

Appendix

Second National Lifelong Learning Promotion Plan (2008~2012)

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Ministry of Education, Science & Technology

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I. Background

1. Completion of the 1st National Lifelong Learning Promotion Plan(2002~2006) and revision of the Lifelong Learning Act

In order to build on the achievements of the 1st National Lifelong Learning Promotion Plan, implemented during the period of 2002 to 2006, the Korean Ministry of Education, Science and Technology launched successive procedures to establish a 2nd five-year National Lifelong Learning Plan that would span from 2008 to 2012.

With the overall revision of the Lifelong Learning Act, the Ministry also recognized the need to reorganize LLL support functions such as the National Institute for Lifelong Education, and to provide guidelines for the introduction of related systems and regulations.

In terms of implementation, the Ministry sought to improve the lack of linkage between programs and projects identified under the 1st LLL Plan, and to develop a more holistic and organic system that would ensure higher effectiveness in the way lifelong education is delivered.

2. Linking with related plans carried out under the Basic Act on Human Resources Development and Basic Act on Qualifications

As a means of enhancing synergy effects, the Ministry realized that implementing the 2nd National LLL Promotion Plan jointly with the Korean Government's 2nd National Human Resources Development Plan(2006~2010) would enhance the benefits of any possible synergistic effects of the two plans.

In April 2007, the Basic Act on Human Resources Development was newly revised in Korea, giving birth to the National Human Resource Committee and the Regional Human Resource Development Association. The Ministry focused on developing LLL policies in coordination with central and regional HRD initiatives.

In addition, following the revision of the Basic Act on Qualifications in April 2007, the Ministry

identified the necessity of promoting lifelong learning at workplaces through the development of a system that would efficiently link work, study and qualifications.

3. Alignment with the international community's mobilization of LLL as a tool for stronger national competitiveness

In recent years major international organizations such as the OECD and the World Bank have placed new emphasis on lifelong learning as a key tool to guarantee social and human capital. The European Union and ASEM recommend that member economies build national lifelong learning blocks that correspond to economic block and that they promote regional LLL communities.

The Ministry realized the need for Korea to align with this international trend, knowing that many individual countries have already established their own comprehensive LLL promotion plans as a core strategy for national development and regional innovation.

4. Countermeasures for low fertility rates and ageing population: developing a 'study-employment-welfare-culture' linkage and lending support for the underprivileged

The ageing of the Korean population has extended life expectancy, prompting the Ministry to re-organize and expand learning opportunities for all citizens at each stage of life.

Demands are high for the development of a recurrent education system that will provide a diversity of learning opportunities across a person's lifetime, with varied contents designed to reflect the many different changes that occur across the human life cycle and the employment cycle.

At the same time the Ministry found it important to ensure that the underprivileged gain sufficient access to lifelong learning activities. We began developing a wide range of programs that benefit those in need while improving the way such programs are actually delivered to needy regions.

II. Achievements and Limits of the 1st LLL Plan

1. Major Achievements

(1) Established LLL as a major policy agenda of the central government

By setting forth a comprehensive LLL plan at the national level in 2002, the Ministry initiated a coordinated and well-organized policy approach to promoting lifelong learning policies and programs nationwide. Those efforts were supported by the revised Lifelong Education Act of 1999, which led to the introduction of concrete LLL policies and institutional infrastructure.

The 1st LLL Promotion Plan encompassed five major directions subdivided into 26 key policy tasks. These key tasks were divided into 100 sub-tasks each of which were given budget allocations and detailed execution plans during the five-year period of 2002 to 2006.

(2) Raised public recognition on LLL and provided basis for regional LLL infrastructure

The Ministry had selected 76 “lifelong learning city” nationwide by the year 2007. These cities provided grounds for the development of regional LLL infrastructure.

Guidelines and models were provided for local governments designed to encouraging self-directed LLL development at the regional level, building LLL centers, appointing lifelong learning educators, and increasing internal/external networks between lifelong learning cities. The organization of specialized LLL programs and LLL festivals also helped spread a culture of lifelong education at regions.

(3) Contributed to social integration by providing the underprivileged with a 2nd chance of education

As an important part of the 2nd National LLL Promotion Plan, the Ministry expanded LLL opportunities

for the elderly, the disabled, foreign migrant workers and other needy people. In 2002 25 programs enjoyed the support of 250 million Koreans. The number of programs enjoying support increased to 184 with one billion Korean won in 2007.

Starting 2006, programs were also mobilized to improve adult literacy for those who had not been able to attend regular school education. As of 2007 the Ministry provided a subsidy of 2.3 billion won for selected adult literacy programs operated by both public and private organizations.

(4) Secured legal grounds and increased budgets for LLL

The Ministry designated central and local bodies to support and carry out LLL policies, which include the LLL Center established under the Korea Education Development Institute (at the central government), Regional LLL Information Centers and LLL Councils (at the metropolitan cities and provinces), and LLL Centers (at the lower administrative units).

Legal and institutional improvements paved the way for increased public participation in lifelong learning. For example, the establishment of distance learning universities and in-company university programs helped adult learners access newly diversified study opportunities while the ‘credit bank system’ and ‘self-study bachelor’s degree program’ enabled a systemic recognition and management of individual LLL outcomes. As of 2007, a total of 28,008 adult learners earned bachelor’s/associate bachelor’s degrees through the credit bank system by having their accumulated study outcomes accredited at 495 government-approved educational institutions.

LLL budgets saw a considerable growth both at the central and local government levels, helping meet the increased demand for lifelong education policies and programs. The budget of the Ministry of Education and Human Resources Development’s LLL division grew from 2.5 billion in 2005 to 16.6 billion won in 2007.

These measures led to a 4.4 percent increase of participation in lifelong education among adults aged 15 and older from 17.2 percent in 2000 to 21.6 percent in 2004. Lifelong educators were also placed in 203 institutions in 2006, reaching near the government’s goal to have all 296 LLL institutions nationwide appoint expert lifelong educators.

2. Limits

(1) Lack of an integrated and systemic approach for program implementation

A majority of programs set forth in the 1st National LLL Promotion Plan were additions to existing individual policies and programs. These adjustments called for the need to secure more relevance and inter-linkage between programs and to set up a systemic and long-term plan for implementation.

The need for information sharing and policy coordination between related government bodies was also raised in view of generating maximum effects through a joint approach to national and regional HRD, culture & arts programs, and LLL policies.

(2) Unable to present a continuous, circular study model

Reviews identified the need to develop a recurrent education model that would lead adults to move freely between study, employment and welfare. Only 2.9 percent of Koreans 35-years-old and over enrolls in higher education programs. This is among the lowest participation rates of OECD members. Koreans yet hold the perspective that the activity of learning ends with university graduation.

What is required is a balanced distribution of learning activities so that education may continue throughout a lifetime. This would involve a life-long and life-wide approach to human resources development and management. This implies the need to shift the heavy study burden of primary and secondary schools to of higher and vocational education.

(3) Insufficient budget for effective LLL promotion

As of 2007 the Ministry's direct LLL budget stood at 16.6 billion won, accounting for only 0.05 percent of the Ministry's total operational budget.

An overwhelming 99.95 percent of Korea's education budget is currently invested in primary, secondary and higher education. Considering that Korea's school-aged population is decreasing due to low fertility rates, Korea must make a major change to this front-loaded investment structure and secure a more balanced budget execution plan that would cover more of the LLL sector.

(4) Low rate of LLL participation and widening gap of LLL participation between different educational attainment levels

Korea's LLL participation rate was 21.6 percent as of 2004. This is lower than the OECD's 2002 average of 52 percent and lagging considerably behind other major advanced countries.

In addition, the rate of participation in LLL activities indicates wide differences according to gender, age, educational attainment level, and type of employment.

<Rate of Participation in Lifelong Learning Activities>

Division	Gender		Age		Level of Educational Attainment		Type of Employment	
	Male	Female	20~29	60↑	College degree↑	Primary school diploma↓	Full-time	Part-time
Rate	23.8%	19.5%	32.5%	7.3%	42.6%	5%	44.9%	7.1%

Source: Korea National Statistical Office(2004)

III. Policy Environment

1. Social, Economic and Cultural Environment

(1) Socio-economic paradigm: the call for creative human resources

Lifelong learning is an inevitable demand which calls for the development of creative economy, creative capital and creative society in this era and in the future.

As Richard Florida mentions in *The Flight of the Creative Class*, “a nation’s competitiveness is decided by its creativity, including creative human resources, technology and broad-mindedness.” From this perspective Korea ranks 16th out of 45 countries in the Global Creativity Index and a low 38th out of 39 countries in terms of its possession of creative human resources. Alvin Toffler also touches on the importance of creativity in *Revolutionary Wealth*, saying that “if in the past, wealth came from Growing and Making, in the future, wealth will depend on Thinking.”

Indeed, creative industries have been on a sharp growth in recent years with particularly high demands for manpower in the fields of science and technology. In the next five years experts estimate a sharp increase in the demands for computer scientists, semiconductor engineers and fiscal managers.

John Howkins(2001) forecasted a growth of demand in creative industrial areas such as research and development, publishing, software, TV and radio, design, music, advertisement, architecture and fashion. Richard Florida(2006) suggested that creative industries marked the single upward development among U.S. industries in 2006 and produced a 47 percent income for American economy.

With this in mind, Korea needs to incorporate more learning activities at the workplace and foster a flexible lifelong education system so as to actively produce, exchange and utilize new knowledge and

nurture creative knowledge workers.

(2) Population paradigm: low fertility rates, ageing population, urbanization

Korean society faces rapid changes in its population structure, both in terms of quality and quantity, due to fast population ageing and low birth rates. The average life years of Koreans has more than doubled over the last decades, from 31 years in the early 20th century to 78.63 years by 2005.

As of 2006 the share of persons aged 65 and over reached more than 9.5 percent, indicating that Korea has entered an aged society. Estimations are that this share will continue to grow to 14 percent in 2018 and 20.8 percent by 2026, transferring Korea into a super-aged society.

<Korea’s population ageing as compared to Japan, France and the U.S.>

Country	Year that the population share of 65-years-old and over reached (or will reach) 7%, 14% and 20%, respectively			Estimated years it will take for the share of 65-years-old and over to reach 14% and 20%, respectively	
	7%	14%	20%	7%→14%	14%→20%
Japan	1970	1994	2006	24	12
France	1864	1979	2018	115	39
U.S.	1942	2015	2036	73	21
Korea	2000	2018	2026	18	8

The situation urges Korea to devise active countermeasures for qualitative changes in the population structure that would involve new policies for the social participation of the elderly, effective usage of human resources, total innovation of the school system and a wide-reaching LLL system.

An alternative is found in the OECD’s LLL networking project that connects world cities that accommodate more than two-thirds of their country’s total residential population. Korea falls into this criteria, with 90.2 percent of the total Korean population living in urban areas (2005 data). In order to maximize LLL policy effects, Korea needs strong efforts to build LLL networks between cities and also within cities.

(3) Welfare paradigm: LLL as a national strategy for social cohesion

Taylor-Goody pointed out in 2004 that future society faces four potential risks. These which are the difficulty of employed females to maintain a balance between work and family life, the increased demand of caring for the elderly, the risk of excluding less-educated persons from the labor market, and the privatization of social security devices such as pensions and health insurances.

LLL is recognized as the most effective countermeasure for such newly emerging social problems and a key strategy to build national safety nets, enhance social inclusiveness and increase social investment.

(4) Global paradigm: building “Glocal” networks for national competitiveness

Globalization has spurred huge volumes of cross-border mobility in the education sector, bringing forth demands for the opening of international educational market, the development of an internationally adaptable system of education and accreditation, and enhanced flexibility within each country’s education system.

Market opening and internationalization are equally high demands found in the LLL sector. Clearly there is increasing need to build infrastructure for the diverse networking of LLL institutions and resources between countries, between regions and also within regions.

(5) Education paradigm: a lifetime of engagement in learning activities

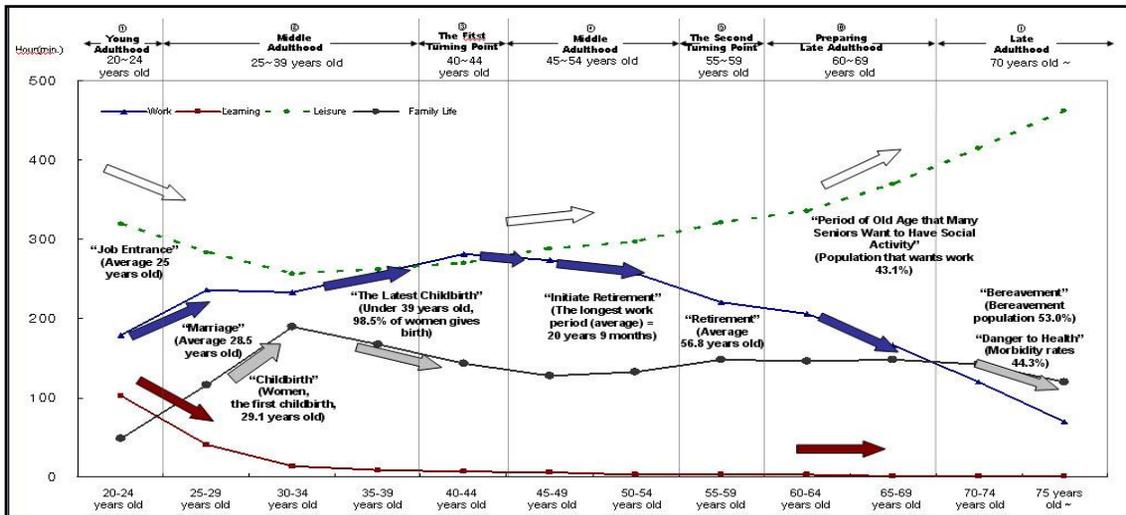
If schools are responsible for providing the youth with basic academic capacity and autonomous study skills, in the after-graduation stage regional societies should take up the function of schools and continuously provide individuals with sources of diverse experience and learning.

Considering that learning activities must occur over the length of a lifetime, learners must assume a more self-directed attitude in designing and managing their study activities. Teachers should function as expert guides for learners, not mere providers of knowledge, and assist learners’ self-acquisition of

study skills and habits.

2. Analysis of learner status by life stage

<Average Korean adult's daily distribution of study, work and leisure, by age >



Source: Korean National Statistical Office(2004)

(1) Young adulthood (ages 20~24)

- Study(102 minutes per day): completion of regular school education → need to develop an alternative education system for less-educated adults
- Work(179 minutes): preparing for entrance into the labor market → need to help young adults develop basic capacity for the world of work
- Leisure(379 minutes): preparing for family composition → need to provide education on marriage and family life

(2) Early adulthood (ages 25~39)

- Study(21 minutes): rapid reduction of study hours → need to support individual adult learning activities
- Work(242 minutes): initiating labor activities → need to provide various vocational capacity building programs
- Leisure(427 minutes): assuming responsibility as a family leader and community member → need to provide education on family life and civic life

(3) The first turning point (ages 40~44)

- Study(6 minutes): decreased study hours → need to build a learning support system and inform adults of learning opportunities
- Work(281 minutes): the peak of economic labor/ re-entry of females into the labor market → need to assist the development of 2nd-cycle career plans
- Leisure(415 minutes): altering family relationships/ middle-aged crisis → need to help find relief from psychological pressure by providing education on leisure management, voluntary social work, family management, etc.

(4) Middle adulthood (ages 45~54)

- Study(4 minutes): minimum amount of study, compared to increasing interests in lifelong learning → need to provide motivation that will lead to actual participation in learning activities
- Work(265 minutes): starting preparations for a 2nd career life → need to educate learners on adapting to new work environments
- Leisure(425 minutes): children turning into adults/ increase of divorce and leisure time → need focused education on family relationships and leisure management

(5) The second turning point (ages 55~59)

- Study(3 minutes): decrease of interest in lifelong learning → need measures to induce motivation
- Work(220 minutes): retirement/ re-structuring the life pattern → need to help prepare for life after retirement
- Leisure(473 minutes): increasing hours of leisure → need to provide diverse education on health care and leisure management, and psychological counseling programs

(6) Preparation for late adulthood (ages 60~69)

- Study(2 minutes): little interest in LLL participation → need to activate education for the elderly
- Work(210 minutes): 14.7 percent of 24 hours in a day spent on work in average/ 46.7 percent

of 60–69 age group engaged in economic activities → need to provide specialized vocational training

- Leisure(503 minutes): children’s marriage/ bereavement of spouse → need a variety of education on health care, citizenship, social service, etc.

(7) Late adulthood (age 70 and over)

- Study(1 minute): minimum engagement in studies or LLL activities → need to induce the elderly to spend more of their free time on learning activities
- Work(94 minutes): little participation in economic activities → need economic assistance for everyday life
- Leisure(573 minutes): 53.0 percent of the elderly aged 70 and over lose spouses/ vast amount of leisure time → need to help design leisure plans and enjoy life

3. Status of LLL participation by policy area

(1) The three axes of a LLL society: self-actualization, improved employability and social integration

The Ministry of Education, Science and Technology analyzes that lifelong learning comprise the three core policy areas of self-actualization, improved employability and social integration. All three factors are closely inter-linked with each other.

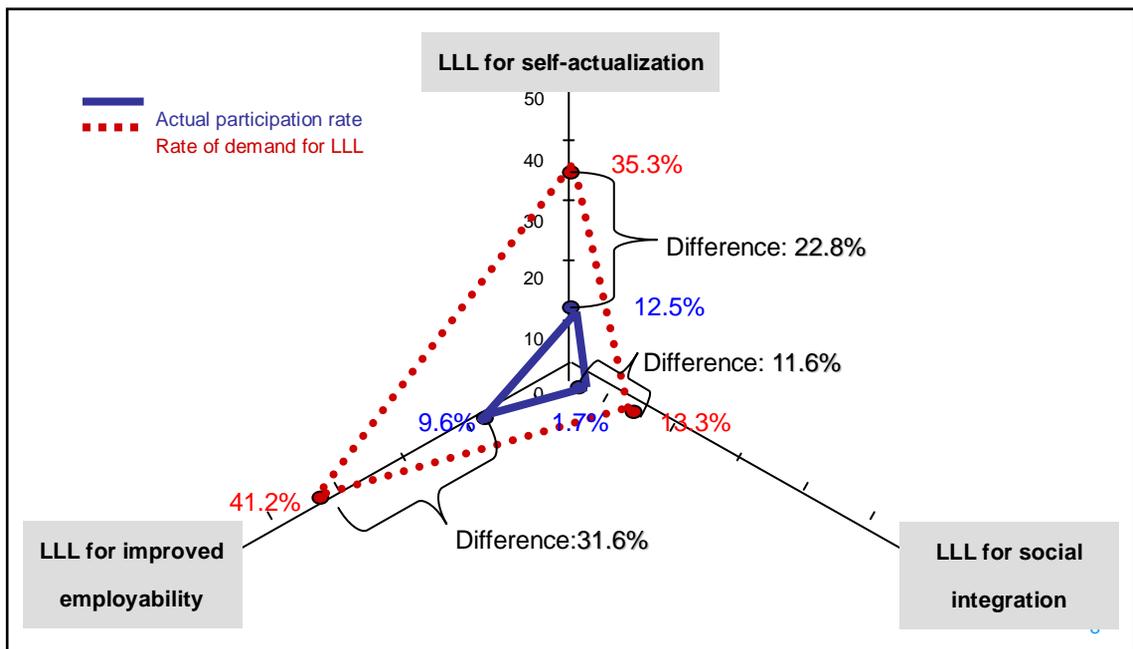
Division	Self-actualization	Improved employability	Social integration
Necessity	Individual growth, development of human potential, improvement of life quality	Lifetime of efforts to enhance employability, considering that economic competitiveness significantly affects the quality and opportunities of individual lives	Social cohesion, increase of civic awareness, development of an inclusive civil society
Policy area	Literacy education, basic adult education, culture & arts education	Vocational capacity building	Civic education, regional community education
Policy details	Life design & career guidance, education to prepare for 2 nd stage of life, education for late adulthood, health education, adulthood health care education, etc.	Basic vocational skills education, job ethics education, job transfer preparation programs, female re-employment support, career management for the	Education on the roles of parents, family conflict solution programs, generation-link programs, regional community activities, voluntary social

(2) Rate of LLL participation and LLL demands by policy area

Korea's total LLL participation rate, which stands at 21.6 percent, is composed of 12.5 percent of adult learners participating in LLL for self-actualization, 9.6 percent in LLL for improved employability, and 1.7 percent in LLL for social integration.

In contrast the demand for employability-oriented LLL programs is 41.2 percent, self-actualization programs 35.3 percent, and social integration programs 13.3 percent. As such, an important policy task lies before the Ministry, which is to bridge the gap between actual LLL participation rates and the peoples' demand for LLL participation.

<Gap between demands for LLL and actual participation rates, by policy area>



Source: Korea Research Institute for Vocational Education and Training(2005)

IV. Visions, Strategies and Structure of Implementation

1. Visions and objectives of the 2nd National LLL Promotion Plan

(1) Vision: Learning together, Working together, Living together

- Joyous learning: Lifelong learning releases the innate creativity of individuals, helping them solve problems and find genuine pleasure in the course of self-realization.
- Future learning: Lifelong learning is a compass that will guide people through an uncertain future. It helps them shape their own future and stay prepared for all challenges in life.
- Integrated learning: Lifelong learning is the ultimate safety tool to counter low fertility rates, population ageing, social polarization, poverty and other unforeseen risks. It provides a linkage between study, employment, welfare and culture, and helps people gain a deeper understanding for others thus promoting diversity and co-existence.

(2) Objectives

Under a vision to create an advanced LLL society where all members learn, work and live together in harmony, the Ministry's core objectives in implementing the 2nd National LLL Promotion Plan are:

- To nurture creative knowledge workers who will contribute to national competitiveness
- To foster social cohesion and integration by means of minimizing potential social risk factors through the promotion of LLL
- To establish efficient lifelong learning infrastructure, including an evaluation and accreditation framework to assess diverse learning outcomes

2. Strategies for implementation

(1) Tailoring LLL strategies to each stage of human life

Research indicates that demands for LLL differ according to different needs occurring at each stage of adult life. In a learner-oriented approach the Ministry thus developed concrete LLL policies and programs tailored to the specific needs of different adults according to seven age groupings.

<Major policy tasks by age group>

	Young adulthood (ages 20~24)	Early adulthood (25~39)	1st turning point (40~44)	Middle adulthood (45~54)	2nd turning point (55~59)	Preparation for late adulthood (60~69)	Late adulthood (70↑)
Major features	Entrance into the world of work	Active economic productivity/ marriage and family life	Peak of economic life/ seeking 2 nd phase of career life	Reduction of economic activities/ preparation for life after retirement	Retirement/ re-structuring the life pattern	Increase of demands for economic and social participation/ changes in the family structure	Health deterioration/ preparation for the late days of life
Self-actualization	Life planning/ employment/ career development		Preparation for the 2 nd stage of life		Retirement preparation		Adapting to everyday life skills
			Preparation for the aged years		Health education (overcoming the post-retirement psychological crisis/ preventing old-age illnesses)	Health management for late adulthood years	
Improved Employability	Basic working skills (teamwork, leadership, etc.)/ work ethics	Expertise in work	Preparation for the 2 nd career stage (starting a business, job-conversion, change of business, vocational training for females who have been out of employment, etc.)			Career management for the elderly years	
Social Integration	The role of parents	Becoming a parent/ nurturing children	Resolving family conflicts between spouses and between parents and children			Promoting understanding between generations	
			Participation in community activities/ volunteer social work		Participation in community activities	Participation in volunteer social work	Improving social relations

(2) LLL networking

Another important strategy set forth in the 2nd National LLL Promotion Plan is to vertically integrate all LLL policies and programs that fall under the same stage of a person’s life cycle while conjointly integrating all formal, non-formal and informal LLL programs that take place at home, in schools and within local communities.

The Ministry also intends to encourage local governments to function as base centers for LLL networking. The goal is to develop a system of exchange and liaisons between each region’s culture & welfare centers and also linkage between regions designated as LLL cities and those not yet designated thus maximizing the shared usage of LLL resources and experiences.

3. Structure of implementation

	Central government	Metropolitan cities, provinces	Cities, counties, districts
Name of function	LLL Promotion Committee (under the Ministry) National Institute for Lifelong Education	LLL Councils (ordinances issued by local governments) LLL Promotion Institutes	LLL Councils (ordinances issued by local governments) LLL Centers
Function	Committee/ Councils Expert bodies	Develop LLL agendas; coordinate government policies and programs Support LLL promotion activities; conduct surveys and training on LLL; develop programs	Coordinate and deliberate on LLL programs; foster linkage with related regional organizations Offer LLL opportunities and information; provide LLL counseling; operate programs
Organizational composition	Provide actual lifelong education; coordinate related programs Implement programs for active civil participation in LLL	- President of Council: city mayors and provincial governors - Vice-President: Vice-Superintendents of city/provincial offices of education - Council members: maximum 20 LLL experts	- President of Council: head of low-level administrative units - Council members: maximum 12 LLL experts

4. Expected policy outcomes

(1) Nurturing creative learners across each stage of life

Policy tasks	Performance indicators	2006 Status	2012 Goal
Strengthen LLL for early and middle adulthood by nurturing LLL-oriented universities	Number of LLL-oriented universities designated and operated by region	2 (2008)	15
Develop concrete LLL programs for late adulthood, in preparation for Korea's turn into an aged society	Number of LLL programs for learners in the late adulthood age group	35	200
Strengthen the link of work-school through junior colleges	Ratio of adult learners aged 26 and over, enrolled in junior colleges	12.3%	14.0%
Maximize the use of private technical institutes in promoting the LLL and VET capacity of the employed	Number of programs approved for the purpose of accrediting learning outcomes under the credit bank system	769	1,100
Foster the role of primary and secondary schools as regional community centers for LLL promotion	Number of schools participating in the "schools as regional community centers" project	100 (2007)	700
Establish and facilitate a LLL system for military servicemen	Number of programs accredited for the provision of military academic credits	46	110

(2) Inducing the participation of lifelong learning organizations and fostering institutional linkages for social cohesion

Policy tasks	Performance indicators	2006 Status	2012 Goal
Increase LLL opportunities for low-income families and the disabled	Number of LLL participants from the underprivileged class	3,399	12,000
Establish a LLL safety net for new underprivileged groups including multicultural families and North Korean defectors.	Number of LLL programs for the new underprivileged group	26	150
Provide systemized and practical education to help adults acquire basic academic competencies, including literacy education	Number of adult learners who complete literacy education	14,668	50,000
Strengthen regional communities through grassroots democratic citizenship education and civic education	Number of LLL facilities affiliated with civic organizations	123	300
Facilitate LLL service networks at central and local governments	Satisfaction rate of citizens residing in LLL cities	63.5% (33 cities)	78.5%

(3) Establishing lifelong learning infrastructure and promoting networking activities

Policy tasks	Performance indicators	2006 Status	2012 Goal
Reorganize the national LLL implementation system and strengthen LLL policy coordination	Functional integration of national LLL organizations	Three separate LLL centers	Integrate into the National Institute for LL Education
Enhance the professional capacity of lifelong educators and increase their appointment	Number of lifelong educators placed at LLL facilities	985 (2007)	1,500
Increase the number of LLL cities and improve their quality	Number of LLL cities	57	110
Draw a 'national LLL information map' for better provision of LLL services and information	Number of users accessing the national LLL information map	313,000	1,100,000
Link the national qualification system with the learning account system to ensure appropriate recognition of education & training, qualifications and degrees	Number of national qualifications accredited under the learning account system	567	650
Build international partnerships for LLL exchange & cooperation	Number of international LLL conferences attended or organized	3	15
Embed LLL in the everyday life of people	Number of metropolitan/local cities that hold LLL festivals	25 (2005)	50

V. Major Policy Tasks

1. Nurturing creative learners at each stage of life

1-1. Strengthening LLL for the early and middle adulthood age group by nurturing LLL-oriented universities

(1) Current status

Korean higher education institutions still tend to focus more on education for school-aged learners and lack a well defined function as LLL providers. Even at universities which operate affiliated LLL centers, course provision is largely concentrated on leisure and artistic subjects, usually for the purpose of profit earning.

<Academic enrolment rate by age group (OECD, 2006)>

	(unit: %)				
	Ages 5~14	15~19	20~29	30~39	40↑
Korea	93.5	85.2	27.4	1.9	0.4
OECD average	98.3	80.5	24.7	5.6	1.6

This partly indicates the low LLL participation rate of Korean adults aged 25 to 64 as compared to other OECD countries.

In terms of LLL facilities, Koreans favor public training institutes (21.2 percent) and universities (18.6 percent) above all other types of LLL providers.

<Preference for LLL and VET facilities (2006)>

	In-company training facilities	Facilities affiliated to companies	Industrial education facilities	Universities	Private training institutes	Public training institutes	Others
Ratio(%)	11.6	8.2	18.2	18.6	15.3	21.2	7.1

Source: Presidential Commission on Job Creation and Society (2006)

(2) LLL-oriented universities (“Adultiversities”) functioning as base centers for lifelong education promotion

Under the 2nd National LLL Promotion Plan, the Ministry intends to provide early and mid-adulthood learners with easy and continuous access to educational opportunities by selecting “base universities” by region to undertake a leading role in promoting lifelong learning. Selected universities will work to develop LLL curricula tailored to each life stage’s specific needs. In cooperation with local industries, local governments and regional societies, these selected universities will develop a diversity of LLL programs that well reflect regional characteristics.

At the same time, universities are encouraged to accommodate demands for a new education paradigm by bringing more flexibility into their academic systems. Weekend courses and night classes should be established so that adult learners may access adequate LLL programs according to their job & life cycle availability. A long term goal would be the establishment of Departments of Lifelong Education.

(3) Better quality for LLL centers affiliated with universities

Universities are to secure full-time faculty and professional LLL staff at their affiliated LLL centers while disclosing information on the operation of LLL centers and programs. The competition-oriented scheme is intended to bring about voluntary efforts for quality improvement at affiliated LLL centers.

In particular, the Ministry will induce universities to offer focused LLL programs for the underprivileged such as special education programs assisting the employment of low-income family members and the rehabilitation of disabled persons.

(4) Key LLL policy research institutes

A number of universities will be designated by the Ministry as ‘key LLL policy research institutes,’ so as to undertake a central role in conducting further research and assessment of LLL policies. Long-term tasks of designated universities include the development of a LLL-oriented university (“Adultiversity”) model, one that would foster higher education capacity for employment, re-

employment and business incubation.

(5) Expanding the credit-hour registration system

Legal revision was made in 2007 to ease regulations on the number of credits that a university student may earn through credit-hour registration enabling more quality and flexibility in course delivery. After conducting a pilot operation of the system at local junior colleges in 2008, the Ministry plans to introduce the system at all universities and junior colleges nationwide by 2010.

(6) More LLL programs in the regular university curricula

The Ministry is encouraging universities to adopt LLL courses within their regular curricula. New LLL courses might include life design (employment and career development), vocational ethics, basic vocational capacity (teamwork, communication, leadership), and the role of parents. Support systems are being devised to help universities increase capacity-building LLL programs geared at nurturing creative self-directed learners.

1-2. Developing concrete LLL programs for the late adulthood years, in preparation for Korea's turn into an aged society

(1) Current status

More than 33.5 percent of Koreans aged 65 and over have no formal education. But only 7.3 percent of this age group is currently engaged in LLL activities. With the increase of the average life span Korea anticipates a rapid expansion of the 65 and older age group in the near future. It is anticipated at 27 percent by 2010, 44.4 percent by 2020, and 66.6 percent by 2030. This calls for appropriate measures to meet the educational demands of the elderly.

In current practice Korea falls short of providing adequate LLL opportunities that suit the needs and characteristics of the late adulthood period. Most programs targeting this age group are literacy and basic academic skill education programs. The Ministry finds it urgent to develop a wider diversity of LLL programs considering that a growing number of the elderly are already equipped with such basic competences and thus seek more active and competitive learning programs. A 2005 survey conducted by the Korea Education Development Institute shows that 54.7 percent of persons aged 60 and over hope to participate in computer literacy programs. Another 46.8 percent seek culture and leisure programs while 22.0 percent seek foreign language programs.

(2) LLL programs targeting adults in the 2nd turning point and late adulthood stage

The Ministry plans to coordinate with other government ministries (Ministry of Labor, Ministry of Health and Welfare, Ministry of Culture, Sports and Tourism) and public LLL organizations to develop specialized LLL programs for adults in the 2nd turning point and late adulthood stage, including approximately 55-years-old and over.

Program subjects will include basic humanities, regional community participation, environment issues, generational integration and others. Developed programs will be shared with government bodies and distributed to facilities for the aged.

(3) Adaptation-oriented LLL programs for life after retirement

Considering that a large number of retirees are still capable of professional social engagement, the Ministry will collaborate with NGOs, local governments and the Ministry of Labor to create new work opportunities, with focus on voluntary social services. Current programs in place include the ‘Golden LLL Volunteer’ program, initiated by the Ministry of Education, Science and Technology in 2003, which attracted 2,500 retirees to work in volunteer community service in 2007.

Programs for retirees will also be designed to help them adapt to environmental changes and to better understand generational differences. Comprehensive programs are being developed in collaboration with university hospitals, university-affiliated LLL centers and museums that will offer a one-stop experience of study, leisure, welfare and culture.

1-3. Strengthening the linkage of work-school through junior colleges

(1) Current status

Research indicates that only 12.3 percent of all full time junior college students are aged 26 and over in 2007. Junior colleges are yet recognized as educational providers for the school-aged population, lacking the function of LLL providers. Junior colleges are believed to be educational providers suitable for the school age population and not appropriate for LLL programs sought after by older members of society. Data collected in 2005 indicates that only 15 percent of high school graduates sought further learning opportunities in junior colleges during employment.

Research reveals the need for junior colleges to strengthen intensive subject-oriented programs and vocational education & training programs targeting employees. Though many junior colleges currently offer intensive courses for employees to further their knowledge of their own major fields, and also consign industries to operate education programs for employees, the rate of participation remains low.

(2) New paths for junior college admission

The Ministry has allowed high school graduates who possess two or more years of professional work experience in industries, or who are aged 25 and over, to apply for and enroll in junior colleges on special student quotas. This program will first be adopted at junior colleges outside the metropolitan area and will be incrementally expanded in the future.

(3) Specialized LLL-oriented junior colleges

A number of junior colleges will be selected to undertake a leading role as central providers of

specialized LLL and VET programs, targeting employees, the unemployed, job converters, and prospective business founders.

(4) Parallel pursuit of work and study through industry-academia contract programs

The Ministry plans to further extend its ‘industry-academia employment contract program,’ which develops contracted ties between vocational high schools, junior colleges, industries and local governments(including local offices of education) so that they may take hands in educating young students with jointly developed curricula and offer employment opportunities at contracted industries upon graduation.

High school graduates are thus able to choose from two career paths, either advancing to junior colleges first and seeking employment afterwards or enrolling in junior colleges and employment at the same time.

(5) Eased regulations to foster consigned education at industries

Under previous regulations junior colleges had to recruit at least 15 students in order to consign an industry to open a separate class for them. Under the new regulations the Ministry allows all current industrial employees to apply for faculty positions at such consigned programs. In previous practice, teaching positions only open to those who held six or more months of work experience.

(6) Attaining a bachelor’s degree during employment

Legal basis was provided in 2007 for junior college graduates who have been in employment for at least one year to attend special intensive programs offered by junior colleges in their own major fields, which would lead to the acquisition of a bachelor’s degree. The intensive programs greeted their first students in spring 2008. The programs are expected to provide an alternative education route for employees who previously had to study anew for university admission in order to pursue a bachelor’s degree.

(7) Junior colleges in support of work-study programs for employees

Increasingly, junior colleges are increasingly offering their regular weekday education courses again at night and on weekends, so that adult workers may find time to attend classes while maintaining their employed status.

Vocational education innovation centers are being built within national industrial clusters and technology parks so that employees may gain access to professional education on site.

(8) Nurturing human resources well tuned to industrial demands

The second phase of the Ministry's plan to encourage junior colleges to develop industrial/academic collaborations is scheduled for 2009 to 2013. Junior colleges selected for participation in this phase will be responsible for the development of highly skilled human resources that are fully capable of meeting contemporary industrial needs.

There will be an increase in the number of programs at junior colleges that collaborate with industry needs to produce manpower tailored to the economic demands of the future. At present there are 40 junior colleges operating companies within their campus boundaries. The Ministry selected 18 of these colleges and provided a 5.6 billion dollar budget in support of their programming efforts.

In addition, overseas internships will benefit a larger number of junior college students. A program evaluation determined that students' employability increased following graduation and completion of an international internship. As of 2007 the Ministry had allocated 2 billion dollars on the internship program. Approximately half of this was allocated in support of 352 junior colleges students who participated in the international internship program during the first semester of 2007.

1-4. Maximizing the use of private technical institutes in promoting employees' LLL and VET capacity

(1) Current status

In Korea, private technical institutes yet have a meager role in terms of LLL and VET provision. The March 2007 revision of the Law on Private Teaching Institutes eased regulations on teaching hours and tuition. The institutes have much capacity to contribute to the development of lifelong education.

As of 2006, 4,039 private technical institutes offered VET programs to adults such as communication, nursing, design and stenography. This accounts for only 5.4 percent of 74,503 private educational institutes nationwide. What is worse is that the number of VET programs that private technical institutes offer has decreased since 2002.

<Facilities and programs offering re-employment training>

(unit: number of organizations)

Division	Vocational capacity development & training facilities						Others	Total
	Public Training institutes	Corporations established for the offering of training programs	Accreditation institutes that recognize previous learning outcomes	Female human resources development centers	Private teaching institutes	Universities and junior colleges		
No. of facilities	124	162	452	38	501	64	10	1,351
No. of programs	515	1,049	2,057	120	1,037	199	31	5,008

Source: Korea Research Institute for Vocational Education & Training(2002)

(2) Private technical institutes as LLL & VET providers

In order to support private technical institutes that offer creative LLL & VET programs of high quality, the Ministry devised incentive schemes, including financial support. The Ministry also intends to draw more from the employment insurance fund to support those who attend VET programs at private

technical institutes as a part of the Ministry of Labor’s vocational training program.

The Ministry develops stronger linkage to the academic credit bank system, so that individual learning output from such private technical institutes may be accredited and accumulated for college degree attainment.

(3) Stronger legal grounds for LLL & VET private technical institutes

The Ministry is reviewing the possibility of revising Lifelong Education Act to include private technical institutes offering LLL and VET as formal LLL institutes. They are currently included in the Act on Private Teaching Institutes. This revision will lift many regulations.

Private technical institutes offering LLL and VET will be allowed to use such name as ‘professional vocational schools’ to state their difference from other regular private teaching institutes.

1-5. Fostering the role of primary and secondary schools as regional community centers for LLL promotion

(1) Current status

Schools are certainly not faring well enough as providers of LLL programs for the regional community. A 2006 survey reveals that 30.9 percent (3,365) of primary and secondary schools across the country provide LLL programs as a part of after-school activities. The after-school LLL programs focus too much on leisure and artistic topics (46.8 percent of all LLL programs) rather than covering subjects such as regional issues, social agendas and professional job capacity-building.

As a pilot project the Ministry has been selecting a number of schools every year to offer diverse LLL programs. However, due to the lack of administrative and financial support the number of pilot schools has not increased over the years.

(2) Schools as regional LLL centers

The Ministry developed four models of LLL programs that link schools with the local community:

- Model type 1: schools establish their own LLL centers and function as regional LLL centers for locals
- Model type 2: schools within the same region build a network and co-develop specialized LLL programs such as programs geared at solving regional issues
- Model type 3: local governments, civic groups and universities form partnerships with schools, and develop joint LLL programs
- Model type 4: schools in rural areas make use of closed school sites or unused buildings to provide LLL programs to locals

Drawing from these four model types of LLL provision, schools are encouraged to develop specialized programs tailored to local needs. This includes problem-solving programs (multiculturalism issues, environment issues), basic vocational capacity-building programs (skills certificate courses), humanities, parent counseling, and so on.

In addition, three to five schools under the same local office of education are designated as LLL base centers to jointly develop LLL programs. The local office of education hires lifelong educators to consult the program development and offers incentives to the school head and teacher. Each local office of education will be provided with a government subsidy of 100 million won for this project.

(3) Financing sustainable LLL promotion at schools

All available resources will be mobilized to promote lifelong education at schools such as LLL centers, museums, art galleries, and others. Local governments and local offices of education will also increase dialogue and cooperation towards this purpose.

School principals and teachers will be provided with more frequent LLL training opportunities. In order to raise the LLL literacy of teachers, LLL-related subjects will be encouraged to be a mandatory course

requirement for prospective teachers at the teacher training college and institutes.

The Ministry's budget for school LLL will increase sharply over the next five years, starting with an investment of 3.5 billion won during the years 2007 and 2008 to support pilot schools. From 2009 to 2011, the Ministry plans to draw forth a financial subsidy of 10 billion won from 100 metropolitan/provincial/district offices of education, to expand the pilot program. By 2012 and after, the Ministry seeks approximately 18 billion won to support school LLL programs across the nation.

(4) Festivals to distribute best practices of LLL promotion at schools

Successful experiences of LLL program provision at schools will be shared with other schools and local education offices through the organization of the Best Practice Festival. Excellent schools will be designated as regional center for lifelong education, welfare and culture to set a model for the other schools.

1-6. Establishing a LLL system for military servicemen

(1) Current status

Military service is mandatory for young Korean males. More often than not it partly overlaps their college enrollment periods. As of 2004, 82 percent of all enlisted military servicemen were students who had taken leave from colleges. They would thus resume studies upon completion of military service.

There has been growing demand among military servicemen to continue their studies and prepare for after-graduation career life during the military service. A 2006 survey conducted by the Ministry of Defense revealed that 39.5 percent of all enlisted servicemen sought participation in LLL programs for self-development. 19 percent sought social adaptation programs while 5.8 percent asked for programs that would assist their acquisition of degrees and qualifications.

Similar demands are found among career soldiers who wish to transfer and get employed. As of 2006, only 34~41 percent of transferred soldiers were employed. There are growing demands to have the

knowledge and skills earned at the army recognized appropriately as professional experience.

(2) Drawing from regional LLL programs for the establishment of a military LLL system

In collaboration with LLL cities, regional LLL festivals and regional HRD projects, the Ministry is working to build a military LLL system that would involve the input from nearby LLL centers, groups and facilities to share LLL resources.

(3) Military e-learning portal services

The Ministry of Defense aims to build an Internet PC room with 16 PC in every company. That means approximately one PC per 10 soldiers. As of April 2007, 68 percent of companies have an Internet PC room. The Ministry aims to complete this project by the end of 2008.

The Internet PC room offers self-development opportunities to soldiers such as online foreign language and cyber academic courses leading to university credits. Online program contents are developed and provided by the Human Resources Development Service of Korea, Korea Chamber of Commerce & Industry, and Korea Research Institute for Vocational Education & Training.

(4) Recognition of credits earned during military service

The April 2007 revisions of the Higher Education Act and the Act on Credit Recognition and Others enable soldiers to earn university academic credits during the service. Undergraduate students who are on leave from school due to military service may attend online courses offered by contracted universities through the army's Cyber Knowledge & Information website. Upon completion of courses, they may earn three academic credits per semester and maximum six credits per academic year.

In addition, military servicemen who complete courses that are offered by military training institutes under the accreditation of the Academic Credit Bank System will be able to earn credits. These credits are to be recognized by either the soldiers' own universities or the Academic Credit Bank System. To

this purpose, a panel of educational experts and professors selected 46 eligible courses offered by six military training institutes in 2006.

(5) Assisting the acquisition of certificates and qualifications during military service

Upon agreement among the Ministries of Education, Defense, and Labor, soldiers are exempted from taking written tests towards obtaining national technical certificates such as automobile maintenance and environmental perseverance. This program intends to provide enlisted soldiers with more opportunities of certificate attainment during the service.

2. Inducing the participation of lifelong learning organizations and fostering institutional linkages for social cohesion

2-1. Increasing LLL opportunities for low-income families and the disabled

(1) Current Status

A widening gap of LLL participation is found among different academic attainment levels, employment types and income levels. Demands for LLL also differ in accordance. 81.5 percent of adults with university degrees or higher have an interest to take part in LLL activities in contrast to a mere 19.8 percent of adults with primary diplomas or no academic experience.

Though an array of policies have been implemented to support the LLL participation of the underprivileged, the scope of support need to be expanded. Government support enabled 3,399 underprivileged adults to attend LLL programs in 2006, which is a small volume considering that the population receiving basic livelihood support reaches 1.45 million persons. Government subsidy for LLL programs targeting the underprivileged was 990 million won in 2007.

(2) LLL for improved employability

In assisting low-income family members and the disabled, the Ministry intends to set up a one-stop

support system which will enable a recurrent provision of lifelong learning, employment and welfare assistance. For example, LLL programs for vocational capacity building would be linked with job searching services. Basic vocational education, professional training and on-site industrial experience would be provided altogether in one tailored VET program package. This scheme will be coordinated to create partnerships among universities, training institutes, local offices of education, industries and employment support centers.

(3) LLL vouchers for the needy

In 2008 and 2009, the Ministry will launch a policy research program to study the validity of introducing a LLL voucher system for basic livelihood support recipients. Upon research conclusion, the Ministry intends to introduce the system targeting 50,000 underprivileged adult learners in 2010.

The Ministry has placed focus on developing tailored LLL programs that take into consideration the factors of learner motivation, the will to learn, level of basic academic capacity, etc. Different types of lifelong learning, employment and welfare programs will be provided to different need groups largely divided into four.

<Targeted LLL programs according to different academic capacity levels and learner motivation>

	High level of basic academic capacity	Low level of basic academic capacity
High motivation and will to learn	Career counseling and job searching programs	LLL programs for improved vocational competence
Low motivation and will to learn	LLL programs for enhanced self-sustainability and achievement-orientation	Welfare programs (for the elderly and the disabled)

Source: Korea Educational Development Institute(2005)

(4) Policy coordination for better effectiveness

Information sharing between related government ministries and effective role divisions will be facilitated so as to reduce overlapping functions and effectively concentrate resources and services. In financial support the Ministry will give priority to LLL programs offered by consortiums that is composed of local governments, local offices of education, NGOs and universities.

2-2. Establishing a LLL safety net for new underprivileged groups including multicultural families and North Korean defectors.

(1) Current Status

Adding to the traditional underprivileged group of the elderly, the disabled and females, Korean society has recently seen new underprivileged groups such as foreign females married to Koreans, migrant workers and North Korean defectors.

<Number of foreign females married to Koreans, migrant workers and North Korean defectors in Korea>

	(unit: number of persons>			
	2000	2003	2005	2006
Foreign females married to Koreans	7,304	19,214	31,180	30,208
Foreign migrant workers	210,249	437,954	485,144	404,051 (2007)
North Korean defectors	312	1,281	1,383	2,019

This group faces various difficulties in adapting to Korean life due to linguistic and cultural differences. This could result in a critical problem that parents' difficulties tend to pass on to their children and isolate youngsters from the regular education and normal social life.

There are growing demands for specific programs to support self-development and child-rearing of these needy persons. A 2003 survey of the National Human Rights Commission shows that 71.8 percent of all foreign migrant workers in Korea seek to attend vocational education programs. 67.4 percent need computer literacy education while 53.5 percent want to get Korean language education and child-rearing counseling.

(2) LLL for multicultural families and migrant workers

A large number of diverse LLL programs will be provided to help persons with multicultural backgrounds adapt to the Korean society more easily.

As a part of the Ministry's regional HRD program, interlinked education-culture-welfare programs are

offered to multicultural families and migrant workers. These programs are provided first to regions with a high multicultural population such as agricultural and fishing villages.

Across the central government, ministries will share their own policy experiences and resources currently being mobilized in support of this needy group:

- Ministry of Gender Equality runs 38 service centers in support of foreign females married to Koreans, which offer education on the Korean language, family management, child-rearing, etc.
- Ministry of Education, Science and Technology provides educational assistance for children of multicultural families so that they may sufficiently adapt to school life and studies
- Ministry of Food, Agriculture, Forestry and Fisheries assists foreign wives of agricultural families with language and culture education, family relationship counseling, family camps, etc.
- Ministry of Culture, Sports and Tourism offers Korean language, arts, and cultural programs.

(3) Regional mentoring services

In liaison with schools, NGOs and religious groups, the Ministry plans to mobilize qualified regional human resources—such as voluntary university students—to serve as mentors for the new underprivileged groups.

In order to help strengthen their sense of self-identity as a member of regional society, special programs and activities will be offered such as voluntary service at the local institutes.

(4) Improved multicultural understanding

Multiculturalism will be reflected in school curricula to teach students an integrative perspective on different cultures. Special programs for multicultural understanding will also be introduced to schools that are located where multicultural population density is high.

2-3. Providing systemized and practical education to help adults acquire basic academic competencies, including literacy education

(1) Current Status

Over six million Korean adults do not attain middle school diplomas. The number accounts for 15.7 percent of 15-years-old and over. The gap of educational achievement levels poses a significant social problem as it leads to gaps in income levels and LLL participation.

Many literacy programs are run by small-sized private organizations and voluntary social workers whose educational quality is in many cases difficult to verify.

The rigid Korean education system is another difficulty. Under present law, less-educated adults may attain school diplomas either by graduating from an approved LLL institute that accredits educational qualifications or by passing the national qualification examination for school entrance.

8,370 adults were enrolled in diploma-accrediting LLL facilities in 2006. 681 studied for primary school diplomas and 7,689 for middle school diplomas. In 2005, 1,563 adults passed the national qualification exam for middle school entrance while 9,775 adults passed exams for high school entrance.

(2) Raising the basic academic competence of less-educated adults

61 local governments provided a gross financial support of 1.6 billion won for literacy education programs for about 140,000 adults in 2006. The programs operated by public organizations, private groups and night-school providers. The budget increased to 2.3 billion won in 2007 and 108 local governments provided literacy programs for 330,000 adults. Since 2007 the Ministry has provided maximum 5 million won to support non-profit private institutes that deliver literacy education.

In terms of curricula a diversity of contents will be added to the standard literacy education curriculum such as communication skills, mathematics, problem-solving and PC skills.

(3) Alternative diploma accreditation schemes

The 2007 Lifelong Education Act allows for conferring primary and middle school diplomas to adults who have successfully completed approved literacy education programs. It begins to establish standardized procedures for diploma recognition, to designate literacy education institutes, to develop curricula and textbooks, and to evaluate educators and learners. Once standards are settled in, the Ministry will apply the accreditation framework first at the primary level, and then expands it to the middle school level.

(4) Quality improvement for diploma-recognizing LLL facilities

Fifty diploma-recognizing LLL facilities are in operation as of 2006. There are 45 private facilities, three public corporations, one school corporation and one public facility. Measures will be taken to enhance the quality and accountability of existing facilities while a new regulation will be imposed to allow only corporate bodies to establish diploma-recognizing LLL facilities.

Provincial offices of education will gradually increase administrative and financial support. The 2005 gross subsidy of all 16 provincial offices of education was 16.5 billion won that went into supporting 700,000 won per month per educator and 86,000 per month per learner. The Ministry intends to raise government subsidy for tuition and educator salaries to commensurate with subsidies for regular private schools.

The Lifelong Education Act allows educators at diploma-recognizing LLL facilities to enjoy teacher training opportunities as frequently as regular school teachers do.

(5) Framework for a Korean literacy census

To promote lifelong learning for all, the Ministry plans to conduct a Korean literacy census on a regular basis. As a basis for the census the Ministry is developing a literacy assessment tool that will draw

from established international frameworks such as the OECD's ALL(Adult Literacy and Lifeskills Survey) and DeSeCo(Definition and Selection of Competencies). The assessment tool will be developed as a part of the Ministry's LLL statistical data base project.

2-4. Strengthening regional communities through grassroots democratic citizenship education and civic education

(1) Current status

There are 165 LLL facilities currently operated by civic groups including NGOs and NPOs. The number accounts for 7.4 percent of all LLL facilities (2,221) in Korea. These facilities offer 2,643 LLL programs representing a mere 2.6 percent of the total LLL program volume of 100,913.

There are 329 educators are employed in 165 civic group LLL facilities. That's only two educators in average. Only 40 educators out of this pool possess regular LLL certificates, implying a lack of professional capacity to self-develop and deliver quality learning experiences.

As of 2003, 14.7 percent of LLL-involved civic groups received outside support, under the Non-profit Private Group Support Act. The Ministry's LLL budget has so far not been able to cover assistance for civic groups.

In recognition of such limitations, the Ministry included civic participation education as a regular field of lifelong education within the revised Lifelong Education Act. The current Act thus defines that lifelong education comprises the areas of literacy education, support for the attainment of educational qualifications, vocational capacity-building, humanities education, arts & culture education, and civic participation education.

Accordingly, the 2007 LLL Program Plan for the Underprivileged sets it an important task to develop democratic citizenship education, in a move towards regional integration.

(2) Institutional infrastructure for democratic citizenship education

The revised Lifelong Education Act set forth eased regulations with regard to establishing LLL facilities affiliated to civic groups, requiring such facilities to secure 100 members in order to get established, down one-third from the previous requisite of 300 members. The deregulation marked a major push for the activation of democratic citizenship programs.

The National Institute for Lifelong Education currently functions as a base civic education center, conducting surveys and evaluation on the civic education programs of government bodies and local governments, and providing guidance for further development. Local governments accordingly designate and operate their own civic education centers at regions.

(3) Civic education for the promotion of human rights, peace and gender equality

In cooperation with the National Human Rights Commission, Ministry of Unification and Ministry of Gender Equality, the Ministry of Education, Science and Technology is developing civic education textbooks, contents and professional educators in a wide variety of areas including politics, gender and law.

Policy focus is placed on first raising the professional capacity of civic educators, in recognition of their influential role in the development of civic LLL programs. In this line, the Ministry has recommended that training programs for civic educators cover a wider range of current-day agendas including human rights, peace and gender equality.

(4) Civic education for the nurturing of voluntary social workers

As a part of civic education, the Ministry has taken to developing basic education, re-training and capacity-building programs for voluntary social workers, together with the Ministry of Public Administration and Security.

Civic education programs are also calling for more participation from voluntary workers to share contents and resources and jointly develop program manuals. In 2006 670,000 voluntary social

workers were invited to attend 10,866 civic LLL programs. The Ministry will carry out a research study in 2008 and 2009 on civic lifelong education and voluntary social work. It will develop program contents to distribute to LLL facilities between 2010 and 2012.

(5) Inducing corporation of small LLL groups

Small-sized LLL groups that possess a certain minimum number of members (i.e. 100 members for environment groups) are encouraged to switch into corporate bodies, which would place them under the provision of systemized administrative and financial support.

2-5. Facilitating LLL networks at central and local governments

(1) Current Status

One of the major barriers encountered in LLL promotion efforts is the lack of coordination between related government bodies. Each Ministry is operating separate LLL programs on its own without progressive cooperation with the other ministries.

The Ministry of Public Administration and Security launched a ‘Residents Service Innovation Committee’ in 2006 to re-organize the local administrative structure towards better coordination of public support policies, developing online portals on resident life, and fostering cooperation networks between governments and the private sector. The revamp is intended at providing citizens with a one-stop access to the eight major public service areas of health, welfare, employment, residence, lifelong education, culture, tourism and sports.

(2) Stronger central government coordination for LLL

As a means of strengthening the central government’s policy coordination function, a channel of dialogue and cooperation has been established between the LLL Promotion Committee and the Residents Service Innovation Committee. The tie is expected to help remove overlapping services and programs. It ensures an efficient delivery of national LLL policies to lower administrative levels.

(3) Networking between regional LLL organizations

At the regional level LLL councils of metropolitan cities and provinces are working to build networks with civic groups, welfare facilities and employment services in order to mobilize regional learning resources in implementing LLL programs.

At smaller local units including cities, counties and districts, networks are being used to deliver LLL policies and programs together with other resident services by route of Resident Welfare & Culture Centers under each administrative unit's Resident Life Support Bureau.

3. Establishing lifelong learning infrastructure and facilitating networking activities

3-1. Re-organizing the national LLL implementation system and strengthening LLL policy coordination

(1) Current status

Under the current implementation system, lifelong education policies and programs developed by the Ministry are delivered to metropolitan and provincial offices of education, then to local governments. The policies and programs are again delivered to LLL Councils, Regional LLL Information Centers and sub-administrative level LLL Centers. The overall structure lacks a central coordinating function that would oversee the organic execution of all national policies and reflect practical local needs.

The LLL policies are carried out by a number of different organizations. The Korea Educational Development Institute's lifelong education center, established in 2002, is responsible for LLL training and adult literacy programs. The Institute's Academic Credit Bank Center has been operating the credit bank system since 1997. The Bachelor's Degree Examination Department under the Korea National Open University, launched in 1998, oversees the operation of the self-study bachelor's degree program. The lack of coordination between these three major functions have been creating difficulties in terms of securing budgets, nurturing professionals in LLL, monitoring & evaluating programs, and mapping out long-term LLL promotion plans.

(2) Clear role division for national LLL delivery

At the central government, a National Committee for LLL Promotion has been launched to deliberate, coordinate, analyze and evaluate all national LLL policies and programs. The Committee is composed of government officials, LLL experts, practitioners and others.

At the metropolitan and provincial level LLL Councils are headed by mayors and governors whose responsibility is establishing and executing yearly LLL promotion plans for their own region. The composition and operation of such Councils are set by metropolitan and provincial ordinances.

Lower administrative units of cities, counties and districts also have their own LLL Councils that are led by the heads of administrative units. The Councils work to implement regional LLL programs and coordinate with other local services.

(3) National Institute for Lifelong Education

The National Institute for Lifelong Education was launched in February 2008 integrating the functions of the Korea Educational Development Institute's Lifelong Education center, Academic Credit Bank Center and the Bachelor's Degree Examination Department under the Korea National Open University.

As Korea's central body for lifelong education the Institute oversees the whole process of LLL policy development, program implementation, monitoring, evaluation, training, publicity works and local government assistance.

(4) Metropolitan and provincial LLL Promotion Institutes

The 23 Regional LLL Information Centers at metropolitan cities and provinces will be upgraded into LLL Promotion Institutes equipped with stronger capacity to implement a wider span of programs. The Institutes will assume responsibility of developing regional LLL opportunities, providing information and data, offering LLL counseling, implementing programs and building regional networks.

Mayors and provincial governors are encouraged to foster a close working relationship with Superintendents of metropolitan/provincial offices of education to secure more strength in the operation of the LLL Promotion Institutes.

(5) LLL Centers at the fore of regional LLL promotion

LLL Centers are established at the lowest administrative units in regions. They are to provide comprehensive LLL services for all citizens, from pre-primary youngsters to the elderly at any time and place in cooperation with local resident centers, libraries, museums and culture centers.

3-2. Enhancing the professional capacity of lifelong educators and increasing their appointment

(1) Current Status

The Lifelong Education Act states that certain LLL facilities must appoint professional lifelong educators. This regulation applies to 2,221 LLL facilities in Korea. However, the 2,221 facilities employed only 985 lifelong educators in 2007. Most of them were on part-time contracts. The LLL cities also employed only 1.03 professional lifelong educators per city in 2007.

Though higher education institutions are producing a larger number of lifelong educators year by year, the quality of the curriculum has yet to be proved. A total of 3,113 lifelong educators were nurtured at 117 universities and six LLL Centers affiliated to universities in 2007.

An insufficient amount of re-education and training programs are in place for incumbent lifelong educators. 18 training sessions were held in 2006 for 2,407 participants including local officials in charge of LLL policy implementation, mayors and high-level officials in LLL city, literacy educators, and others.

(2) Nurturing high quality Lifelong educators

Stricter requirements will be placed for the attainment of lifelong educator certificate. University students will be required to complete 30 credit-hours to attain the certificate. Curricular improvement and the provision of on-the-job training and mentoring programs are also designed to help raise the quality of lifelong educators.

All incumbent lifelong educators will also be required to attend trainings during employment and renew their certificates after a certain period.

(3) Ensuring the employment of Lifelong educators

In order to increase the employment of lifelong educators, the Ministry will include the number of fully-appointed lifelong educators as a criterion when evaluating metropolitan/provincial offices of education and higher education institutions. In the long run, the Ministry intends to review the possibility of granting lifelong educators the status of professional civil servants.

(4) Innovation for lifelong educator training

More regional autonomy will be brought into the training of lifelong educators. Metropolitan/provincial offices of education develop their own training programs tailored to their regional interests such as literacy, citizenship development, culture, and art education. The distribution of training manuals and trainer education for each region will back this process.

The Ministry will increase program provision through the cyber lifelong educator training system and introduce a training certification system to ensure continuous development of lifelong educators. In 2006 eight courses were offered online including teaching guides for literacy educators.

3-3. Increasing the number of LLL cities and raising their quality

(1) Current status

A 2006 survey by the Korea Educational Development Institute reveals that the rate of public LLL participation is 35 percent in LLL cities. That is 7.6 percent higher than the participation rate of non-LLL cities. 56 out of 57 LLL cities in 2006 issued ordinances for operation and 33 set up expert bodies for management. In the same year, a total of 322 professionals were working in the 57 cities.

The LLL cities yet need to further specialize themselves in their own areas of strength and need to orient LLL development towards specific directions such as social integration, rural innovation, industrial innovation or citizenship promotion.

Meanwhile, there have been calls for more budget provision from the government. While the Ministry's gross budget for its LLL city promotion project has increased from 3.6 billion won in 2005 to 4.2 billion won in 2006, actual financial support for newly designated cities stands at only 200 million won per city per year. More investment is required if the cities are to fully re-structure themselves towards LLL-orientation.

(2) 100 LLL cities by 2010

The designation of LLL cities started in 2004 with 19 cities. The number grew to 76 in 2007. The goal is to bring this number up to 100 by the year 2010. The Ministry intends to maintain the number of 100 LLL cities after 2010 and focus on upgrading their quality.

(3) Specialized programs and activities at each LLL city

The Ministry seeks regional specialization for LLL cities, ideally one specialized program for one LLL city. The city of Danyang, Chungbuk Province, for example, has developed specialty in the area of agricultural tourism. Geochang, Gyeongnam Province is known for its LLL programs on medical herb remedy.

Staff at LLL cities will be offered more frequent training opportunities so that they may meet each city's specialization needs. 2,407 LLL facility heads and staffs at LLL cities attended nine training programs for professional development in 2006.

Drawing from outside sources the Ministry will also provide systemized and expert consulting services to help LLL cities establish mid- to long-term development strategies and raise their program competence.

(4) In-city and between-city networks

Endeavors to foster in-city and between-city LLL networks were initiated in 2007 as a pilot program. Favorable results have led the Ministry to foster a network among civic groups, companies and schools within a LLL city, as well as program information exchange, human resources sharing, and partnership between LLL cities.

(5) Performance evaluation for quality assurance

Regular surveys will monitor the rate of LLL participation at LLL cities while evaluation criteria will be developed to assess each city's regional influence such as the level of residents' satisfaction with their city's contribution to economic development, human resources development and community growth.

3-4. Drawing a 'national LLL information map' for better provision of LLL services and information

(1) Current status

Unlike the systemized school education statistical data base, statistical surveys and data accumulation in the field of lifelong education started in 2006. LLL statistical surveys are composed of 40 criteria and are carried out across five major areas. In contrast school statistical surveys cover 4,000 assessment criteria in seven areas.

The Ministry finds the need for a comprehensive and organized LLL information map that would provide the public with accurate data on Korea's LLL history and current status. There are increasing demands for information. The average number of daily users logging in to the web page of the Korea Educational Development Institute's LLL Center grew from 1,524 in 2005 to 2,045 in 2006.

Experts also point out the validity of coordinating more closely with international LLL studies and comparison surveys. The Ministry provides Korean adult education data for international comparison through the OECD's Indicators of Education Systems (INES) program. The Ministry also participates in the OECD's Program for International Assessment of Adult Competency (PIAAC) with the Ministry of Labor.

(2) Statistical surveys for a national LLL data base

Plans have been introduced to set up a web-based LLL statistical survey system which would enable the accumulation and analysis of LLL data in connection with the National Education Information System and other related data bases.

This central web system will help collect the abundance of LLL statistics that are being separately produced by different organizations, such as vocational training facilities under the Ministry of Labor, national and public museums under the Ministry of Culture, Sports & Tourism, and social service centers under the Ministry of Health & Welfare. 5,778 different organizations were known to have conducted statistical surveys on lifelong learning in 2007.

User-oriented sampling surveys will also be carried out to analyze the study patterns of learners, i.e. how they participate in what kind of LLL activities, how satisfied they are of LLL programs, and what difficulties they find in the course of studies. Results will be used in devising concrete policies for issues that require long-term approaches such as improving the mismatch between LLL supply and demand.

(3) National LLL information map

The ‘national LLL information map’ is designed as an all-inclusive network that will contain full information of all LLL facilities and programs across the nation. By bringing all data produced by LLL Promotion Institutes, LLL Councils, LLL Centers and LLL Cities, etc. under a single online framework, the map will ensure convenient public access to detailed information on LLL resources in Korea.

The map service will also provide a link to e-Learning programs enabling users to access LLL data, resources and programs on the same space in just one click.

A pan-governmental LLL information network is also in design to be operated in connection with the Ministry of Education’s HRD Net and Career Net, the Ministry of Labor’s Work Net, and the Ministry of Public Administration & Security’s online residents support service.

(4) Standardized statistical data for international comparison

Recognizing the importance of international comparison in LLL, the Ministry intends to develop new survey items and criteria that meet international standards, such as those of the OECD and the World Bank.

Korea is keenly interested in providing input to international comparison studies on adult learning such as the OECD’s PIAAC survey and plans to take the initiative in the process of standardizing PIAAC assessment criteria, developing agendas and items, and setting directions.

3-5. Linking the national qualification system with the learning account system so as ensure appropriate recognition of education & training experiences, qualifications and degrees

(1) Current status

In the large absence of a national standard system to assess vocational skills and competence, criteria for

the recognition of education & training experiences, qualifications and academic credits tend to lack consistency. Although the government first initiated development of national skill standards, only eight standards have been established in the e-Business sector and others.

It is needed to develop a commonly applicable national qualification system that would provide the labor market with coherent and reliable assessment of workers' vocational competence.

In the academic sector, the credit bank system provides adults with a chance to receive accreditation for non-regular higher education experiences. A total of 455 government-approved credit-conferring educational facilities offered 17,267 programs in 2007, leading to the creation of 28,008 bachelor's degree awardees through the credit bank system. While the system expects to see continued growth in coming years it is needed to develop new frameworks that would assess and recognize all educational experiences that occur across a person's lifetime.

Though the 'learning account system' was initiated under the revised Lifelong Education Act to manage individual learning experiences, the system has not seen as much development as desired over the years. The Ministry has been working on a project to standardize the lifelong learning outcomes of seven selected LLL cities.

(2) Developing Korean skill standards

The government is developing a more comprehensive set of Korean skill standards. Surveys are being carried out among HRD sector councils and vocational groups to assess actual demands for standardization.

(3) The learning account system

Based on the Korean skill standards the Ministry plans to advance the learning account system that is coordinated with the national qualification system. The learning account system is designed to keep record of accumulated individual LLL outcomes. It would provide means for the potential recognition of

credits, qualifications and degrees.

- 1st stage (pilot program): complete a pilot program currently conducted at seven LLL cities to standardize the usage of lifelong learning outcomes (2006~2008)
- 2nd stage (development): analyze the results of the pilot program and establish plans to introduce the learning account system nationwide
- 3rd stage (evaluation & accreditation): develop an interlink with the credit bank system and provide grounds for the recognition of non-formal learning outcomes gained at education & training facilities, companies, etc.
- 4th stage (completion): fully build in the learning account system nationwide, to be used in increasing LLL for learners of all ages, providing tailored employment information, etc.

3-6. Building international partnerships for LLL exchange & cooperation

(1) Current status

The scope of international exchange and cooperation in LLL has so far been limited to taking part in international seminars, festivals and survey programs.

There have been a number of more concrete developments in recent years. The Korea Educational Development Institute is currently conducting a joint research with the OECD on the subject of recognizing non-formal education as a part of the OECD's PIAAC initiative. The Ministry also hosted the UNESCO World Lifelong Learning Conference in September 2007 and organized a series of international LLL symposia in the same year in the presence of 200 LLL experts from in and out of Korea.

(2) Sharing with the international community for LLL development

Knowing the importance of information sharing, the Ministry seeks to host a larger number of international LLL gatherings in Korea including the UNESCO International Conference on Adult Education (CONFINTEA) and the Asia-Pacific Adult Education Conference.

Special focus will be placed on exchanging personnel and fostering joint research projects with neighboring China and Japan through the East Asian Forum of Adult Education (EAFAE) and other formats in order to develop a Northeast Asian learning community eventually.

Ties will be sought with northern European countries as well through the exchange of policy makers and collaborated research activities between universities. A joint research project is currently in operation between Korea and Denmark launched in 2007 to develop curricula for the nurturing of qualified lifelong educators.

(3) Globalization and localization: “glocalizing” LLL festivals

Korea has been annually organizing large-scaled LLL festivals at the national level since 2001. The 2007 festival was held in conjunction with the UNESCO World Lifelong Learning Conference attracting a huge wave of interest from both Koreans and foreigners engaged in LLL practices.

The Ministry intends to build on this format of ‘globalizing’ Korean LLL festivals while at the same time ‘localizing’ the events by inducing local governments to organize their own LLL festivals in reflection of regional characteristics.

(4) Networking between world LLL cities

The Ministry seeks information sharing on LLL programs and outcomes with LLL cities and associations of LLL cities across the world. A viable way is to induce the participation of foreign LLL cities in Korea’s LLL festivals by support of IAEC. The 2007 LLL Festival was attended by 14 LLL cities from eight foreign countries. The goal is to extend participation to over 20 foreign cities by 2012.

(5) Development assistance in lifelong education

In coordination with multilateral organizations like the World Bank, Korea intends to increase official development assistance in lifelong education by inviting LLL personnel from developing countries to attend training programs in Korea and dispatching Korean experts abroad.

Lifelong education will be included as a separate sector in the Korean government's major ODA, grant and loan programs such as the Economic Development Cooperation Fund project with special focus on developing and sharing lifelong e-Learning programs.

3-7. Embedding LLL in the everyday life of people

(1) Current status

As a result of the government's 1st National LLL Promotion Plan the last five years have seen a spread of public recognition on the value and benefits of lifelong learning. However, LLL participation rates still remain low when compared to advanced countries. There also exists a considerable gap between the demand for LLL and the actual rate of participation in LLL activities. In a 2004 survey 54.7 percent of Korean adults aged 25 to 64 stated their interest in engaging in lifelong learning activities. The actual participation rate of this age group in the same year turned out to be only 23.4 percent.

In setting forth the 2nd National LLL Promotion Plan the Ministry thus seeks to further develop a culture of lifelong learning across the country. The Ministry will continue to spread best practices by awarding excellent individual learners, study groups, LLL facilities and civic groups.

(2) Spreading a culture of lifelong learning

National LLL festivals will maintain their central role in arousing public recognition and voluntary participation in LLL. Indeed, the annual festival has seen a sharp increase of attendees over the past six years from 40,000 participants in 2001(Cheonan city) to 1.42 million in 2007(Changwon city).

The festivals have been evaluated as a success in that they give a boost to the host city's LLL capacity, upgrade the LLL awareness of community members, and give refreshed motivation to LLL Councils.

(3) LLL Days and LLL Week

The fourth Saturday of every month has been designated as 'LLL Days' to offer special programs and

experience opportunities such as free entrance at museums and ancient palaces. A national ‘LLL Week’ will also be set between September and October to match the LLL Festival for an intensive provision of LLL experiences through exhibitions, cultural events, artistic performances, etc.

(4) Lifelong Education Awards

By adding a new prize category for university-affiliated LLL facilities the Lifelong Education Awards currently recognizes excellence in LLL in the seven categories of individual learners, adult educators, study groups, educational institutions, groups & companies, local governments and LLL facilities affiliated to universities.

While continuing to develop new categories, the Awards will also seek diversity in terms of organizing bodies to bring in more input from the private sector and thus induce more public interest. The Awards program is currently operated by the Joong-Ang Daily, Korea Chamber of Commerce & Industry, Korea Federation for Lifelong Education, Korea Educational Research Association, Korea Research Institute for Vocational Education & Training, Korea Educational Development Institute, and Educational Broadcasting System.

(5) Campaigns and publicity works

A separate Public Relations Office has been built within the National Institute for Lifelong Education to develop publicity tools and schemes targeting different learner groups, policy makers and media organizations with particular emphasis on generating more public awareness and informational accessibility to lifelong education.

(6) LLL programs on the state Educational Broadcasting System

The Educational Broadcasting System (EBS) plays a vital role in LLL promotion. Using advanced technological tools including the Internet protocol television, EBS will develop a rich diversity of interactive Internet and TV programs for targeted learners of all ages.

EBS will also develop learning courses in connection with the lifelong education center's training programs. EBS will seek diversification and regionalization of its programs in cooperation with the Korea National Open University's TV service (OUN: Open University Network) and local cable TVs.

VI. Financial Plan

(1) Overall budget plan for 2008-2012

The Ministry plans on a gross budget of 335.9 billion won for the 2nd National Lifelong Learning Promotion Plan:

- Nurturing creative learners across each stage of life: 147.9 billion won
- Inducing the participation of lifelong learning organizations and fostering institutional linkages for social cohesion: 65.9 billion won
- Establishing lifelong learning infrastructure and activating networking activities: 122.1 billion won

(unit: million won, %)

	2007	2008~2012 Total	2008	2009	2010	2011	2012
Nurturing creative learners	6,827 (35.3%)	147,986 (44.1%)	9,681	20,707	30,466	38,766	48,366
Fostering social cohesion	3,300 (17.1%)	65,880 (19.6%)	3,630	7,850	14,000	18,800	21,600
Building infra and networks	9,220 (47.7%)	122,080 (36.3%)	15,230	20,700	24,850	28,000	33,300
Total	6,827 (35.3%)	147,986 (44.1%)	9,681	20,707	30,466	38,766	48,366

(2) Financial resource plan

While drawing from state budgets, local government finance, and public and private investment for the 2nd National LLL Promotion Plan, the Ministry will work to steadily increase the ratio of LLL budgets as of the government's total education budget.

<Estimated yearly LLL budget plan, as compared to the total education budget>

(unit: million won, %)

	2007	2008	2009	2010	2011	2012
Total education budget(A)	305,947	354,866	376,950	403,030	439,323	481,058
LLL-related budget(B)	193	285	492	693	855	1,032
(B/A=%)	(0.06)	(0.08)	(0.13)	(0.17)	(0.19)	(0.21)

* (A) represents estimated figures according to the Ministry's mid- to long-term fiscal plan

VII. Looking Ahead: Korea as a Learning Society in 2012

Policy area	Developments by 2012	
<p style="text-align: center;">LLL Services</p> <p>Local go governments</p> <p>Primary & secondary schools, universities</p> <p>LLL facilities</p>	<p>Uncoordinated service provision by institutes and governments</p> <p>Stronger focus on regular education for the school-aged population</p> <p>Lack of institutional ties and public accessibility</p>	<p>One-stop LLL services provided at each local unit, for public access anywhere at any time</p> <p>Schools functioning as regional LLL centers/ universities assuming a leading role in high-quality adult education</p> <p>Active networking between LLL facilities(libraries, museums)/ online LLL programs in development</p>
<p style="text-align: center;">LLL Facilities</p> <p>Companies</p> <p>Junior colleges</p> <p>Private teaching institutes</p>	<p>Rigidity in moving between the world of work and study</p> <p>Lack of capacity to re-train adults</p> <p>Unable to fully function as LLL institutes due to regulations</p>	<p>Companies nurturing creative workers through continuous learning opportunities (i.e. in-company universities)</p> <p>Providers of specialized LLL & VET programs through stronger links with the industry</p> <p>Legally approved LLL & VET providers, capable of actively responding to labor demands</p>
<p style="text-align: center;">LLL targets</p> <p>The needy/ under-privileged</p> <p>Civic education groups</p>	<p>In need of more lasting support designed to enhance self-sustaining capacity</p> <p>Lack of systemized support for civic LLL programs</p>	<p>LLL programs(i.e. literacy education) supporting the acquisition of fundamental competencies and self-sustainability/ integrated education-culture-welfare schemes for multicultural family members</p> <p>Government support for the promotion of civic education that teaches the values of tolerance and integration</p>