

Korean
Educational
Development
Institute

2019

KEDI Annual Report





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Greetings from the President

Since its foundation in 1972 as a government-funded research institute under the prime minister's office, Korean Educational Development Institute (KEDI) has served as a think tank for the development of Korean education policy: researching and developing educational policies and systems appropriate to Korean society, raising the quality of education by providing the leading alternatives to the national education agenda. In the process, KEDI has played a pivotal role in establishing other major institutions in the subfields of education, including the Korean Educational Broadcasting System (EBS), Korea Institute for Curriculum and Evaluation (KICE), Korea Research Institute for Vocational Education and Training (KRIVET), Korea Education and Research Information Service (KERIS), National Institute of Lifelong Education (NILE), and Korea Institute of Child Care and Education (KICCE).

KEDI is enhancing its roles among the various world-class educational policy research institutes and international organizations such as OECD and UNESCO, assuming global leadership in research and project activities in diverse fields, including, but not limited to global education, international educational development cooperation, and global citizenship education. KEDI identifies knowledge and skills for prosperity and social integration and develops the future core competencies.

Under the vision of becoming a 'leading institute in educational policy in educational policy leading future education for inclusive growth', KEDI centered on the following lines of research projects in 2019: △ a role as a platform of educational innovation policy and innovation in educational field; △ spreading a new value for the future education and strengthening capacity for educational innovation research and development; △ strengthening capacity for global cooperation of education research and development △ strengthening capacity for institution innovation. KEDI endeavored to ensure successful implementation of education policy to support national agenda and objectives that will improve educational practices, with its various research projects identifying and promoting the educational policy needs from the field.

With the publication of 2019 KEDI Annual Report, we attempt to review our achievements in research and projects in 2019, as well as to rejuvenate our commitments in educational policy research and development projects for the upcoming year. I expect this report contributing to the government's major education policy alternatives while informing KEDI's research and project performance overseas. I also hope this report to be a useful resource for researchers, KEDI customers and educators.

KEDI will continuously lead future education to consolidate the establishment of embrace diverse society by playing a role as a platform to connect education field to policy and expanding research cooperation in preparation for Fourth Industrial Revolution and 'New Era of Peace' in Korea.

I would like to ask for your continued interest and support for the research and projects of the Korean Educational Development Institute, celebrating its 48th anniversary. Finally, I would like to extend my appreciation to people who have contributed to the writing and editing of the report with unwavering devotion of time and effort.

March 2020
Korean Educational Development Institute
President
Ban, Sang Jin

Photo Gallery



2019. 01. 03.
Korea-Germany Peace and Unification Student Exchange



2019. 02. 14.
A Visit from the Delegation of the Croatian Minister of Science and Education



2019. 02. 26.
KEDI Lecture Series



2019. 04. 25.
A Visit from the Delegation of the 21st Century Education Research Institute of China



2019. 06. 17. ~ 18.
Hosting of the KEDI-UNESCO Bangkok Regional Policy Seminar



2019. 06. 24.
Promotional advertisement campaign for Open Secondary School, the Silver Stevie Winner of the 2019 Asia-Pacific Stevie Awards



2019. 07. 10.
A Visit from the Delegation of the Ministry of Education of the F.D.R. of Ethiopia



2019. 09. 24.
Co-hosting of the '2019 Visiting Policy Academy' with National Library of Korea, Sejong



2019. 10. 02.
KEDI Educational Policy Forum



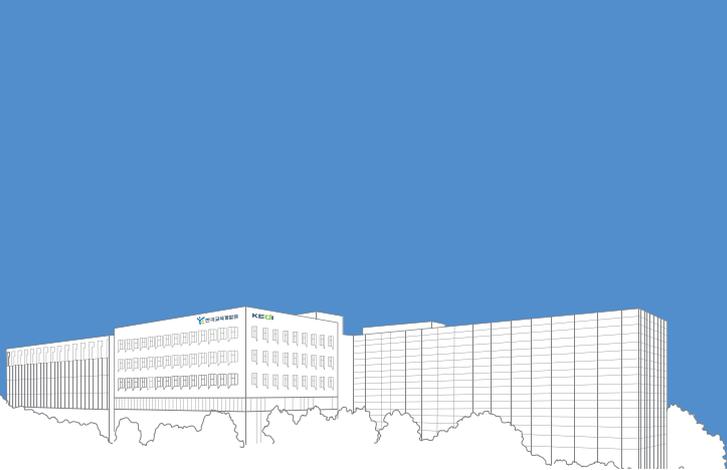
2019. 10. 23. ~ 25.
Co-hosting of the Korea-OECD International Education Conference



2019. 10. 23. ~ 25.
Hosting of the 10th OECD Education 2030 Working Group Meeting



2019. 11. 28.
The 6th Education ODA Conference



Korean
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01

2019-2020 Research and Project Activities

Outcomes of Research and Research Projects in 2019
Direction and Contents of Research and Projects in 2020
Major Research and Projects in 2020

2019-2020 Research and Project Activities

[Outcomes of Research and Research Projects in 2019]

- In 2019, the Korean Educational Development Institute (henceforth referred to as KEDI), under the vision of ‘a global leading institute in educational policy leading future education for inclusive growth’, analyzed and responded to the characteristics of social change, realized institutional management goals, and systematically identified and carried out research projects that are linked to government’s national agenda and Ministry of Education’s key reforms.
- In particular, KEDI strived to strengthen future-oriented education policy research and research for field-oriented public education innovation support, and to revitalize higher and lifelong education research, international collaborative research, and data-based education policy.

Strengthening future-oriented education policy research

- In order to provide a concrete direction for Korean education to respond to the changes in the future and to preemptively respond to them, research and projects such as ‘The Tasks for Future Education through the Analysis of Educational Innovation Cases’, ‘A Study of Innovation Tasks of Teacher Policy according to Educational Environment (III): Innovation Tasks on the Teacher’s Personnel System’, ‘A Research on Educational Facilities Responding to Future Educational Environment (II): Developing a Model of Future Learning Space’, ‘Research on Leveraging Learning Analytics to Design Personalized Educational Support in Online Learning Environment’, ‘Analysis of Primary and Secondary Education in the Kim Jong-Un Era’, and

‘Evaluations on Educational Welfare Policies and Suggested Tasks for Improvement’ were carried out .

Strengthening research for field-oriented public education innovation support

- In order to support the transition from competitive education to cooperative and growing-together education and the successful implementation of these changes in the educational field, research and projects such as ‘Study on Capacity-building Strategies for Local Educational Autonomy’, ‘An Analysis of the Growing Process of Middle School Students: Focusing on Schools, Families, and Communities (IV)’, ‘Direction and Issue for Promoting Democratic Citizenship Education in Primary and Secondary Schools’, and ‘An Analysis of the Effects of Level of Financial Autonomy on School Expenditure’ were carried out.

Strengthening higher and lifelong education research

- In order to raise international competitiveness of Korean higher education to foster human resources suitable for the Fourth Industrial Revolution and to expand Korea’s potential growth engines, research and projects such as ‘A Study on Securing the Government’s Finance for Higher Education’, ‘Study on the Effective Distribution and Operation of Higher Education Finance’, ‘An Analysis of the Freshmen in Higher Education Institutions’, ‘Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education (VII)’, ‘Policy Diagnosis and Strategies for Higher Education Innovation (III): With a Focus on Improving National University Governance’,

‘A Study on the University System Reformation Measures for Shared Growth’, and ‘Expanding Lifelong Education for Enhancing Social Equity’ were carried out.

Strengthening international collaborative research

- As a long-term international collaborative project with the OECD to strengthen KEDI’s global education cooperation leadership and to enhance the global status of Korean education, research and projects such as ‘A Study on the International Comparison of Teachers, Principals, and Teaching and Learning: Results from TALIS 2018’, ‘A Study on OECD Education 2030 Project: Implementation Strategies of Future-oriented Competency-based Education’, and ‘OECD ESP International Study on Social and Emotional Skills (III): Field Test and Main Study’ were carried out, and collaborative research and projects with developing countries such as ‘A Study on Education Indicator Development and Statistical Capacity Building Focused on Asian Countries (IV)’ and ‘Research on Education Development Cooperation for Achieving Sustainable Development Goals (SDGs): Action Strategies for Higher Education’ were carried out.

Strengthening data-based education policy research

- To strengthen empirical and scientific education policy research, research and projects based on quantitative and qualitative data on various topics such as ‘2019 Korean Education Longitudinal Study:’, ‘2019 KEDI Survey Research on Student Competencies’, ‘A Study on the Design of Teacher Longitudinal Survey’, ‘An Analysis of the Growing Process of Middle School Students: Focusing on Schools, Families, and Communities (IV)’, ‘Second-Cycle Longitudinal Study on North Korean Migrant Youths’ Education (IV)’, and ‘KEDI POLL 2019’ were carried out.

[Direction and Contents of Research and Projects in 2020]

- In 2020, KEDI plans to carry out research and projects that are linked to institutional management goals, management direction of research projects, and government’s national agenda and national tasks, while being faithful to KEDI’s

mission statement and objective of establishment such as ‘to conduct comprehensive and scientific research on current issues of education in Korea’ and ‘to innovate education system in the future with rational solutions that address pending issues of education in Korea’.

Serving as a platform for education reform policies and on-site education support

- Conducting policy research to strengthen national responsibility system of education: conducting research on innovation in public education of national responsibility, strengthening cooperation and responding to current issues with Ministry of Education and National Education Conference
- Building a convergence research system to solve current issues on education in society: continuously developing and conducting research on current issues of education, developing a monitoring system for major national policy support projects
- Establishing a system of linkage and cooperation to support the capacity building of Metropolitan and Provincial Offices of Education in the era of education autonomy: strengthening the role of the Education Policy Network, joint research with the council of metropolitan and provincial education policy research institutes, and cooperation with higher education institutions
- Efforts to activate networks for effective implementation of collaborative research and convergence research: activation of networks between research institutions to discover and develop collaborative research and convergence research
- Finding ways to create a learning education ecosystem for balanced development of regions: research on education models linked to local communities such as the establishment of local lifelong learning system for innovative and inclusive growth, collaboration with community schools and internalization of support system for KEDI partner schools

Strengthening research to innovate public education and expand educational publicity

- Determining policy measures to foster human resource

who will lead the future society: conducting research on improving the system according to future paradigm change and new perceptions of academic ability, and research on school system change for public education innovation

- Conducting research to expand educational publicity and realize inclusive education: conducting research to resolve education polarization and support educational welfare, coming up with a comprehensive plan for innovation in higher education based on the reduction of school-age population and the need for higher education restructuring

Conducting global and unification education research and data-based field research to respond to future society

- Strengthening research and cooperation to lead the global education agenda: conducting international collaborative research and projects with international organizations to respond to future society and achieve sustainable development goals, establishing content-oriented long-term international education cooperation system
- Strengthening research on unification education and promoting education cooperation between South and North Korea in preparation for the unification era of the Korean peninsula: conducting research on ways to implement education exchange and integrate educational areas
- Strengthening data-based field analysis research: seeking ways to innovate education policy through teacher and student surveys, national polls, and developing national education indicators

【Major Research and Projects in 2020】

Major Research Projects

- A Plan for Flexible Education Linkage System Operation for Public Education Innovation
- A Study on Improvement of Teacher Qualification System in Changing Future Education Environment
- A Study on the Measures for High School System Change According to New Perceptions of Academic Ability
- Analysis of Students' School Participation Level and

Characteristics

- A Study on the Measures for Establishment of Private Education (Cost) Monitoring System
- Research on Developing Indicators and Analyzing the Current State of University Education Gap
- Exploring the Medium to Long Term Development Model for Quality Assurance and Evaluation System of Higher Education
- A Study on the Countermeasures for Marginal Universities to the Decrease in School-Age Population
- A Study on the Feasibility of Establishing a Cyber Middle and High School
- Measures for Establishment of Local Lifelong Learning System for Innovative and Inclusive Growth
- Research on Development of Education Welfare Support Criteria
- Analysis of Educational Effects of Changes in Educational Environment through School Space Restructuring
- A Study on the Development of National Education Indicators for Monitoring and Implementing Evidence-Based Education Policies
- A Study on the Design of Teacher Longitudinal Survey (II)
- A Study on the International Comparison of Teachers, Principals, and Teaching and Learning: Results from TALIS 2018 (II)
- OECD ESP International Study on Social and Emotional Skills (IV): Analysis of Main Study Results
- A Study on OECD Education 2030 Project: Teacher Responsibility and Capacity for the Implementation of Future-oriented Competency-based Education
- 2020 Korean Education Longitudinal Study
- KEDI POLL 2020
- 2020 Educational Facility Policy Support Research and Project
- A Study on Education Indicator Development and Statistical Capacity Building (V)
- Second-Cycle Longitudinal Study on North Korean Migrant Youths' Education (V)
- 2020 KEDI Survey Research on Student Competencies
- Research on Education Development Cooperation for Achieving Sustainable Development Goals (SDGs) (IV)

- Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education (VIII)
- Analysis of Educational Polarization Trend and Counter measures (I)

Major Projects

- Research and Projects related to the High School Credit System Support Center
- Metropolitan and Provincial Offices of Education Evaluation Project
- Teacher Training Institution Capacity Diagnosis, Teacher Related Research and Projects
- Research and Projects on Democratic Citizenship Education
- Local Education Finance Research Center Operation Project
- Global Education Cooperation Project
- Research and Projects on North Korean Youth Education and Peaceful Unification Education
- Research and Projects on Broadcasting and Communication Middle and High Schools and Online Classes
- Research and Projects on Educational Statistics, Educational Indicators and International Indicators
- Educational Policy Network Operation Project
- School Violence Survey Project
- Gifted Education Research Center Operation Project
- Projects on After School Care
- Wee Project Operation Project
- Educational Facility and Environment Research Center Operation Project
- University Basic Competency Diagnosis Operation Project



2019 Basic Research Projects

Study on Capacity-building Strategies for Local Educational Autonomy
The Tasks for Future Education through the Analysis of Educational Innovation Cases
Policy Diagnosis and Strategies for Higher Education Innovation (III): With a Focus on Improving National University Governance
A Study of Innovation Tasks of Teacher Policy according to Educational Environment (II): Innovation Tasks on the Teacher's Personnel System
An Analysis of the Effects of Level of Financial Autonomy on School Expenditure
A Study on Education Indicator Development and Statistical Capacity Building: Focused on Asian Countries (IV)
A Study on Securing the Government's Finance for Higher Education
A Study on the University System Reformation Measures for Shared Growth
An Analysis of the Freshmen in Higher Education Institutions
Evaluations on Educational Welfare Policies and Suggested Tasks for Improvement
OECD ESP International Study on Social and Emotional Skills (III): Field Test and Main Study
Analysis of Primary and Secondary Education in the Kim Jong-Un Era
Expanding Lifelong Education for Enhancing Social Equity
Research on Education Development Cooperation for Achieving Sustainable Development Goals (SDGs): Action Strategies for Higher Education
A Study on OECD Education 2030 Project: Implementation Strategies of Future-oriented Competency-based Education
Direction and Issue for Promoting Democratic Citizenship Education in Primary and Secondary Schools
A Study on the Design of Teacher Longitudinal Survey
Study on the Effective Distribution and Operation of Higher Education Finance
2019 KEDI Survey Research on Student Competencies
A Research on Educational Facilities Responding to Future Educational Environment (II): Developing a Model of Future Learning Space
Second-cycle Longitudinal Study on North Korean Migrant Youths' Education (IV)
Research on Leveraging Learning Analytics to Design Personalized Educational Support in Online Learning Environment
A Study on the International Comparison of Teachers, Principals, and Teaching and Learning: Results from TALIS 2018 (I)
Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education (VII)
2019 Korean Education Longitudinal Study: An Analysis of the Lives and Achievements of Early Adulthood after Graduation from High School (IV)
An Analysis of the Growing Process of Middle School Students: Focusing on Schools, Families, and Communities (IV)
KEDI POLL 2019

Study on Capacity-building Strategies for Local Educational Autonomy

Research Director EunJung Han (KEDI)

Co-researchers MiKyung Chung, SunYoung Lee, KyungHoon Ryu (KEDI), SeongCheon Kim (Korea National University of Education), CholKyun Shin (Kangwon National University)



The Purpose of the Study

- With the transfer of central education authority to the provinces to strengthen educational autonomy in the era of decentralization, the need to strengthen the capacity to exercise and find measures to apply the authority granted to each city and province. Therefore, this study intends to suggest ways to build capacity based on the linkage and joint participation of educational actors through analysis of the current status, direction, tasks, major competencies and related factors to local education autonomy.

Key Research Findings

Analysis of the current status of local education autonomy

- Based on the analysis of the road map for education autonomy policy, enactment and revision plans of relevant statutes and ordinances, and meetings by staff in charge, research findings suggest that we need ① establishing a basic image, direction and necessity of local education autonomy, ② expansion and execution of more autonomous and leading roles of the Metropolitan and Provincial Offices of Education, ③ a holistic approach that considers both the executive and contextual aspects of the Metropolitan and Provincial Office of Education, and ④ institutional and cultural foundations for positive utilization and establishment of increasing autonomy.

Analysis of Expert Delphi Survey to determine the

direction of local education autonomy

- Through academic and field expert Delphi surveys, the direction and tasks for local education autonomy, and the importance and urgency of each task were analyzed to categorize them as top priority, mid-term and long-term tasks. Among them, the top priority tasks were ① activation of school autonomy at unit schools ② enactment and revision of statutes and ordinances, ③ division of authority and transfer of responsibilities between Ministry of Education and Metropolitan and Provincial Offices of Education, and ④ social agreement and improvement in local education autonomy.

Analysis of local education autonomy cases and interviews with relevant authorities to derive local education autonomy capacity

- Examining the main competencies through analysis of local education autonomy cases and interviews with relevant authorities, research findings suggest that we need ① reflections on the hierarchy and segmentation between public-public and public-private, ② 'cooperative practice' between stakeholders, ③ human resource innovation to find and sustain talented personnel, ④ field support capacity, ⑤ ability to respond to the demands and needs of each stakeholders, and ⑥ the need for literacy, design and execution skills for the curriculum.
- The study proposes the principle of uniqueness of each region, the principle of professionalism, the principle of field support, the principle of local ecosystem, and the principle

of governance as the principle of local education autonomy promotion, and accordingly proposes policy measures to strengthen the actors around education autonomy such as developing and operating regional education courses, innovating human resources system that strengthens the

capacity to plan and cooperate, reinforcing cross-group exchange training to improve the perception of local educational autonomy, and establishing a cooperative system and communication structure such as a public-private-academic consultative body

The Tasks for Future Education through the Analysis of Educational Innovation Cases

Research Director Eun Hui Hwang (KEDI)
Co-researchers Su-Jin Choi, Jong Heon Lim, Heejin Park (KEDI), Jae Duck Lee (Korea National University of Education), Sung Ki Kim (Hyupsung University), Giljae Lee (Chungbuk National University), Hoonho Kim (Kongju National University)



The Purpose of the Study

- As the future society changes, it is time for Korea's education to shift towards preparing for an education system that prepares for the future rather than growth through competition. To this end, this paper analyzes cases of educational innovation made at home and abroad, and explores the tasks for future education, and proposes tasks that general high schools can benchmark.

Key Research Findings

Proposed 'practice of autonomy and responsibility', 'the pursuit of intrinsic value of learners', and 'realization of humanity and restoration of relationship' as tasks for future education in terms of 'the purpose of education.'

- Practice of autonomy and responsibility
 - Educators recognizing and sharing their roles
 - Student autonomous activities with autonomy and accountability in harmony
 - Ensuring student participation in the school steering committee
- Pursuit of intrinsic value of learners
 - Significantly expanding the consulting(communication) time with students and building a personalized learning system based on this
 - Significantly improving educational conditions such as reducing the number of students per class and the number of students per teacher
 - Expanding high school-university linked programs

- Realization of humanity and restoration of relationship
 - Putting emphasis on humanities, character education, and building and strengthening the certification system for global education
 - Early personality education

Proposed 'guaranteeing students' right to choose courses', 'operating competency-based curriculum' and 'fusion of curriculum and life' as tasks for future education in terms of 'curriculum'.

- Guaranteeing students' right to choose courses
 - Student-oriented curriculum formation system
 - Ensure diversity in curriculum operations
- Operating competency-based curriculum
 - Restructuring curriculum for competency-based curriculum operation
 - Providing individualized curriculum linked to student's career path and further education
- Fusion of curriculum and life
 - Classes in connection with real life
 - Operation of school curriculum including social values and norms

Proposed 'student-centered classes', 'education that recognizes the relativity of time' 'Use of EdTech', and 'process-based assessment' as tasks for future education in terms of 'training methods and evaluation'.

- Student-centered classes

- A change of perception that the experience through the teaching method is learning in itself
- Pursuit of project learning that emphasizes student self-directedness
- Education that recognizes the relativity of time
 - Introducing grade-free grades and credit system, and operating flexible student-specific grade retake system
 - Introducing 'high school credit bank system' to recognize various learning experiences outside school
- Use of EdTech
 - Building an online and interactive learning network
 - Providing a learning portal' for each student
- Process-based assessment
 - Balanced operation of process-based performance evaluation and process-based paper evaluation
 - Dividing the school record system of NEIS into common items and autonomous items (module selection type)

‘Proposed ‘separation of teaching and administrative groups’, ‘principals with transformational leadership’, ‘students as educational planners’, and ‘teachers seeking dedication and cooperation’ as tasks for future education in terms of ‘organization and members’.

- Separation of teaching and administrative groups
 - Defining the scope of work for teachers
 - Classifying classroom teachers and administrative teachers according to competence
- Principals with transformational leadership
 - Building a culture of trust and optimizing the number of

- meetings held within the school
- Setting substantial leadership training course as mandatory
- Students as educational planners
 - Developing students' educational design capability
 - Using various teaching methods
- Teachers seeking dedication and cooperation
 - Providing adequate compensation for commitment;
 - Providing Team-based performance pay

‘Proposed ‘expanding educational space’, ‘cooperating with local communities’, and ‘providing various learning spaces’ as tasks for future education in terms of ‘educational environment and facilities.’

- Expanding educational space
 - Sharing educational spaces with nearby schools
 - Using local public or private educational institutions as educational spaces
 - Using universities near schools as educational space
 - Using online websites as training spaces
- Cooperating with local communities
 - Establishing an integrated educational ecosystem through the village education community
 - Community taking charge of some of the school's educational activities
- Providing various learning spaces
 - Providing educational space for various activities
 - Providing space to be utilized during class time

Policy Diagnosis and Strategies for Higher Education Innovation (III): With a Focus on Improving National University Governance

Research Director Bo-Eun Moon (KEDI)

Co-researchers Jeung-Yun Choi, Ji-Ha Kim, Young-In Seo, Ye-Lim Yu (KEDI), Hye-Ji Gill (Chungbuk National University), Do-Hee Kwon (Yeonsung University)



The Purpose of the Study

- To derive effective national university governance improvement plans through an objective analysis of the current status based on the concept and structure of national university governance and in-depth understanding of the internal and external social perceptions and needs.

Key Research Findings

Concept and Structure of National University Governance

- Delphi method was used to establish the concept and structure of national university governance, and the concept of national university governance was further divided into value, subject, purpose, method and content. The structure of national university governance was based on the elements of external governance and internal governance of national universities, as well as the relationship of establishment and operation between the state and national universities.

Current Status and Issues of National University Governance

- In order to analyze the current status of national university governance, the rules and regulations of each university were collected and analyzed. The results of the analysis were separately presented as categories of the university president, the university council, the faculty council, and the composition and operation of the academic board. The issues of national university governance were identified through the Delphi method and the issues related to the relationship between the state and the national university,

internal governance and external governance were identified.

Internal and external social perception and needs related to national university governance

- FGI and Text Big Data were conducted to analyze internal and external perception and needs related to national university governance. The perception of internal actors on state influence, issues regarding university president election, issues regarding proportion of the members of the university council, and evaluation as the controlling nature of external governance and the need to improve them were identified, and negative consensus on national university president system, differences in perceptions among members surrounding national university governance, changes in the role of evaluation as external governance, and the need to manage disclosure of information were identified as social perception.

Improvement measures and tasks for national university governance

- Based on the research findings, the improvement measures and tasks for national university governance were divided into four major areas (relationship between the state and national universities, university president, internal governance, external governance), 12 measures, and 42 tasks. It is expected that this will contribute to the development of a foundation for improving national university governance and raise the suitability of system improvement, enhance the publicity of national university operation and improve public confidence, and strengthen the cooperative and democratic university operation capacity of relevant actors as a foundation for national university education innovation.

A Study of Innovation Tasks of Teacher Policy according to Educational Environment (III): Innovation Tasks on the Teacher's Personnel System

Research Director Young-sook Park (KEDI)

Co-researchers Ju Hur, Dong-yup Lee, Hye-jin Kim, Seong-ho Lee (KEDI), Kap-sung Kim (Korea National University of Education), Eee-kyung Kim (Chung-Ang University)



The Purpose of the Study

- The study suggests innovation tasks that should be supported in the area of teacher policy in response to changes in the teaching environment, after collecting the relevant groups' demands for innovation over three years. This year (3rd year), the study proposed ways to reform the teacher's personnel management system.

Key Research Findings

Problems with the teacher personnel management system and demand for innovation

- The current teacher personnel management system operates mainly around promotion and evaluation, and the current structure is weak because it does not systematically support development of professionalism (capacity building) required by the changes in the teaching environment, thus demanding innovation in the personnel management system centered around the professional development of all teaching personnel.
- Teacher personnel management system innovation should reflect various innovation values including strategic, systematic, and professionalism that all teachers can relate to, and strengthen linkages between human resource areas such as qualification, training, promotion, evaluation, telegram, and transfer.

Analysis results for teacher personnel management system innovation needs

- According to a survey of 1,326 teachers in schools of all level personnel in charge of personnel management at the Metropolitan and Provincial Offices of Education, the most urgent area of response in the teacher personnel management system was working condition reform (35.9%), and the areas with low response to the teacher professionalism development were presented in order of supply and demand (25.6%), job redesign (25.1%), welfare (22.5%), and promotion (22.1%).

Innovation Directions and Plans for Teacher Personnel Management System

- Based on domestic and foreign innovation cases and the survey results on innovation needs, the direction of innovation of the teacher personnel management system was established, and the innovation model and the top 10 innovation measures were devised. The innovation model consists of innovation vision, innovation strategy, innovation goal, innovation orientation, innovation value and innovation domain. Innovation measures are designed to reflect the innovation value and innovation orientation in each innovation domain.
- The 10 innovation initiatives include: ① Delegating teacher capacity decision (management) authority from the Ministry of the Interior and Safety to the Ministry of Education and establishing a mid- to long-term supply and demand system (supply), ② To satisfy the demands of student-oriented school education by securing extracurricular teachers who are in high demand separately from total capacity (capacity), ③ Establishing professionalism development qualification development system by periodic training and

qualification renewal (qualification), ④ Diagnosing teacher competency reflecting the life cycle until retirement and establishing customized training support system (training) ⑤ Establishment of teacher competency self-diagnosis system and establishment of evaluation system based on job performance (evaluation), ⑥ Dualization of promotion tracks for teachers and school administrators after 1st level in-service teacher, ⑦ Introducing customized career path timing options reflecting educational experience and life cycle (career path), ⑧ Innovating the educational

professions selection process and establishing a professional training course (career change), ⑨ Developing a teacher competency model that reflects the characteristics of the teaching profession and redesigning work duty in accordance with school innovation (work duty design), and ⑩ building innovation foundation for faculty personnel innovation planning and systematic management, and legislation or amendment enactment and reform (innovation foundation).

An Analysis of the Effects of Level of Financial Autonomy on School Expenditure

Research Director Sunho Lee (KEDI)

Co-researchers Yongnam Kim, Hyojung Kim (KEDI), Hongju Yun (Chuncheon National University of Education), Hyunkuk Lee (Daejeon University)



The Purpose of the Study

- The purpose of this study is to analyze the effects of different school financial management autonomy types (levels) on school and student characteristics and its influence school expenditure, and to propose significant policy measures to improve the school education finance support method for Metropolitan and Provincial Offices of Education in the future.

Key Research Findings

Using LPA to categorize the autonomy of school finance management

- The autonomy of unit school finance was analyzed by dividing it into aspects of revenue and expenditure, and the analysis was carried out using the 2017 public school accounting data of public elementary schools (5,948 schools), public middle schools (excluding specialized middle school, 2,550 schools) and public general high schools (903 schools).
- The ratio of basic operating expenses to net revenues of general high schools was lower than that of elementary and middle schools, while the ratio of administrative activity income and private aid to revenues of general high schools was higher than that of primary and middle schools.
- The ratio of mandatory expenditure to total expenditure was somewhat high in middle schools, and the proportion of fixed expenditures was lower in middle schools than in elementary schools and general high schools. The ratio

of autonomous expenditure was lowest in elementary schools and highest in middle schools.

Analyzing the impact factors of fiscal autonomy and its impact on school finance expenditure

- A binomial logistic regression analysis found that the higher the school area is located in remote area of the city, village or town area, the more likely it is to belong to the group of schools with higher financial autonomy than those located in small and medium cities, and schools located in metropolitan cities had low probability to belong to the group of schools with high financial autonomy.
- As a result of the rank-ordered logit model analysis on the factors affecting fiscal autonomy, the study found that a school area is more likely to belong to the group with higher financial autonomy if located in remote areas or town area, compared to in small and medium cities, and schools in metropolitan cities had low probability to belong to the group of schools with high financial autonomy.
- Schools with high fiscal autonomy had high spending ratios for student welfare, education gaps, and selective educational activities, but low ratios for general school operations, school facilities expansion, and unused spending.

Policy Improvement and Policy Suggestions for School Finance Management

- The study suggests refraining from incorporating rigid

expenses (such as labor costs, facility costs, and annual project expenses) that cannot be determined at the unit school level.

- The study proposes of increasing effective training for school finances to meet the work characteristics of school faculty and securing the flexibility and resilience of the school's financial execution.
- If the Ministry of Education's special grant project and the Metropolitan and Provincial Offices of Education's

own targeted funding must be used as targeted funding, the paper suggests that the targeted funding plan be issued at the same time as the school's basic operating expenses guide in order to be included in the main budget.

- Finally, the study proposes a pilot operation for an autonomously managed school with zero targeted funding.

A Study on Education Indicator Development and Statistical Capacity Building (IV): Focused on Asian Countries

Research Director Sung Ho Park (KEDI)

Co-researchers Chang Hwan Kim, Hu Nam Lim, Ki Jun Lee, Keun Young Park, Hye Ja Kim, Hyo Jung Han, Bon Young Kim, Yo Sub Oh, Han Seung Lee (KEDI), Sun Ae Yun, Seung Hyeon Yeob, Chan Hee Lee (Former KEDI), Hwan Bo Park (Chungnam National University), Ki Sang Song (Korea National University of Education), Ariunaa Baatar (Kookmin University), Le Hoang Bao Tram (Former Inha University), Subasinghage Chathurika Nilani (Seoul National University)



The Purpose of the Study

- As the 1st cycle, the three-year (2017-2019) research aims to develop and expand the consulting on strengthening educational statistics capability of Mongolia, Vietnam, and Sri Lanka, as well as to build capacity to generate and develop educational statistics and indicators independently. For the purpose of formation.
- The project plan and country selection method for 2nd cycle (2020-2022) of the study, which is planned for a total of ten years, were designed, and long-term cooperation measures with international organizations were explored.

Key Research Findings

Mongolia, Vietnam, Sri Lanka educational statistics capacity building consulting for 3 years

- Supported the development of national education indicators and management strategies by conducting consulting reflecting the demands of key Asian partner countries.

Establishment of the 'final consulting report' and 'educational statistics development plan' by country

- Based on the diagnostic tools for developing country's educational statistics system developed in the first two years of the 1st cycle, the study developed an analysis framework for deriving the task of improving the educational statistics system, and based on this established the final consulting report and educational statistics development plan in terms of the local environment.

Increased cooperation with international organizations to strengthen educational statistics capacity in developing countries

- The requests from the UNESCO, UNESCO Bangkok, UNICEF East Asia Office, ASEAN, etc. for cooperation in strengthening educational and statistical capacity in developing and Asian countries have increased, thereby expanding cooperation with international organizations.

Establishment of international cooperation model for educational statistics and indicators

- Based on the results of the 1st cycle research project, the educational statistics and indicators cooperation model was suggested according to the level of development of the educational statistics system, the type of cooperation, the contents and stages of cooperation.

Establishment of country selection (plan) to be consulted for the 2nd cycle (2020-2022)

- Based on the results of consulting for Mongolia, Vietnam and Sri Lanka for three years in the 1st cycle and the results of cooperation with international organizations, the education statistics consulting direction and country selection plan for the 2nd cycle were prepared.

A Study on Securing the Government's Finance for Higher Education

Research Director Young In Seo (KEDI)

Co-researchers Sang Duk Choi, Ji Ha Kim, Bo Eun Moon (KEDI), Byoung Joo Kim (Yeungnam University), Jai Young Shin (Chung-Ang University)



The Purpose of the Study

- with various options for improving the financial condition of the university and the need for direct and continuous financial support at the national level being highlighted following the decrease in school-age population, the study aims to identify the level of financial resources necessary for the actual development of higher education, and suggest ways to set up and secure them and propose realistic policy alternatives.

Key Research Findings

Current Status and Problem Analysis of Higher Education Finance

- In order to grasp the current status of higher education finance in Korea, the government's budget, higher education finance, investment in higher education to the economy, comparison of higher education investment with OECD countries, university finance regulation and mitigation effects, and financial deficits were analyzed.
- Based on this, issues such as lack of absolute size of higher education finance, increasing rationality of government investment, mitigation of private financial burden, securing basis for setting up the size of higher education finance, and increasing financial independence of universities were presented and the study presented the need for social agreement on the range of higher education finance.

Calculation and estimation of financial costs for higher education

- By analyzing the current state of investment in education expenses (2010-2018), the total amount of finance required for higher education was identified, and the standard cost of higher education was derived using Monte Carlo simulation with cost estimating relationships.
- In order to check the practical availability of higher education standard costs, the results were compared with the results of the recent five-year data analysis of an education cost analysis system of large private universities located in Seoul, derived concerns when estimating the total amount of financial expenses using the higher education standard costs through Delphi, and analyzed factors in estimating financial costs.

Strategy to Secure Higher Education Finance

- As basic directions for securing government finance for higher education, the study proposes: ① Expanding the role and responsibilities of the government, ② Enhancing the stability of securing finance and investment efficiency, ③ Enhancing objectivity through scientificization of financial management, ④ Expanding indirect support through deregulation, and ⑤ Strengthening the role of local government.
- Improvement measures to secure government finance of higher education are divided into ① direct acquisition, ② indirect acquisition, ③ infrastructure construction, and each detailed implementation plan is presented. Direct acquisition was classified into finding financial resources, legislation and amendment, and strengthening local governments responsibility, and 16 detailed measures were presented. Indirect acquisition was classified into

higher education finance deregulation and tax benefit measures, with 5 detailed implementation plans. Lastly for infrastructure construction, the establishment of an integrated higher education finance management system and the formation and operation of a higher education finance review committee were proposed.

- Based on the improvement measures, the study proposed three proposals: 1) a higher education finance grant, 2)

expansion of current higher education finance, and 3) linkage with local education finance. The roadmap for policy implementation of each plan was presented by dividing the stages into short-term (2020-2022), mid-term (2023-2026), and long-term (after 2027) to realistically carry out policy implementation.

A Study on the University System Reformation Measures for Shared Growth

Research Director Ok-kyung Cho (KEDI)

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The Purpose of the Study

- The study aims to explore the meaning of shared growth where universities coexist and develop together as an alternative development direction to overcome the current crisis and improve collective competitiveness of Korean universities, to propose university system reformation measures that strengthens tangible and intangible resource sharing, linkage and cooperation among universities.

Key Research Findings

The Meaning of Shared Growth

- Shared growth means achieving sustainable coexistence and development together based on shared value of the university community through tangible and intangible resource sharing, linkage and cooperation between universities.

Analysis on internal and external current status and tasks of the university system

- The results of the analysis of external environment (STEP) and internal condition of university education show that social, technological, economic, political changes, as well as the internal conditions mandate change and reform of the university system, especially in areas such as university's admission resources, finance, and regional gap, roles and functions, and competitiveness. It is necessary to resolve related issues such as gaps, roles, functions, and competitiveness.
- Analysis of shared growth university system policy and case

home and abroad

- The study analyzed major domestic policies, cases, policy adjustments and foreign policies and cases (US, France, Japan).
- While there are a limited number of policies promoting sharing and cases for sharing between domestic universities in Korea, there are many types of shared university systems in which various universities participate.

Analysis on the realities, perceptions, and needs of universities in terms of shared growth university system

- Examined the level of consensus through the media regarding the shared growth university system and analyzed the current status of sharing of universities and the perceptions and needs of university field experts (planning office directors) and students.
- Sharing, linkage, and cooperation among universities are generally poor, and strategies need to be diversified.
- The university sites show high consensus on the necessity of a shared growth university system and are expected to contribute to balanced regional development and higher quality of education in the future.

Reformation measures for shared growth university system of Korean universities

- The reformation measures for the shared growth university system consists of the core values, reformation strategy, types of shared growth university system, and policy tasks for the shared growth university system.

- four reformation strategies for the shared growth university system were selected: four core values including educational growth, diversity, sustainability, and publicity; consumer-centered approach; soundness, and balanced development.
- The type of shared growth university system crosses and combines the level of sharing (density) (linkage type, association type, combination type) with the strategic focus points (regional type, functional type), resulting in the 6 types as follows: regional linkage type, functional linkage

type, regional association type, functional association type, regional combination type and functional combination type. Strategic promotion at the national policy level is appropriate for regional association, regional combination and functional association types.

- As for policy tasks, 19 detailed tasks were drawn from five areas of law and system, finance, human and material foundations, planning and design, and university innovation.

An Analysis of the Freshmen in Higher Education Institutions

Research Director Jaeyoung Seo (KEDI)
Co-researchers Sindong Nam, Sungho Park, Sunyoung Woo, Okkyung Cho (KEDI), Eunhye Ham (Kongju National University), Jiwon Hwang (Bucheon University)



The Purpose of the Study

- The purpose of this study is to conduct a survey and analysis on the college and vocational college freshmen using the KEDI Higher Education Institutional Survey developed as part of the research project, 'Higher Education Freshmen Survey Design' in 2018.

Key Research Findings

Modifications and systematization of previously developed freshmen survey items

- The existing survey questionnaires were modified to reflect the demand of the university (expert consultation, Delphi method), the items were adjusted in consideration of the connection with other surveys, and the questionnaires were systemized through student reviews.

of university students started in 2013.

- A total of 64 schools, consisting of 48 general colleges and 16 vocational colleges that wished to participate, were surveyed. A total of 9,055 general college students and 3,088 vocational college students participated in the survey. This is equivalent to 9.89% of the number of freshmen admitted to participating universities.

Analysis of freshmen survey results: Basic analysis

- Basic analysis looked at the overall characteristics of the freshmen who participated in the freshmen survey. The analysis included information on respondents' background information, high school information and activities, college admissions, expectations of college life and education,

educational expenses and overseas education experiences.

Analysis to improve utilization by university

- The analysis to improve the utilization by university presented the data providing method and an analysis example to increase the utilization of the results of the freshmen survey from the university's point of view. Examples of analysis included linkage analysis of universities of interest through the development of comparative indexes and analysis of customized issues by university.

In-depth analysis

- In-depth analysis 1: Analysis of variables influencing the expectation of capacity building through university education
- In-depth analysis 2-1: Analysis of students who moved their residence to enter university
- In-depth analysis 2-2: Analysis of undergraduate students with working experience before admission

The significance of the study and recommendations

- The survey of freshmen in higher education institutions in this study is meaningful because it is the first implementation of the national level survey to analyze the characteristics of students entering the tertiary education stage.
- Multi-year data needs to be accumulated continuously to analyze the before-and-after effects of policies, such as data on the characteristics of college freshmen by year and university entrance.
- In the future, it is necessary to establish a longitudinal survey system in higher education that interconnects the different cycles of 'pre-university entrance - university entrance and freshmen period - attending university - transfer to the labor market after graduation'.

Evaluations on Educational Welfare Policies and Suggested Tasks for Improvement

Research Director Hee Hyun Lee (KEDI)

Co-researchers Kyunghoon Yoo, Dongcheol Jung, Joonseong Hwang (KEDI), Sungki Kim (Hyupsung University), Juha Lee (Dongguk University)



The Purpose of the Study

- The study looks at educational welfare policies that has been implemented by each government in the past and comprehensively evaluates them at the present time and presents improvement measures for establishing the direction of future educational welfare policy and developing new policies.

Key Research Findings

Current status and progress of educational welfare policy

- The background, vision and goals, policy targets, and tasks were analyzed, focusing on the planning documents related to education and welfare policies that were officially announced at the national level starting from the Roh Moo-hyun administration to the Moon Jae-in administration.
- The study analyzed the progress of educational welfare policies by each administration by areas of formal educational opportunities, guarantees of educational opportunities for the working class, guarantee of basic education, solution to school maladjustment, and educational conditions and resolving inequality.

Educational welfare policy evaluation model design

- Through the expert opinion survey, the model, criteria, and data collection methods for evaluating educational welfare policy were designed and validated. Evaluation criteria consisted of the clarity and adequacy of policy objectives, the efficiency and feasibility of policy instruments, the equity of policy targets, the effectiveness and satisfaction of policy outcomes, and the sustainability and impact of policy impacts.

Evaluation of educational welfare policy

- Through the FGD and survey, education welfare policy from the Roh Moo-hyun administration to the current Moon Jae-in administration were evaluated in the areas of clarity and adequacy of policy objectives, the efficiency and feasibility of policy instruments, the equity of policy targets, the effectiveness and satisfaction of policy outcomes, and the sustainability and impact of policy impact.
- The study evaluated educational welfare policy orientations that have been employed until now, divided into selective support, universal support, resolving relative gaps and guaranteeing absolute level of quality, life support and learning support, equal opportunity for education, and curriculum and outcome equality, and evaluated the importance and progress of educational welfare policy tasks.

Education welfare policy improvement plan

- Using the Delphi method, the main achievements and limitations of education welfare policy, vision and goals of future education welfare policy, direction for improvement and principles for improvement were derived.
- Based on the results of comprehensive assessments of educational welfare policies and Delphi surveys, the four goals were proposed as follows: a) bridging the actual educational gap through equal opportunities for all, b) learner-centered support tailored to the life cycle, c) innovation of schools as educational welfare realization grounds, and d) establishing a pan-national and social educational welfare ecosystem. The study also recommended 16 tasks for the four goals with detailed improvement measures for each task.

OECD ESP International Study on Social and Emotional Skills (III): Field Test and Main Study

Research Director Meesook Kim (KEDI)
Co-researchers Ssangcheol Lee, Hojun Lee, Jeong-a Kim (KEDI)



The Purpose of the Study

- Based on the results of the item trial and field test on social and emotional skills questions and environmental questions, the final questionnaire to be used for the main study were selected and the main study was conducted in Korea in close cooperation with the OECD and other participating countries.
- The study aims to analyze the current status and influence factors of social emotional capacity of Korean students by using social emotional capacity survey data collected in preliminary survey conducted in 2018.

Key Research Findings

As a result of reliability analysis of five social and emotional skills, all Cronbach's alpha coefficients were found to have acceptable reliability of above .70

The validity analysis result of the social and emotional skills survey tool showed that the validity was different according to the adequacy index for each skill

- In the case of CFI and TLI values, all five social and emotional skills did not reach acceptable levels, while the RMSEA values of cooperation, openness, and task performance were acceptable levels of .0728, .0650, and .0733, respectively.

As a result of comparison of five levels of social and emotional skills, cooperation skill was the highest with 3.70 points (out of 5 points), followed by openness (3.64 points), task performance (3.63 points), relationship with others (3.48 points), and

emotion management (3.36).

Difference in social and emotional skills of students according to school characteristics

- Schools that set social and emotional skills as educational goals had higher levels of social and emotional skills related to emotion management and relationships with others compared to schools that did not.
- The level of cooperation among students was higher when they had a separate class to improve social and emotional skills (3.72 points), compared to those that did not (3.66 points).

Negative correlation between social and emotional skill level (mean value) and deviation (deviation within school)

- In schools with high levels of social and emotional skills, the variation of social and emotional skills between students was small.

The results of the analysis on multilayer model and quartile regression model show that student characteristics have a significant impact on social and emotional skills.

- The emotional state of the students had a significant positive effect on all five social and emotional skills, and the impact of relationship between friends and after school activities were also statistically significant.
- In relation to the family background, the family environment, father's education level, and the number of books in the household had a positive correlation with social and emotional skills.

Analysis of Primary and Secondary Education in the Kim Jong-Un Era

Research Director Jisoo Kim (KEDI)

Co-researchers Jihye Kim, Heuijeong Kim (KEDI), Byeongyeon Kim (Yang-Jae High School), Seungdae Han (Dongguk University), Hoje Kang (University of Tübingen), Sun Kim (Former KEDI)



The Purpose of the Study

- The study aims to suggest ways of exchange and cooperation in education between the two Koreas by firstly examining North Korea's changes in educational goals and educational policies in the Kim Jong-un era, and secondly looking at the education reforms implemented in the Kim Jong-Un era by domain and analyzing them in detail.

Key Research Findings

- In this study, the analysis was conducted based on literature analysis and interviews. Literature analysis reviewed previous studies related to North Korea, North Korean educational literature, and North Korean laws, and conducted the analysis mainly on education-related periodicals and textbooks published in North Korea. In the case of the interview survey, the interviews were conducted with teachers and students in South Korea with North Korean backgrounds who have worked or attended school in North Korea until recently, in order to find out how North Korea's education policy is being implemented in school sites.
- Analysis results show that the Kim Jong-un era has different political and economic characteristics from the previous era, and differences could be found in education as well. On the political side, there was the abolition of the National Defense Commission, which was at the center of the military-first ('Songun') politics, and changes centered around the State Council. On the economic side, the transition to a system where planned economy and market economy coexist,

such as the 'Korean economic management method', was identified. In particular, in the area of education, the study identified changes in the school education through the enactment of new laws related to education, reformation of the school system, curriculum reform, strengthening teacher policy, strengthening vocational technology education, and improvement of educational conditions and facilities, all under the goal of 'science and technology education for all citizens'.

- In the case of the Kindergarten education in the Kim Jong-un era, the curriculum, which previously operated with nine existing subjects, was changed into one integrated curriculum, with emphasis on life-oriented education and comprehensive play-based learning, displaying similar trends to the current global kindergarten education. Elementary and secondary curriculum also showed similar tendencies to the global trend. Specifically, the training of science and technology personnel, the emphasis on English education, the addition of the global situation as a learning topic in the social science curriculum, and the expansion of the hours and classes on information technology subjects were confirmed. In addition, the science curriculum put emphasis on the exploration of the learner's activities and the thinking process, with the establishment of the integrated curriculum and the inclusion of photographs and illustrations in the textbook much more than before. In the case of teacher policy, the main goal was to enhance teacher's professionalism and strengthen support for life stability, and these were confirmed through the newly established Teacher Act and the Education Code Enforcement Act. In terms of improving educational

conditions and environment, the supply of computers and multifunctional classrooms were carried out under the goal of modernization and informatization of education. However, although the policy goal is set by the government, the contribution of local sponsors and parents is a big part of the policy implementation, and therefore the study found gaps between regions, schools, and between cities and rural areas in the improvement of educational conditions and environment. In addition, vocational technical education was emphasized in the Kim Jong-un era education. One major example of such policy is the case of the establishment of “Technology Advanced Middle School” as a new type of school, whereas previously only basic technical education was conducted as part of normal education in North Korea. Technology Advanced Middle School has the intention to cultivate unique technical manpower in each region according to the local situation, and the study was able to identify schools in various fields such as metal, coal, electricity, chemistry, agriculture, and information

technology. In terms of changes in ideological education, the five major culture subjects, such as Greatness Education, Kim Jong-il Patriotism, Faith Education, Anti-Class System Education, and Moral Education, were featured. The study found that these five culture subjects emphasized the human characteristics of the supreme leader rather than the mystification of his activities as in the past. This change seems to reflect the economic situation of the Kim Jong-un era, in which individual residents need to procure food depending on their labor force and market, unlike when the distribution system was implemented stably under the supreme leader-oriented economy. Based on these results, promoting inter-Korean relations and peaceful coexistence based on exchange and cooperation in the education sector through inter-Korean overseas academic exchange, inter-Korean joint conference, inter-Korean joint workshop, inter-Korean joint educational program development, and inter-Korean joint educational institution operation is expected to contribute to the process of unification.

Expanding Lifelong Education for Enhancing Social Equity

Research Director Byung Young Park (KEDI)
Co-researchers Tae Jun Kim, Jeongwoo Lee (KEDI), Kirak Ryu (Korea Research Institute for Vocational Education & Training), Eunjeong Lee (Chungnam National University)



The Purpose of the Study

- Determining institutional policy measures to promote lifelong vocational education and higher lifelong education to improve social equity

Key Research Findings

Analysis of factors affecting lifelong learning participation inequality

- International comparisons of lifelong learning participation inequality, through OECD International Assessment of Adult Competencies (PIAAC) data, PAL (dashboard on Priorities for Adult Learning) indicators, and national statistics found that active investment in labor market policies appear as a mechanism to increase participation rates and mitigate inequality in lifelong learning participation.
- In Korea, low levels of public support are provided to the lifelong learning disadvantaged, leading to a large gap in lifelong learning participation.

Lifelong learning situation and issues

- Analyzed the increase in the demand for lifelong education through the analysis of Korea's work and labor market.
- The study raised the issue of delivery system separation in terms of lifelong education supply, problems of vocational education and training based on employment insurance, and issues of higher lifelong education that are separate from general higher education.
- In terms of lifelong learning accreditation, a certain link is

established through the credit banking system, but it still needs to be systematically improved to recognize prior learning such as job experience.

Policy measures for expanding lifelong education

- In the time of social change that requires a continuous cycle of work and education, lifelong education is an area of education that is socially required for economic growth and social integration. Therefore, lifelong learning should be recognized as a universal citizen's right and needs to public support needs to be expanded. Specifically, the introduction of 'personal accounts', expansion of the study leave system, a change to the financial structure related to lifelong education, and restructuring governance is necessary.
- In order to link supply and demand for lifelong education, a proficiency information monitoring system needs to be established, and an adult (re) education path at the higher education level needs to be established.
- In order to expand lifelong education, it is necessary to specify the national competency system and spread the comprehensive learning experience recognition system in terms of linkage between learning and job qualifications and compatibility of various learning experiences.

The Research on Education Development Cooperation for Achieving Sustainable Development Goals (SDGs) (III): Action Strategies for Higher Education

Research Director Hai-Jeong Ahn (KEDI)

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The Purpose of the Study

- The study aims to explore action strategies for development cooperation in the Korean higher education sector to support the achievement of SDGs in developing countries, and to contribute to the 'Economic Diplomacy and Development to Promote National Interest' by promoting systematic, integrated, and efficient implementation of international development cooperation.

Key Research Findings

Analysis of issues and tasks of higher education at home and abroad

- The study analyzed international trends in higher education focusing on ICT, mobility, quality assurance, and qualification and degree recognition. The use of ICT in tertiary education is accelerating, and transnational tertiary education is leading to the expansion of programs, curricula, campuses and student mobility. The study posits that it is necessary to strengthen the quality management of higher education through regional cooperation, and to ratify and implement the UNESCO Convention for the expansion of degree recognition.
- Focusing on the issues of Korean universities, the priorities of Korea's higher education development cooperation are to foster leading universities in development cooperation, to connect students' education and employment with development cooperation projects, to utilize retired experts, to build joint research networks and platforms within the ASEAN + 3 region, and to establish a monitoring

and evaluation system for higher education development cooperation program.

Analysis on the status of higher education in developing countries

- 143 recipient countries were classified and analyzed based on the level of economic and social development, access to higher education, R & D level, and industry level.
- The study analyzed the current situation and policies of higher education in nine key partner countries. These countries have very poor access and quality of tertiary education in common, and there is an imbalance in the supply and demand of human resources.

Analysis of domestic higher education

- ODA projects in Korea's higher education sector have focused on expanding access, conducted a limited number of quality development projects, and lacks interest in sustainability. The study suggests higher education ODA tasks as strengthening linkages between projects, expanding social impact, promoting integrated higher education ODA, linking economic industry development support with higher education ODA, and establishing and operating a higher education ODA policy council.

Analysis of higher education development cooperation status of international organizations and advanced donor countries

- Higher education development cooperation by international organizations is increasing in number, and the share of

projects to enhance access is greater than projects focusing on raising quality or sustainability. Overseas advanced donor countries commonly pursue their own interests as well in development cooperation projects.

Identifying strategies for developing cooperation in higher education

- SWOT analysis was conducted to improve accessibility, quality, and sustainability in order to derive development strategies for higher education. Strategies and detailed strategies for each area of S-O, W-O, S-T, and W-T were proposed.

A Study on OECD Education 2030 Project: Implementation Strategies of Future-oriented Competency-based Education

Research Director Su-Jin Choi (KEDI)

Co-researchers Eun Young Kim, Hyejin Kim, Kyunyeal Park (KEDI), Sangwan Park (Busan National University of Education), Sangeun Lee (Andong National University)



The Purpose of the Research

- As a participating research of 'OECD Education 2030', the study aims to identify international trends in the implementation of competency-based education conducted as part of the OECD Education 2030 project, and to analyze the implementation of overseas and domestic competency-based education.

Key Research Findings

Characterization of the competence-based education implementation in OECD Education 2030

- The necessity of competence education is set as "personal and social well-being" rather than "success", and education (learning) is centered around the student with "student behavioral identity" set as the central concept of the learning framework.
- Structuralizing the detailed areas of competence contributes to the clarification of the concept of competency and how to implement competency-based education.
- Emphasis is placed on the role and interaction of members (students, teachers, parents, communities, etc.) through the notion of student behavioral identity as well as cooperative behavioral identity.

Overseas case study on competency-based education

- In overseas case studies analyzed, various media provide sufficient explanation and guidance on competency and

competency-based education for parents as well as teachers.

- Case study countries provide the core contents of the curriculum more structurally, offers linkage between general competencies and curriculum, and provides abundant materials for teacher learning and evaluation such as development level of competency and sample tasks by level.
- Emphasis is placed on the role and professionalism of teachers. In addition to individual teacher competencies, there is a tendency to emphasize collaboration with both internal and external stakeholders, including peer teachers, researchers, policy makers, parents, and communities.

Case study on the implementation of domestic competency-based education

- Characteristics of the competency-based education implementation in Korea include (1) a clear school vision, (2) a process-centered and humanistic approach that emphasizes students' holistic growth, thinking process, and character, (3) a collaborative school philosophy that promotes communication, participation, and collaboration (between diverse members), (4) the implementation and execution of various strategies consistent with school philosophy, and (5) student-centered, participatory, interdisciplinary linkage and connections with life, and principles of cooperation are evident in curriculum design and implementation.
- Recommendations for the implementation of competency-based education include (1) clarifying the vision of education and consistent operation of schools, (2) exploring measures on how to balance and harmonize the components of competency in implementing competency-based education, (3) reducing factors that hinder the manifestation of teacher's

behavioral identity (e.g. work burden, excessive learning amount, etc.), and (4) strengthening the capacity of school administrators and teachers to implement competency-based education.

Identifying strategies for implementing future-oriented competency-based education

- Six characteristics (3 dimensions) of future-oriented competency-based education strategies were derived by combining the characteristics of competency-based education practices presented in OECD Education 2030 and the analysis results of the home and abroad cases of competency-based education practices.

Direction and Issue for Promoting Democratic Citizenship Education in Primary and Secondary Schools

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The Purpose of the Study

- The study aims to diagnose the current address of democratic citizenship education in school and suggest directions and policy tasks for activating democratic citizenship education in elementary and secondary schools.

Key Research Findings

Concept and method analysis of democratic citizenship education in school

- Based on the concept, scope, goal, curriculum management, and teaching-learning method of democratic citizenship education, as well as the analysis of the transition process of democratic citizenship education after liberation, the concept, achievements and limitations of democratic citizenship education were presented.

Analysis of democratic citizenship education in schools in Korea through ICCS 2016 data

- Based on ICCS 2016 data analysis, the study analyzed ① student's level of civic consciousness and characteristics (comparing democratic civic consciousness by country, analyzing civic consciousness deviations between countries, etc.), ② current status of democratic citizenship education in school (national policy comparison, unit school practice, teacher professionalism), and ③ the effect of democratic citizenship education in school on student civic consciousness.

Expert meeting

- After conducting a group interview with 12 experts including in-service teachers, officers in charge of policy, and researchers, the study presented the perception of the current status of democratic citizenship education in school, the factors that hinder the progress of democratic citizenship education, and the direction and tasks of school democratic citizenship education.

Foreign case study: Focusing on students' participation in school operations

- The study analyzed the legislation, student body organization method, the extent of student participation in school operations, student authority, and regional student association activities related to student self-government activities in Germany, France, and the United Kingdom, and proposed recommendations for Korea.

Directions and tasks for activating democratic citizenship education in school

- Based on literature analysis, ICCS 2016 data analysis, meetings, overseas case studies, and expert opinion surveys, the current address of school democratic citizenship education was analyzed by categories of ① target, ② curriculum, ③ teaching-learning method, ④ learning climate, and ⑤ support system.
- As ways to activate democratic citizenship education in schools, the study proposed 5 policy directions of establishing goals and principles through social consensus to promote school democratic citizenship education, integrated and holistic approaches, classes linking students-students and students-societies, changes in the perspective of students, and establishing a status as a national-level curriculum policy.

A Study on the Design of Teacher Longitudinal Survey

Research Director In-Hee Choi (KEDI)

Co-researchers Kyoungho Park, Heekyung Kwon, Soonhyoung Kwon (KEDI), Wonseok Choi (Gyeongin National University of Education), Sangwan Park (Busan National University of Education)



The Purpose of the Study

- This study is a basic research for conducting longitudinal survey on teachers at the national level in the future, and aims to suggest a design plan that can be used on conducting longitudinal studies in subsequent research by developing a conceptual model and research tools by deriving key variables that represent the characteristics of teachers, and examining major issues related to survey design and implementation.

Key Research Findings

Theoretical discussion about teachers

- The study presents the conceptual model for the teacher longitudinal survey combining analysis results from previous studies on the characteristics of teachers and teachers, surveys on teachers at home and abroad, and surveys and Delphi surveys on teachers and school education experts.
- The study derived a conceptual model by conjecturing the purpose of the teacher longitudinal survey as identifying 'what kind of people enter and work as teachers and who they grow and change into', and positing that teacher's performance can be classified into the three dimensions of teacher's values, attitudes and behaviors, and that these values, attitudes and behaviors are influenced not only by the teacher's personal characteristics but also by the school and social conditions.

Development of research tool for teacher longitudinal survey

- Based on the conceptual model, the survey items and the details of

each item were derived, and the items were developed to present a draft survey tool. The factors influencing teachers' teaching performance were classified into the individual level of the teacher and the school level where the teacher is currently working, and each of them was divided into the background and the process factors to develop survey items including teacher's demographic background, information on teaching placement, current work information, teachers' work performance, school information, and school culture.

- Teacher value, which is the first dimension of teacher performance, was defined as the value judgment and recognition of the teacher's education and teaching position, and the education philosophy and teaching position philosophy were included as detailed items. Attitude, which is the second dimension, was defined as opinions or assessments about themselves including setting career paths, teacher efficacy, job satisfaction, burnout, and attitudes toward teacher policy. Finally, behavior was defined as the actual activity during the teacher's job performance, and items were developed including educational activities and professionalism development activities.

Exploration of research design methods for teacher longitudinal survey

- As considerations in designing the teacher longitudinal survey, the study examined the matters related to conducting surveys including survey subjects, sampling methods, survey methods, survey periods, and methods for maintaining samples and facilitating participation, and the study proposed two design methods of forming three cohorts by teaching experience to track and study for 10 years at the same time, and forming two cohorts of new teachers in the year 2021 and 2026 to track and study for 15 years.

A Study on the Effective Distribution and Operation of Higher Education Finance

Research Director Ji-ha Kim (KEDI)

Co-researchers Jeung-Yun Choi, Young-In Seo, Bo-Eun Moon, Soon-Hyung Kwon, Yong-Nam Kim (KEDI), Do-Hee Kwon (Yeonsung University), Min-Joo Rha, Jung-Mi Lee (Chungbuk National University), Han-Na Jeong (Yonsei University)



The Purpose of the Study

- This study objectively and empirically analyzes the financial distribution policy of Korea and the financial distribution and operation of universities, and proposes improvement measures and tasks related to the government's and university's financial distribution and operation.

Key Research Findings

Establishment of higher education finance distribution and operation concept and development of analysis model

- As the scope of research, the study included acquisition in the dimension of higher education finance distribution, and performance management in the dimension of operation as a scope of the research and designed key analysis indicators and criteria for each dimension of education finance acquisition, distribution, operation, and performance management at the government and university level.

Analysis of higher education finance distribution and operation at the national and university level

- The purpose of this study is to compare the differences in the purpose, content, duration, and support methods of higher education finance support projects by university characteristics, and to analyze the fairness of project finance distribution with methods such as Gini Coefficient, McLun Index, and Fairstadt Index.

- Analyzed the acquisition, distribution, and performance management of higher education finance at the government level based on the results of the consultation of experts consisting of higher education finance budget officials of the Ministry of Education and the personnel in charge of university financial support projects.
- Based on the survey and in-depth interview results of university personnel in charge the university innovation support projects and national university development projects that are being implemented in accordance with the restructuring of the university financial support projects, the study examined the current situation in terms of the purpose of the project, target selection, project cost distribution and operation, and performance management
- Based on the results of the survey and in-depth interview of the university budget and accounting personnel, the study identified the current status and problems of the distribution, operation, and performance management related to university expenses accounting (university accounting).

Policy improvement measures and tasks for higher education finance distribution and operation

- As improvement measures for the issues regarding finance acquisition, the study recommended 1) enhancing the validity and effectiveness of the national financial management plan and higher education financial support plan, 2) improving the equity of educational expenses per student, 3) increasing the support for the university's operating costs, and 4) improving the financial structure through diversifying the sources of income for the university.
- As improvement measures for finance distribution related

issues, the study recommended 1) adjustment of ratios between primary and secondary education and tertiary and lifelong education in the Ministry of Education budget, 2) adjustment of budget ratios for overall grants and competition-based projects, 3) re-review of the size and support of national scholarships, 4) amendment and supplementation of the method of distributing project costs for general financial support projects. 5) restructuring the higher education financial information system, 6) strengthening the link between the long-term development plan and the financial management plan of the university, and 7) employing a procedure for gathering opinions from members in the university for the budgeting process.

- Improvements related to financial management include:
1) increasing autonomy in the management of university

financial support project expenses, 2) easing restrictions on the use university financial support project expenses on labor costs for existing staff, 3) easing regulations on carryover budget management, and 4) expanding financial discretionary power of colleges.

- Improvement tasks related to finance performance management include: 1) improvement of higher education performance management governance, 2) enhancement of consulting expertise in university financial support projects, 3) improvement of rationality of performance indicators for university financial support projects, 4) establishment of performance management organizations within universities and fostering experts, and 5) implementation of practical business budget system and performance management system.

2019 KEDI Survey Research on Student Competencies

Research Director Heekyung Kwon (KEDI)
Co-researchers Juah Kim, Kyoungho Park, Hai-Jeong Ahn, In-Hee Choi (KEDI)



The Purpose of the Study

- As part of the five-year-research ('16 ~ '20) designed in 2015, the study conducts the 4th student competency survey and monitors the distribution and change trends of competency scores of elementary, middle and high school students in Korea.
- With the purpose of improving the self-reporting method of student competency, the study examined the difference in survey item response according to social desirability bias, etc., and analyzed the cause behind the difference in response to contribute to improved validity and reliability of future self-reporting survey items.
- The study undertook a conceptual analysis of aesthetic emotional competence, and based on this proposed a method for evaluating aesthetic emotional competence in order to contribute to the application of competency-based education.

Key Research Findings

Analysis of year 4 KEDI student competency survey results

- Unlike the previous year, the scores of the 6th grade dropped, while the 9th grade and the 11th grade scores increased, showing a trend of student competency scores increasing with grade.
- Male students perceived self-management competency more positively than girls in the 1st to 4th surveys, and female students perceived knowledge information processing competency, communication competency, aesthetic

sensitivity competency, and community competency relatively positively.

- In the case of self-reported competencies, regional gaps were lessened as grades increased, but there were still regional differences in verbal and mathematical thinking abilities which were competencies that were actually measured.
- Differences in competencies by type of high school were consistent regardless of survey order and type of competency, and the scores were highest in special purpose high schools, followed by autonomous, general, and specialized high schools.

Analysis of item response differences according to social desirability bias

- Through Differential item functioning analysis of aesthetic emotional and community competencies of students showed that most of the aesthetic emotional competency items were positive (agree, or strongly agree), regardless of grade level, and excluding the dimension of reading activity. When looking at the differences between social desirability bias groups, there was a difference in response patterns in the items of the areas of art and sports activity, and when examining whether potentially distinctive groups with different question-response patterns existed without categorizing groups beforehand, the potential groups were categorized into potential group 1 that prefer reading and art activities and potential group 2 that prefer sport activities. In addition, the study found a significant relationship between these potential groups, social desirability bias groups, and gender groups.
- Unlike the analysis result of aesthetic emotional competency

items which showed similar response patterns between grades, there were a lot of items regarding community competency that elementary students responded differently to depending on their social desirability bias, but that number decreased significantly in middle and high school students. On the other hand, while the national identity consciousness items were relatively easy for elementary school students, it was among the most difficult items for middle school and high school students. There were two potential groups in elementary and middle school students, and there was a clear difference in the responses of national identity items among potential groups.

Aesthetic emotional competence concept analysis and evaluation plan

- As a result of actualizing the main concepts that constitute the definition of aesthetic emotional competence proposed by the 2015 Revised Curriculum, the study prosed the definition for cultural sensitivity and empathic understanding of human beings.
- Based on these definitions, the study recommends self-reporting measurement methods, context-based evaluation measures, and text-based measurement methods to observe the level and trends of students' cultural sensitivity and empathic understanding of human beings.

A Research on Educational Facilities Responding to Future Educational Environment (II): Developing a Model of Future Learning Space

Research Director Yoonseo Lee (KEDI)

Co-researchers Heekyung Kwon, Jihye Kim, Sungchul Park, Yongheum Yoo, Sangmin Lee (KEDI), Jaewon Jang (Industry-Academic Cooperation Foundation, Korea National University of Education), Jinwook Kim (Seoul National University of Science & Technology)



The Purpose of the Study

- The study aims to examine the facility side of teaching and learning method to cultivate future talents according to the future social change, and proposes seven spatial models through user-led projects that can effectively restructure existing school space, and presents 5 policy recommendations.

Key Research Findings

Development and situation analysis of unit space by type of future teaching and learning

- Teaching materials for elementary, middle and high school in 2015 were categorized into 58 unit spaces based on activity similarity and basic function of each classroom.
- After designing the required unit space model, the study used the user-led future learning space project (workshop) with in-service teachers as basic data for deriving the learning space restructuring model (draft).

User-led future learning space project

- After conducting a three-step workshop that consists of user recognition and setting direction, proposing future learning space design through designing future teaching and learning process, and the last step of on-site case study with educational utility and representativeness of learning space restructuring, the study derived characteristics for future learning space and proposed various spaces through drawing and model building of compositions (drafts).

Future learning space model proposal

- Based on the analysis of the current state of unit space formation by type of teaching and learning, and the result of user-led future learning space project, the study proposed using the existing 3-6 unit size spare classrooms as the 4 classroom types (Room M, Room S, Room A, and Room L) that can independently hold classes, and using 1 unit space spare classrooms and placing them near general classrooms or spare classrooms so that the rooms can be used during class or extracurricular periods, and presenting these 8 hub type (Rooms A-H) models separately as class connection hubs and hubs for resting. These can be selected, modified, or optimized according to the circumstances and conditions of each school.

Policy recommendations

- For the activation and stabilization of school space innovation projects being promoted at the national level, the study proposed 5 policy recommendations as follows: 1) the establishment of governance linked with urban regeneration and living-type SOC projects; 2) the proactive establishment of mid- to long-term plan at a regional unit; 3) production and distribution of manuals and casebooks by school level and type; 4) review and enactment of relevant regulations for school space innovation; and 5) raising educational effectiveness through preliminary review and ex-post evaluation.

Second-cycle Longitudinal Study on North Korean Migrant Youths' Education (IV)

Research Director Ji-Hye Kim (KEDI)

Co-researchers Jeongwon Kim, Jisoo Kim, Dongyup Lee (KEDI), Sun Kim (Former KEDI), Jeongah Jo (Korea Institute for National Unification), Yoonyoung Kim (Hanyang University)



The Purpose of the Study

- This is the fourth year study of the two-year longitudinal study on North Korean youth education, which analyzes the major transitions (turning points) in the lives and education of North Korean migrant youth and explores the implications of these changes in terms of educational growth and social integration in South Korea of North Korean students. In addition, this paper analyzes the characteristics of these transitions in terms of the development stage, country of birth, family background, and gender of North Korean migrant youth.

Key Research Findings

- The study conducted in-depth interviews with a total of 69 (31 students, 20 parents, 18 teachers), including a 6th grade panel (currently 8th grade), a 9th grade panel (currently 11th grade), alternative schools and off-school panels, post-graduation panels, and 4 panels of students, parents, and homeroom teachers. In addition, drawing life history graphs, interview-assisting survey items, and an interview-assisting reflection journals were used as a qualitative data for interview assistance.
- The major transitions in life for North Korean youth are as follows: transition due to disorganization and reconstruction of family due to 'defecting', transition due to changes in institutional space such as 'school advancement' or 'employment', transition due to the relationships with meaningful others such as 'friends', 'teachers', 'volunteers' and 'mentors', and transition due to various achievement experiences such as 'academic achievement', 'confidence in forming peer relationships', and 'expressing one's opinion on discrimination'. In addition, the study found that

transition of family such as family disorganization, reunification and reconstruction, and language problems provided opportunities for transition for both Chinese and North Korean individuals in different ways each in various stages of life.

- As demonstrated in the above analysis, firstly, in order for the transition experience of North Korean migrant youth to become the process of their educational growth in the long run, it must be accompanied by reflective thinking and support from the external environment. Secondly, the transition of North Korean migrant youth is characterized by continuous, cumulative, and interconnected, rather than individual and one-off. Therefore, rather than looking at the problems that North Korean migrant youth are currently exposed to with a piecemeal approach, a life-long understanding of the lives and surrounding relationships of each North Korean migrant youth is needed. Thirdly, the analysis of the transition of North Korean migrant youth can provide a glimpse into the perspective of social integration in South Korea. In particular, as can be seen in the case of the negative transition of North Korean migrant youth, the study confirmed that the maturity and unequal structure of Korean society was revealed as another problem separate from and beyond the individual problems of North Korean migrant youth. Finally, the transition of North Korean migrant youth needs to be understood as part of the transition experience of Korean youth, rather than an experience unique to North Korean migrant youth. This point of view indicates that the direction of reflection and improvement on Korean society should not just be limited to the problem of North Korean migrant youth, but instead by extended to the changes and problems of our society in general.

Research on Leveraging Learning Analytics to Design Personalized Educational Support in Online Learning Environment

Research Director Chanhee Son (KEDI)
Co-researchers HyeSeung Chang, EunYoung Kim, Sungmi Kim, Eunjoo Lee (KEDI), IlHyun Jo (Ewha Womans University), Kwangsik Chung (Korea National Open University)



The Purpose of the Study

- The purpose of this study is to establish a system for collecting, managing, and utilizing learning data for learners who are currently using secondary-level online education, and to derive measures and tasks to support learner-customized education.

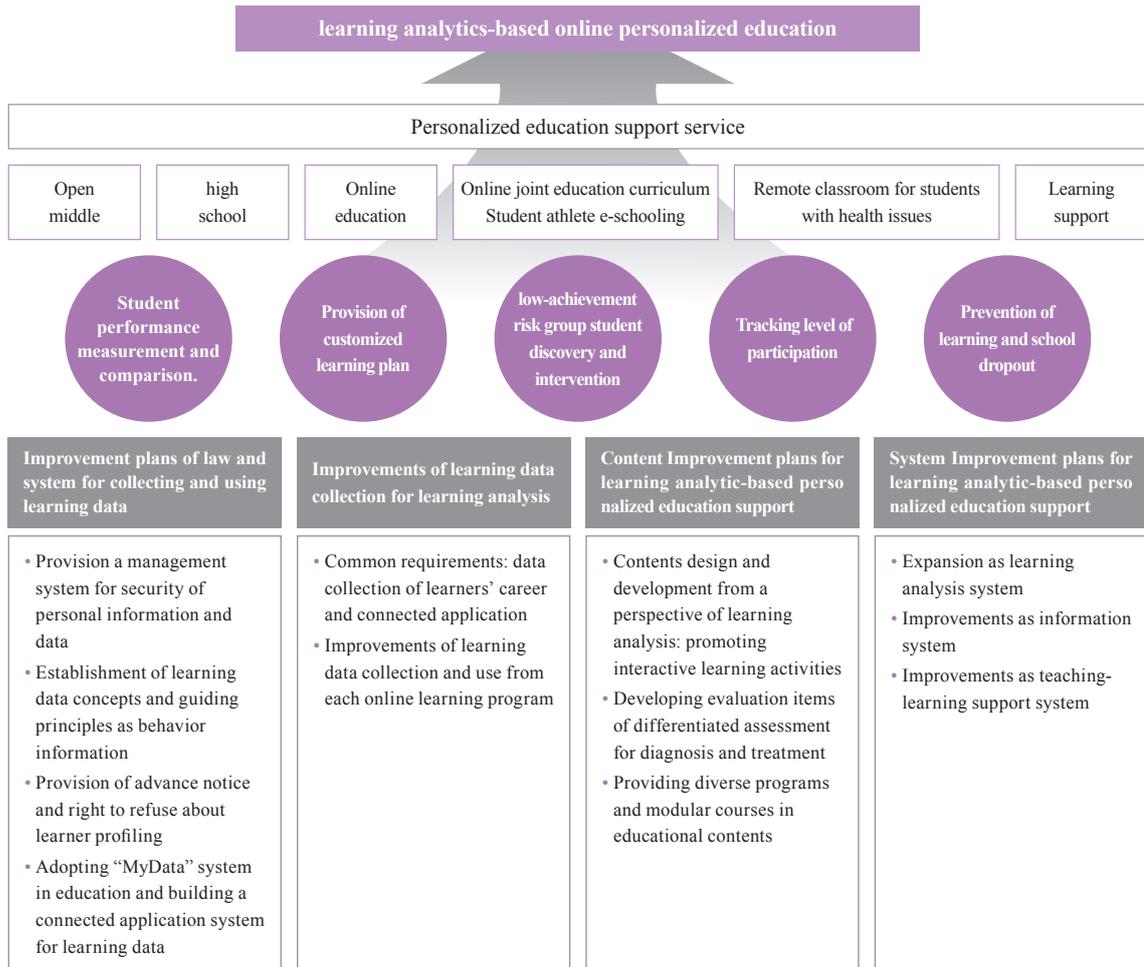
Key Research Findings

Research Contents

Category	Main Contents
Theoretical Background: Learning Analytics and Personalized Education (Learning)	<ul style="list-style-type: none"> - The concept of learning analytics, the utilizing body of learning analytics and the purpose and method of use, the procedure and (analysis) method of learning analytics, data collection system for technical trends and learning analytics - The concept and features of personalized education, personalized education in online learning environment, and learning analytics usage for personalized education
Trends and Use Cases of Learning Analytics	<ul style="list-style-type: none"> - Current state of laws related to the collection, management and utilization of learning data - Trends related to Learning Analytics and Cases of Learning Analytics: Focusing on Learning Data Collection, Management and Utilization
Status of Secondary Online Education Operation	<ul style="list-style-type: none"> - Background and purpose of online education service - Operating system of online education service - Current state of collection and usage of online education service learning data
Stakeholder Awareness on Secondary Online Education and the Need for Learning Analytics	<ul style="list-style-type: none"> - Awareness of current online education services: from the perspective of collecting and using learning data - Understanding and recognition of learning analysis by stakeholders related to online education services (learning analytics utilizing body) - Expectation of learning analytics by stakeholders related to online education services (the purpose of learning analytics results usage)
Plan for Secondary Online Personalized Education Support Based on Learning Analytics	<ul style="list-style-type: none"> - Improvements in laws and systems for collecting and utilizing learning data in online education: from the aspect of laws related to operation of education information system, and from the aspect of collecting, utilizing and protecting personal information, etc. - Personalized education support model using learning analytics in online education - Improvement of LMS and contents for learning analytics in online education - Policy suggestions (tasks) for the application of learning analytics-based personalized student education support plan in online education

Research Results

- Outline of learning analytics-based personalized education support plan



● Key Research Results

Category	Main Contents
<p>Improvement Plans for Laws and Systems for Collecting and Using Learning Data</p>	<ul style="list-style-type: none"> - A move away from a 'protection' viewpoint to a more balanced approach of 'safe use' is required in order to create a paradigm shift of personal information and data usage systems - In this context, it is necessary to reset the concept of personal information on the premise of personal identification and to set a principle on how to treat learning data as 'behavioral information' without personal identification and distinguish it from personal information. - It is necessary to set prior notification on student profiling mandatory and grant the authority to refuse profiling - It is necessary to actualize these approaches and to actively seek out the adoption of "Mydata" as a system in which learners, as informational agents, control and utilize their own personal information and data, and to use this as a basis for building a broader learning data linkage system
<p>Improvements of Learning Data Collection for Learning Analytics</p>	<ul style="list-style-type: none"> - The study derived the five dimensions of personalized education support service in online education as discovery and intervention of low-achievement risk group students, learning and school abandonment prevention, tracking levels of participation in learning, providing personalized learning plans, and measuring and comparing student outcomes, and proposed a detailed personalized education support service for each online education policy project. - Proposed improvements needed from the viewpoint of learning analytics by analyzing the current state of learning data collection by project for each online education policy. - Indicated that it is very necessary to collect and connect student career data in general, and suggested ways to provide personalized education support through learning analytics for each online education policy project by collecting learning career data.
<p>Content Improvement Plans for Learning Analytic-based Personalized Education Support</p>	<ul style="list-style-type: none"> - First of all, the transition to learner-participatory content with enhanced interaction is necessary, and as such, the direction of instructional design from the perspective of learning analytics was presented in terms of learner-content, learner-teacher, and learner-learner interaction. - Accurate 'diagnosis' of learners is important for personalized education support through learning analytics, and the development of evaluation items for each level is necessary for this. - In terms of the quantitative expansion of educational contents required for personalized education support, a plan to modularize contents is required, along with plans for securing and developing educational contents for basic education support.
<p>System Improvement Plans for Learning analytic-based Personalized Education Support</p>	<ul style="list-style-type: none"> - The study presented the system improvement plan in terms of information system and teaching and learning support system. - Improvements for information systems include changes in database structure and capacity for big data analysis, data structures that can rapidly analyze big data and provide results in a timely manner, analysis algorithms, computing capabilities, automation of learning analytics through AI and machine learning, and personal information protection system - Improvement measures for teaching and learning support system include expanding scalability to accommodate future-oriented learning environment, generating synergy and resonance between learning analysis system, learning management system, and content management system, and significant improvements in the user interface and the design of dashboard as a visualized interface.

A Study on the International Comparison of Teachers, Principals, and Teaching and Learning: Results from TALIS 2018

Research Director Dongyup Lee (KEDI)

Co-researchers Ju Hur, Young-sook Park, Hyejin Kim, Seung-Ho Lee (KEDI), Wonseok Choi (Gyeongin National University of Education), Seung-Hwan Ham (Hanyang University), Eun Hye Ham (Kongju National University)



The Purpose of the Study

- The purpose of this study is to reconstruct the main analysis results of the Teaching and Learning International Survey (henceforth referred to as TALIS) 2018 provided by the OECD to fit the Korean situation and provide them in a timely manner. For this, the analysis results of TALIS 2018's teacher demographic background information and key focuses (teacher training and early preparation training, teacher job satisfaction and motivation, teacher feedback and professional development, teacher self-efficacy, teaching practice, school climate, innovation, diversity and equity) were presented along with interpretations that take into account the context of Korea, and its implications for Korean teacher policy from an international comparative perspective were examined. In addition, actionable teacher policy improvement plans were proposed based on the study findings.

Key Research Findings

- This research report presents the results of the TALIS 2018 analysis results at the middle school level (middle school teachers and principals).

Demographic background

- Compared to the OECD average, the aging of Korean teachers was progressing rapidly, the proportion of male principals was high, and the average age of principals was very high.

Teacher training and early preparation training

- Compared to the OECD average, the completion rate of graduate education for Korean teachers was relatively low, and there was a lack of multicultural education and guidance education in the training process.

Job satisfaction and motivation of teachers

- Compared with the OECD average, Korean teachers were less satisfied with their work environment, and Korean teachers were more likely to consider 'motivation for personal usefulness' when choosing their teaching profession. In the composition of working hours of Korean teachers, teaching class took less time, and student counseling, administrative work, and professional development took up more time than the OECD average.

Professional development

- Compared to the OECD average, teachers participated in professional development activities in various subjects, with the highest participation rates of online lectures and seminars in the world. On the other hand, "overlap of work and schedule" and "lack of support at school level" were significantly perceived obstacles to the development of teacher professionalism.

Self-efficacy

- Teachers' self-efficacy (teacher-learning efficacy, student engagement efficacy, classroom management efficacy) tended to improve gradually compared to the previous cycle, but self-efficacy levels were still relatively low compared to the OECD average.

Teaching practices of teachers

- Compared with the OECD average, there was a high level of negative perceptions about class atmosphere, such as classes being disorderly and time wasted due to student distractions, and assessment activities were not being carried out actively.

School climate

- Compared to the OECD average, the lack of support staff and time for teachers were found as problems.

Innovation

- Innovative teaching practices were not actively being conducted compared to the OECD average, but the principal had very positive perceptions on the innovation-friendly school climates.

Diversity and Equity

- Compared with the OECD average, Korean teachers did not receive sufficient training regarding multiculturalism in the teacher training process, and their multicultural efficacy was low. In addition, the principals tended to overestimate the multicultural affinity of their schools, compared to the teachers.

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

Research Director Sindong Nam (KEDI)

Co-researchers Hunam Lim, Jeungyun Choi, Jiha Kim, Boeun Moon, Okkyung Cho, Jaeyoung Seo, Sunhyung Kwon, Yerim Yoo, Jinhee Kim, Seungju Baek (KEDI), Jaeyoon Cho (Mokwon University), Suyeon Kim (JEI University), Jiwon Hwang (Bucheon University)



The Purpose of the Study

- The study aims to collect data on university education for students and faculty at the university, and present various ways of analyzing and using the actual condition and level of university teaching-learning process in order to increase the policy utilization value.

Key Research Findings and Results

Improving the teaching-learning survey implementation system and research tools

- To construct a modular survey system, student surveys were composed of common surveys and optional supplementary surveys.
- Analyzed the validity of survey items based on student and expert opinions, and reconstructed the survey for efficiency

University teaching-learning status and level analysis

- Surveys were conducted on students and professors to collect relevant data, and the correlation between teaching-learning competency assessment criteria and new supplementary survey items were measured.
- The study identified the status and quality of university teaching-learning based on the benchmarks for teaching-learning competency diagnosis.

Thematic analysis of university teaching-learning

- Using the data collected through the survey, the subjects were

analyzed to come up with strategies for improving teaching-learning quality at universities at the individual and national level.

- By linking data with personal information at the university level, themes such as ① the effectiveness of the program for faculty-student interaction for new students (University A case) and ② the effect of the professor-student interaction on learning outcomes (University B Case) were analyzed, and as a result the study suggested that the utilization value can be improved by linking survey data with university data.
- In order to explore quality improvement strategies through national data analysis, the study carried out analysis of themes such as ① the analysis of college student participation type: focusing on low achiever analysis, and ② the analysis of factors affecting college student's academic discontinuity, and consequently emphasized the development of policies that take into account a variety of factors in order to increase learning participation of universities and reduce academic disruption.

Measures to increase the utilization value of university teaching-learning survey data

- A Delphi survey was conducted for experts, the validity of the university teaching-learning analysis model was verified, and the data analysis and application methods were explored in terms of the utilization value of the survey data in order to recommend measures to increase the utilization value of future survey data.
- The study proposed the improvement measures of survey performance system to support teaching and learning performance management at university site as follows:

① expanding the survey categories to grasp the teaching-learning status of higher education in general, ② enhancing the validity and efficiency of survey items in response to recent research demands, ③ establishing a system of systematic preservation, management, and provision of

survey data, ④ ensuring teaching-learning quality and increasing the utilization of analytical data for performance management, and ⑤ establishing survey governance to diagnose university teaching-learning capacity and performance management system policy support.

2019 Korean Education Longitudinal Study: An Analysis of the Lives and Achievements of Early Adulthood after Graduation from High School (IV)

Research Director Kyoung-ho Park (KEDI)

Co-researchers Heekyung Kwon, Jeong-a Kim, Seungju Baek, In-Hee Choi, Seungwon Song (KEDI), Byung Shik Rhee (Yonsei University)



The Purpose of the Study

- This study examines the changes in overall perception change of early adulthood after high school and conducts intensive analysis on early adulthood responsibilities such as target job employment and entrance to graduate school to broaden understanding and make policy suggestions for improving early adulthood lives and achievements.

Key Research Findings

Basic analysis of lives and achievements in early adulthood

- The study found that thoughts about oneself, such as the sense of self, personal time use on oneself and family, family relationships such as marriage and cohabitation, and social perceptions such as political participation activities were clearly distinguished by gender.
- As for the sense of self, men were found to value themselves more positively than women in most areas, and in personal and family life, men were spending more time in self-development while women spent relatively long times on appearance management, family interaction, and household chores. Regarding the political participation experience, women participated in elections at a higher rate than men, participated in signing petitions and protests on social issues, and replied that they had experienced participation in demonstrations or rallies.

A study on target job employment by educational attainment

- The level target job employment achievement of employed adults

differed according to their educational backgrounds. In particular, target job achievement of high school graduates was lower than those who graduated from vocational colleges or attained higher education. In addition, when looking at the yearly trends of the target job achievement, the employment of students who were employed at the time of their graduation from vocational colleges or higher education generally displayed a higher target job achievement than those who studied and worked at the same time.

Exploration of factors influencing graduate school enrollment and the experiences of graduate students

- As for the factors affecting graduate school enrollment, the study found that the higher the student's sense of self, mother's level of education (based on 10% significance level), parents' expectations on children's educational achievement, higher education aspirations, higher grades during high school, university satisfaction, and if the subject major at the university was related to science and engineering, the higher the chances were for graduate school enrollment.
- Regarding the characteristics and experiences of graduate students, 83.81% of graduate students graduated from general high schools, and 5.67% from vocational high schools, before entering a four-year college. Furthermore, 3.24% graduated from a general high school and enrolled in a vocational college and before going to graduate school, and the cases of students who entered graduate schools after a vocational high school and a vocational college had the lowest ratio of 0.81%. In relation to the difficulties that graduate students face, the greatest difficulty was 'difficulty of academic and research projects' for science and engineering major students, while it was 'economic problems' for non-science and engineering major students.

An Analysis of the Growing Process of Middle School Students: Focusing on Schools, Families, and Communities (IV)

Research Director MiKyung Chung (KEDI)

Co-researchers KyungAe Kim, JongHeon Lim, KwangHee Chung, EunJung Han, SunYoung Lee (KEDI), HyeYon Seon (Korea National University of Education), EunJoo Cho (Myongji University), HanNa Choi (Sookmyung Women's University)



The Purpose of the Study

- This study the final 4th year study of the qualitative longitudinal research designed to broaden the understand the lives and growth of middle school students and gain insight on middle school education through tracking four years of growth for the same subjects, focusing on the common theme of 'life and growth', as well as key topics such as 'relationship', 'identity' and 'career'. In particular, the study aims to examine the effects of school, home, and community on the growth of middle school students. by dividing the subjects into urban low-income, urban middle-income, urban high-income, and provincial township students. The purpose of this study is to present a longitudinal analysis of the growth process of middle school students, including the life and career path of 9th grade students in middle school, to provide follow-up research and policy recommendations.

Key Research Findings and Results

School and family life and experience of middle school students

- After entering middle school, middle school students began to adapt to unfamiliar environments and systems, such as different classes and uniforms. Academic burden varies from school to school, and 9th grade is perceived as a period of studying. Families are a place of emotional and physical rest with different families displaying different patterns for academic support.

Relationship, identity and career path of middle school students

- Middle school students go through significant physical, cognitive,

and emotional growth during the middle school years. The scope of the relationship expands in terms family, peers, and teachers, relationship skills are developed, and as the grade level goes up, the level of aspiration is lowered and negative self-concepts are formed, but identity is nevertheless established. The students also develop career plans and sometimes revise them in consideration of factors such as their relationships with the environment.

Suggestions for follow-up studies

- The study suggests follow-up research on in-depth analysis of psychological test results on cognitive and affective characteristics of middle school students, analysis of the growth process of high school students, analysis of educational gaps and influencing factors, and studies on factors that hinder middle school students' healthy school life.

Policy recommendations

- First, in terms of lessening the educational gap, the study proposed guaranteeing basic education, providing equal career education opportunities and strengthening high school counseling, fostering the growth of characterization high schools and improving specialized high school entrance examination types, expanding social integration admission type, securing diversity in school, laying foundation for continuing arts education support centered on public education, and school autonomy for local schools and teachers. Second, the study proposed strengthening the role of the community as a foundation of support for middle school students' growth. Third, in terms of improving middle school education, the study proposed adjusting the terms of the free semester system, harmonizing the free semester system with middle school education, strengthening the support for mathematics, and improving the evaluation system.

KEDI POLL 2019

Research Director Sohyun Im (KEDI)

Co-researchers Byungyoung Park, Junseong Hwang, Kyunghoon Ryu, Seungju Baek (KEDI), Eunjung Hur (Seowon University)




The Purpose of the Study

- The study aims to periodically examine the contents of education and education policy of Korea in general, present the analysis of current trends and changes in people's perceptions and attitudes toward Korea's education and education policy, and examine the public's opinions on the current educational issues in order to propose policy implications.
- The study attempts to set priorities for establishing educational policies through survey results and provide basic data for improving and complementing Korean education and education policy through comprehensive diagnosis.

Key Research Findings and Results

Key emphasis points of KEDI POLL 2019

- In order to increase the reliability of the survey, sampling numbers were doubled from 2,000 to 4,000, and the demand for new survey item development focusing on current educational issues was identified through preliminary consultations with policy-making authorities such as the Ministry of Education. As such, the study included new survey items related to areas such as education policies that should be focused in each dimension, assessment and demand for the government's efforts to restore trust in education, the role of the National Board of Education, and policies needed in the era of decreasing school age population.

Research outline (study subjects, methods, and

contents)

- KEDI POLL 2019 survey respondents were 4,000 adult men and women across the country who are between 19 and 75 years old* and the survey was conducted once a year as an online survey (Survey duration: August 12 2019 to June 4, 2019, approximately 4 weeks)
 - * The population of 39,770,219 male and female adults above the age of 19 and under the age of 75 (based on the resident registration demographics in July 2019 by the Ministry of the Interior and Safety) was sorted by region, gender, and age, and 4,000 people (0.01% of the population) were sampled following the demographic composition ratio (maximum sampling error of $\pm 1.55\%$ p assuming random sampling at 95% confidence)
- KEDI POLL consisted of respondents' personal background, fixed items on general education and education policy, and flexible items (new items) on education issues, and the ratio of flexible items to fixed items was 8:2, similar to that of KEDI POLL 2018. Specifically, the survey consisted of a total of 64 (+2) items [52 (+1) old items and 12 (+1) new items] in the 9 dimensions of ① education policy and school education evaluation, ② teacher, ③ student, ④ curriculum and education contents, ⑤ high school policy and college admission, ⑥ education welfare service and education finance, ⑦ higher education, ⑧ current issues in education and education for the future, and ⑨ viewpoint on education.

Result analysis and policy recommendation

- The findings were presented by first distinguishing between the entire group and the comparison group per survey item,

then obtaining frequencies and percentages by using cross analysis and variance analysis and presenting the results for each.

- Graphs of comparative analysis on changes in percentages by group were presented, considering maximum sampling error for the fixed questions included in the 1st thru the 13th POLLS.
- For each question, analysis for each individual background variables were conducted, and the results of the comparative

analysis were presented as appendices.

- Based on the findings of the public's perceptions and attitudes on education and educational policies, and the public's awareness and opinions on the current educational issues, the implications for supporting the development and implementation of educational policies were drawn. Present policy suggestions.



Korean
Educational
Development
Institute

03

2019 Research and Project Activities

Vice-President / Research Planning and Management Division
Primary and Secondary Education Research Division
Higher Education Research Division
Future Education Research Division
Education Policy Support Research Division
National Education Statistics Research Division
Education Policy Network

Vice-President / Research Planning and Management Division

[Office of Research Planning]

A Study on Cooperative Cooperation Strategies between Local Governments, Corporations, and Universities to Alleviate Education Inequality and Generate Jobs

The study explored strategies for local governments and local universities, which are being threatened by the disappearance of the youth population and declining school age population, to cooperate to provide educational services suitable for local conditions, and support the employment of companies located in small to medium-sized provincial cities, attract promising companies, and support innovation startups of youth in order to create high quality jobs and ultimately overcome regional inequality in higher education.

Delegated by National Research Council for Economics, Humanities and Social Sciences

KEDI Research Colloquium

The KEDI Research Colloquium was held to strengthen the research capabilities of researchers and foster a new research culture. It provided opportunities for group learning and information sharing among researchers on a variety of topics including research methods, research ethics, academic activities of new researchers, and basic research projects. Additionally, the colloquium invited internal as well as external researchers to strengthen their capacities. In 2019, KEDI hosted a total of 9 colloquia.

KEDI Education Policy Forum

KEDI continuously hosts the KEDI Education Policy Forum to gather opinions from experts in the education sector focusing on topics such as national agendas on education, major education policies and issues, and agendas that can help suggest the future direction of Korean education. In particular, the suitability and effectiveness of policy recommendations and follow-ups for each policy research project is enhanced by linking them with forums and seminars conducted in the course of carrying out KEDI's basic research projects. In 2019, KEDI hosted a total of 10 forums.

【Office of Budget Planning】

Comprehensive Budgeting

This project is to coordinate budget formation, allocation, control, and carryover. In 2019, the office made up the budget formation, allocation, control, and carryover and submitted to the 267th regular board meeting (March 28, 2019) and the 270th temporary board meeting (August 13, 2019) of the National Research Council for Economics, Humanities and Social Sciences. Furthermore, the office carried out the correspondence duties of the National Research Council for Economics, Humanities and Social Sciences, the Office for Government Policy Coordination, Ministry of Economy and Finance, and the National Assembly for the comprehensive budgeting of 2020. By doing so, the office supported KEDI to conduct its research and projects in an efficient and timely manner, and provided budget support.

Analysis and Improvement of the Administrative System, and Management of the Regulatory Review Committee

The office operates the Regulatory Review Committee in order to deliberate on and improve the enactment and revision (draft) of the relevant legislation and regulations of KEDI. The committee was established in order to provide consultation to the KEDI president by deliberating on the enactment and revision of regulations. The committee reviews ① conflicts with statutes, articles of association, and regulations, ② conformity of system and format, ③ conflicts with management policy, and ④ accuracy of formats and terms. By operating the Regulatory Review committee, this project contributed to the improvement of KEDI's system through successful analysis and revision of the administrative system in 2019.

National Assembly Related Duties

This is an obligatory duty required by the Korean National Assembly. In 2019, the office provided an accurate and prompt response upon the data requests from the members of National Assembly including the Parliamentary Inspection of the Administration. By providing data required from the National Assembly in an accurate and prompt manner, the office assisted in improving the legislation and system improvements initiated by the National Assembly, and as a result, raised the reliability and reputation of KEDI.

Organization Management Information Disclosure

This task involves overseeing management disclosure that occurs daily in KEDI. To this end, the office uploads daily, quarterly and annual management disclosures to the Ministry of Economy and Finance for review. Through transparent disclosure of information to the public, the office enhanced the transparency, legality and accuracy of KEDI.

【Office of Public Relations】

Monitoring Media Trends, Distributing Press Releases, and Providing Media Scrap Services (I-surfer)

The office surveyed the major press releases regarding KEDI every day and provided the KEDI Daily News e-mail service to all employees, and shared press releases to relevant researchers in charge for timely review of information and corrections. In addition, the office distributed press releases in Korean and English related to basic research in 2018 and distributed promotional materials such as hosting events, seminars, and signing MOUs to enhance the effectiveness of the press publicity. The office also provided a media scrap service (I-Surfer) to improve the efficiency of KEDI-related news monitoring and shared the immediate media trend analysis system with the research team in order to strengthen the KEDI's media responsiveness.



Facebook (www.facebook.com/KEDIPR)



YouTube (www.youtube.com/c/KEDI)



Instagram (www.instagram.com/iam_kedi_)

Management of Social Media

The office actively produced and uploaded real-time data and videos suitable for modern-day population on social media in order to distribute research results by building various public relations channels. By creating and operating Facebook, Instagram, and YouTube accounts, the number of posts, arrival rate, and participation rate indicators all increased, thus increasing the influence of research result distribution over social media.

Video Report Self-Production System Development

A video report was planned and produced to actively promote SNS about KEDI's research achievements. 'KEDI insight' was selected as the name of the video report after employee polling (June 5 – 14, 2019). 'KEDI insight' was produced through the voluntary participation of KEDI employees, and in collaboration with the Office of Public Relations.

[Office of International Cooperation]

OECD Long-term International Cooperation Project

This project was conducted to lead the research and project participation at the national level, analysis of research trends related to education in the international society, and discovery of OECD educational research and projects as a national implementing organization for OECD educational research projects. As the chief representative of the Centre for Educational Research and Innovation (CERI), KEDI actively participated through the analysis of relevant agendas and stating opinions for the participation in regular meetings of the OECD Educational Policy Committee (EDPC) and the Centre for Educational Research and Innovation (CERI). The office also supported efficient implementation of OECD research and projects in Korea through continuous exchanges with OECD headquarters and the Permanent Delegation of the Republic of Korea to the OECD.

2019 OECD Educational Research Cooperation Project

The project was conducted to support the participation in the OECD education sector, to promote the network between OECD headquarters, member countries, and relevant organizations in Korea, and to contribute to Korea's education policy and educational development. The office provided the opportunity to strengthen the network between OECD headquarters, member countries and relevant organizations in Korea by conducting OECD education sector research and projects, monitoring OECD projects of relevant organizations in Korea, analyzing major education projects of member countries and the OECD Educational Skills Bureau, and sharing the results of participatory projects in Korea. Commission: Ministry of Education

2019 OECD Educational Research Cooperation Project Staff Meeting

The OECD Educational Research Cooperation Project Staff Meeting is held bi-annually in order to identify OECD participating projects in Korea and strengthen networks between research institutions through sharing the progress of OECD education research and monitoring the results. In addition, KEDI intended to establish an organic cooperative system among the research institutions and executive agencies participating in OECD researches and projects by sharing information and reinforcing work coordination.

[First Half-Year] 2018 OECD Project Results and 2018 Project Implementation Plan Report (April 30, 2019, Ministry of Education) [2nd Half-Year] 2019 Project Progress Report and 2020 Project Implementation Plan Report (December 17, 2019, Ministry of Education)

OECD education 2030 and Korean Education, and Korean Education Analysis from the Viewpoint of OECD Education 2030 Learning Framework

KEDI participated in the OECD National Case Study to induce domestic and foreign interest in establishing a new 2030 education system and to establish the direction of future education innovation policy for Korean education and supported the Korean education case study process of the OECD National Review Board. KEDI established research methodology and planning and conducted interviews and workshops with stakeholders including policy officers in the area of analysis, in order to examine the current status of the themes based on the national educational background report and selected by the OECD, such as the Korean education system and student identity. [1st] Fact-Finding Visit (September 16-20, 2019), [2nd] Policy Visit (November 26-29, 2019, Seoul, Gyeonggi, Sejong, Jeonbuk)

Renewal of MOU between KEDI-SEAMEO (Southeast Asian Ministers of Education Organization)

The MOU signed in 2015 between KEDI and the Southeast Asian Ministers of Education Association (SEAMEO) was renewed and the details of how to enhance cooperation in the future was discussed. It is expected that this agreement will further strengthen cooperation between the two countries by conducting joint research, hosting joint seminars, exchanging human resources, and sharing research data. Date of MOU renewal: January 30, 2019

Prof. Soo-Yong Byun Invitational Lecture Series

KEDI invited Professor Soo-Yong Byun (Pennsylvania State University) for the lecture series lecture on “Korean Education Revisited from an International Comparative Perspective”. The lecture reviewed Korean education from an international comparison point of view and shared opinions on the direction of Korean education. This lecture was held to strengthen employee competency. Theme: Korean Education Revisited from an International Comparative Perspective (February 26, 2019, KEDI)



OECD education 2030 and Korean Education, and Korean Education Analysis from the Viewpoint of OECD Education 2030 Learning Framework



Prof. Soo-Yong Byun Invitational Lecture Series

A Visit from the Delegation of the Croatian Minister of Science and Education

The delegation of the Croatian Minister of Science and Education visited KEDI, wherein KEDI shared experiences in the development of Korean education policy, teacher training policy, school facility policy, and ICT education-related policies. Theme: Introduction to Korean Teacher Development Policy, School Facility Policy, ICT Education-Related Policy (February 14, 2019, KEDI)

A Visit from the University Officials from Universities such as the University of Tsukuba, Japan

University officials from the universities such as University of Tsukuba, Japan, visited KEDI, wherein KEDI shared the current status of Korean school principal leadership and school consulting research. Theme: Introduction to Korean Education System, Korean School Principal Leadership, School Consulting Research (February 19, 2019, KEDI)

A Visit from the Department of Education of Queensland Government in Australia

Officials from the Department of Education of Queensland Government in Australia visited KEDI, wherein KEDI shared the Korean education system and educational growth policy and discussed plans to build a cooperative network between the two organizations. Theme: Introduction to Korean Education Policy and Education System, Discussion on Building a Cooperative Network Between Organizations. (March 28, 2019, KEDI)

A Visit from the Education and Youth Affairs Bureau of Macau and the Delegation of School Principals

The Education and Youth Affairs Bureau of Macau and the delegation of school principals visited KEDI, wherein KEDI introduced the Korean education policy and system, and answered questions about gifted education. Theme: Korean Education Policy, Introduction to KEDI, etc. (May 21, 2019, KEDI)

A Visit from the Delegation of the 21st Century Education Research Institute of China

The Delegation from the 21st Century Education Research Institute of China visited KEDI, wherein KEDI introduced Korean education policy in general and shared major educational policy cases that contributed to the free semester system and after school classes. Theme: Introduction to the Korean Education System, Free Semester System and After School Classes. (April 25, 2019, KEDI)



A Visit from the Delegation of the Croatian Minister of Science and Education



A Visit from the Education and Youth Affairs Bureau of Macau and the Delegation of School Principals



A Visit from the Delegation of the 21st Century Education Research Institute of China



A Visit from the Delegation of the Ministry of Education of the F.D.R. of Ethiopia

A Visit from the Delegation of Educational Experts of Tajikistan

Educational Experts in Tajikistan visited KEDI, wherein the delegation asked about the Korean education system and education policy and discussed plans to build a cooperative network between the two institutions in the future. Theme: Korean Education Policy and System, Introduction to KEDI, Discussions on Future Cooperation Strategies (July 3, 2019, KEDI)

A Visit from the Delegation of the Ministry of Education of the F.D.R. of Ethiopia

The Delegation of the Minister of Education of the F.D.R. of Ethiopia visited KEDI, wherein KEDI introduced the Korean education system, shared Korea's know-how for the Ethiopian Education Roadmap Project, and discussed future cooperation strategies. Theme: Introduction to Korean education policy, Sharing of Ethiopian Education Roadmap Project and Korea's Development Experience (July 10, 2019, KEDI)

A Visit from the Delegation of Overseas Official Educational Training of the KDI International Development Cooperation Center and KEDI Support

The delegation of overseas official educational training hosted by the KDI International Development Cooperation Center visited KEDI, wherein KEDI introduced the organization, the School Facility Integrated Information System, and supported lectures on private sector support projects. Theme: Introduction to Korean Education and KEDI (August 6, 2019, KEDI)

Hosting of the KEDI-UNESCO Bangkok Regional Policy Seminar

Hosting the 2019 KEDI-UNESCO Bangkok Annual Asia-Pacific Region Education Expert Seminar. Education policymakers and experts from the Asia-Pacific region gathered to share country-specific cases, relevant policies and research cases in the Asia-Pacific region, and to explore challenges and comprehensive solutions on education for migrants and refugees. Theme: Leaving No One Behind: Education of Migrants and Refugees (June 17 – 18, 2019, Bangkok, Thailand)



Hosting of the KEDI-UNESCO Bangkok Regional Policy Seminar



Hosting of the KAERA-KEDI-Seoul Education Research & Information Institute Joint Symposium on Education Policy

Hosting of the KAERA–KEDI–Seoul Education Research & Information Institute Joint Symposium on Education Policy

KEDI hosted the Korean-American Educational Researchers Association (KAERA)-KEDI-Seoul Education Research & Information Institute Joint Symposium on Education Policy. Under the theme of ‘Democratizing Educational Research Evidence in A Post-Truth Era’, KEDI shared US-Korea education policies and research results regarding the use of educational research evidence and democratization, and discussed the roles and direction of institutions related to education. Theme: Democratizing Educational Research Evidence in A Post-Truth Era (April 5, 2019, Toronto, Canada)

Co-hosting of the Korea–OECD International Education Conference

A total of 11 institutions (National Education Council, Ministry of Education, National Council of Governors of Education, Chungcheongbuk-do Office of Education, Jeollabuk-do Office of Education, National Research Council for Economics, Humanities and Social Sciences, Korean Educational Development Institute, Korea Institute for Curriculum & Evaluation, Korea Research Institute for Vocational Education & Training, Korea Education and Research Information Service, and OECD) co-sponsored and hosted the 'Korea-OECD International Education Conference' under the theme, 'Future Education 2030, Making a Better Life Together'. 700 participants, including directors and staff of the OECD Education and Skills Bureau, participants from outside the OECD Education 2030 Working Group National Delegation, and domestic and foreign education experts, students, parents, teachers, and citizens participated in the conference. The conference provided a platform for discussing future education systems including the directions and important agendas for the establishment of 2030 future education systems, a full life and balanced growth for students, and the sharing of examples of high-quality and flexible lifelong learning system establishment. Theme: Education 2030, The Future We Build Together (October 23 – 25, 2019, KINTEX, Ilsan)

Hosting of the 10th OECD Education 2030 Working Group Meeting

In coordination with the Korea-OECD International Education Conference, the 10th OECD Education 2030 Working Group Meeting was co-hosted by KEDI, OECD, Ministry of Education and National Education Council. The 10th OECD Education 2030 Working Group Meeting was attended by about 160 delegates, including government representatives from each country, education experts, and students from around the world to discuss the teaching and learning methods and student evaluation linkage measures according to the curriculum innovation based on the ‘Learning Compass 2030’ finally confirmed at the last 9th meeting. Theme: Discussing and Sharing Cases of Teaching-Learning methods based on the ‘Learning Compass 2030’ and linking student evaluation (October 23 – 25, 2019, KINTEX, Ilsan and Central Government Complex)



Co-hosting of the Korea-OECD International Education Conference



Hosting of the 10th OECD Education 2030 Working Group Meeting



A Visit from the Delegation of Assistant Director-General for Education from UNESCO



Co-hosting of the '2019 Visiting Policy Academy' with National Library of Korea, Sejong

A Visit from the Delegation of Assistant Director-General for Education from UNESCO

The delegation of Assistant-Director-General for Education from UNESCO visited KEDI to discuss measures to strengthen cooperation in higher education between the two organizations. Theme: Discussion on measures to strengthen cooperation in higher education (September 3, 2019, KEDI)

[Office of Knowledge and Information Management]

The Acquisition of Web Accessibility Certificate of Authentication

The KEDI website (www.kedi.re.kr) has achieved the Web Accessibility Certificate of Authentication for the past seven consecutive years for its commitment to improving its website navigation ease for people of all ability levels. The office restructured the entire KEDI website in 2013, and since then the website has been consistently diagnosed and updated to maximize user convenience.

Web Accessibility Certificate Authentication Period: September 27, 2019 – September 26, 2020.

Co-hosting of the '2019 Visiting Policy Academy' with National Library of Korea, Sejong

KEDI jointly hosted a lecture with The National Library of Korea, Sejong, under the theme of '2019 Visiting Policy Academy – Escaping the Education Crisis, the Emergency Exit toward Future Education' and invited the Secretary-General of the Future Classroom Network, Chan-pil Jung. The lecture provided opportunities for research and capacity building for more than 110 employees from local educational institutions, schools and public institutions in Chungbuk Innovation City participating in the lecture. Theme: Escaping the Education Crisis, the Emergency Exit towards Future Education (September 24, 2019, Main Conference Room, KEDI)

Primary and Secondary Education Research Division

[Office of School Education Research]

A Study on the Measures for Parents' Participation in Education through School Autonomy Expansion

In line with the trend of accelerating societal changes in local educational autonomy, the improvement in perception and demand is increasing for the three education agents for strengthening the autonomy of unit schools. The study suggested a policy proposal for the direction of future parents' educational participation through a multi-faceted approach to the educational participation of parents according to the expansion of school autonomy, the ultimate goal of local educational autonomy. In addition, the study specified the role of parents as an educational agent and suggested strategies and policy measures for enhancing the competence and professionalism that parents should have in order to participate in the educational participation.

Development of Educational Cooperation School Model for Chungbuk Innovation City for Nurturing Future Talent

With the rapid population influx of Chungbuk Innovation City and the increase of school-age population, interest in the education environment and settlement conditions of the Chungbuk Innovation City has increased. The purpose of this study is to develop an educational cooperation school model utilizing various educational networks of Chungbuk Innovation City and to study the tasks of various educational agents (Metropolitan and Provincial Offices of Education, District Offices of Education, Public Institutions, and Local Governments). The study proposed the operation of the educational cooperative school model applicable to the actual educational field by classifying the tasks of the educational agents into the educational method, curriculum, educational space innovation, and teacher capacity building. Delegated by Chungcheongbuk-do Office of Education

Seojeon High School Longitudinal Study III

The third year of Seojeon High School longitudinal study was conducted to comprehensively analyze the school's current status, educational activities and characteristics of the school's operation and educational performance for three years after the school's opening through literature analysis, surveys, and in-depth interviews, and suggested ways to operate the school in relation to the curriculum, classes, and community cooperation. Delegated by Chungcheongbuk-do Office of Education

2019 Metropolitan and Provincial Offices of Education Evaluation Project

The evaluation of the Metropolitan and Provincial Offices of Education was conducted to reinforce self-governance capability by introducing internal evaluation to the Metropolitan and Provincial Office of Education to strengthen the accountability on education policy, and to improve the quality of education through evaluation and feedback such as evaluation and dissemination best practices. In 2019, the Metropolitan and Provincial Offices of Education evaluation was conducted in accordance with the improved evaluation system in 2018. Delegated by 17 Metropolitan and Provincial Offices of Education

Hosting of the symposium, 'Reinforcement Measures for the Local Education Autonomy Capability', the 2019 Annual Symposium of the Korean Educational Administration Society

Under the theme of 'Reinforcement Measures for Local Educational Autonomy Capability', which is the basic research project of KEDI, the 2019 Annual Symposium of the Korean Educational Administration Society was held separately. The symposium introduced the purpose and main contents of the study and collected opinions on the principles and directions for promoting local education autonomy and policy measures to strengthen the capacity of actors related to educational autonomy. Theme: Measures to Strengthen Local Education Autonomy (December 7, 2019, Korea National University of Education)

【Office of Teacher Policy Research】

A Study on the Improvement of Congruence of Student Class Demands and Introduction of Academic Subjects in High School Credit System

This study aims at estimating the number of teachers needed to operate the high school credit system. The study conducted a survey of the students' academic subject demands for the 10th and 11th grade students of 400 general high schools (random sampling), 64 research high schools (all), and 36 leading high schools (random sampling), and investigated the current status of teacher courses and information by surveying every teacher in the selected schools. Through this, the number of teachers required by subject was estimated. As a result, the study proposed policy implications that the number of teachers need to be increased in order for the high school credit system to be implemented in high school before 2025, that the system needs to be improved for the teacher employment and placement, and that the activation of teacher's minors and double majors is needed. Delegated by Gyeonggi-do Office of Education

2019 Teacher Training Institution Capacity Diagnosis Project

The study aims to enhance the quality of education by comprehensively diagnosing the capacity of teacher training institutions to foster prospective teachers with professionalism and future competency, and to enhance the effectiveness of capacity diagnosis by organically linking it with other education policies such as curriculum revision of private universities and national universities of education, and university basic capacity diagnosis and finance projects. Through professional capacity diagnosis, the study encourages the self-development of teacher training institutes and discloses the results to provide high-quality reference materials for teachers. Delegated by Ministry of Education

Teacher Healing Support Center Operation Project

The study supports the operation of the Teacher Healing Support Centers of 17 Metropolitan and Provincial Offices of Education and contributes to the foundation for protecting teachers' educational activities by conducting the Teacher Healing Support Center operation for the purpose of creating a culture of respect for teachers and supporting the healing of teachers. Delegated by Ministry of Education

2019 Principal Qualification Training Institute Operation Evaluation Project

The project conducted training operation evaluation and follow-up consulting for three training centers (the National Training Institute affiliated with Seoul National University of Education, the Education Administration Training Institute affiliated with Seoul National University, and the Comprehensive Education Training Institute of Korea National University of Education) that conducts qualification training for kindergarten principals and elementary and secondary school principals of Korea. Delegated by Ministry of Education

2019 The 6th High School Credit Policy Forum

The 6th High School Credit System Policy Forum was held with the theme of improving the teacher system to introduce high school credit system. The forum shared and disseminated the results of high school credit policy research and surveyed opinions from experts and school sites. The forum also shared the cases of the high school credit system operation by Metropolitan and Provincial Offices of Education and schools. Theme: Improvement Direction of the Teacher System for High School Credit System (November 15, 2019, Teaching Direction Culture Center, Seoul National University of Education)

[Office of Democratic Citizenship Education Research]

A Basic Study on the Development of Diagnostic Tool for School Democracy

This study is a basic research to develop a diagnostic tool for diagnosing school democracy, and the study proposes the conceptualization of school democracy, development of diagnostic indicators and diagnostic tools, validation of diagnostic tools, and calculation of school democracy index. The study classified the components of school organization into five categories of vision and goals, operating structure, operating procedures, members, and school culture, and subsequently developed on the aspects of the realization of democratic values for each component, such as responsibility, respect, participation and solidarity, to propose the ‘concept framework of school democracy’. Based on this, the study developed the diagnostic indicators and diagnostic tool for school democracy and conducted the tool’s validity process to ultimately select student diagnostic tools for the 30 survey items and teacher diagnostic tools for 45 items. In addition, an exploratory measure was proposed to calculate the school’s democracy index by applying the hierarchical analysis method that considers the relative importance between democratic values and the case presentation method that complements the limits of self-reporting recognition surveys. In addition, the study proposed an exploratory method of calculating the school democracy index by applying the hierarchical analysis method that considers the relative importance between democratic values and the case presentation method that complements the limitations of self-reported perception surveys.

Analysis of the Current Status of Primary and Secondary School Human Rights Education and Human Rights Awareness

The study investigates and analyzes how human rights education is being carried out in schools, which are the key site of student lives, the level of human rights awareness among school members, and the status of human rights protection / infringement of students and teachers in the school. In order to investigate the status of human rights education and human rights awareness, the study developed and validated research tools for students (elementary and secondary school students), teachers, and schools, and collected and analyzed data from 301 schools nationwide. To analyze the current status of human rights education in schools from various angles, the study examined the current status of human rights education and human rights awareness of teachers and students, and conducted school situation analysis, analysis of school type according to human rights education and human rights status, analysis of human rights awareness improvement effect of human rights education, and case suggestion method analysis to supplement the discriminative function question. Based on the analysis results, the academic significance of this study and suggestions for further research were presented.

Development and Dissemination of Teaching and Learning Materials for Democratic Citizenship Education

The office developed teaching and learning materials for elementary, middle and high school democratic education with the title of 'Democratic Citizenship Education Meets the Media', centered on the development of teaching and learning materials for democratic citizenship education. The main contents and direction were set up on the subject of autonomy, respect, solidarity, justice and peace through discussions with the development team and review committee composed of field experts. Through this teaching and learning materials, democratic citizenship education is expected to be provided to students at each school level, thereby promoting democratic citizenship. Delegated by Chungcheongnam-do Office of Education

2019 Central Teacher Network Building Project

This project was started to promote new ideas for stimulating democratic citizenship education through strengthening the network of democratic citizenship education teachers, laying the foundation for promoting democratic citizenship education in each region, and sharing the democratic citizenship education network operation experience and know-how between democratic citizenship education network representatives from other metropolitan and provincial offices of education. Delegated by Chungcheongnam-do Office of Education

Character Education Program Certification System Operation

The Certification of Character Education is a national statutory certification system that recognizes all character education programs that meet certain criteria. The purpose of the certification is to develop and distribute high-quality programs and to encourage character education nationwide. The final eight programs for middle school students' character education were certified through evaluation (document evaluation, presentation evaluation) and the certified programs were posted on the Character Education Support Center's website to disseminate them in education sites. Delegated by The Ministry of Education

Designation and Operation of Character Education Specialist Training Institutes

According to the Character Education Promotion Act, two institutions (Seoul Women's University and Seowon University) were designated as Character Education Specialist Training Institutes for three years each to foster the character education expertise of in-service teachers as a leading actor in character education. Delegated by Ministry of Education

Korea's Character Education Grand Prize Award Selection

The 6th annual Korea Character Education Grand Prize was co-hosted by The Ministry of Education, The Ministry of Gender Equality and Family, and JoongAng Ilbo, and co-supervised by KEDI and the Korea Youth Work Agency with the aim of giving credit to individuals, schools, institutions, and organizations that have demonstrated best practices in character education so that schools, families, and society can engage in cultivating character education. The grand prize committee and selection committee selected and awarded three individuals and three institutions through evaluation (document evaluation, interview and field evaluation, presentation evaluation). Delegated by Chungcheongbuk-do Office of Education.

Character Education Program Development

In order to develop a character education program using play, an expert committee composed of the program development team and relevant experts was formed and operated. Based on this, a character education program, "Character Playground Blooming with Play", was developed. The final product produced 25 teacher guides, posters, and play guide videos. Delegated by Ministry of Education



The 7th Korea Character Education Awards Ceremony

The 7th Korea Character Education Awards Ceremony

The 7th Korean Character Education Award Ceremony was held to identify and award individuals, institutions, organizations, and schools that have made significant achievements in character education to promote practical character education for schools, families, and society. Theme: The 7th Korean Character Education Awards Ceremony (November 19, 2019, AW Convention Center, Seoul)

School Character Education Sharing Festival

The festival shared the results of 2019 character education research and lead schools, teacher clubs, regional networks, and best-practice lead teachers, and strengthen the capacity of character education teachers by sharing and spreading cases of character education practices, in order to determine the policy agenda. Theme: Sharing Achievements of Character Education Operations (December 18, 2019, Grace Hall, El Tower, Seoul)

[Center for Local Education Finance Research]

2019 Special Grant Operation Support

<The 2019 Special Grant National Initiative Performance Evaluation>

An evaluation committee of experts on education, administration, and primary and secondary education projects was established in order to enhance the effectiveness and accountability of the special grant operation. The committee conducted a comprehensive evaluation of the National Initiative Projects' process of planning, implementing, achieving, and feedback, adopting a variety of assessment methods such as review of written documents, in-person evaluation by the Ministry of Education officials, in-depth interviews with officials of the Metropolitan and Provincial Offices of Education, and the survey of performance achievements and satisfaction of on-site staff in charge of the project. The performance evaluation results served as basic data for the review of the upcoming National Initiative projects.

<Special Grant Implementation Examination>

The implementation and execution of the Metropolitan and Provincial Offices of Education Special Grant budget planning was examined in order to ensure its transparency and feasibility. This examination included methods such as analysis of regulations compliance, the use of the grant within the given period of time, timely acquisition of corresponding investment and implementation, and approval on change of use, and in the event of a failure to secure a corresponding investment or violation of regulations, these issues were reviewed and measures such as reducing the grant were taken. The feedback and issues reported by the staff in charge were used for the improvement strategies. Delegated by The Ministry of Education

2019 Local Education Finance Analysis

2019 Local Educational Finance Analysis induced efforts to improve local education finance by analyzing the financial soundness of local education finance through an analysis of the financial balance and debt management by the Metropolitan and Provincial Offices of Education, and promoting financial efficiency by analyzing the flexibility of financial operations such as the expansion of revenue and the reduction of expenditure. Delegated by The Ministry of Education

2019 School Accounting General Analysis

KEDI conducted a general analysis according to the School Accounting Analysis Index to induce continuous improvement of the school accounting support and management method of the Metropolitan and Provincial Offices of Education, and to improve autonomy and accountability of the school accounting system to improve the financial operation efficiency. Delegated by The Ministry of Education

Local Education Finance Issue Management and Networking

<Local Education and Finance Issue Management>

In order to cope with the rapidly changing educational environment as the number of students decreases, local education and finance strategy meetings and local education and finance council meetings were held to gather opinions from the Ministry of Education, the Metropolitan and Provincial Offices of Education, and educational finance experts and review various educational financial support directions and countermeasures.

<Networking and capacity building training of the Metropolitan and Provincial Offices of Education>

Development and training of local education and finance specialists, such as capacity-building training of staff in charge of local education finance and benchmarking of overseas advanced cases of staff in charge of local education finance were conducted in order to promote networking of Metropolitan and Provincial Offices of Education and strengthen the capacity of staff in charge. Delegated by Ministry of Education

2019 Benchmarking of Overseas Best Practices for Local Education Finance Staff

The project provided an opportunity to enhance the capacity of local education finance staff at the Metropolitan and Provincial Offices of Education in order to expand the local education finance system and improve the quality of primary and secondary education through gaining insight on the education finance and education system of Denmark and the United Kingdom by looking at the education finance and education systems and visiting education sites in the two countries including the ministries of education, local education offices, and elementary and secondary schools



2019 Benchmarking of Overseas Best Practices for Local Education Finance Staff

[Center for High School Credit System Research]

A Study on Action Strategies for Fostering High School Credit System School Culture

High School Credit System is a curriculum completion system that allows students to explore their own careers and to select and take courses that are suitable for their careers. High school credit system is set to bring about great changes in the existing high school curriculum and academic management system, as well as student evaluation methods and graduation system. The study conducted surveys, Delphi surveys, and expert consultation meetings to suggest specific action strategies for establishing the vision of high school credit system and fostering school culture. The current status, problems (priority tasks) and action strategies (solutions) were derived in four areas of undergraduate culture, teacher culture, career guidance culture, and school life culture. Delegated by Gyeonggi-do Office of Education

A Study on the Linkage between High School Credit System and University Entrance System

When trying to innovate high school education through the introduction of high school credit system, it is difficult to expect an on-site safe implementation of high school credit system that aligns with the purpose without an evaluation and university entrance system that corresponds with the high school credit system. In line with these needs, the study analyzed the direction and characteristics of high school credit system and the needs of various actors (faculty, admissions officers, parents, etc.) for improvement in the university entrance system in order to derive directions for improving the university entrance system, and suggested ways to implement the improvement plans for the university entrance system. Delegated by Gyeonggi-do Office of Education

A Study on the Number Estimation of Teachers Necessary for the Implementation of the High School Credit System

The study estimated the number of teachers needed by examining the high school credit system policy roadmap and related variables. Considering that the high school credit system will be fully implemented in 2025, the key estimation period for the study was set as 2027, which is when 10th grade students in 2025 reach 12th grade, and the high school credit system being implemented for all three grade levels in high school. The estimation modeling included the 'subject-learning class' variable (administrative learning → subject class) in the formation and operation of the optional curriculum, which is a key element in the relationships between the number of teachers and the high school credit system. In addition, the study investigated the class hours per week of gifted schools, which can be considered as schools already implementing the high school credit system, and estimated the number of teachers needed by inputting the 'class hours per week' variable to propose policy recommendations. Delegated by Gyeonggi-do Office of Education

2019 General High School Foundation Support Project for the High School Credit System (General High School Credit System Support)

2019 General High School Foundation Support Project for the High School Credit System (High School Educational Capacity Enhancement) is a project that supports building a foundation at general high schools, which makes up the majority of all high schools in Korea, for the successful implementation of the high school credit system. The project conducted (general high) school consulting, Metropolitan and Provincial Offices of Education consulting, best practice program discovery and dissemination (publishing a casebook of curriculum-centered schools), staff consultation meeting, and project operation support. Delegated by Gyeonggi-do Office of Education

2019 School Environment Development Support Project

2019 School Environment Development Support Project is a project to support the creation of a school environment necessary for the operation of the high school credit system in order for the successful implementation of the high school credit system and to prepare a foundation for further development. The project consisted of on-site support through discovery and consulting of pilot schools for each Metropolitan and Provincial Office of Education, establishing a central consultant group, providing on-site support through staff training, evaluating the suitability of schools requesting the implementation of school environment development, developing and distributing guidebooks, conducting overseas benchmarking training, and supporting the discovery and distribution of credit-based school environment development cases. Delegated by Gyeonggi-do Office of Education

Performance Evaluation of Customized Programs for Social Integration Admission System Candidates

KEDI evaluated the performance of the customized program for social integration admission system and supported a better operation of the program next year based on the 'mid-term review', 'satisfaction survey results' and 'customized program result report' submitted by high schools that implements customized programs for social integration admission system candidates. Furthermore, KEDI chose the level of project expense support by school for next year, and the best cases were selected to receive the Minister of Education award and prize. Delegated by Gyeonggi-do Office of Education

Customized Program Satisfaction Survey for Social Integration Admission System Candidates

KEDI investigated program satisfaction and improvement needs for all students and parents who participated in the customized programs for social integration admission system candidates. Satisfaction surveys were conducted online and offline so that students could participate at any time after completing the program at the school. Delegated by Gyeonggi-do Office of Education

2019 High School Credit System Overseas Visit to Advanced Schools

A 7 day (August 25 – 31, 2019) overseas trip was conducted to come up with strategies for creating a foundation at general high schools for high school credit system by experiencing various student customized education programs abroad, and to draw policy implications for activating the domestic student selective curriculum operation through practical experiences in the operation cases of high school curriculum overseas. KEDI visited 7 institutions in Sydney and Canberra, Australia to learn the current status of high school credit system and curriculum design process, and proposed policy recommendations for the operation of high school credit system in Korea. Delegated by Gyeonggi-do Office of Education

A Case Study of High School Admission Systems and Improvement Measures

The purpose of this study is to derive improvement measures for the process and methods of the admission systems by analyzing cases of the high school admission system adopting the principal selection method. The study analyzed abroad cases and the current status of admission types of the special purpose high schools and autonomous private high school that implement the self-directed learning admission type, and the Meister high schools, the specialized high schools and gifted schools that implement similar admission systems. In addition to the literature analysis, interviews were conducted to better understand the characteristics and improvement methods of high school admissions. A total of 28 participants were interviewed, including admissions staff, high school students, middle school students, parents, and private education institution staff. Through the literature and interview results analysis, the study derived improvement measures of the high school admission types and classified them into the meaning and direction of the admission types, the elements and methods of the admission types, and the institutional support for improvement. The study suggested that the admission types should be improved by focusing on the selection of talents suitable for the purpose of school establishment. Delegated by Chungcheongnam-do Office of Education

Self-directed Learning Admission System and High School Admission System Impact Assessment Manual Publication

In order to provide a manual on the process and method of admission systems, a guide was created containing information related to the schools implementing self-directed learning admission system, self-directed learning admission system process and method by school type, and social integration admission system, with 250 copies were created and distributed amongst 86 high schools implementing the self-directed learning admission system, the Ministry of Education, and the Metropolitan and Provincial Offices of Education, and promoted using the High School Admission Information Web Portal. Delegated by Chungcheongnam-do Office of Education

Self-directed Learning Admission System Officer Guide Development and Distribution

In order to support admissions officers to perform their duties smoothly and share on-site expertise, a guide was created containing information related to the admission system duties from preparation to the final assessment, sorted by phase and school type, with 200 copies were created and distributed amongst 86 high schools implementing the self-directed learning admission system, the Ministry of Education, and the Metropolitan and Provincial Offices of Education, and promoted using the High School Admission Information Web Portal. Delegated by Chungcheongnam-do Office of Education

Management of the High School Admission Information Web Portal (www.hischool.go.kr)

Information on high schools nationwide and admission guides by school, basic plans and entrance examination materials by city and province, introduction to the self-directed learning system, news from the Metropolitan and Provincial Offices of Education and the Ministry of Education, Q&A, admissions officers and staff training materials, and video lecture materials were uploaded to the High School Admission Information Web Portal to provide diverse information to teachers, parents, and students, and enhance the satisfaction levels of policy consumers through two-way communication. Delegated by Chungcheongnam-do Office of Education

Visiting Overseas Advanced Schools for the 2019 General High School Foundation Support Project for the High School Credit System

In 2019, KEDI visited four high schools and three educational institutions in Australia for the 2019 General High School Foundation Support Project for the High School Credit System. The visit contributed to staff capacity building through providing practical experiences in advanced schools and overseas high school credit system operation cases. Theme: Visiting Overseas Advanced Schools for the 2019 General High School Foundation Support Project for the High School Credit System (August 25 – 31, 2019, Sydney and other, Australia.)

2019 Overseas Benchmarking Training for School Environment Development Project

To benchmark cases of high school credit system school environment, KEDI visited Lawrence Park Collegiate Institute, Earl Haig Secondary School, AY Jackson Secondary School, and William Lyon Mackenzie Collegiate Institute in Canada to benchmark the current status of school environment development in Ontario for the operation of the high school credit system and cases of elective course establishment based on student career choice. Theme: 2019 Overseas Benchmarking Training for School Environment Development Project (September 15 – 21, 2019, Ontario, Canada)



Visiting Overseas Advanced Schools for the 2019 General High School Foundation Support Project for the High School Credit System



2019 Overseas Benchmarking Training for School Environment Development Project

2019 3rd High School Credit Policy Forum: High School Credit and School Culture

More than 150 attendees from schools, offices of education, and related research institutes gathered at the 3rd High School Credit System Policy Forum in 2019 to collect opinions from academics and on-site teachers on the direction of fostering school culture to prepare for the implementation of the high school credit system. Theme: 2019 The 3rd High School Credit System Policy Forum - High School Credit System and School Culture (October 25, 2019, Ilsan KINTEX Exhibition Hall 301, 302)

2019 High School Credit System Policy Concert

The 2019 High School Credit Policy Concert was held for parents and teachers to raise public understanding and awareness of high school credit policy. The event was held in the order of policy briefings, field remarks, talk concert for teachers, students, central and local government officials, and special lectures. [1st] April 12, 2019, Suwon Gosaek High School [2nd] April 30, 2019, Galleria Art Hall [3rd] 28 May 2019, Busan Bank Headquarters Auditorium

Higher Education Research Division

Revision of the ‘University Establishment and Operation Regulations’ Reflecting the Demographic Cliff Era

There is an increasing demand for the deregulation of higher education in preparation for the fourth industrial revolution and the sharp decline of school-age population in the impending demographic cliff. In response, the Ministry of Education announced the ‘University Innovation Support Plan’ (August 6, 2019), and KEDI explored the feasibility of the two improvement measures of ‘Expansion of School Ground Recognition Range (Draft)’ and ‘Addition of Merger Types between Universities (Draft)’ proposed in the plan, and drew reasonable revision directions for the regulations. The main contents of the research were 1) analysis of current procedures and history of the ‘University Establishment and Operation Regulations’, 2) analysis of similar regulations in Japan and Germany, 3) analysis of the current status of school ground acquisition and basic assets for profit acquisition by universities, and 4) collecting opinions from stakeholders based on the results of the expert consultation meetings and survey related to the proposed revisions to the ‘University Establishment and Operation Regulations’, and 5) drawing up the revision measures to the ‘University Establishment and Operation Regulations’. The law amendment proposed the following: Firstly, in relation to the recognition range of school grounds, 1) expanding within same basic unit of local government or 20km between the schools, 2) obtaining the approval of the University Foundation Review Committee, and 3) making exceptions to the recognition range of school grounds were proposed as improvement measures, and the pros and cons of each proposal were presented. Secondly, for the merger (draft) of general colleges and vocational colleges, 1) keeping the current admission quota, and 2) reducing the admission and organizational quota were proposed, and the issues for each proposal were presented.

[Office of Higher Education Policy Research]

OECD Higher Education Finance Analysis: Focusing on the Analysis of the Current Status of Higher Education Finance Support in Korea

This study was conducted as part of the cooperative project between KEDI and <In-depth analysis of resourcing higher education system: effectiveness, efficiency, and economy>, which is part of the OECD's higher education program. An analysis framework included in the research scope of the OECD project showing the status of higher education finance support in Korea was developed focusing on 1) higher education costs, 2) performance-based financial support of the government, and 3) financial support for students, and the current status of higher education finance support in Korea was analyzed under the developed framework. The higher education cost analysis included both the tuition paid by the student to higher education and the income and expenditure of the university, and the performance-based financial support of the government was analyzed focusing on the size and nature of financial support. Lastly, the analysis of the financial support for students included both scholarships without repayment obligations and student loans requiring repayment, and suggested policy implications according to the analysis results.

Tasks and Future Directions of Higher, Lifelong, and Vocational Education for Inclusive Growth

The study, initiated at the request of the National Education Council, aims to present the current status and issues of higher vocational education in connection with education and research which are the core functions of higher education, the finance and governance that underpins higher education, and the paradigm shifts in vocational and lifelong education to provide directions for future development and innovation. To this end, Korea Research Institute for Vocational Education and Training, Korea Labour Institute, and Science and Technology Policy Institute cooperated with KEDI to analyze the status and problems of higher education linked to lifelong and vocational education from the viewpoint of innovative and inclusive growth, the achievements and limitations of related policies, and the opinions of higher education stakeholders, and proposed directions for a future-oriented higher, lifelong, and vocational education system. Delegated by Economic and Humanities Society

2019 National University Corporation Operation Performance Evaluation Project

Performance evaluation of the university operation plan is conducted annually based on the Enforcement Decree of the Establishment and Operation of Seoul National University and Incheon University. In 2019, the project reviewed the 2018 operation performance contents of the yearly university operation plans of the four-year university operation plan to evaluate the performance and prepare the evaluation manuals for the two national university corporations, and provided implications for establishing or supplementing the operation plan of the national university corporation and management rationalization through providing evaluation results and consulting. Delegated by Ministry of Education

KEDI Educational Policy Forum

[The 142th] The forum presented ‘A Study on Higher Education Institution Freshmen’, conducted as a basic research in 2019, and ‘A Study on Exploring Strategies to Improve University Teaching and Learning Quality’ to share the usability and analysis results of the survey data collected for the two studies this year, and provided a more diverse and vivid view of the university’s learning experience by linking the ‘entry stage’ and ‘process stage’ of higher education. Theme: Analyzing University Students’ Responses to University Teaching and Learning Process, Realities and Changes (October 11, 2019, Main Conference Room, 10th Floor, Post Tower)

[The 146th] The forum was held to share and discuss the contents and results of four studies conducted by the Higher Education Research Division in 2019 related to finance, governance and system, which are core areas of higher education policy in Korea. Theme: Directions and Challenges of Higher Education Policy in Korea: Focusing on Finance, Governance, and System (November 28, 2019, Main Conference Room 2, KEDI)

【Office of Higher Education System Research】

Education Policy Countermeasures for the Decreasing School-age Population: Focusing on the Reorganization of Higher Education Institutions

In Korea, the school-age population is expected to continue to decline due to demographic changes such as the low birth rate and aging population. Since demographic changes are a factor in reforming the higher education system, it is time to make an objective diagnosis of the impact of declining school age population. Additionally, it is necessary to provide data-based evidence for decision making to enable the role and function of higher education, to seek ways to reform the system by type, and to establish an evidence-based policy in response to the change in entry student numbers. The purpose of this study is to propose a reform plan for higher education system and to organize various infrastructure improvement and coordination plans for universities in accordance with the decrease in school age population. As a result, KEDI presented an analysis of the trends in school-age population change according to the demographic structure, the current status of operation and future prospects of higher education institutions according to the change in school-age population, policy measures for higher education policy, and a policy promotion roadmap. Delegated by Economics, Humanities and Social Research Council

A Study on Education Finance Diagnosis and Countermeasures

As the school-age population decreases, the government needs a comprehensive diagnosis of the education finance, and the advent of the 4th industrial revolution calls for the expansion of education investment for fostering talents in new industries. In addition, evidence for policy decision-making and mid- to long-term countermeasures on education finance issues are needed. This study proposes the necessity of comprehensively diagnosing education finance and preparing countermeasures. In order to comprehensively assess education finance, education finance was divided into early child education finance, local education finance (primary and secondary education finance), and higher education finance in order to analyze the education finance status and related policy analysis for each type and provide estimations of necessary finances. The study also analyzed the demand for new education finances (smart education strategy, education finance in preparation for unification, education finance in preparation for multiculturalism and globalism, etc.). Furthermore, kindergarten, elementary, middle, high school and university finances were collectively examined to find measures for budget expansion and allocation, and come up with countermeasures focusing on the roles of the central government, local governments, universities, and the private sector. Delegated by Economics, Humanities and Social Research Council

[Center for Colleges Evaluation and Consulting]

2019 University Basic Competency Diagnosis Research Project

The University Basic Competency Diagnosis Project in 2019 aims to strengthen the publicity of the university, promote autonomous self-improvement, and improve the quality of university education based on the university's autonomous innovation competency. The 'University Basic Competency Diagnosis Research Project' was commissioned by the Ministry of Education, and as the project-leading institution. Delegated by Ministry of Education

2019 Designation and Guidance of the Evaluation Certification Institutions

'The Designation and Guidance of the Evaluation Certification Institutions' is a project that promotes a systematic quality management of university institutions and programs by steadily operating the evaluation and certification system. The project reviews the designation of certification institutions, conducts mid-term evaluation, establishes and operates the deliberation committee and certification subcommittee for the Evaluation Certification Institutions, and establishes networks between institutions for the smooth operation of the Evaluation Certification System. In 2019, KEDI operated the deliberation committee and certification subcommittee for the Evaluation Certification Institutions, reviewed the designation of certification institutions, and conducted document consulting of non-designated institutions. Delegated by Ministry of Education

Seminar Regarding Issue Papers on Policy Trends of Major Countries for Quality Assurance in Higher Education

A seminar was held under the theme of policy trends in major countries to ensure the quality of higher education. The seminar introduced the higher education system and policies of four major countries (USA, Japan, UK, and Australia) and explored the policy and institutional measures to guarantee the quality of Korea's higher education. Theme: Policy Trends and Implications of Major Countries for Quality Assurance in Higher Education

Future Education Research Division

[Center for Digital Education Research]

A Study on the Accreditation of Education Programs for Out-of-school Adolescents

The purpose of this research is to develop an accreditation scheme (assessment tool and accreditation system) for education programs for out-of-school youth. By determining a quality assessment standard for various extracurricular education programs and producing a comprehensive accreditation scheme that accounts for the number of target students, the operation system, and the accreditation process, this research contributes to the construction of a consistent and systematic learning structure for out-of-school youth and provides wider access to customized extracurricular learning and opportunities to get academic accreditation.

Research on Predictions of Mid to Long-term Demands for Open Secondary School

This research analyzes the current status of open secondary schools and the internal and external factors that caused shifts in demand for enrollment up to the year 2019. Based on the analysis a demand prediction model was developed to forecast the number of students for Open Secondary School. In addition, related personnel's outlook on Open Secondary School were compiled to explore effective operation and long-term development strategies. Delegated by: 16 Metropolitan and Provincial Offices of Education (except Sejong Special Self-governing City)

Research on the Curriculum Development and Implementation Standards for Open Secondary School

In preparation for the revision of the education system, the purpose of this research is to propose a direction for the development and implementation of Open Secondary School curriculum. The research analyzed the current status of Open Secondary School curriculum development and implementation and the policy on high school credit system. Based on the analysis and the requests by Open Secondary School teachers and stakeholders, curriculum development and implementation standards were proposed. Delegated by: 16 Metropolitan and Provincial Offices of Education (except Sejong Special Self-governing City)

Research on the Development of Joint Online Education Program

The purpose of this research is to improve a curriculum implementation model and a teaching guideline, to prepare a consultation guideline for teacher capacity building, and to draw out strategies to improve the related infrastructure and support the operation of the joint online education program. In addition, the research seeks to draft a mid to long-term plan to implement the adjustment and expansion of the joint online education system. Delegated by: Jeollanam-do Office of Education

Research on the Expansion of Joint Online Education Program in Rural Regions

With the discussions on introducing the high school credit system, the demand for students' right to choose courses is growing. Especially in the rural regions where even the required courses cannot be provided, the demand for access is growing. Therefore, this study analyzes the educational environment and current status of rural regions as well as student demand to prepare a mid to long-term development strategy for the expansion of the joint online education program in rural regions. Delegated by Jeollanam-do Office of Education

Operation of Open Middle School and High School

The purpose of this program is to expand access to secondary education for adult learners without secondary education, non-adjusted youth, and various populations marginalized from education opportunities. Through a blended education system with distance learning on weekdays and on-site learning on weekends biweekly, this program provides secondary education and a stepping stone to lifelong learning for those with low education attainment. Delegated by: 16 Metropolitan and Provincial Offices of Education (except Sejong Special Self-governing City)

Digital Learning Content Development Based on the 2015 Revised Curriculum on Secondary Education: Third year (Third Year of Secondary School Content Development)

Based on the 2015 Revised Curriculum and changes in the teaching and learning system, curriculum contents incorporating various secondary learner characteristics were developed [middle school (11 courses, 442 lessons), high school (14 courses, 544 lessons)] to establish the foundation for the operation of secondary school education. Delegated by: Ministry of Education

2019 Online Class Operational Support Program

The purpose of this program is to ensure access to learning and to address the issue of non-completion by transfer students caused by inter-school gaps in education level. It also seeks to guarantee students' right to choose rare elective courses that cannot be provided on school level due to shortage of teachers. Delegated by: Ministry of Education

Education Content Development Promotion and Integrated Management Program

Open Secondary School's learning contents are used in online classrooms, but the variety of courses from which regular secondary schools could choose had been limited. Therefore, elective courses that individual schools cannot provided were developed (3 courses, 102 lessons) to expand the students' choice of available courses. Delegated by: Korea Education and Research Information Service (KERIS)

Establishing and Operating 2019 "School for You" Primary Education Program

<Establishing 2019 "School for You" Primary Education Program>

The "School for You" primary education program was established to support the continued education of primary students with health issues nationwide who have difficulty adjusting to schools due to 3-months or longer hospitalization with chronic illness or the need for continued medical assistance such as out-patient care.

<Operating 2019 “School for You” Primary Education Program>

The “School for You” secondary education program was operated to support the continued education of secondary students with health issues nationwide with difficulty adjusting to schools due to 3-months or longer hospitalization with chronic illness or the need continued medical assistance such as out-patient care. Distance learning system was operated by providing online lessons (video lessons, connected classroom) and psychological/emotional support. Delegated by: Ministry of Education

Physical Education NEIS Enhancement Program (Director Training and Manual Production and Distribution)

Athletics sector NEIS system’s functions related to student athletes were partially revised. A manual for users and managers was produced and distributed to provide systematic and seamless support for school sports and student athlete learning. Delegated by: Chungbuk Office of Education

2019 Pilot Education Support Program for Unenrolled/dropout Students from Mandatory Education

For unenrolled or dropout students from mandatory education, various customized education programs were provided for them to continue their learning outside the school. This program provided systematic support for the students to get accredited for elementary and middle school education based on these programs. Pilot programs were operated in 15 Metropolitan and Provincial Offices of Education in 2019. Delegated by: Ministry of Education

2019 Establishment and Operation of Student Athlete e-School System

To ensure student athletes access to learning and to reform student athlete culture - as they have dual responsibility for studies and sports - an online learning system was established. The online courses provide basic education and supplements school attendance for absentee students participating in competitions or training. About 40,000 students in 3,070 schools nationwide accessed e-School in 2019. Delegated by: Ministry of Education

2019 Joint Online Education Pilot Program

To ensure students’ choice of courses and to promote the joint online education program, an online education program is to be established. For this purpose the joint online education system is operated, a studio is constructed, and studies are conducted on development strategies as well as operation and expansion in rural regions. To support the pilot program several tasks are in process: support group operation, training and consulting, promotional material production, status and demand survey, and best practice analysis. Delegated by: 17 Metropolitan and Provincial Offices of Education

Open Secondary School "Visiting ICT Classroom"

To assist students to adjust to the distance learning environment by diagnosing and improving the ICT capacity of the Open Secondary School students, a survey was conducted based on 1,560 students in 24 schools. Visiting ICT Classroom was implemented to provide three hands-on lessons for 60 cohorts in 22 schools. Theme: Open Secondary School ICT Capacity Enhancement Education (2019 March ~ June, 22 out of 24 Open Secondary Schools nationwide)

[2019 Asia-Pacific Stevie Awards] Silver Stevie Award for Innovation in Consumer Events, Live Event Awards Category

Promotional advertisement campaign for Open Secondary School, “Gift yourself the education you wanted” received the Silver Stevie Award for Innovation in Consumer Events in the Live Event Awards Category. Theme: Promotional advertisement campaign for Open Secondary School, the Silver Stevie Winner of the 2019 Asia-Pacific Stevie Awards (2019 May 31, InterContinental Hotel, Singapore)

2019 the 2nd School for You Offline Camp “Friend, let’s go together!”

A two-day one-night camp was held to provide space for students to meet School for You teachers and peers. Various programs (family role-playing games, wish balloons, etc.) were operated for the students with health impairments and families to support their psychological and emotional stability and recovery. A total of 85 personnel from KEDI, Metropolitan and Provincial Offices of Education, medical support staff, as well as students with health issues and their families participated. Theme: 2019 the 2nd School for You Offline Camp “Friend, let’s go together!” (2019 June 1 ~ 2, La Vie D’or Resort)

2019 Open Secondary School Self-awareness Program

To foster Open Secondary School students’ capability to adapt to formal schooling through increased self-awareness, 1,333 students in 23 schools took a personality test (MBTI 16 Personality Types). The 64 cohorts in 23 schools checked their own scores and were given explanatory lectures to help interpret the results and consider their applicability. Theme: 2019 Open Secondary School Self-Awareness Program (2019 July ~ September, 23 Open Secondary Schools nationwide)

Online Class Assessment Support

This program supported the offices of education and schools implementing online assessment for online classes in the first semester of 2019. The total of 166 students in 50 schools participated in online assessment. The program provided support to check and prepare the online assessment system environment of the requesting schools and offices of education (Education Information Service) Theme: Online Class Assessment Support (2019 July 5 ~ 18, each school unit and Daejeon Education information Service)

2019 Nationwide Open Secondary School Competition

<Open Middle School>

A competition was held to encourage the application of various talents and capabilities and to foster school pride as Open School students. 833 students, teachers, and administrators participated from 23 Open Middle Schools nationwide. Theme: 2019 Nationwide Open Middle School Competition (2019 October 19 ~ 20, National Youth Center of Korea, Cheonan)

<Open High School>

A competition was held to encourage the application of various talents and capabilities and to promote creative experiential learning for Open School students. 894 students, teachers, and administrators participated from 42 Open High Schools nationwide. Theme: 2019 Nationwide Open High School Competition (2019 October 5 ~ 6, National Youth Center of Korea, Cheonan)



2019 Nationwide Open Secondary School Competition

2019 Open Secondary School's Delegated Research and Policy Discussion Session

A policy discussion session was held to share the progress of researches on “Research on predictions of mid to long-term demands for Open Secondary School” and “Research on the curriculum development and implementation standards for Open Secondary School”. Discussions were led on the feasibility and validity of policy proposals. Theme: 2019 Open Secondary School's delegated research and policy discussion session (2019 November 15, Brahms Hall, Hotel President Seoul)

[Office of Interdisciplinary Research on Lifelong Learning]

Education Policy Direction and Tasks for Shifting Regional Demographics

Rapid decline in school-age demographics and the rise of aging population requires a change from quantitative education expansion to qualitative innovation for learner-centered capacity-building education at each stage of life. In this context this research proposes some policy solutions for primary, secondary, and tertiary education, as well as vocational training and lifelong education. Delegated by: Ministry of Education

Strategy for the Construction of Lifelong Learning Ecosystem for Regional Innovation: The Case of Chungbuk Innovation City

To construct a lifelong learning ecosystem, five content areas were designated (resident lifelong education, vocational capacity development, employment service, regional innovative systems network, cultural/welfare infrastructure). Based on these content areas, the status and issues of the innovation city policy were identified, the cases of other innovation city lifelong education ecosystems were reviewed, and Chungbuk Innovation City's lifelong education ecosystem was analyzed to explore its future vision, strategies, and methods. Delegated by: Korean Educational Development Institute

[Office of Global Education Cooperation Research]

strategy for Education Development Cooperation with Cambodia to Promote the New Southern Policy: Focusing on Capacity Building of Primary School Teachers

To promote the New Southern Policy, the purpose of this research is to develop an in-service capacity building program for primary school teachers in Cambodia. This project analyzes Cambodia's national development strategy and teacher education system, explores connections between SDG 4 implementation and Cambodia's in-service primary school teacher capacity building, analyzes the state of international assistance to Cambodia's teacher education, and analyzes the characteristics of Korea's primary teacher training system. Based on the research, this project proposes a primary teacher capacity building program that includes: enhancing the qualifications of primary school teachers without bachelor's degree; curriculum development; strengthening the capacity of primary educators and professors; and constructing and improving teacher training facilities.

Strategy to Build Vietnam's Capacity in Education Statistics for the Implementation of SDG 4

To implement the fourth Sustainable Development Goal (SDG 4) on education, this research aims to develop a strategy to build Vietnam's capacity for education statistics, which is an essential sector in education development cooperation. By analyzing the state and condition of Vietnam's education statistics, the final draft of the proposal for a program on Vietnam's education statistics capacity building was drafted according to the ODA project proposal process.

The 6th Conference on Education ODA

The 6th Conference on Education ODA was held in cooperation with Korea Research Foundation under the auspices of the Ministry of Education to consider the characteristics of development cooperation in the higher education sector, and to discuss mutually beneficial strategies with the New Southern states. By presenting the status of various academic and cultural exchange being conducted by higher education institutions, the participants discussed the achievements and strategies for Korea's higher education ODA. Theme: From International Exchange to Development Cooperation: Higher Education ODA for Life Together (2019 November 28, Novotel Ambassador Dongdaemun)



The 6th Conference on Education ODA

[Office of Unification Education Research]

Development of Korean Language Education Materials for Recent Entry North Korean Youth

This project developed and distributed Korean language education materials to more effectively educate the North Korean youth with very poor command of Korean language. It aimed to assist the North Korean youth born outside of Korea by contributing to their Korean language improvement and their adaptation into Korean school systems. Delegated by Ministry of Education

Counseling for North Korean Youth

This project provided psychological and emotional counseling for North Korean youth by connecting them with counseling services near their residence. Training on North Korean youth were conducted for regional counseling service personnel. Delegated by Ministry of Education

Development Mentoring (VASI)

Development Mentoring (VASI) was organized to support the North Korean youth's psychological and emotional well-being and their process of adjustment into the society. This is a long-term mentoring program lasting two-years or more that matches an in-service teacher mentor and a North Korean youth mentee. The program consists of related activities such as orientation, customized education activities, relationship-building camps, and outcome report presentation. Delegated by Ministry of Education

Talent Enhancement Program (HOPE)

One-on-one customized education was provided by identifying North Korean youth with talents in the humanities, foreign language, math and science, culture, arts, and athletics and matching them with volunteer specialists in each field. The program consists of activities such as orientation, customized education activities, career counseling camps, and outcome report presentation. Delegated by Ministry of Education

Identification and Distribution of Best Practices in North Korean Youth Education

To identify and distribute best practices in North Korean youth education in schools, a contest was held to select a total of 12 cases (10 primary and secondary school teachers, 2 schools). "North Korean Youth Education: Best Practice Collection" was published to be distributed to schools and associated institutions. Delegated by Ministry of Education

Mobilization of Associated Agency Network

<Committee of Associated Agencies>

To enhance the coordination of North Korean youth education policy and to monitor the implementation of related programs, two conferences for program managers in Metropolitan and Provincial Offices of Education, and one consultation on North Korean youth education support were held.

<Hanadul School: North Korean Youth Career Education>

To support North Korean students in Hanawon's Hanadul School to select career paths according to their aptitude, 12 sessions of career test and counseling were held to provide guidance for career and education.

<Publication of Newsletter for North Korean Youth Education Support Center>

Recent trends in North Korean youth education support and events at the center were published in biannual newsletters for program managers in Metropolitan and Provincial Offices of Education, personnel from associated departments, teachers, and researchers. Delegated by Ministry of Education

Mobilization of Specialist Network

<Policy Research School Operational Support>

To encourage systematic field research on North Korean youth education and to develop effective education programs, voluntary Policy Research Schools (total of 10) were selected to provide specialized assistance through operational assistance planning meetings, consultations, and outcome reports.

<North Korean Youth Education Forum>

A forum on North Korean youth education was participated by associated specialists and stakeholders to examine and propose solutions for major issues in North Korean youth education through in-depth discussions.

<Visiting Career Counseling>

To meet the needs of North Korean youth for career counseling and to alleviate the career advancement gap, a career counseling group was formed to visit schools in which North Korean youth are enrolled. One-on-one counseling was provided for the North Korean youth who submitted requests (46 students in 32 schools in 8 metropolitan areas/provinces). Delegated by Ministry of Education

Peace and Unification Education Teaching-learning Material Development

This project was organized to provide and distribute teaching and learning materials to assist teachers in unification education from peace framework. To develop more contextualized materials, a contest was held to select six teams (5 course materials, 1 creative and experiential learning material) to launch material development. The materials were uploaded to Tongtong Peace School (website) for distribution. Delegated by Ministry of Education

Tongtong Peace School Management and Online Content Development

<Tongtong Peace School Website Management>

To provide teachers with freely accessible resource on peace and unification education, the Tongtong Peace School website (<http://tongil.moe.go.kr>) was managed. Publications from the Ministry of Education and KEDI, course materials, creative and experiential learning materials, club and field trip examples, and other related resources were provided.

<Teacher's Group and Data Review Board>

The project was launched to distribute better-quality unification education from the perspective of peace to education institutions by examining the copyrights and the content of education materials. A Teacher's Group of 28 members were selected based on the recommendations of 17 Metropolitan and Provincial Offices of Education to work with the Data Review Board composed of 7 personnel from the Ministry of Education, associated agencies, KEDI, and other area specialists. A sequential review process (KEDI - Teacher's Group - Data Review Board) was constructed. Once data was reviewed, it was uploaded to the Tongtong Peace School website for distribution. The Teacher's Group launching event, online data review, Data Review Board meetings, and other programs were implemented. Delegated by Ministry of Education

Development of Program to Raise Awareness on Peace

This program developed a peace awareness-raising program with creative and experiential learning activities such as creative hands-on learning, club activities, and the free semester program to support extracurricular lessons, enhance teachers' professional capacity, and facilitate student learning. A lesson plan competition was held to compile the submissions and publish one teacher's guide and one student workbook. Delegated by Ministry of Education

2019 Peace and Unification Education Online Content Development

To support teachers on peace and unification education and to raise students' interest on the topic of unification, online contents on unification education from the framework of peace were produced. 10 swipe-format news articles, and 10 video clips were produced. Delegated by Ministry of Education

Korea-Germany Peace and Unification Student Exchange

To spread common understanding of peace and unification and to build capacity for unification, from January 3 to 13 in 2019 (11 days, 9 nights), interested high school students (years 1 and 2) visited historical sites in Germany that had experienced national division. Theme: Korean high school student visits to German peace and unification sites and student exchange. (2019 January 3 ~ 13, Germany, Poland, the Czech Republic)

2019 Korea-Germany Teacher Exchange and Professional Training

As part of the centenary of the March First Movement, teacher professional training was held through Korea-Germany teacher exchange on peace and unification education, democratic citizenship education, and history education. Theme: Democratic citizenship education for post-unification social cohesion (Peace and Unification Education) (2019 August 6 ~ 8, Seoul Dragon City, DMZ Eco-Peace Park)

The 10th North Korean Youth Education Forum

The 10th North Korean Youth Education Forum was held to share the outcome of the Visiting Career Counseling program implemented to alleviate the career advancement gap. Theme: Exploring solutions for customized career and education counseling to North Korean youth. (2019 December 3, Samkyung Education Center)



2019 Korea-Germany Teacher Exchange and Professional Training



The 10th North Korean Youth Education Forum

Education Policy Support Research Division

[Office of Education Welfare Research]

Research on the Status and Issues of All Day Educare System Establishment: Best Practice Analysis

By analyzing best practices in the operation of the All Day Educare System, customized improvement solutions and systematic support strategies are explored. This research developed a case analysis model for All Day Educare System and explored improved ways to establish and operate locally customized programs. On-site observations, semi-structured interviews, and structured surveys were used to collect triangulated data to ensure validity. Delegated by Ministry of Education

Analysis of Policies on Afterschool Programs in Foreign Countries

By analyzing cases of afterschool care policies and implementation in major countries, implications were drawn for the establishment of the All Day Educare System. The education systems of the United States, Germany, Finland, Sweden, and Japan, as well as the specifics of each country's afterschool care policies - background, principle, implementation process, current status, personnel, and usage of venues were analyzed. Delegated by Daegu Metropolitan Office of Education

Enhancement Strategies on the Survey of Demands for the All Day Educare System

Based on a rigorous analysis of the intergovernmental survey on the status and issues of demand for afterschool care, this research explored improvement measures for demand surveys. The purpose, content, survey method, and application of outcome of the intergovernmental joint demand survey were analyzed to draw out issues and enhancement measures. Delegated by Daegu Metropolitan Office of Education

Afterschool Program Performance Analysis and Enhancement Strategies

This research analyzed the major performance of and limitations to the afterschool program policy and sought to examine the policy vision, aims, and specific enhancement strategies. The specific tasks proposed are: promotion of student support program, better marginalized group assistance, expansion and settlement of elementary student educare program, construction of local ecosystem for afterschool care, and strengthening administrative and financial support. Delegated by Incheon Metropolitan Office of Education

Promotion of All Day Educare Policy

This project raised awareness of All Day Educare Policy in schools and local communities and implemented a nationwide promotion to enhance citizens' understanding as the recipients of service. Card news infographics and leaflets introducing the policy were produced and distributed for sharing, and a promotional video of best practices was produced and uploaded. Delegated by Daegu Metropolitan Office of Education

2019 Afterschool Care Enhancement Project

This project contributed to the implementation of All Day Educare Policy by developing and distributing contextualized models for various afterschool programs and elementary student educare programs in schools and communities, and by strengthening on-site assistance. Delegated by Incheon Metropolitan Office of Education

Pioneer Project Assistance for Ecosystem Construction for All Day Educare

An assistance project for ecosystem construction for All Day Educare was implemented for the purpose of identifying and sharing best practices, as well as constructing an ecosystem for All Day Educare. The project provides demand-centered services linking schools and local communities. Nine pioneer regions were provided regular consulting and assessment, and information-sharing and capacity building workshops for the officers' network. Delegated by Daejeon Metropolitan Office of Education

2019 School Violence Survey

In 2019 the second School Violence Survey was conducted with a sample of students between fourth grade in elementary school to second grade in high school. To conduct the research effectively, survey items were developed and revised, multiple language versions were provided, promotional materials (leaflets) were developed, schools were monitored, and infographics are in the process of production. Results reports will be provided to all participating schools to contribute to school education innovation. Delegated by 17 Metropolitan and Provincial Offices of Education

Social Inequality and Inclusive Growth Strategy: Causes and Solutions to Educational Achievement Gap

In-depth interviews and participant observations were conducted on about 30 teachers, children, and marriage migrant parents to explore the parents' ways of educational intervention. The results were analyzed and reported in the education section of the Social Inequality and Inclusive Growth Strategy Report. Delegated by Korea Institute for Health and Social Affairs

Counseling Teacher's Manual Development

To deploy professionally trained counseling teachers to schools, this research proposes an improvement in university teacher training system and its teaching demonstration and assessment methods in the process of teacher appointment. The research surveyed the current state of counseling teachers' training within and outside Korea, proposed a method of teaching demonstration and assessment standards, provided selection standards for training sites and the method of training, to finally propose policy implications for upcoming research. Delegated by Ministry of Education

Wee Comprehensive Information System Management and Operation

The student counseling service Wee Class, Wee Center, and Wee School, as well as Wee Homepage, Wee Operational Support System, and Wee Counseling System, for qualitative improvements and effective standardization of on-site tasks, are being managed. To assist personnel to more easily access the system, training and on-call help are provided. Delegated by Ministry of Education

The 8th Wee Project Awards

Excellent cases of Wee Project counselors and agencies that assisted students to overcome crises, and the students who overcame crisis with the aid of the Wee Project counseling service were selected and awarded based on objective, fair, and reliable assessment. The stories of award winners were published in a best practice collection. Delegated by Ministry of Education

Operational Support for Agencies Assisting Perpetrators and Victims of School Violence

Agencies assisting victims of school violence provide protection, customized counseling, healing, and education. The directors of the agencies were provided a workshop and a consultation to enhance their professional capacity. Operational guidelines, on-site consulting, on-site monitoring, satisfaction survey analyses were conducted to enhance the operations. Accurate statistical data on agencies supporting perpetrators of school violence were collected to serve as basic data for further policy research. Delegated by Ministry of Education

Integrated Operation of the Knowledge Partner Naver Knowledge iN and the Ministry of Education School Life Consultant Wee Online Counseling

This project seeks to provide high quality, practical, and professional counseling services by counselors with specialized training on school counseling, conducted through Naver – a web portal easily accessible by youth – and the Wee Project homepage that provides a safe and anonymous space. If a counselee is identified as a in need of treatment, they are directed to a specialist, a Wee Center, or a related agency for further assistance. Delegated by Ministry of Education

2019 Comprehensive Survey on Excessive Gaming

With the popularization of games on technological device, various emotional and societal issues are arising that are suspected to be caused by excessive gaming. The data on gamers showing psychological and emotional issues must be collected for analysis. Therefore, about 180,000 primary and secondary students nationwide were sampled to gather data on gaming, understanding the types of gaming behavior, and providing foundational data for further study on solutions against excessive gaming and associated risks. Delegated by Korea Creative Content Agency

All Day Educare Ecosystem Construction Pioneer Program Policy Forum

Officers from local governments and offices of education interested in constructing an All Day Educare ecosystem participated in a policy forum with the theme: “Local educational ecosystem construction for All Day Educare: Neighborhood education platform construction.” Cases of Dobong-gu Neighborhood Education Community and Gyeonggi-do Office of Education’s Future-Type Care were presented and discussed to contribute to the participating officers’ capacity building and the improvement of pioneer projects. Theme: Local educational ecosystem construction for All Day Educare: Neighborhood education platform construction. (2019 March 7, Hotel Interciti, Daejeon)

Family Wee Center Youth Conference

A youth conference was held to give the Family Wee Center students a chance to experience better social relationships and facilitate healthy adjustment. 229 people attended the conference, including the Family Wee Center students, teachers, commissioners and officers of Family Wee Centers in the Metropolitan and Provincial Offices of Education, an official from the Ministry of Education’s School Life and Culture Division, and the Vice Superintendent of the Chuncheon-do Office of Education. Themes: Challenging activities, career concert, community projects, cultural experiences (2019 September 27 ~ 28, Boramwon Youth Retreat Town)

The 11th Afterschool Program Awards Ceremony

Schools, teachers, and community organizations devoted to afterschool programs and elementary student educare programs were selected and awarded to encourage good practices and motivate participation in afterschool programming. Good practices in afterschool programs and elementary student educare programs were identified and shared. Theme: The 11th Afterschool Program Awards Ceremony (2019 December 18, The-K Hotel Seoul)

[National Research Center for Gifted and Talented Education]

Korean Longitudinal study on Gifted and Talented Education (III)

Korean Longitudinal Study on Gifted and Talented Education systematically analyzes the effectiveness of gifted and talented education and the students' social contribution over multiple years to provide foundational data and inform the direction of gifted and talented education. For the third year of the longitudinal study, the students in schools for the gifted and talented were studied for their cognitive and affective growth after three years of high school education, and their preparation for university and career choice to draw out policy implications. Delegated by Ministry of Education

Development of Giftedness Diagnosis Tool (Creative Cognition, Learning, and Affective Domain)

Going one step beyond selecting gifted and talented students, this research develops an objective diagnosis tool to catalyze growth of both apparent and potential giftedness. A preliminary study was conducted by surveying 303 elementary and middle school students in regular schools and gifted education centers in Gyeonggi, Jeolla, and Gyeongsang provinces. Based on the results of the preliminary data analysis, the feasibility of the giftedness diagnosis tool was tested, and a strategy to ensure reliability was discussed. Delegated by: Ministry of Education

Development Strategies for Schools for the Gifted and Talented

This research analyzes the status and achievements of schools for the gifted and talented based on their founding purpose and aims, and explores specific policy directions for the future. Based on the analysis, development strategies for the schools were conceived, and an opinion survey of stakeholders were conducted. The research casted a vision for the future and suggested strategies through which the schools for the gifted and talented can achieve their founding purpose and aims while at the same time minimizing negative social impact. Delegated by Ministry of Education

Operation of the National Creative Talent Management System

The National Statistical Office's official statistics – National Gifted and Talented Education Statistics – was drafted and announced (2019 November 30). The collected data on gifted education institutions were provided to citizens through the gifted education search engine. The academic achievements of 735 graduates (as of February 2019) of 8 schools for the gifted and talented, designated as national talents, were collected in a database and analyzed to survey the current conditions and to provide foundational data for policy making. Delegated by Ministry of Education

Cooperative System for Gifted and Talented Education

For the promotion of networks between the Ministry of Education, the 17 Metropolitan and Provincial Offices of Education, gifted education research and related agencies, and for gifted education policy implementation, five sessions of policy consultations for gifted education stakeholders were held nationwide. National gifted education initiatives and issues were discussed to enhance the effectiveness of policy implementation. Delegated by Ministry of Education

2020 Gifted Education Target Selection Tool Development

To select targets for gifted and talented education for the 2020 academic year, 35 KEDI diagnostic tools for gifted children, and 15 types of KEDI creative problem solving observation tools were developed and distributed to the offices of education. Selection tools with high validity and reliability were developed to contribute to the improvement of the selection process. Delegated by Metropolitan and Provincial Offices of Education

2019 Operation of Gifted Education Database XI

As part of the 4th Comprehensive Plan for the Advancement of Gifted and Talented Education, the database functioned to match targets of gifted education with education institutions and operated the giftedness development records, as well as constructed a database of gifted education specialists to send appropriate personnel in education sites. Other continued projects include the production of 6 videos of exemplary gifted education lessons, management of the teacher recommendation system used by the 16 Metropolitan and Provincial Offices of Education, provision of simplified diagnostic tool for gift and talent discovery, and management of general data for education support. Delegated by Metropolitan and Provincial Offices of Education

Operation of Gifted and Talented Education Pioneer School

This project provides opportunities for gifted and talented education to all requesting students and helps students explore their talents in 50 select pioneer schools. To enhance the professional capacity of the teachers operating the program in pioneer school, training courses were provided during preliminary training, regional consultations, and outcome presentations. Delegated by Incheon Metropolitan Office of Education

Development of Gifted Education Program Focusing on Capacity

In contrast with the existing subject-centered education, a gifted education program was developed focusing on capacity building activities, learning content, and assessment methods. This program is designed in modules of key topics around one Big Idea. Each module may be selected as needed and customized education is made possible depending on the school setting, students, and learning objectives. 4 courses on science (physics, chemistry, biology, geology), 3 courses on math (algebra, geometry, combination), 2 courses on humanities and society (language, social studies), and 1 course on affective capacity were developed for a total of 34 courses for elementary and middle schools. Delegated by Incheon Metropolitan Office of Education

Metropolitan and Provincial Gifted Education Support Center Establishment

A Gifted Education Support Center was established to oversee metropolitan and provincial gifted education policy and ensure on-site demands are reflected in the education policy. In 2019 to support the establishment and implanting of customized Chungbuk and Gyeongnam Gifted Education Support Center, the strategy formation, launching, and consulting were assisted based on regional conditions and characteristics.

4th Comprehensive Plan for the Advancement of Gifted and Talented Education performance evaluation

For the 5 sectors and 11 tasks of the 4th Comprehensive Plan for the Advancement of Gifted and Talented Education policy, sub-level assessment indicators were defined and the progress of implementation in each sector were analyzed in relation to the targets. Through this evaluation the effectiveness of gifted education policy implementation was improved. Delegated by Incheon Metropolitan Office of Education

2019 Gifted Education Teacher Conference

With the theme “Finding the future of education in gifted and talented education”, gifted education teachers nationwide attended the 2019 Gifted Education Conference celebrating to share experiences and knowhow and to discuss future development and direction. The event included various creative programs, from a lecture by an honorary speaker and a talk concert (panel discussions), to a school space reconstruction activity, “Mission Impossible,” topical seminars, empathy sessions for the highly gifted and the marginalized gifted, lesson plan sharing, and displays of output from each Metropolitan and Provincial Offices of Education. The conference contributed to the capacity building, communication, and networking of participating educators. Delegated by Incheon Metropolitan Office of Education Theme: Future of education found in gifted education (2019 July 31 ~ August 2, YBM Training

Support for Gifted and Talented Education Cooperation System

For the effective implementation of gifted education policy and the promotion of gifted education, the Ministry of Education, Metropolitan and Provincial Offices of Education, and gifted education institutions were gathered to hold a national policy consultation. Based on discussions of current issues and government policy research programs, the participants worked for the qualitative development of gifted education and strengthened cooperative relationships among stakeholders.

Theme: The 71st National Gifted Education Stakeholder Policy Consultation(2019 January 31, Government Complex Sejong, Building #14 Conference Room)

Theme: The 72nd National Gifted Education Stakeholder Policy Consultation(2019 April 5, El Tower, Marigold Hall)

Theme: The 73rd National Gifted Education Stakeholder Policy Consultation(2019 August 1, YBM Training Center, Lecture Room)

Theme: The 74th National Gifted Education Stakeholder Policy Consultation (2019 September 6 ~ 7, Ramada Plaza)

Theme: The 75th National Gifted Education Stakeholder Policy Consultation(2019 October 30, KEDI Grand Conference Hall)

[Center for Educational Facilities and Environment Research]

2019 Private Investment in Educational Facilities Operational Support

As the specialized agency appointed by the Ministry of Economy and Finance to review private investment proposals for education facilities (Ministry of Education, Science, and Technology in 2010, Ministry of Economy and Finance in 2016, etc), the Educational Facilities Research and Management Center (EDUMAC) conducted comprehensive and systematic professional support for each stage of project implementation, including: feasibility and eligibility studies of private investment projects, review of basic plan for facilities construction, project proposal evaluation, negotiations and contracts review, and finance model review. Delegated by KEDI

Private Investment Project Implementation to Secure Education Facilities Post-unification

In preparation for national unification, policy-setting and enforcement of education facilities must be implemented over mid to long-term. This necessitates setting the policy direction through sufficient preliminary research, and the providing evidence for the policy decisions on the facilities procurement plan. By examining investment project considerations for pre- and post-unification, this study provides policy criteria to construct a necessary structure and investment system to secure education facilities in preparation for post-unification. Delegated by KEDI

A Study on Remodeling School Facilities According to the Characteristics of High School Credit System Facilities Operation

By analyzing the current state and demands in High School Credit System research schools, a framework was conducted to conduct a quantitative analysis of high school facilities nationwide and a qualitative analysis of requests on-site. This research suggests ways for school facilities remodeling, and proposes the plan in the form of spatial models. Delegated by Metropolitan and Provincial Offices of Education

Lease-type Private Investment (BTL) for Education Facilities: Project Proposal Evaluation

Evaluation was requested on the lease-type private investment project (BTL: Build-Transfer-Lease) proposals to remodel Gyeongsang National University dormitory (submitted to the Ministry of Education (No. 2018-320) 2018 December 14), and to construct Korea Polytechnic University – Daegu, Gumi, and Jinju Campus (submitted to the Ministry of Education (No. 2018-80) 2018 December 27). Evaluations were conducted by KEDI EDUMAC (specializing in review of private investment proposals for education facilities) in two phases - phase 1 (pre-qualification) and phase 2 (technology/finance) - for each institution. An evaluation committee and an evaluation team were formed to review each project proposal. Delegated by Gyeongsang National University, Korea Polytechnic University

Comprehensive Information System for Education Facilities: Phase 3

The Comprehensive Information System is a national level standardized development program for the systematic management of school facilities, facilities improvement investment records, and facility safety. The third and last phase of the program consists of the following tasks: implement mobile function; enable search of building management register and enhance status comparison function through EDUVILLE; link Edufine with construction data and records of educational statistics facilities; conduct comprehensive revision of facilities project management function; supplement blueprint management function; enhance convenience of educational environment improvement project; connect FMS safety management system and data; expand safety management function and improve facilities vulnerable to disasters; enhance status analysis and statistical analysis function; and improve GIS function to construct a database. Delegated by Chungbuk Provincial Office of Education(As a representative of 17 Metropolitan and Provincial Offices of Education)

2019 Comprehensive Information System for Education Facilities Operational Management and Data Support Project

Upon completion of the Comprehensive Information System for Education Facilities construction, this project supports the operational management of the system to improve its usability and reliability. It provides regular training for users, produces user's manuals, operates a Help Desk, improves service function, provides data renewal assistance, and provides support for IT infrastructure maintenance and repair. Delegated by: Daegu Metropolitan Office of Education (As a representative of 17 Metropolitan and Provincial Offices of Education)

2019 Safety Education Facility Establishment and Operational Support

As the follow-up project for the safety education facility standard model development, this project provides support for facility establishment and operation. Project details include consultation on establishment and operation of comprehensive, small-scale, movable, and classroom types of safety education facilities; development of education materials; and preparing consultations for responsible officers in the Metropolitan and Provincial Offices of Education. Delegated by Ministry of Education, Gangwon-do Office of Education (Supervisory Office of Education)

Jeonnam Safety Education Center (tentative title) Exhibition Space Construction Feasibility Review

To review the feasibility of building construction and exhibition space construction for the Jeollanam-do Integrated Safety Education Center, review and consulting was provided. Specific tasks included a feasibility review of exhibition space and installation materials for each phase and segment of construction, a feasibility review and consultation on the content and quality of exhibitions according to the intention of the exhibition blueprint. Delegated by: Jeollanam-do Office of Education

2019 Education Facilities Forum

Prakash Nair (CEO of Fielding Nair International), Tanzawa Hiroyuki (Director of the Educational Facilities Research Center of the NIER Under the Ministry of Education, Culture, Sports, Science and Technology), and Kang Mi-seon (Member of the Presidential Commission on Architecture Policy) were invited to present each country's innovations in school facilities construction, and share thoughts on Korea's school facilities innovation. Theme: Innovating education and improving quality of life through school facilities innovation(2019 October 22, The K Hotel Seoul)

[Center for Free Semester Program Research]

Free Semester System Achievements by Metropolitan Area and Province

A survey of achievements of free semester programs (observing changes in student capability) implemented at each Metropolitan and Provincial Office of Education were collected to review the achievements of the Free Semester System on the national level. In December 2018 a student capability survey was conducted with second year middle school students (first year at the time of survey in 2018) to establish the baseline. In 2019 pre and post intervention surveys on student capabilities were conducted with first year students in March and December to examine national achievements of the Free Semester System. Delegated by: Ministry of Education

Examining Strategies for the Growth of the Future of the Free Semester (Year) System

he purpose of this research is to draw out the variety and degree of system implementation at each Metropolitan and Provincial Offices of Education, given the climate of decentralization. The research examines strategies on the Free Semester (Year) System from the perspective of future education. Overseas practices related to the Free Semester (Year) System and Korean Metropolitan and Provincial Offices of Education were analyzed. Interviews, consultations, and a Delphi survey were conducted. Based on the results of analysis, the research suggested the vision aims of the Free Semester (Year) System and strategies and tasks to achieve these aims. Delegated by Ministry of Education

Promotion and Expansion of Free Semester Policy

Promotion and expansion of the Free Semester Policy were managed by holding a policy forum and developing teacher's guides. The Free Semester Policy Forum's purpose is to share and distribute policy and implementation achievements, and collect policy consumers' (students, teachers, parents) opinions to set up improvement and enhancement strategies. By inviting specialists in and out of Korea, the Free Semester System and future education were discussed at the forum. Through specialist discussions and panel (students, teachers, parents) participation, opinions on Korea and Germany's future education and the Free Semester System were shared. Teacher's guides were produced to enhance primary teacher's understanding of the Free Semester (Year) System. Delegated by Ministry of Education

2019 Free Semester Program Implementation and Management Support in Research Schools

For the stable implementation of the Free Year Program and the stable maintenance of the education program, the Free Semester System research schools were overseen for the first year (2019~2020). The purpose of this program is to enhance understanding on the research, construct operational models to fit school conditions, and support schools through workshops and consulting. Delegated by Ministry of Education

2019 Free Semester Policy Forum

Specialists in and outside Korea were invited to speak on the Free Semester System and Future Education. Matthias Rauschert (Oswald-von Breuning Schule High School, Germany) presented on the future of Germany's education which relates to the Free Semester System. Jong Heon Lim (Associate Researcher, KEDI) presented on the future of secondary education based on Korea's Free Semester System. The presentations were discussed by specialists – Yang Woon-yong (Dongma Middle School, Seoul), Uhm Joonyong (Joongbu University), Park Jong-pil (Jeonju National University of Education) – and a participant panel (students, teachers, parents). Opinions on Korea and Germany's future education and Korea's Free Semester System were shared.

Theme: Free Semester System and Future Education(2019 October 26, Korea International Exhibition Center (KIXTEX), Ilsan)

National Education Statistics Research Division

[Center for Education Statistics]

A study on Socioeconomic Impact of Education Policy

The purpose of this research is to provide background data and evidence for future education policy change. This study examines the major shifts in education policies since the year 2000 that had a considerable impact on the political, economic, cultural, and other social dimensions. Through trends analysis, specialist consultation, literature review, and various research methods, the socioeconomic impact of each education policy was analyzed. Delegated by Chung Wa Dae Office of the President

Basic Statistics of Education: Survey and Management

A comprehensive survey of pre-primary, primary, and secondary institutions (schools and administrative institutions) are being conducted on institutions, students, teachers, staff, and facilities. Statistical data on nationwide higher education institutions on universities, students, faculty, lectures, and educational conditions and environments are gathered to produce various statistical collections such as the Statistic Yearbook of Education, Brief Statistics on Korean Education, and Educational Statistics Analysis Report. Customized data service and educational statistics blog also deliver of various education-related data to users. Delegated by Ministry of Education

Usage of Educational Statistics Results and System Enhancement

The usage of educational statistics was increased by providing various customized statistical services through publications of the 17 Metropolitan and Provincial Offices of Education's indicators, Major Indicators of Statistics on Education Pocketbook, and Statistical Yearbook of Education and by providing various requested data. To more easily verify and manage survey data, the data provision system (school.kedi.re.kr) for each metropolitan area and province was enhanced. Professional training was provided to the statistics officers of the Metropolitan and Provincial Offices of Education to enhance their statistical and task management capacities. Delegated by: 17 Metropolitan and Provincial Offices of Education

Review of National Education Information System (NEIS) Education Statistics

The National Education Information System (NEIS) was enhanced for effective and stable systems operation, such as the input and verification of education statistics survey data on pre-primary, primary, and secondary education through the first and second semesters; the disclosure of information on primary and secondary education; and the provision of basic data for policy making. Delegated by 17 Metropolitan and Provincial Offices of Education

2019 University Information Disclosure System Management Agency Operation

Following the Act on Special Cases Concerning the Disclosure of Information by Education -Related Institutions in effect since May 26, 2008, the University Information Disclosure System operates as the university information management agency providing information related to the basic operational status and education and research conditions of higher education institutions. The system ensures the right to information by providing data on basic information on students and faculty, the graduates' rate of employment and career status based on statistical surveys. Academic and policy research is promoted, and the effectiveness and transparency of education policy is enhanced. Delegated by Korea Council of University Education

Statistical Research and Publication on Employment of Higher Education Graduates

Statistical research on employment had been conducted since 2004 to collect data on the employment status of higher education graduates 10 months after graduation from December 31st each year. A comprehensive survey is conducted by using the public database. By analyzing the results, necessary basic data is provided for education policy setting and research, while providing career information and meeting various demands from students and parents regarding university selection and from the young adults on employment prospects. As an indicator for sustained employment, those who received employment health insurance at the time of initial survey were also tracked 3, 6, 9, and 11 months later (four times throughout the year) to check if they maintained the employment health insurance. Since the year 2018, qualitative information on employment (salary, workplace) and related statistical information are surveyed and published. Delegated by Ministry of Education

Employment Statistics Survey on Specialized High School Graduates

By surveying and analyzing the career and employment status of the graduates of vocational high schools, this project provides basic data for student career and employment guidance and related policy making. With the Ministerial Conference on Social Relations in December 2017 the need was raised for employment statistics survey to become nationally accredited. In 2019 survey tools such as the system and guidelines were developed, and the statistical production by Statistics Korea is being negotiated. In 2020 the instruments will be implemented to conduct the first survey. Delegated by Ministry of Education

Lifelong Education Statistics Project

In adherence to the Lifelong Education Act, the lifelong education institutions, programs and learners, teachers and lecturers, and administrative staff were surveyed for the "Statistical Survey of Life Long Education Institutions" to construct a database. The state of Korean adult (between the age 25 and 79) participation in lifelong education were surveyed for the "Lifelong Education: Individual Survey." The surveys contributed basic data for rational lifelong education policy making. The project produced Lifelong Education Statistics Report, Status of Lifelong Learning for Korean Adults, and Lifelong Education Statistics Analysis Report. Delegated by Ministry of Education

2019 Azerbaijan Statistical Capacity Enhancement Program and Invitational Training

By introducing and applying the example of KEDI's Lifelong Education Statistics, the trainees' capacity to improve Azerbaijan's social statistics production system and the quality of their national statistics are expected to be enhanced. Theme: Lifelong Education Statistics for Our Country (individual status, institutions) (2019 July 30, Statistics Training Institute, Computer Lecture Room II, Daejeon)



2019 Azerbaijan Statistical Capacity Enhancement Program and Invitational Training

[Office of Educational Survey and Data Analysis]

Vision and Strategy of Inclusion: Policy Response to Education Divide

While the society is not returning back to a caste system, there is less possibility for class mobility. Based on this recognition, the purpose of this research is to propose education policies to remedy the education divide as part of the social development goal of inclusive growth. By conducting a literature review, the situation of the education divide in middle and high schools, and the national government's education policy currents are diagnosed to propose education policies to remedy the education divide. Delegated by Korea Institute for Health and Social Affairs

A Study on the Management of National Standardized Indicators on Education

This research was conducted to examine the production and management of national standardized indicators on education and to draw out suggestions for improvement. The current major education indicators in and out of Korea and various data and statistics used or are usable in indicator production were analyzed. Based on the results, the effect and effectiveness of education indicator management were suggested by type, and ways to improve the basic conditions for indicator management were proposed. Delegated by Ministry of Education

The 13th Symposium on the Longitudinal Study on Korean Education

The 13th Symposium on the Longitudinal Study on Korean Education presented the Longitudinal Study on Korean Education collected from 2005 to 2018, and the Analysis of Status and Standard of School Education on elementary, middle, and high schools collected over 12 years between 2003 and 2014. Theme: The 13th Symposium on Korean Education Longitudinal Study(2019, November 29, Hoam Faculty House Convention Center, Seoul National University)

[Office of Education Indicators Research]

Primary and Secondary Entrepreneurial Education Analysis

With the rising emphasis on entrepreneurial education, the purpose, definition, and scope of primary and secondary entrepreneurial education, the background of implementation in Korea, and the curricular and extracurricular types of education were discussed. This study analyzed the related policies (government agencies, public and private organizations) and programs, and identified policy implications.

National Education Statistics Indicator Development Research

This research examines the management system for Korea's government programs achievement indicators, and analyzes national level achievement indicators for statistical data programs. Officer interviews (on-site), researcher brainstorming sessions, statistical survey team and specialist consultation, and online opinion survey of associated agency officers and specialists were conducted to produce a set of 16 achievement indicators.

National Level Education Indicator Management Research

The purpose of this research is to consider ways to manage national level education indicators. Based on reviews of education indicators in and out of Korea, a common indicator management method was proposed. An indicator management method to achieve the equity goal of the K-SDGs was also proposed. To distribute the study results, the 138th KEDI Educational Policy Forum (National Education Indicator Development and Management for the Changing Society) was hosted. Delegated by Ministry of Education

Implementation of the Sustainable Development Goal 4 in Korea

To report the implementation of the Sustainable Development Goal 4 (SDG4) in the international for at the request of the United Nations, and to share best practices and provide data for policy discussions, a consultative body (10 agencies) and a working group were managed to analyze the implementation of the SDG4 and the K-SDGs. An official report on the implementation of SDG in Korea was published (Korean, English). The Korean National Commission for UNESCO and the Ministry of Education jointly hosted the 3rd SDG4-Education 2030 Forum and the Learning City and the SDGs Forum. Delegated by Korean National Commission for UNESCO

SDG4–Education 2030: A Study on Inclusiveness and Education

To embark on theoretical discussions on educational inclusiveness and inclusive education, to explain the rationale behind an analysis of the current state of educational inclusiveness, and to draw out major policy implications, a Delphi Survey was conducted by specialists, and topical task groups (disability, welfare, migration, gender equality) were formed for analysis and consultation. The Korean National Commission for UNESCO and the Ministry of Education jointly hosted the 3rd SDG4-Education 2030 Forum and the Learning City and the SDGs Forum. Delegated by Korean National Commission for UNESCO

Participation in the OECD Indicators of Education Systems Programme

Since 1995 Korea has participated in the OECD Indicators of Education Systems Programme each year and provided major education data on students, teachers, and education budget for the publication of OECD's Education at a Glance. The Office of Education Indicators Research also fulfills the tasks in cooperation with UNESCO, and monitors various international education indicators such as the IMD/WEF national competitiveness ranking and the World University Rankings. Delegated by Ministry of Education

Metropolitan and Provincial Office of Education Personnel Training on the OECD Indicators on Public Spending on Education

Training was provided for the Metropolitan and Provincial Offices of Education personnel (special account for education expenses and school expenses treasurers) to give a summary the 2019 OECD indicators on public spending on education and to explain the instructions for data collection, data input, and other tasks. Theme: Metropolitan and Provincial Office of Education Personnel Training on the OECD Indicators on Public Spending on Education(2019 June 3 ~ 4, Statistics Training Institute, Daejeon)



2019 Asian Education Statistics Specialist Capacity Building Workshop

2019 Asian Education Statistics Specialist Capacity Building Workshop

A workshop was hosted to present the first year progress of A Study on Education Indicator Development and Statistical Capacity Building Focused on Asian Countries (IV), the 3-country consultation on enhancing education statistics and indicators capacity, and to discuss the next steps. The consultation results, midterm reports, and development strategies for each country were established. Consulting was provided on national education indicator development and cooperation with Korean and international institutions. On-site consultation was conducted by visiting Korean education statistics institutions. Theme: 2019 Asian Education Statistics Specialist Capacity Building Workshop(2019 June 25 ~ 28, Koreana Hotel, Seoul)

Public and Private Higher Education Institution Personnel Training on the OECD Indicators on Public Spending on Education

Training was provided for the public and private higher education institution personnel (university budget officers and development budget officers) to give a summary the 2019 OECD indicators on public spending on education and to explain the instructions for data collection, data input, and other tasks. Theme: Public and Private Higher Education Institution Personnel Training on the OECD Indicators on Public Spending on Education (2019 August 14, 23, Statistics Training Institute, Daejeon)

Education Policy Network

Direction and Tasks for Future Education: Public Opinion on High School Policy

A national opinion poll on high school system restructuring related to autonomous private high school evaluation, and on the expansion of the culture of innovative education were analyzed, along with media reporting trends on high school system and policies. Based on the analysis this research critiques Korea's state of education that centers around university entrance and rote learning, and explores future directions and tasks toward implementing the national future education policies on high school restructuring and innovative schools.

A Study on the Promotion of Schools in Original Downtown Areas

The hollowing out of the four major cities in Jeonnam (Mokpo, Yeosu, Suncheon, Gwangyang) and the state of school education in each city were analyzed. To strengthen the education quality of schools in the original downtown areas, school reform policies and local education cooperation strategies were explored and proposed. Delegated by 17 Metropolitan and Provincial Offices of Education Delegated to Mokpo National University

Direction and Tasks for Future Education: Public Opinion on High School Policy

A national opinion poll on high school system restructuring related to autonomous private high school evaluation, and on the expansion of the culture of innovative education were analyzed, along with media reporting trends on high school system and policies. Based on the analysis this research critiques Korea's state of education that centers around university entrance and rote learning, and explores future directions and tasks toward implementing the national future education policies on high school restructuring and innovative schools.

Analysis of the Effects of Secondary Career and Vocational Education Policies

By analyzing CareerNet, National Career Development Center's teaching and learning program, the policy impact of vocational education was examined. National Competency Standard (NCS) and apprenticeship training were reviewed to determine the impact of vocational education policies. Based on the analysis, this research suggested policy solutions to enhance and promote secondary career and vocational education. Delegated by 17 Metropolitan and Provincial Offices of Education Delegated to Global Employment Development Institute

Remodeling Elementary School Learning Space for Play-centered Future Education

To improve elementary school learning spaces for socialization, play, and rest, the existing school facilities were reviewed. Innovative and play-centered spatial remodeling patterns were suggested so that schools can embark on mid to long-term preparations. Delegated by 17 Metropolitan and Provincial Offices of Education Delegated to Seoul National University of Education

Common Indicator Development to Measure the Achievements of Innovation Schools

This research explores the achievements of innovation schools based on their principles and values. Using the factors of achievement acknowledged by the students, teachers, and parents as the agents of education, measures for and an instrument to assess the effectiveness of innovation schools were developed. Delegated by 17 Metropolitan and Provincial Offices of Education Delegated to Seoul National University of Education

Education Policy Direction and Tasks in Response to the Demographic Shift

The impact of the demographic shift and the Fourth Industrial Revolution on the education sector were analyzed. This research defined the aim of policy as capacity building for stage of life and ensuring nondiscriminatory right to education. Policy tasks on pre-primary and primary education, and tertiary, lifelong, and vocational education were suggested. Delegated by Ministry of Education, Delegated to KEDI

2019 Incheon Area Youth Labor Rights Study

The significance of youth labor rights and the state of labor rights education in nationwide Metropolitan and Provincial Offices of Education were researched. This study examined the current conditions of students' labor rights in Incheon area and provided basic data for the Incheon Metropolitan Office of Education to produce policies on youth labor rights education. Delegated by 17 Metropolitan and Provincial Offices of Education (Incheon Office of Education, Delegated to Kyonggi University

Using Big Data for Pre-primary, Primary, and Secondary Education

To enable the usage of big data in educational issue prediction and policy making, this study examines cases of big data usage and surveys opinions on big data in the Offices of Education. Based on the analysis of results, an experimental model on big data usage was developed. Delegated by 17 Metropolitan and Provincial Offices of Education (Gyeongnam Office of Education), Delegated to Konyang University

Effective Operation of Gyeongbuk Future School (Innovation School)

This study systematically examined the operation of Gyeongbuk Future School in adherence to the essence of education. This study suggested some factors for schools and Gyeongsangbuk-do Office of Education to consider when exploring and implementing Gyeongbuk Future School operational strategies that suit regional and institutional characteristics. Delegated by 17 Metropolitan and Provincial Offices of Education (Gyeongbuk Office of Education), Delegated to Catholic University of Daegu

A Study on Reorganizing Administrative Tasks to Allow Teachers to Focus on Educational Activities

The policy of reducing teachers' administrative tasks as well as Daegu and Ulsan Offices of Education policy of reorganizing school administrative tasks were analyzed. The results of the round-table discussions by Daegu and Ulsan Offices of Education, and best practices of administrative task reorganization in the 17 Metropolitan and Provincial Offices of Education were examined. To allow teachers to focus on educational activities, a school administrative task reorganization strategy, and a school-level procedure for administrative task reorganization were suggested. Delegated by 17 Metropolitan and Provincial Offices of Education (Daegu and Ulsan Offices of Education), Delegated to Busan National University of Education

Direction and Tasks for Local Education Autonomy

The case of France in relation to local education autonomy was studied and analyzed. The Metropolitan and Provincial Offices of Education's related policy cases were collected and shared to provide policy implications for Korea's local education autonomy system. Delegated by 17 Metropolitan and Provincial Offices of Education, Delegated to KEDI

Management of Education Policy Network

Educational Policy Network is a cooperative system for personnel exchange, joint research, and information sharing among the Ministry of Education, the 17 Metropolitan and Provincial Offices of Education, and associated institutions. Specifically, the network operates the following 10 tasks: convene the Education Policy Consultation on identifying education agenda, on assisting education policy and practice, and on providing information on education; hold the Education Policy Research Consultation; operate on-site education monitoring; convene Education Policy Discussion sessions; operate education policy consulting; conduct practical assistance research and present the outcome; publish Educational Policy Forum; publish the mailzine, The trend of Overseas Education; publish reports on current issues in and outside Korea (KEDI Issue Paper, Global Education Policy Information); and manage the Educational Policy Network Information Center website. Delegated by 17 Metropolitan and Provincial Offices of Education, Delegated to KEDI

2019 Assistance for Education Decentralization and Local Education Autonomy

In continuation of the same program in 2018, this study was conducted to expand the autonomy of the local Offices of Education and schools to enhance school democracy through actual delegation of authority. By examining the status and impact of education authority transfer and administrative task distribution, the factors and characteristics in the process of implementing education autonomy were identified. To assist local education autonomy and its practical implementation, various opinions and suggestions from the Offices of Education and schools were collected. Specific tasks include: revising regulations under the jurisdiction of education offices; analyzing factors and characteristics in the process delegating authority on education; establishing a mid to long-term roadmap for local education autonomy; and collecting opinions and conducting promotional activities to ensure effectiveness and feasibility of projects. Delegated by: 17 Metropolitan and Provincial Offices of Education (Supervised by Jeollabuk-do Office of Education), Delegated to KEDI

Education Policy Network Consultations

The purpose of the consultations was to provide comprehensive diagnoses on various and complex issues in education, and to search for practical and realistic education policy solutions by responding to education consumer opinions. [1st Consultation] School Space Innovation for Future Education: How Will it be Done? (2019 April 18, Chungnam); [2nd Consultation] School Management for Democracy: What is Needed? (2019 May 28, Jeonbuk); [3rd Consultation] Education Policy for an Innovative and Inclusive Nation (2019 July 24, Chungbuk); [4th Consultation] Administrative Task Reorganization for Teachers to Focus on Education Activities (2019 September 26, Daegu); [5th Consultation] Future School Operation Strategy in Preparation for Declining Student Numbers (2019 October 25, Gyeonggi); [6th Consultation] Education Policy Direction and Tasks in Response to the Demographic Shift (2019 November, 28 Jeju)



Korean
Educational
Development
Institute

04

2019 KEDI Publications

Education Magazine, Educational Development
Registered Journal, The Journal of Korean Education
KEDI Journal of Educational Policy (KJEP)
KEDI Newsletter
KEDI Brief
KEDI Issue Paper
Educational Policy Forum
Educational Policy Network Issue Paper
2019 Statistic Yearbook of Education
2019 Educational Statistics Poster
2019 Major Indicators of Statistics on Education Pocketbook
2019 Brief Statistics on Korean Education (Korean, English)
2019 Educational Statistics Analysis Report
Educational Statistics Service: Manual
Education Statistics Open Lab: User's Guide
Educational Statistics Infographic (Statistical Brief)
Educational Statistics Card News
2019 Statistical Yearbook for Employment of Higher Education Graduates
2019 Lifelong Education Statistics
2019 Department (Major) Classification Sourcebook
2019 Status of Lifelong Learning of Korean Adults
OECD Education at a Glance: OECD Indicator 2019 (Translated in Korean)
OECD Handbook for Internationally Comparative Education Statistics (Translated in Korean)
2019 Special Grant National Policy Project Performance Report
2019 Special Grant National Policy Project Personnel Survey Report
2019 Local Education Finance Analysis: Comprehensive Report
2019 Finance Analysis of Public School Accounting Report
2019 Finance Analysis of Private School Accounting Report
2019 Indicators of School Accounting Analysis
Global Educational Policy Information
The Trend of Overseas Education (Mailzine)
Online Newsletter on Afterschool Programs
e-SchoolZine (Webzine)
Center for Open Secondary School Newsletter, U-Banditbul
2019 High School Credit System Research/Pioneer School Consultation Guide
2019 High School Credit System Pioneer School Consulting: Comprehensive Results
High School Credit System Pioneer School Achievement Promotion Issue Paper
2018 Academic Year High School Capacity Building Project: Social Integration Category High School Entrance Consulting Report
2020 Academic Year Self-Directed Learning Category High School Entrance: Admissions Officer's Guide
2020 Academic Year Self-Directed Learning Category High School Entrance and High School Entrance Process Assessment Manual
A Bigger World, the Future of Living Together

2019 KEDI Publications



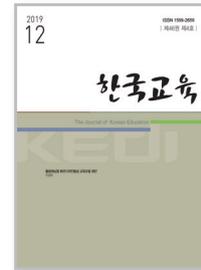
Issued by: Office of Public Relations

[Education Magazine, Educational Development]

The purpose of this periodical is to examine current issues and questions in the education sector to analyze, diagnose, and predict the trends; to provide the latest information on education; to identify and highlight agenda on education theory and practice; and to contribute to the development of education research and practice. First issued in 1974, Educational Development has 46 years of history and tradition. In December 2019, Vol. 46 No. 213 was issued.

【Registered Journal, The Journal of Korean Education】

The Journal of Korean Education is an academic periodical that examines policies and issues in Korean education and explores the theory and practice of new trends and phenomena to provide solutions to education dilemma and directions for school development. First issued in 1974, from 2000 to 2004 it was a Registration Candidate Journal of the National Research Foundation of Korea (NRF, formerly Korea Research Foundation), then became recognized as an NRF Registered Journal in 2005. A total of 20 articles were published in 2019. The articles can be accessed on the KEDI website (<http://kedi.re.kr>), the Korea Citation Index website (<http://www.kci.go.kr>), and the Research Information Sharing Service website (<http://www.riss.kr>).



Issued by: Office of Public Relations

【KEDI Journal of Educational Policy (KJEP)】

The KEDI Journal of Educational Policy is an English language academic periodical issued twice a year in June and December. The Journal seeks to promote and share Korea's education policies and education sector research on the international level and to introduce excellent research overseas to assist Korea's education policy making and goal setting on current issues. First issued in December 2004, it has been registered in the Social Sciences Citation Index (SSCI) since the 2007 publication of Vol. 4 No. 1. The latest issue is Vol. 16 No. 2.



Issued by: Office of International Cooperation

【KEDI Newsletter】

KEDI Newsletter is a weekly newsletter disseminating KEDI's current events to policy consumers. 50 newsletters were issued from January to December in 2019. The newsletter provides updates on KEDI, press releases, video reports, summaries of latest KEDI publications, and information on upcoming events. KEDI newsletter is mailed to about 83,000 people each month.



Issued by: Office of Public Relations

【KEDI Brief】

KEDI Brief was first issued in 2017 to share and disseminate research achievements and results to assist the development of future oriented education. Relevant cases of education innovation in and outside Korea, and analyses of policy currents are edited in brief format for publication. A total of 22 issues were published in 2019.



Issued by: Office of Public Relations

【KEDI Issue Paper】

As a research institution on education policy, KEDI publishes the KEDI Issue Paper to efficiently disseminate the institute's research achievements, share current education policies and issues, and suggest timely policy solutions.



Issued by: Office of Research Planning

【Educational Policy Forum】

Education Policy Network (ISSN 1739-4325) published monthly on and offline seeks to discuss, promote, and support major education policies and issues, and to function as an alternative news medium. Opinions by education specialists, policy makers, teachers, and various education communities on current education policy issues selected by the editorial board of specialists are published in the journal. A total of 316 issues have been published by December 2019.



Issued by: Education Policy Network

【Educational Policy Network Issue Paper】

Education Policy Network Issue Paper is a report on select issues in education policies and systems to analyze and diagnose the context, the main points, and the challenges, and to suggest solutions, policies, and upcoming tasks. By selecting topics through surveys of the Ministry of Education, the Metropolitan and Provincial Offices of Education, associated education institutions, and on-site monitoring groups, the publication is enhancing its real-world applicability. The Issue Paper is produced periodically throughout the year, and in 2019 a total of 7 issues have been published.



Issued by: Education Policy Network

【2019 Statistic Yearbook of Education】

As the most important output of the annual Educational Statistics Project, the Statistic Yearbook of Education publishes major education statistics data on schools, teachers, and students. The publication was first produced in 1962 as Mungyotonggyeyeonbo [Education Statistics Yearbook] by the National Education Training Institute. The Yearbook has been published by KEDI since 1998 and is widely used as the basic resource for education development in policy making and academic research.



Issued by: Center for Education Statistics

【2019 Educational Statistics Poster】

With the annual release of Basic Statistics of Education, the Education Statistics Poster is produced to show in one glance the basic statistical data on pre-primary, primary, secondary, and tertiary education in comparison with the previous year.



Issued by: National Education Statistics Research Division

【2019 Major Indicators of Statistics on Education Pocketbook】

With the annual release of the Basic Statistics of Education and the international education statistics, the Major Indicators of Statistics on Education Pocketbook is a resource book collecting 16 major statistical indicators on pre-primary, primary, secondary, and tertiary education, as well as international education. For the sharing and promotion of the results of education statistics research nationwide, the data is produced in a pocketbook format to increase usability.



Issued by: National Education Statistics Research Division

【2019 Brief Statistics on Korean Education (Korean, English)】

Each year the Brief Statistics on Korean Education is published in Korean and English as a resource book based on educational statistics on pre-primary, primary, secondary, and tertiary education, employment, and international education. The contents are organized to highlight the state of education based on comprehensive data and major education indicators. The Brief Statistics is published in a portable booklet format for ease of access.



Issued by: National Education Statistics Research Division

【2019 Educational Statistics Analysis Report】

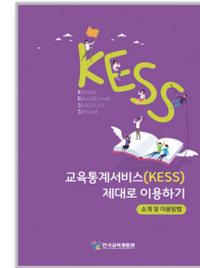
To provide education statistics data to education policy makers and researchers in an easily understandable and effective format, the annually surveyed data are analyzed from multiple angles and published in the Educational Statistics Analysis Report. Three types of analysis reports on pre-primary, primary, and secondary education statistics, tertiary education statistics, and lifelong education statistics are presented with visuals such as tables and graphs, and related contents were treated with in-depth analysis.



Issued by: National Education Statistics Research Division

【Educational Statistics Service: Manual】

Educational Statistics Service: Manual was produced to facilitate easy access to The Korean Educational Statistics Service (KESS) website. Each menu on the homepage is explained with detailed instructions on usage. The main menu and additional functions are explained separately including information on specific paths of access and on the current status of provided resource. The Manual also addresses common mistakes and frequently asked questions to minimize users' inconvenience.



Issued by: National Education Statistics Research Division

【Education Statistics Open Lab: User's Guide】

Educational Statistics Open Lab: User's Guide is a guidebook that introduces Open Lab, the 2019 pilot project on education statistics data. Open Lab is the only data analysis facility that gives access to raw encoded data. To facilitate in-depth research in the Open Lab, the User's Guide gives detailed explanations on the scope of accessible data and the request submission procedures.



Issued by: National Education Statistics Research Division

【Education Statistics Infographic (Statistical Brief)】

Educational Statistics Infographic is a resource that visually presents the education statistics by categories (number of schools, students, teachers, etc.) and in timeseries to give information at a glance. Basic data for cities and provinces are presented with a map. A total of 8 infographics were produced on education subsectors, from primary education to lifelong education.



Issued by: National Education Statistics Research Division

【Educational Statistics Card News】

Relevant education issue analysis data were presented with illustrations to be quick and accessible for everyone. A total of 5 Card News were issued with 8 to 10 pages each.



Issued by: National Education Statistics Research Division

【2019 Statistical Yearbook for Employment of Higher Education Graduates】

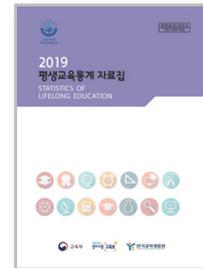
2019 Statistical Yearbook for Employment of Higher Education Graduates is the most important output on employment statistics that includes all the results of employment statistics survey results of higher education graduates after December 31, 2018. The Yearbook contains the results of survey on employment and education as well as the rate of sustained employment by course, establishment, discipline, and location. The appendix includes qualitative presentation based on detailed career and employment information.



Issued by: Center for Education Statistics

【2019 Lifelong Education Statistics】

Lifelong Education Statistics contains detailed information on lifelong education institutions (identified in accordance with the Lifelong Education Act), programs and learners, teachers/lecturers and administrative staff. Statistical data on nonformal and informal lifelong education institutions were also included to assist in overall understanding of Korea's lifelong education.



Issued by Center for Education Statistics

【2019 Department (Major) Classification Sourcebook】

Department (Major) Classification Sourcebook was first published in 2001 presenting information on departments and majors as key units in which education statistical data is collected. From April 1st each year all existing departments in technical colleges, universities, and graduate schools were surveyed by each institutional category. Trends on new and terminated departments were also analyzed. The Sourcebook provides useful information on statistical data and survey results by systematically classifying departments by high, middle, and low categories.



Issued by: Center for Education Statistics

【2019 Status of Lifelong Learning of Korean Adults】

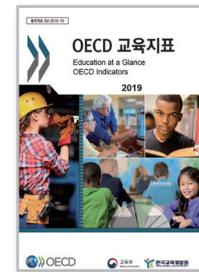
The status of lifelong learning of Korean adult (Years 2007~2016: 25 to 64 year olds; Years 2017~2019: 25 to 79 year olds) survey outcome was organized according to indicators. The overall status of adult lifelong education in 2019 is contained in this resource book. The data provides basic information to inform lifelong education policy making.



Issued by: Center for Education Statistics

【OECD Education at a Glance: OECD Indicator 2019 (Translated in Korean)】

Education at a Glance: OECD Indicators is translated and published each year in Korean language under the title OECD Gyoyukjipyo [OECD Education Indicators]. Education at a Glance is the most widely used international education statistics data in Korea and overseas. The publication is the major output of the OECD Indicators of Education System (INES) Programme conducted since 1992. The publication provides explanations on core concepts for each indicator, the method of data collection, and the outcome of comparisons, to suit the purpose of policy makers, scholars, students, and general public.



Issued by: Center for Education Statistics

【OECD Handbook for Internationally Comparative Education Statistics (Translated in Korean)】

OECD Handbook for Internationally Comparative Education Statistics is translated and published in Korean language under the title OECD Gyoyukdonggye Handbook [OECD Education Statistics Handbook]. The Handbook explains the process of data collection for Education at a Glance and guides the interpretation of results. The Handbook provides a guideline for data collectors to compile more valid and reliable data. It also guides accurate usage of the education indicators by policy makers and researchers.



Issued by: Center for Education Statistics

【2019 Special Grant National Policy Project Performance Report】

2019 Special Grant National Policy Project Performance Report gives a summary the project and the outcome of evaluation, and provides suggestions on the operation and evaluation of special grant projects in the future.



Issued by: Center for Local Education Finance Research

【2019 Special Grant National Policy Project Personnel Survey Report】

Perception and opinions of school teachers and officers from the Metropolitan and Provincial Offices of Education on the Special Grant National Policy Project were surveyed and analyzed. This report provides basic data necessary to efficiently implement operational strategies for the special grant national policy projects in the future.



Issued by: Center for Local Education Finance Research

【2019 Local Education Finance Analysis: Comprehensive Report】

Local Education Finance Analysis has been conducted since 2010 in accordance to the Local Finance Act and the Regulation on Local Education Finance Analysis and Diagnosis. The tenth Local Education Finance Analysis: Comprehensive Report was published in 2019.



Issued by: Center for Local Education Finance Research

【2019 Finance Analysis of Public School Accounting Report】

In accordance with the Public School Accounting Regulation the Finance Analysis of Public School Accounting has been conducted since 2011. The 9th comprehensive report was published in 2019. The report analyzed 10,000 schools by city/province, school scale, and school type under categories of general, revenue, and expenditure budget with 12 major indicators.



Issued by: Center for Local Education Finance Research

【2019 Finance Analysis of Private School Accounting Report】

In accordance with the Public School Accounting Regulation the Finance Analysis of Private School Accounting has been conducted since 2011. The 9th comprehensive report was published in 2019. The Report analyzed 1,727 schools (an equal number as the previous year) by city/province, school scale, and school type under categories of general, revenue, and expenditure budget with 12 major indicators.



Issued by: Center for Local Education Finance Research

【2019 Indicators of School Accounting Analysis】

In accordance with the Public School Accounting Regulation the 2019 indicators of school accounting, the base calculations and method of interpretation were compiled and published to improve understanding and strengthen task competency of the responsible officers. Especially in 2019, based on the Article 76-3 of the Primary and Secondary Education Act Enforcement Decree, high schools were categorized into ① general, ② autonomous, ③ special-purpose, ④ customized for industrial demands (Meister Schools), ⑤ and vocational high schools for separate analysis.



Issued by: Center for Local Education Finance Research

【Global Educational Policy Information】

Global Education Policy Information reports major education issues in the world and provides in-depth analysis. By surveying the Ministry of Education, the Metropolitan and Provincial Offices of Education, associated education institutions, and on-site monitoring groups, the most demanded countries' latest education policies and information are selected as topics. In 2019 a total of 7 issues have been published.



Issued by: Education Policy Network

【The Trend of Overseas Education (Mailzine)】

The Trend of Overseas Education produced twice a month as a mailzine collects, analyzes and provides current overseas education trends in major countries (USA, Canada, UK, Germany, France, Finland, Japan, China, Singapore, Australia) through the overseas correspondent system that operates with a personnel pool of overseas Koreans. It rapidly transfers information on new education policies and issues of the countries to the subscribed educators, students, and parents, and contributes to enhancing the achievements of institutional policy making and research. A total of 366 issues were produced by the end of 2019.



Issued by: Education Policy Network



Issued by: Office of Education Welfare Research

【Online Newsletter on Afterschool Programs】

Online Newsletter on Afterschool Programs (hereafter Online Newsletter) is published and distributed to provide the latest news on Korean and overseas afterschool care and related policies, progress on policy implementation, best practices, and on-site updates. The purpose of the publication is to raise societal interest, share and disseminate the latest information on afterschool programs and elementary student educare.

【e-SchoolZine (Webzine)】

e-SchoolZine provides attractive content to promote the enculturation of student athletes. It also provides specialized integrated contents to student athletes to nurture them as future talents (creative and integrated persons possessing humanized imagination, scientific and technological creativity, and moral character) as defined by the 2015 Revised Curriculum.



Issued by: Center for Digital Education Research



Issued by: Center for Digital Education Research

[Center for Open Secondary School Newsletter, U-Banditbul]

U-Banditbul is published twice a year as a newsletter in an e-book form to raise the efficiency of the communication channel that reports updates from the Center for Digital Education Research and Open Secondary Schools, and to enhance the Open Secondary School students’ sense of community and belonging.

[2019 High School Credit System Research/Pioneer School Consultation Guide]

As a guideline for consulting High School Credit System research/pioneer schools, the publication contains explanations on research/pioneer school consulting, the consultation tasks, and examples of schools that have implemented the system.



Issued by: Center for High School Credit System Research

[2019 High School Credit System Pioneer School Consulting: Comprehensive Results]

As a report that contains the analysis of the comprehensive results on the High School Credit System pioneer school consulting, a summary of pioneer school consulting, the outcome, the evaluation, and suggestions for consulting are included.



Issued by: Center for High School Credit System Research

[High School Credit System Pioneer School Achievement Promotion Issue Paper]

This research identifies major cases of the High School Credit System pioneer schools and considers methods of wider implementation. The best practices of pioneer schools were analyzed to identify challenges in operation as well as implementation strategies.



Issued by: Center for High School Credit System Research

【2018 Academic Year High School Capacity Building Project: Social Integration Category High School Entrance Consulting Report】

Support for programs for the social integration category high school applicants was summarized. Implementation strategies, site observations, satisfaction surveys, and an achievement evaluation were conducted and analyzed.



Issued by: Center for High School Credit System Research

【2020 Academic Year Self-Directed Learning Category High School Entrance: Admissions Officer's Guide】

The guide includes task procedures and methods and related document forms to assist high school admissions officers in accepting self-directed learning category applicants.



Issued by: Center for High School Credit System Research

【2020 Academic Year Self-Directed Learning Category High School Entrance and High School Entrance Process Assessment Manual】

This Manual contains an introduction to the self-directed learning category high school entrance process and related information including documents to be submitted by students, and provides guidance on the formation and operation of the high school entrance committee and the steps and procedures for the high school entrance process impact assessment.



Issued by: Center for High School Credit System Research

【A Bigger World, the Future of Living Together】

Current trends and publications on North Korean youth education are reported in this newsletter and distributed by email to the Ministry of Education and the Metropolitan and Provincial Offices of Education officers on North Korean youth, associated institution personnel, and teachers and researchers on North Korean youth.



Issued by: Office of Unification Education Research

연구자료 RRM 2019-23

2019 KEDI Annual Report

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