

# **Second National Lifelong Learning Promotion Plan (2008~2012)**

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# **I. Background**

## **1. Completion of the 1<sup>st</sup> National Lifelong Learning Promotion Plan(2002~2006) and revision of the Lifelong Learning Act**

In order to build on the achievements of the 1<sup>st</sup> 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 2<sup>nd</sup> 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 1<sup>st</sup> LLL Plan, and 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 it would be effective to draft and implement the 2<sup>nd</sup> National LLL Promotion Plan in linkage with the Korean Government's 2<sup>nd</sup> National Human Resources Development Plan(2006~2010).

In April 2007, the Basic Act on Human Resources Development was newly revised in Korea, giving birth to the National Human Resource Committee and Regional Human Resource Development Association. The Ministry set focus 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 to promote lifelong learning at workplaces, by means of developing a system that would efficiently link work, study and qualifications.

### **3. Going in line 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 World Bank have placed new emphasis on lifelong learning as a key tool to secure social and human capital. The European Union and ASEM recommend member economies to build national lifelong learning blocks that correspond to economic blocks, and promote regional LLL communities.

The Ministry realized the need for Korea to move in line 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' link and lending support for the underprivileged**

Internally, the fast ageing of the Korean population has extended the peoples' 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 circular education system that will provide a diversity of learning opportunities across a person's lifetime, with contents designed to reflect the many different changes that occur on the human life cycle and employment cycle.

At the same time, the Ministry found it important to ensure that the underprivileged gain sufficient access to lifelong learning activities, and set to 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 1<sup>st</sup> 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 in promoting lifelong learning policies and programs nationwide. The efforts were backed by the revised Lifelong Education Act of 1999, leading to the introduction of concrete LLL policies and institutional infrastructure.

The 1<sup>st</sup> LLL Promotion Plan encompassed 26 key policy tasks under five major directions, to implement during the five-year period of 2002 to 2006. The 26 key tasks were again divided into 100 sub-tasks, each being given budget allocations and detailed execution plans.

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

The Ministry selected 76 “cities of lifelong learning” nationwide by the year 2007, providing grounds for the development of regional LLL infrastructure.

Guidelines and models were provided for local governments so as to encourage self-directed LLL development at regions, such as issuing ordinances, building LLL centers, appointing lifelong learning educators, and increasing internal/external networks between cities of lifelong learning. 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 2<sup>nd</sup> chance of education**

As an important part of the 2<sup>nd</sup> National LLL Promotion Plan, the Ministry expanded LLL opportunities for the elderly, the disabled, foreign migrant workers and other needy

people. The scope of support increased from 250 million Korean won for 25 programs targeting the underprivileged in 2002 to 1 billion won for 184 programs in 2007.

Starting 2006, schemes 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 public and private organizations.

#### **(4) Secured legal grounds and increased budgets for LLL**

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

Legal and institutional improvements paved 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 governments, helping meet the increase of demands for lifelong education policies and programs. The budget of the Ministry of Education, Science and Technology’s LLL division grew from 2.5 billion won in 2005 to 16.6 won in 2007.

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

## **2. Limits**

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

A majority of programs set forth in the 1<sup>st</sup> National LLL Promotion Plan were mere additions to existing individual policies and programs, calling for the need to secure more relevance and inter-linkage between programs, and to set up a systemic 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 HRD, regional HRD, culture & arts, and LLL policies.

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

Reviews identified the need to develop a circular education model that would lead adults freely to and fro between study, employment and welfare. As proved in the fact that the higher education enrollment rate of Koreans 35-years-old and over is only 2.9 percent, among the lowest of OECD members, Koreans yet hold the recognition 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 in human resources development and management. It also implicates the need to shift the heavy study burden of primary and secondary schools to the fields of higher education 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 on the decrease 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, lower than the OECD's 2002 average of 52 percent and considerably lagging behind when compared to major advanced countries.

Another problem is that the participation rate shows wide difference 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 in this era and in the future, which calls for the development of creative economy, creative capital and creative society.

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 16<sup>th</sup> out of 45 countries in the Global Creativity Index, and a low 38<sup>th</sup> rank 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 computer, science and technology. In the next five years, experts estimate a sharp increase of demands for computer scientists, semiconductor engineers and fiscal managers.

John Howkins(2001) forecasted a growth of demand in creative industrial areas, such as R&D, publishing, software, TV and radio, design, music, advertisement, architecture and fashion. Richard Florida(2006) analyzed that creative industries marked the single upward development among U.S. industries in 2006, producing 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 more than doubled over the decade, from 31 years in the early 20<sup>th</sup> 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 Korea’s entrance into an aged society. Estimations are that the 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, which 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, which 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 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, which are the difficulty of employed females to maintain a balance between work and family life, increasing care demands 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, 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 educational market opening, 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.

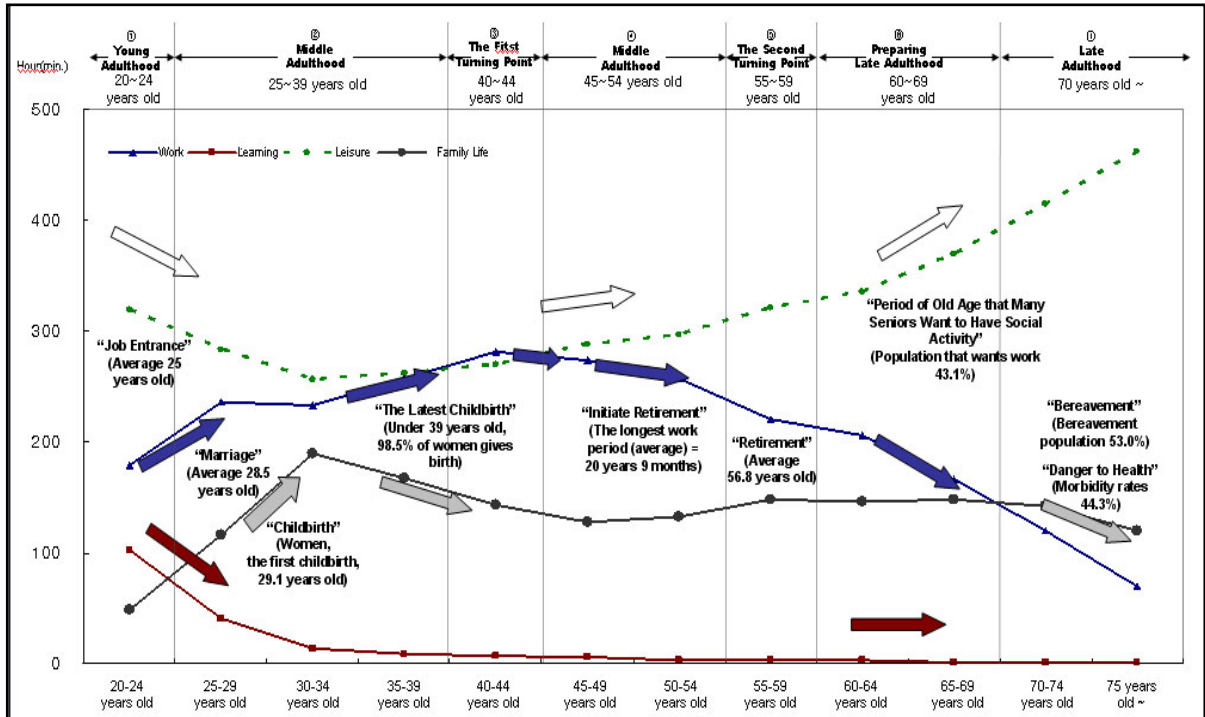
### **(5) Education paradigm: a lifetime of engagement in learning activities**

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 on learning opportunities
- Work(281 minutes): the peak of economic labor/ re-entry of females into the labor market → need to assist the development of 2<sup>nd</sup>-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 2<sup>nd</sup> 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 three core policy areas of self-actualization, improved employability and social integration, all three factors being closely inter-linked with each other.

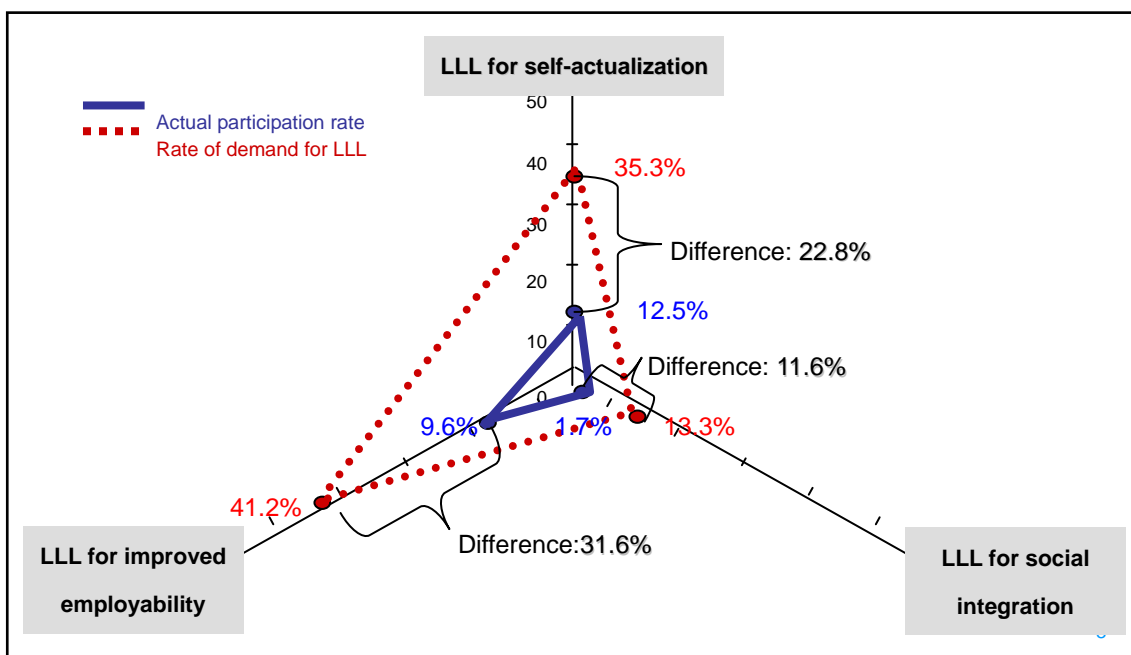
Division	Self-actualization	Improved employability	Social integration
Necessity	Individual growth, development of human potential, improvement of life quality	Lifetime of efforts to enhance employability, considering that economic competitiveness significantly affects the quality and opportunities of 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 <sup>nd</sup> 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 elderly, etc.	Education on the roles of parents, family conflict solution programs, generation-link programs, regional community activities, voluntary social services, etc.

**(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 2<sup>nd</sup> 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 new 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 2<sup>nd</sup> 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

Researches show that demands for LLL differ according to different needs occurring at each stage of adult human life. In a learner-oriented approach, the Ministry thus developed concrete LLL policies and programs tailored to the specific needs of different adults, by largely dividing them into seven age groups.

<Major policy tasks by age group>

	<b>Young adulthood</b> (ages 20~24)	<b>Early adulthood</b> (25~39)	<b>1<sup>st</sup> turning point</b> (40~44)	<b>Middle adulthood</b> (45~54)	<b>2<sup>nd</sup> turning point</b> (55~59)	<b>Preparation for late adulthood</b> (60~69)	<b>Late adulthood</b> (70↑)
<b>Major features</b>	Entrance into the world of work	Active economic productivity/ marriage and family life	Peak of economic life/ seeking 2 <sup>nd</sup> 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
<b>Self-actualization</b>	Life planning/ employment/ career development		Preparation for the 2 <sup>nd</sup> 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 <sup>nd</sup> 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	
	The role of parents	Becoming a parent/ nurturing children	Resolving family conflicts between spouses and between parents and children		Promoting understanding between generations	
Social Integration			Participation in community activities/ volunteer social work	Participation in community activities	Participation in volunteer social work	Improving social relationships

## (2) LLL networking

Another important strategy set forth in the 2<sup>nd</sup> 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, and at the same time horizontally integrate 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 exchange and liaison 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

		<b>Central government</b>	<b>Metropolitan cities, provinces</b>	<b>Cities, counties, districts</b>
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	Develop LLL agendas; coordinate government policies and programs	Coordinate and deliberate on LLL programs; foster linkage with related regional organizations	Provide actual lifelong education; coordinate related programs
	Expert bodies	Support LLL promotion activities; conduct surveys and training on LLL; develop programs	Offer LLL opportunities and information; provide LLL counseling; operate programs	Implement programs for active civil participation in LLL
Organizational composition		- Chairman of Committee: Minister of Education, S&T - Committee members: maximum 20 LLL experts appointed by the Chairman	- 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 teaching 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 to 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**

<b>Policy tasks</b>	<b>Performance indicators</b>	<b>2006 Status</b>	<b>2012 Goal</b>
Re-organize the national LLL implementation system and strengthen LLL policy coordination	Functional integration of national LLL bodies	3 separate LLL bodies	Integrate into the National Institute for LL Education
Enhance the professional capacity of LLL educators and increase their appointment	Number of LLL educators placed at LLL facilities	985 (2007)	1,500
Increase the number of LLL cities and raise their quality	Number of LLL cities	57	110
Draw a 'national LLL information map' for better provision of LLL services and information	Number of yearly users accessing the national LLL information map	313,000	1,100,000
Link the national qualification system with the learning account system, so as 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, lacking the function of 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	<b>30~39</b>	<b>40↑</b>
Korea	93.5	85.2	27.4	<b>1.9</b>	<b>0.4</b>
OECD average	98.3	80.5	24.7	5.6	1.6

This partly accounts for the fact that the LLL participation rate of Korean adults aged 25 to 64 rests low 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 2<sup>nd</sup> National LLL Promotion Plan, the Ministry intends to provide early and mid-adulthood learners with easy and continuous access to education 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, the universities will also 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, such as weekend courses and night classes, so that adult learners may access adequate LLL programs according to their job & life cycle availability. In the long run, such courses may develop into the establishment of Departments of Lifelong Education.

## **(3) Better quality for LLL centers affiliated to 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 at bringing 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**

In addition, 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 R&D for 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, such as life design (employment and career development), vocational ethics, basic vocational capacity (teamwork, communication, leadership, and the role of parents). Support schemes are also 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 are non-educated persons. But only 7.3 percent of this age group is currently engaged in LLL activities. With the fast increase of the average life span, Korea anticipates a rapid expansion of the 65 and older age group in the near future (anticipated at 27 percent by 2010, 44.4 percent by 2020, and 66.6 percent by 2030), which calls for appropriate measures to meet the educational demands of the elderly.

In current practice, Korea falls short of providing adequate LLL opportunities that fit the needs and characteristics of the late adulthood period. Most programs targeting this age group are literacy education and basic academic skill 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 2<sup>nd</sup> 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 2<sup>nd</sup> turning point and late adulthood stage, 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 also 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 better understand different generations. Comprehensive programs are being developed together with university hospitals, university-affiliated LLL centers and museums to this purpose, which will offer a one-stop experience of study, leisure, welfare and culture.

### **1-3. Strengthening the link of work-school through junior colleges**

#### **(1) Current status**

As of 2007, students aged 26 and over composed a mere 12.3 percent of all full-time junior college students. Junior colleges are yet recognized as educational providers for the school-aged population, lacking the function of LLL providers. Accordingly, 2005 data shows that only 15 percent of high school graduates sought further learning opportunities in junior colleges during employment.

Reviews also reveal 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 in 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 quota. The scheme will first be adopted at junior colleges outside the metropolitan area, to be expanded step by step later on.

#### **(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. While abolishing this requirement, the Ministry has also allowed all current industrial employees to apply for faculty positions at such consigned programs, unlike previous practice which allowed teaching positions only 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 achieve a bachelor's degree.

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

Increasingly, junior colleges are re-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 also 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 Ministry's 2<sup>nd</sup> phase plan to nurture junior colleges that will lead industry-academia collaboration will be launched in 2009, to last through 2013. Selected junior colleges will be responsible for the development of highly skilled human resources fully capable of meeting industrial needs.

In-school companies will see an increase, with aim to produce manpower tailored to up-to-date economic demands. Currently 40 junior colleges are operating companies within campus boundaries. The Ministry subsidized 18 junior colleges out of the 40 in 2007, with a budget of 5.6 billion won.

Alongside, overseas internships will benefit a larger number of junior college students. The program has been evaluated a success, raising the employability of students upon graduation. As of 2007, the Ministry's budget allocation for the internship program stood at 2 billion won. Approximately half of the budget was spent in sending 352 junior colleges students abroad in the first semester of 2007.

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

#### **(1) Current status**

In Korea, private teaching institutes yet have a meager role in terms of LLL and VET provision. Though the March 2007 revision of the Law on Private Teaching Institutes eased ceilings on teaching hours and tuition levels, the institutes have much room to develop in the field of lifelong education.

As of 2006, 4,039 private teaching institutes offered VET programs for adult learners, such as communication, nursing, design and stenography. This accounts for a mere 5.4 percent of all private teaching institutes nationwide, the number of which reaches 74,503. While the percentage is small, a more difficult problem is that private teaching institutes offering VET programs have been on a continuous decrease since 2002.

In contrast, approximately one-third of persons seeking re-employment are shown to favor private teaching institutes for job training and preparation.

<Facilities and programs offering re-employment training>

(unit: number of organizations)

Division	Vocational capacity development & training facilities				Private teaching institutes	Universities and junior colleges	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				
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 teaching institutes as LLL & VET providers**

Incentive schemes have been devised to support private teaching institutes that offer creative LLL & VET programs of high quality, such as financially supporting their publicity works.

The Ministry also intends to draw more from the employment insurance fund to support those who attend VET programs at private teaching institutes as a part of the Ministry of Labor's vocational training program.

In addition, steps will be taken to develop stronger liaison with the credit bank system, so that individual learning output from such private teaching institutes may be given accreditation and be accumulated towards an individual's degree achievement.

### **(3) Stronger legal grounds for LLL & VET private teaching institutes**

The Ministry is reviewing the possibility of making law revisions so that private teaching institutes offering LLL and VET may be stated as formal LLL institutes within the Lifelong Education Act, not on the Law on Private Teaching Institutes. This will free the institutes from many regulations and allow for more support and development.

In the same line, private teaching institutes offering LLL and VET will be allowed to use names that suit their purpose, such as ‘professional vocational schools,’ and 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 are providing some sort of LLL program as a part of after-school activities. The after-school LLL programs in operation yet again place too much concentration on leisure and artistic topics(46.8 percent of all LLL programs), lacking coverage of subjects such as regional issues, social agendas and professional job capacity-building.

Under a pilot project, the Ministry has been selecting a number of schools every year, which would offer a large variety of activated LLL programs. However, due to the lack of administrative and financial support and appropriate incentive schemes for LLL teachers, the number of pilot schools has not seen any significant increase over the years. This has barred the distribution of best practices and experiences to other schools.

### **(2) Schools as regional LLL centers**

Under a new initiative, the Ministry has 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 education 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 on the basis of a multi-contract
- Model type 4: schools in rural areas make use of closed school sites or unused buildings to provide locals with Korean language courses, weekend courses, etc.

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

In addition, three to five schools under each local office of education are to be designated as LLL base centers to jointly develop programs, rotate LLL educators and offer incentives for the educators. Each local office of education will be provided with a government subsidy of 100 million won for this project, which breaks down into approximately 20 million won per school.

### **(3) Financing sustainable LLL promotion at schools**

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

At schools, principals and teachers will be provided with more frequent LLL training opportunities. In order to raise the LLL literacy of teachers, universities of education and teacher's colleges are also encouraged to set LLL-related subjects as a mandatory course requirement for prospective teachers.

The Ministry's budget plan for school LLL will see a sharp increase over the next five years, starting with an investment of 3.5 billion won during the years 2007 and 2008 to

help schools function as regional LLL centers under a pilot program. 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 further expand the pilot program. By 2012 and after, the Ministry seeks approximately 18 billion won in support for the activation of LLL at schools, coming from all local offices of education nationwide.

#### **(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 LLL festivals. Schools that have showed excellent performance will be designated as base centers of education, welfare and culture, to set a model for other schools.

### **1-6. Establishing a LLL system for military servicemen**

#### **(1) Current status**

Military service is mandatory for Korean males at a certain period of their adult lives, which usually falls in time with their years enrolled in higher education institutions. As of 2004, 82 percent of all enlisted military servicemen were students who had taken leave from junior colleges or higher, and who would thus resume studies upon completion of military service.

Accordingly, demands have been growing among military servicemen to continue their studies and prepare for after-graduation career life, during their period of military service. A 2006 survey conducted by the Ministry of Defense reveals that 39.5 percent of all enlisted servicemen sought participation in LLL programs geared at self-development. Nineteen 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 found to have located job opportunities. 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 which would involve the input of nearby LLL centers, groups and facilities in sharing LLL resources and programs.

## **(3) Military e-learning portal services**

By use of the build-transfer-operation method, cyber PC rooms are being built into each military unit. The rooms are equipped with 16 PCs per unit, which translates into approximately one PC per 10 soldiers. As of April 2007, the Ministry has completed 68 percent of Internet PC provision in this way, as compared to the goal to provide all military units nationwide with PC rooms by the end of 2008.

The Internet PC rooms serve as bridges to self-development opportunities for soldiers, by enabling online foreign language studies and cyber academic studies 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 paved way for a new policy enabling soldiers to earn university academic credits during service. Under the scheme, 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 academic programs that are offered by various universities under the accreditation of the Korea Educational Development Institute's Credit Bank Center, will be able to earn 2~3 credits per program. The credits are to be recognized by the soldiers' own universities or either the credit bank system. To this purpose, a panel of educational experts and professors selected 46

courses offered by six universities as eligible for granting academic credits in 2006. The Ministry is taking steps to increase the number of credit-awarding courses, by providing administrative/financial support for participating universities and reflecting participation in university evaluation.

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

Upon agreement between the three ministries of education, defense and labor, soldiers are exempted from taking written tests towards obtaining certain national technical certificates, such as automobile maintenance and environmental perseverance. The scheme is intended to help enlisted soldiers find more opportunities of certificate attainment while in 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 between different academic attainment levels, employment types and income levels. Demands for LLL also differ in accordance, with an interest to take part in LLL activities found among 81.5 percent of adults with university degrees or higher, in contrast to a mere 19.8 percent among those with primary diplomas or no academic experience.

Though an array of policies have been devised to support the LLL participation of the underprivileged, the scope of support needs much expansion. Government support enabled 3,399 underprivileged adults to attend LLL programs in 2006, a small volume when considering that the population receiving basic livelihood support reaches 1.45 million persons. Government subsidy for LLL programs targeting the underprivileged reached 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 comprehensive 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 involve coordinated partnerships between 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 review the validity of introducing a LLL voucher system for basic livelihood support recipients. Upon research conclusion, the Ministry intends to introduce the system step by step nationwide starting 2010, targeting 50,000 underprivileged adult learners in the first year of system operation.

In another measure to increase LLL welfare, the Ministry has placed focus on developing accurately 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. The Ministry will also give priority support to consortiums that operate LLL programs for the underprivileged, composed of related bodies including 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 been seeing the growth of a new underprivileged group which includes 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, mainly due to linguistic and cultural differences. A critical problem is that unresolved adult difficulties tend to pass on to their children, isolating youngsters from the reach of regular education and normal social life.

Correspondingly, demands have been on the increase for specific programs that would support the 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 attendance of vocational education programs. Another 67.4 percent are in demand for computer literacy education, while 53.5 percent state their need for Korean language education and child-rearing counseling.

## **(2) LLL for multicultural families and migrant workers**

Plans are in place to provide a larger variety and number of LLL programs designed to help the adaptation of persons from multicultural backgrounds, for example Korean language and cultural understanding courses.

Under the Ministry's regional HRD program, interlinked education-culture-welfare programs are also offered to multicultural families and migrant workers, with priority given 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 agricultural families composed of foreign wives with language and culture education, family relationship counseling, family camps, etc.
- Ministry of Culture, Sports and Tourism: offers culture & arts programs, and Korean language & culture courses

### **(3) Regional mentoring services**

In liaison with schools, NGOs and religious groups, the Ministry plans to mobilize qualified regional human resources to serve as mentors for the new underprivileged. Initial steps will involve the voluntary mentor activities of Korean university students majoring in pre-primary and primary education, and foreign students studying in Korean universities.

At the same time, routes will be developed to induce the social contribution of the underprivileged, for example through voluntary social works, with view to help strengthen their sense of self-identity and social ties.

### **(4) Improved multicultural understanding**

Multiculturalism will be better reflected in school curricula, so that students may acquire an integrative perspective towards different cultures. Special programs for multicultural understanding that follow the ‘tolérance’ concept will also be introduced at primary and secondary schools, starting with those where the 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 lack middle school diplomas, accounting for 15.7 percent of the total population of 15-years-old and over. The gap of educational attainment levels poses a significant social problem for Korea, as it easily leads to gaps in income levels and LLL participation.

While literacy programs are provided for adults, a majority of current programs are run by small-sized private organizations and voluntary social workers, whose educational quality is in many cases difficult to verify.

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

As of 2006, 8,370 adults were enrolled in diploma-accrediting LLL facilities, with 681 studying 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**

In 2006, 61 local governments provided a gross financial support of 1.6 billion won for literacy education programs operated by public organizations, private groups and night-school providers, which enabled the education of 140,000 adults. The budget increased to 2.3 billion won in 2007, subsidized by 108 local governments for the training of 330,000 adult learners. Starting 2007, the Ministry is also providing maximum 5 million won in support for non-profit private institutes established exclusively for the purpose of delivering 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 revised Lifelong Education Act includes a new provision allowing for the conferring of primary and middle school diplomas for adults who have successfully completed approved literacy education programs. Steps are being taken to establish standardized procedures for diploma recognition, designate literacy education institutes, develop curricula and textbooks, and evaluate educators and learners. Once standards are settled in, the Ministry will apply the accreditation framework first at the primary level, to be expanded to the middle school level afterwards.

#### **(4) Quality improvement for diploma-recognizing LLL facilities**

Fifty diploma-recognizing LLL facilities are in operation as of 2006, comprising 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.

Administrative and financial support from local offices of education will see a gradual increase. The 2005 gross subsidy of all 16 local education offices was 16.5 billion won, which 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 a level commensurate with subsidies for regular private schools.

Under the revised Lifelong Education Act, educators at diploma-recognizing LLL facilities are now also able to enjoy teacher training opportunities as frequently as regular school teachers do under the Primary and Secondary Education Act.

#### **(5) Framework for a Korean literacy census**

With aim to promote lifelong learning for all, the Ministry plans to conduct a Korean literacy census on a regular basis. As a basis for the surveys, the Ministry is under discussions to develop 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, to be utilized in analyzing adult learner demands and upgrading literacy programs.



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

### **(1) Current status**

Despite growing demands for civic groups including NGOs and NPOs to take up a stronger role in promoting LLL across regions, only 165 LLL facilities are currently operated by civic groups, accounting 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 coverage compared to the total LLL program volume of 100,913.

Two educators are employed in average at each 165 LLL facility run by civic groups, adding up to 329 educators in total. 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, so as 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 ways to link civic lifelong education and voluntary social work, after which it will develop program contents to distribute to LLL facilities between 2010 and 2012.

### **(5) Inducing the corporatization 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, as in other policy areas as well, is the lack of coordination between related government bodies. Ministries are operating separate LLL programs on their own, with little information sharing or cooperation with others.

To counter the ineffectiveness, 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, develop online portals on resident life, and foster 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, and ensure 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, so as 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, and sent down to local governments. From here, 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.

Major LLL programs are also being carried out by a number of different organizations, which largely lack interaction with each other. The Korea Educational Development Institute's LLL Center, established in 2002, is responsible for LLL training and adult literacy programs. The Institute's 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 educational civil servants, LLL experts and others.

At the metropolitan and provincial level, LLL Councils are headed by mayors and governors, being responsible for establishing and executing yearly LLL promotion plans

for their own region. The members of a Council comprise LLL experts, who are appointed by the head of the Council. 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, which are led by the heads of administrative units. The Councils undertake works 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 LLL Center, 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, so as to secure more strength in the operation of the LLL Promotion Institutes.

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

LLL Centers, established at basic administrative units in regions, need functional upgrading if they are to provide comprehensive LLL services for all citizens, from pre-primary youngsters to the elderly, at any time and place they wish. A viable scheme

would be to draw from the resource base of local resident centers, libraries, museums and culture centers, to develop learner-oriented programs that meet actual needs.

The Ministry will provide institutional and financial support for local governments that seek to establish new LLL Centers or enlarge the ground space and refurbish facilities for existing Centers.

### **3-2. Enhancing the professional capacity of LLL educators and increasing their appointment**

#### **(1) Current Status**

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

Though higher education institutions are producing a larger number of LLL educators year by year, the quality of the curriculum has yet to be proved, and programs must be put through regular academic evaluation. A total of 3,113 LLL educators were nurtured at 117 universities and six LLL Centers affiliated to universities in 2007, up 31.9 percent from 2006.

Likewise, an insufficient amount of re-education and training programs are in place for incumbent LLL educators. In 2006, 18 training sessions were held for LLL city CEOs, literacy educators and others, attracting 2,407 participants.

#### **(2) Nurturing high quality LLL educators**

Stricter requirements will be placed for the attainment of LLL educator certificates. University students will be required to complete 30 credits in order to qualify for certificate attainment, up from the current minimum of 20 credits. Curricular improvement and the provision of on-the-job training and mentoring programs are also designed to help raise the quality of LLL educators.

All incumbent LLL educators will also be required to attend additional level-differentiated training during employment, and renew their certificates after a certain period. Legislative steps are currently being taken to this purpose.

### **(3) Ensuring the employment of LLL educators**

In order to increase the employment of LLL educators, the Ministry will include the number of fully-appointed LLL 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 LLL educators the status of professional civil servants.

### **(4) Innovation for LLL educator training**

More regional autonomy will be brought into the training of LLL educators. The distribution of training manuals and trainer education for each region will back this process of decentralization. Increased autonomy will allow metropolitan/provincial offices of education to develop a wide variety of training programs tailored to their regional interests, such as literacy education, citizenship education and culture & arts education.

At the same time, the Ministry will increase program provision on the cyber LLL educator training system, and introduce a training certification system, in a bid to promote the continuous self-development of LLL educators. In 2006, eight courses were offered online including teaching guides for literacy educators on LLL city management.

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

### **(1) Current status**

A 2006 survey by the Korea Educational Development Institute shows that the rate of public LLL participation is 35.0 percent in areas designated as LLL cities, 7.6 percent higher than that in others. The cities have developed quite well over the years in terms of infrastructure. Fifty-six 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, breaking down to 5.6 persons per LLL city.

Even so, the LLL cities yet need to further specialize themselves in their own areas of strength and need, orienting 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, which grew to 76 as of 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 by inducing competition.

### **(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, which Geochang, Gyungnam 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. As of 2006, 2,407 LLL facility heads and staffs at LLL cities attended nine training programs for professional development.

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, in the format of a pilot program. Favorable results have led the Ministry to further foster a workable link of LLL among civic groups, companies and schools within a LLL city, and also exchange program information, share human resources and develop 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 on 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 as late as 2006. LLL statistical surveys are composed of 40 criteria and are carried out across five major areas, marking a wide difference as compared to school statistical surveys, which 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. Indeed, demands are on the increase for more information provision, as proved in average number of daily users logging in to the web page of the Korea Educational Development Institute's LLL Center, which 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. While providing Korean adult education data for

international comparison through the OECD's Indicators of Education Systems(INES) program, the Ministry also intends deeper involvement in the OECD's Program for International Assessment of Adult Competency(PIAAC), together 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 DBs.

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. In 2007, 5,778 different organizations were known to have conducted statistical surveys on lifelong learning.

User-oriented sampling surveys will also be carried out so as 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 the width of human and physical LLL resources in Korea.

The map service will also provide a link to e-Learning lifelong 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's 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. Since 2000, when the government first initiated development of national skill standards, only eight standards have been established in the e-Business sector and others.

A commonly applicable national qualification system is in urgent need, one which 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, there is need to develop new frameworks that would assess and recognize all educational experiences that occur across a person's lifetime, not only those that fall into the category of higher education.

Though the 'learning account system' was initiated under the revised Lifelong Education Act to allow for the management of accumulated individual learning experiences, the system has not seen as much development as desired over the years. So far, the Ministry has been working on a project to standardize the usage of lifelong learning outcomes of seven selected LLL cities, including the management of individual learning experiences, evaluation of LLL programs and utilization of learning outcomes.

## **(2) Developing Korean skill standards**

The government is in the process of developing a more comprehensive set of Korean skill standards, by each industrial sector and level of vocational competence. Surveys are being carried out among HRD sector councils and vocational groups to assess actual site demands for standardization.

## **(3) The learning account system**

Based on the Korean skill standards, the Ministry plans on renewed efforts to advance the learning account system, under a step by step develop plan that will move in coordination with the national qualification system. The learning account system is designed to keep record of accumulated individual LLL outcomes, which would provide means for the potential recognition of credits, qualifications and degrees.

- 1<sup>st</sup> stage(pilot program): complete a pilot program currently conducted at seven LLL cities to standardize the usage of lifelong learning outcomes (2006~2008)
- 2<sup>nd</sup> stage(development): analyze the results of the pilot program and establish plans to introduce the learning account system nationwide

- 3<sup>rd</sup> 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.
- 4<sup>th</sup> 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 rather limited, mostly taking the format of participation 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 between countries on LLL policy planning, program development and HRD, 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, with view to eventually developing a Northeast Asian learning community.

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 LLL 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 including the World Bank, Korea intends to increase official development assistance in lifelong education, in formats such as 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 e-Learning LLL programs.

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

#### **(1) Current status**

As a result of the government's 1<sup>st</sup> 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 2<sup>nd</sup> National LLL Promotion Plan, the Ministry thus seeks to further develop a culture of lifelong learning across the country. To the purpose, 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 for citizens, 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 period, 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, so as to bring in more input from the private sector and thus induce more public interest. The Awards program is currently operated by the Joongang 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 has been given strengthened responsibility 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 blended learning courses that connect with the contents of training programs run by LLL facilities. Steps will be taken to accredit credits earned through such blended learning courses as a part of the credit bank system. In addition, EBS will seek diversification and regionalization of its programs through contracted cooperative ties 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 2<sup>nd</sup> National Lifelong Learning Promotion Plan, during the years 2008 to 2012:

- 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	209	2010	2011	2012
Nurturing creative learners	6,827 (35.3%)	<b>147,986</b> (44.1%)	9,681	20,707	30,466	38,766	48,366
Fostering social cohesion	3,300 (17.1%)	<b>65,880</b> (19.6%)	3,630	7,850	14,000	18,800	21,600
Building infra and networks	9,220 (47.7%)	<b>122,080</b> (36.3%)	15,230	20,700	24,850	28,000	33,300
Total	6,827 (35.3%)	<b>147,986</b> (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 2<sup>nd</sup> 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) (B/A=%)	193 (0.06)	285 (0.08)	492 (0.13)	693 (0.17)	855 (0.19)	1,032 (0.21)

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

## VIII. Looking Ahead: Korea as a Learning Society in 2012

