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Lifelong Learning Cities in Korea toward resilient society

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Ministry of Education





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- II Key Indicators of Lifelong Education**
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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%)
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2) Population over age 65

537 (10.8%)	769 (14.9%)	1,051 (20.3%)	1,298 (25%)
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* Unit : 10 thousands / '19, Statistics Korea

Visio

n Sustainable Lifelong Learning Society

Goals

[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

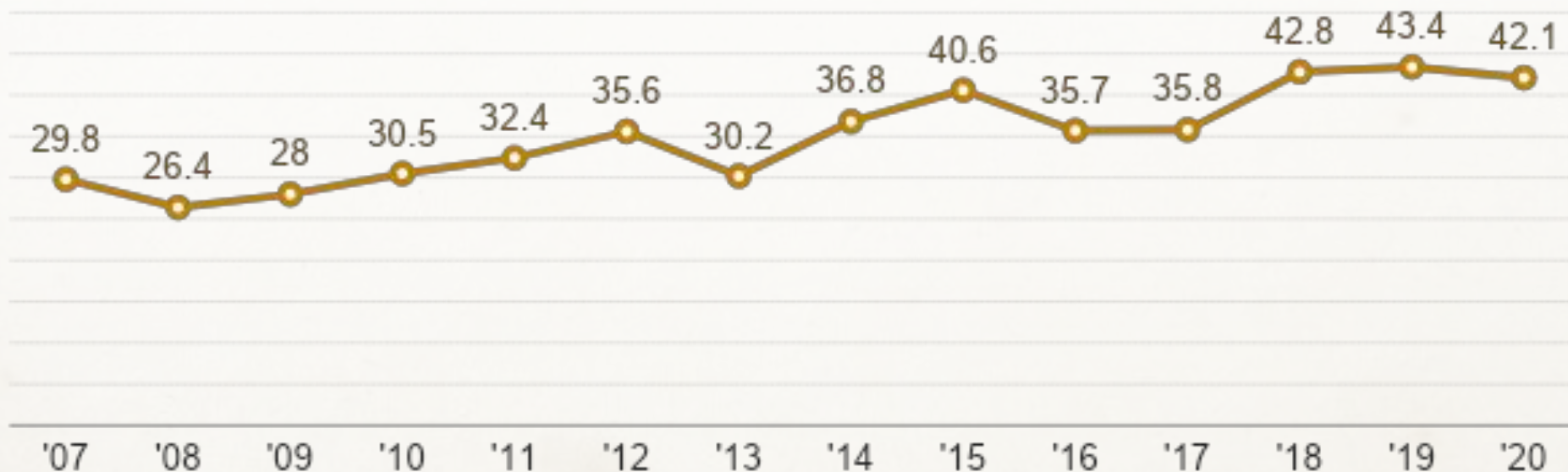


II. Key Indicators of Lifelong

Ed

1. Lifelong Learning Participation Rate

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



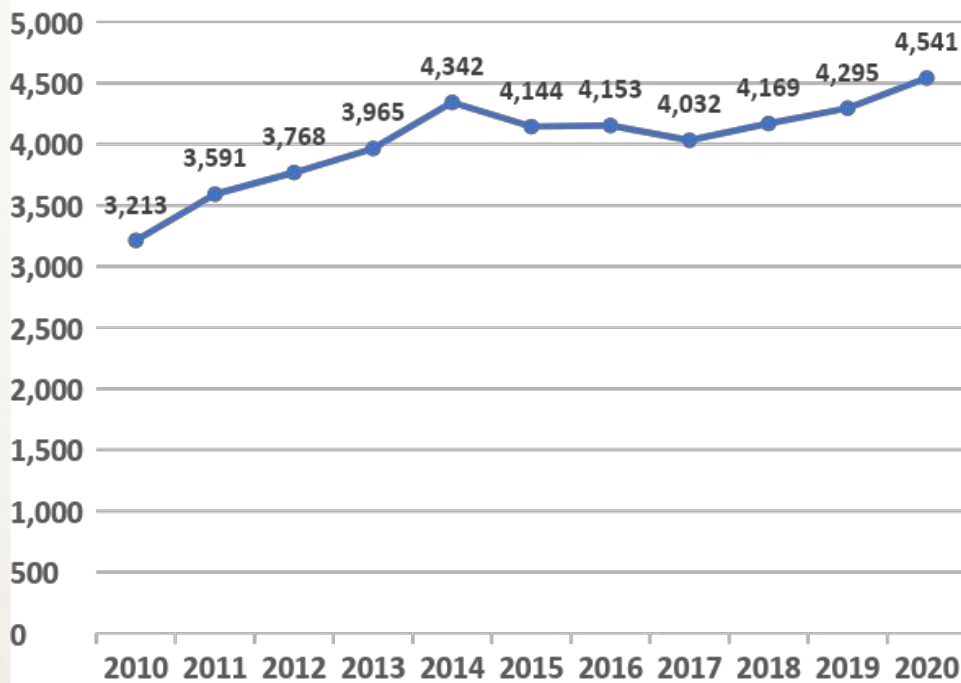
* Unit : %

II. Key Indicators of Lifelong

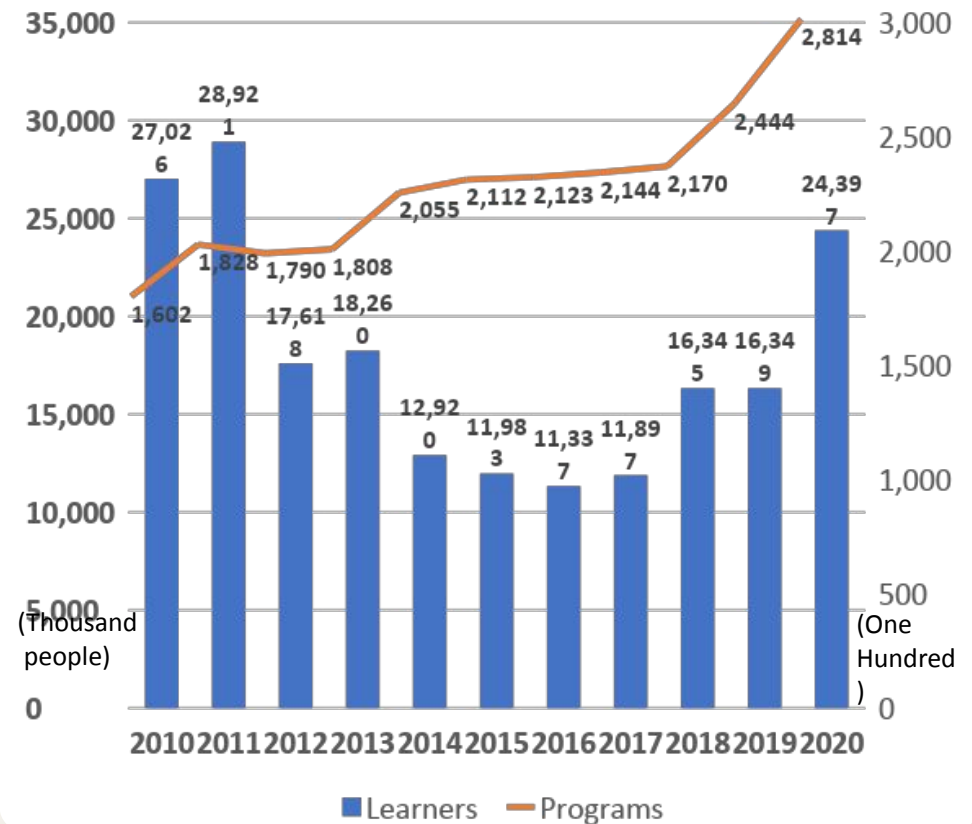
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2. Institutions, Programs and Learners

Lifelong Learning Institution Trends

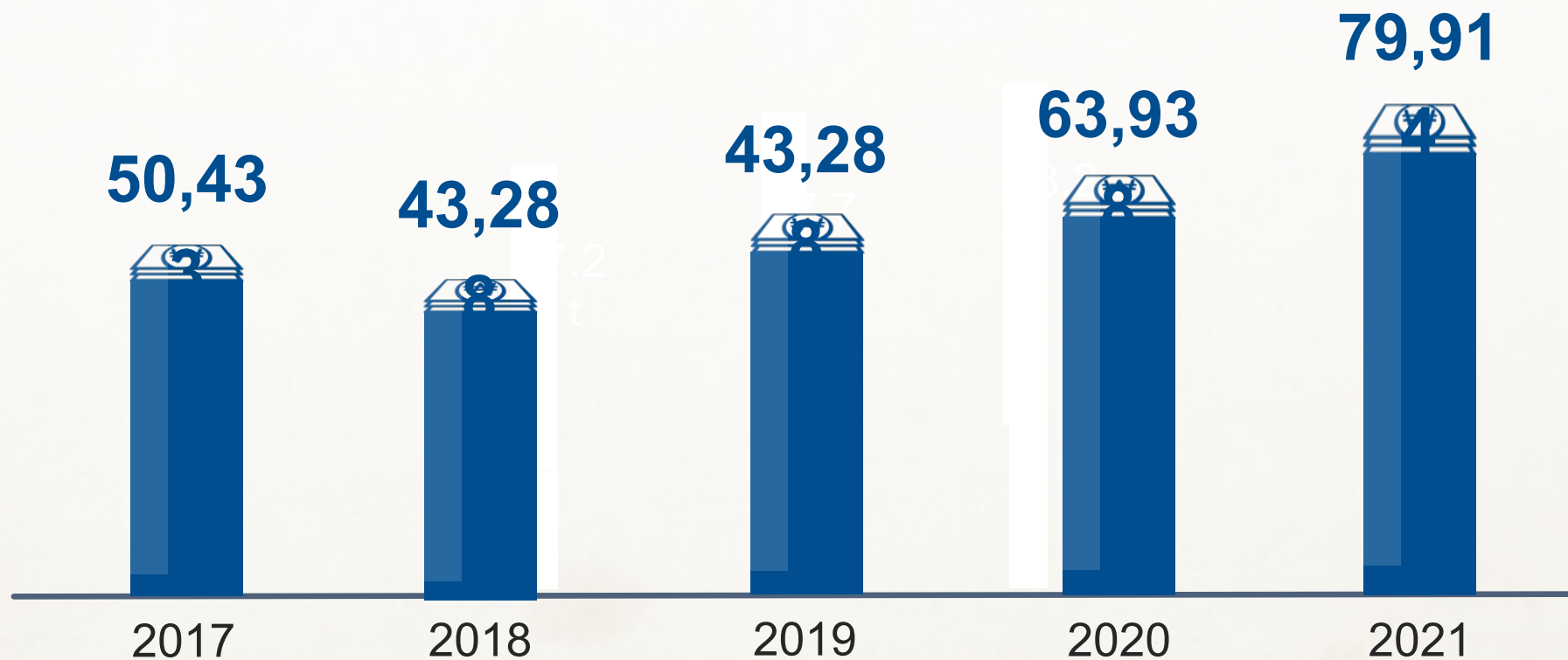


Program and Learner Trends



II. Key Indicators of Lifelong Education

3. Lifelong Education Budget

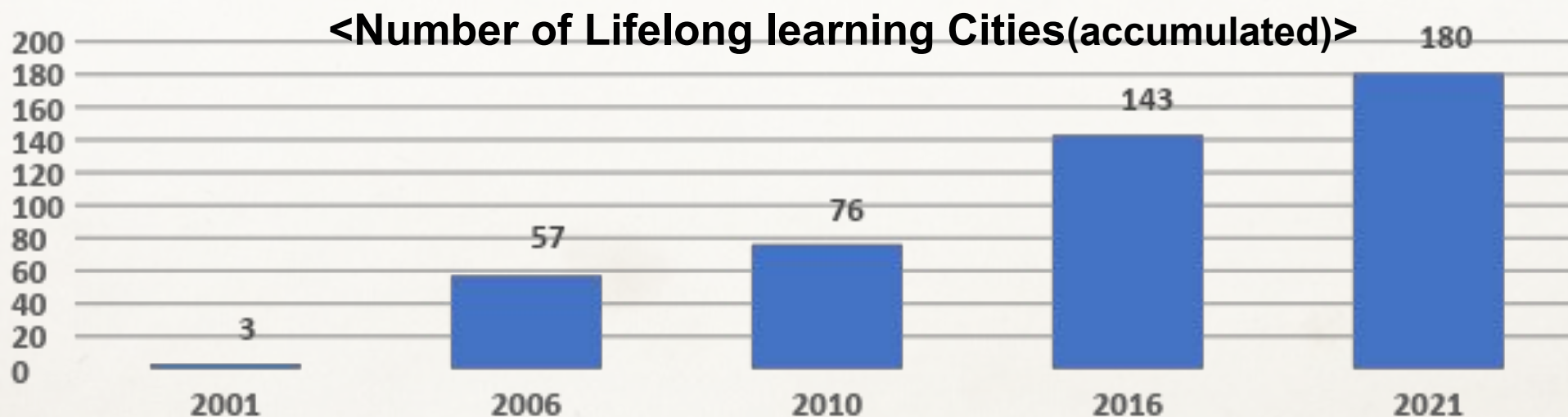


* Unit : One Million won

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 of Learning

3. Covid-19 and Learning cities

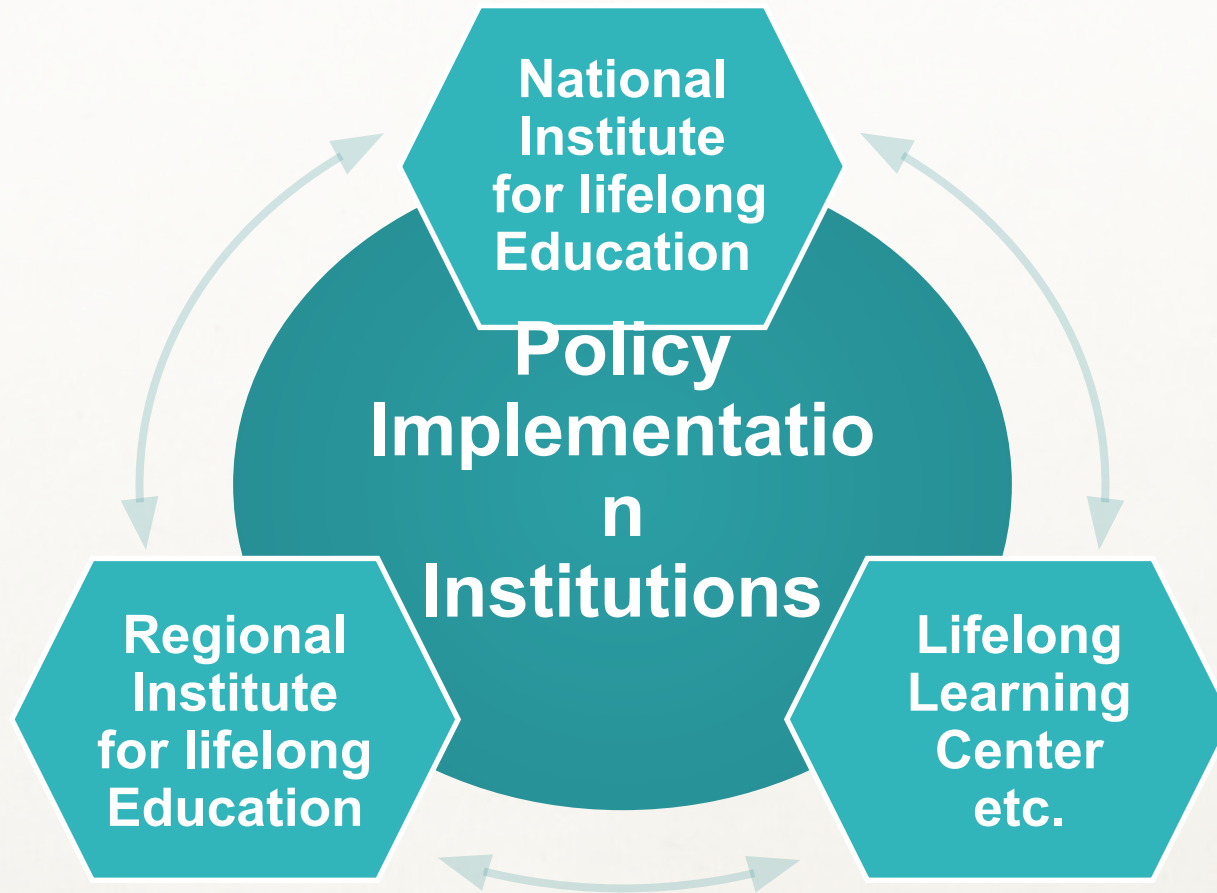
III. Cultivating lifelong learning cities

1. Lifelong Education Governance

National level	Lifelong Education Promotion Council	Conducts deliberation on the launching the National Plan for the Promotion of Lifelong Education, and discusses relevant policy matters
Metropolitan city & provincial level	Lifelong Education Deliberation Council for Metropolitan Cities and Provinces	Conducts deliberation on the launching the Plan for the Promotion of Lifelong Education at the Metropolitan City & Provincial Level, and discusses relevant policy matters
City & sub-city district level	Lifelong Education Deliberation Council for Cities and Sub-city Districts	Coordinates various lifelong learning programs for citizens and facilitates cooperation among relevant organizations

III. Cultivating lifelong learning cities

1. Lifelong Education Governance



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

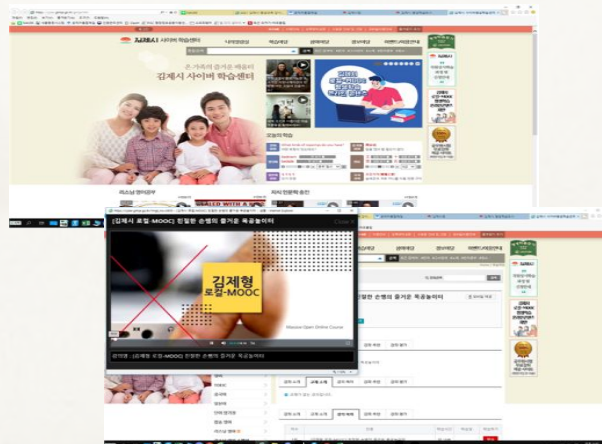
Case 1: Gimje (Jeonbuk), Local MOOC

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

온라인학습콘텐츠 20개과정 제작



사이버학습센터/유튜브 채널 탑재



김제형 로컬-MOOC 운영

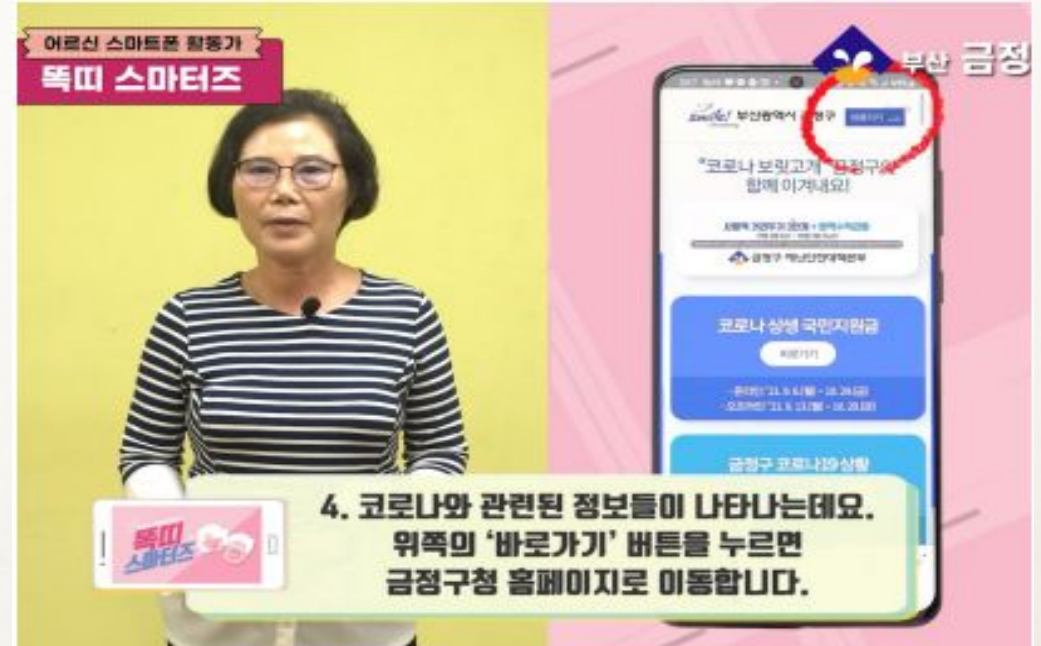


*Producing online learning courses → uploading at youtube → local MOOC

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



장애인 평생교육 / 이젠! 세상속으로 활동모습

Thank
you



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