2018 Lifelong Learning in Korea

Vol. 2

National Institute for
Lifelong Education

The 2018 Lifelong Learning in Korea Vol.2 reorganized the '2017 Lifelong Education White Paper' published in 2018. The National Institute for Lifelong Education is a general body that implements national lifelong education policy projects and has the responsibility to report it to the public in detail. In this context, the National Institute for Lifelong Education publishes a white paper on lifelong education each year. Lifelong Education, which is of interest in the Lifelong Education White Paper, is based on the provisions of the "Lifelong Education Act." Article 2(1) of the "Lifelong Education Act," defining all forms of organizational education activities as lifelong education except for the regular courses of schools. Accordingly, the Lifelong Education White Paper focuses on national lifelong education policy projects that are promoted with legal basis.

TABLE OF CONTENTS

2017 Lifelong Education White Paper

Lifelong Learning Major Schemes

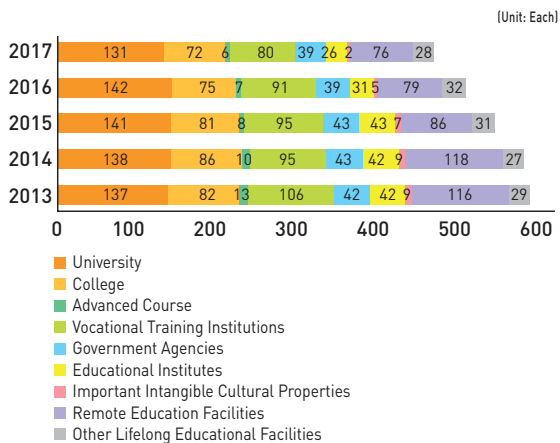### 1. Academic Credit Bank System

The Academic Credit Bank System makes it possible to earn credits for various types of study and qualification of individuals not only at school but also outside of school. By accumulating credits and meeting certain criteria, a learner can acquire a degree equivalent to a college or university, which ultimately opens up a learning society and a system for lifelong learning.

### A. System Improvement Status

• Learner Status

The number of learners of the academic credit bank system slightly reduced in 2014 after a peak of over 140,000 in 2013, as shown in the below table, with a steady number of over 110,000 learners each year up to 2017. The total number of learners enrolled in the academic credit bank system is estimated to have reached 1.4 million in 2017, which is an exceptional and remarkable achievement in terms of the system that has been introduced for only 19 years.

Number of training organizations by type

(Unit: Each)

- ■ University
- ■ College
- ■ Advanced Course
- ■ Vocational Training Institutions
- ■ Government Agencies
- ■ Educational Institutes
- ■ Important Intangible Cultural Properties
- ■ Remote Education Facilities
- ■ Other Lifelong Educational Facilities

Source: 2017 Lifelong Education Statistics Book (The Ministry of Education, Korean Educational Development Institute)

Number of academic credit bank system registrants

(Unit: Persons)
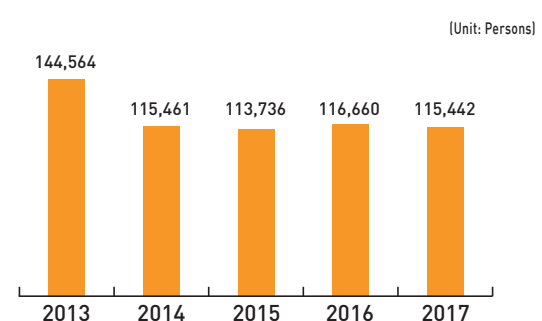
Source: The National Institute for Lifelong Education, Internal data (2017)

• Credit Accreditation Status

According to measures such as the expansion of accreditation of the unit-based evaluation of the remote-based learning process, credit accreditation by the learning process of evaluation accreditation increased each year until 2013. However, it declined in 2014, slightly increased in 2016, and then declined again in 2017. This seems to be attributable to the rapid decline in the number of credits earned by part-time enrollment since 2012 due to qualitative management measures for part-time enrollment such as the amendment to the "Enforcement Decree of the Higher Education Act," and this trend continues through 2017. In addition, although the tendency for credit accreditation through the bachelor's degree examination for self-education and the completion of school courses is steadily declining, credits obtained through qualification and national intangible cultural properties have decreased, but then rebounded in 2016.

• Status of Degree Conferment and Credit Accreditation

The total number of degree recipients in 2014 was recorded the highest reaching around 80,000, after which the number was maintained at around 60,000 during 2015 to 2016, and then the number of degree recipients in 2017 increased by 10,000 to around 70,000. Evaluation accreditations of the academic credit bank system are granted to lifelong vocational education facilities such as lifelong education institutes annexed to universities (colleges), advanced and specialized college courses, specialized schools and higher technical schools, vocational training facilities and educational institutes, and the number of evaluation accredited education training institutions stood at 454 institutions nationwide as of 2017. The specific status of each type of institution is as follows. Lifelong education institution annexed to universities (colleges) accounted for 44.5% of the total 454 institutions with 202 institutions, and university/college-related institutions accounted for 45.8% of the total when including advanced and specialized college courses. Next, the number of lifelong education facilities stood at 94 accounting for 20.7%, vocational training facilities stood at 78 accounting for 17.2%, and educational institutes stood at 26 accounting for 5.7%.

B. Progress Results

In order to improve fairness and transparency of the credit evaluation process of the academic credit bank system, NILE announced the evaluation criteria for evaluating

an application process of a education training institution in advance, and developed a credit accreditation standard database for improving the quality of learner services and released them on the academic credit bank system homepage. in 2017. Furthermore, NILE strengthened a reassessment for conducting a training of a person in charge in order to ensure the quality management of the academic credit bank system and the follow-up management of the evaluation, Furthermore, NILE also set up a basis for the information disclosure operation platform so that learners can easily check an information about a education training institution.

C. Future Tasks

In addition to an adoption of the information disclosure system, it is necessary to expand manpower and budget for the operation of the information system so that information can be accurately and openly operated through investigation of operational conditions. Efforts should also be made to strengthen services for education training institutions and learners. Also, in order to accommodate new and diverse lifelong learning experiences such as a trend of the Fourth industrial revolution in recent years, it should be sought that standardized curriculum and credit accreditation of qualifications should be flexibly reshaped so that various types of learning results can be linked to the academic credit bank system in the future.

2. Bachelor's Degree Examination for Self-Education System

The Bachelor's Degree Examination for Self-Education System is an alternative open higher education system aiming at realizing the principle of lifelong education by giving an opportunity to acquire a bachelor's degree to a person engaging in self-education and contributing to self-realization of an individual and development of the nation and society. The bachelor's degree examination for self-education system manages 11 majors in 10 different degrees, including Bachelor of Arts in history of literature, Bachelor of Laws and Bachelor of Science in public administration.

A. System Improvement Status

• Test Status of Bachelor's Degree Examination for Self-Education System

The number of applicants for the bachelor's degree examination for self-education system has increased sharply from 18,412 in 2008 to 38,476 in 2012 due to a linkage with the

academic credit bank system since the establishment of NILE. However, it has been steadily declining since 2013, and 28,988 learners applied for the test in 2017. With the amendment of the "Act on Acquisition of Degree by Self-Education" in 2015, the number of applicants for a 1st to 3rd examination have been slightly increasing from 2016 as qualification for admission has been eased for high school graduates.

• Status of Degree Holders of Bachelor's Degree Examination for Self-Education System

Since 2008, the number of degree holders of the bachelor's degree examination for self-education system has increased up until 2014, but has decreased since 2015. The reason why the number of degree holders has not increased proportionally to the increase of applicants from the 1st to 3rd courses is understood to be that it is because a learner does not only apply for an acquisition of the degree but also for an accreditation of credits for the academic credit bank system and fulfillment of qualifications for an examination. According to the age distribution of degree holders, learners in their late 20s to 30s occupy the highest percentage. The degree holding rate of adult learners over the age of 30 stood at 57.8% in 2017. It can be understood that bachelor's degree examination for self-education system is a higher lifelong education system for an adult learner who is reluctant to go on to college due to economic and time constraints or who wish to continue their education after graduation from a regular school.
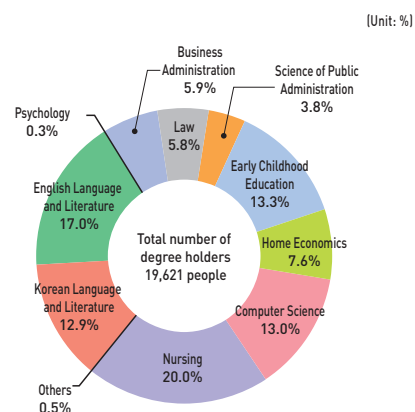
B. System Management Performance

Number of self-education degree holders

(Unit: Person)
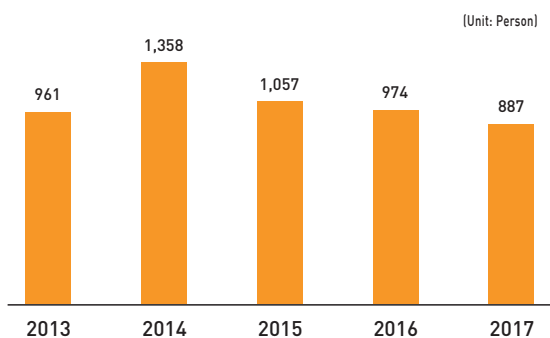
Source: The National Institute for Lifelong Education, Internal data (2017)

Status of self-education degree holders by degree

(Unit: %)

Source: The National Institute for Lifelong Education, Internal data (2017)

The Bachelor's Degree Examination for Self-Education System manages 11 majors (Korean Language and Literature, English Language and Literature, Psychology, Business Administration, Law, Science of Public Administration, Home Economics, Computer Science, Early Childhood Education, Information Communication, Nursing) and 217 test subjects. In September 2015, according to the partial amendment of the "Act on the Acquisition of Academic Degree through Self-Education," a qualification for an examination was eased so that a graduate of high school can freely take a 1st to the a 3rd examination without taking a gradual accreditation test for a general education course, a basic major course and an advanced major course. By easing the qualification for the examination application, NILE resolved a problem of degrading a willingness of a self-education learner caused by a prolongation of a bachelor's degree acquisition period and expanded opportunities for bachelor's degrees. Also, the number of self-education learners that has been steadily declining since 2013 has been slightly increasing since 2016 when the eased qualifications for admission was applied. As a demand for education other than degree acquisition (Credit accreditation, CPA (chartered accountant), and Acquisition of the qualification of examination for national qualification) has been increased according to the amendment of Act, it is expected that a role of the bachelor's degree examination for self-education system to be expanded as a stepping stone in recognizing a learning experience.

C. Future Tasks

In order to further develop the bachelor's degree examination for self-education system, it is necessary to raise social recognition. It is crucial to strengthen promotion about the system, and improve a service by analyzing and improving a learner's concerns. The system should be developed through the enhancement of social recognition of the bachelor's degree examination for self-education system and enhanced linkage with the academic credit bank system.

3. Lifelong Learning Account System

The Lifelong Learning Account System operates based on Article 23 of the "Lifelong Education Act". It cumulates and manages a variety of individual learning experiences in online learning accounts and then links the results to academic achievement or qualification accreditation or utilized as employment information.
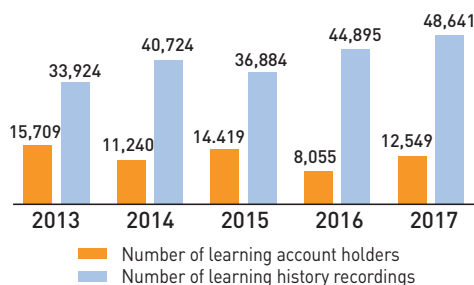
A. Progress Results

The major achievements from an operation of the 2017 lifelong learning account system project can be divided into the following four categories: First, learner participation in the lifelong learning account has been expanded. The number of learning accounts established in 2017 stood at 12,549, which was an increase of 4,500 from 8,055 in 2016. Second, a capability of integrated learning history management has been strengthened through linkage with other systems and institutions. In July 2017, NILE established an automatic linkage system for a vocational training information of the Ministry of Employment and Labor (HRD-net), which is the lifelong learning account system. Third, NILE has been seeking ways for an improvement of social utilization of learning history of a learner. NILE has operated a council to explore ways to utilize learning history using RPL (Recognition of Prior Learning) and reviewed a development plan. Fourth, the recognition of the lifelong learning account and enhancement of customer service have been increasing. In 2017, 15 PR (public relations) ambassadors were selected for the Lifelong Learning Account and NILE held a promotional booth at the Lifelong Learning Expo to increase the social awareness of the lifelong learning account system. Also, NILE created a new promotional video and posted it on social media such as YouTube and Facebook.
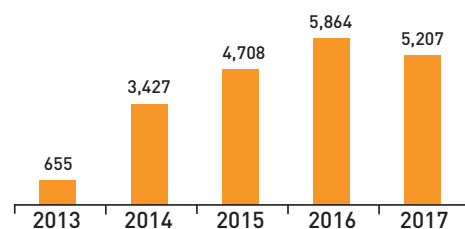
Lifelong Learning Account System

Number of lifelong learning account holders and registration of learning history

	2013	2014	2015	2016	2017
Number of learning account holders	15,709	11,240	14.419	8,055	12,549
Number of learning history recordings	33,924	40,724	36,884	44,895	48,641

Source: The National Institute for Lifelong Education, Internal data (2017)

Number of courses for the evaluation accreditation of Lifelong Learning Account System

2013	2014	2015	2016	2017
655	3,427	4,708	5,864	5,207

Source: The National Institute for Lifelong Education, Internal data (2017)

B. Future Tasks

Future tasks to enhance social utilization of the lifelong learning account system are as

follows: First, it is necessary to enhance the social utilization of the system by linking the learning process of evaluation accreditation of the lifelong learning account system with the support system for tuition fees such as the lifelong education voucher. Second, it is crucial to establish a plan to greatly expand the linkage between academic achievement and qualification through RPL (Recognition of Prior Learning) because existing learning courses of evaluation accreditation have only a limited connection to elementary and middle school education such as exemption from GED (general equivalency diploma) subjects, accreditation of the completion of middle and high school courses and correspondence education, and accreditation of literacy education programs. Third, it is important to reorganize the learning history management system according to the Korean Qualifications Framework (KQF), which is being pursued by the Ministry of Education and the Ministry of Employment and Labor. Fourth, it is needed to organize the enforcement system of the lifelong learning account system. In order to improve the utilization of learning history by region, it is necessary to establish a role sharing and cooperation plan with city and provincial institutes. Lastly, it is our future tasks to provide counseling for learners linked with the learning history management system and the design service for lifelong learning.

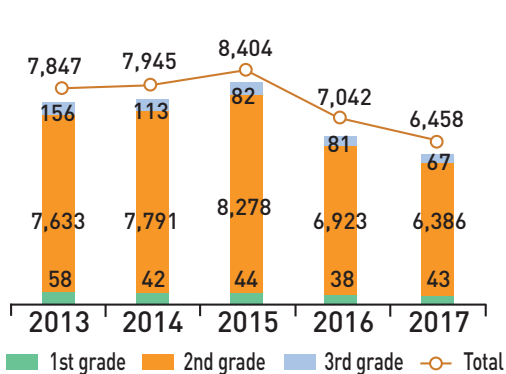## 4. Lifelong Learning Educators

A. System Improvement Status

• Training Status of Lifelong Learning Educators

Qualifications for the lifelong learning educators are classified into a 1st to the 3rd grade based on Article 18 of the "Enforcement Decree of the Lifelong Education Act." The course is classified into upgrade and training courses. The training course is to acquire more than a certain number of credits (possible to enter into the 2nd grade or the 3rd grade) by completing courses related to lifelong education institutes such as a university or academic credit bank institution, and the upgrade course is a training course (1st grade upgrade course, 2nd grade upgrade course) taken by a qualified lifelong educator certificate holder in order to upgrade to a higher grade.

In particular, there has been a steady increase in the number of qualified people since 2000, and 8,404 people were qualified in 2015 by reviewing a status of the training of lifelong educators in details. However, in recent years, 7,042 people in 2016 and 6,496 people in 2017 were qualified, showing a declining trend. As of December 31, 2013, the total number
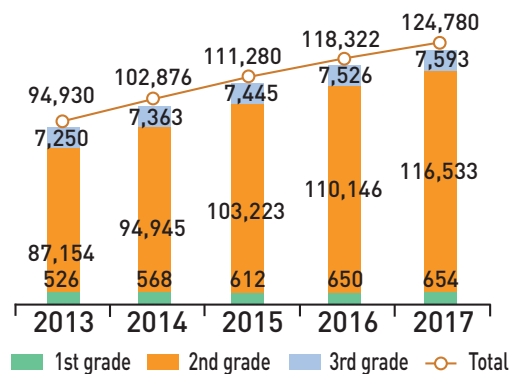
of certificates for lifelong educators stood at 693 for the 1st grade, 115,494 for the 2nd grade, and 7,421 for the 3rd grade. Therefore, a total of 123,608 people was qualified cumulatively as lifelong educators.

Status of the issuance of lifelong educator certificates

7,847 7,945 8,404 7,042 6,458
156   113   82   81   67
7,633 7,791 8,278 6,923 6,386
58   42   44   38   43
2013 2014 2015 2016 2017
■ 1st grade ■ 2nd grade ■ 3rd grade ─○─ Total

Source: The National Institute for Lifelong Education, Internal data (2017)

Cumulative status of lifelong educator certificate

94,930 102,876 111,280 118,322 124,780
7,250   7,363   7,445   7,526   7,593
87,154 94,945 103,223 110,146 116,533
526   568   612   650   654
2013 2014 2015 2016 2017
■ 1st grade ■ 2nd grade ■ 3rd grade ─○─ Total

Source: The National Institute for Lifelong Education, Internal data (2017)

• Status of Training Institution for Lifelong Educator

As for the status of the training institutions for lifelong educator, they are concentrated in Seoul (29.0%) and Gyeonggi-do (17.6%) among 17 regional local governments, and they are also distributed widely in Gyeongbuk, Chungnam and Gwangju. However, in the case of Ulsan and Jeju, a gap between the regions indicates a big difference due to the nonexistence of training institutions in those regions. The deviation of regional training institutions for lifelong educator are linked to the status of issuance of qualification certificates, and the difference among regional certificates holders indicates a similar tendency.

Although universities have traditionally been representative training institutions for lifelong educators, an examination into the status of an issuance of qualification certificate of a lifelong educator by type among training institutions show the following: general lifelong education facilities trained the most accounting for 9,106 (29.1%) lifelong educators, followed by correspondence college at 6,984 (22.4%), and then universities and remote and cyber universities trained 6,683 (21.4%) and 4,434 (14.2%) respectively. The general education facilities mentioned here are institutions that run training courses through academic credit bank system, which have led to a rapid quantitative expansion in the training of lifelong educators.

• Deployment Status of Lifelong Educators

Article 16 of the Lifelong Education Act stipulates a mandatory deployment of lifelong educators at lifelong education institutions. Article 22 of its Enforcement Decree stipulates an institution subject to a placement of certified lifelong education teacher and standard for placement.

As of December 2017, the number of lifelong educators holding qualification certificates is total 123,608, while their employment number stood at 6,677. As a result, it indicates that the employment rate of lifelong educators is very low as 5.4%. In addition, the deployment rate of lifelong educators at lifelong educational institutions amounted to 78.5% of the total deployment institutions. When examining deployment rate of lifelong educators by lifelong educational institutions, national, city and provincial lifelong education institutions showed the highest deployment rate at 100%, and academic credit bank institutions, lifelong education facilities attached to the workplace, and lifelong learning centers established by local governments showed deployment rates of 97.6%, 94.6% and 93.9% respectively.

B. Future Tasks

First, it is necessary to construct an organized training system to maintain and improve the professionalism of lifelong educators. Second, legal and institutional improvements are required to expand the deployment of lifelong educators. Third, it is necessary to establish the provisions of civil servants dedicated to lifelong education in the Lifelong Education Act to secure the professionalism of lifelong education in the public domain.

Lifelong Learning Major Projects

1. Local Lifelong Education System

The support project for local lifelong education activation, which has been promoted since 2011, aims to improve quality of life of people and to create learning environments without regional differences by establishing the local lifelong education system in accordance with the "Lifelong Education Act." In particular, since 2013, a need for political countermeasures against regional issues such as low fertility, aging population, youth unemployment increase, and city deterioration has emerged, which led to a development of the support project for local lifelong education activation focused on areas lacking educational facilities among agricultural and fishing

villages and densely populated areas with an aging population. This project focuses on enhancing access to lifelong learning, and expanding the "2nd career creation" such as learning type jobs for career interrupted women and retirees.

The support project for local lifelong education activation since its launch designated cities, provinces, counties (Guns) and districts (Gus) as implementation agencies and they organized required subsidies of local government and pursued the project. Second, a Damoa Lifelong Education Network construction project pushed ahead with construction and operation of the lifelong education information network of cities and provinces, and network stabilization for sharing, circulation and utilization of the information. Third, a development project of the lifelong learning city aims to provide local specialized education service that reflects residents' needs by establishing lifelong learning infrastructure so that local residents can participate in learning anytime and anywhere. Forth, in order to guarantee a right of local resident to learn within a short distance in accordance with Article 21(3) of the "Lifelong Education Act," a Happy Learning Center operation project identifies idle facilities in the areas and designates lifelong learning centers Town/Neigborhood and aims to provide customized learning services such as dedicated manpower deployment, enactment and amendment of ordinances, development of specialized contents, and support for learning club activities.

A. Progress Status and Major Performance

- **Establishing Lifelong Learning Network of Cities and Provinces**

     Starting with Daejeon and Gyeonggi-do in 2011, three to five governments of metropolitan cities and/or provinces have been selected each year as the implementation agencies to conduct the 'Establishment Project of City and Provincial Lifelong Learning Network.' Since the launch of the 'Establishment Project of the Lifelong Learning Network,' Lifelong Education Institutes has been established in 17 metropolitan cities and provinces starting from Daejeon Lifelong Education Institute in 2011 to Jeonbuk Lifelong Education Institute in 2016, and these projects were selected in 2015 and lasted for three years until 2017 when the project support for the Gyeongsangnam-do, Sejong Metropolitan Autonomous City and Jeollabuk-do was completed.

- **Development Status of Damoa Lifelong Education Information Network**

     The 'Damoa Lifelong Education Information Network' supported the establishment of

lifelong education information networks of 15 cities except for Seoul and Gyeonggi-do, which established the lifelong education information network from 2011 to 2016 for themselves. The Lifelong Education Information Networks established through such projects were developed in consideration of a connection with the National Lifelong Learning Portal. Therefore, it is being operated in conjunction with the current national lifelong learning portal applying standard for data collection at the time of system design and development.

• Development Status of Lifelong Learning City

The lifelong learning city development project, which resumed in 2011, has been operated divided into three tasks: new designation of lifelong learning cities, specialized support of lifelong learning cities, and support of general cities.
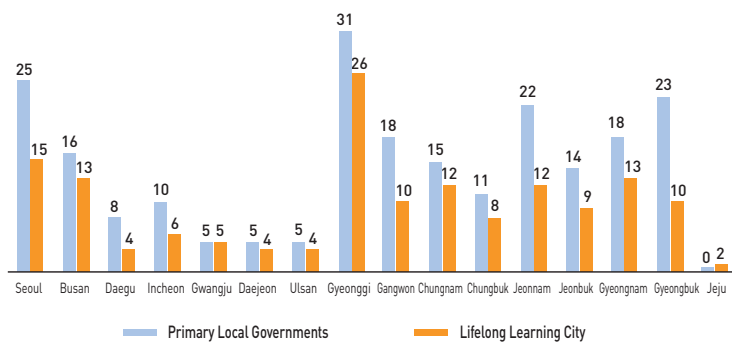
Since then, a quantitative growing trend continued by selecting 11 cities, counties and districts in 2014, 7 in 2015, 7 in 2016, and 10 in 2017 respectively. As of December 2017, 226 lifelong learning cities have been designated nationwide, and 153 cities, counties, and districts, 67.7% of primary local governments, have been designated as lifelong learning cities. In addition to this, from 2013 to 2016, NILE also pursued specialized support projects for general cities which were not designated as lifelong learning cities.

Lifelong Learning City ratio (2017)

Undesignated 73(32.3%)

Primary Local Governments 226

Lifelong Learning City 153(67.7%)
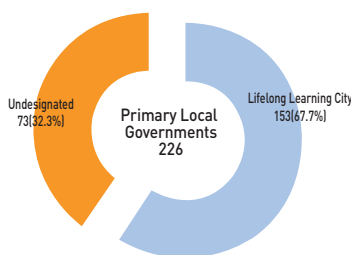
Source: The National Institute for Lifelong Education, Internal data (2017)

Lifelong Learning Cities by Region (2017)

Region	Primary Local Governments	Lifelong Learning City
Seoul	25	15
Busan	16	13
Daegu	8	4
Incheon	10	6
Gwangju	5	5
Daejeon	5	4
Ulsan	5	4
Gyeonggi	31	26
Gangwon	18	10
Chungnam	15	12
Chungbuk	11	8
Jeonnam	22	12
Jeonbuk	14	9
Gyeongnam	18	13
Gyeongbuk	23	10
Jeju	0	2

• Operation Status of Happy Learning Center

Starting from 2014, the 'operation of Happy Learning Center,' which supports the operation of the Lifelong Learning Center of Town/Neigborhood in accordance with Article 21(3) of the "Lifelong Education Act," is being pursued as a national task. In 2014, 60 cities, counties, and districts were selected as supplementary project agencies for continued support for three

years, and consecutively 32 cities, counties, and districts were further selected to support 92 cities, counties, and districts in 2015. In 2016, 92 cities, counties, and districts were selected as new supplementary project agencies and, 37 cities, counties, and districts were selected additionally in 2017 as new supplementary project agencies in the form of single-year support for nationwide expansion.

B. Future Tasks

From 2018, after 10 years have elapsed after the Lifelong Education Act was fully amended, it is necessary to present a new model for qualitative growth of local lifelong education and effective policy management at the end of the detailed 3-year continuous support tasks (lifelong learning network establishment of cities and provinces, the operation of happiness learning center, etc.), which have been pursued till then.

2. Adult Literacy Education

According to the 'Survey of Adult Literacy Skills' conducted by the National Institute for Lifelong Education in 2014, among adults over 18 years old, approximately 2.64 million adults, or about 6.4%, are illiterate adults who do not have the basic reading, writing, and calculating abilities necessary for everyday life. Among adults over 20 years old, the number of the population under the education level of middle school totals 5.17 million and accordingly, approximately 13.1% of the population can be said to be potential users of literacy education (Statistics Korea, 2015). Since 2016, the Ministry of Education and the National Institute for Lifelong Education have been conducting education support projects for adult literacy of potential users of literacy education with an aim of realizing national happiness through an improvement of adult literacy ability.

The types of education support projects of adult literacy are as follows: ① 'Supporting the operation of literacy education programs' to expand educational opportunities for literacy learners, ② 'Establishing an academic accreditation system for adult learners' to enable low-educated adult learners to be accredited to their elementary and middle school education through curriculum completion, ③ Raising a recognition of a need for adult literacy education through 'Education activation project for adult literacy' and encouraging learner's participation in literacy education, and ④ Supporting rational and systematic literacy education through 'Research and study of adult literacy education'
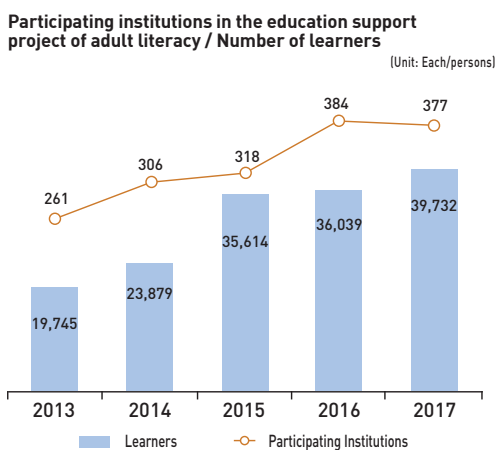
A. Project Development Status

• An Operation and Support of Adult Literacy Education Program Cities and Provinces
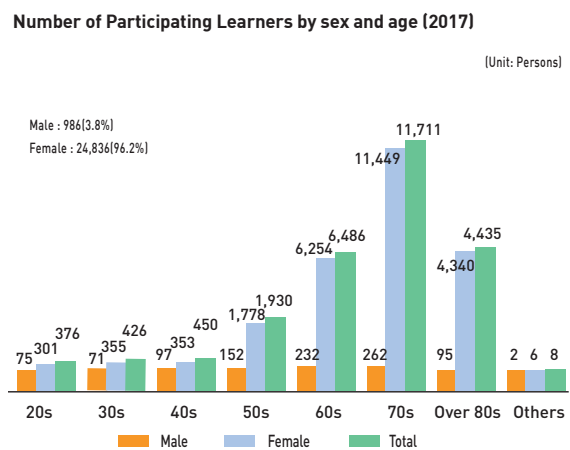
When examining a status of support for adult literacy education programs in 2017, 1,544 programs were opened in 377 institutions across the country and 26,441 learners participated in the programs. Examining the number of programs opened by region, Gyeongnam opened a total of 212 programs in 18 literacy educational institutions, accounting for the largest proportion at 13.7%, and the number of participating learners stood at 4,596 in Seoul, accounting for 16.7% of the total.

The education support program for adult literacy is divided into an education level; a 1st stage of literacy is at grade 1 to 2 level of elementary school, a 2nd stage of literacy is at grade 3 to 4 level of elementary school, a 3rd stage of literacy is at grade 5 to 6 level of elementary school, and a middle school stage. Out of a total of 1,544 programs in 2017, the 1st stage of literacy was the most popular with 903 (58.5%), followed by the 2nd stage of literacy (20%) and the 3rd stage of literacy (15.7%).

Examining the learners who participated in the education support project for adult literacy by sex, most learners were women, accounting for 96.2% of the participants in 2017. Examining it by age, the proportion was indicated as 45.4% in their 70s and 25.1% in their 60s.

Participating institutions in the education support project of adult literacy / Number of learners

(Unit: Each/persons)

Year	Learners	Participating Institutions
2013	19,745	261
2014	23,879	306
2015	35,614	318
2016	36,039	384
2017	39,732	377

Source: The National Institute for Lifelong Education, Internal data (2017)

Number of Participating Learners by sex and age (2017)

(Unit: Persons)

Male : 986(3.8%)
Female : 24,836(96.2%)

Age	Male	Female	Total
20s	75	301	376
30s	71	355	426
40s	97	353	450
50s	152	1,778	1,930
60s	232	6,254	6,486
70s	262	11,449	11,711
Over 80s	95	4,340	4,435
Others	2	6	8

Source: The National Institute for Lifelong Education, Internal data (2017)

• An establishment of a Status of Academic Accreditation System for Adult Learners

In December 2007, with the full amendment of the "Lifelong Education Act," provisions related to literacy education have been introduced, thus a system was prepared to accredit elementary and middle school education equivalent to compulsory education through the Literacy Education Program. Under Article 40 of the "Lifelong Education Act," the 'Academic Achievement Accreditation System for Adult Learners' is a system in which adult learners over the age of 18 that have completed literacy education programs established or designated by a city or provincial office of education can be accredited with an academic achievement of elementary and middle school through an examination of whether an academic achievement is satisfied. The education support project for adult literacy supports an establishment of a system that enables the 'Academic Accreditation System for Adult learners' to operate stably.

• Education Activation Project for Adult Literacy

Since 2015, the education activation project of adult literacy has been carried out to promote participation of literacy learners and to increase social interest. In order to create minimum learning conditions necessary for participation in literacy education, textbooks for adult literacy were distributed free of charge, and literacy education programs were produced and broadcasted as educational broadcasts for isolated areas without educational institutions. In addition, to support programs for life literacy education necessary for everyday life, NILE developed a variety of projects for promoting participation in literacy education such as developing 'literacy textbooks for life' in order to support programs for life literacy education necessary for everyday life.

As for the literacy textbooks for adult published by the Ministry of Education and the National Institute for Lifelong Education, five textbooks are provided per student according to the level of the learner. These books were given out to 52,553 people in 2015 and 50,119 people in 2016, and about 250,000 copies were distributed each year. In 2017, they were distributed to 39,721 people including the literacy textbook for life developed as part of the activation project for literacy education.

Through a partial amendment of the "Lifelong Education Act" in 2014, a definition of "literacy education" has expanded to include not only the basic ability to read, write, and calculate, but also basic life ability that are socially and culturally necessary. Therefore, NILE explored areas of life literacy education necessary for everyday life and developed the literacy textbooks for life. 'Literacy textbooks for finance' and 'literacy textbooks for traffic safety' were developed as literacy textbooks for life in 2016. Following 2016, in 2017,

'literacy textbooks for information' were developed. Through an agreement with the National Information Society Agency, NILE developed a method to use a messenger application as a textbook.

• Relevant Survey and Research Status of Adult Literacy Education

The survey and research projects of literacy education are being operated together to establish a reasonable and systematic support system for literacy education. First, NILE developed measurement tools for examining a target group for literacy education in 2013, and conducted the 1st survey in 2014 and the 2nd survey in 2017 respectively. In 2017, survey questionnaires were partially replaced with items familiar to foreign residents and surveys were conducted on 4,000 households nationwide.

B. Future Tasks

Tasks to establish stable learning environments for the literacy learner and to promote continuous development through the education support project for adult literacy in the future are as follows: First, it is necessary to establish a support system for the activation of local literacy education. Second, it is crucial to arrange a variety of support systems for the quality management of literacy education.

3. Multicultural Education

In our society, a spread of worldwide globalization has made a movement of culture, information and goods as well as a movement of people between countries become common. In particular, it has rapidly entered into a multicultural society due to an influx of overseas labor forces and an increase of international marriage. According to a census of foreign residents in 2016 (Ministry of Public Administration and Security, 2017), the number of foreign residents in Korea stood at 1,764,664. Since 2006, when the first census of the foreign resident population was initiated, the foreign population stood at 536,627 and increased more than three-fold within 10 years. The proportion of foreign residents to the population increased from 1.1% in 2006 (compared with the resident registration population) to 3.4% in 2016 (compared with the total population).

[Figure 3-13] Number of multicultural students (overall/ by school grade)
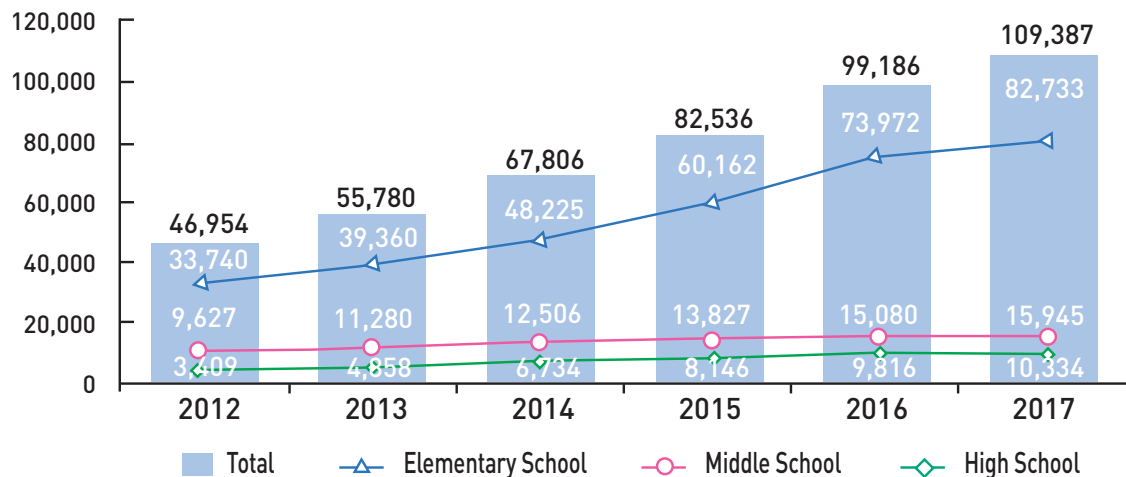
Source: Ministry of Education (2017), Basic Education Statistics for 2017

The increase in the number of foreign residents in Korea shows a similar trend in the field of school education. According to the Basic Education Statistics for 2017, the number of multicultural students in elementary, middle and high schools was 109,387 (1.9%), which increased by 10,201 (10.3%) from the level in 2016.

A. Project Development Status

As the number of foreign residents in Korea increases rapidly, interagency multicultural projects such as multicultural family support policies are expanding. The Ministry of Gender Equality and Family, which is the main government department supervising the policies of supporting multicultural families, establishes and implements the basic plan of multicultural family policies every five years in accordance with the Multicultural Family Support Act. 2017 is the final year of the 2nd Basic Plan for Multicultural Family Policies (2013 to 2017). According to the 2017 plan announced by the Ministry of Gender Equality and Family, the focus is on helping multicultural families to demonstrate their abilities as members of society beyond the stage of settlement in Korean society.

Focusing on the core tasks and detailed tasks of the Ministry of Education's multicultural education, the specific projects development status are as follows. First, it develops customized educational support programs considering characteristics of multicultural

students, ranging from multicultural infants to elementary, middle, and high school students who were admitted into our country in the middle of the school semester. Second, to improve the understanding of multiculturalism among school members such as students and teachers, NILE is expanding and operating multicultural emphasized schools and training to enhance and promote teachers' multicultural education. Third, in order to enable multicultural students to grow into talented people in our society, NILE is preparing a foundation for an activation of multicultural education by actively cooperating with relevant ministries such as the Ministry of Justice in order to support multicultural education and to raise an accountability of the city and provincial office of education. Fourth, in order to establish multicultural education support models suitable for local conditions, NILE has designated and expanded local multicultural education support centers in the city and provincial offices of education.

B. Progress Results

Major achievements of multicultural education in 2017 are as follows: First, through customized education for multicultural students, it helped them to enter public schools and enhanced their adaptation to school life. Second, NILE was able to find and support excellent multicultural students who have outstanding talents in bilingual languages, mathematics, science, and arts. Third, all students were educated about multicultural understanding such as understanding of multiculturalism and anti-prejudice education and the number of multicultural oriented schools was expanded to 313 elementary, middle and high schools nationwide to be able to enhance students' acceptance of multiculturalism. Fourth, NILE prepared a basis for enhancing and activating multicultural education through cooperation between the public-private sectors and by strengthening the links with all government departments and within the regions.

C. Future Tasks

First, a basis for promoting multicultural education should be clearly defined through the establishment of the 'Multicultural Education Promotion Act.' Second, a variety of political efforts and support are needed to raise public acceptance of multiculturalism. Third, it is necessary to utilize them actively within the lifelong education promotion system by developing a variety of multicultural education programs considering the characteristics of adult learners such as age, occupation, and area in the domain of lifelong education.

4. Universities' Lifelong Education Support System

The "Universities' Lifelong Education Support System," which was launched in 2008, is a project to create driving forces for future society by restructuring a current higher education system focusing on school-aged students into an 'adult learner-friendly higher lifelong education system.' From 2008 to 2011, the project was centered on non-academic centered lifelong education programs and focused on strengthening lifelong education functions of higher education institutions. Since then, NILE have focused on acquiring adult learners for a degree program in earnest. As a result, NILE has expanded opportunities for a further study of incumbent people who have worked first and also induced a full-fledged reorganization of the adult-friendly university system by supporting the acquisition of 2nd and 3rd degrees of adult learners preparing for their 2nd act of life.

A. Project Operation Results

The "Universities' Lifelong Education Support System" can be meaningful in accelerating a restructuring of the university system centering on adult learners and also establishing an educational basis for the further study of workers who missed the opportunity of receiving an education and to be able to continue their studies in university. In other words, NILE has expanded and strengthened an accessibility of adult learners to higher education, introduced an adult learner-friendly bachelor's degree system, and developed and operated customized curriculum and teaching methods for adult learners. In addition, this can be evaluated as having laid a foundation of support for adult continuing education centered on higher education institutions which can continuously develop a capability of the aging and information society by focusing on an improvement of the general constitution of universities in education, organization and institutional sector. In particular, since 2016, through the establishment and operation of a new College of Lifelong Education, NILE has established an official supporting system to support adult learners within the domain of higher education and secured the sustainability of universities' lifelong education structurally.

Above all, in 2017, the support project for the "Universities' Lifelong Education Support System" expanded and strengthened the accessibility of adult learners to higher education through the operation of an exclusive degree program for adult learners.

B. Future Tasks

First, it is necessary to strengthen a function of the convergence network between industry, manpower and education within a region and to create an excellent model to lead lifelong education for local communities by fostering base universities for local lifelong learning. In the next step, NILE needs a variety of efforts to reflect the successful mechanisms into the structure of projects so that NILE can ensure a reform of the adult-friendly bachelor's system and an effectiveness of learner support. Finally, it is necessary to carry out national efforts and related research to evaluate an achievement of lifelong education in order to continuously conduct university-centered lifelong education activation support.

5. Parent Education

In accordance with Article 13 of the Framework Act on Education," in October 2010, the National Institute for Lifelong Education was designated as the operating agency of the National Parent Support Center in order to establish a supporting system for the education of parents, so that the parents who are directly involved in the education of their children can exercise their rights to participate in the school and to strengthen their educational capacity. The National Parent Support Center is pursuing a variety of projects so that parents can educate their children in the right direction by having the proper values for themselves in a rapidly changing social environment of infinite competition and systematic parent support policies can be delivered to the parents.

A. Project Development Status

From October 2010 to the present, the National Parent Support has been perusing a variety of projects to establish a basis for parent policy support, to strengthen the capacity of a person in charge of the task of the school parent support centers of metropolitan cities and provinces and to perform a function as a hub of information education between cities and provinces.

B. Progress Results

The following are related projects for the establishment of the parent support policy base. First, in order to develop basic data for a development of the support policy for school parents, user-oriented education for school parents and counselling program, NILE conducted

a survey on the actual conditions and requirements of school parent education and parental counseling, and school parent support center in 2014. Second, in connection with the support of the metropolitan cities and provincial centers and the enhancement of networks, NILE has explored and developed a program suitable for parent education, and then published an operational model for the parent education program in the form of a manual and distributed it. Third, in relation to the education for strengthening the capacity of parents, the National School Parent Support Center has developed and distributed various forms of educational materials for the purpose of providing information about child education and the recognition of the proper role of school parents. Fourth, in relation to providing information about the children of school parents, NILE opened a homepage for National School Parent Support Center in March 2011 to provide parents with more credible educational information online for the purpose of strengthening the education capacity of their children.

C. Future Tasks

First, it is necessary to legislate and amend the law for the establishment of a parental policy base. Second, it is necessary to reflect local characteristics in pursuing parental support policies. Finally, it is necessary to categorize and systematize a variety of educational information that parents need, and to provide reliable information to school parents.

6. K-MOOC(Korean Massive Open Online Course)

In accordance with Article 13 of the Framework Act on Education," in October 2010, the National Institute for Lifelong Educ

A. Project Development Status

The implementation system of the K-MOOC project is as follows. The Ministry of Education is responsible for the planning of the project as a whole. Specifically, it establishes the basic plan for each year, announces the project based on the plan, and finally approves the participating universities selected as the university or the lecture unit. It also plays a role of selecting and honoring excellent lectures and support personnel.

NILE operates the project in a practical manner, establishes and implements a detailed implementation plan in accordance with the basic plan of the Ministry of Education. Specifically, NILE selects universities that can participate in the project in line with the

Ministry's project announcement, and conclude agreements with selected universities. It is one of the important tasks to cover the project expenses for universities which have concluded agreements, manage and support them. In addition, it also operates and improves upon a platform that can upload the courses developed by the participating universities. Meanwhile, in addition to carrying out a variety of research and investigations related to projects, NILE also promotes public awareness. It is also an important task to establish a cooperation system with domestic and foreign related organizations.

<Table 4-22> K-MOOC course development and operation status (as of December 2017)

Items		University and Number of Courses
MOOC Leading Universities	Selected Universities in 2015	10 Universities / 109 Courses
	Selected Universities in 2016	10 Universities / 63 Courses
	Selected Universities in 2017	10 Universities / 21 Courses
Sectors and Designated Courses		14 Universities / 30 Courses
Courses funded by financial support project		45 Universities / 90 Courses
University Self-funded Courses		1 University / 2 Courses
KOCW Conversion Courses		9 Universities / 9 Courses
Subtotal		70 Universities / Total 324 Courses

Source: The National Institute for Lifelong Education , Internal data (2017)

Support for a development of K-MOOC contents are made according to procedures such as signing agreements, courses development, contents inspection, final approval of courses, preparation for operation, and operation of courses.
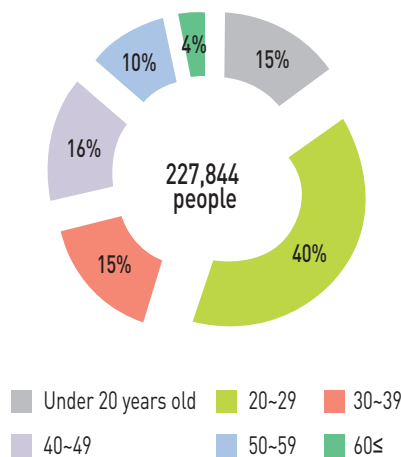
B. Progress Results

K-MOOC has attracted a lot of attention since its opening in October 2015, with over 240,000 visits to its homepage and over 40,000 applicants for the courses in one month. As

of December 2017, about two years after its opening, the number of visits to the homepage reached around 4.74 million, the number of registration of courses reached around 450,000, and the number of subscribers reached around 230,000, indicating that the interest of individual learners is steadily increasing. In addition, as the use of courses such as credit accreditation expands, the completion rate of courses is also steadily increasing.
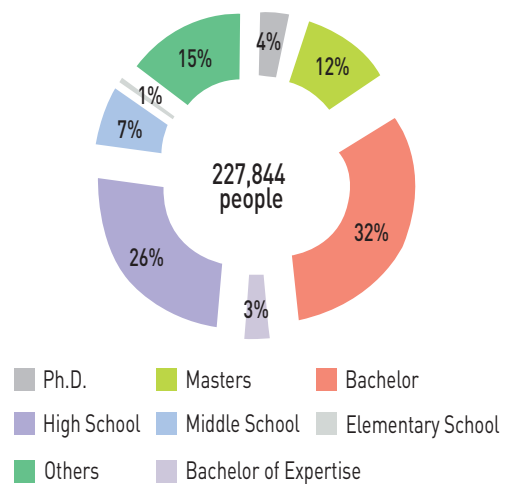
Examining the number of subscribers by age group, those in their 20s (40.2%) account for the largest group, those in their 30s (15.4%) and 40s (15.8%) are evenly distributed, and the number of male subscribers (54.5%) are slightly higher than that of female subscribers (45.5%). The distribution of educational background is the highest among learners at the bachelor level (32.5%), followed by the high school graduate level (25.9%) and learners with master's degrees or Ph.D. degrees reached 15.7%.

Distribution of K-MOOC subscribers by age group (2017)

227,844 people

15% — Under 20 years old
40% — 20~29
15% — 30~39
16% — 40~49
10% — 50~59
4% — 60≤

Source : The National Institute for Lifelong Education, Internal data(2017)

Distribution of K-MOOC subscribers by educational background (2017)

227,844 people

4% — Ph.D.
12% — Masters
32% — Bachelor
3% —
26% — High School
7% — Middle School
1% — Elementary School
15% — Others
 — Bachelor of Expertise

Source : The National Institute for Lifelong Education, Internal data(2017)

According to the survey of applicants for K-MOOC courses in March and July 2017, 84.4% of the respondents answered that the course registrations were helpful in achieving their original course goal. This figure is an increase of 11.6% from 72.8% in 2016. Many universities use K-MOOC courses as credit accreditation or flipped learning courses to provide more active and continuous motivation for learners. In addition, in 2017, NILE has concluded business agreements with the National Institute for International Education and the Korea

Foundation in order to determine areas to utilize continuously. NILE has also concluded business agreements with J-MOOC of Japan, Thai-MOOC of Thailand and FUN-MOOC of France in order to cooperate with overseas MOOCs. Through the agreements with the above institutions, K-MOOC was able to use the expertise of each institution in the planning and development of K-MOOC contents and to lay the basis for using K-MOOC as an educational program of the institutions.

C. Future Tasks

The K-MOOC project is considering a variety of measures to expand the range of applications from employees to retirees in industrial fields, as the number of courses increases and services within universities are settled. In particular, NILE is considering to start a development of specialized courses for this purpose and to provide them in a bundled form from next year. While a main direction of the project has been the digitization of excellence courses in universities to prepare for 4th industrial revolution era of the near future, specialized courses for specific fields are expected to be expanded in order to flexibly respond to the demand for job competency of companies.