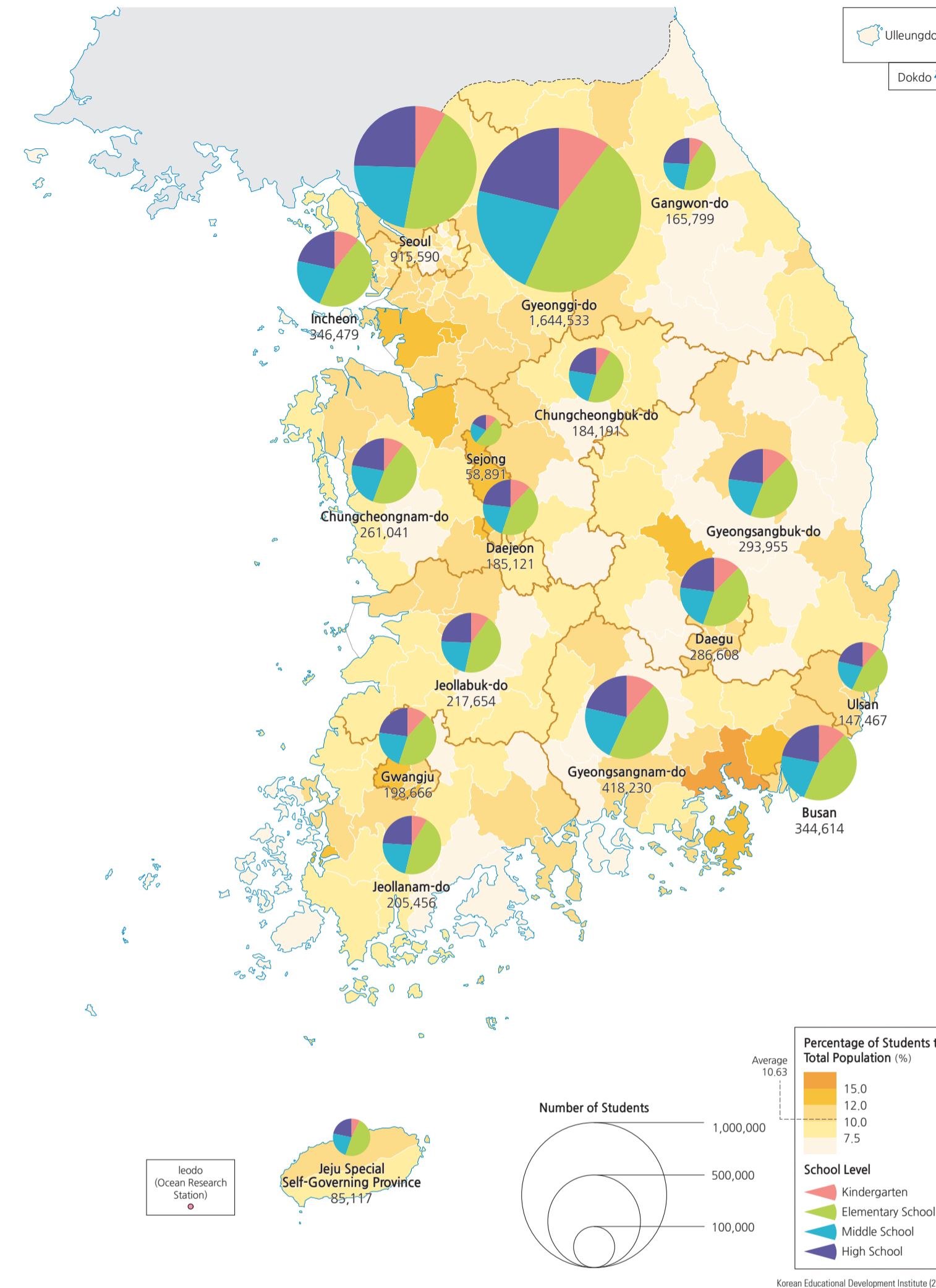
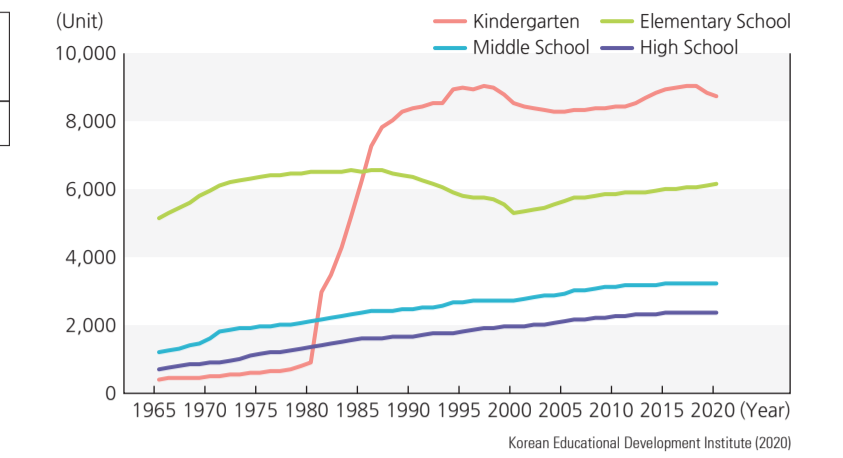


Overview of and Changes in Education

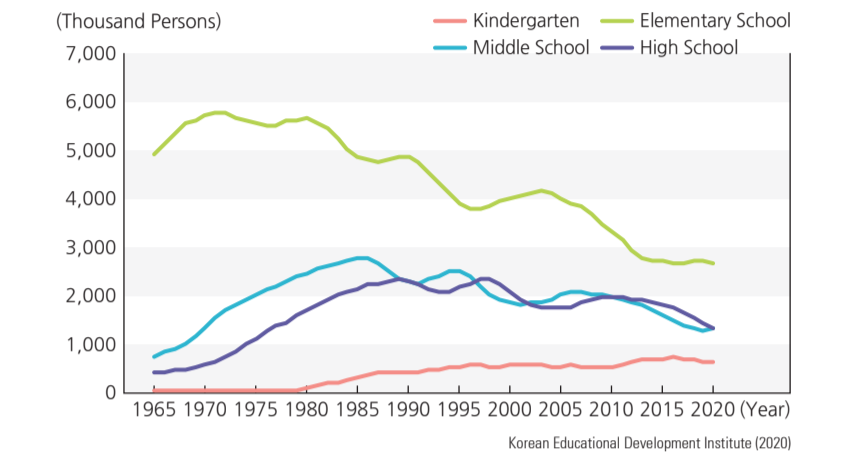
Number of Students by School Levels (2020)



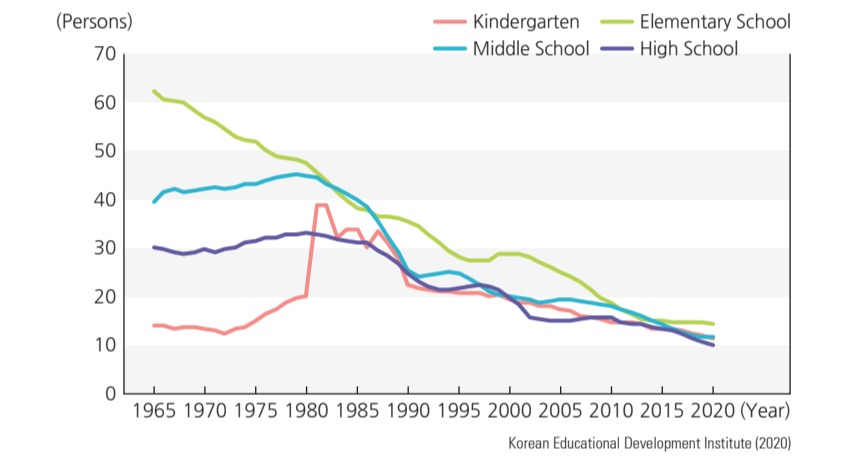
Number of Schools (1965-2020)



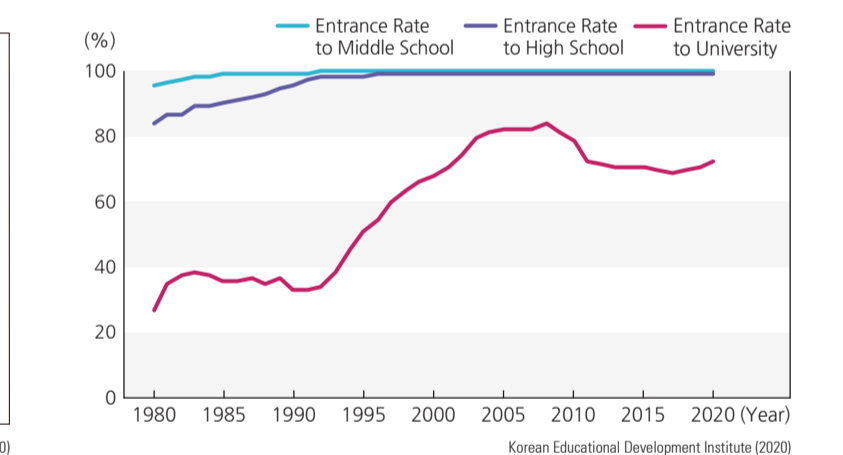
Number of Students (1965-2020)



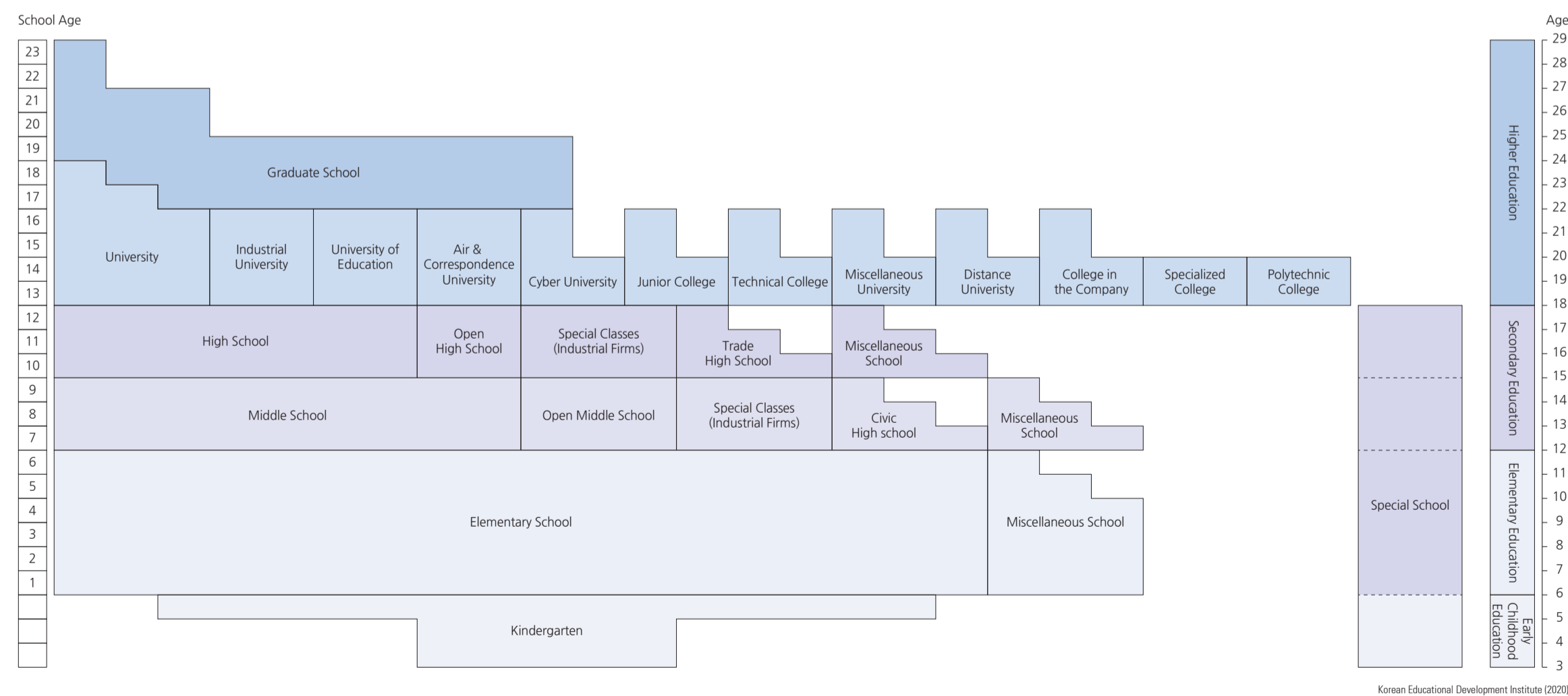
Students per Teacher (1965-2020)



Entrance Rate (1980-2020)



Educational System of the Republic of Korea



Education has become the most important interest and concern for modern Koreans. Education is closely related to all aspects of society at all levels, such as family planning, population structure, household expenditure, residence selection, and city planning. In addition, a high level of enthusiasm for education and a high level of educational spending, including private education expenditures, are noticeable characteristics of Korean society.

Like many countries where modern education begins at the birth of the nation-state, Korean education has undergone significant changes through its modernization process. The Korean school system is comprised of elementary education for kindergarten and elementary school, secondary education for middle and high school, and higher education for college and related levels. Most Koreans acquire at least six years of elementary education and

another six years of secondary education. The proportion entering higher education institutions, including college, is among the highest in the world.

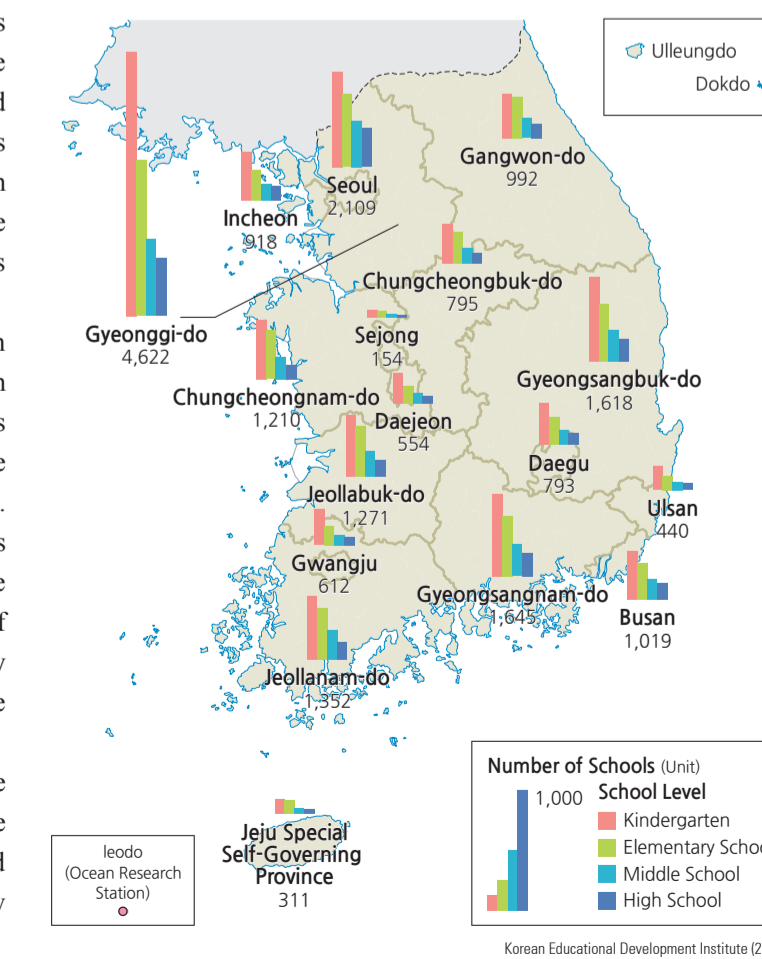
Each education level is offered by various educational institutions. Elementary and secondary education is provided by public educational institutions established by the state, along with a variety of private educational institutions. Various schools

have been established for special purposes in accordance with the characteristics of students. At the high school level, more choices such as college prep, vocational, and technical high schools are available. Higher education is based on four-year universities and two-year community colleges. There are also technical colleges covering various professions. Recently, online and extension colleges and degree programs have been developed. Many graduate schools offer master's and doctoral degrees, and many students pursue graduate study abroad.

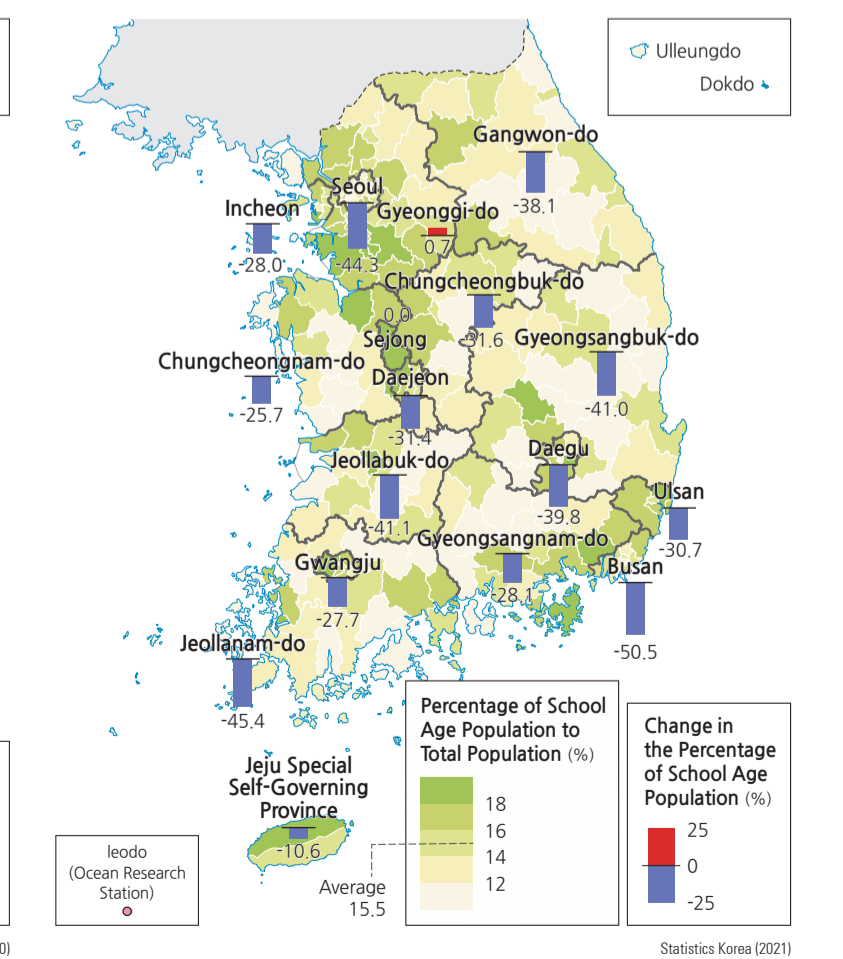
The middle school entrance rate is nearly 100% and has been since the late 1980s, and the high school entrance rate has been close to 100% since the mid-1990s. The number of schools has been consistently increasing, but many elementary and middle schools were closed in areas of population decrease after the 1990s. Kindergarten enrollment has significantly increased since the 1980s as kindergarten education has become more widely available. The total number of students differs by age group, with the number of elementary students decreasing steadily due to shrinking fertility rates. A declining fertility rate has also resulted in a decrease in the middle and high school populations since the late 1980s.

As a benefit, an increase in teacher hirings has reduced the number of students per teacher. Changes in the school-age population vary greatly by region. Gyeonggi-do has experienced an increase in its school-age population, while other regions show large decreases from 2000 to 2020.

Number of Schools (2020)

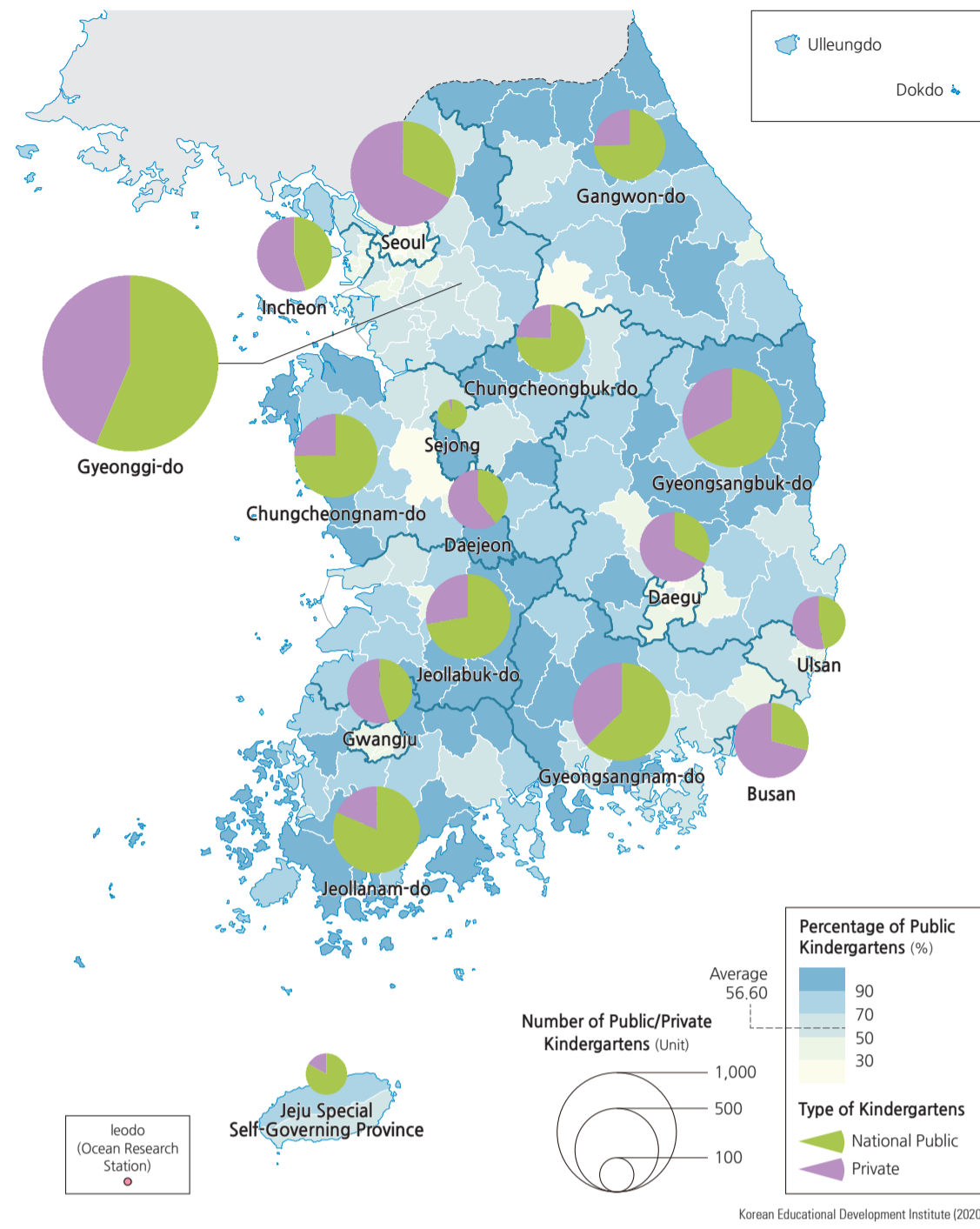


Changes in School Age Population (2000-2020)

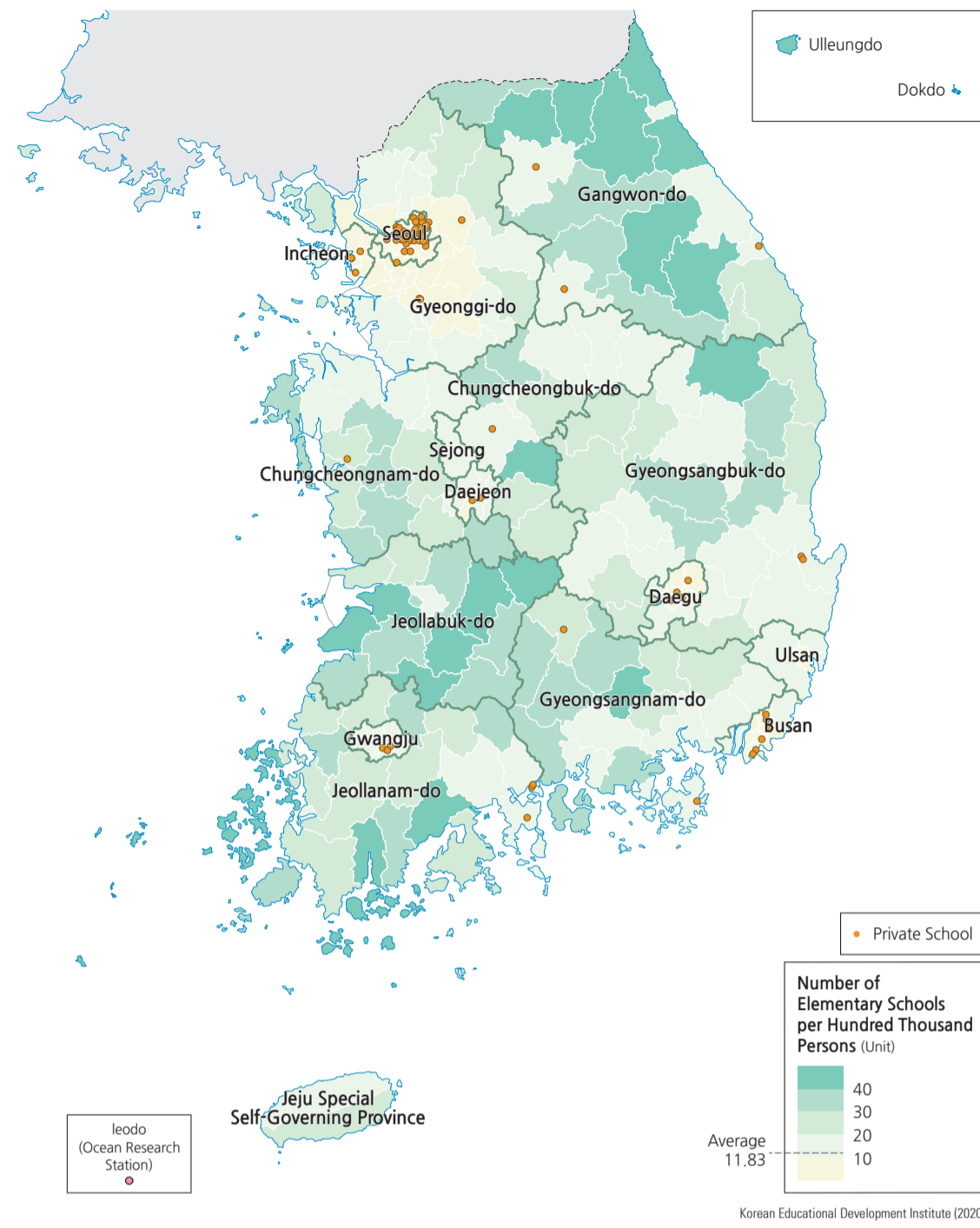


Preschool and Elementary Education

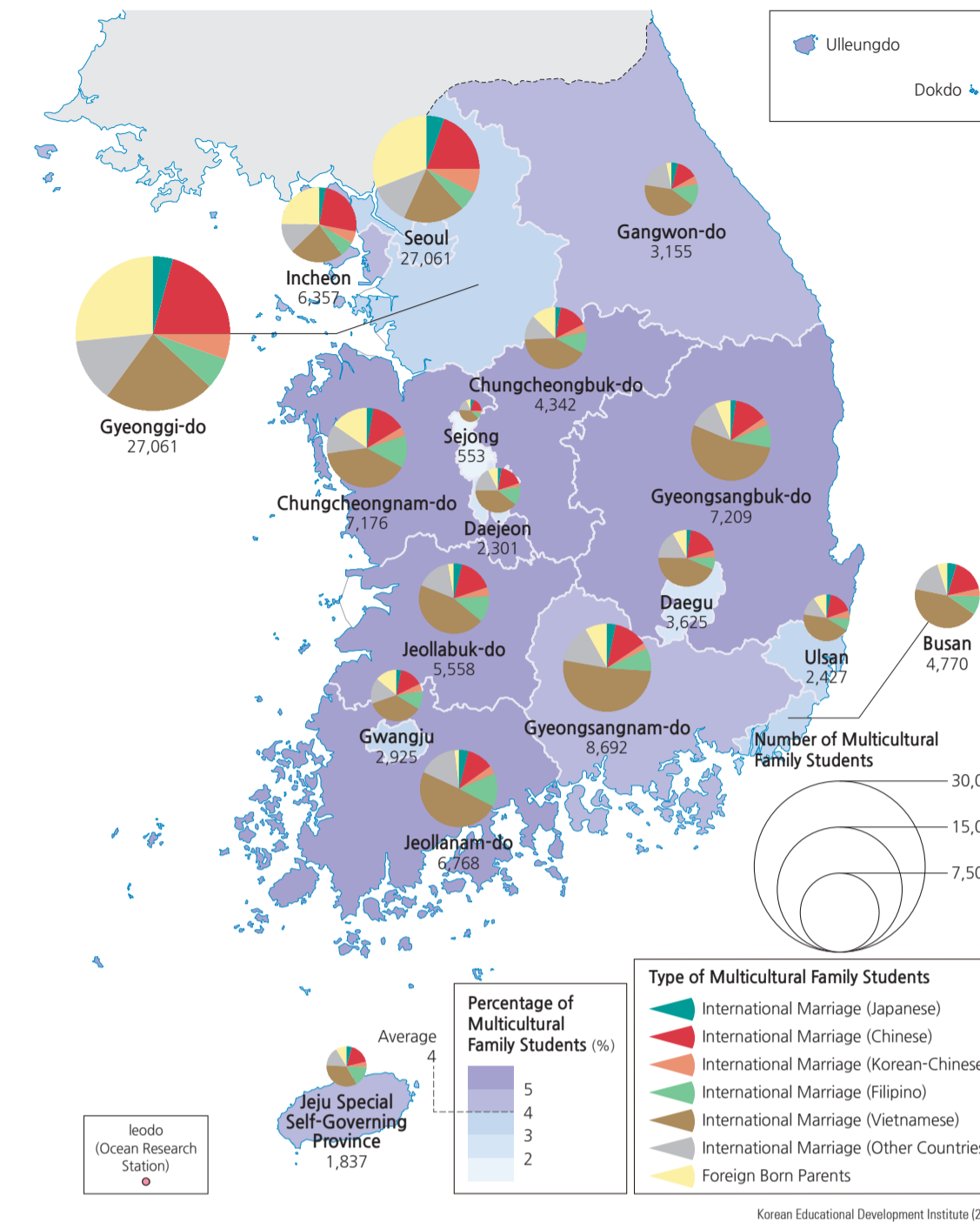
Distribution of Kindergartens (2020)



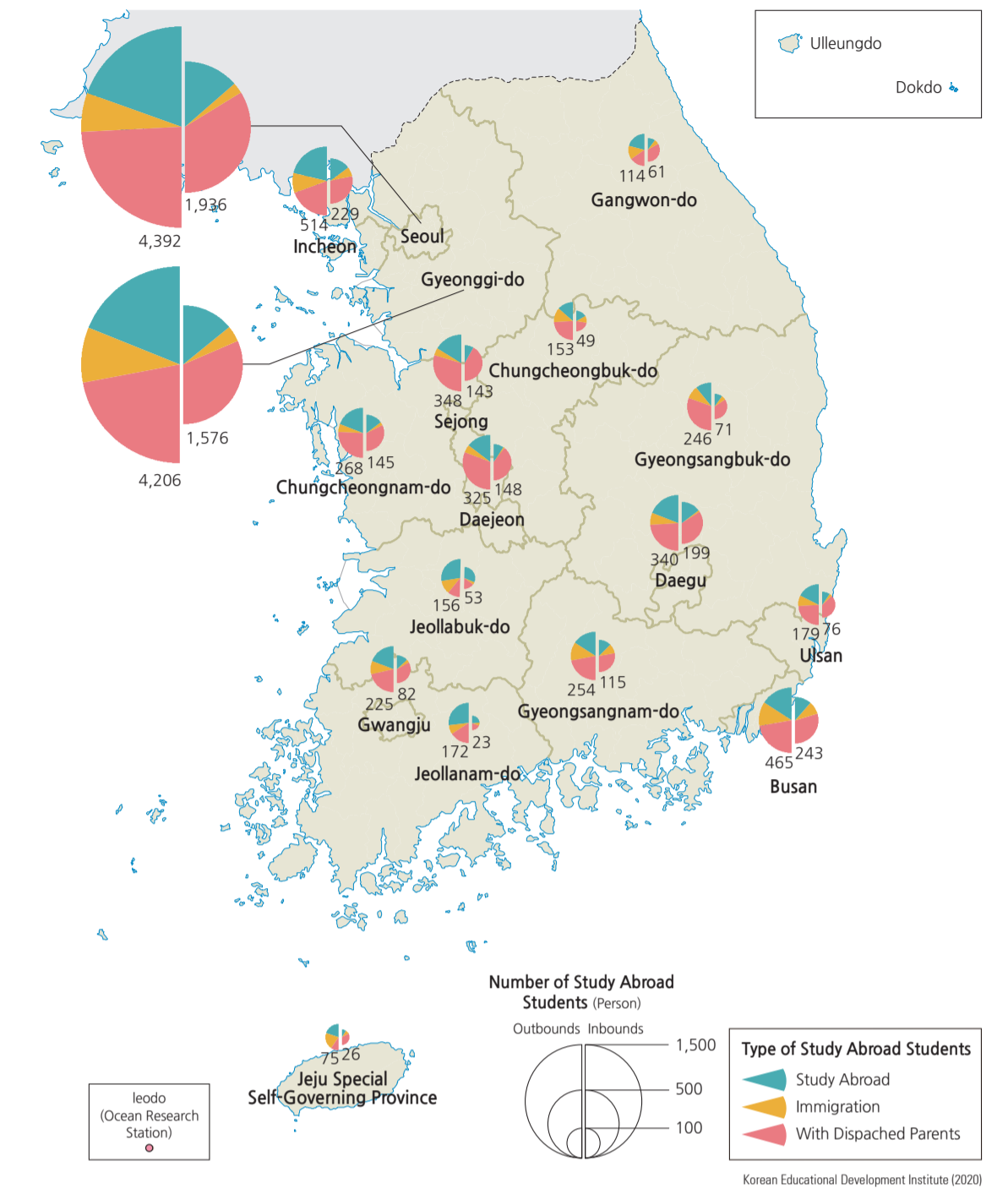
Distribution of Elementary Schools (2020)



Multicultural Family Students in Elementary School (2020)



Study Abroad Students in Elementary Schools (2020)



Kindergartens are operated by national and public, corporate, and private institutions. National and public kindergartens primarily operate as elementary school-affiliated institutions. Various types of private kindergartens with unique educational goals operate in areas with a large kindergartener population. National and public kindergartens are important for preschool education in areas with few kindergarten-age children.

Most elementary schools are national and public. Private elementary schools are concentrated in certain areas. Many elementary schools have been closed in areas with declining populations. In contrast, a large number of schools have been newly established in newer towns that are experiencing a continuing population influx.

With the increasing influx of immigrants, marriages of Korean and non-Koreans have increased. As

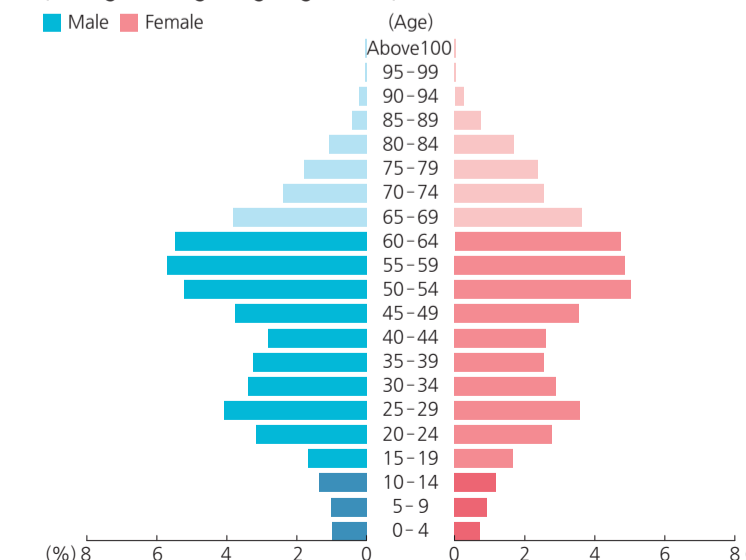
Location and Population Pyramid of Old Town and New Town Elementary Schools (2021)

Location of an Elementary School in an Old Town (Changsin-dong, Jongno-gu, Seoul)

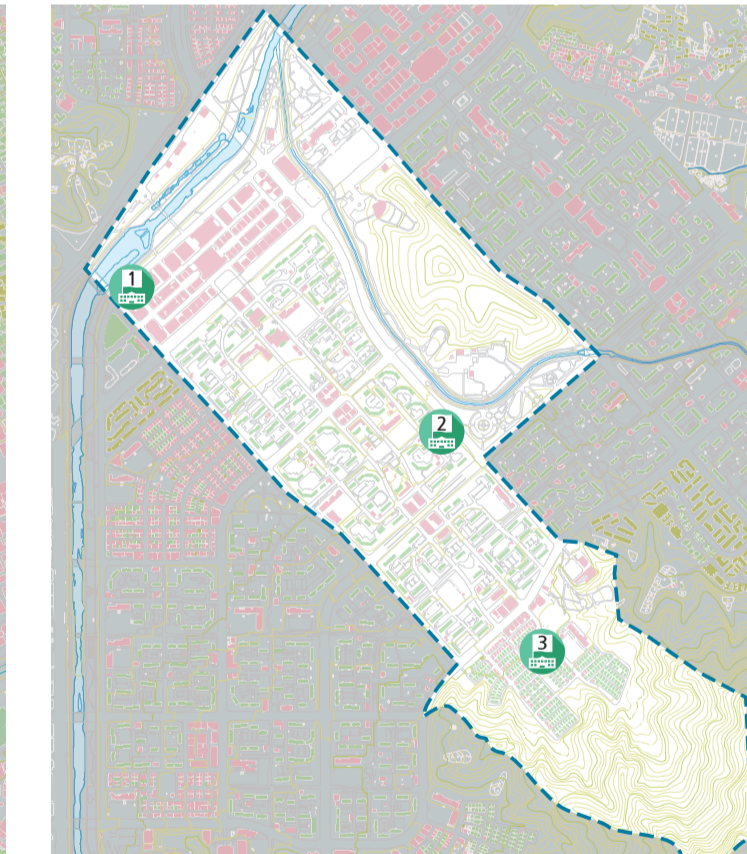


1. Myeongsin Elementary School Founded in 1971: 31 Teaching Staffs and 392 Students
2. Changsin Elementary School Founded in 1916: 49 Teaching Staffs and 541 Students

Population Pyramid (Changsin-dong, Jongno-gu, Seoul)

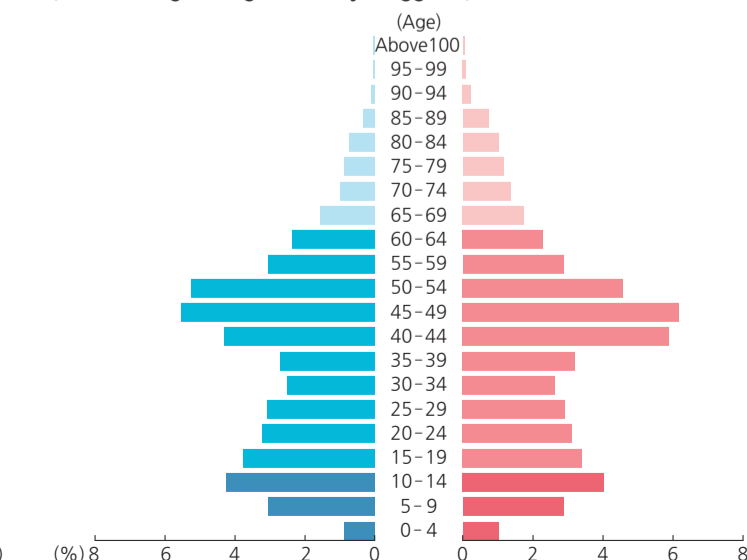


Location of an Elementary School in a New Town (Sunae-dong, Seongnam-si, Gyeonggi-do)



1. Chorim Elementary School Founded in 1992: 58 Teaching Staffs and 1,061 Students
2. Naejeong Elementary School Founded in 1992: 64 Teaching Staffs and 1,162 Students
3. Sunae Elementary School Founded in 1993: 70 Teaching Staffs and 1,318 Students

Population Pyramid (Sunae-dong, Seongnam-si, Gyeonggi-do)

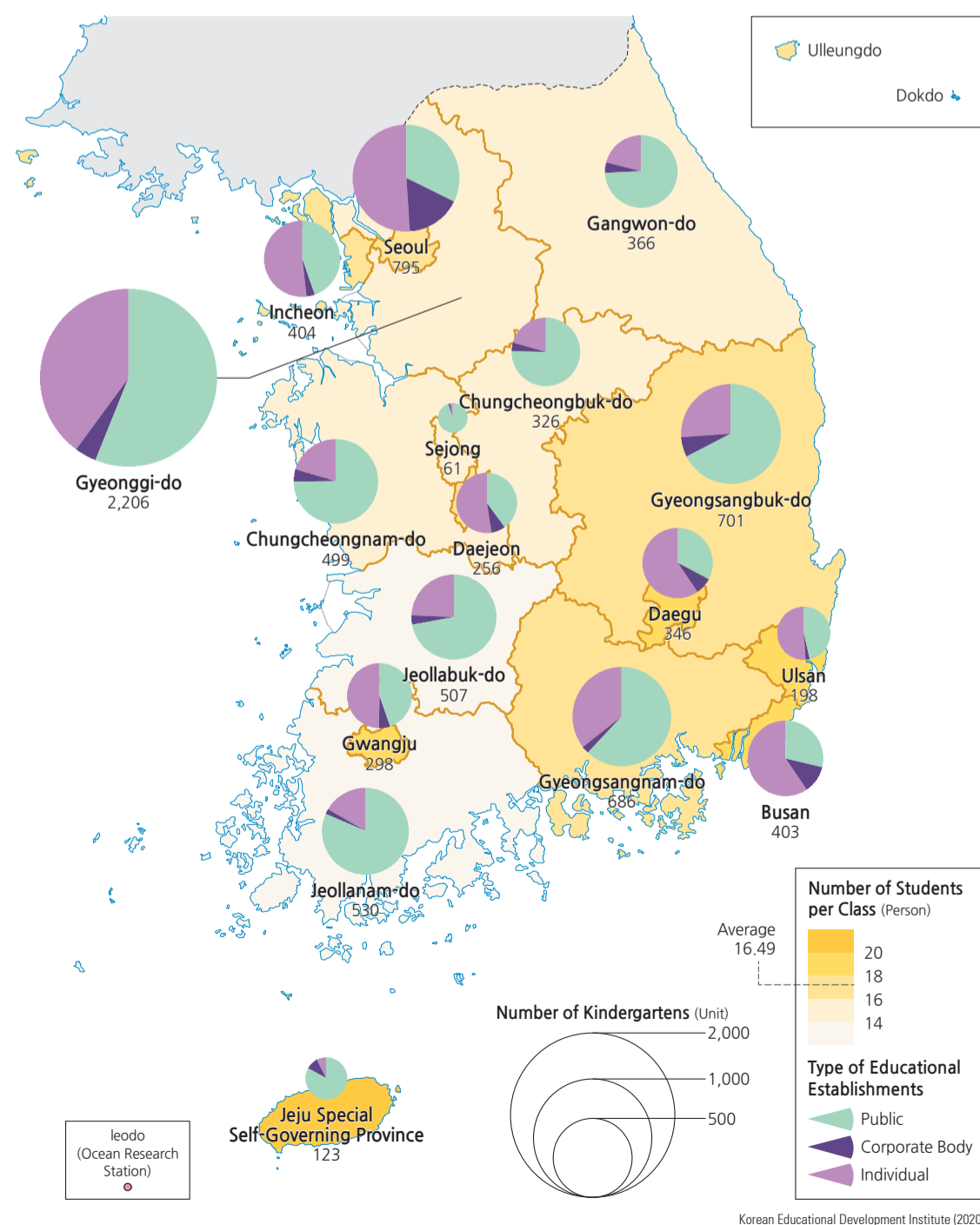


a result, the number of elementary school children from marriages between Korean and non-Koreans and foreign families has increased. Students of foreign families are concentrated in Seoul and Gyeonggi-do, while many students from marriages between Korean and non-Koreans live in areas where the proportion of international marriages is high. In addition, elementary students study abroad due to emigration, their parents working overseas, and a choice to study abroad at an early age.

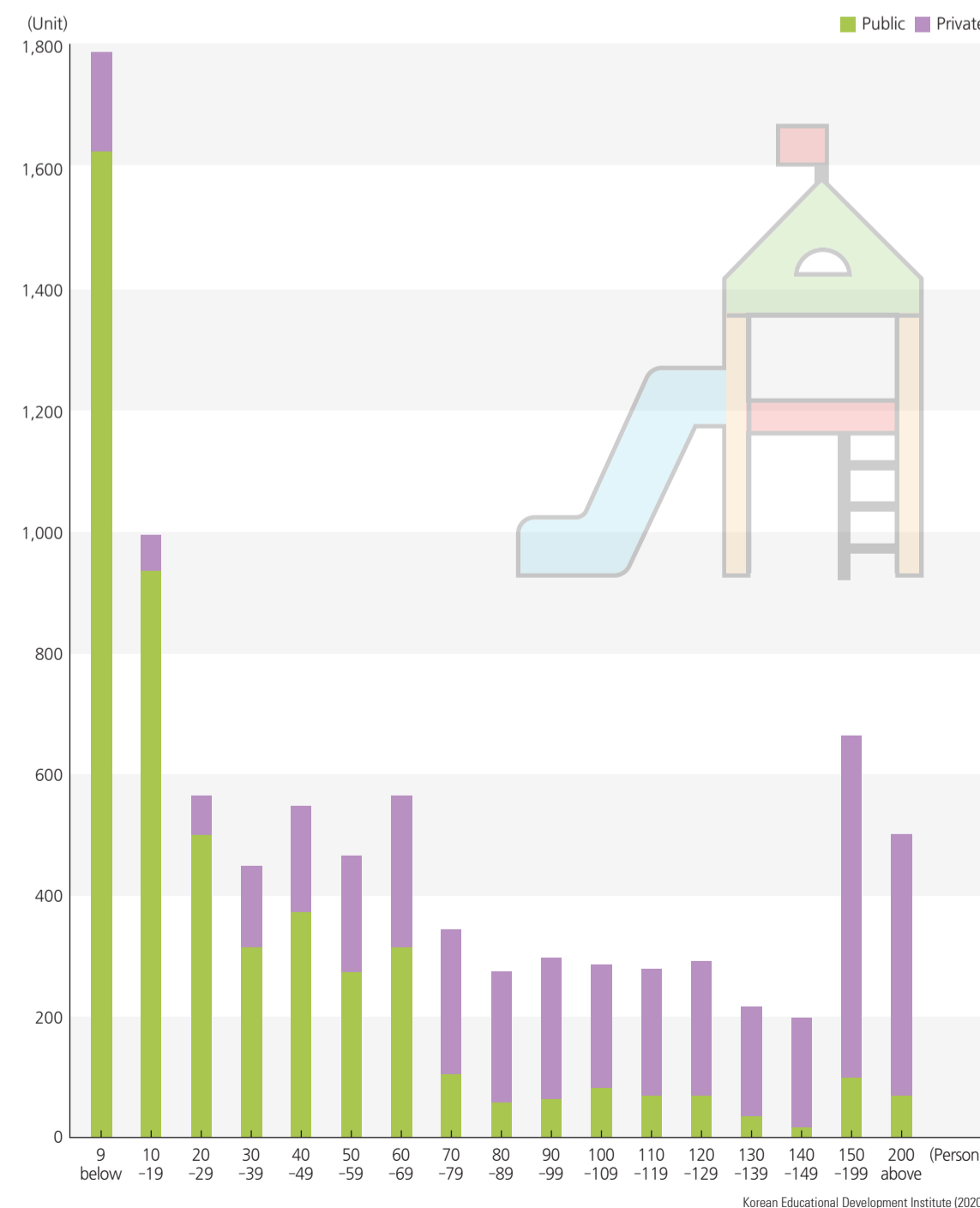
The location of elementary schools is closely related to residential zones in urban areas and to settlement conditions in rural areas. Elementary schools in old downtown areas were often established in the early stages of urban development and rapid urbanization. There tend to be fewer students and classes in these areas due to population loss to the suburbs. Meanwhile, in the new residential areas, the location of elementary schools is generally determined by the planning process. Families with school-age children prefer the newly developed areas because the commuting distance to an elementary school is very short.

On the other hand, many rural elementary schools have been closed because of declines in the number of school-age children. As indicated on the map, Miwon-myeon, Cheongju-si, Chungcheongbuk-do, as a typical rural area, has experienced an outflow of young people, resulting in the closure of many elementary schools. Looking at this by time period, many schools were established during the 1960-70s when many Korean baby boomers entered elementary school. Since the mid-1980s, branch schools that had been added were closed down, usually leaving only schools in the rural centers. Recent trends also indicate that school closings are not confined to rural areas but also are occurring in old town sections of cities due to the lack of students. Consequently, the number of students per class has been steadily decreasing, and some of the closed schools have been sold or used as educational, recreational, cultural, public sports, and income-increasing facilities.

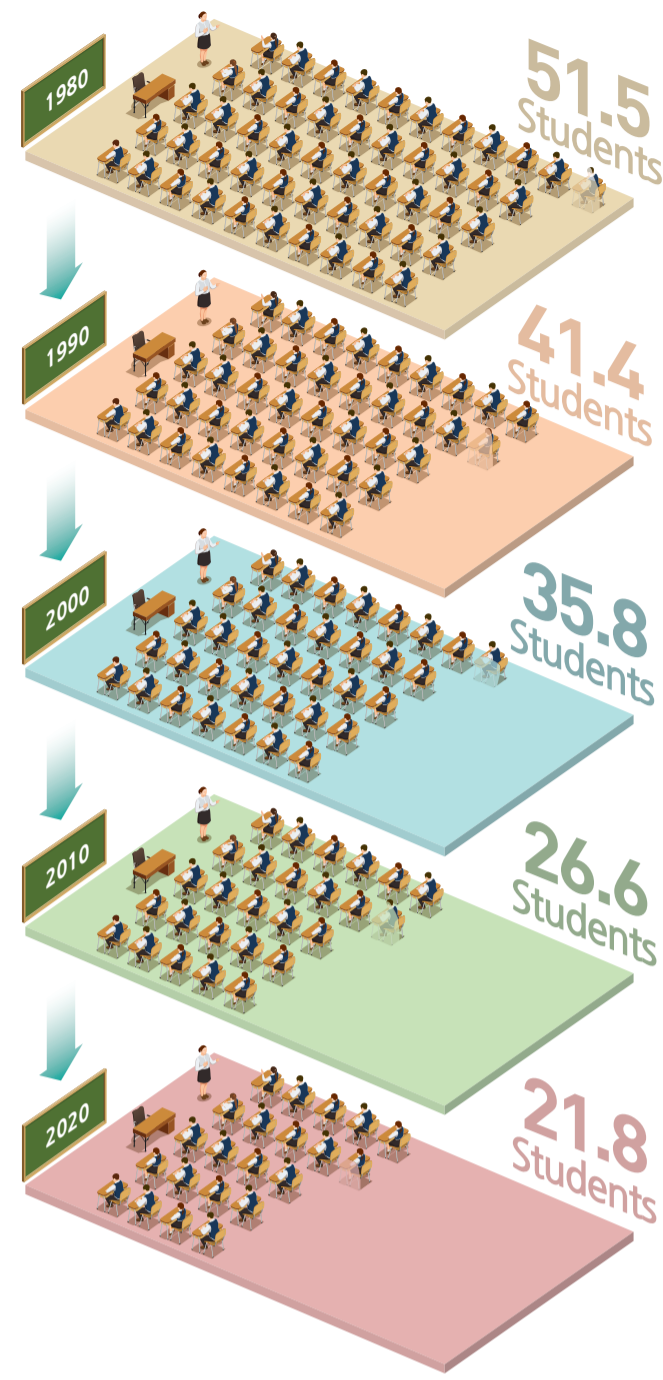
Distribution of Kindergartens by Type of Educational Establishments (2020)



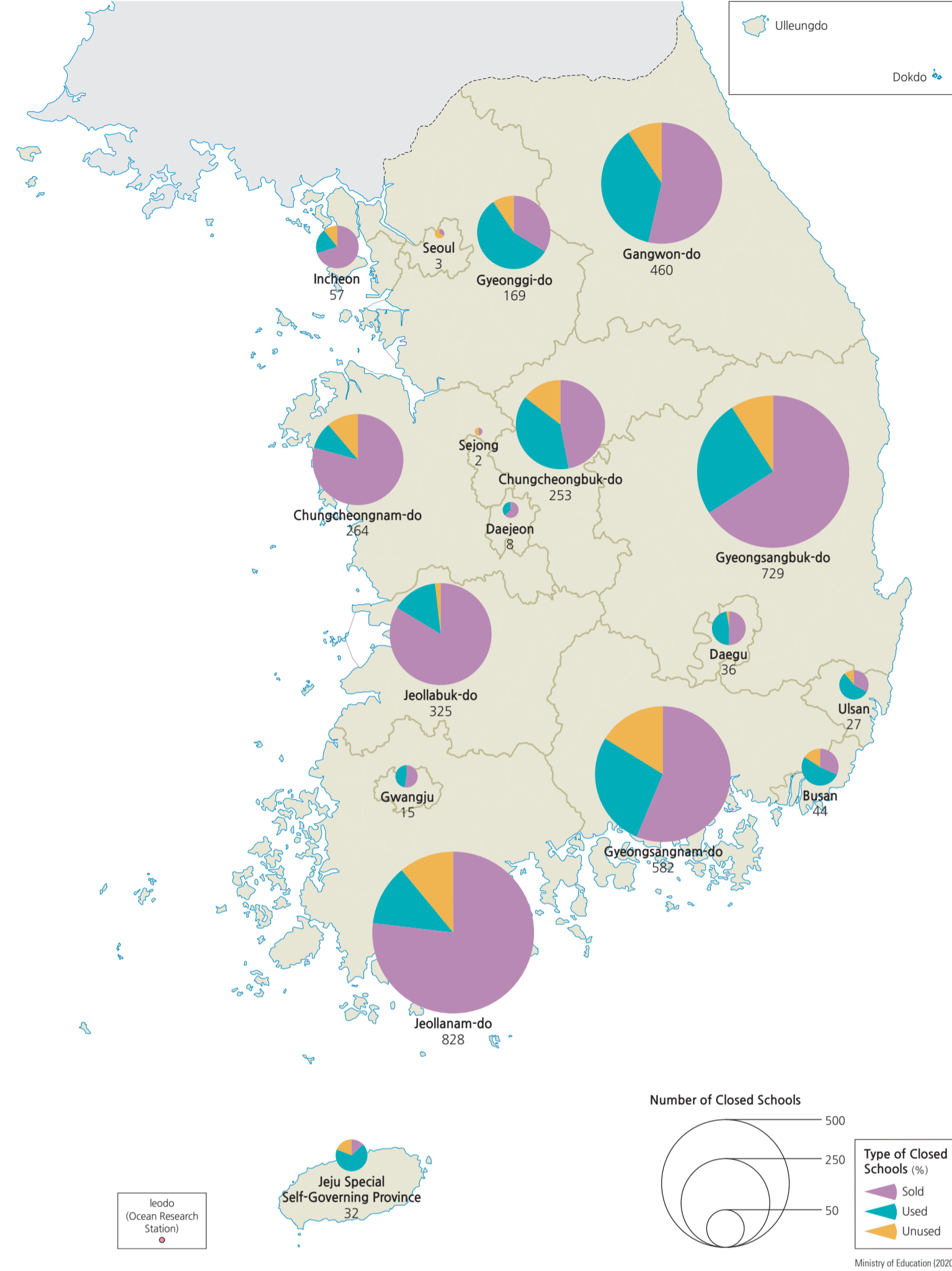
Number of Kindergartens by Class Size (2020)



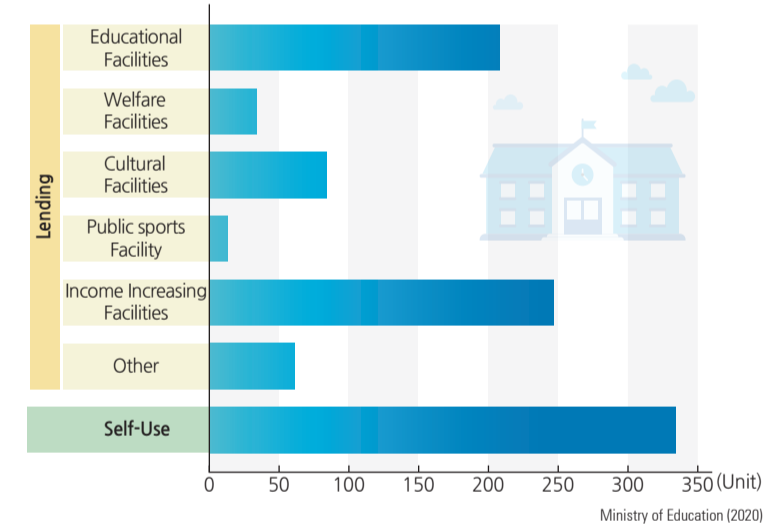
Changes in the Number of Students per Class (1980-2020)



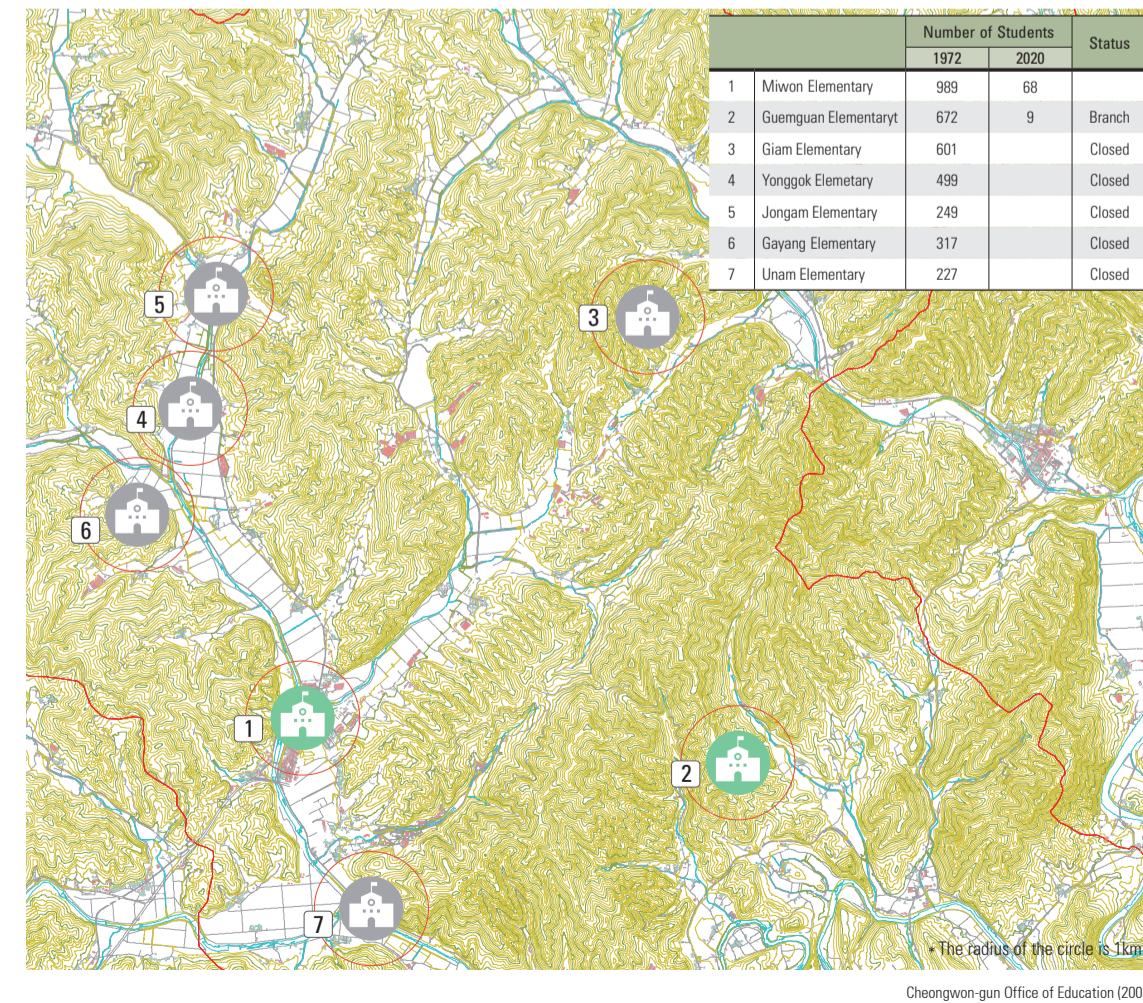
Closed Schools (2020)



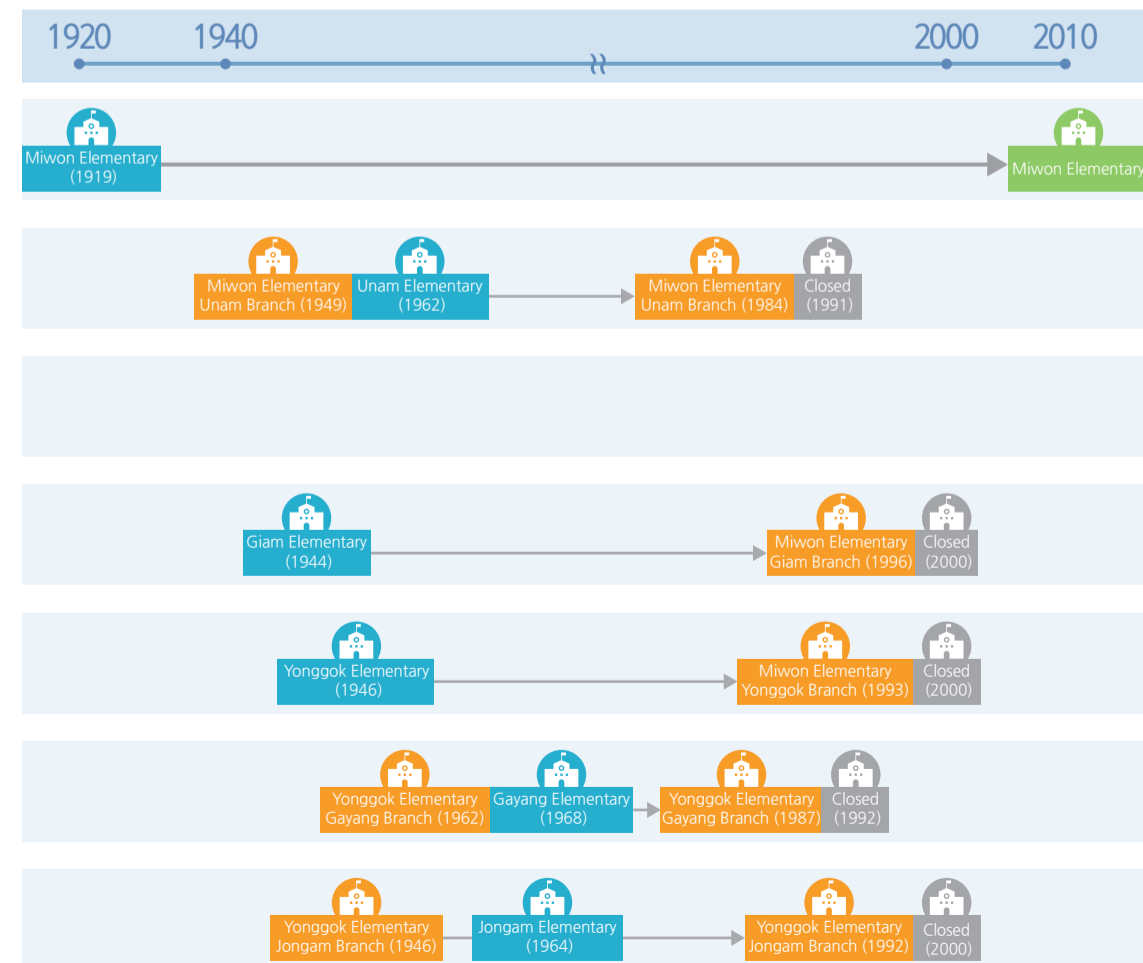
Use of Closed Schools (2020)



Closings of Elementary Schools (Miwon-myeon, Cheongju-si, Chungcheongbuk-do)

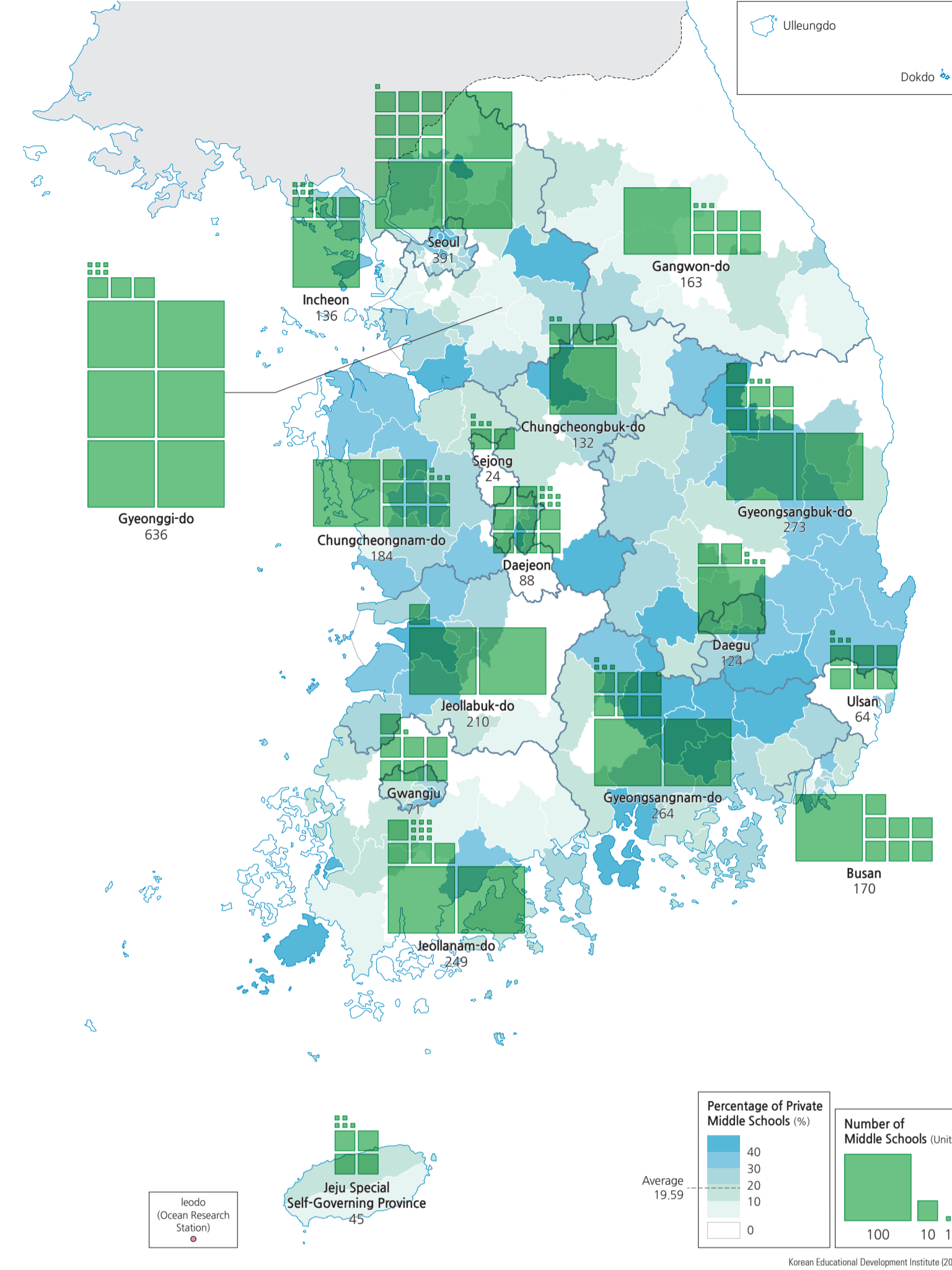


Examples of Foundations and Closings of Elementary Schools (Miwon-myeon, Cheongju-si, Chungcheongbuk-do)

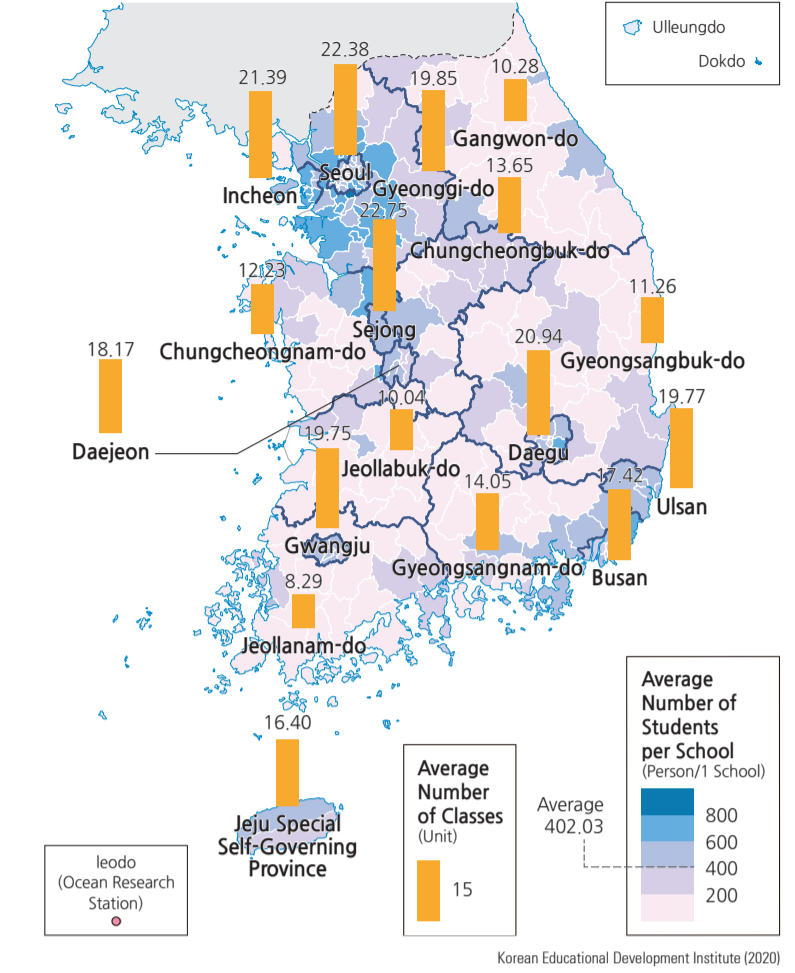


Secondary Education

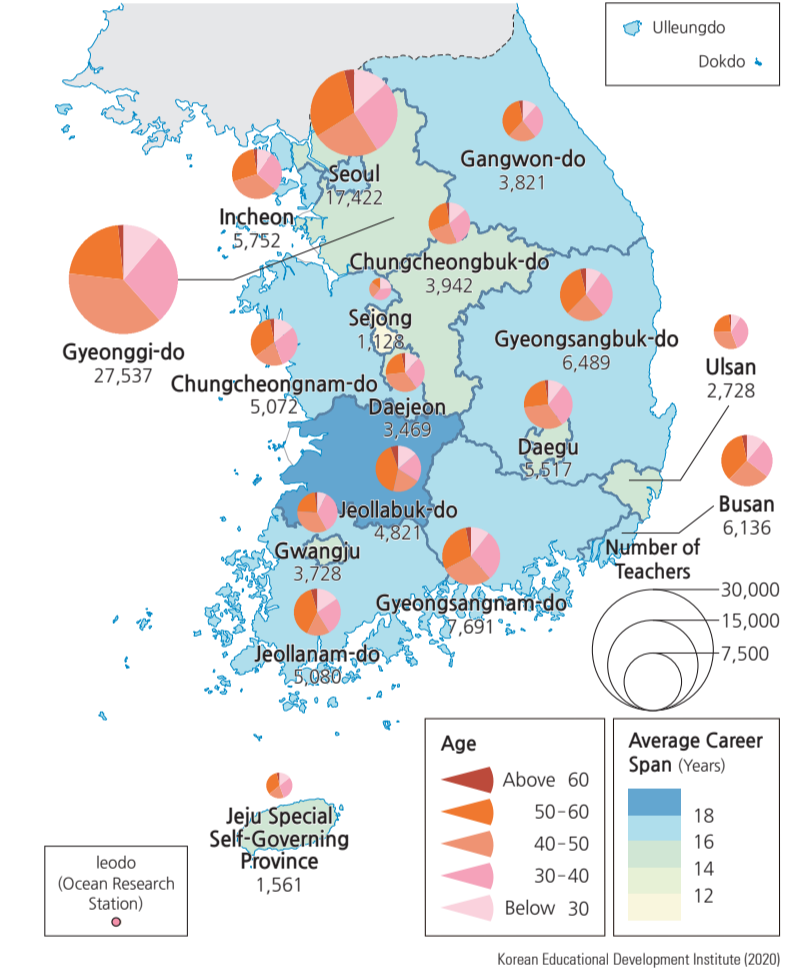
Distribution of Middle Schools (2020)



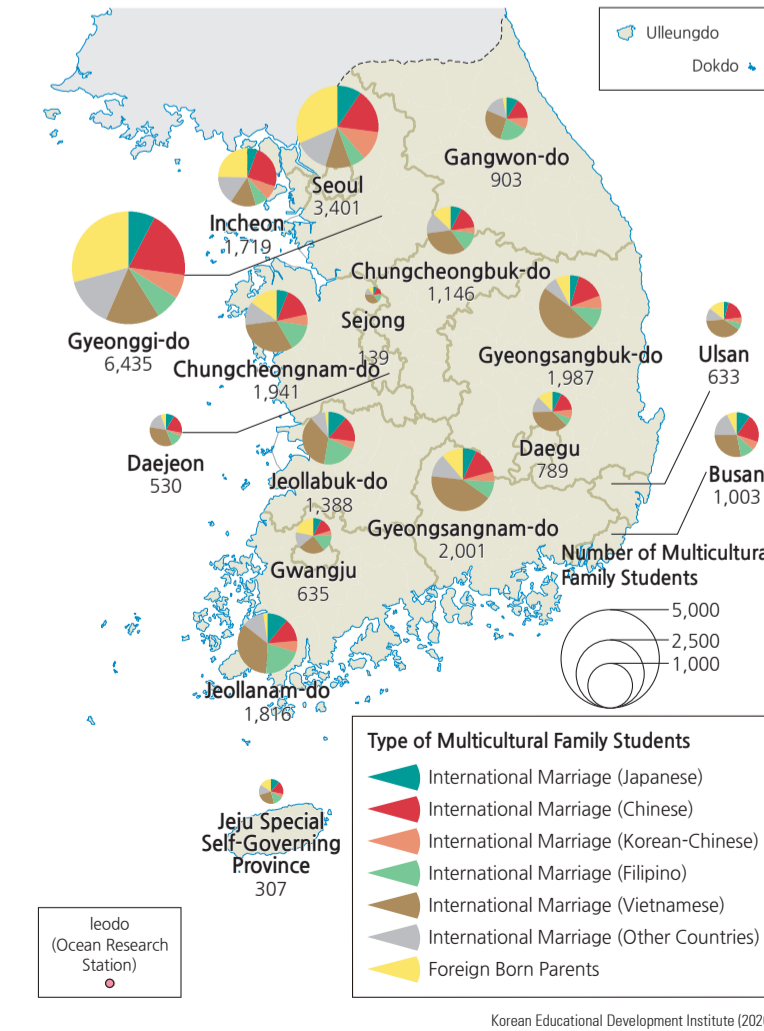
Size of Middle Schools (2020)



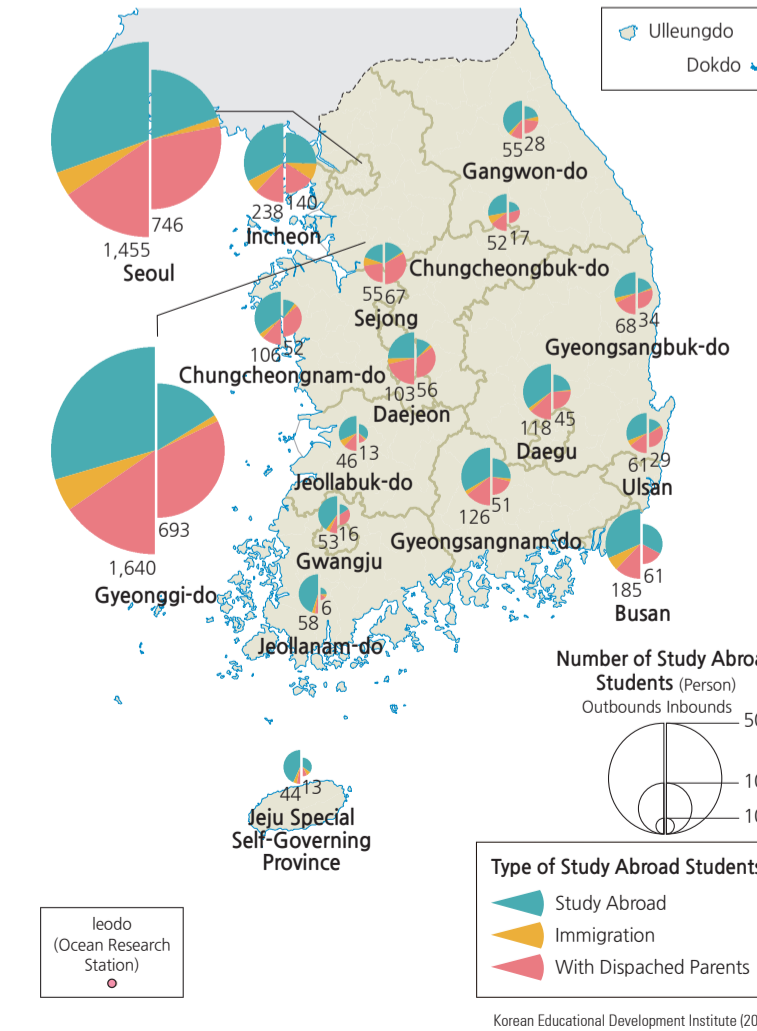
Age and Career Span of Middle School Teachers (2020)



Multicultural Family Students in Elementary School (2020)



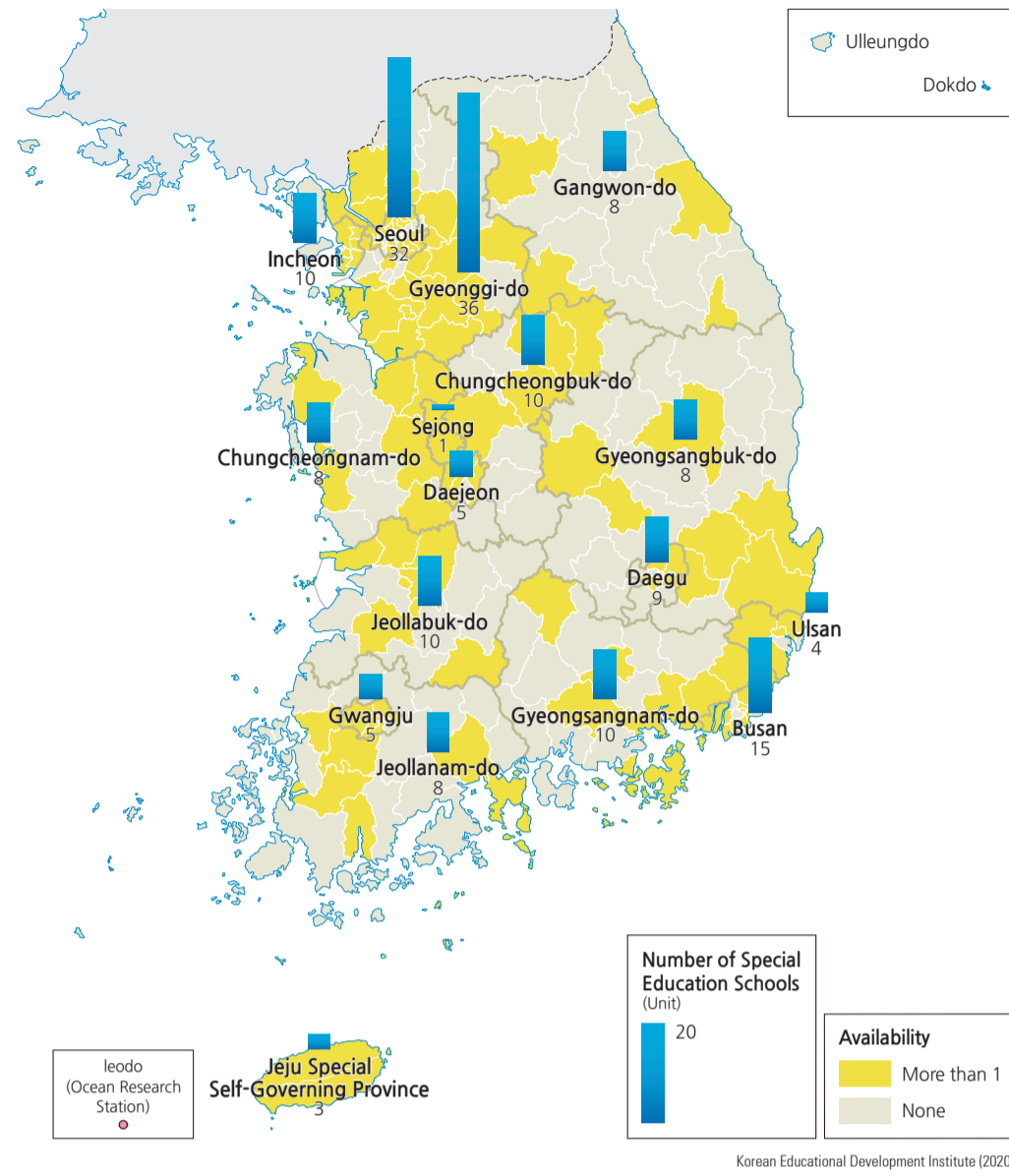
Study Abroad Students in Middle School (2020)



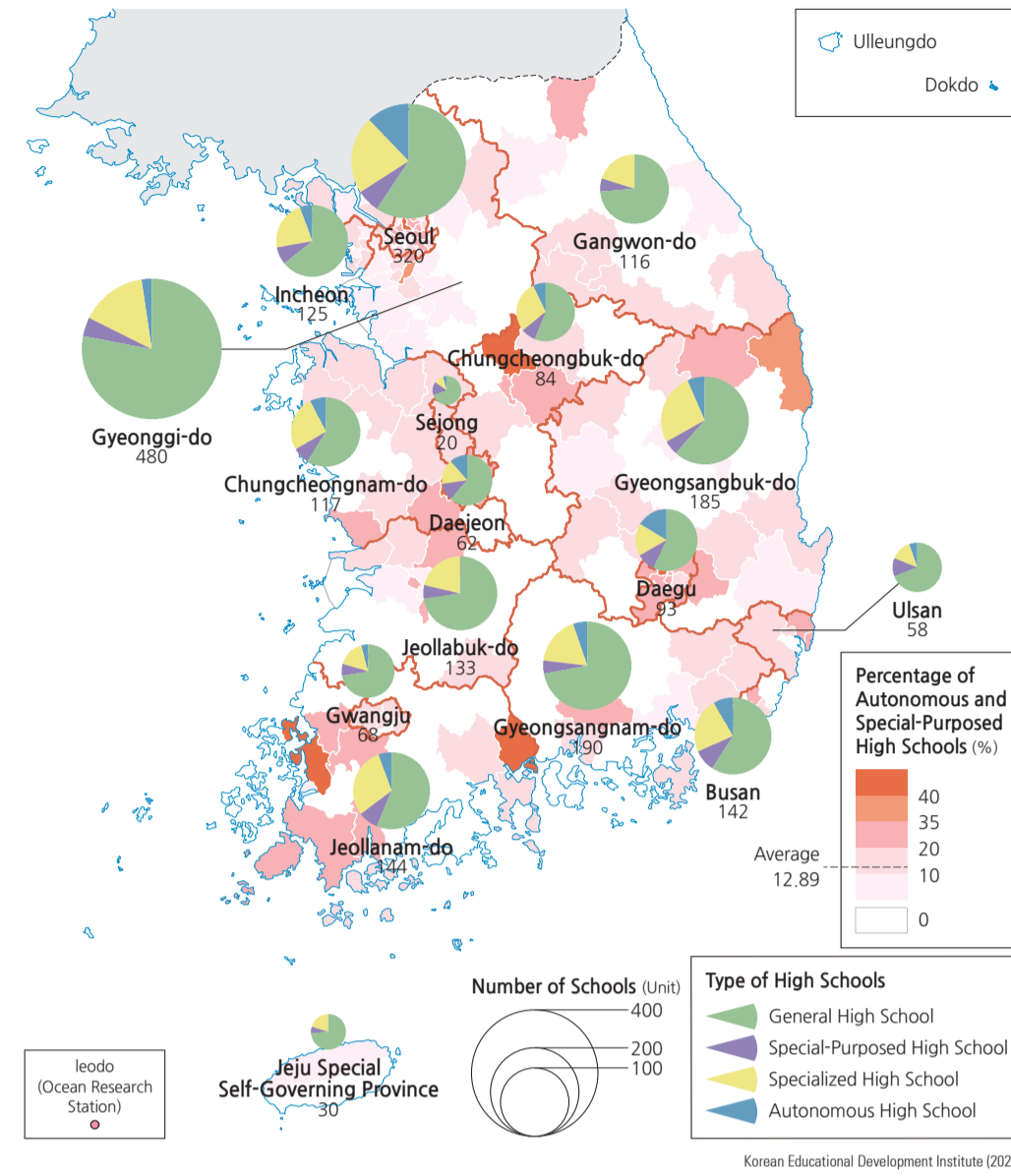
Middle schools are classified as national and public schools and private schools, with as much as 80% of middle schools being national and public. The numbers of middle school classes and students in rural areas are relatively smaller than those in urban areas. Teachers in both rural and urban areas tend to be older because fewer new teachers are recruited due to the decreasing number of students.

Multicultural diversity has rapidly increased in middle schools as well. Students of foreign families are mainly concentrated in Seoul and Gyeonggi-do, while students of international marriage families are distributed across the whole country, including rural areas. In addition, the number of middle school students leaving Korea to study abroad is larger than that of students returning after studying abroad.

Special Education (2020)

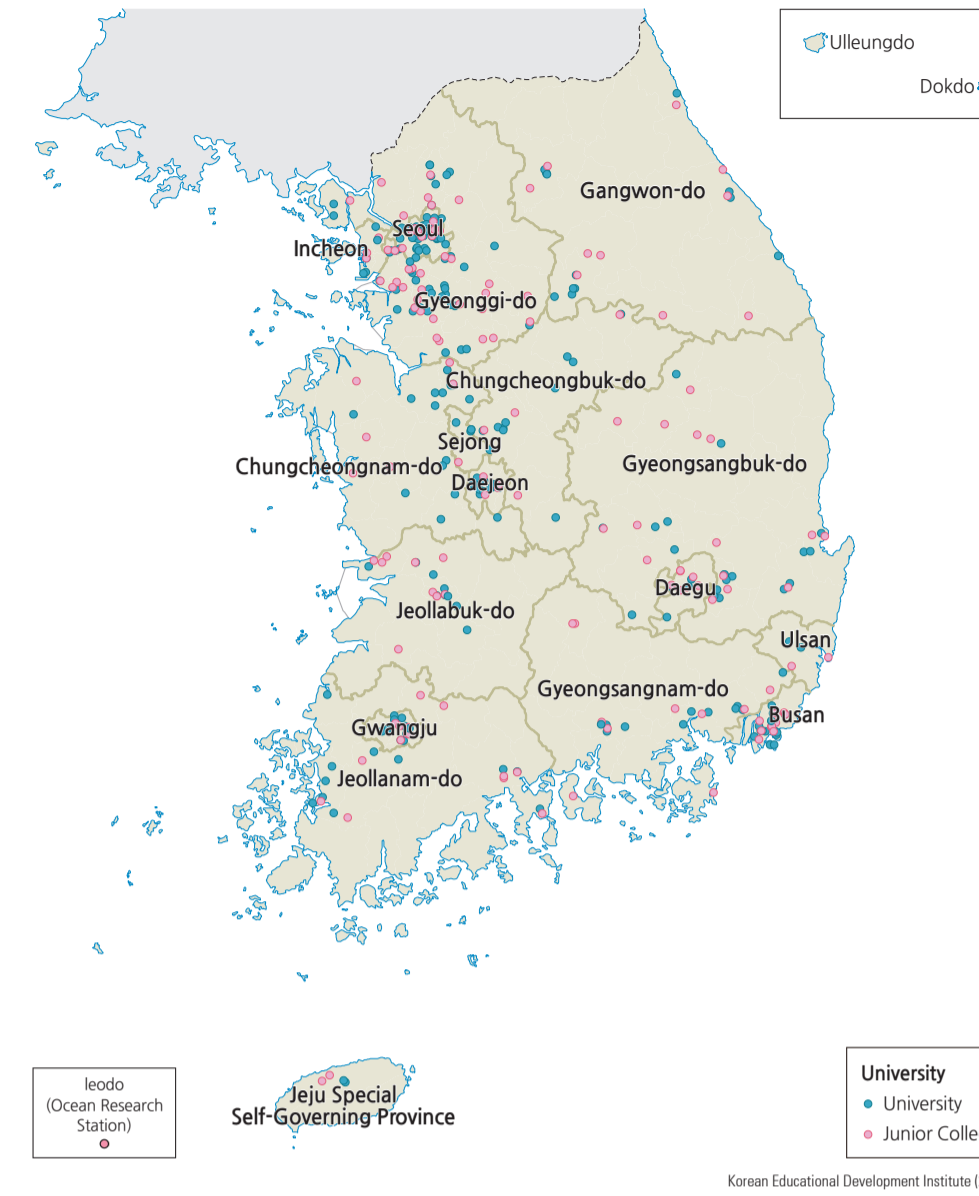


General, Specialized, Autonomous, and Special-Purposed High Schools (2020)

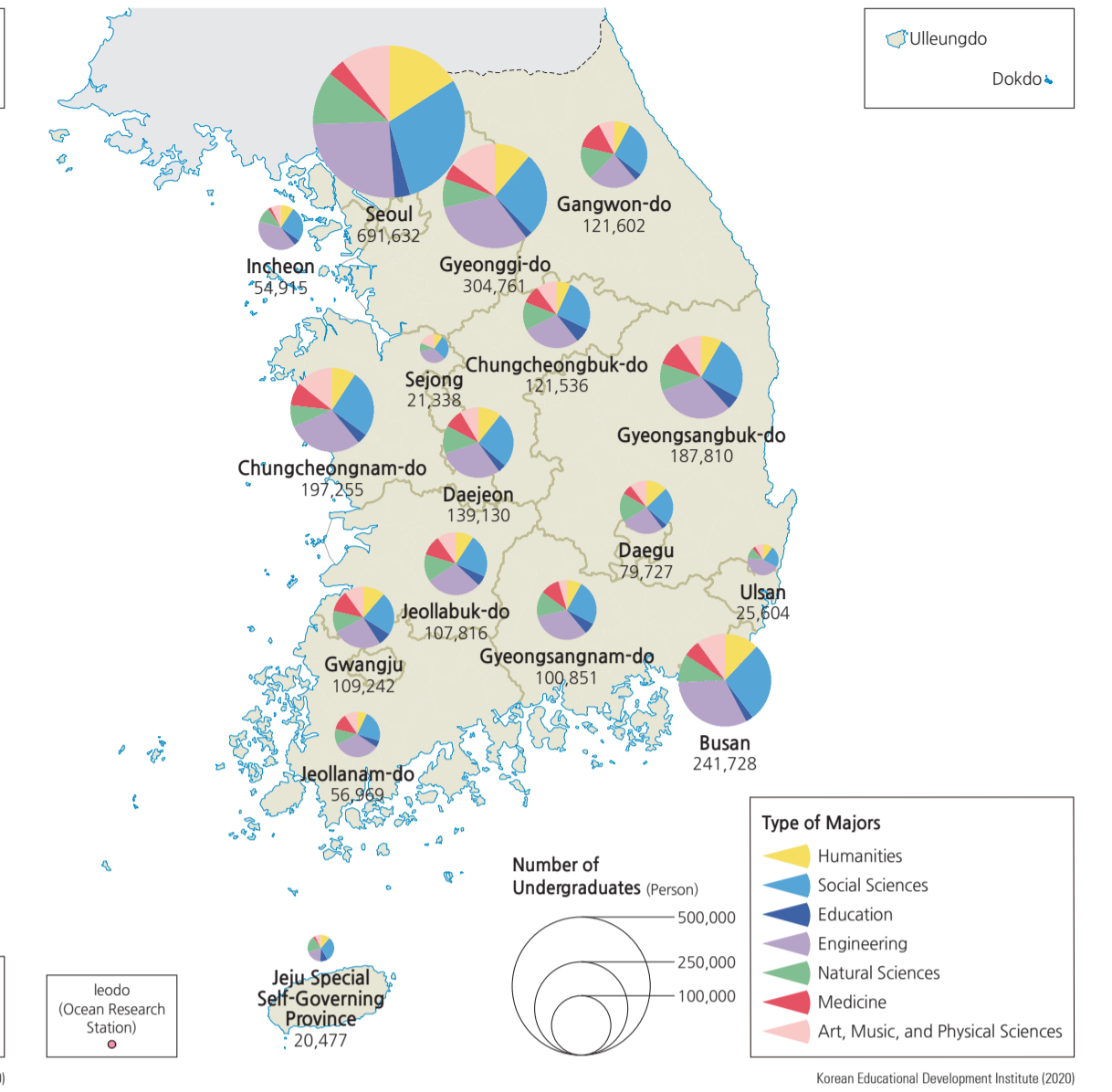


Higher Education

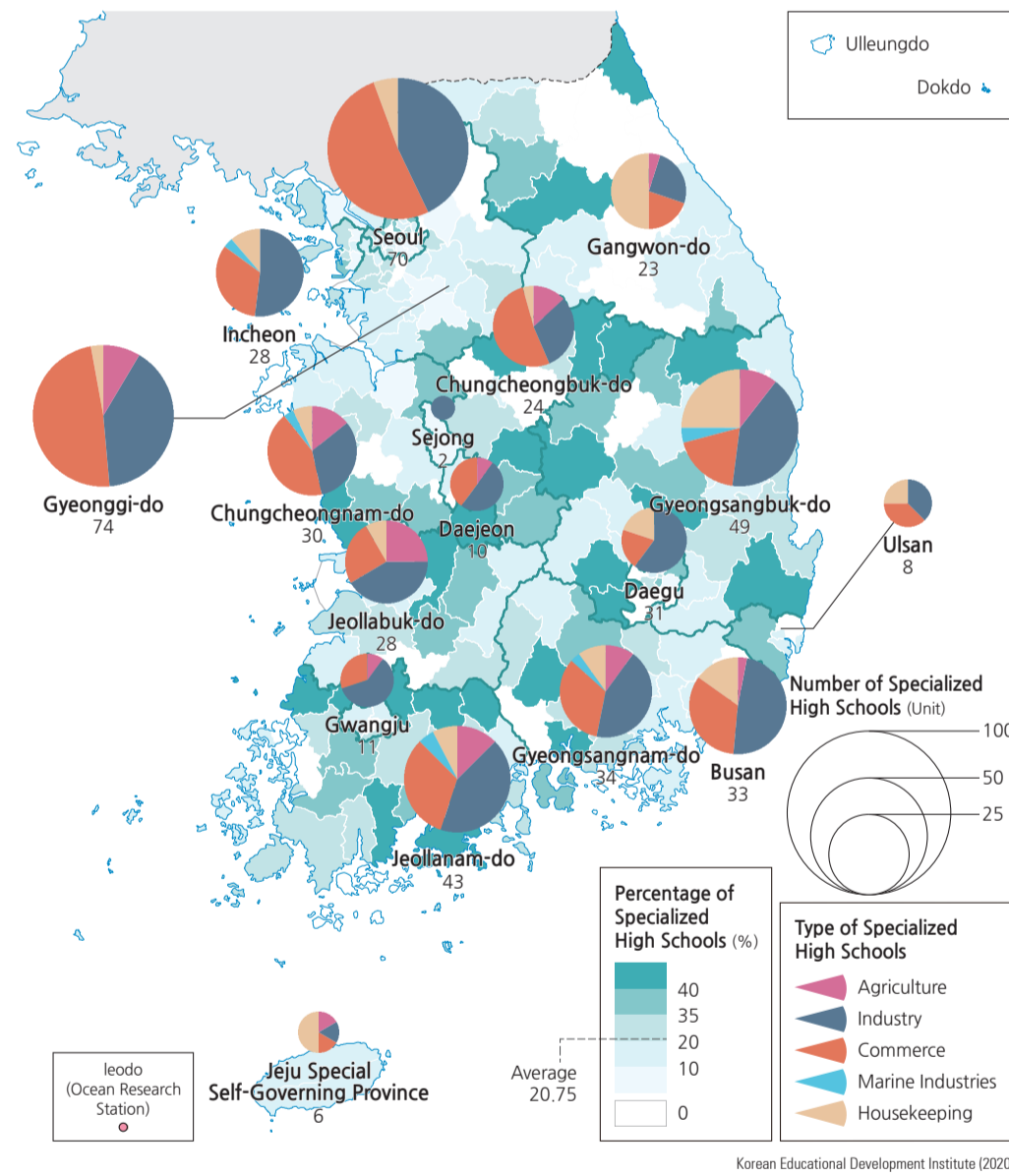
Distribution of Colleges and Universities (2020)



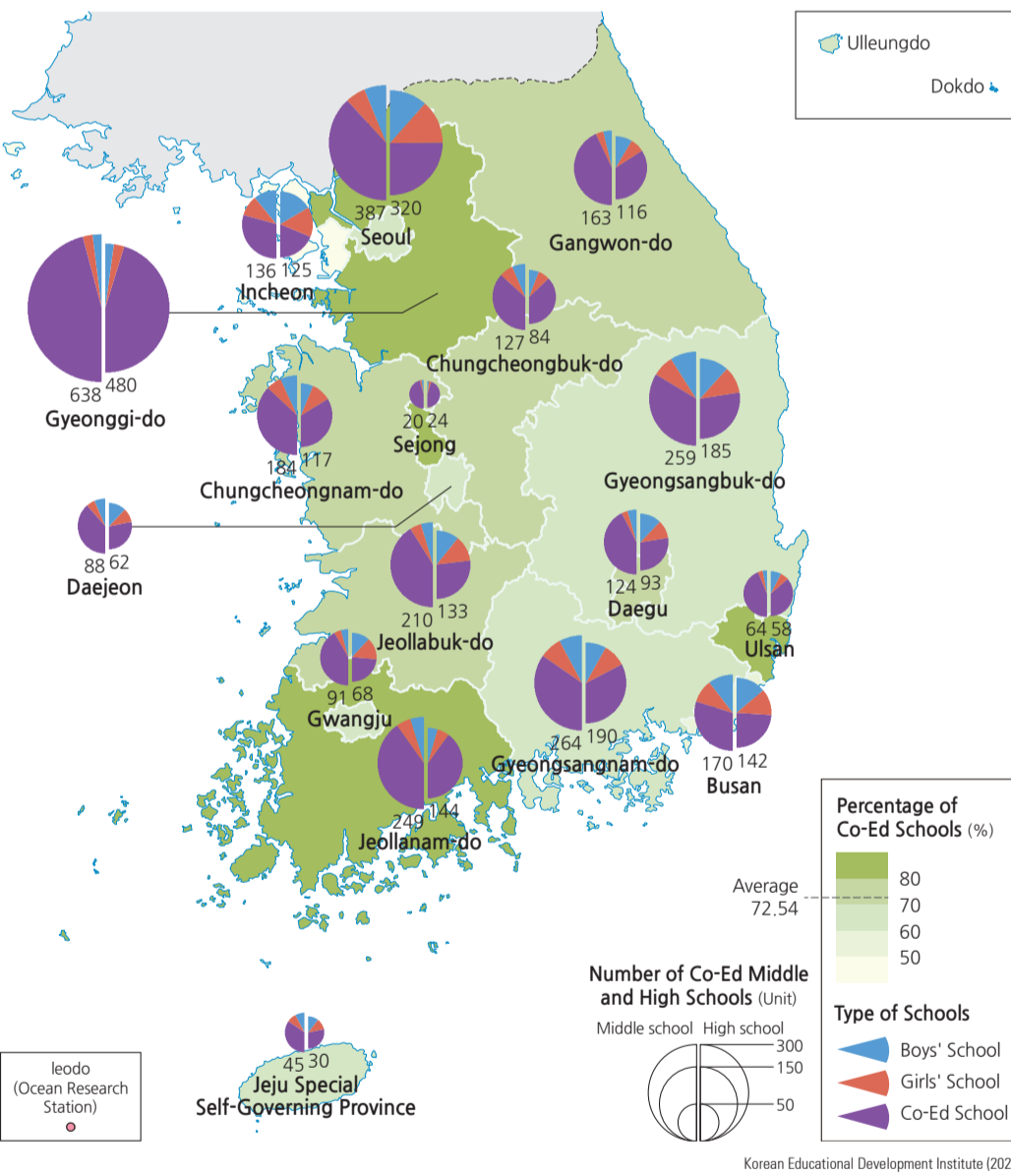
Number of Undergraduates by Major (2020)



Specialized High Schools (2020)



Co-Ed Middle and High Schools (2020)

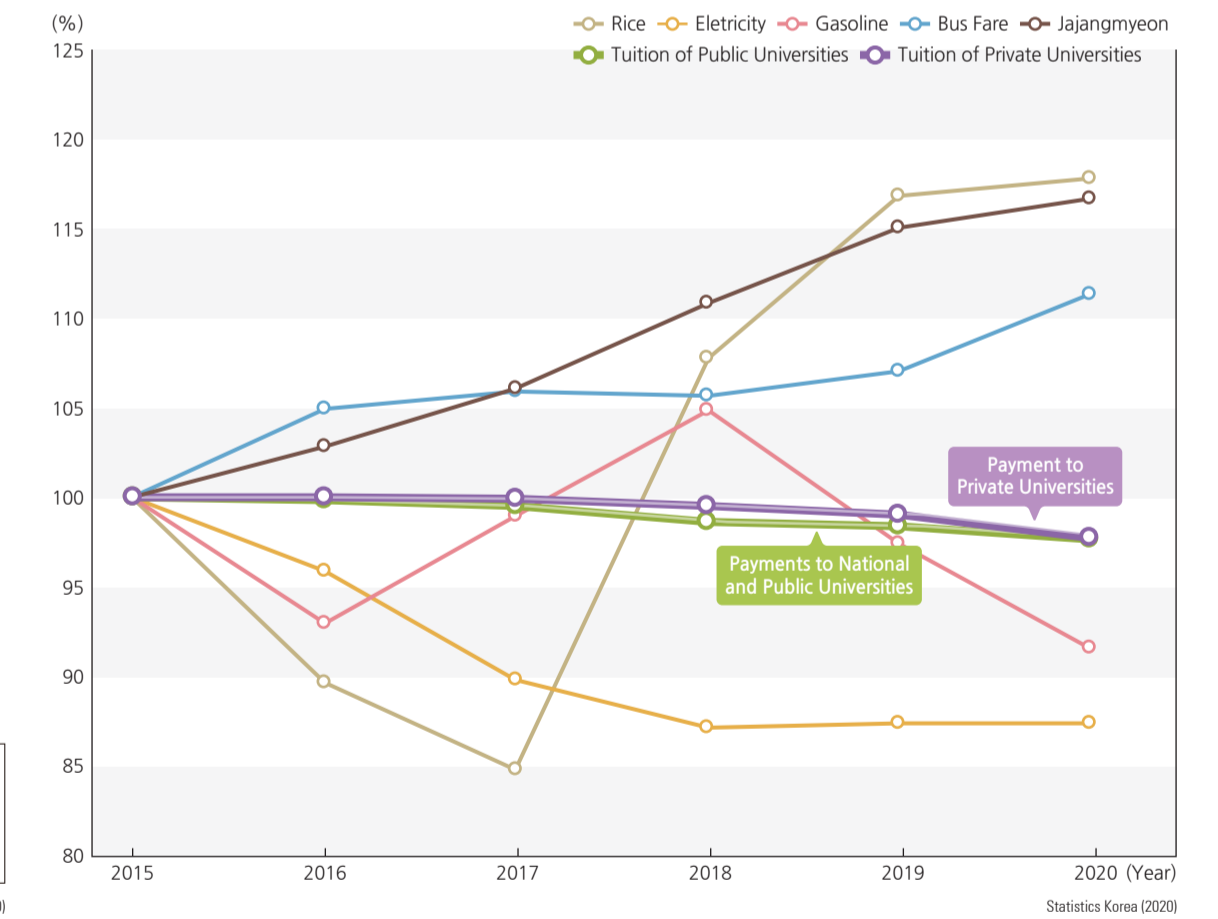


Distribution of Online and Extension Colleges (2020)



Korea's higher education has undergone significant changes. The number of colleges and college enrollment has increased rapidly, and a variety of colleges have been established. There are many types of colleges: four-year universities and two-year colleges, teacher education colleges for training elementary school teachers, and universities, which offer education through remote access. In addition, there are many other colleges such as military academies and academies that offer training for different professions.

Percentage of Price Increase for Higher Education and Other Goods and Services (2015-2020)

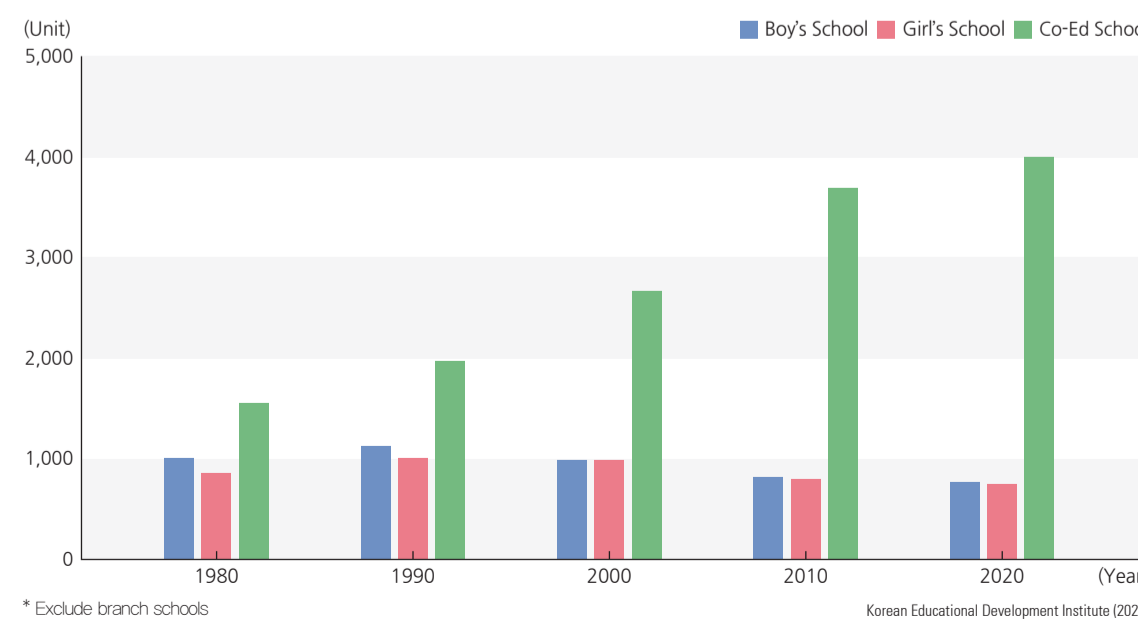


Special education schools are responsible for educating students with disabilities. These special education schools have been established in metropolitan cities and in some small and medium-sized cities. However, many rural areas do not have such schools; thus, students with disabilities study with other students in the general schools through a type of integrated education.

Korea's high schools are classified as regular high schools for students planning to attend colleges and universities and as specialized high schools for students planning to seek industrial employment after acquiring specialized techniques and skills. In addition, special-purpose high schools have been established for education in foreign languages and the sciences. Many autonomous private schools, which have autonomy in education and financial operations, have also been established. Specialized high schools offer a unique education that conforms to the characteristics of the local industries, including agriculture, industry, commerce, and marine industries.

Many middle and high schools had been operated in the form of a single-sex school where boys' and girls' schools are separated. This phenomenon continued until the 1990s, but from the end of the 1990s, boys' and girls' schools gradually converted to co-ed schools following the government policy. In addition, a number of co-ed schools have been established in the new residential areas. These trends have led to the significant increase of co-ed schools in the total number of schools since the 2000s.

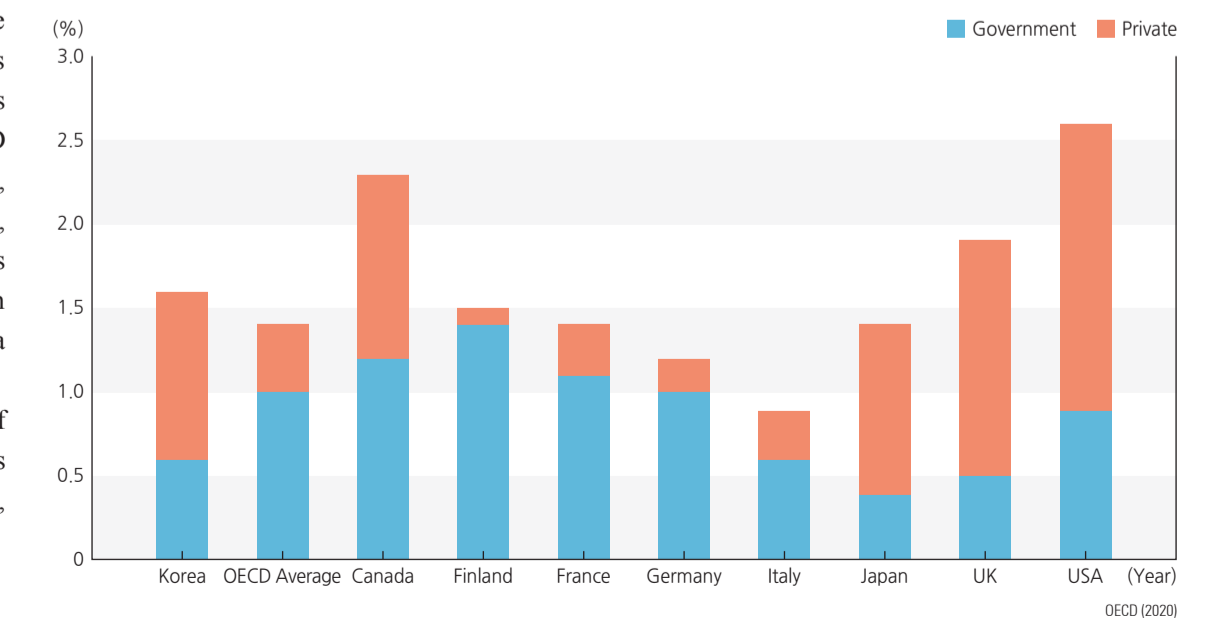
Increase in the Number of Co-Ed Middle and High Schools (1980-2020)



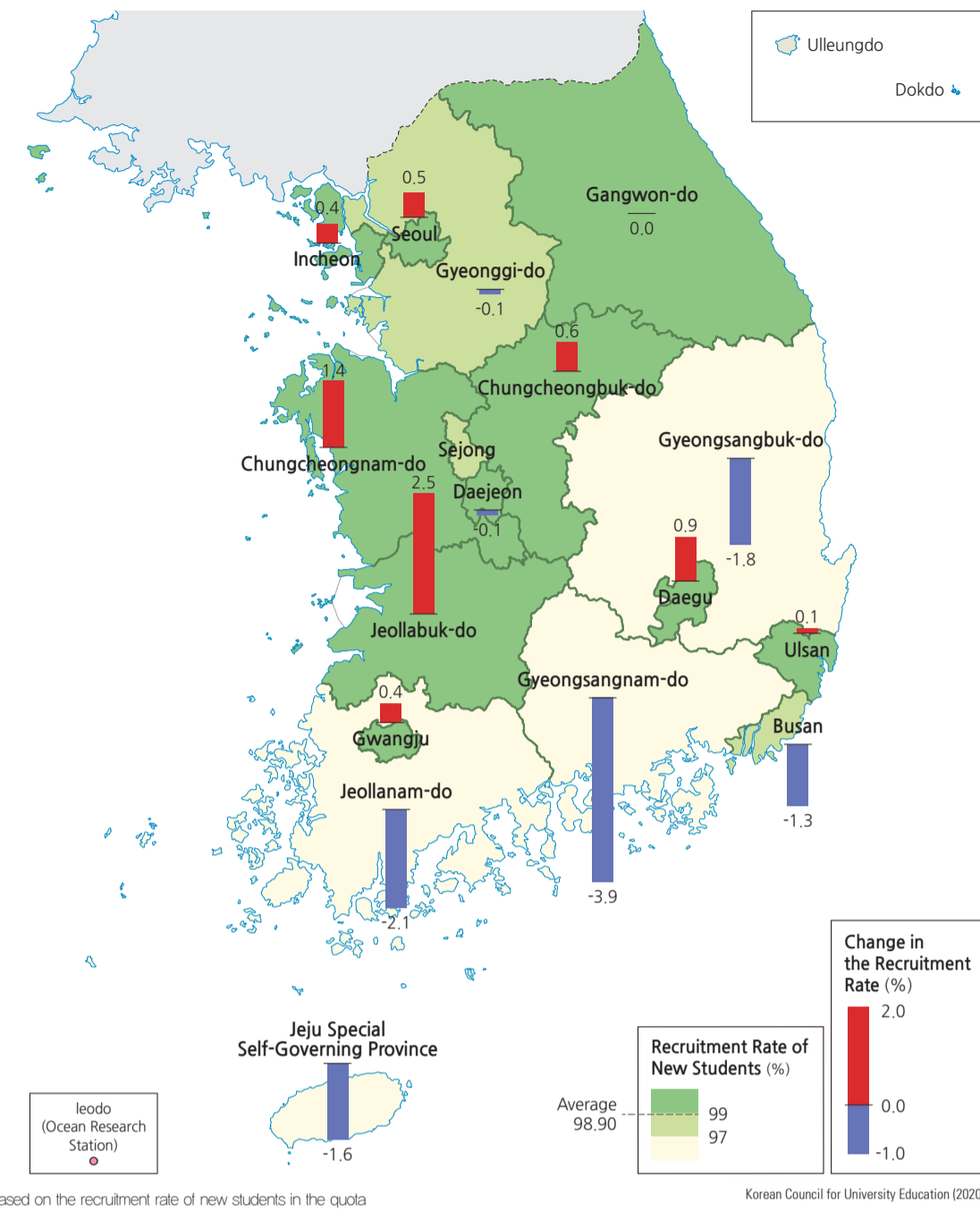
Universities are classified as national and private universities; a few national universities were established in the central city of each province. Private universities have been established on the basis of their unique educational goals. Since the 1990s, as the number of private universities has significantly increased, the percentage of students entering universities has also grown dramatically. As a result, the current percentage of students entering university in Korea is the highest among the OECD countries. The positive aspect of this phenomenon is the achievement of a highly educated workforce, but this also results in a significant economic burden for the students. Online and extension colleges, established for realizing lifelong education through ICT, have fewer spatial and temporal constraints than general universities because most lectures and evaluations are conducted online. However, in common with other types of colleges, these colleges are largely located in the Seoul Metropolitan Area and other metropolitan cities.

The appropriate level of college tuition, the state's scholarship support, and the maintenance of fiscal sustainability of both public and private universities have become important agendas. Majors in universities are mostly classified under humanities, social sciences, education, natural sciences, engineering, medicine, arts, music, and physical sciences.

Proportion of Expenditure on Higher Education to GDP (2017)



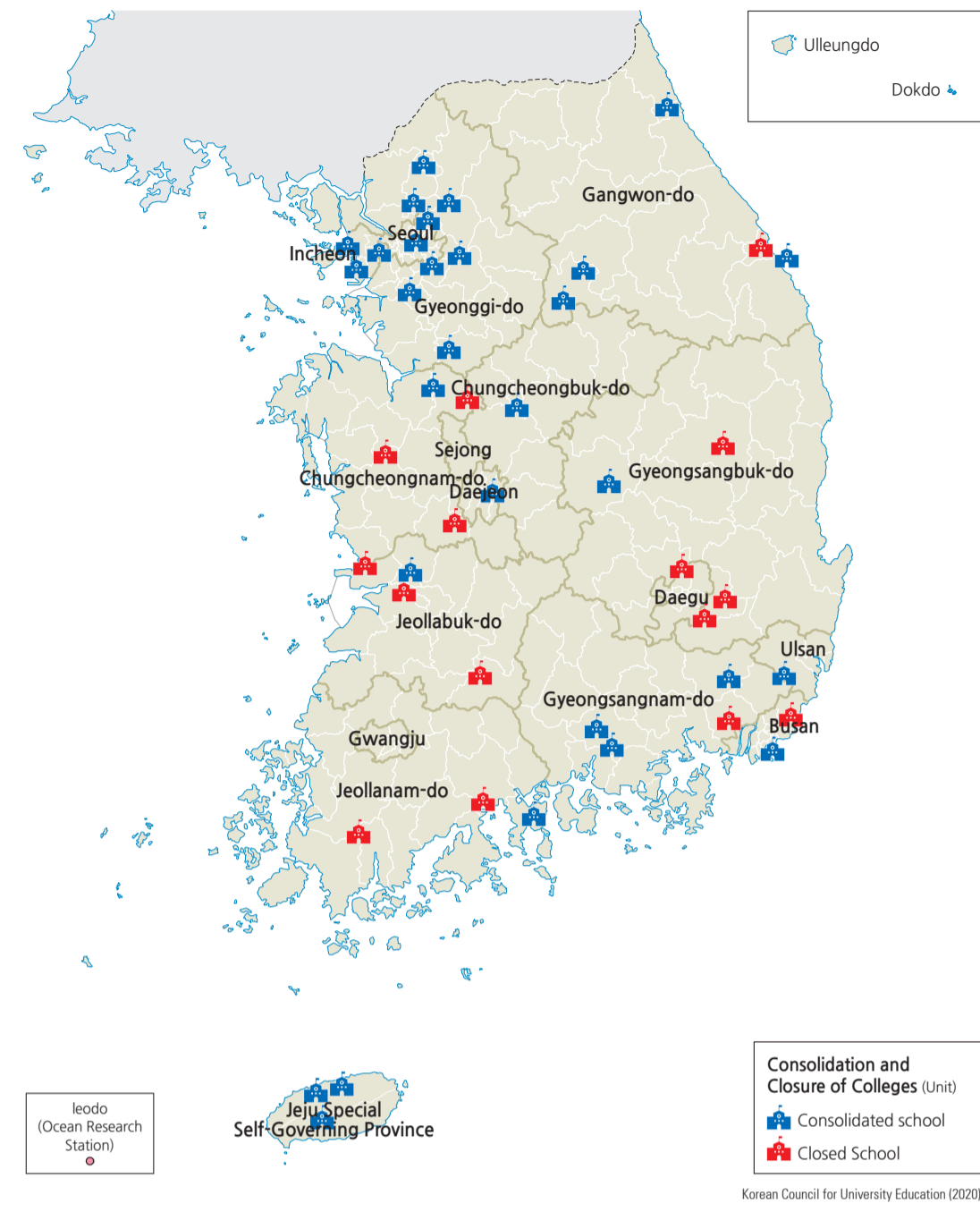
Recruitment Rate of New Students of Universities (2020)



* Based on the recruitment rate of new students in the quota

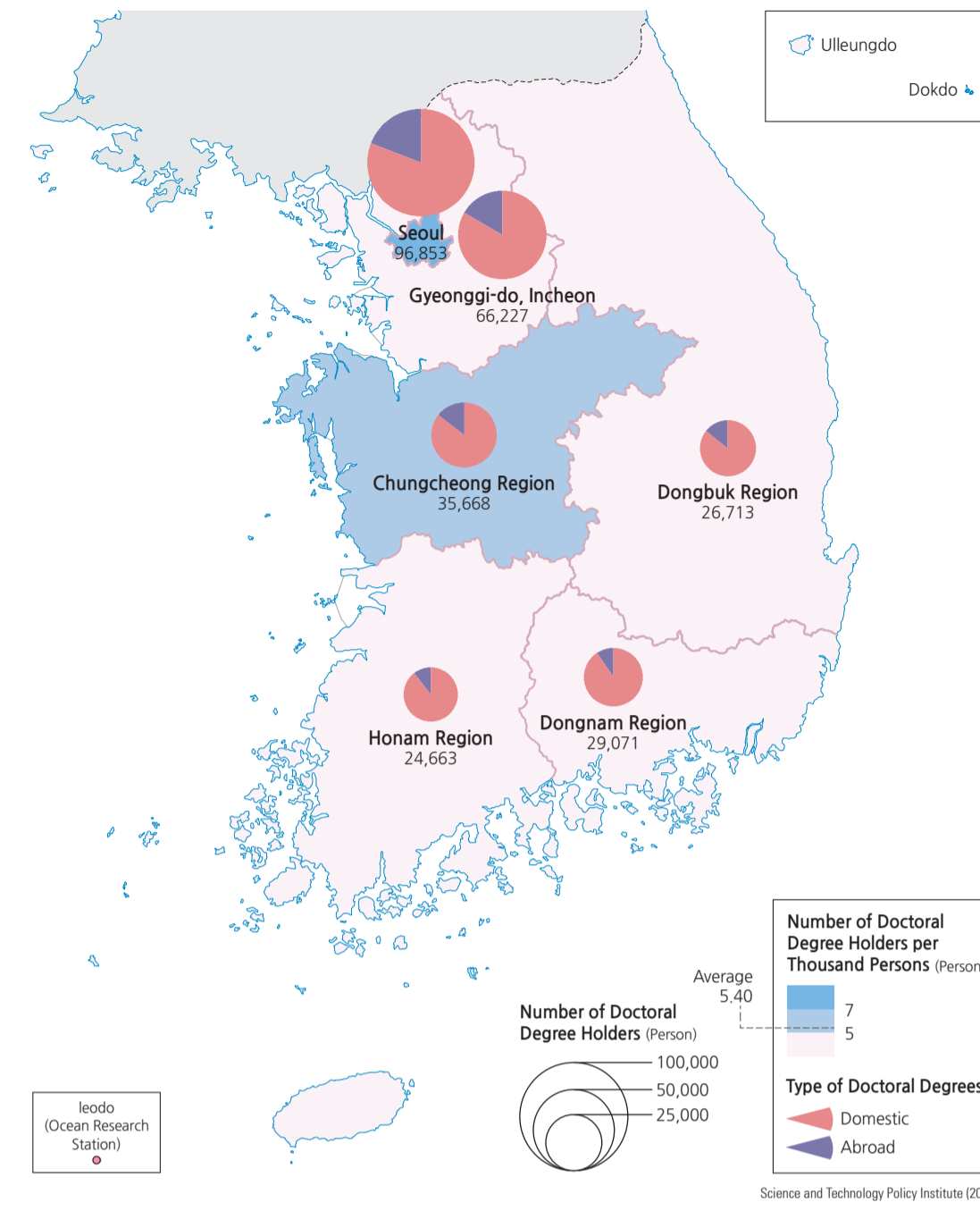
Korean Council for University Education (2020)

Consolidation and Closure of Colleges (2021)



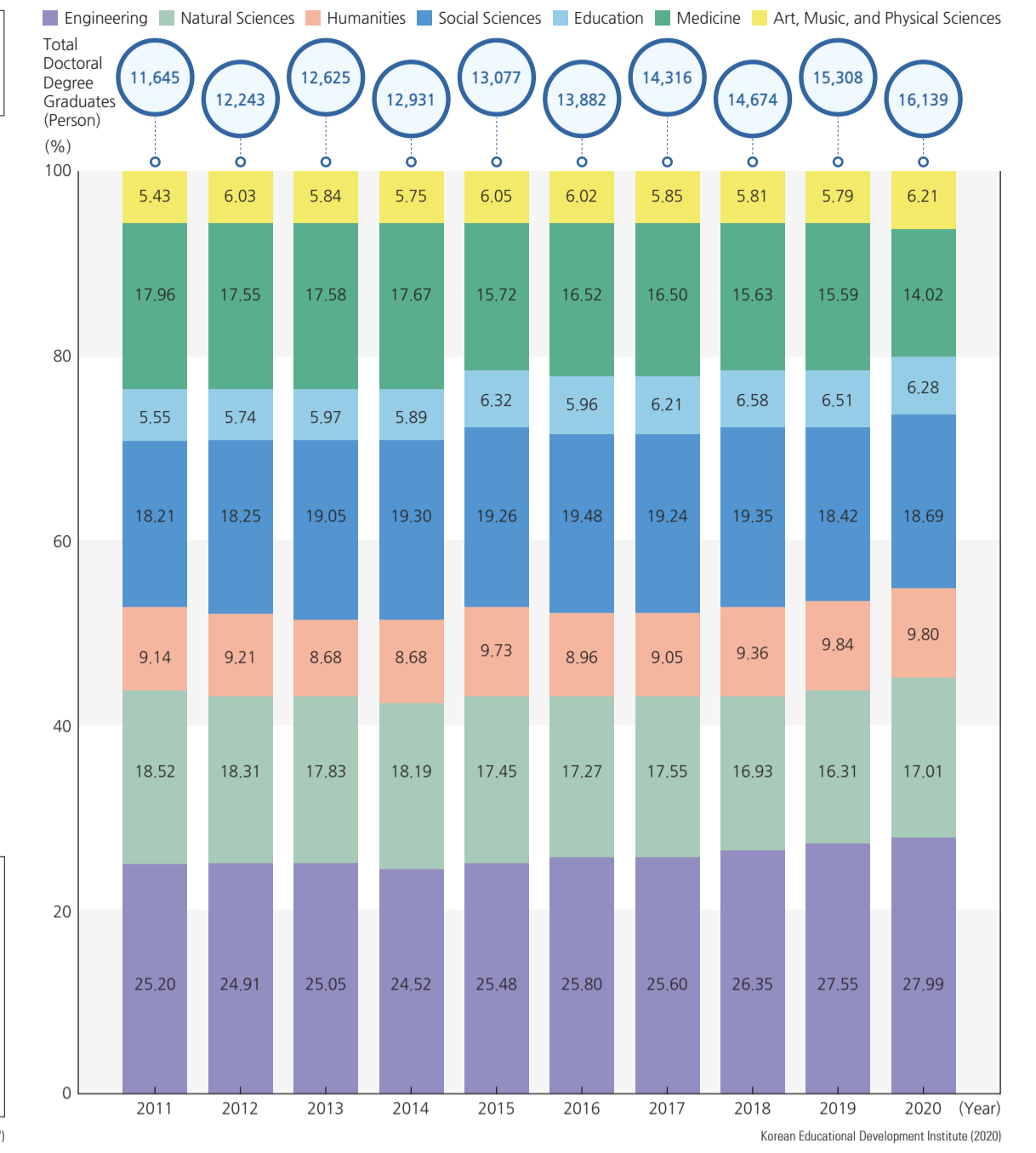
Korean Council for University Education (2020)

Distribution of Doctoral Degree Holders (2016)



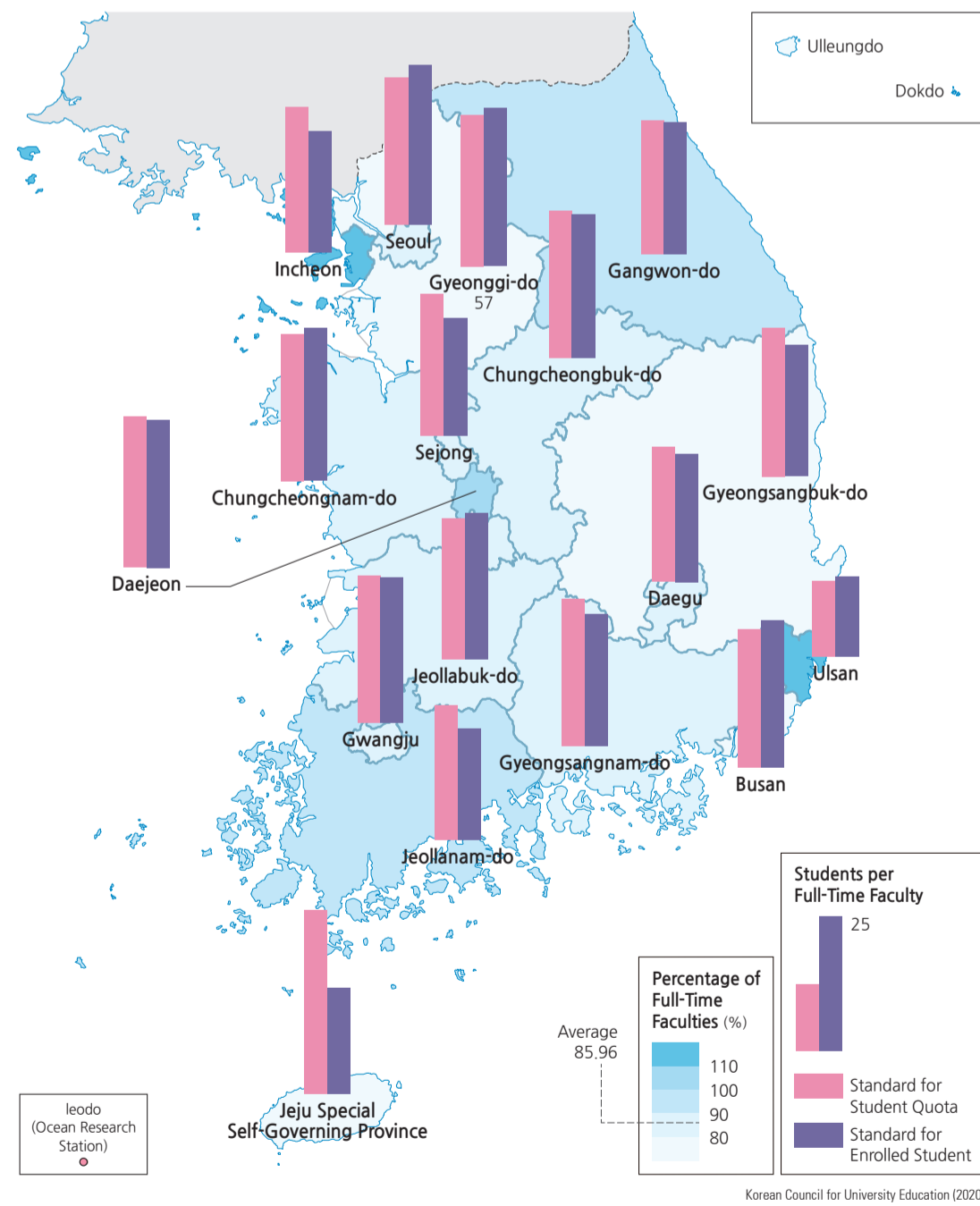
Science and Technology Policy Institute (2017)

Increase in Doctoral Degree Graduates (2011-2020)



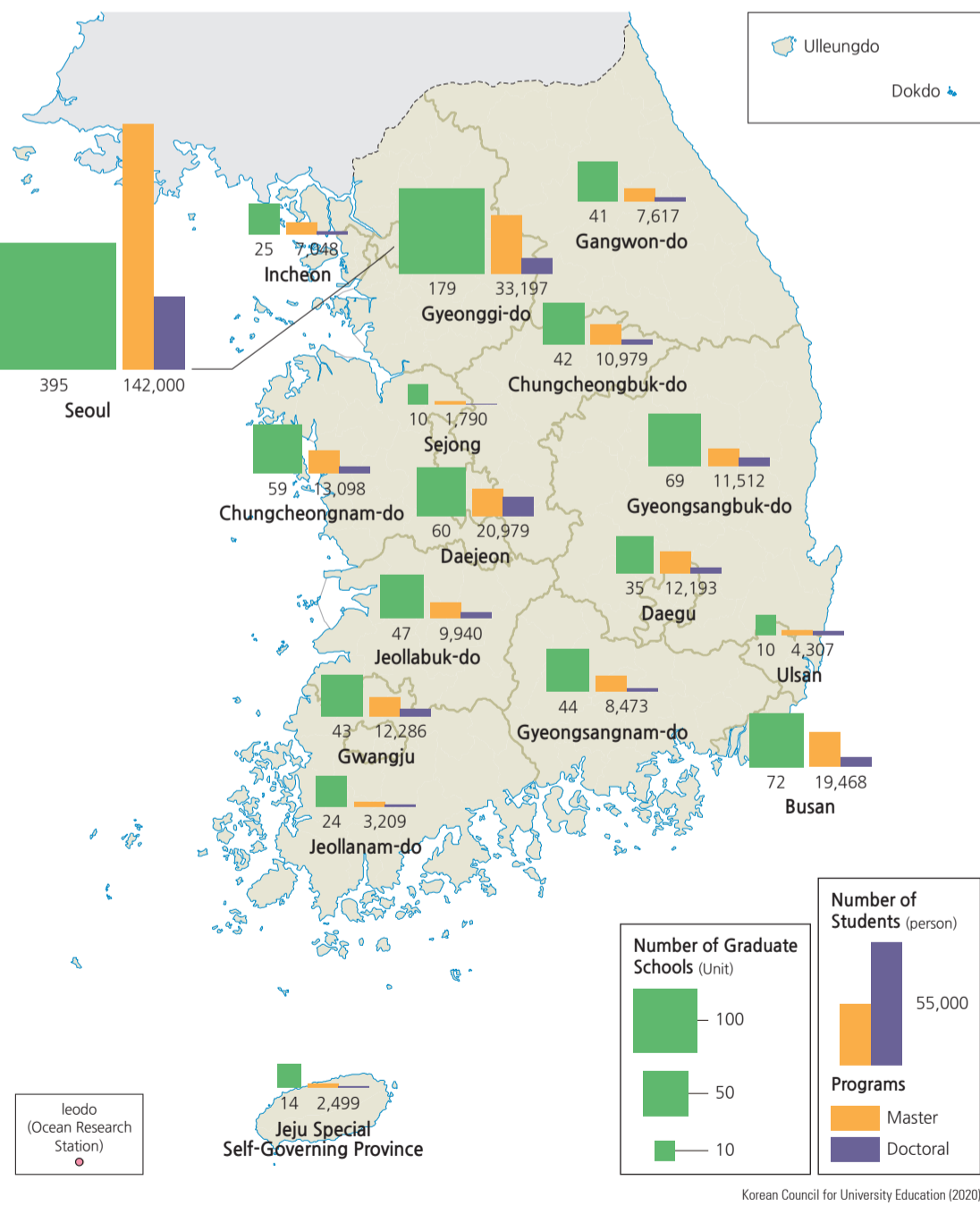
Korean Educational Development Institute (2020)

Rates of Full-time Faculties and Students per Full-time Faculty (2020)



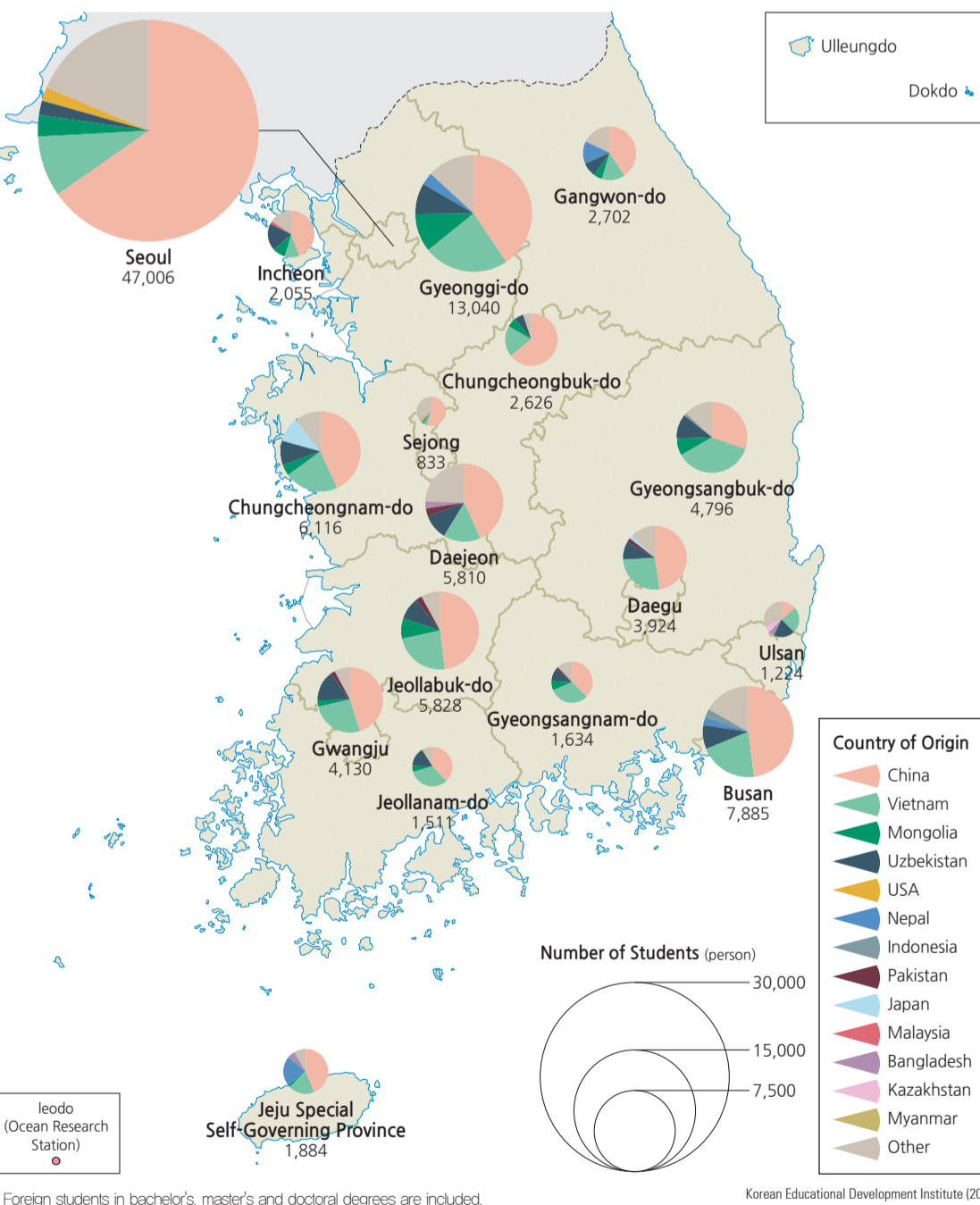
Korean Council for University Education (2020)

Distribution of Graduate Schools (2020)



Korean Council for University Education (2020)

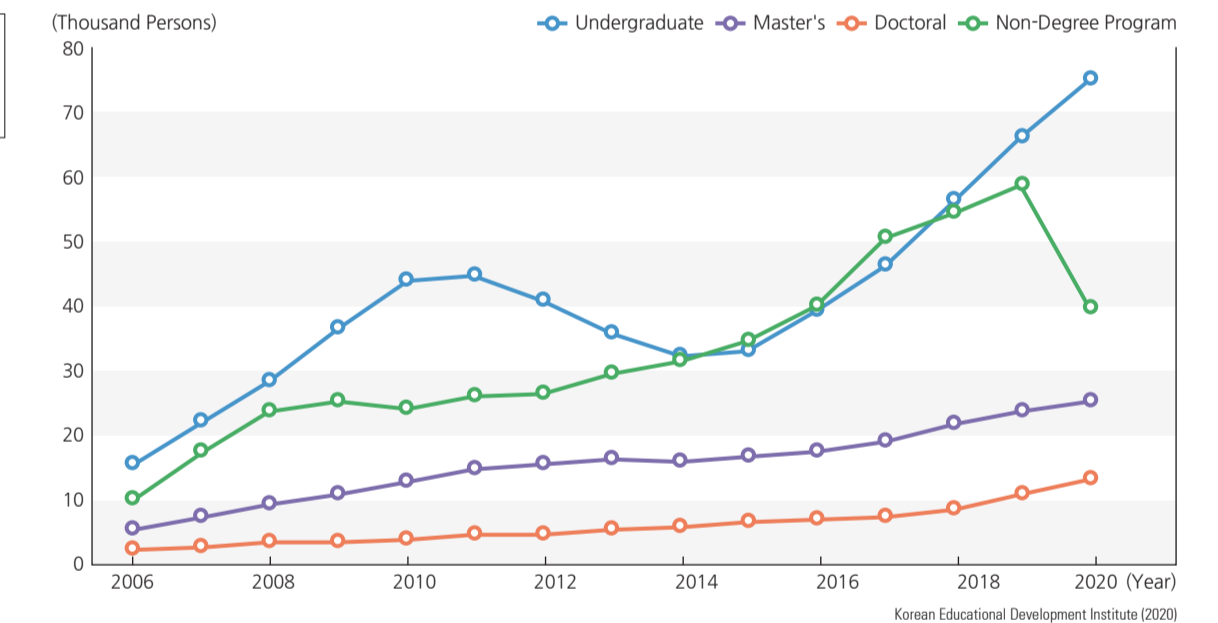
Distribution of International Students by Country of Origin (2020)



* Foreign students in bachelor's, master's and doctoral degrees are included.

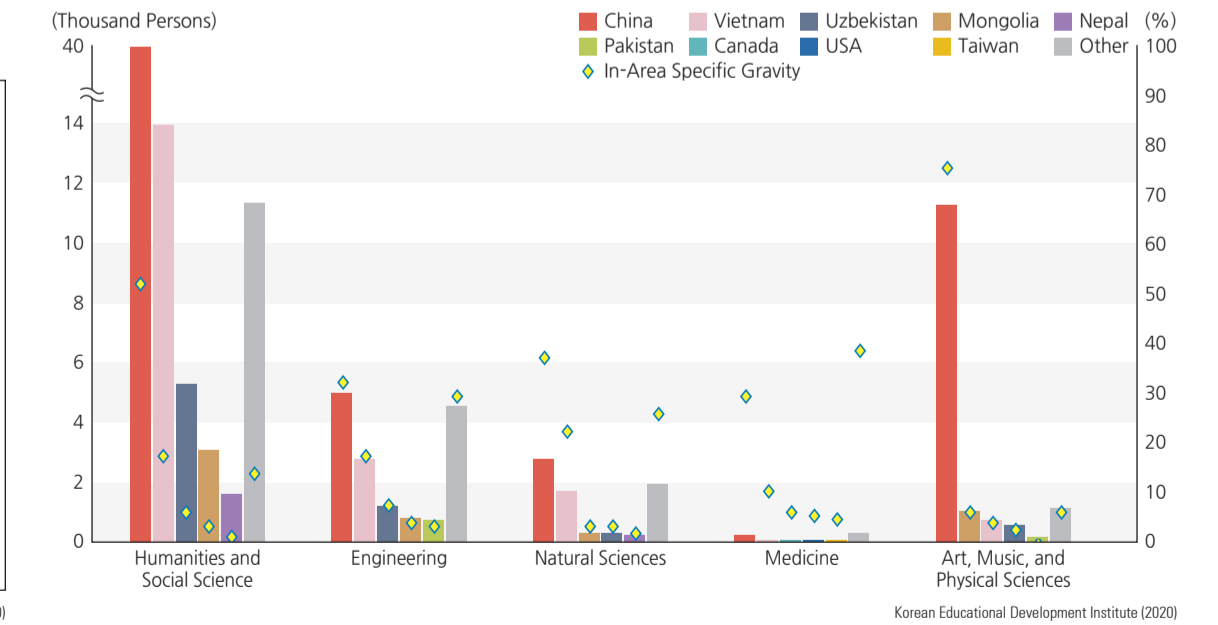
Korean Educational Development Institute (2020)

International Students (2006-2020)



Korean Educational Development Institute (2020)

Percentage of Country of Origin of International Students by Major (2020)



Korean Educational Development Institute (2020)

A decrease in the school-age population leads to a decrease in the number of college students. As a result, the consolidation of colleges began in the mid-2000s. Colleges continuously have reduced the number of new students in the quota to maintain the recruitment rate. However, the recruitment rate of new students in all higher education institutions is steadily decreasing. This trend is noticeable in the case of two-year colleges versus four-year universities. Most consolidations occur between junior college and university or between two or more universities. Recently, the consolidation is also taking place between national universities in provinces.

The percentage of full-time faculty and the number of students per full-time faculty are major indicators of the college's learning environment and conditions. Accordingly, colleges make great efforts to secure full-time faculties, and the rate of full-time faculties increased to 86% in 2020.

Many graduate schools have been established in accordance with increasing demands for the development of higher education and professional knowledge. Graduate schools operated by universities account for a large share; there are many graduate schools for religious training, executive development, medical expert training, and legal profession training.

University professors mostly have doctoral degrees, and a large proportion of these degrees are obtained at domestic universities. The number of doctoral holders who got their degrees has been increasing every year. The proportions of engineering, natural science, social science, and medicine are relatively high by field. More than 70% of all doctorate holders are densely distributed in the Seoul Metropolitan Area and the Chungcheong region.

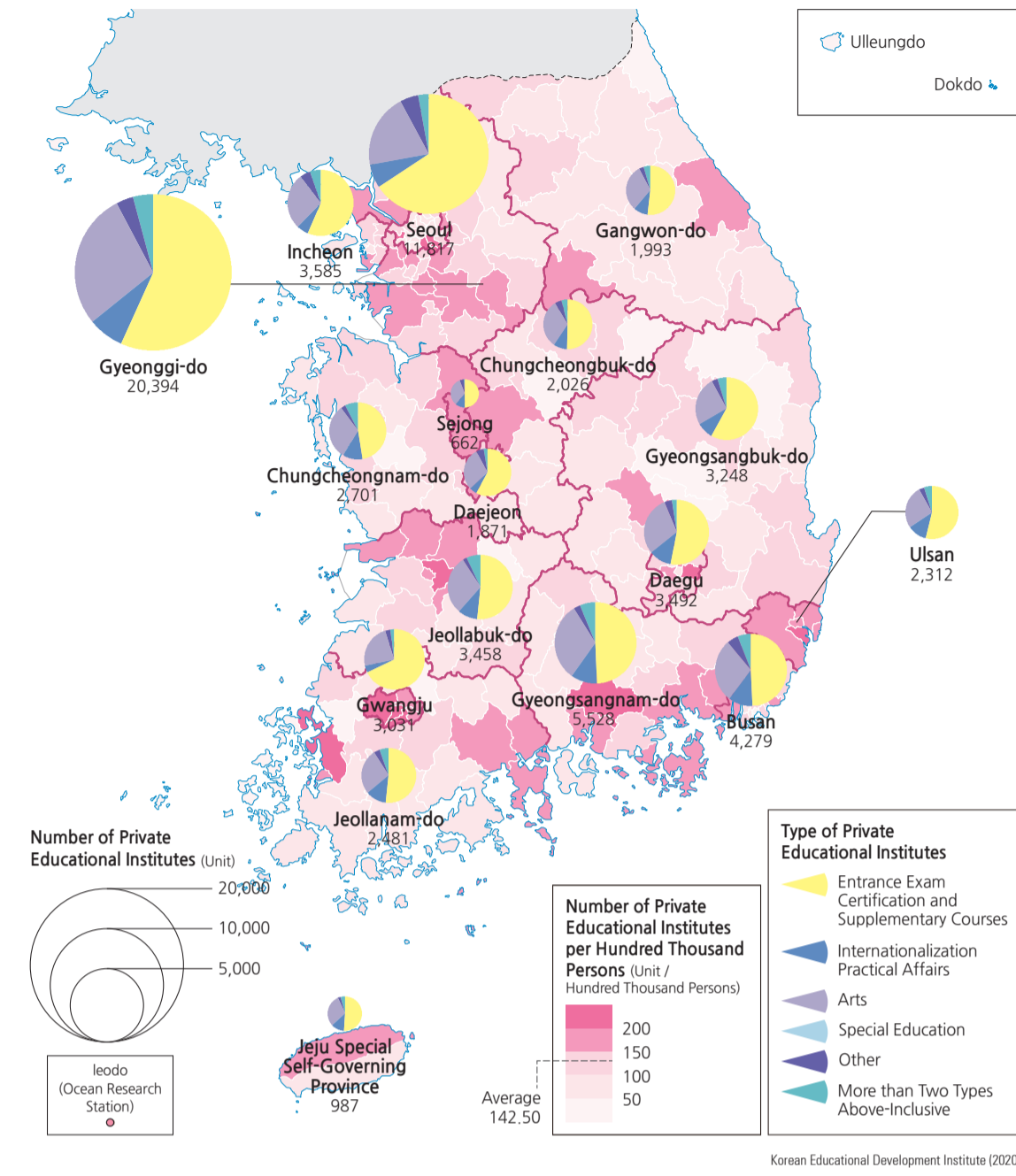
The number of international students in undergraduate, master's, and doctoral courses in all higher education institutions has been steadily increasing. Although the number of international students for

bachelor's degree courses temporarily decreased from 2011 to 2014, it increased sharply again after 2015, reaching 75,000 in 2020. Chinese and Vietnamese students are the most among all international students. However, the proportion of international students from other countries, such as Uzbekistan and Nepal, is relatively high in some areas. In addition, the proportion of international students' countries of origin also varies by their major, especially in the medical field, Canada, the United States, and Taiwan are relatively high.

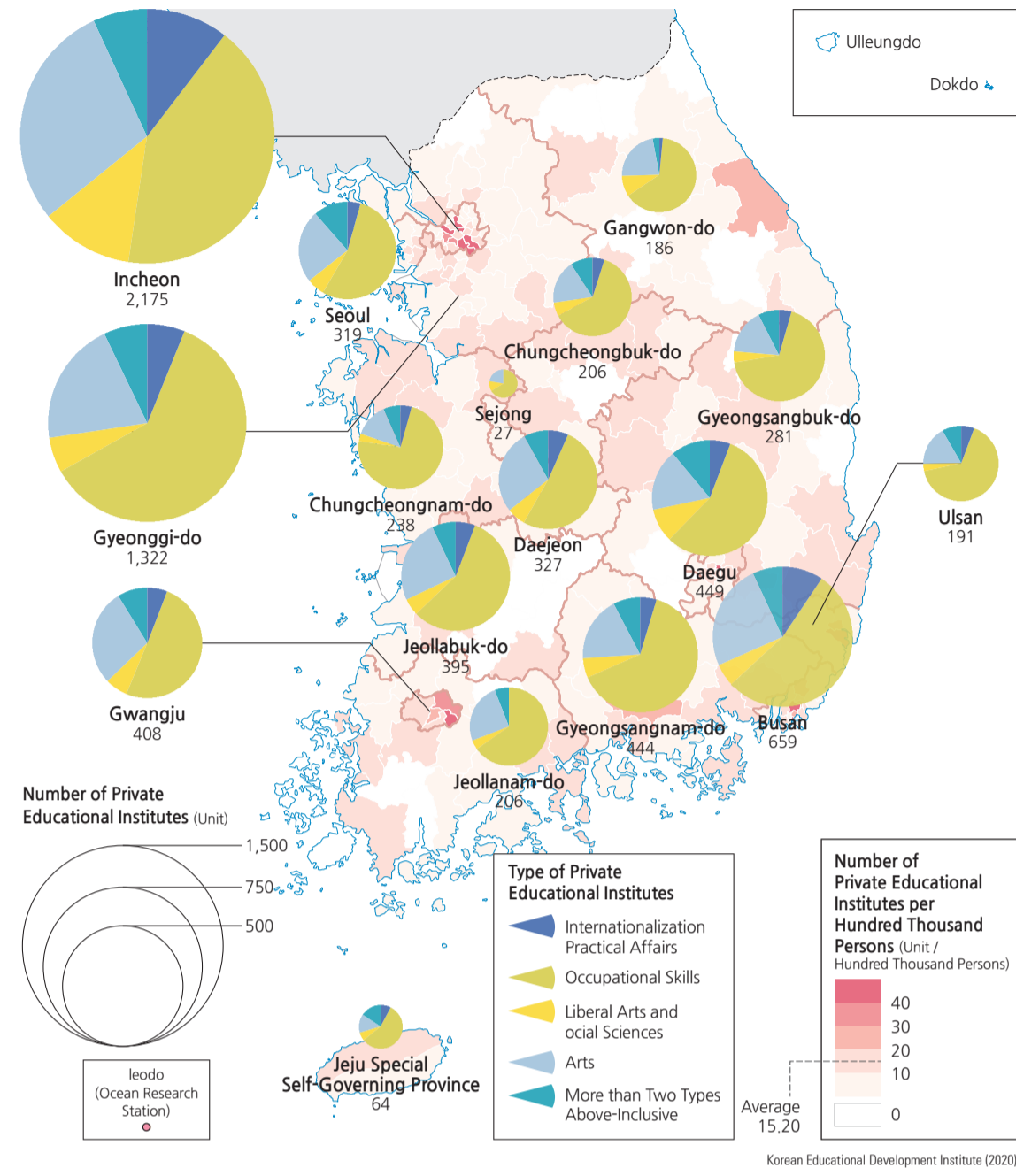
Private Education and Other Schools

Private Educational Institutes by Type (2020)

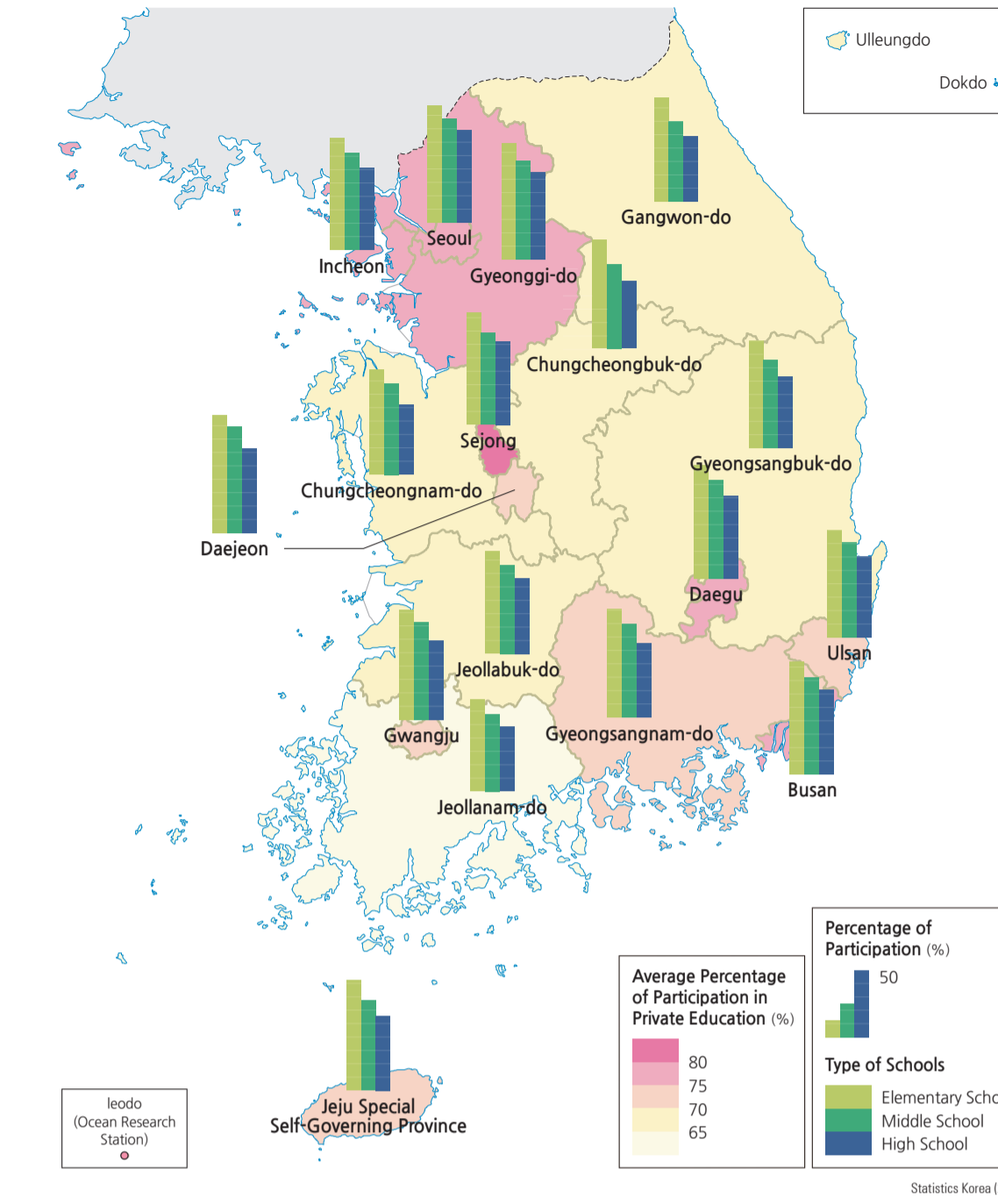
School Curriculum Education and Training Institutes



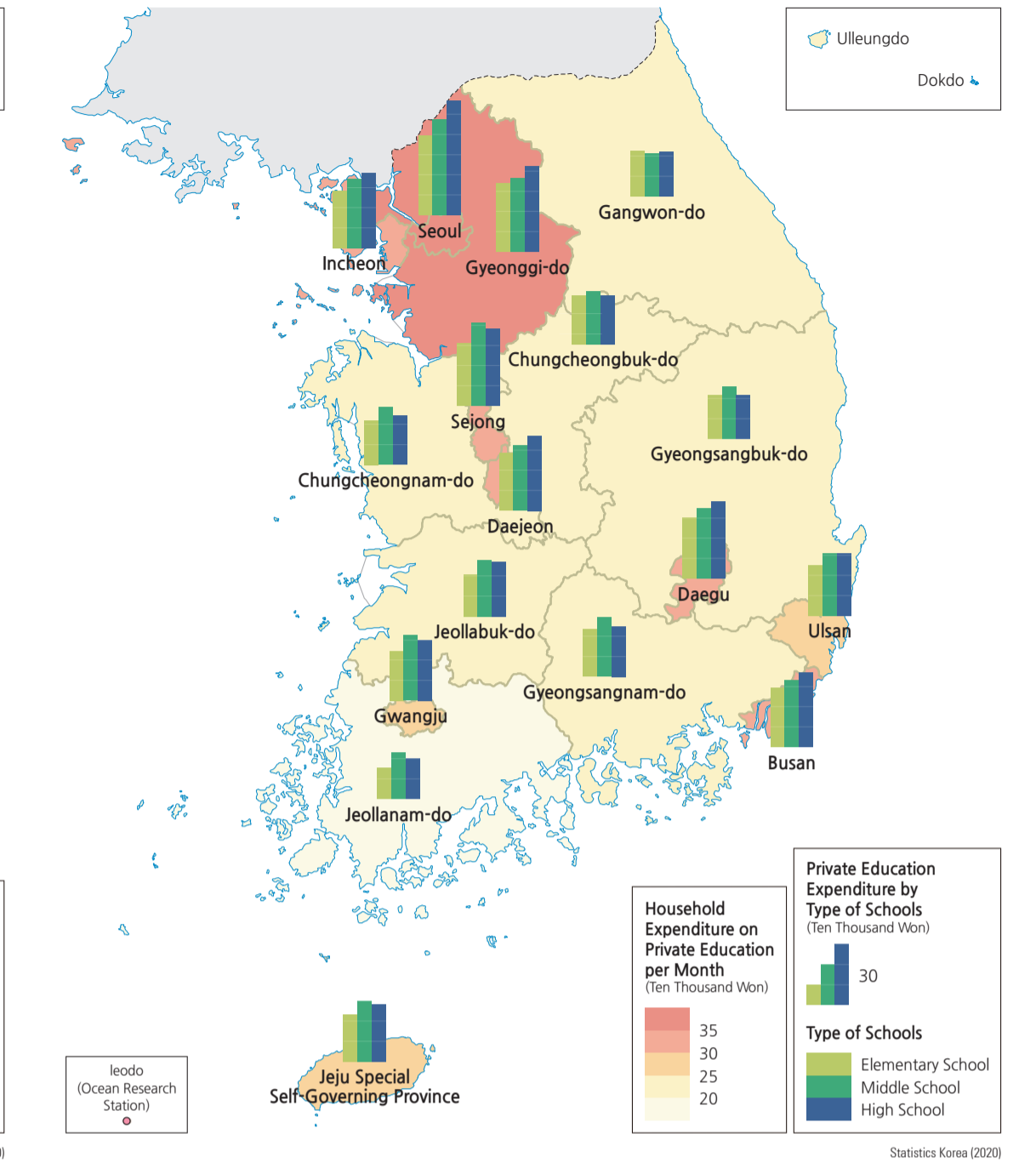
Lifelong Vocational Education and Training Institutes



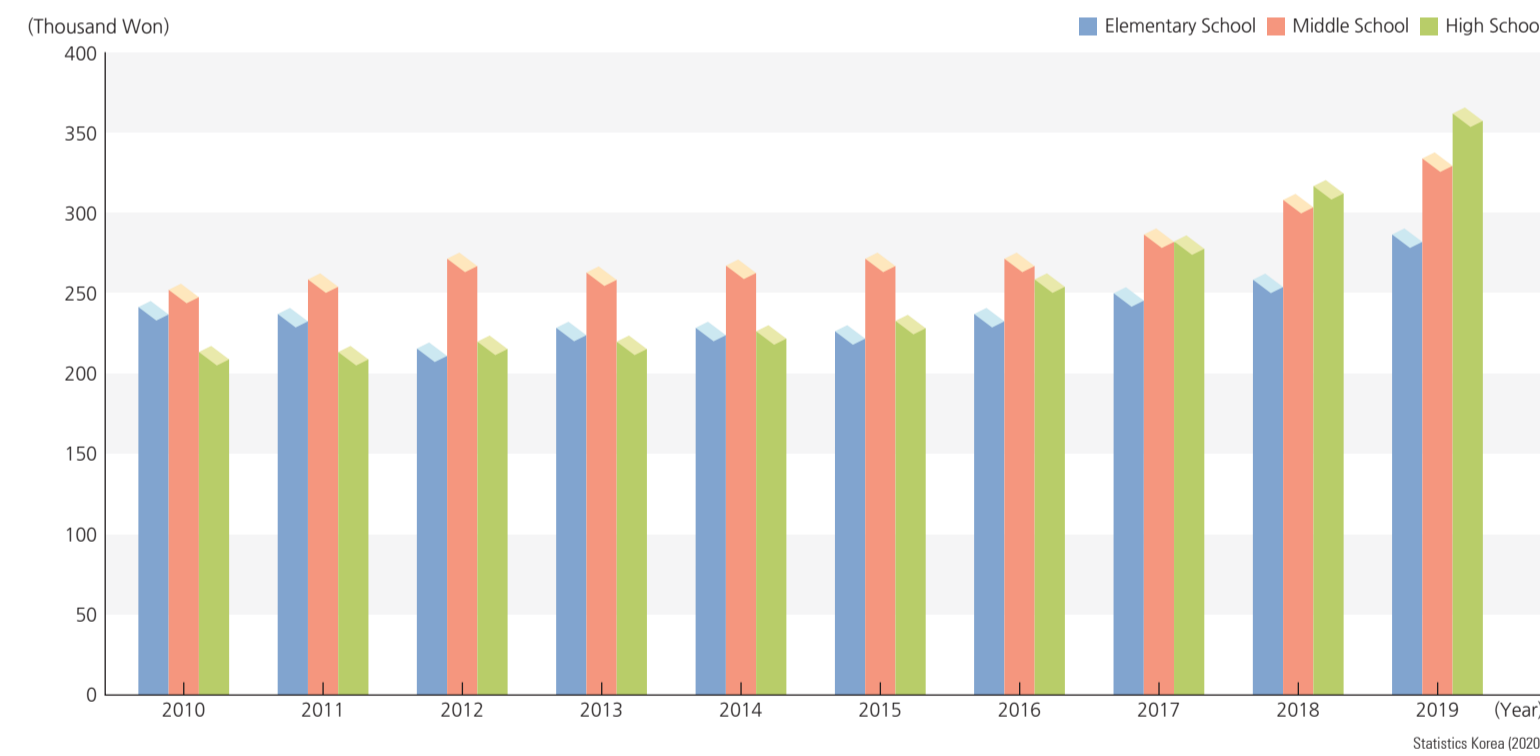
Participation Rate in Private Education by Educational Stage (2019)



Expenditure on Private Education by Educational Stage (2019)



Monthly Expenditure on Private Education per Student (2010-2019)



The enthusiasm for education has been praised for promoting and developing excellent human resources in Korea. However, excessive private education is a large part of the problem for Korean education in terms of parents' financial burden and the disparity of available private education opportunities between regions and social strata. Recent statistics reveal that a very high proportion of students begin private education in elementary school.

The average household spending on education is about 280,000 won, which is about 11% of total household expenditures. The proportion of household expenditure on education declined to 13.5% from its peak in 2009. Government policies, such as reforming the college entrance exam system, banning prerequisite learning, and enforcing educational broadcasting, have been implemented to lower private education costs.

In addition, it is reported that the choice for private education is closely related to the social and economic condition of the parents. A survey shows that the higher the household income level and academic degree of the parents, the more likely they spend more on private education for their children. Therefore, differences in children's academic achievement may occur depending on participation rates in private education.

Regionally, private institutes are concentrated in the Seoul Metropolitan Area and other metropolitan cities. In addition, a difference in expenditure on private education between metropolitan regions and other regions exists, which has prompted a concern that educational gaps between social classes and between regions will be enlarged. Private institutes are classified as supplementary educational institutes and lifelong educational institutes by the subject and purpose of education. In general, private institutes are supplementary education institutes that provide school curriculum tutoring for preschool students and elementary, middle, and high school students. Lifelong educational institutes are significantly fewer than supplementary ones. However, the number of lifelong education institutes, instructors, and registered students has increased as interest in lifelong education and professional qualification has increased. However, there are no lifelong educational institutes in some rural areas, so the regional gap between urban and rural areas becomes problematic.

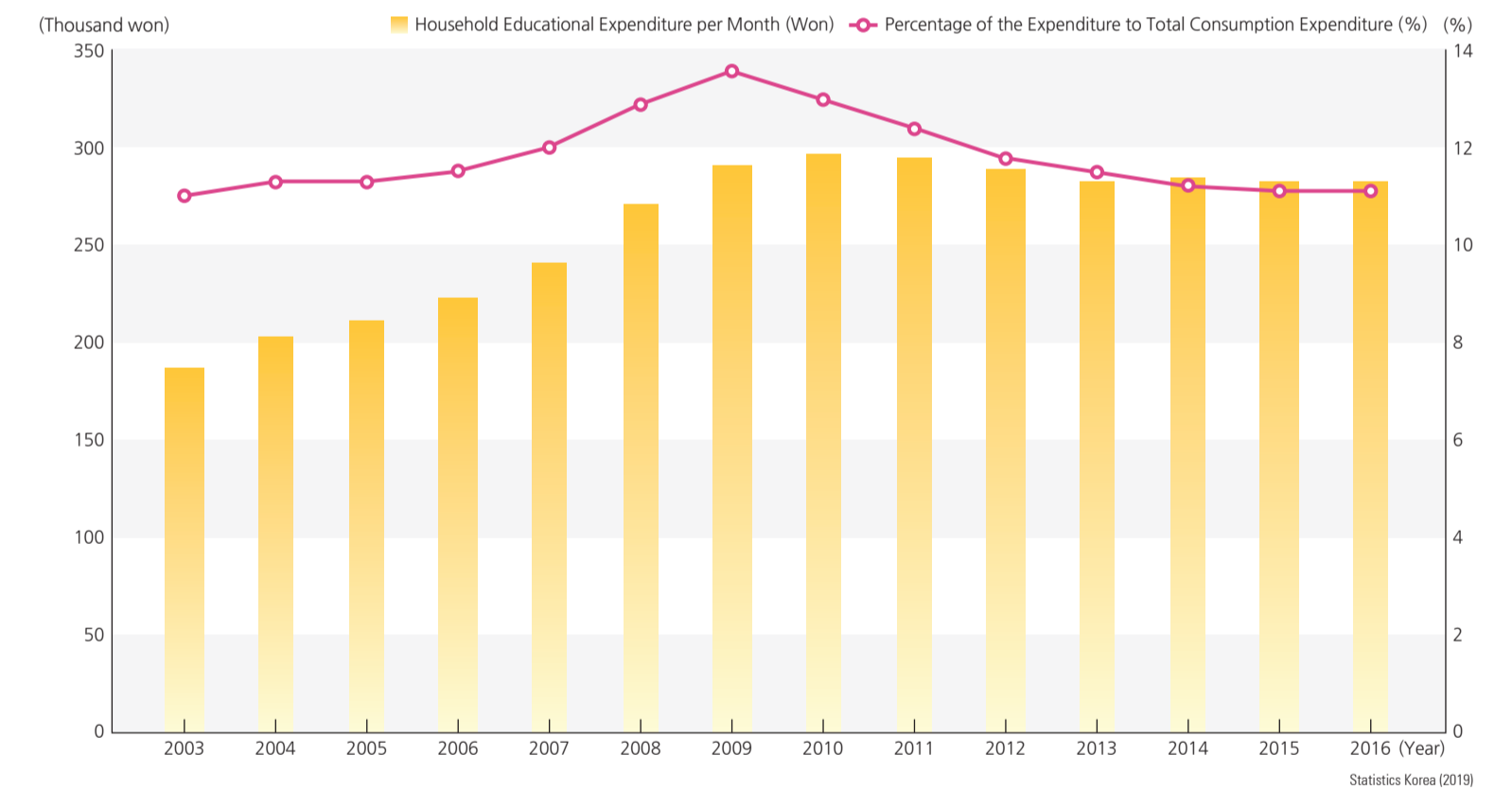
School qualification examination is a system to evaluate whether those who did not complete the school curriculum have the same academic abilities as those who completed the school curriculum at regular school education. This qualification examination is conducted only for elementary, middle, and high school curriculum. The number of applicants varies by region and type

of qualification. From 2015 to 2019, the number of applicants for the elementary school graduation qualification exam was generally increasing, while those for the middle and high school graduation qualification exam were decreasing.

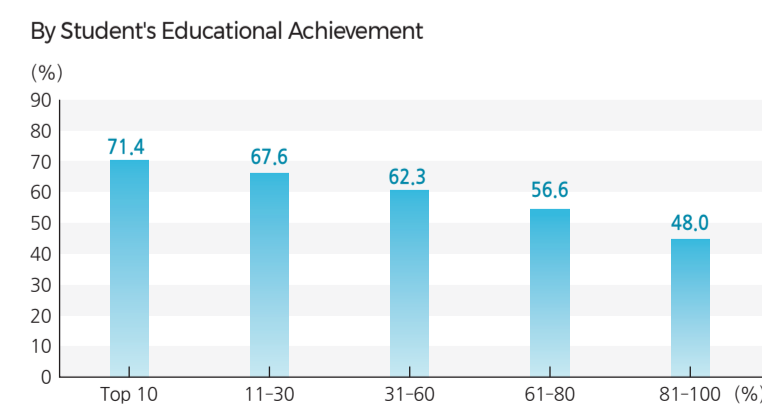
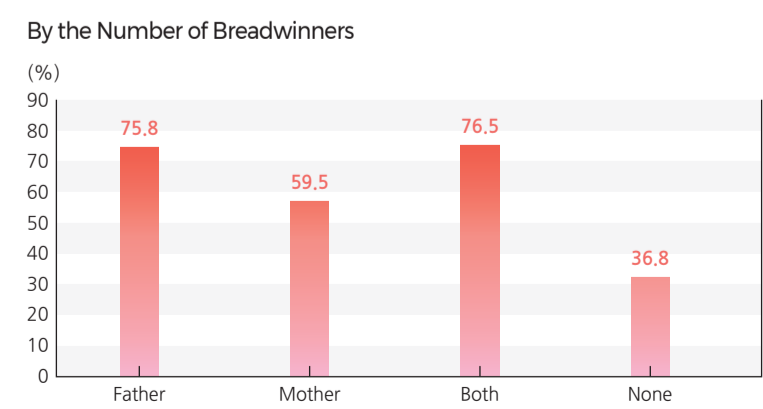
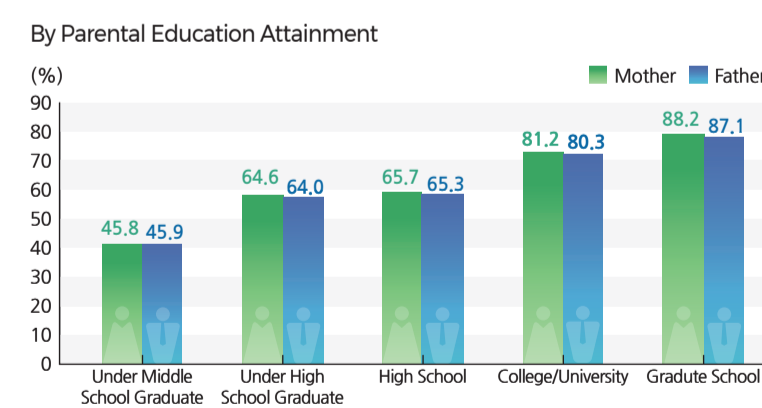
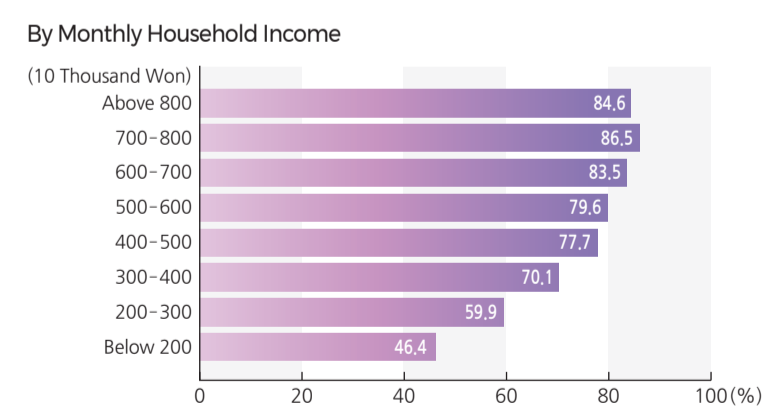
As the number of foreigners residing in Korea has increased, so have the foreign educational institutions and foreign schools. Foreign educational institutions are established by a corporate body operating foreign educational institutions in Korea. Foreign schools are established to provide cultural home education for children of foreigners living in Korea. These foreign schools provide education tailored to each country's curriculum and admit foreigners and some Korean students who have lived in the relevant foreign country. In addition, Jeju international schools, which specialize in international education in Jeju Global Education City, were established by the Jeju Special Self-Governing Province.

The educational institutions of foreign countries directly operate foreign educational institutions in designated areas. Alternative schools and specialized schools provide unique education that cannot be adequately addressed in a traditional school environment. These schools offer specialized education in accordance with their educational goals, such as instruction in religion, music, global education, and environmental studies.

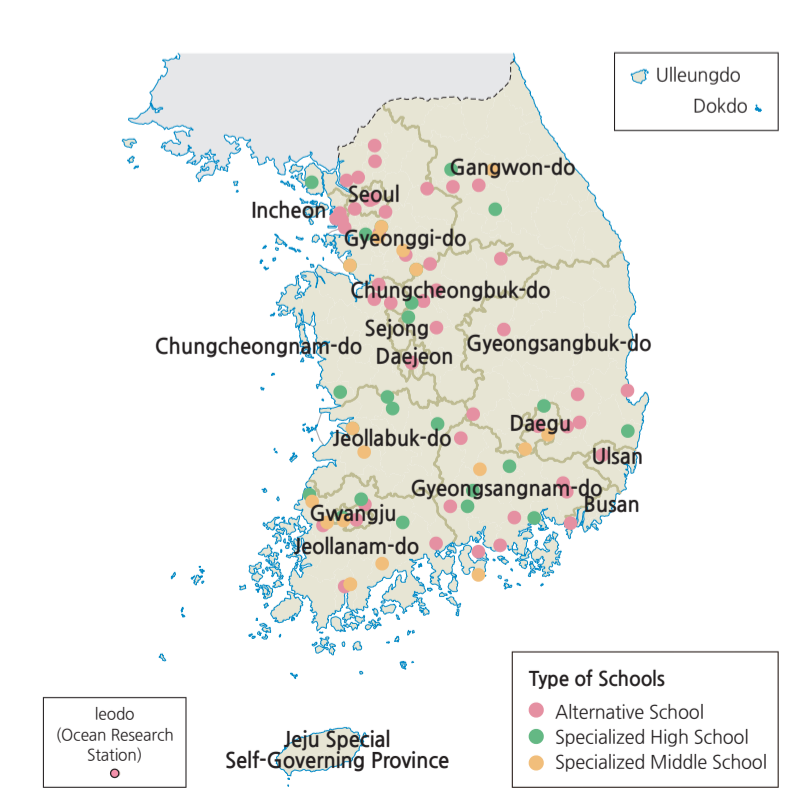
Household Expenditure on Education (2003-2016)



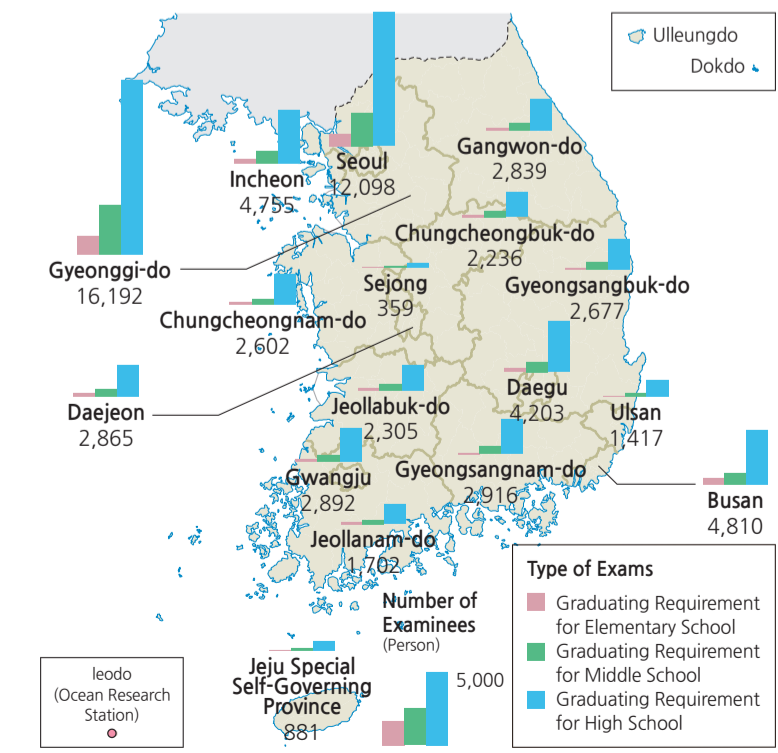
Participation Rate for Private Education (2020)



Alternative Education and Specialized Schools (2021)



Number of Examinees for the Qualification Exam after Independent Education (2019)



Schools for International Education and Foreigners (2020)

