

# Quality of Education

**ROK's perspective to move forward beyond 2015**

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# Overall Process of the National Review

- **Coordinating Institute:** Korean National Commission for UNESCO
- **Data Source:** Ministry of Education, Korean Educational Development Institute, Statistics Korea, Journal articles, etc.

## ◦ **Brief Agenda**

1. Introduction (3p)

2. Progress and Strategies (40p)

: progress made & strategies taken for achieving the 6 goals in ROK

3. Conclusion (7p)

: emerging challenges & new visions beyond 2015

## ◦ **Authors**

: 8 writers from different institutes (KEDI, KNCU, NILE, KICE, KICCE, KWDI)

◦ **Support:** Ministry of Education

# Quality of Education: conceptual understanding

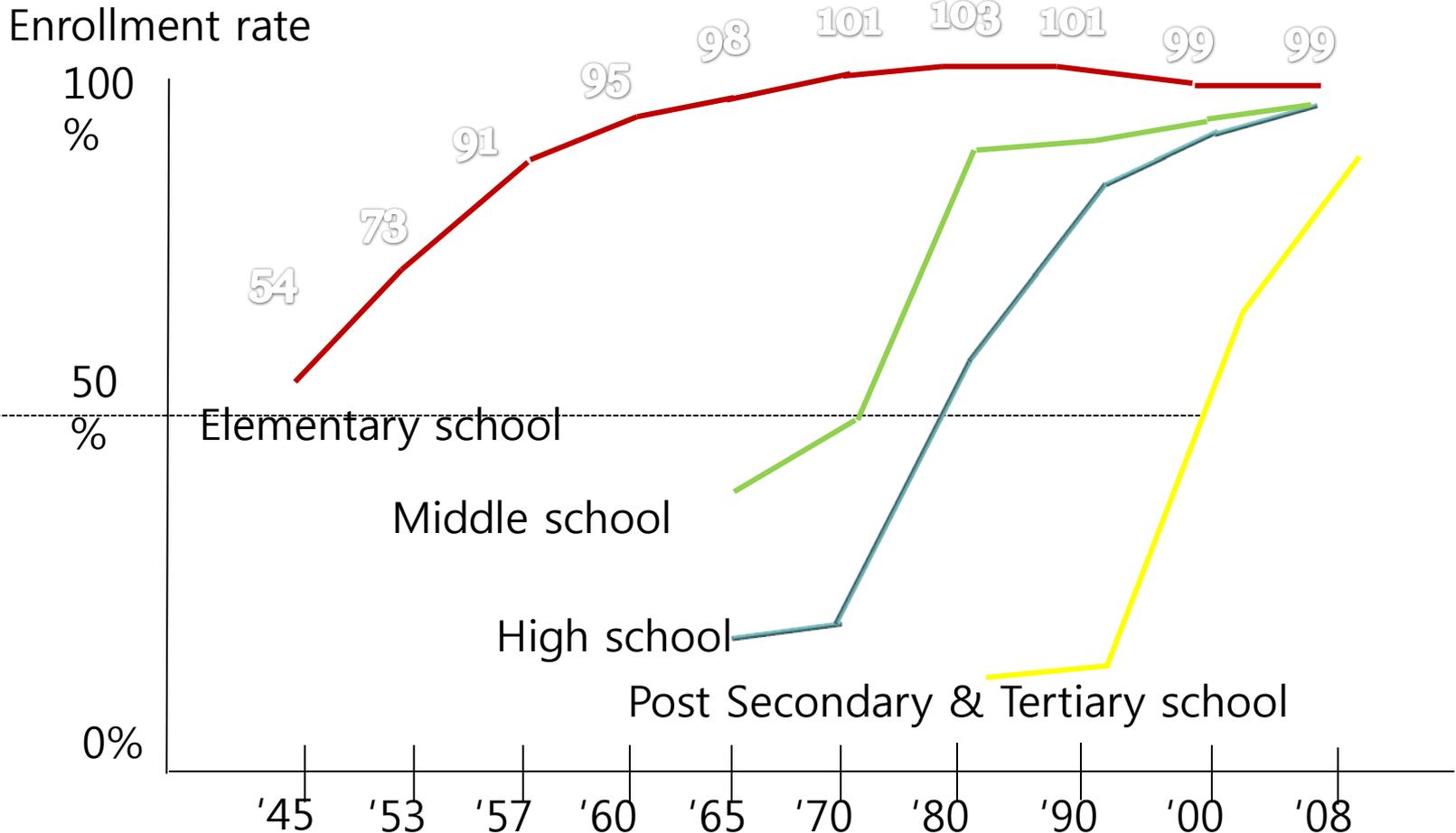
*Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*

## o **Dimensions and indicators of Quality Education**

(UNESCO & UNICEF, 2012)

- : Healthy, well-nourished and motivated learner
- : Welcoming, gender sensitive and safe environment
- : Relevant curriculum and content
- : Learner -centred teaching and learning processes
- : Clear learning outcomes
- : Adequate facilities and learning materials
- : Engagement with local communities and cultures
- : The need for well-trained teachers

# Quantitative Education Expansion at Glance



## Qualitative Education Achievement at Glance

Rank	Reading	Mathematics	Science
1	Korea	Korea	Finland
2	Finland	Finland	Japan
3	Canada	Swiss	Korea
4	Newzealand	Japan	Newzealand
5	Japan	Canada	Canada

Source : PISA 2009 Results: What Students Know and Can Do

## **Tracking Progress**

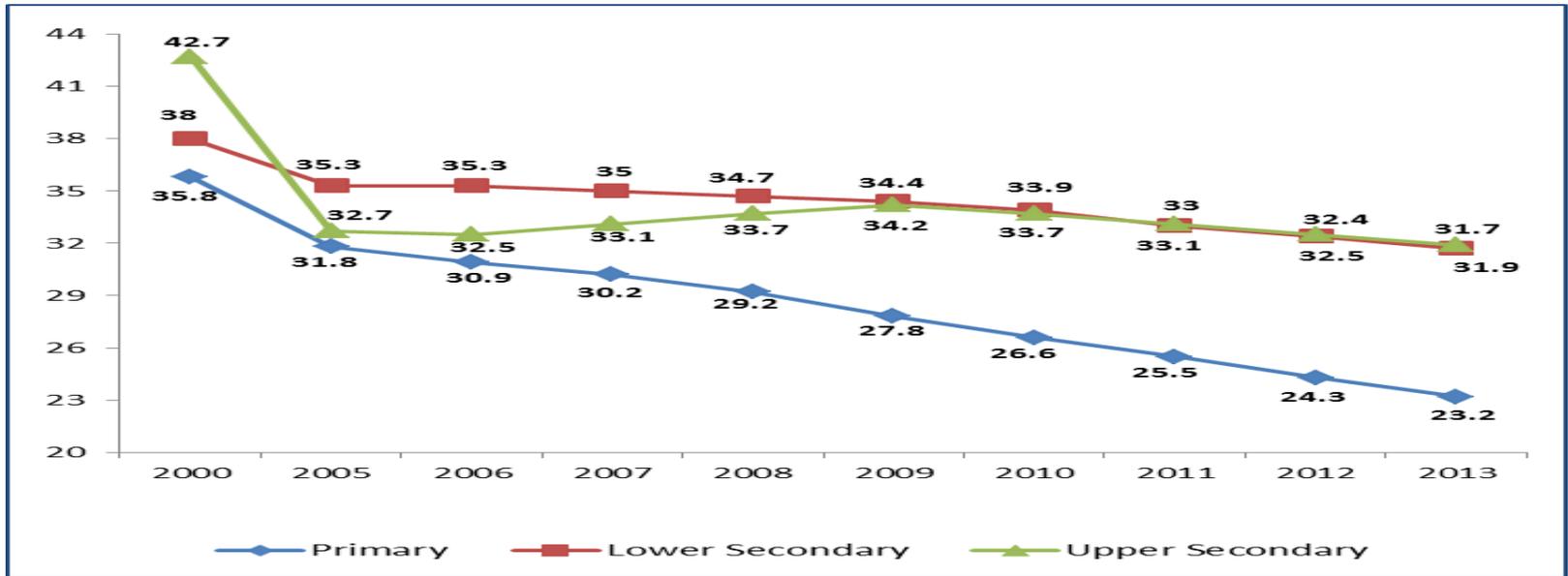
### **: Issues related to EFA Goal 6, Quality of Education**

#### **[Enrollment and Survival]**

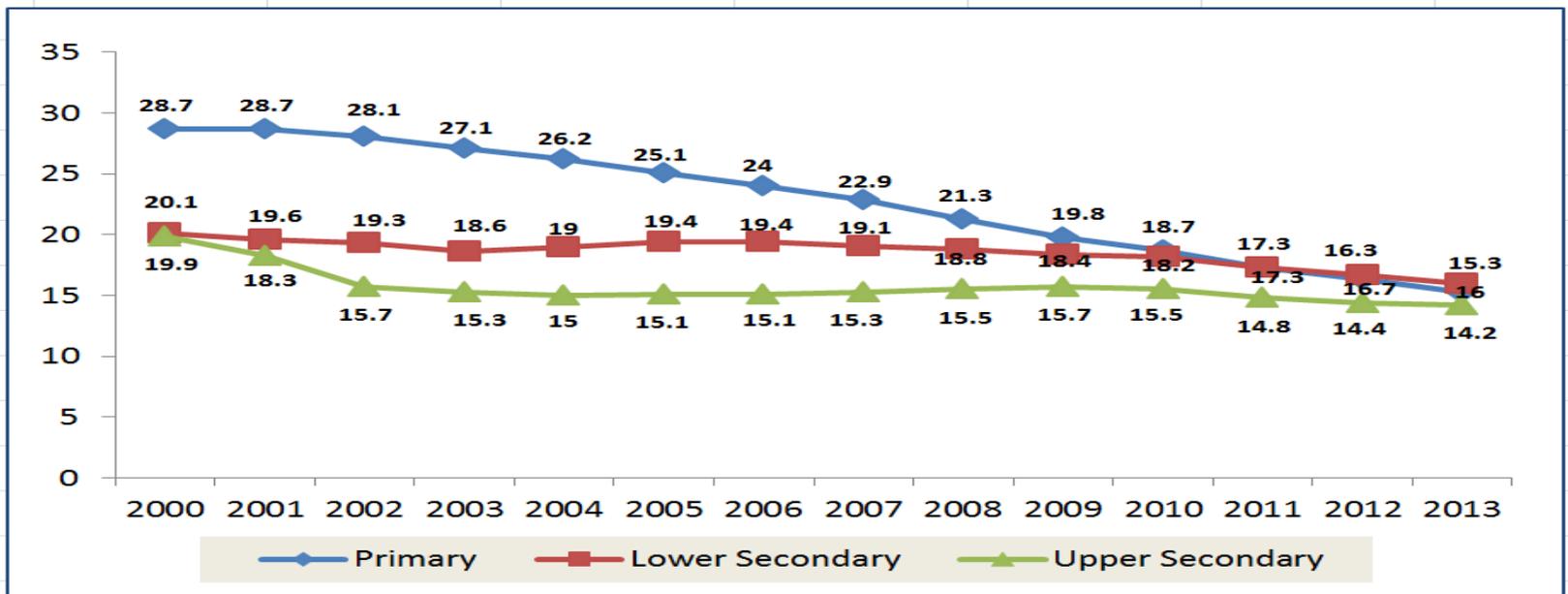
- ROK achieved universal education at primary & secondary levels (since 1960, rate of enrollment 95%↑)
- Survival rate to the last grade in primary school: 98.6% in 2013
- 100% of primary school graduates have gone on to middle schools since 2000
- More than 70% of upper secondary graduates go on to further education

#### **[Students and Teachers]**

- Teachers have been recruited consistently through an open-selection process since 1990
- Government has strived to increase the number of teachers Student-Teacher Ratio(2013)
  - Primary 15:1 / Lower Secondary 15.3:1 / Upper Secondary 14.2:1
- Most of the primary and secondary school teachers have Bachelor's degrees or higher
- Various teacher training programs are provided



Number of pupils in class at primary and secondary schools



Student-teacher ratios at primary and secondary school

# Major Strategies and Policy

## [Revision of the National Curriculum]

- 9 revisions since 1948
- The 6<sup>th</sup> Curriculum: proposed the necessity of strengthening the management of educational quality
- The 7<sup>th</sup> Curriculum: established the evaluation system for the management of educational quality

## [Education Evaluation System in ROK]

- **NAEA(National Assessment of Educational Achievement)**
  - since 2000 / measure the educational achievements of students in primary and secondary education
  - contribute to the improvement of basic academic abilities and school accountability system
  - provides data and information for enhancement of curriculum and teaching-learning strategies
- **CSAT(College Scholastic Ability Test)**
  - since 1994 / national university entrance exam
  - substantial impact on what and how students learn in upper secondary schools

# Issues related to EFA Goal 6: Quality of Ed.

## ○ Policy Analysis

	1948~1960	1961~1980	1980~1999	2000~Present
<i>Policy Concerns</i>	<ul style="list-style-type: none"> <li>• Educational opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Educational opportunity</li> <li>• Effectiveness</li> <li>• Control</li> </ul>	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Autonomy</li> <li>• Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Quality</li> <li>• National competency</li> </ul>
<i>Policy Choice</i>	<ul style="list-style-type: none"> <li>• <b>Compulsory education</b></li> <li>• Reconstructing educational facilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Expansion &amp; Equalization of secondary education</b></li> <li>• <b>Vocational education</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Expansion of higher education</b></li> <li>• <b>Quality improvement</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Higher educational reform</b></li> <li>• <b>Life-long education</b></li> </ul>
<i>Implementation Strategies and Resources</i>	<ul style="list-style-type: none"> <li>• Utilizing foreign assistance</li> </ul>	<ul style="list-style-type: none"> <li>• 5-Year economic development planning</li> <li>• Establishment of a law on local educational finance &amp; fund</li> <li>• Foreign loans to support</li> </ul>	<ul style="list-style-type: none"> <li>• Presidential Commission for Educational Reform</li> <li>• Higher educational reform</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in funding for higher education</li> <li>• Performance-based funding</li> </ul>

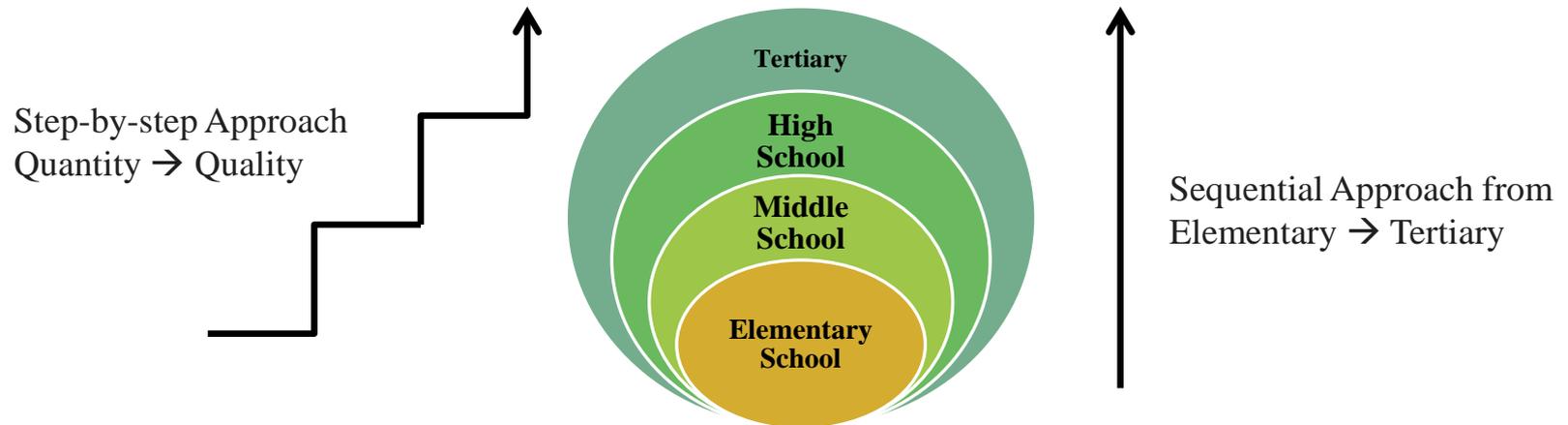
Source: Yu, HyunSook (2011). Korea's National Development Strategies & Educational Policies. Presented at HLF-4 Pre-conference, International Forum on Education ODA: From Aid to Development. Busan, Korea.

## 2. Issues related to EFA Goal 6: Quality of Ed.

### ● Enabling Factors

: **Government-Led Educational Reform: Effective Governance**

: **Sequential policy engagement**



: **Egalitarian Approach & Low-cost Approach**



: **Implementation of Secured Education Funding**

- Increased Government education finance 78.47 billion KRW (1970) → 562.43 billion (1990) → 35 trillion (2008)
- Stable Financial Resource Acquisition : About 20% of total internal tax revenue

# Issues related to EFA Goal 6: Quality of Ed.

## ○ Constraining Factors and Challenges

### : **Double-aged Sword**

- 'success of educational development' VS 'side-effect of remarkable achievement and competition'
- : Growing Achievement **Gap** Between High and Low Income Students.
- : **Crisis** of Public Schooling and Widespread Private Tutoring
- : Top Ranking Academic Achievement and **Low Level of Happiness**
  - Back to the '**Humanity**' and **Quality of Life**
- : Static and **Inflexible** Education System
- : More Comprehensive Educational Support and Diverse Programmes for **Disadvantaged learners and marginalised group**
- : Widening Horizon of Educational Provision to be **democratic, responsible and active global citizens** in Post 2015

# Lessons Learnt & further improvement

## ○ Lessons

: Context-sensitive adjustment and adaptation

- differentiated contexts of nation state, organisation, community, learners

: Measurement of Quality Education

- dilemmas of indicators, guiding questions, policies

## ○ Reshaping for improvement

: Quantitative + Qualitative approaches

- EFA engaging with 'Equity' + 'Excellency'

: Keen attention and alignment with Post 2015 agenda

*“It is certain that an interconnectedness of all development goals with key inter-linkages between education, health, poverty reduction, and gender equality, where improvement in one area has a positive effect on the others”. (UNESCO and UNICEF, 2013:9)*

# Moving forward 2015

## o New paradigm and Quality of Education

### : New landscape of ROK and emerging education agenda

- Foreign residents make up 3% of Korean population (1.50 million foreign nationals)

#### → **Multiculturalism engaging with Education**

: Educational provision for disadvantaged learners whom with multicultural background

- Expansion of Education ODA and global partnership through Education

#### → **Global Citizenship Education for Peace and Cooperation**

: New quality beyond cognitive learning outcome, **non-cognitive learning**

- “Achieving economic rejuvenation, the happiness of the people, and the flourishing of our culture.” (ROK’s current governmental ethos)

#### → **Education for Learners’ Happiness and Happy Education**

: latest policy measures of **Free Semester System and Career Exploration Year**

### : Global agreement on Education and new setting of global education

- “**Education as a development priority**”

- Right to education as an enabling right for the realization of other economic, social and cultural rights, as well as a catalyst for positive societal change, social justice and peace

→ **Ensure equitable and inclusive quality education and lifelong learning by 2030**

# Progress and Big Push for Quality Education

## ○ Critical understanding of Quality of Education

- Not a quick/single outcome, but a complex process itself
- Underlining Non-Cognitive dimension(creativity, critical thinking, self directed capacity, morality, cooperative mindset, social responsibility etc)
- Level of learning, Level of Learner, Level of System

## ○ Systemic mechanism for Quality of Education

: Planning + Implementation+ Evaluation

### Planning

- Vision
- Criteria
- Component
- Baseline Study
- Policy
- Finance
- Designing expected outcome

### Implementation

- Teaching & Learning
- Learning environment
- Human empowerment
- School leadership & management
- Community participation
- Enthusiasm & motivation

### Evaluation

- Quantitative & Qualitative method
- Procedural Monitoring
- Ecological feedback
- Interaction between policy and learners' development
- Managing Outcome & impact

# Next Steps of National EFA report

## Adapting Feedbacks

- Revise the draft based on the feedbacks
- Finalize the unwritten parts(Intro & Conclusion)

## Reviewing & Finishing

- Review the final draft with MoE and authors
- Proofread & check references
- Finish editing & layout

## Submission & Sharing

- Submit the final version to UNESCO Bangkok
- Share the report with relevant stakeholders

**Thank you**

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