilities

There is a rising interest in Asian

Countries within the international education market. In response to such trend, the project aimed to expand and strengthen global partnership in educational facilities through cooperation and continuous exchanges with relevant organizations, such as OECD CELE and NIER. Based on such global network, the project also aimed to contribute to enhancing global competitiveness of KEDI, to a world-class educational policy research institute. Commission(Consignment): KEDI

### Support on School Facilities BTL Project

In part of Basic Plan for Facilities Project, the project reviewed the validity and eligibility of RFP, Request For Proposal, which is announced by Municipal and Provincial Offices of Education and National Universities, to examine whether RFPs have taken regional differences and characteristics as a factor of consideration and are pertinent to criterion stipulated in legislations and decrees. These works have contributed to increasing the degree of precision of BTL projects and minimizing potential project risks and conflicts. The project also carried out necessary operational

activities in preparation of evaluation activities, which increased capacity and public confidence of EDUMAC. In order to promote quality enhancement of educational facilities, the project conducted a comparative analysis on cost-reduction and benefits, based on VFM of government and private operational measures for School Facilities BTL. The project also reviewed the Eligibility Analysis Report, Basic Plan for Facilities Project, Basic Design Documents and Project Proposals of the competent government offices. Furthermore, the project included reviews on Agreements and Financial Models in order to examine whether Enforcement Agreements have been adequately drafted based on the “Act on Public-Private Partnerships in Infrastructure,” “Enforcement Decree of the Act on Public-Private Partnerships in Infrastructure,” “Basic Plan for Public-Private Partnership,” and “Basic Plan for Facilities Project.” Commission(Consignment): 16 Municipal & Provincial Offices of Education and National Universities

### 2013 Promotion on Optimal School Size and Demand Management of New School Establishment(System Development)

The project aimed to support policy on promoting optimal school size and demand-management of new school establishment. Based on the Act on the Special Cases Concerning the Procurement, Etc. of School Sites, the project supported screening process of free supply of school site and school facilities from Municipal and Principal Offices of Education and Central Governmental Investment & Loans. The project also arranged visits to advanced education facilities, prepared criteria for construction budget support for new schools, analyzed the progress of promoting optimal school sizes, and drafted three volumes of research reports on school establishment theory and practices. In addition to these activities, the project conducted research on Smart Green Modular School Model Development for Advancement of Education Facilities(I) and Development of Advanced System for School Facilities and Education Environment. Commission(Consignment): Gyeongsangnam-do Office of Education

### 2013 Research on Improving Student Health

The results of sample survey on student health were analyzed to develop student health indicators and were used as primary data resources for a systematic and professional mid-to-long term school health policy. The research was to contribute to student health through supervising systematic and continuous operation of student health information centers and providing accurate information for students, parents, and teachers to adequately utilize information. In addition, the research also aimed to support the development of health improvement projects of schools by sharing best practices and promoting the awareness of faculties and staffs. Commission(Consignment): Incheon Metropolitan City Office of Education

### 2013 Support on Health Improvement Model School

In pursuit of every school to be healthy, the project aimed to increase public awareness by promoting training session and consulting on health improvement model schools to strengthen creative management capacity of health improvement model schools and

promote future-oriented healthy schools.  
Commission(Consignment): Busan  
Metropolitan City Office of Education

### 2013 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 8 Provincial Offices of Education. The project aimed to enhance quality of non-smoking school operation by evaluating the project results.  
Commission(Consignment): Seoul Metropolitan Office of Education

### Seminar on International Exchange between Korea-Japan



As a part of 2013 internationalization project for educational facilities, the project invited experts from National Institute for Educational Policy Research to share the outcomes of 2012 joint research between Korea and Japan and current status of progress on school facilities conditions and recent policy in Japan. The participants

also engaged in active discussion in future directions for development of educational facilities. Topic: Recent trends in educational facilities policy in Korea and Japan. Date & Venue : July 16, 2013, KEDI

### Public Hearing on Enactment of Mixed-Use School Facilities



The public hearing was to gather participating parties including relevant government, local government, and office of education to share perspectives on the enactment of mixed-use school facilities, in order to examine the rising demands and establish future plans. Topic: Public hearing on enactment of mixed-used school facilities for securing space for education, culture, and welfare. Date & Venue : September 9, 2013, National Assembly Meeting Hall

## Public Hearing on Improvement Measures of Educational Environment Protection System for Healthy School



The public hearing was co-organized with the office of Eunhye Yoo, a member of the National Assembly, to prepare proposed amendment of School Health Act in order to improve current educational environment protection system, and to induce a mutual understanding with the beneficiaries of education, such as parents and local residents, by listening to their opinions on the matter. Topic: Public hearing on proposed amendment of School Health Act. Date & Venue : April 19, 2013, National Assembly Memorial Hall

## 2013 Visit to Advanced Educational Facilities



The participants visited advanced educational

facilities in Europe for their capacity development for the projects on optimal school size and construction of new schools. Topic: New school establishment process, environment-friendly school and small-sized school management. Date & Venue : October 7~17(9 nights, 11 days), London, UK; Helsinki, Finland; Frankfurt, Germany

## Conference on Smart Green Modular School Model Development



The conference was to present the modular school concept design of RISD, a selected design studio for Smart-Green Modular School model development. Topic: Smart-Green Modular School Concept Design. Date & Venue : July 19, 2013, POSCO A&C Seoul

## 2013 Session for Consulting on Non-Smoking School Management



The session was to support management of 2013 non-smoking schools. The session targeted 8 Municipal & Provincial Offices of Education and non-smoking schools to introduce the consulting project and effect-evaluation plan of non-smoking school management. Topic: Introducing consulting project for 2013 non-smoking school management and special lecture on non-smoking program. Date & Venue : August 29, 2013, Woosong College

## Training for Health Promoting School Consulting Group



The project organized a consulting group for providing mentoring services for health promoting schools, based on recommendations of Municipal & Provincial Offices of Education and

conducted training. The project aimed to enhance capacity of consulting group and promote systematic customized consulting under Municipal & Provincial Offices of Education. Topic: Training for consulting group for providing mentoring services for health promoting schools. Date & Venue : June 5, 2013, KFTA

## 2013 School Health Promoting Project Contest



The project aimed to identify best practices in school health promoting projects and expand to a nationwide application, thereby inducing development of school health promoting projects. Topic: Case presentation on school health promotion. Date & Venue : November 18, 2013, Catholic University

## 2013 KEDI Educational Facilities Forum



KEDI Educational Facilities Forum is an annual event, aiming to provide a venue for open discussions for specialized topic of educational facilities, thereby, to seek for sustainable development and quality enhancement of educational facilities in Korea, and for network expansion and increased public awareness of educational facilities, by sharing knowledge and information on the topic. 21<sup>st</sup>: CPTED counter-measurement for establishment of safe school environment(June 14, Seoul), 22<sup>nd</sup>: The 3<sup>rd</sup> teacher for creative and character education – Measures for school space composition(December 10, Seoul)

### 2013 Training for Personnel of Educational Facilities Private Investment Project



The training program consisted of general course and professional course, targeting for personnel in charge of educational facilities private invest project in order to provide opportunities to acquire specific knowledge required for project operation and to enhance understanding in private investment projects. In addition, the training focused on capacity

development based on a comprehensive curriculum including project procedures, eligibility analysis, private investment act and agreement, financial model and budget support, etc. 1<sup>st</sup>: Educational Facilities BTL(April 23~25, Cheonan), 2<sup>nd</sup>: Educational Facilities BTL(November 6~8, Cheonan)

### Workshop for Educational Environment Protection System



The workshop targeted personnel in charge of educational environment evaluation to train them on educational environment protection system and evaluation criteria, present them on best practices to enhance understanding of field practices, introduce school environmental sanitation and cleanup zone system and educational environment evaluation support system. These courses aimed to enhance understanding in system utilization. 1<sup>st</sup>: Daejeon, Sejong, Chungbuk, Chungnam areas(July 9, Daejeon); 2<sup>nd</sup>: Gwangju, Jeongbuk, Jeonnam areas(July 18, Gwangju); 3<sup>rd</sup>: Seoul, Gyeonggi, Gangwon, Incheon,

Jeju areas(November 5, Seoul); 4<sup>th</sup>: Busan, Daegu, Ulsan, Gyeongbuk, Gyeongnam areas(November 12, Daegu)

### Screening for Central Finance Investment and Loans



The project supported drafting and screening process on validity review of proposals of central finance investment and loans submitted by Municipal & Provincial Offices of Education. The project aimed to support optimal management of demands on new school establishment. 1<sup>st</sup>: 1<sup>st</sup> non-scheduled screening(January 25, Busan); 2<sup>nd</sup>: 2<sup>nd</sup> non-scheduled screening(May 3, Seoul); 3<sup>rd</sup>: Scheduled screening(July 25-26, Seoul); 4<sup>th</sup>: 4<sup>th</sup> non-scheduled screening(September 13, Seoul)

### Workshop on Development of Research Database on Optimal School Size



The participants discussed the progress of projects on promoting optimal school size and on the analysis tool for inspection and analysis of current status of optimal school size. The workshops were coordinated by regions, including field survey on merged and closed schools in Gyeongsang-do, Jeollanam-do, and Chungcheongbuk-do, and also included meetings with the responsible unit of Offices of Education. 1<sup>st</sup>: Inspection and analysis on current status of optimal school size promoting projects by metropolitan city and province(September 9, Seoul); 2<sup>nd</sup>: Inspection on current status of optimal school size promoting projects in Gyeongsangnam-do(September 24, Gyeongsangnam-do); 3<sup>rd</sup>: Inspection on current status of optimal school size promoting projects in Gyeongsangbuk-do(September 25, Geongsangbuk-do); 4<sup>th</sup>: Inspection on current status of optimal school size promoting projects in Jeollanam-do(September 31, Jeollanam-do); 5<sup>th</sup>: Inspection on current status of optimal school size promoting projects in Chungcheongbuk-do(October 1-2, Chungcheongbuk-do)

## Expert Meeting for Model Development of Smart Green Modular School



This regular expert meetings were held to promote effective development and applications of Smart-Green Modular School model. 1<sup>st</sup>: Initiation meeting on model development of Smart Green Modular Schools(June 3, Seoul); 2<sup>nd</sup>: Expert Meeting on remodeling application measures and field survey(July 15, Seoul); 3<sup>rd</sup>: Workshop on Infill System Modular(August 8, Seoul); 4<sup>th</sup>: 2<sup>nd</sup> Expert Meeting on model development of Smart Green Modular Schools(September 12, Seoul); 5<sup>th</sup>: 3<sup>rd</sup> Expert Meeting on model development of Smart Green Modular Schools(November 21, Seoul); 6<sup>th</sup>: 4<sup>th</sup> Expert Meeting on model development of Smart Green Modular Schools(December 20, Seoul)

## Departmentalized Classroom System Research and Management Center

### Educational Resources for Departmentalized Block-Time Classroom System

The project conducted research on block-time classroom guidance per subject in order to increase the level of student participation and support learning activities through block-time system and to promote students' creativity, inquiry ability, and self-directed learning ability. Commission: Incheon Metropolitan City Office of Education

### Improvement Measures on Management of Departmentalized Classroom System

The project targeted for the 24 outstanding schools in implementation of departmentalized classroom system between 2009 and 2010 to conduct an in-depth monitoring on school management, classroom operation, and creating an enabling environment. The research outcomes on current status of departmentalized classroom system management provided a basis for future implications and measures on system improvement. Commission: Incheon

Metropolitan City Office of Education

### Development of Guidelines for School Facilities Installation for Departmentalized Classroom System

The project conducted research on installation standards and budget expenses for school facilities in order to promote effectiveness and efficiency of departmentalized classroom system for the schools that are in transition from subject-oriented to advanced type and also for the newly participating schools. Commission: Daejeon Metropolitan Office of Education, Consignment: Cheongju University

### Operational Model Development of Unit School for Full-Day Care

The project conducted research with various focuses including operational model development for unit school, operational manual development, operational model of full-day care program based on network with local community, measures on establishment and implementation of Social Cooperatives for after school and day-care programs, and improvement measures for full-day care program in primary schools. These activities aimed to examine

policy measures to enhance feasibility of application and practices of program in the field. Commission: MOE

### Consulting for Departmentalized Classroom Schools

A total of 32 central consultants were selected, specialized in school management, curriculum, and creating enabling environment. The consultants provided a comprehensive on-site consulting for the selected schools on departmentalized classroom system, and continued the support on monitoring and on-site consulting on progress. Commission: Daejeon Metropolitan Office of Education

### Policy Support and PR for Departmentalized Classroom System

The project included various activities such as selecting outstanding departmentalized classroom schools; developing resources including consulting guides, best practices of departmentalized classroom schools, handbook for student guidance, and training program manuals, and PR materials including leaflets and animated videos; and supporting improvement and maintenance of information system on departmentalized

classroom system(homepage and database system). The project coordinated a number of conferences and seminars to explore possible mid-to-long term development strategies. Commission: Daejeon Metropolitan Office of Education

### Contents Development for Training on Departmentalized Classroom System

The project aimed to promote awareness on the operational and teaching environment for departmentalized classroom system by creating a video of learning environment of outstanding departmentalized classroom schools. The contents developed were distributed to enhance policy awareness. Commission: Daejeon Metropolitan Office of Education

### Pilot Project of After School Program with Media Participation

The pilot project was conducted on the selected media organizations with quality educational contents and outstanding lecturers. The project selected program management organization and training institutions, and organized report sessions and workshops for performance analysis and final report. Commission: Incheon Metropolitan City Office of Education

### Management of Supporting Group of Social Enterprises for After-school Program

The project aimed to improve substantiality of the project through organizing university-driven supporting group consist of social enterprises for after-school. The project coordinated various meetings, consulting and management inspection, and a number of workshops, in addition to development of operational manual and survey on level of satisfaction. Commission: Jeollabuk-do Office of Education

### Central Support Center for After School Program

The project coordinated training courses for capacity development of school commissioners in charge of after school program, organized seminars and training programs for consultants of after school program, issued newsletter on after school program, conducted research on current management status and performance analysis of the program, organized personnel in charge of student care classroom for primary school students, hosted policy forums and academic seminars, held workshop for officials from local government and Offices of Education, supported operation

of portal system for after school program, developed and revised guidelines for after school program, and hosted seminars for officials from local government and Offices of Education with the purpose of enhancing connections among after school programs of local government. Commission: Seoul Metropolitan Office of Education

### Pilot Project of Pan Governmental Operation of After-School Care Services

The project conducted research on performance analysis and improvement measures of pan-governmental operation of after school services in pilot region, and conducted consulting and performance analysis for 6 pilot regions. The project also developed a generalization manual for organizing a committee of pan-governmental care services. Commission: Seoul Metropolitan Office of Education

### Establishment of Supporting System for Government Departments and Vitalization of Care-Network

The project organized a policy committee of central administrative institutions and hosted a joint workshop for government departments. The project

also coordinated consulting for local care consultative body and conducted research on model development. Commission: Seoul Metropolitan Office of Education

### 2013 5<sup>th</sup> After School Program Awards

The 5<sup>th</sup> After School Program Awards was hosted by the Ministry of Education and coordinated by Korean Educational Development Institute, Samsung Dream Scholarship Foundation, and Joong-Ang Daily. The Awards aimed to identify best practices of after school programs and to promote quality improvement of program and increase in motivation of participating personnel. The Award categories were best school, best teacher, best local community partner, best Saturday program, and best care-classroom. The recipients were awarded with award certificates, medals, prizes, and signboards. Commission: MOE, Samsung Dream Scholarship Foundation, Consignment: Joong-Ang Daily

### Improvement of Portal System for After School Program

The project renovated and redesigned the portal system with up-to-date contents. The project aimed to improve the system for increased public access to information



related to after school program and to establish a pool for outstanding lecturers and outstanding private institutions, ultimately contributing to increased substantiality of after school program. Commission: Incheon Metropolitan City Office of Education

### Consulting and Manual Development for Pilot Primary Schools on After School Care

The project coordinated training and consulting for pilot schools and conducted research on operation model development for unit school. The project also developed an operational manual on primary student care programs. Commission: Jeollabuk-do Office of Education

### 2013 Outstanding Departmentalized Classroom Schools



The project organized a conference on outstanding departmentalized classroom schools in order to provide a venue to share information on best practices of 2013 departmentalized classroom

schools. The project objective was to promote quality education and establish a framework for stabilized operation of system. Topic: Sharing best practices of 2013 departmentalized classroom schools. Date & Venue : December 12, 2013, The-K Hotel & Resort

### 2013 Departmentalized Classroom System Exhibition



The project aimed to increase public awareness on policy in departmentalized classroom system and to share best practices of system operation by participating at the Education Exhibition. Topic: Enhancing policy awareness of departmentalized classroom system and sharing measures for system operation. Date & Venue : January 23~25, 2013, COEX Seoul

## 2013 Workshop for Consultants on Consulting Technique for Departmentalized Classroom System



The workshop aimed to support capacity development of key agents in departmentalized classroom system by training the consulting techniques. The participants were school commissioners of Municipal & Provincial Offices of Education and consultants in school operation and curriculum. Topic: Understanding the direction of departmentalized classroom system and seeking for consulting strategies. Date & Venue : March 26~27, 2013, Hotel Riviera Useong

## Policy Forum on After School Care for Primary School Students



The policy forum aimed to strengthen the after school care for primary school students and seek for efficient operational

measures by sharing information and perspectives. Topic: Strengthening after school care for primary school students and seeking for efficient operational measures. Date & Venue : April 17, 2013, The Korea Federation of Bank

## 2013 Conference on Vitalization of Private Sector Participation and Substantiality Improvement of After School Program



The project co-hosted an academic conference to promote vitalization and substantiality of after school program by expanding private sector participation, and to establish a theoretical, academic support mechanism for after school program. Topic: 2013 conference for vitalization and substantiality of after school program by expansion of private sector participation. Date & Venue : November 22, 2013, KINTEX, Ilsan

## 2012 Report Session for After School Program Support Center



A total of 130 officials, coordinators, and professionals from 35 after school program support centers and offices of education support participated to share cases of each participating organization. The participants engaged in measures for strengthened cooperation among local government and offices of education and future directions and project plans. Topic: Capacity development of professionals from after school support center and information exchange. Date & Venue : January 24~25, 2013, The Shilla Jeju

## KEDI Departmentalized Classroom System Forum



The forum provided a venue to analyze cases and changes of education environment by implementation of departmentalized classroom system in

Korea, US, and Japan. The participants shared information and insights on pedagogical and learning methodology for creative, character education. Topic: Pedagogical and learning methodology and cases of departmentalized classroom system for creative, character education and changes in educational environment and pedagogical and learning methodology induced by implementation of departmentalized classroom system. 7<sup>th</sup>: January 23, 2013, COEX Seoul; 8<sup>th</sup>: April 5, 2013, Seoul Palace Hotel

## Workshop for Central Consultants of Departmentalized Classroom System



The workshop was to promote capacity development of central consultants, and to brainstorm on challenges and improvement measures for consulting by area. The participants discussed the possible strategies for consulting on operation of departmentalized classroom system in response to implementation of free-semester system. Topic: Seeking for consulting strategies for efficient system

operation and operational measures of departmentalized classroom system following the implementation of free-semester system. 1<sup>st</sup>: January 17~18, 2013(Busan); 2<sup>nd</sup>: April 20, 2013(Seoul); 3<sup>rd</sup>: September 12~13, 2013(Cheonan)

### Overseas Training on Departmentalized Classroom System



The trainees visited outstanding schools that implemented departmentalized classroom system to examine student development-oriented curriculum model and to collect advanced pedagogy and learning methods including creative pedagogical methodology. The training supported the trainees to develop professionalism in curriculum design and management. Topic: Examining operational model of schools with departmentalized classroom system abroad and sharing information on advanced pedagogical and learning methods. Date & Venue : January 27~February 3, 2013, Europe; January 21~25, 2013, Tokyo, Japan;

28-February 1, 2013, Hukui & Nagoya, Japan; July 8~12, 2013, Hukui & Tokyo, Japan

### 2013 5<sup>th</sup> After School Awards



The awards were presented in order to identify and share best practices in after school program and to motivate related personnel's participation. The awards categories were schools, teachers, and local social partners(saturday program special awards – added last year, care classroom special awards – added this year). The award winners were presented with award certificates, medals, prizes and signboards. Topic: Presenting awards to outstanding schools with after school programs, teachers, lecturers, local government and NGOs. Date & Venue : November 21, 2013, KINTEX Ilsan

## 2013 After School Contents Exhibition



The exhibition was to exhibit every possible after school programs applicable, and provide opportunities for the program managers to select quality educational program. The exhibition aimed to improve quality of after school contents. Topic: Exhibition and demonstration of after school program. Date & Venue : November 21~23, 2013, KINTEX Ilsan

## Regional Joint Workshop for Network Establishment of After School Care Services



The regional workshops were held to introduce the objectives and goals of pan governmental after school services policy, present the cases of pilot operation and local care networks of pan governmental support project, and discuss the measures on communication among offices of

education and local government, in addition to measures to establish local care consultative body. Topic: Promoting awareness on pan governmental after school care services policy and increasing communications among organizations. 1<sup>st</sup>: October 28, 2013, Koreana Hotel, Seoul; 2<sup>nd</sup>: November 8~9, 2013, Hilton Hotel, Gyeongju; 3<sup>rd</sup>: November 11~12, 2013, Riviera Hotel, Daejeon

## Workshop for University-Led After School Program of Social Enterprise



The workshop was to present on instructions for project budget execution and enterprise management, explain the concept of social cooperative union and the procedures for establishment or transfer of social cooperative union, and to provide training related to operational manuals and guidelines of social enterprise. 1<sup>st</sup>: Training on budget practices(March 13, 2013, Seoul); 2<sup>nd</sup>: Training on social cooperative union(transfer) practices(April 12, 2013, Seoul), 3<sup>rd</sup>: Project budget guidelines and

management(September 9, 2013, Seoul)

### Regional Workshop for Saturday Program in 5-Day per Week Classroom System



The regional workshops presented lectures on policy directions of 5-day per week classroom system, local community program, and best practices of saturday after school program. The lectures supported policy embeddedness of 5-day per week classroom system and vitalization of after school program. Topic: Joint workshop of local government and office of education support on 5-day per week classroom and vitalization of after school program. Date & Venue : Seoul, Gangwong, Capital, and Jeju Area: July 15, 2013, The K-Hotel Seoul; Chungcheong, Honam Area: July 18, 2013, Legend Hotel, Daejeon: Yeongnam Area: July 19, 2013, Daegu Metropolitan Office of Education

### Center for Self-Directed Learning Admission System

#### Analysis on Management Performance of Self-Directed Learning Admission

The project conducted an analysis on the management status and performance of self-directed learning admission policy for the past 3 years. The research aimed to provide measures for efficient policy management, and is to be completed by May 2014. Commission: MOE(Jeollabuk-do Office of Education)

#### Model Development of Self-Directed Learning Admission for Policy on Performance Evaluation of Middle Schools

Following the implementation of policy on performance evaluation of middle schools, the project conducted research on measures for calculation and application of academic scores of middle school students by types of high school. The project is to be completed by May 2014. Commission: MOE(Jeollabuk-do Office of Education)



### Training Program for Self-Directed Learning Admission

The training program was directed and coordinated for 186 admission officers of 2014 Self-Directed Learning Admission and for 785 admission committee members newly elected by participating schools and Municipal & Provincial Offices of Education. Commission: MOE(Jeollabuk-do Office of Education)

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### Self-Directed Learning Admission Guidebook Development and Distribution

The project drafted a guidebook on self-directed learning admission including participating schools, procedures, methods of guidance for self-directed learning, drafting documents, and social

unification admission system. A total of 3,500 guidebooks were distributed to middle and high schools and Municipal & Provincial Offices of Education. Commission: MOE(Jeollabuk-do Office of Education)

### Remote Training for Middle School Teachers

The remote training program was held starting from June to November 2013 to promote self-directed learning admission. Approximately 2,000 middle school teachers participated. Commission: MOE(Jeollabuk-do Office of Education)

### Portal Site for High School Admission

The project conducted maintenance works on the portal site for high school admission([www.hischool.go.kr](http://www.hischool.go.kr)) to provide up-to-date information on 2014 admission information by schools, admission types by Metropolitan City and Province, procedures and methods of self-directed learning admission, information on Offices of Education and Ministry of Education, and training resources for admission officers and admission committee members. The site also provides chatting services to respond to inquiries, thereby promoting the level of satisfaction of consumers including

students, parents and teachers. Commission: MOE(Jeollabuk-do Office of Education)

### 2013 Best Practices of Self-Directed Learning

Out of the students admitted through 2013 self-directed learning admission, the outstanding students were selected as best practices of self-directed learning to support other students' capacity enhancement. The selection criteria consist of self-directed learning areas(including self-directed learning, career planning, and reading) and character areas(including extracurricular and volunteer experiences). Best practices focused on the methods and attitudes for self-directed learning and specific strategies. Commission: MOE(Jeollabuk-do Office of Education)

### Seminar on Measures on Self-Directed Learning Admission of Foreign and International High Schools for Policy on Performance Evaluation of Middle Schools



Three measures on self-directed learning admission in response to implementation of policy on performance evaluation of middle schools were presented, and a total of 7 panelists of school leaders of foreign and international high schools and middle schools, school commissioner from Municipal & Provincial Offices of Education, and college professors engaged in discussion. School commissioners from Municipal & Provincial Offices of Education in charge of high school admission, school leaders and admission officers of foreign and international high schools, school leaders and staffs in charge of high school entry in middle schools participated and engaged in an active discussion. Topic: Measures on self-directed learning admission for foreign and international high schools following the implementation of policy on performance evaluation of middle schools. Date & Venue : November 19, 2013, Seoul Office of Postal Service

### Training for Admission Officers of 2014 Self-Directed Learning Admission



The training aimed to develop professional capacity and accountability of admission officers and personnel from 197 schools and support them to select students with self-directed learning capacity and character. Topic: Understanding self-directed learning admission and selecting students with self-directed learning capacity and character. Date & Venue : July 2~5, 2013, Hongik University

### Remote Teacher Training for Self-Directed Learning Admission PR



In order to enhance understanding of middle school teachers in 2014 Self-Directed Learning Admission and to develop teacher capacity for student guidance on students' self-directed learning ability and character development, the project conducted training courses to 5 groups, each for 15 hours. A total of 2,000 middle school teachers participated. 1<sup>st</sup>: 1<sup>st</sup> Group Remote Training(June 27~July 16, National Education Training Institute); 2<sup>nd</sup>: 2<sup>nd</sup> Group Remote Training(August 1~October 22, National Education

Training Institute); 3<sup>rd</sup>: 3<sup>rd</sup> Group Remote Training(August 29~September 24, National Education Training Institute); 4<sup>th</sup>: 4<sup>th</sup> Group Remote Training(October 3~22, National Education Training Institute); 5<sup>th</sup>: 5<sup>th</sup> Group Remote Training(October 31~November 19, National Education Training Institute)

### Orientation for 2014 Self-Directed Learning Admission Committee Members



In order to train the newly elected admission committee members to equip basic quality and professional knowledge required, the orientation was held in 2 groups, each group trained for 30 hours. 1<sup>st</sup>: 1<sup>st</sup> Orientation(July 23~26, Soon Chun Hyang University); 2<sup>nd</sup>: 2<sup>nd</sup> Orientation(July 30~August 2, Soon Chun Hyang University)

## Creative School Management Support Center

### 2013 Joint Project for Creative School Management Support

The project aimed to enhance the substantiality of Creative School Management by providing comprehensive support, and to promote management outcomes through identifying best practices. The project activities include publishing manual for Creative School Management, establishing networks for relevant personnel, operating homepage, hosting 2013 Creative Management School Contest for teachers and students, publishing contest outcomes, conducting 2013 Creative Management School Field-Training, and coordinating overseas training for best practices abroad. Commission(Consignment): 17 Municipal & Provincial Offices of Education

### 2013 Expense Reducing Type Creative Management School Support

The project conducted performance analysis to promote substantiality of expense-reducing type creative management school and to induce reduction in private education expenses. The project also provided systematic

support in performance management to build up basis for stable field-application of expense-reducing type creative management school and to improve the school performances. The project activities included coordinating workshops for teachers in project schools, organizing training for central consultants and performance evaluators, conducting field-survey and outcome analysis, analyzing the program evaluation results, PR activities of project outcomes, operating networks of officials from Municipal & Provincial Offices of Education, and supported Municipal & Provincial Offices of Education in management and operation of project schools. Commission(Consignment): 16 Municipal & Provincial Offices of Education

### 2013 Improvement of High School Education Power Policy

The project aimed to enhance the education power of general high schools and to promote the level of school satisfaction of faculty and staffs through support in implementation of learner-customized curriculum, including expansion of elementary and advanced courses, and elective courses. The project activities included providing

support in curriculum management of pilot schools and Offices of Education Support, developing operational manuals, coordinating workshops for school commissioners of Municipal & Provincial Offices of Education, organizing teacher training and consulting, conducting analysis on operational status and performances, operating the official website, identifying best practices, and developing guidebooks for teachers. Commission(Consignment): 16 Municipal & Provincial Offices of Education

### White Paper of Creative Management School(I)

This White Paper of Creative Management School(I) is a compilation of research outcomes of the past 3 years of creative management school support project. The white paper consists of overview, operational status, project outcomes and challenges, demand analysis, and conclusion, and also provides future directions and implications, in addition to results and progress of the creative management school support project. Commission(Consignment): 17 Municipal & Provincial Offices of Education

### Teachers' Manual 2 for Advanced High School Mathematics

The project provided a systematic support by developing pedagogical and learning resources and methods for the teachers to apply adequate pedagogy in classroom, specifically for advanced Mathematics courses in high schools that are implemented to satisfy the academic demands of students with great interests in Mathematics. The developed resources are presented in three different aspects of curriculum, teachers, and learning. Commission(Consignment): Sub-project under Commissioned Project of 16 Municipal & Provincial Offices of Education

### Best Practices of General High School Curriculum

The project conducted an analysis on current status of education in general high school, and identified best practices based on the criteria for selecting excellent curriculum compilation. The outstanding schools and districts were selected and analyzed of the elements of success to provide implications for improvement in education power of other general high schools. Commission(Consignment): 16 Municipal & Provincial Offices of

## Education

### Overseas Training for Creative Management Schools



The training targeted the officials from Municipal & Provincial Offices of Education and teachers from creative management schools. 17 trainees visited the United States (Virginia, New York, etc.) and 18 trainees visited Singapore. The trainees visited outstanding schools (6 schools in US, 5 schools in Singapore) to survey various cases for benchmarking to improve creative management schools in Korea. Topic: Overseas Training for Creative Management Schools. Date & Venue : February 18~24, 2013, USA, February 18~22, 2013, Singapore

### 2013 Creative Management School Teacher and Student Contest



The event was an award ceremony for 2013 Creative Management School Teacher and Student Contest. In the teacher category, 1 grand prize, 10 excellence awards, and 15 participation prizes were awarded, and in the student category, 1 grand prize, 15 excellence awards, and 30 participation prizes were awarded. The grand prize was the Minister of Education Award, and the other prizes were the President Award from 5 coordinating organizations including KEDI. A total of 72 teachers and students were awarded. Topic: Creative Management School, happy school where dreams are dreamt and talents are talented. Date & Venue : December 11, 2013, Yonsei Severance Building, Seoul

### Council for Improvement Plan for Insufficient Schools in 2012 Expense Reducing Type Creative Management Schools



The council was held to review improvement plans for the 40 schools selected as insufficient schools in 2012 expense reducing type creative

management school project. Topic: Council for improvement plans for insufficient schools in 2012 expense reducing type creative management schools. Date & Venue : March 12~13, 2013, KTX Conference Room, Yongsang Station

### 2013 Training for Central Consultants of Expense Reducing Type Creative Management Schools



A total of 126 consultants were selected for 2013 expense reducing type creative management schools, and were invited to participate at the training to enhance understanding in project objectives and directions, roles and goals of central consultants, and best practices of consulting by schools and classroom. The trainees participated in the consulting practice using actual school resources. The project also developed 2013 Manual for Training Central Consultants of Expense Reducing Type Creative Management Schools, and Consulting Manuals for 2013 Expense Reducing

Type Creative Management Schools, prior to the training. Topic: 2013 training for central consultants of expense reducing type creative management schools. Date & Venue : May 23~24, 2013, The-K Hotel & Resort, Gyeongju

### 2013 Training for Performance Evaluators of Expense Reducing Type Creative Management Schools



A total of 127 performance evaluators were selected for 2013 expense reducing type creative management schools, and were invited to participate at the training to learn about how to utilize evaluation plans and evaluation manuals, in addition to a few evaluation instructions. The participants shared information for an efficient evaluation management of Municipal & Provincial Offices of Education. 2013 Manual for Performance Evaluation of Expense Reducing Type Creative Management Schools was developed prior to the training. Topic: 2013 training for performance evaluators of expense reducing type creative

management schools. Date & Venue : October 2, 2013, Koreana Hotel, Seoul

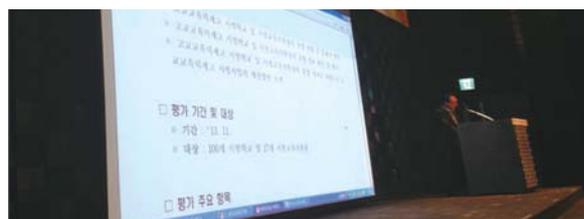
### 2013 Council for Regional Consulting by Pilot Office of Education Support for High School Education Power Improvement Policy



The project aimed to support capacity development of officials from Offices of Education Support and smooth project management by introducing policy directions of 2013 high school education power improvement policy. The project conducted a diagnosis on project management progress and consulting based on the review of 2012 project report and 2013 project proposal. The project also established a cooperative network among Municipal & Provincial Offices of Education, pilot Offices of Education Support, and schools to promote policy embeddedness in the field. Information Packet for the 2013 Council for Regional Consulting by Pilot Offices of Education Support for High School Education Power Improvement Policy was developed prior to the council meeting. Topic: Discussion

on 2013 Regional consulting by pilot office and future direction of education support for high school education power improvement policy. Date & Venue : August 27, 2013, EL Tower, Seoul; August 28, 2013, Intercity Hotel Daejeon; August 30, Hotel Inter-Burgo, Daegu 2013

### 2013 Workshop for Evaluators of Management Performances of High School Education Power Improvement Policy



The workshop was to provide information on basic plan for management performance evaluation of pilot schools and pilot offices of education support implementing high school education power improvement policy. The workshop aimed to establish evaluation criteria to examine current operational status and issues of pilot schools and pilot offices of education support based on the review on the management performance evaluation manual, and to seek for improvement measures of pilot project for high school education power improvement policy. 2013 Workshop Manual for Evaluators

on Management Performances of Pilot Study for High School Education Power Improvement Policy and 2013 Evaluation Manual on Management Performance of Pilot Project for High School Education Power Improvement Policy were developed prior to the workshop. Topic: Meeting for utilization of evaluation manual for management performance for 2013 pilot project for high school education power improvement policy. Date & Venue : October 16, 2013, EL Tower Seoul

### 2013 Teacher Workshop for Expense Reducing Type Creative Management Schools



School leaders and teachers in 392 expense reducing type creative management schools participated at the workshop to learn about the project objectives, operational and support directions, and project plan in 2013. The participants also shared best practices in order to establish a detailed operational plan for individual expense reducing type creative management school.

2013 Training Manual for Teachers from Expense Reducing Type Creative Management School was developed. Capital Area: Teacher workshop for 2013 expense reducing type creative management schools(March 22, 2013, Seoul); Local Area: Teacher workshop for 2013 expense reducing type creative management schools(March 25, 2013, Daejeon)

### School Violence Prevention Research Center

#### Ewoolim School Violence Prevention Program Development

The project aimed to develop a total of 72 Ewoolim Programs that can be customized by conditions and characteristics of individual school. This program development was a substantial proposal for school violence prevention education of individual school. The programs consist of empathy, communication, conflict resolution, self-respect, emotion control, and school violence perception and response, a total of 6 key areas; 24 student guidelines, 24 teacher guidelines, and 24 parent guidelines were developed. Commission: MOE, Consignment: Incheon

Metropolitan City Office of Education

### School Violence Prevention Program Contest

The contest aimed to identify best practices in school violence prevention program of individual school. The identified best practices were promoted of wider applications. The contest increased the number of options for schools to consider their characteristics and conditions, and ultimately contributed to promoting effective school violence prevention. Commission: MOE, Consignment: Incheon Metropolitan City Office of Education

### Diagnosis Report of School Violence

The project conducted two surveys on school violence. The 1<sup>st</sup> survey on school violence was conducted through March to April. Students in their 4<sup>th</sup> grade to 12<sup>th</sup> grade were subjected to the survey. The survey primarily focused on victim-offending experiences, witnessing school violence, and effectiveness of school violence prevention education. The 2<sup>nd</sup> survey on school violence was conducted through August to September. Students in their 4<sup>th</sup> grade to 11<sup>th</sup> grade were subjected to the survey. Based on the survey

results, the project conducted basic and change analysis. Commission: MOE, Consignment: Incheon Metropolitan City Office of Education

### Field Consulting Support for School Violence Prevention

The project developed programs to foster field-support consultants for school violence prevention. The project trained a total of 120 consultants with standardized professional capacity, based on the developed training program for field-support consultants. The consultants supported consulting for Municipal & Provincial Offices of Education and individual schools, contributing to enhanced autonomy and capacity of Municipal & Provincial Offices of Education in school violence prevention and response, by increasing the capacity for consulting management and operation of Offices of Education. Commission: MOE, Consignment: Jeollanam-do Office of Education

### Maleficence of Smart-phone and Internet Addiction

The project conducted analysis on the impacts of Smart-phones and Internet addiction on adaptability in school life, including school violence, academic

outcomes, level of satisfaction in school life, etc. Based on the research, the project identified the causes of Smart-phones and Internet addiction and the gravity of addiction. and suggested countermeasures. Commission: MOE, Consignment: Daejeon Metropolitan Office of Education

### Legislation on Media Education and Uses of Students

Rapid expansion of Smart-phone usages and the following side effects of increased Smart-phone addiction have triggered negative impacts on student learning rights and teacher teaching rights. The project suggested possible legislation on media education and uses of students that enables adequate Smart-phone usages and Media guidance in classrooms. Commission: MOE, Consignment: Daejeon Metropolitan Office of Education

### Index Development and Validity Study on Diagnosis of School Safety

The research defined the concepts of school safety as protection against human and material resources within school and harmful external environment around school zone that induce school violence. The project also conducted research on

development and validity of index which can be based upon for comprehensive assessment on the status of school safety within and around school. Commission: MOE, Consignment: Chungcheongbuk-do Office of Education

### Report on Diagnosis Result of School Safety

The project diagnosed the level of school safety using previously developed school safety indicators. Students in their 5<sup>th</sup> grade to 12<sup>th</sup> grade, in addition to teachers, were subjected to the survey in order to examine the level of school safety within and around school. Based on the survey results, the project conducted analysis on primary, middle and high school safety. Commission: MOE, Consignment: Chungcheongbuk-do Office of Education

### Operational Management and Support of Social Unification(Social Care Subjects) Support Program

The project aimed to promote sustainable operation of Social Unification Support Program of foreign language high schools, international high schools, and autonomous private high schools(a total of 88 schools). The project developed and distributed operational guidelines

and conducted operational diagnosis and consulting for social unification support program. The project supported the participating schools to operate adequate program that foster capacity of social unification students. Commission: MOE, Consignment: Daejeon Metropolitan Office of Education

### Longitudinal Study on Social Unification(Social Care Subjects) Support Program Operation(II)

The project examined the program operational status, satisfaction level, recognition of effects, elements of improvement, and programs in demand. Based on the analysis results, the project suggested implications in program management by identifying the area in demand out of areas of academic subjects, non-academic subjects, school adaptability, and career & education; in addition to optimal student portion of social unification students to students participating in the program. Commission: MOE, Consignment: Daejeon Metropolitan Office of Education

### Workshop for Developers of School Violence Prevention Program



This workshop was for the program developers selected at the 2013 First Half Contest for School Violence Prevention Program. The participants shared development strategy and guidelines for Eowoolim Program, in addition to program proposal forms and program schedule. Topic: Sharing the development strategy and guidelines for school violence prevention program and discussing on plans and schedule. Date & Venue : July 18, 2013, KFTA

### International Seminar for School Violence Prevention Program Development and Applications



The seminar provided a venue for introducing best practices of school violence prevention programs in Korea, United States, Finland, and Singapore(e.g. Eowoolim,

Second Step, KiVa, and Character Education). The participants presented and discussed on specific program management, cases, and research results, which suggested various implications on school violence prevention program development and applications in Korea. Topic: Discussing best practices, management, and research results of school violence prevention programs abroad. Date & Venue : January 8, 2013, COEX Seoul

### Seminar on Best Practices of School Culture for School Violence Prevention



The seminar provided a venue for sharing best practices of school culture improvement for school violence prevention(2 elementary schools, 2 secondary schools). This seminar contributed to identification of composing elements and improvement measures for positive school cultures that support school violence prevention. Topic: Identifying best practices and improvement measures in school cultures for school violence prevention. Date & Venue : December 17, 2013, The-K Hotel & Resort

### Pre-workshop for Operational Inspection and Consulting of Social Unification Program



This workshop aimed to share interim findings of Social Unification(Social Care Subjects) Program management and consulting, in addition to share inspection criteria and consulting guidelines which are to be utilized during school visits and consulting. Topic: Inspecting on Social Unification Program management and sharing consulting guidelines. Date & Venue : November 14-15, 2013, KFTA

### 2013 First Half Eowoolim School Violence Prevention Program Workshop



The goal of the workshop was to increase understandings of the students, teachers, and parents in program goals, contents, and operational measures of school violence

prevention program through presentations and demonstrations. Topic: Promoting awareness of program goals, contents, operational measures of school violence prevention program. Date & Venue : 1<sup>st</sup>: Workshop for 4<sup>th</sup> to 6<sup>th</sup> grade program(August 1~2, Daejeon); 2<sup>nd</sup>: Workshop for middle school program 1(August 6~7, Deajeon); 3<sup>rd</sup>: Workshop for middle school program 2(August 8~9, Daejeon); 4<sup>th</sup>: Workshop for high school program(August 12~13, Daejeon); 5<sup>th</sup>: Workshop for 1<sup>st</sup> to 3<sup>rd</sup> grade program 1(November 22-23, Daejeon); 6<sup>th</sup>: Workshop for 1<sup>st</sup> to 3<sup>rd</sup> grade program 2(November 29~30, Daejeon)

### Training for School Violence Prevention Leading Consultants



The training aimed to enhance professional capacity of school violence prevention consultants in order to prevent and adequately respond to school violence. The training contributed to promoting effective consultations for Municipal and Provincial Offices of Education and school units. Topic: Professional capacity enhancement of

school violence prevention consultants. Date & Venue : 1<sup>st</sup> Training for School Violence Prevention Consultants(July 22~27, Gyeonggi-do); 2<sup>nd</sup> Training for School Violence Prevention Consultants(July 22~27, Gyeonggi-do)

### Briefing on Social Unification(Social Care Subjects) Support



This event was organized to develop a project on social unification(social care subjects) support and draft program proposal for year 2013. The participants discussed on the directions for 2<sup>nd</sup> year project and guidelines for program management per participating school. Topic: Project development on social unification(social care subjects) support and program management design. Date & Venue : March 28, 2013, KFTA





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## President's Activities with Government Committees and Media

The President of KEDI participates actively in various policy discussions with government ministries and advises policy planning in various government committees. The President's activities also include advising and discussions with international organizations as OECD, UNESCO, World Bank as well as national policy research institutes, Metropolitan / Provincial Offices of Education, educational organizations / groups and media organizations through consultations, counselling, media appearances and writing contributions. The president's involvements are to provide directions and alternatives for major education policies and issues, to enhance the level of contribution of research results in policies, and to promote and disseminate KEDI's research and projects.

### Activities in Government Committees

Committee(Affiliated Ministry)	Period	Policy Consultations and Contributions
Member, Specialized Committee of Education, the Korean National Commission for UNESCO	2013.4~2015.3	Advises on projects of KNCU
Member, Special Committee on Creative Economy, The Federation of Korean Industries	2013.4~present	Advises on creative industry development of enterprises
Advisor, Korea Military Human Resources Development Policy	2013.6~present	Advises on Korea Military human resources development policy
Member, Steering Committee of OECD CERIK(Centre for Educational Research and Innovation)	2013.1~present	OECD Work and Programme agenda development and decision making
President, Korean Society for Educational Evaluation	2012.1~2013.12	Support on promoting linkages between basic academic research and policy research
Member, 10 <sup>th</sup> Korea Lifelong Learning Awards Selection Committee(NILE)	2013~present	Supports National lifelong education policy
Member, Admission Officer System Policy Committee(Korean University education Institute)	2013~present	Advises on admission officer system improvement
Member, University Evaluation and Accreditation Committee(Korean University education Institute)	2013.11~present	Advises on Measures to promote Korean university competitiveness
Member, Expert Group for Higher Education Exchanges among Korea-China-Japan(Ministry of Education)	2013.8~present	Advises on international exchanges of students among Korea-China-Japan

Committee(Affiliated Ministry)	Period	Policy Consultations and Contributions
Member, 2013 National Informatization White Paper Compilation Committee	2013~present	Advises on development measures for educational informatization
Member, Search and Screening Committee for Chancellor of Korea National Sport University	2013.6	Advises on National University development
Advisor, 8 <sup>th</sup> Global Human Resources Forum (Ministry of Education, The Korea Economic Daily)	2013.5~11	Advises on national policy development in human resources development

## Activities with Media

Type	Date	Activities(Subject)	Media
TV Appearance	January 22	Live "Policy Today": Direction for education policy of the new presidential administration	KTV
Column	January 23	To foster creative future talent with integrated minds is pressing	Science Times (KOFAC)
Interview	January 25	Thoughts on taking presidential post, future plans, etc.	SNU Alumni Newspaper
TV Appearance	January 29	Coolkkadang: Era of High School Graduates, An Alternative to Intense College Entrance Competition? Outcome Assessment and Prospects of Meister High Schools. Explanation on Status of Entrance to Seoul National University	tvN
Interview	February 8	First Graduates from Meister High Schools. Achievement, Assessment, Issues, Challenges, Prospects, and Implications.	YTN Science 24
TV Appearance	February 22	'Towards Happy Education' 2: College Admission System, Back to the Basics	EBS
Column	April 1	Reform Direction for Establishment of World Premier Education System	Education Magazine [Education Development]
TV Appearance	May 14	Future-oriented Teacher Education System – Requires Communication Skills for Building Participatory Relationship of Future Teachers	The Korea Education Weekly
Interview	June 12	SMART Education, Future School, and KEDI Introduction	The Asahi Shimbun
Column	June 27	Create Education Ecosystem for "Happy Coexistence" of Both Teachers and Students	Education Magazine [Education Development]
Interview	July 4	Highlights on the overall education system in Korea with high rankings in PISA and introduction of education policy of new presidential administration	Die Welt
Discussion Meeting	September 11	Towards Happy Economy: With No Tuition-Burden	The Korea Herald
Column	September 17	Keys to Character Education are Mutual Respect and Open Communication	Education Magazine [Education Development]
Column	September 17	Calls for Creating Field-Oriented Teaching and Learning	Seoul Education Webzine
Economic Forum	September 30	Four Key Elements Required to Foster Creative Talents	News Y
Interview	October 7	Culture around tutoring in Korea(private education)	Singapore TODAY online
Column	December 15	At the End of Year 2013: "For the World and the Humanity!"	Education Magazine [Education Development]





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## 2013 KEDI Publications

### 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. 40(4)(No. 186), published in December 2013.

Vol (Issue)	Section	Title	Author(s)	Position & Organization
Vol. 183 (Spring)	Power Interview	Interview with Moon, Yong Lin, Seoul Superintendent of Education	Moon, Yong Lin	Seoul Superintendent of Education
	Special Feature	A School System Children and Parents are Happy with: The Operation of Elementary All-Day Care Classes	Kim, Hong Won	Research Fellow, KEDI
		Lowering the Pressure of Private Education Expenses	Kim, Jung Min	Research Fellow, KEDI
		Promoting a No School Violence and Zero Danger Environment for Students	Park, Hyo Jung	Research Fellow, KEDI
		Establishing and Operating a Korean University and College Admission Service(KUCAS) to Simplify University Admissions	Kim, Mee Ran	Research Fellow, KEDI
		Directions and Tasks to Vitalize Local Universities	Yoo, Hyun Sook	Research Fellow, KEDI
	World Education	Character Education in Germany: How is it Done?	Seo, Min Chul	Research Fellow, Korea Institute of Curriculum & Evaluation
		Open Education: From the iphone to the Nobel Prize - University of Tsukuba, Japan	Yoon, Saem Ee na	Reporter, The Seoul Shinmun

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Vol. 183 (Spring)	Korean Education in the World	Fostering Global Leaders through Patriotism and Humanity - Shanghai Korean School, China	Kim, Yoon Gi	Educational Researcher, Ministry of Education
	Issues & Prospects	Directions and Implementation Measures for the Middle School Free Semester System	Choi, Sang Duk	Research Fellow, KEDI
	Focus	Major Issues of Educational Policy for 2013 and Prospects of Bill Procession	Lee, Won Geun	Top Expert Member of the Saenuri Party Policy Planning Committee for Education
	Policies & Opinions	Promoting University Structural Reformation: Policy Model and Performance, and Tasks	Lee, Young Sun	Chairperson of University Structural Reformation Committee, Ministry of Education
	On-Site Report	Rural Schools in Danger of being Closed ... Now a 'Happy School' with No Worries of Private Education - Gachang Elementary School, Daegu	Han, Chan Kyu	Reporter, The Seoul Shinmun
		The Power of Character Education! a Place for Communication and Boosting Grades - Seoul Yeonseo Middle School	Kim, Su Hyeon	Reporter, Kukmin Daily
		Fostering Practical Talents with Holistic Education ... 120% Employment Rate - Dong-ah Meister High School	Wee, Sung Wook	Principal, Dong-ah Meister High School
		1 Year for Field Work ... The Introduction of the 4+1 System of Advanced Countries - Hanyang University, Erica Campus, Anasan	Kim, Hee Gyun	Reporter, Dong-A Daily
Vol. 184 (Summer)	Power Interview	Interview with Seo, Nam Su: Minister of Education	Seo, Nam Su	Minister of Education
	Special Feature	Promoting the Normalization of School Education to Foster Dreams and Talents	Kim, Young Yoon	Department of School Polic, Ministry of Education
		Establishing a Competence Based Society to Cultivate Future Talent	Park, Yoong Su	Chief of Lifelong / Vocational Education, Ministry of Education
		Reducing Private Education Expenses with the Guarantee of Equal Educational Opportunities	Hwang, Hong Gyu	Department of Student Welfare and Safety, Ministry of Education
	World Education	The Secret of Israel's Economic Growth	Lee, Hak Jae	Producer, KTV
		Teachers' Time should Most be Consumed on Students	Kim, Eun Young	Teacher, Holt School
	Korean Education in the World	Shouting Hangeul at the Heart of World Finance and Fashion - Korean Education Center in New York	Kim, Yoon Gi	Educational Researcher, Ministry of Education
	Issues & Prospects	University Innovation Measures to Foster Creative Talent and Start-Up Assistance	Kim, Mee Ran	Research Fellow, KEDI
	Focus	The Role of the Korean Council for University Education for the Development of Higher Education	Seo, Geo Suk	President, Korean Council for University Education President, Chonbuk National University
Policies & Opinions	Special Act to Promote the Normalization of Public Education: Prosecution and Prospects	Kang, Eun Hee	Member of National Assembly, Saenuri Party Member of Education, Culture, Sports and Tourism Committee	

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		Career Exploration instead of Mid-Terms ... "Designing My Dream" - Seoul Yonhi Middle School	Kim, Soo Hyun	Reporter, Kukmin Daily
		'Character Education' in the Regular Curriculum - Incheon Songdo High School	Kim, Doe Hyung	Reporter, Dong-A Daily
		A Special Camp of Female Collegiate... "Learning to Live with Others" - Seoul Women's University, Dormitory Tradition of 53 Years	Lee, Han Gil	Reporter, Joong-Ang Daily
KEDI News	KEDI News	-	Editorial Office of Educational Development	
Vol. 185 (Fall)	Power Interview	Interview with Shin, Hak Yong: Chairman of the Education, Culture, Sports and Tourism Committee	Shin, Hak Yong	Chairman, the Education, Culture, Sports and Tourism Committee Member of National Assembly, Minjoo Party
	Special Feature I	Special Lecture: Dreams and Hopes Towards the World	Ban, Ki Moon	Secretary General, United Nations
	Special Feature II	'Creative Economy! Education is the Key' - Realization of a Creative Economy and the Role of Education	Park, Young Sook	Director of the Planning Division, KEDI
		Outcomes of School Violence Measures and Promoting the Extermination of School Violence	Hwang, Hong Gyu	Department of Student Welfare and Safety, Ministry of Education
		Globalization of Korean Education: Promotion and Prospects	Kang, Young Soon	Department of International Cooperation, Ministry of Education
	World Education	'Creativity as an Economic Resource' Fostering Creative Talent ... Case Studies of England, US, Japan, Italy and the EU	Choi, Jin Sook	Reporter, Financial News
		EU Exchange Students 'Erasmus,' a Breakthrough of 3,000,000 ... Current Situation-Outcomes-Tasks-Prospects	Choi, Sang Duk	Research Fellow, KEDI
		Netherlands, the Paradise Public Education - Cultivating Talents through Customized School Education	Jung, Hyun Sook	Writer
	Korean Education in the World	Paraguay, the Heart of South America: Adopting Korean as a Regular Curriculum in Elementary, Middle and High Schools	Kim, Yoon Gi	Educational Researcher, Ministry of Education
	Issues & Prospects	1 Year of Practicing Character Education: Outcomes, Tasks, and Prospects	Ahn, Yang Ok	President, Korea Federation of Teacher's Associations
	Focus	Establishment and Application of National Competency Standards(NCS) for a Competence Based Society	Na, Seung Il	Vice Minister, Ministry of Education
	Policies & Opinions	The Extended Enforcement of After School Care Services: Progress and Prospects	Kim, Hong Won	Research Fellow, KEDI
	On-Site Report	Character Education through the Grass Roots Project	Kim, Kyung Hak	Reporter, the Kyunghyang Shinmun
The Only Public Alternative Middle School in Seoul - Hansan Future School		Yoo, Hyun Jin	Reporter, Moonhwa Daily	

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		Harmony of Tradition and High Technology ... A School the Industry Loves - Sungkyunkwan University	Jung, Tae Woong	Reporter, Korea Economic Daily
	Educational Statistics FOCUS	The Decrease of Elementary, Middle, and High School Students and the Present Condition of Drop-Outs	-	Educational Statistics Research Center, KEDI
	KEDI News	KEDI News	-	Editorial Office of Educational Development
Vol. 186 (Winter)	Power Interview	Interview with Kwak, Byung Sun: Chief Director of the Korea Student Aid Foundation	Kwak, Byung Sun	Chief Director, Korea Student Aid Foundation
	Special Feature I	Special Lecture: How to Cultivate Creative Talent	Ehud Barak	Former Prime Minister of Israel
	Special Feature II	Third Comprehensive Plan to Promote Education for the Gifted: Progression and Prospects	Lee, Jae Boon	Research Fellow, KEDI
		Measures to Strengthen Educational Competency in General High Schools: Promotion and Prospects	Kim, Young Yoon	Department of School Policy, Ministry of Education
		Simplification of University Admissions and Measures to Improve the Admission System: Progression and Prospects	Park, Chun Ran	Department of University Policy, Ministry of Education
	World Education	Canada Education: No Separation of Liberal Arts and Natural Sciences	Park, Jin Dong	Writer
		Japan Character Education through Physical Education	Kim, Tae Sung	Reporter, Kyeongin Daily
		The Trends in China of Studying Abroad	Ai Hong Gueo	Educational Councilor, Chinese Embassy in Korea
	Korean Education in the World	Korean Blooms on the Frozen Soil of Moscow	Kim, Yoon Gi	Educational Researcher, Ministry of Education
	Issues & Prospects	The Budget for Education of the Park Administration and the Execution of its Pledges	Song, Gi Chang	Professor, Department of Education, Sookmyung Women's University
	Focus	Korean and World Education through OECD Educational Indicators	Eom, Moon Young	Research Fellow, KEDI
	Policies & Opinions	The Conditions and Measures for Students Outside of School	Kang, Tae Hoon	Professor, Department of Education, Sungshin Women's University
			Jung, Jae Young	Professor, Department of Education, Ehwa Women's University
On-Site Report	A Place where Multicultural Students Consist of more than Half of the Enrolled Students - Ansan Wongok Elementary School	Lee, Sang Hwa	Reporter, Joong-Ang Daily	

Vol (Issue)	Section	Title	Author(s)	Position & Organization
Vol. 186 (Winter)	On-Site Report	The Trend of 'Real' Experience - Korean Job World, the State-Runned Vocational Experience Institute	Seo, Hye Jung	Secretary General, Research Center for Korean Educational Policy, Korea Federation of Teacher's Associations
		The Distinguished Tradition of 105 Years Leads the Success of Public Education - Incheon Girl's High School	Kim, Sang Woo	Reporter, Incheon Daily
		Cultivating Global Leaders with Holistic Character and Creative Intelligence - Sookmyung Women's University	Lee, Yong Jae	Reporter, University News Network
	Educational Statistics FOCUS	The 2012 Fiscal Year: The Current Condition of Revenue, Expenditure, Budget and Account of Municipal Educational Expenses	-	Center for Local Education Finance, KEDI
	KEDI News	KEDI News	-	Editorial Office of Educational Development

## Registered Journal [The Journal of Korean Education]



The Journal of Korean Education is a tri-annual 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. 40(4), was published in December 2013.

Vol	No	Title	Author(s)	Affiliation
40	1	A Study on the Aspects of the Educational Policy of Bangbang(放榜) during the Early Choson Dynasty	Lee, Won Jae	Professor, Yonsei University, Graduate School of Education
		Factors in Choosing to Enter General High School	Im, Hyun jung	Associate Research Fellow, Korean Educational Development Institute
		Analysis on Structural Relationships Among Learners' Perceived Usefulness, Learner Satisfaction and Related Factors in Mobile Learning in Universities	Lee, Jong Yeon	Professor, Department of Educational Technology, Konkuk University
		Analysis on Structural Relationships Among Learners' Perceived Usefulness, Learner Satisfaction and Related Factors in Mobile Learning in Universities	Kim, Juri	MA, Department of Educational Technology, Konkuk University
		A Study on the Development of University Students' Multicultural Citizenship through the Activity of 'Donation for Education'	Kim, Young soon	Professor, Department of Social Education, Inha University
			Chung, Somin	Research Fellow, Education Research Center, Inha University
		Teacher Survey on the Adoption of Digital Textbooks	Hong, Hoo Jo	Professor, Department of Education, Korea University
			Min, Bu Ja	Lecturer, Department of Education, Korea University
			Kim, Dae Sok	Assistant Professor, Graduate School of Education, Dongshin University
			Shin, Won Sug	Research Professor, Department of Education, Korea University
40	2	A Study on the Effect of the Application of the KSL Teacher Training Program for Improving Multicultural KSL Teacher Competence	Won, Jin Sook	Professor, Department of Korean Language Education, Seoul National University
			Lee, Se Yeon	Teacher, Seoul Oryu Elementary School
		Longitudinal Effects of High School Students' Perceived Academic Press from Teachers on Academic Achievement: Focusing on the Interaction with Socio-Economic Status	Baek, Byoung Bu	Assistant Professor, Department of Teacher Education, Soongsil University
		A Study on Characteristics of Students Selected by Admissions Officers: A Test of the Validity of the Admissions Officer System as a Holistic Evaluation	Kim, Byoung Jin	Senior Research Fellow, Korean Council for University Education
			Kim, CyLa	Research Fellow, Korean Council for University Education
		Promoting Interdisciplinary Educational Programs in Higher Education: A Case Study of Prestigious Universities Overseas	Kim, Wuijeong	Senior Research Fellow, Center for Educational Development, Yonsei University
	Lee, Sunghoe	Senior Research Fellow, Center for Educational Development, Yonsei University		
40	3	The Relationship Between Pre-Service Kindergarten Teachers' Self-Leadership Strategies and Teaching Personalities and Aptitudes	Kim, Jinyoung	Visiting Professor, Department of Early Childhood Education, Woosong University
			Lee, Kijong	Professor, Department of Education, Kookmin University
		The Impact of Smart-Education on School Education: a Case of a Model School in Sejong City	Kim, Hye-Sook	Assistant Professor, Daegu University
			Kye, Bokyung	Senior Research Fellow, Korea Education and Research Information Service

Vol	No	Title	Author(s)	Affiliation
40	3	The Impact of Smart-Education on School Education: a Case of a Model School in Sejong City	Kil, Hye-Ji	Doctor Course Completion, Seoul National University
			Jeon, Jonghee	Part-Time Lecturer, Gyeongin National University of Education
		Impact Study of After School Programs for High School Students with Below-Basic Proficiency Level	Jung, Hyekyung	Associate Research Fellow, Korea Institute for Curriculum and Evaluation
		Married Women's Experiences Majoring in Counseling Psychology at Cyber Universities	Bang, Keeyeon	Assistant Professor, Department of Counseling Psychology, The Cyber University of Korea
		An Exploratory Study on Promotion of Metropolitan Lifelong Learning	Yang, Eun-A	Associate Research Fellow, Ulsan Institute for Lifelong Learning
		Development of the Design Evaluation Model for School Facilities' Crime Prevention	Cho, Jin-Il	Research Fellow, Korea Educational Development Institute
			Park, Sung-Chul	Associate Research Fellow, Korea Educational Development Institute
			Choi, Hyeong-Ju	Chief Project Manager, Korea Educational Development Institute
			Park, Hee-Won	Assistant Researcher, Korea Educational Development Institute
		Understanding Multicultural Education and Global Citizenship Education: Characteristics, Conceptual Relations and Educational Implications	Kim, Jin-Hee	Associate Research Fellow, Korea Educational Development Institute
Huh, Young-Sik	Professor, Department of Social Education, Cheongju National University of Education			
40	4	A Phenomenological Analysis on Experience in Education Program in Wee School for Maladjusted Adolescents in School	Son, Jae-Hwan	Assistant Professor, Korea Youth Counseling & Welfare Institute
			Jeon, Mi-Yi	Director, Chungcheongbuk-do Youth Counselling Center
			Lee, Jeong-Ju	Head of WEE Class, Gagyong Middle School
			Jeong, Ju-Hee	Clinical Psychologist, Cheongmyeong Institute for Students
		An Exploration and Cluster Analysis of Knowledge Management in Lifelong Education Organizations	Kim, So Hyun	PhD, Department of Lifelong Education, Dong-Eui University
		Korean College Students' Intent to Study Abroad: What Influences Their Intent to Study Abroad for Higher Education?	Jon, Jae-Eun	Research Professor, Research Center for Higher Education Policy, Korea University
		Critique of the Government-Initiated Educational System of Korea and Philosophical Discussions of its Future Orientations	Lee, Seong-Ho	Professor, Department of Education, Chungang University
		An Examination of Policy Implications of and New Directions in Research on Educational Enthusiasm in Korea	Lee, Jong Gak	Professor, Department of Education, Gangwon University
		The Roles and Responsibilities of the Superintendent in Educational Decentralization Reform: A Case Study of France	Park, Sang-wan	Professor, Department of Education, Busan National University of Education
		An Examination of the 'National Committee on Educational Policy' Agendas	Kim, Yong-il	Professor, Department of Teacher Education, Korea Marine and Ocean University

Vol	No	Title	Author(s)	Affiliation
40	4	Analysis of Research Trends in The Journal of Korean Education: 1974-2012	Shin, Hyun-Seok	Professor, Department of Education, Korea University
			Ka, Shin-Hyun	Research Professor, Korea University
			Lee, Kyungho	Research Profssor, Korea University
			Joo, Young Hyo	Professor, Department of Teacher Education, Dongguk University Gyeongju Campus
	An Evaluation of The Journal of Korean Education and its Future Tasks	Ko, Jeon	Professor, Department of Education, Jeju University	
		Kim, Young-Ok	Professor, Department of Early Childhood Education, Chonnam National University	
Bak, Byung-Gee		Professor, Department of Education, Chonbuk National 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). 2013 saw the 10<sup>th</sup> anniversary and published a special volume with the topic of <Promoting Students' Social- Emotional and Character Development and Preventing Bullying>

Vol	No	Title	Author(s)
10	1	Promoting Positive Adaptation of Korean Adolescents Exposed to Violence: Examining a Meditation Effect of Resiliency	Sumi Choi, Donna Gibson & Dongil Kim
		Building Relationships between Schools and Community Agencies to Meet 21 <sup>st</sup> Century Learning Demands: Critical Factors	Imran Shaari & David Hung
		Impact of School Quality on House Prices and Estimation of Parental Demand Function for Good Schools in Korea	Hyunhoe Bae & Il Hwan Chung
		Are Economically Disadvantaged Children in Tanzania Committed to Primary Schooling?	Aneth Komba

Vol	No	Title	Author(s)
10	1	Evaluating Performance of Academic Improvement Target School in Korea	Sung-Hyun Cha & Byeongcheol Min
		Teaching World Citizenship: The Cross-National Diffusion of Human Rights Education in Formal Schooling	Renie Moon
		Social Darwinism, Status Ranking, and Creativity in Confucian-Heritage Education: Dialectics between Education and National Economies	David Y. F. Ho, Weizhen Xie, Siquing Peng & Tsz Kit Cheng
		Policy Implications for Korea's National Early Childhood Curricula based on the OECD's Five Key Criteria in Quality Curriculum	Jung Na & Chang-hyun Park
		Insufficient Partnership, Ineffective Foreign Aid, and Public Education in Laos	Dongryul Kim & Mi-Kyeng Jeong
Special issue		[Opening Article] Educational Policy and the Responsibility of the School for Promoting Students' Social-Emotional, Character, and Moral Development and Preventing Bullying: Introduction to the Special Issue	Maurice J. Elias
		Using Research to Set Priorities for Character Education in Schools: A Global Perspective	Marvin W. Berkowitz, & Andrea Bustamante
		A Whole Child Approach to Student Success	Sean Slade & David Griffith
		The Case for Adding Prosocial Education to Current Education Policy: Preparing Students for the Tests of Life, not just a Life of Tests	Michael W. Corrigan, Ann Higgins-D'Alessandro, & Philip M. Brown
		Restructuring the Concept of Character Education and Policy in Korea	Sung-Hyun Cha
		Promoting Emotional, Social and Civic Competencies: Educational Policies in Spain	Luis Nunez Cubero, & Clara Romero Perez
		Evidence-Based Approaches to Social, Emotional and Behavior Difficulties in Schools	Paul Cooper & Carmel Cefai
		The Application of Social-Emotional Learning Principles to a Special Education Environment	David Adams
		Differential Correlates of Bully / Victim Status and Bystander Roles of School Violence with School Adjustment in Korea	Jong-Hyo Park
		[Commentary] The Fundamental Connection between Education for Democracy and Character Education	Jacques S. Benninga
[Closing Article] The Character of Schools, the Character of Individuals, and the Character of Society: Creating Educational Policy to Reflect this Inextricable Interconnection	Maurice J. Elias		
10	2	Cross-Border Higher Education in China in the Globalized World: The Perspective of the World Trade Organization's General Agreement on Trade in Services	Xiaozhou Xu & Yue Kan
		Online Teacher Collaboration: A Case Study of Voluntary Collaboration in a Teacher-Created Online Community	Kyounghe Seo & You-Kyung Han
		Development and Pilot Test of ICT in Education Readiness Indicators in the Global Context	Ki-Sang Song, Hye-Sook Kim, Jongwon Seo, & Chang-hwan Kim
		Moving Singapore from Great to Excellent: How Educational Research Informs this Shift	Shu-Shing Lee, David Hung, & Laik Woon Teh
		A Post-Structuralist Analysis of Multicultural Education in South Korea	Kyung Eun Jahng & Soo Jung Lee
		Why Chinese Students Choose Korea as their Study Destination in the Global Hierarchy of Higher Education	Min-Kyung Lee
		Applying Knowledge Management for School Strategic Planning	Eric C. K. Cheng

## 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 246 volumes were published as of December 2013. 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 246 volumes were published as of December 2013.

Vol(Date of Publication)	Subject
235(Jan. 10, 2013)	Education Policy Directions and Tasks for the Next Government
236(Feb. 10, 2013)	The True Meaning of 'Free' High School Education
237(Mar. 10, 2013)	The Purpose and Directions of the Free Semester System
238(Apr. 10, 2013)	The Meaning and Significance of the Simplification of University Admissions
239(May. 10, 2013)	For Education of Dreams and Talents to Succeed
240(Jun. 10, 2013)	Realizing a Competence Based Society: The Meaning and Significance of NCS
241(Jul. 10, 2013)	Education for Happiness through the Normalization of Public Education
242(Aug. 10, 2013)	Directions and Tasks for Higher Education to Cultivate Future Talent
243(Sep. 10, 2013)	The Political Meaning and Future Directions for the Promotion of In-School Care Classes
244(Oct. 10, 2013)	The Required Condition for the Completion of School Education - The Meaning and Need to Promote Physical Education
245(Sep. 10, 2013)	Prior Tasks of School Education to Cultivate Dreams and Talents-Preventing School Violence and School Maladjustment
246(Dec. 10, 2013)	The Directions of Vocational Education to Foster Future Talent

## 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 14 papers were published in 2013.

No.	Title	Author(s)
1	A Study on the Operation of the "All Day Care Class"	Kim, Hongwon (KEDI)
2	Instruction for Students in Crisis and the Importance of Character Education	Hyun, Joo (KEDI)
3	Study on the Real Conditions of School Violence and Improvement Plans: Boosting Participation Rates and Measures to Utilize Results	Park, Hyo Jung-Lee, Hee Yeon (KEDI)
4	National Unification and the Tasks for Education	Jeon, Jae Sang (GongJu National University of Education)
5	Educational Tasks to Solve Youth Problems	Lee, Duk Nan (National Assembly Research Service)
6	Utilization and Efficient Use of Career and Guidance Counseling Teachers	Kim, Hee Dae (Research Corporation Future Vision Counseling Center)
7	Pro Con Analysis and Promoting Plans of the Operation of the Master Teacher System	Ki, Jun (JeJu University)
8	Evaluation and Tasks of the Educational Reform Consultative Body	Seo, Jung Hwa (HongIk University High School) Kim, Ji Hee (Incheon Wanggil Elementary School)
9	Discussion of Reforming the Local Finance System and Counterplans for Educational Finance	Lim, Hu Nam·Kim, Jee Ha (KEDI)
10	Issues and Tasks of the Teachers Performance-Based Pay System	Shin, Sang Myung (Kyungbook National University)
11	Happy School Campaign and Analysis and Implications of Regional Characteristic Projects	Kim, Sung Yeol (Kyungnam University)
12	Creating an Education Devoted Environment for Teachers	Kim, Hee Kyu (Silla University)
13	Tasks and Prospects of High School Curriculum with the Discussion of the Liberal Arts and Natural Sciences Integration	Hong, Hoo Joe (Korea University)
14	Korean's Consciousness of Education Policies and its Transition - Based on KEDI Poll	Lee, Gang Ju·Yang, Seong Sil·Cha, Sung Hyun (KEDI)

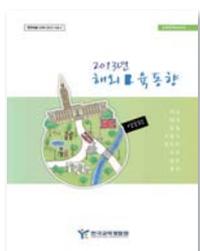
## Global Educational Policy Information



The Global Educational Policy Information provides in-depth analysis on major world educational issues. By conducting 4 need investigations throughout the year, it seeks political implications for Korea through analysis of major countries' newest educational policy and information. It selects topics expected of high usability and provides implications in establishing and executing educational policies through professional analysis and strives to enhance validity of research results of educational policies. It is constantly published throughout the year and 2013 saw 13 issues of the Global Educational Policy Information.

No.	Title	Author(s)
1	Analysis and Implications of the Irish Transition Year for the Anchoring of the Free Semester System	Kim, Hyun Chul (National Youth Policy Institute)
2	The Educational Policy Directions of the Obama Administration and the Future of Elementary and Secondary Education	Yum, Chul Hyun (The Cyber University of Korea)
3	The Conditions and Implications of Finland's Teacher Education and Teacher Training System	Jung, Doe Sang (Eoneo INC)
4	The Implications Australia's IBP Project Give to Korean Education	Park, Sam Chul (Dankook University)
5	The Present Status and Implications of Crime Prevention through Environmental Design(CPTED) in Major Countries	Park, Sang Chul / Cho, Jin Il (KEDI)
6	Germany's Helene-Lange School: Case Study and Implications for Korean Education	Jung, Gi Sub (Inha University)
7	Examples of Teacher's Work Reduction in Japan and France and the Implications for Korean Education	Jung, Mi Kyung (KEDI)
8	Japan's Safety Education and the Implications for Korean Education: Focused on School Prevention Education	Lee, Duk Nan / Soe, Young Hwan (National Assembly Research Service)
9	Analysis of School Accreditation in the US and the Implications for Korean Education: Centered on AdvancED	Yoo, Sol Ah (KEDI)
10	'Learning Community,' the New Model of Japan School Reformation and Implications	Son, Woo Jung (Learning Community Research Center)
11	Analysis and Implications of US Educational Policies to Boost Social Mobility	Chris Yoon (Azusa Pacific University)
12	Analysis and Implications of British Educational Policies to Boost Social Mobility	Seo, Won Joo (Sungknoghoe University)
13	Number 1 in Educational Competitiveness, Finland's School reading Education and the Implications on Korean Education	Ahn, Han Sang (Korean Reading Ability Development Institute)

## Mailzine 'The Trend Of Overseas Education



The Trend of Overseas Education is published biweekly(second and fourth Monday) and provides material on the latest trends in education through Korean citizens residing abroad in major countries(US, England, Germany, France, Finland, Australia, China, and Japan). It promptly delivers information on the country's new educational policies and issues to readers like education related employees, students, and parents and contributes to establish educational policies and improve research results. In addition, in order to provide more specialized information, it has a special article section that examines each country's present conditions of education subjects that are gaining interest in Korea. 222 issues were published as of December 2013, and the published material are recategorized into countries and are published in book form.

Vol.	Date of Publication	Subject
199	Jan. 14, 2013	US: [Armed Teachers as a Response to Gun Firing can Bring Side Effects] and 4 other items
		England: [British Labor Party Demands Institutional Support for School Physical Education] and 4 other items
		Germany: [Continuous Expansion of All-Day School] and 4 other items
		France: [The 2013 Elementary Education Reform System] and 4 other items
		Finland: [Tablet PCs are the Future of Education] and 4 other items
		Australia: [The Increase of Home-Schooling in Queensland] and 4 other items
		Japan: [Teachers who Teach Teachers] and 4 other items
		China: [The Employment Situation and Problems of Returned Students] and 8 other items
		International Organization: [OECD: Expectations of Grade Tests]
200	Jan. 28, 2013	US: [The Relationship of Teacher Effectiveness and Students' Grades] and 5 other items
		England: [Academic Schools may Accelerate Differentiation of Social Class] and 4 other items
		Germany: [Agreement of State Governments to Unify the Education System] and 4 other items
		France: [2014 Appointment of Teachers] and 4 other items
		Finland: [The Trend to Enlarge Size of Preschools] and 5 other items
		Australia: [A Gap Year Is Effective to Inspire Student Will] and 4 other items
		Japan: [The Appointment of 'School Supporters' to Prevent Teenage Delinquency] and 5 other items
		China: [Professional Security Guards in Pre, Elementary, Middle, and High Schools] and 6 other items
		International Organization: [OECD: 2013 Educational Trends]
201	Feb. 12, 2013	US: [Opinion on Second Inauguration of President Obama] and 5 other items
		England: [Liberalization of Teachers' Wage System] and 5 other items

Vol.	Date of Publication	Subject
201	Feb. 12, 2013	Germany: [Great Influence of Home Environment to One's Future Opportunity] and 4 other items
		France: [Bill Preparation of Connecting University and Grandes Ecoles] and 4 other items
		Finland: [Parents may be Punished for Breaking Law for Students' Unauthorized Absence] and 4 other items
		Australia: [Government Support Fund for Improvement in Reading, Writing and Arithmetic Ability] and 4 other items
		Japan: [Is Free Early Childhood Education Possible?] and 5 other items
		China: [Early Childhood Math Education through Experience] and 6 other items
		International Organization: [OECD: PISA 2013 Assessment and Analysis System]
202	Feb. 25, 2013	US: [Does Parent Participation in School Events Really Help?] and 5 other items
		England: [Musical Education that Helps Children's Literacy Growth] and 4 other items
		Germany: [Self-Responsible Schools – Strengthening Local Autonomy and Responsibility] and 4 other items
		France: [The Firstborn's Academic Achievement is Highest] and 4 other items
		Finland: [School Education on Internet Etiquette and Usage] and 4 other items
		Australia: [The Need of Economic Education for Students] and 5 other items
		Japan: [National Academic Test: Examination of Revealing School Grades] and 4 other items
		China: [2012 Assessment of Top Majors in Chinese Universities] and 8 other items
		International Organization: [UNESCO: Education through Mobile Technology]
Special Article: [The Present State of the Financial Aid Systems] total of 8 articles		
203	Mar. 11, 2013	US: [Fostering a Positive Class Environment] and 4 other items
		England: [The Need of Practical Use of Financial Aid for Education Welfare] and 5 other items
		Germany: [A Study on Adolescent Violence] and 4 other items
		France: [Revelation of Questions Banks of the Baccalaureate] and 5 other items
		Finland: [The Increase of Education Using Smartphones in Schools] and 5 other items
		Australia: [Schools Take Action on Bullying and Violence] and 4 other items
		Japan: [Conference on Free Education for Early Childhood: Constructing an Overview of the System by June] and 4 other items
		China: [Solutions for Students' Back-to-School Syndrome] and 6 other items
International Organization: [UNESCO: Global Report on Adult Learning and Education]		
204	Mar. 25, 2013	US: [School Climate: Things You Miss at Principal Training Programs] and 4 other items
		England: [Revision of Vocation Education Curriculum] and 4 other items
		Germany: [Stadtteilschule, Strengthening Vocational and Preparatory Education] and 4 other items
		France: [Composition of Elementary School Teachers' Work Hours] and 4 other items
		Finland: [Extensive Reformation of the University Admissions Exams] and 4 other items
		Australia: [The Power of Music] and 4 other items
		Japan: [Individual Guidance of Middle School Students with Problematic Behavior] and 4 other items
		China: [Regulations of Elementary and Middle School Students' Preparatory Cram Schools] and 4 other items
		International Organization: [UNESCO: Political Guidelines for M-Learning]
		Special Article: [Manpower Structure and Present State of Duties of Elementary and Middle Schools] total of 8 articles
205	Apr. 8, 2013.	US: [Elite Universities take Lead in Fostering STEM Teachers] and 4 other items



Vol.	Date of Publication	Subject
205	Apr. 8, 2013.	England: [Sharp Decrease in the Rate of Part-Time Undergraduates] and 4 other items
		Germany: [School Support Programs for Disadvantaged Concentrated Area] and 4 other items
		France: [The Foundation of a Reform Committee for Educational Success] and 4 other items
		Finland: ['School Grandpa,'Popular among Students] and 4 other items
		Australia: [Effective Surveillance of Children on the Internet] and 3 other items
		Japan: [Six Day School Week: Focused on 'Ethics' and 'Comprehensive Learning'] and 4 other items
		China: [Cultivating Talents to Supply Science] and 4 other items
		International Organizations: [UNESCO: Establishment of UNESCO Cooperation School and Online Cooperation Platform]
206	Apr. 22, 2013	US: [Summer Vacation Programs Effective in Reducing Academic Gaps] and 4 other items
		England: [Schools may Participate in Individual PISA Tests] and 5 other items
		Germany: [Utilization of Software to Prevent Plagiarism] and 4 other items
		France: ["Classed in the Morning, PE in the Afternoon" System] and 4 other items
		Finland: [Preparation of Bill to Reinforce Corporal Punishment for Students] and 4 other items
		Australia: [National Plans to Improve Schools] and 4 other items
		Japan: [University of Tokyo Participates Massive Open Online Courses(MOOC)] and 4 other items
		China: [The Gains and Loss of the use of iPads in Elementary and Middle School Classes] and 4 other items
		International Organization: [OECD: Synergy Effect for Better Learning]
		Special Article: [Promoting PE in Elementary and Middle Schools] total of 8 articles
207	May 13, 2013	US: [Ongoing Lawsuit in Florida on New Teacher Assessment] and 5 other items
		England: [Performance Based Wage System for Teachers] and 5 other items
		Germany: [Digitalization of Classes] and 5 other items
		France: [Successful Education: The Problem of Low Graduate Rate of Universities] and 4 other items
		Finland: [Academic Atmosphere is Better when Students' Physical Activities Increase] and 4 other items
		Australia: [The Increase of Students of Lower Income Families in Public Schools] and 4 other items
		Japan: [Recruitment of Non-Certified Teachers] and 5 other items
		China: [Providing Opportunities to Study Abroad for Teachers in Beijing through Domestic Training] and 5 other items
		International Organizations: [OECD: Teachers for the 21 <sup>st</sup> Century]
208	May 27, 2013	US: [Efforts to Resolve Academic Gaps According to Social Class] and 4 other items
		England: [Proposal to Introduce GCSE Level System instead of the Grade System] and 4 other items
		Germany: [Vocational Education Opportunities must Continuously Improve] and 4 other items
		France: [Plans of Humanities to Support Social Sciences] and 4 other items
		Finland: [Rapid Increase in School Violence] and 4 other items
		Australia: [The Start of a Consulting Project on Indonesian, Korean, French Curriculums] and 4 other items
		Japan: [Acceleration to Resolve Standby Children] and 5 other items
		China: [TianJin Offers Policies to Encourage Business Start-Ups for University Students] and 4 other items
		International Organization: [UNESCO: For Universal Education]
Special Article: [Career Experience Activities in Elementary and Middle School Curriculum] total of 8 articles		
209	Jun. 10, 2013	US: [Teacher Training Institutions Fall Behind in the Digital Period] and 4 other items

Vol.	Date of Publication	Subject
209	Jun. 10, 2013	England: [Test Results Improve through Free Breakfast] and 4 other items
		Germany: [Increase of Administrative Staff in Elementary Schools and Mittelschule] and 4 other items
		France: [Selection of a Draft Charter for Successful Education] and 4 other items
		Finland: [“Repeating a Grade is for the Student,” Parents often Require So] and 4 other items
		Australia: [Review of the Minister of Education about Gonski Reform Plan Critics] and 4 other items
		Japan: [The Secret of Okayama’s Sharp Decrease in School Crisis] and 4 other items
		China: [Increase of Support Limit of Education of Migrant Children] and 4 other items
		International Organization: [World Bank: ‘Tertiary Education at Crossroads’]
210	Jun. 24, 2013	US: [New Teacher Assessment in New York] and 4 other items
		England: [Reformation of the Evaluation System of Secondary Education Curriculum] and 4 other items
		Germany: [Developing Vocational Schools in Hamburg] and 5 other items
		France: [School Digitalization Policies] and 5 other items
		Finland: [Shortage of Math Teachers in the Near Future] and 6 other items
		Australia: [Australia’s ‘Making a Better School’] and 4 other items
		Japan: [‘Day of Solidarity’ in Elementary and Middle Schools to Resolve the Seventh Grade Gap] and 4 other items
		China: [Reinforcing the Integrated Service of University Admissions] and 4 other items
		International Organizations: [OECD Art for Art’s Sake: the Influence of Art Education]
		Special Article: [Vacation Systems of Elementary, Middle and High Schools] total of 8 articles
211	Jul. 7, 2013	US: [US Invests Most in Education per Student] and 5 other items
		England: [Reorganization of History Education] and 5 other items
		Germany: [Evaluation of Gymnasium School Reform] and 5 other items
		France: [Young Geniuses of the Past, the Present State of the Gifted] and 4 other items
		Finland: [Recommendation of Correction for Parents to Actively Participate in School Decision Making] and 3 other items
		Australia: [Reduction of Teachers in Education Retrenchment] and 4 other items
		Japan: [Prevention of Bullying] and 4 other items
		China: [Zhejiang, Teacher Certificate to be Renewed Every Five Years] and 4 other items
International Organizations: [OECD: 2013 OECD Educational Indicators]		
212	Jul. 22, 2013	US: [The Value of Value-Added Evaluation] and 4 other items
		England: [The Free Semester System may Cause Great Confusion in Schools] and 4 other items
		Germany: [Support Programs for Top Students] and 4 other items
		France: [The Reform of School Schedules: Conducted in 4,000 Communes in 2013] and 4 other items
		Finland: [Equality of Higher Education] and 4 other items
		Australia: [Competent Teachers are More Important than Small Scale Classed] and 4 other items
		Japan: [Admissions Reformation for High Schools] and 4 other items
		China: [‘Exchanging Top Teachers among Schools, ‘will contribute to the Equal Development of Education] and 4 other items
		International Organizations: [OECD: Vocational Education After Secondary Education: the US]
Special Article: [Management of School Maladjustment Students] total of 8 articles		
213	Aug. 12, 2013	US: [The New Higher Education Assessment of OECD, ‘AHELO’] and 4 other items
		England: [Promoting PE in the Long-Term Perspective] and 4 other items
		Germany: [Academic Agenda 2025: Directions for German Universities to Improve] and 5 other items



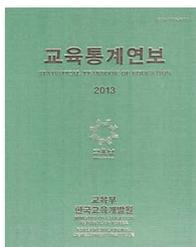
Vol.	Date of Publication	Subject
213	Aug. 12, 2013	France: [The Difficulty of University Autonomy] and 5 other items
		Finland: [Reinforcing Activities to Promote Sociality] and 4 other items
		Australia: [Developing Creativity in Schools with Artists] and 4 other items
		Japan: [Studying Abroad in Dormitories: Improves TOEIC Scores and Benefits Employment] and 4 other items
		China: [Vast Amount of British Students Studying in China] and 5 other items
		International Organizations: [UNESCO: 2015 Review Guidelines for the EFA at the National Level]
214	Aug. 26, 2013	US: [Relevance of SAT and Socioeconomic Status] and 4 other items
		England: [The Increase of Private Tutoring for Admission Exams] and 4 other items
		Germany: [Local Governments Need to Improve Work Conditions for Principles for Employment] and 4 other items
		France: [Tutoring from Seniors for Medical School Freshmen] and 4 other items
		Finland: [Opinion on Imposing Higher Education Tuition to Foreign Students] and 4 other items
		Australia: [Study on the Education Market] and 4 other items
		Japan: [Nationwide Training Starting Next Year to Improve Teacher Quality] and 5 other items
		China: [Mandatory Participation of Secondary Vocational School Teachers in Student Practicum] and 4 other items
		International Organizations: [UNESCO: 2012 UNESCO Annual Report]
Special Article: [The Operation of Elementary, Middle, and High School Care Programs in Foreign Countries] total of 8 articles		
215	Sep. 9, 2013	US: [The Problems of Exemption of the Dropout Prevention Act] and 4 other items
		England: [The Outset of Clearing in British Universities] and 4 other items
		Germany: [Nine Month Sentence of Mother for Neglecting Child Absence from School] and 4 other items
		France: [2013 School Reconstruction Policy] and 4 other items
		Finland: [Advance of Development for Education Export] and 4 other items
		Australia: [School Reform to Provide Equity and Efficiency] and 4 other items
		Japan: [Integrated Schools in Tokyo: the 4-4-4 System] and 4 other items
		China: [The World's Greatest School register System in China] and 4 other items
International Organizations: [UNESCO: the Bologna Process]		
216	Sep. 23, 2013	US: [Teacher-Student Relation is an Important Factor in Academic Success] and 4 other items
		England: [Teach First: Academic Achievement Program] and 5 other items
		Germany: [Present Status of the Free Learning Support Program] and 4 other items
		France: [Current State of France Education in the New Semester of 2013] and 4 other items
		Finland: [Ministry of Education and Culture Guidelines for the Advance of Science Education] and 4 other items
		Australia: [Support for Stressed Principles is Urgent] and 4 other items
		Japan: [Ministry of Education, Culture, Sports, Science, and Technology , Appropriates 9.3 Billion Yen for Prevention of Bullying] and 4 other items
		China: [Subsidy for Preschoolers from Disadvantaged Families] and 4 other items
		International Organizations: [UNESCO: Technical Consultation on Global Citizenship Education in Seoul ]
		Special Article: [Operation of Career and Admission Counseling for Students in Foreign Countries] total of 8 articles
217	Oct. 14, 2013	US: [Teacher Evaluation through Portfolios] and 5 other items
		England: [Performance Based Teacher Wage System] and 4 other items

Vol.	Date of Publication	Subject
217	Oct. 14, 2013	Germany: [5 Steps to Improve German Educational Policy] and 4 other items
		France: [French Higher Education Institutes are Best in Producing CEOs] and 4 other items
		Finland: [Increase in Satisfaction of Students' School Life] and 4 other items
		Australia: [Reformations to Improve Education Performance] and 4 other items
		Japan: [Perceived Difference of the Government and Schools on Saturday Classes] and 4 other items
		China: [The Removal of the Lifetime Teacher System from Next Year] and 4 other items
		International Organizations: [OECD: Innovative Learning Environment(ILE)]
218	Oct. 28, 2013	US: [Flipped Classrooms are Gaining Attention] and 4 other items
		England: [The Increase of Temporary University Faculty] and 5 other items
		Germany: [Dual Higher Education] and 4 other items
		France: [The Reform in School Schedules: Complaints] and 4 other items
		Finland: [Including Specialized Subjects in General Secondary Education] and 4 other items
		Australia: [Programs to Cultivate Top Teachers] and 5 other items
		Japan: [Special Support Projects for Education] and 6 other items
		China: [The Ministry of Education Accelerates Reform in PE] and 4 other items
		International Organizations: [OECD: Skills Outlook 2013]
Special Article: [The Trend of History Education in Primary and Secondary Schools] total of 8 articles		
219	Nov. 11, 2013	US: [Problems on Protecting Student Information] and 4 other items
		England: [Investment in Recruiting Competent Teachers] and 4 other items
		Germany: [2013 Status on Vocational Education] and 4 other items
		France: [School Hours of OECD Member Countries] and 4 other items
		Finland: [The Teacher's Union Suggests to Limit the Raise in Age of Compulsory Education] and 4 other items
		Australia: [The Need of Teachers' Effort to Academically Guide Upper Ranking Students] and 4 other items
		Japan: [Patriotism is Evaluated in Scores when Choosing History Textbooks] and 5 other items
		China: [Full Enforcement of Comprehensive Evaluation Reform of Education Quality in Primary and Secondary Schools of Zhejiang] and 4 other items
International Organizations: [OECD: Financial Education and Women]		
220	Nov. 25, 2013	US: [Wealth Inequality Still Exists in Educational Finance] and 4 other items
		England: [Urgent Need of Evaluation of Academic School Policies] and 4 other items
		Germany: [Introducing 'Media Pass' in School Education] and 5 other items
		France: [Problems in Difference of Socioeconomic Levels in 'Education Prioritaire' Regions] and 4 other items
		Finland: [Increase of Teachers to Enhance Quality of Early Childhood Education] and 4 other items
		Australia: [Simplification of Student Visa Application to Boost Studying in Australia] and 4 other items
		Japan: [Groups Controlled by the Prevention of Bullying Act] and 4 other items
		China: ['Career Guidance' as a Required Subject] and 4 other items
		International Organizations: [OECD: America, Time to Learn New Skills?]
		Special Articles: [Best Practice Cases of Convergence Education in Primary and Secondary School Curriculums] total of 8 articles
221	Dec. 9, 2013	US: [Study on Management of Student Information] and 4 other items
		England: [Financial Aid for Child Education for Parents] and 4 other items
		Germany: [Slight Decrease in Drop-Outs] and 4 other items



Vol.	Date of Publication	Subject
221	Dec. 9, 2013	France: [Readjustment of Reform in Timetable of Public Preschools] and 4 other items
		Finland: [Decrease in Number of Students per Class] and 4 other items
		Australia: [40 Thousand Teachers on Standby to be Recruited in Regular Positions] and 4 other items
		Japan: [Opinion on Disclosure Method of Academic Test Results] and 4 other items
		China: [Assistance for Principals in Rural Schools] and 4 other items
		International Organizations: [OECD: Leadership for 21 <sup>st</sup> Century Learning]
222	Dec. 23, 2013	US: [The Effect of Wealth in Education] and 4 other items
		England: [Lack of Financial Aid in Teacher Training in the Computer Field] and 4 other items
		Germany: [Results of Survey on School System] and 4 other items
		France: [Foundation of Audit Committee on Reform of College University] and 4 other items
		Finland: [New Permit System on 24 Community Colleges] and 4 other items
		Australia: [Online Post of 12 <sup>th</sup> Grade SAT Results] and 4 other items
		Japan: [Appointment of Super Professional High Schools] and 4 other items
		China: [Floating System of Principals and Teachers at Each Region] and 4 other items
		International Organization: [OECD: Results of 2012 PISA: What Students Know and What They Can Do]
		Special Article: [Operation Status of 'School Police' in Primary and Secondary Schools] total of 8 articles

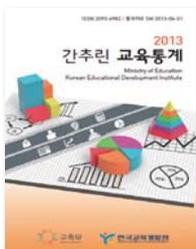
## Statistical Yearbook of Education



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	2013 Statistical Yearbook of Education	Center for Educational Statistics

## Brief Statistics on Korean Education 2013



'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: Lifelong Education Statistics	Center for Educational Statistics

## Korean and World Education through Statistics



Korean and World Education through Statistics is 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. Two volumes were published in 2013 with subjects in higher education and teachers.

Vol.	No.	Title[Subject]	Author
13	1	Korean and World Education through Statistics: Higher Education in Korea	Center for Educational Statistics
14	1	Korean and World Education through Statistics: Teacher in Korea	Center for Educational Statistics

## OECD Indicators Edited Translation



「Education at a Glance: OECD Indicators 2013」was edited and translated into Korean for publication.

Vol.	No.	Title(Subject)	Author
1	1	OECD Indicators Edited Translation	Center for Educational Statistics

## 2013 Employment Statistics Report Linked to Higher Education Institutions Graduate's Health Insurance Database



The 2013 Statistics Report is the representative output of the employment rate linked to higher education institutions graduate's health insurance database as of June, 1<sup>st</sup>, 2013. It is consisted of seven chapters with chapters on roundup, community colleges, universities, universities of education, numerous schools, technical colleges, and general graduate schools. Each chapter presents an analysis table using analysis elements of majors and school locations.

Vol.	No.	Title(Subject)	Author
1	1	2013 Employment Statistics Report Linked to Higher Education Institutions Graduate's Health Insurance Database	Center for Educational Statistics

## Lifelong Education Statistics



The Lifelong Education Statistics contains general information of lifelong education organizations throughout the country and detailed information on programs, learners, teachers and employees. In order to enhance understanding of Korea's lifelong education, the Lifelong Education Statistics also includes information on not only informal institutes, but also on semiformal lifelong education organizations.

Vol.	No.	Title(Subject)	Author
1	1	2013 Lifelong Education Statistics	Center for Educational Statistics

## Newsletter for the Free Semester System Center



The newsletter was published with the purpose of continuously publicizing the Free Semester System, sharing political aims, and exchanging and spreading information. Various information such as introduction on the Free Semester System, special articles on policy forums, operation of research schools, introduction of best practice cases, and announcements of Ministry of Education, support center, cooperative organizations. With the start in October, 2013, the newsletter is published every month.

Vol.	Title(Subject)	Author
October, 2013 (Vol. 1)	Introduction of the 1 <sup>st</sup> Free Semester System Forum, Best Practice Cases of the Free Semester Research Schools, Introduction of Cooperative Organizations, etc	Heo, Eun Sook (Singil Middle School) and others
November, 2013 (Vol. 2)	Introduction of the 2 <sup>nd</sup> Free Semester System Forum, President Park's Visit to the Free Semester Research Schools, Visits to Free Semester Research Schools, etc	Cho, Eun Hee(Ulsan Yeonam Middle School) and others

## Writing Contributions for Joong-Ang Daily and Education Journals

The president and research fellows contributed writings or opinions in the form of issues or special columns for Joong-Ang 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 2013, 26 writings by KEDI's president and research fellows were published in Joong-Ang Daily, Dong-A Daily, Hankook Daily, and the Korea Economic Daily and others.

no.	Author	Media	Title	Date of Publication
1	Gu, Ja Eok	The Korea Education Weekly	University Admission and the Local Quota System	Jan. 7, 2013
2	Baek, Sun Geun	The Science Times	Cultivating Creative Future Talents with Integrated Minds is Urgent	Jan. 23, 2013
3	Gu, Ja Eok	The Korea Education Weekly	The Nanny Phenomenon of Well-Educated Undergraduates	Jan. 31, 2013
4	Namgoong, Ji Young	The Korea Education Weekly	Blood, Tears, and Sweat of Teachers	Feb. 11, 2013
5	Gu, Ja Eok	Hankook Daily	Attracting Foreign Universities and Global Campuses in Songdo	Feb. 21, 2013
6	Gu, Ja Eok	The Korea Education Weekly	Beijing's Politics and Shanghai's Economy	Feb. 25, 2013
7	Choi, Sang Duk	The Herald Business	The Free Semester System must become the Foundation of Fostering Happy and Creative Talents	Feb. 26, 2013
8	Gu, Ja Eok	The Korea Education Weekly	Nationalism of Modern China	Mar. 8, 2013
9	Gu, Ja Eok	Hankook Daily	China's Entrance to the Xiao Gang Society and Korea	Mar. 22, 2013
10	Baek, Sun Geun	Educational Development	Reformation Directions to Establish World Class Education System	Apr. 1, 2013

no.	Author	Media	Title	Date of Publication
11	Yang, Seung Sil	The Sygye Times	Instruction Manual for the Free Semester System	Apr. 9, 2013
12	Gu, Ja Eok	The Korea Education Weekly	A Secret to Answering Problems	Apr. 15, 2013
13	Choi, Sang Duk	Hankook Daily	For the Free Semester System to Settle Successfully	May. 30, 2013
14	Gu, Ja Eok	Hankook Daily	The Reason Why the National University of Singapore Succeeded	Jun. 5, 2013
15	Baek, Sun Geun	Educational Development	Creating a Educational Ecosystem for Happy Teachers and Students	Jun. 27, 2013
16	Gu, Ja Eok	Homepage	Singapore's Competitiveness Comes from Its Education	Jul. 13, 2013
17	Lee, Hee Hyun	The Korea Education Weekly	The Prevention of School Violence, with the Mind of a Marathon Runner	Jul. 29, 2013
18	Baek, Sun Geun	Seoul Education	The Need to Foster an Experience Centered Teaching-Learning Environment	Sep. 16, 2013
19	Gu, Ja Eok	Hankook Daily	The Success of Study Korea and the Future of Korean Education	Oct. 10, 2013
20	Shin, Chul Kyoon	Korea Herald	Free Semester for Students to Pursue Talents, and Dreams	Aug. 18, 2013
21	Baek, Sun Geun	Educational Development	Mutual Respect and Open Communication, the Key of Character Education	Sep. 17, 2013
22	Park, Jae Yoon	Homepage	Happy Encounters of Teachers and Students	Nov. 7, 2013
23	Park, Jae Yoon	Homepage	Ailing Students, Ailing Society	Nov. 10, 2013
24	Park, Jae Yoon	The Korea Education Weekly	Pedagogy for Mediocrity	Nov. 11, 2013
25	Baek, Sun Geun	Educational Development	At the End of 2013, "For the World and Humanity!"	Dec. 23, 2013
26	Yang, Seung Sil	The Maeil Business	[Issue Debate] The Introduction of Part-Time Teachers	Dec. 19, 2013



## 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(Mobile Broadcast)

No.	Image	Title of Event	Date & Time
1		57 <sup>th</sup> KEDI Educational Policy Forum	April. 11 : 3pm~5pm
2		Starting Ceremony of the Free Semester System	May. 24 : 2pm~4pm
3		1 <sup>st</sup> Free Semester System Forum	Sep. 26 : 1pm~5pm
4		1 <sup>st</sup> Creative Talent Educational Forum	July. 23 : 2pm~6pm

## SNS(Social Network Service)

No.	Name	Example	Contents
1	facebook		<ul style="list-style-type: none"> <li>• Photos: 301 items(events, reading-club, promotions, etc)</li> <li>• Videos: 3 items(promotion clips, Free Semester related clips, etc)</li> <li>• On-Line Posts: 92 items(recruitment information, contest information, articles)</li> </ul>
2	facebook		<ul style="list-style-type: none"> <li>• Photos: 301 items(events, posters, CI, etc)</li> <li>• On-Line Posts: 92 items(education related articles, recruitment information for events, etc)</li> </ul>
3	goole		<ul style="list-style-type: none"> <li>• Photos: 2 items(information for events, information for SNS events)</li> <li>• Videos: 2 items(promotion clips)</li> <li>• On-Line Posts: 78 items(Korean Education, Educational Development, etc)</li> </ul>



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