

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



Monitoring survey results for the Republic of Korea

UNESCO Region	East Asia and the Pacific
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	In the Republic of Korea, the term “lifelong education” is used in practice as an alternative term for adult learning and education. The Constitution of Republic of Korea states that, “The State shall promote lifelong education” (article 31.5). The Lifelong Education Act of Korea defines “lifelong education” as “all types of systematic educational activities other than regular school education including scholastic ability supplementing education, adult literacy education, education for the enhancement of vocational abilities, education for humanities and liberal arts, education for cultural arts, education for citizenship, etc.”
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country’s policy approach to literacy and basic skills.	Literacy and basic skills are recognized as top priorities for ALE policies in the Republic of Korea. The Lifelong Education Act indicates literacy education as one of the six main areas of lifelong education and reinforces that central and local governments should encourage adults to increase levels of basic skills including literacy. Furthermore, since 2006, the Ministry of Education and NILE have been implementing the annual Support Project for Adult Literacy Education to help individuals develop basic adult abilities to realize a more integrated society. In 2014, 306 institutions and 142 local governments received subsidy for management of adult literacy programmes, through which a total of 23,879 learners were provided with literacy education programmes (NILE, 2014).
1.4. Would your country’s ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]	agree
1.4. Would your country’s ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	tend to disagree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	No
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your country ...	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of this regression here.	

<p>2.1.1. Provide the most significant indicator of this progress here.</p>	<p>The rate of participation in adult learning is the most significant indicator that shows the progress of the Republic of Korea in ALE. The 2014 “Lifelong Learning Individual Status Survey” showed that the rate of participation in lifelong learning for Korean adults (aged 25–64) was 36.8%. With this, the lifelong learning participation rates from 2009 to 2014 reveal a general trend of an annual increase. The participation rate in 2009, which was 28.0%, was increased by 8.8% to 36.8% in 2014.</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]</p>	<p>Not selected</p>

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Not selected
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	Yes, a policy framework existed before 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes

<p>2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.</p>	<p>The second National Lifelong Education Promotion Plan was adopted in 2008 and was implemented until 2012. Based on the second plan, the Korean government established the National Institute for Lifelong Education as well as regional institutions nationwide. The third National Lifelong Education Promotion Plan, launched in 2013, will be carried out for five years. The third plan proposed the establishment of a comprehensive system for lifelong education both online and offline, including Provincial Institutes for Lifelong Education, Lifelong Learning Centres for Happiness (LLCHs) and the lifelong education information network. The Lifelong Education Promotion Plan is a national plan developed and implemented every five years in order to promote lifelong education. The Ministry of Education is responsible for drafting the detailed plan, and the relevant ministries and departments review the plan. The Lifelong Education Promotion Plan 1) sets medium and long-term goals for policies regarding lifelong education, 2) establishes a foundation for lifelong education and its vitalization, 3) secures financial resources for the promotion of lifelong education, and 4) analyzes and evaluates policies on lifelong education (MOE, 2013). The link to the document is as follow:http://www.nile.or.kr/eng/contents/contents.jsp?bkind=basic&bcode=DACAAB&bmode=view&idx=BCJDFCECEBDDDB&pageNo=1</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]</p>	<p>agree</p>
<p>3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?</p>	<p>Yes</p>

<p>3.2.1. Describe how the government consults on ALE policy.</p>	<p>According to the Lifelong Education Law, the Korean government established the consultative body as one of the main bodies responsible for developing and implementing national policies for lifelong education with the administrative body and dedicated external organizations. These consultative bodies include the Lifelong Education Promotion Committee (central government level), the Municipal/Provincial Lifelong Education Promotion Committees (provincial or municipal level), and the Local Lifelong Education Promotion Committee (district or community level). The Lifelong Education Promotion Committee is chaired by the Minister of Education and composed of vice-ministerial level government officials, the president of NILE, and experts appointed by the committee chair, and given the responsibility to deliberate on, coordinate, analyse, and evaluate national lifelong education policies. At the municipal/provincial and district/community level, the regional lifelong education committee must involve the participation of not only the heads of regional governments but also regional policymakers so that each region can discuss and decide its own lifelong education policies. Under the decentralized policy system of the Republic of Korea, even though the central government develops the basic policy framework and policy agendas in lifelong learning, it is the local departments that carry out the detailed policy tasks developed by the central government in accordance with local needs. Therefore, various opinions from each level of government and external experts converge through conferences and in-depth discussions with policy advisory committees in the development process of the national lifelong education policy plans (MOE, 2013). These are the most common ways for the Korean government to incorporate different opinions</p>
<p>3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?</p>	<p>Yes</p>

<p>3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.</p>	<p>The link between the national and local governments (from province level to district level) and the programme networking among the local governments themselves form crucial aspects of the governance structure of lifelong learning in the Republic of Korea. The central government sets up a basic policy framework and establishes the related systems. Afterward, local governments carry out detailed policy tasks in accordance with goals established at the central level. To establish the decentralized governance structure, the Lifelong Education Act defines the duties and roles that regional governments are responsible for, declaring that the heads of regional governments should 1) develop action plans based on the National Plan for Lifelong Education Promotion, 2) establish regional lifelong education committees, and 3) give guidance to provincial/municipal institutions for lifelong education. In addition, the Ministry of Education has been actively supporting local governments in enabling them to take ownership of the promotion of lifelong learning in their regions. With this, one of the main projects is the establishment of a provincial/municipal institution for lifelong education in each region, which was put in place in 2011. The municipal/provincial institutions of lifelong education are the expert bodies established to provide lifelong learning promotion activities in cooperation with the administrative organizations. As of 2015, 15 municipal/provincial governments out of the 17 nationwide totals have established institutes of lifelong education. At the national level, the National Institute for Lifelong Education serves as the main governmental agency responsible for the implementation of lifelong education policies. SOURCE: Ministry of Education. National Institute of</p>
<p>4.1. What percentage of public education spending currently goes to ALE?</p>	<p>1% - 1.9%</p>
<p>4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has</p>	<p>increased</p>
<p>4.3. Does the government plan to increase or decrease spending on ALE?</p>	<p>Plans to stay about the same</p>
<p>4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?</p>	<p>Yes</p>

<p>4.4.1. Give details and provide references where appropriate and URL link if possible.</p>	<p>With the revision of the Act in 2007, responsibilities were given to the local governments to promote and provide funding for lifelong learning in their respective regions. As a direct result of this, local governments in cities, counties and districts emerged as financial providers for lifelong learning. In addition, Article 8 of the Act dictates that the central government, local governments, and heads of public agencies and companies may provide financial support for learning fees in order to expand the lifelong learning opportunities of their employees or other workers. The Korean government puts great emphasis on the fact that a lifelong education policy is of utmost importance in enhancing the capacity of its people. This is the fundamental condition for realizing a creative economy, which the government is eagerly pursuing. Against this backdrop, the Support Project for Adult Literacy Education is being considered a crucial policy for equipping Korean people with basic competencies for their everyday lives, and the government is increasing its budget support every year. Along with this, it is important to provide learning opportunities and related information to Korean people at all times in order to construct a lifelong learning society. Thus, as of now, new policies and projects such as K-MOOC for providing nationwide MOOC services and Damoa Lifelong Education Information Network that collects and distributes information on lifelong education from all provincial and municipal governments across the country are being promoted, and the government budget allocation to these projects is increasing.</p>
<p>5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...</p>	<p>Increased</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]</p>	<p>36.8</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]</p>	<p>2014</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]</p>	<p>25-64</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']</p>	<p>Participation in education and lifelong learning activities, whether formal, non-formal or informal, and included job-related activities during the 12 months prior to the survey</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]</p>	<p>The Ministry of Education. KEDI. 2014. Actual Situation of Lifelong Learning for Korean Adults. (http://kess.kedi.re.kr/index, Korean only)</p>
<p>5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]</p>	<p>Men participate more</p>
<p>5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]</p>	<p>Women participate more</p>

5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Men participate more
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	do not know
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes

<p>5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.</p>	<p>The Korean government is carrying out policy projects, such as the Lifelong Learning Cities Project (LLCP) and Lifelong Learning Centres for Happiness (LLCHs). These projects aim to increase accessibility to opportunities in ALE by constructing educational institutions near residential areas for ease of access, and operate customized learning programmes that reflect specific community needs. Since 2012, the Ministry of Education of the Republic of Korea has been implementing the development of LLCHs, which are lifelong education institutions for local residents. LLCHs prioritize supporting residents in rural communities who lack lifelong learning opportunities. LLCHs are created by restructuring existing facilities within the communities such as libraries, community centres, senior citizen centres, and facilities at apartment complexes as well as the lifelong learning centres. All LLCHs are required to have managers on site. To support the stable management of LLCHs at the city/county/district level, ordinances are issued to establish the administrative grounds for support. Furthermore, base centres for managerial support are available, and here, specialists do their utmost to support LLCHs. At the national level, the Korean government provides financial support for LLCH operations and the National Institute for Lifelong Education delivers technical support, such as providing training programmes and consulting services to the staff of LLCHs. In addition, ICT has been actively used to expand learning opportunities to people who cannot participate in learning due to lack of time or financial resources. At the moment, an online national lifelong learning portal Neulbaeum (which translates into “always learning”) has been in operation since its launch in December 2014, and a national platform (K-MOOC) is currently</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]</p>	<p>Not selected</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]</p>	<p>Yes</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]</p>	<p>Not selected</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]</p>	<p>Yes</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]</p>	<p>Not selected</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Other]</p>	<p>Self-development, such as culture and knowledge</p>
<p>6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?</p>	<p>Yes</p>
<p>6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?</p>	<p>Yes, in some cases</p>

6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, with sufficient capacity
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Not selected
6.5.1. Give references and URL link(s).	Ministry of Education. KEDI. 2014. Actual Situation of Lifelong Learning for Korean Adults. (http://kess.kedi.re.kr/index , Korean only)Ministry of Education. KEDI (2014), Lifelong Education Statistical Data Book. (http://kess.kedi.re.kr/index , Korean only)NILE. 2013. Establishment of Smart Lifelong Learning Delivery System.
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	Yes

<p>6.6.1. Give details and provide sources and URL links if possible.</p>	<p>To ensure the quality of ALE, the Korean government established the Lifelong Learning Educator system—a national certification system for professional educators working in lifelong education sector, guaranteeing a high quality of teaching and learning in the sector. Under Article 24 of the Lifelong Education Act, a lifelong learning educator is defined as “a field specialist responsible for the management of the entire lifelong learning process, from programme planning to implementation, analysis, evaluation, and teaching.” To be certified as a lifelong learning educator, one must obtain a predetermined number of academic credits in the related field from a university and graduate school or go through training courses provided by designated institutions including NILE. In addition, the Act prescribes “the placement and employment of lifelong learning educators,” making it mandatory for municipal and provincial institutes for lifelong education, as well as lifelong learning centres in cities, counties and villages to employ lifelong learning educators. Schools and preschools that run lifelong learning programmes are also recommended to hire lifelong learning educators. SOURCES: National Institute of Lifelong Education. 2015. Lifelong Learning Educator. 2015 Lifelong Learning in Korea, Vol. 1. URL LINKS: http://www.nile.or.kr/eng/contents/contents.jsp?bkind=basic&bcode=DACAAB&bmode=view&idx=BCJDFCECEBHAI&pageNo=1</p>
<p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]</p>	<p>a lot</p>
<p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]</p>	<p>a lot</p>
<p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]</p>	<p>a lot</p>
<p>7.1. Indicate the extent to which your country’s ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]</p>	<p>5 = a great deal</p>
<p>7.1. Indicate the extent to which your country’s ALE policy and practice [Follows the World Health Organization’s holistic approach, including mental as well as physical health]</p>	<p>5 = a great deal</p>
<p>7.1.1. Explain your response here.</p>	
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]</p>	<p>Yes</p>

7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Not selected
7.2.1. Please provide your sources.	Ministry of Education. KEDI. 2014. Actual Situation of Lifelong Learning for Korean Adults. (http://kess.kedi.re.kr/index , Korean only)National Institute for Lifelong Education. 2014. A Study on Outcomes of the Lifelong Learning City Project. Korea Institute for Health and Social Affairs. Korea Welfare Panel Study. (https://www.koweps.re.kr:442/eng/main.do)
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]	4 = very important

7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	2
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	1 = not important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	2
7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	In theory, but not much in practice
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	Yes
[Name of coordinating body:]	The Lifelong Education Promotion Committee, chaired by the Deputy Prime Minister and Minister of Education, is responsible for both social affairs and coordinating educational, social, cultural, and employment policies.
[Briefly describe its mandate and activities:]	The committee is comprised of fewer than 20 members and includes the president of NILE and vice ministers from the Ministry of Health & Welfare and other ministries. Through the committee, each ministry discusses and reviews the Lifelong Education Promotion Plan, and reviews issues concerning the evaluation and cooperation of policies with regard to the lifelong learning policies
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Yes

8.1.1. Give sources for checked options.	The Ministry of Education. KEDI. 2014. Actual Situation of Lifelong Learning for Korean Adults. (http://kess.kedi.re.kr/index , Korean only)
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	

8.3.1. Please specify	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]	a lot

8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	a lot
Groups that are the hardest to reach with ALE programmes? [Refugees]	Not selected
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Yes
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities]	Yes
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Yes
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Yes

(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Yes
(b) groups where ALE programmes have had some success [Other]	
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Not selected
9.1.1. Provide sources for the selected options.	Korea Research Institute for Vocational Education and Training. The Human Capital Corporate Panel survey.
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification]	Both
9.2.1. Provide sources for the selected options.	DATA SOURCE: The Ministry of Education. KEDI. 2014. Actual Situation of Lifelong Learning for Korean Adults. (http://kess.kedi.re.kr/index , Korean only)NILE. 2013. Survey on Career Development of the ACBS Learners. (Korean only)
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]	Strong

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Strong

<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]</p>	<p>Strong</p>
<p>9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?</p>	<p>Yes</p>
<p>9.4.1. Give details and provide references and URL links if possible.</p>	<p>The Korean government annually conducts “Lifelong Learning Individual Survey” nationwide to identify the current status of the lifelong learning participation of Korean adults. The survey includes sections on perceived outcomes of Korean adult learners. In the individual status survey, the outcomes of participation in lifelong learning are divided into personal, occupational, and social areas, and the occupational outcomes are divided into four areas, including “helpful to employment, job change, and business start-up,” “improvement of job-related performance,” “increase of income such as bonus and annual salary,” and “stabilization of employment.” REFERENCE: The Ministry of Education. KEDI. 2014. Actual Situation of Lifelong Learning for Korean Adults. (http://kess.kedi.re.kr/index, Korean</p>