Lifelong Learning Cities in Korea

toward resilient society

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I. Changes in Policy Environment

01. Covid-19 Situation
- Digitalization
- Remote Learning
- Untact Service
- Digital Divide

02. The Fourth Industrial Revolution
"A World Without Work" (2020, Oxford Univ, Daniel Susskind)
"Creating New jobs by AI" (2020, UC Berkeley, Prof. Michael Jordan)

03. Low Birthrate and Aging Population

1) School Age Population
- 735 (14.8%)
- 554 (10.7%)
- 509 (9.8%)
- 426 (8.2%)

2) Population over age 65
- 537 (10.8%)
- 769 (14.9%)
- 1,051 (20.3%)
- 1,298 (25%)

* Unit: 10 thousands / '19, Statistics Korea
**Visio**

Sustainable Lifelong Learning Society

**[CITIZENS]**
Lifelong learning enjoyed by everyone
- Lifelong learning rights guaranteed for all citizens
- Lifelong learning opportunities for disadvantaged members of society

**[World of work]**
Enjoyed anytime with jobs and works
- Establishment of Online ecosystem
- Expansion lifelong education of Industrial demand

**[Regions]**
Lifelong learning accessible anywhere
- Improvement of lifelong learning capacity in Grass-roots level
- Supporting local communities to create greater values

**[Systematic support]**
Based on strong foundation
- Improvement of Laws and systems
- Investment expansion and managing
I. Key Indicators of Lifelong Education in South Korea

1. Lifelong Learning Participation Rate

2. Institutions, programs and Learners of Lifelong Education

3. Lifelong Education Budget

4. Lifelong Learning Cities
II. Key Indicators of Lifelong Education

1. Lifelong Learning Participation Rate

The percentage of adults (ages 25-64) participated in lifelong learning activities.

- *Unit: %*
II. Key Indicators of Lifelong Education

2. Institutions, Programs and Learners

Lifelong Learning Institution Trends

Program and Learner Trends

- Learners
- Programs
II. Key Indicators of Lifelong Education

3. Lifelong Education Budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget (Unit: One Million won)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>50,43</td>
</tr>
<tr>
<td>2018</td>
<td>43,28</td>
</tr>
<tr>
<td>2019</td>
<td>43,28</td>
</tr>
<tr>
<td>2020</td>
<td>63,93</td>
</tr>
<tr>
<td>2021</td>
<td>79,91</td>
</tr>
</tbody>
</table>

*Unit: One Million won*
II. Key Indicators of Lifelong Education

4. Lifelong Learning Cities

Cities with adequate foundation for lifelong learning are designated as "Lifelong Learning Cities" (as of 2021, 180 cities nationwide, 80% of cities).

By reflecting unique regional contexts and specific demands of their residents, wide-ranging lifelong programs and activities are offered.
III. Cultivating Lifelong Learning Cities

1. Lifelong Education Governance

2. History of Learning Cities in South Korea

3. Covid-19 and Learning cities
### III. Cultivating lifelong learning cities

#### 1. Lifelong Education Governance

<table>
<thead>
<tr>
<th>National level</th>
<th>Lifelong Education Promotion Council</th>
<th>Conducts deliberation on the launching the National Plan for the Promotion of Lifelong Education, and discusses relevant policy matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan city &amp; provincial level</td>
<td>Lifelong Education Deliberation Council for Metropolitan Cities and Provinces</td>
<td>Conducts deliberation on the launching the Plan for the Promotion of Lifelong Education at the Metropolitan City &amp; Provincial Level, and discusses relevant policy matters</td>
</tr>
<tr>
<td>City &amp; sub-city district level</td>
<td>Lifelong Education Deliberation Council for Cities and Sub-city Districts</td>
<td>Coordinates various lifelong learning programs for citizens and facilitates cooperation among relevant organizations</td>
</tr>
</tbody>
</table>
III. Cultivating lifelong learning cities

1. Lifelong Education Governance

Policy Implementation Institutions

- National Institute for lifelong Education
- Regional Institute for lifelong Education
- Lifelong Learning Center etc.
III. Cultivating lifelong learning cities

2. History of Learning cities in South Korea

Government has designated learning cities since 2001. Starting with 3 cities, now 180 cities has been designated as learning cities.

As a learning city, it emphasizes on

ⓐ building up infrastructures for learning so as to make learning accessible for everyone

ⓑ mobilizing and utilizing resources in region such as universities, learning centers, learning managers

ⓒ collecting the capacities to solve the problems of the community

ⓓ fostering inclusive learning cities

Government introduced evaluation for re-designation of learning cities in 2019. It included incentives for excellent cities and consulting for cities needing improvement.
III. Cultivating lifelong learning cities

3. Covid-19, the and learning cities

- Due to Covid-19, face-to-face learning program has decreased by 6%p in 2021, on-line programs has increased by 3.1%p.

- As Covid-19 spreads, programs relying on digital media,
  - Digital literacy problems emerge
  - Need to support digital skills and to reduce the gap between young generation and middle-aged and elderly people
  - At the local government level, it is necessary to establish a systematic foundation for digital lifelong education
  - Need to try to make the lifelong learning system work in the village
  - Restoration of Local Learning Ecosystem by Developing Local Learning Clubs
III. Cultivating lifelong learning cities

Case 1: Gimje (Jeonbuk), Local MOOC

- Specialized training for non-face-to-face online learning contents
- Development of Digital Learning and Producing Infrastructure
- Support for linked learning using an online

*Producing online learning courses → uploading at youtube → local MOOC*
III. Cultivating lifelong learning cities

Case 2: Geumjeong-gu (Busan), Smart Masters

- Training Smartphone Instructors for the Elderly
- Production of lecture materials on how to use smartphones in daily
III. Cultivating lifelong learning cities

Case 3: Naju-si (Jeonbuk)

- Developing a model of lifelong education for adults with developmental disabilities
- Strengthening the capacity of individual persons with disabilities to stand on their own feet and participate in household activities
Thank you