



University Lifelong Education:

The Example of The Republic of **KOREA**

ASEM LLL Forum
29 May 2012
Insub PARK



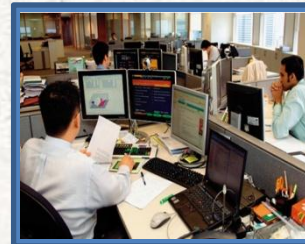
THE OUTLINE

1 *HISTORICAL STAGES OF*
EDUCATION AND THE ECONOMY

2 WHAT ARE *NEW*?

3 WHAT *TENSIONS*?

INDIVIDUAL AND LIFELONG LEARNING





EDUCATION AND THE ECONOMY

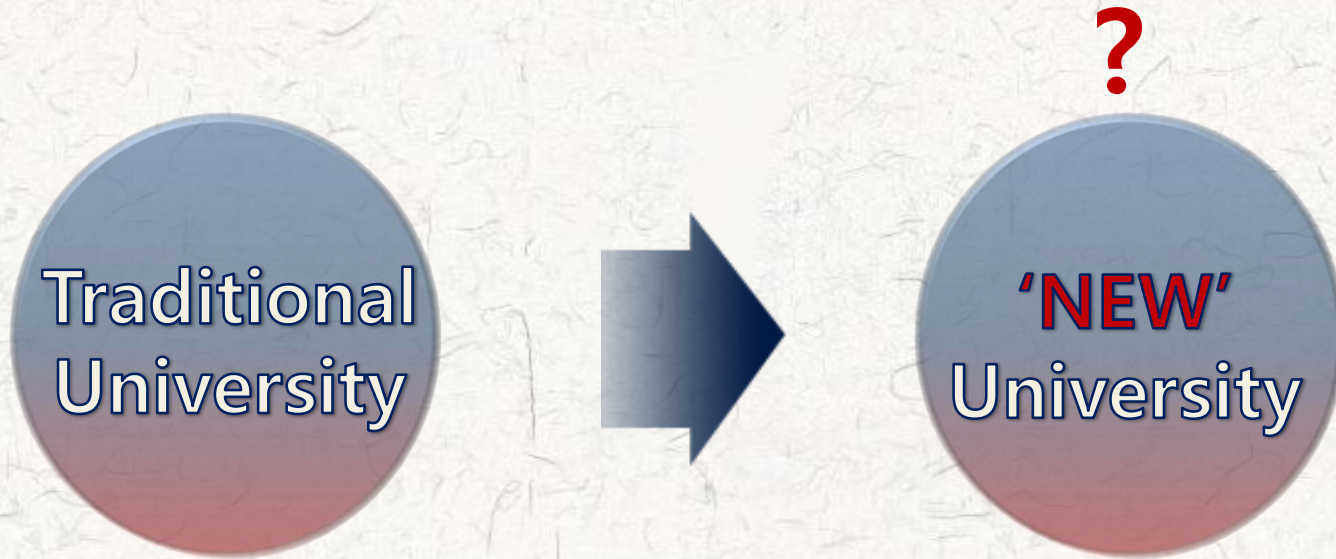
Strategic Co-ordination between Industrial and Educational Policies

	1950s	1960s	1970s	1980s	1990s	2000s ~
Generic Strategy	Labour-intensive Growth Reverse Engineering				→	Innovation-driven Growth Creativity
Industrial Policy	Import Substitution	Light Industry Export Promotion	HCI Industry	Industrial Rationalisation SMEs	Venture Firms Openness	IT-centred Industry Market-friendly
Education Policy	Primary Education		Vocational Secondary Education Nation-funded ST University	Vocational Secondary Education University	College University	University





WHAT ARE NEW?

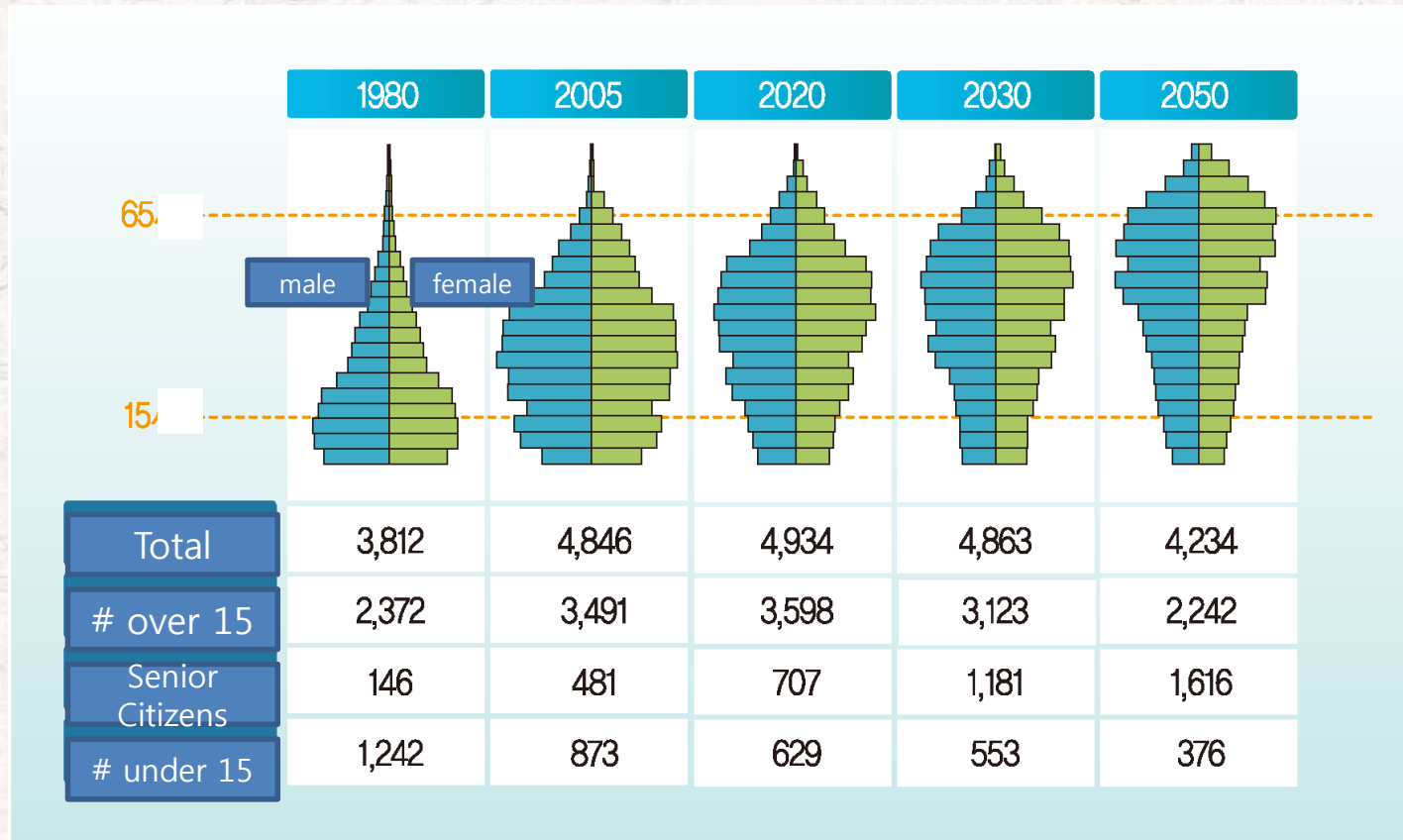


- There have been typically three demands for this:
 - Research Capacity of University
 - Co-operation between University and Industry
 - Adult Friendliness of the University Education System



IN THE CHALLENGING CONTEXT

- Decrease of Working Age Population due to Ageing



The Age entering into the Labour Market: 24.3 in 1999 → 25.0 in 2005.
OECD Average: 22.9 and 23.0, respectively



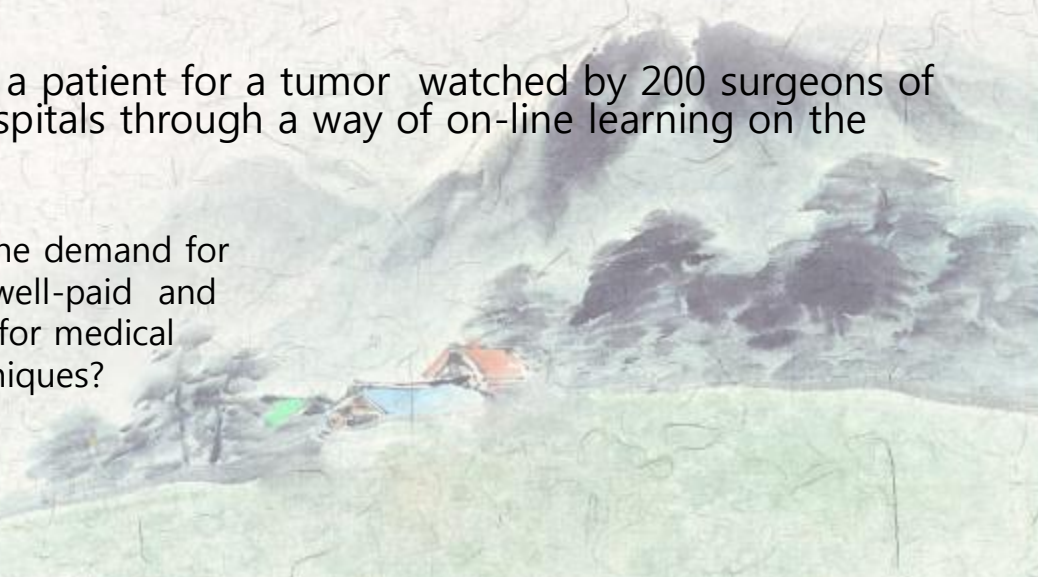
● Longer Work Life-time

- For Late Forties, 17.8 years more to do work
- 1.3 years longer, compared with the survey of 10 years ago
→ Retirement is to be delayed

* Age 45-59, mostly 1st Baby-boomers born in 1955-63 , 11.29 million people, 22.9% of the Korean total population, 8.35 million employed (34.5% of the total employment)

● Demand for Up-skilling

- Performance of an operation on a patient for a tumor watched by 200 surgeons of small individual and regional hospitals through a way of on-line learning on the Internet
→ Is it a sign that there emerges the demand for re-education/learning from for well-paid and high-skilled professionals: even for medical doctors for new operation techniques?





INDIVIDUALS AND LIFELONG LEARNING

* Stages of Education





TOWARDS: UNIVERSITY'S ADULT-FRIENDLY EDUCATION CAPACITY

● Background

- Emergence of the 'new' demand of higher education in the context of lifelong learning and education

● Objective

- To foster adult-friendly universities at which they would be able to work and study possibly at the same time
- In doing so, the state has encouraged the universities to improve their education systems, curriculum, and so on, to be convenient to induce adults, particularly employed people, as students

● Project (2008 ~)

- 1st stage: through Institutes of University Continuing Education
- 2nd stage: promoted to transform the university's system to be adult student friendly
- 3rd stage: focused on two tracks: high-school graduated 'employed' people and over 40 year-old 'employed' ones

A CASE : CNU CONTINUING EDUCATION INSTITUTE

● Professional Courses on Sauces (2007 ~ current)

- Students : Sauce Firms' employed and ones in the region
- Branches established in the region for convenience of their access
- Linkage between firms, the university, and the regional authority





CONFLICTS, CONTRADICTIONS, TENSIONS, ...

- Long-lasting Hierarchy of University
- Decent Job Market?
- Who captures the benefits? and
Who are the powerful interest class?





CONCLUSION

- Universities have been seen as central to innovation and lifelong education in some, but
 - Expansion of HE is NO LONGER a Source of Competitive Advantage on its own in others
- The Korean Political Economy needs to bring back its role of strategic coordination?
 - re-engineer links between education and industrial policies in both local and global context







Thank You

Insub Park

Ph.D.

+82 10 6319 4334

insub@nile.or.kr

Research Interests:

Education and Political Economy

Political Economy of Lifelong Learning and Skill Formation

Education Policy

School Education Effectiveness

