

A Tale of Education in Korea



Mothers praying hours & hours at a temple when their children's exam for university entrance due in 101 days

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Visiting professor
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Jan 21, 2016.

January 17, 2016,
déjà vu?



I. A Blitz History of Korea



Goguryeo, AD 5th



Gojoseon(古朝鮮)

Korean history begins

Legendary B.C. 2333 – circa A.D. 3c

But no records of education system and practices



Three Kingdoms Era(三國時代)

A.D. 3C-7C

Goguryeo : Kyoung Dang & Tae Hak

Silla : Hwa Rang(花郎)

Silla unified the kingdoms in the peninsula, existed until 10 C.

Unified Silla had a flourishing Buddhism.

Exchanges with Asuka sidai(飛鳥) Japan



Koryo(高麗), 918-1392

A Buddhist kingdom with Confucian politics.

Both public and private education institutions for social political selection(recruitment exam for literati officials, Kwa-keo 科擧)

Kukjagam(國子監) & others for Kwa-keo.



Chosun(朝鮮), 1392-1910

A fundamentalist Confucianism(朱子學)

Well-structured education institutions nationwide.

Sungkyunkwan (成均館),
Hakdang(學堂)
Hyangkyo(鄕校)
Seowon(書院)

State reproduction of Confucian ruling ideology and life ethics.

Recruitment exam for aristocratic state official class epitomized(科擧)
Ardent study of Chinese classics
Literature education for poem, verses

The Letter Hall(書堂), grassroots one-room school



KIM, Hong-do, 18th Century

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Buddhist Temple Schools, Japan



Terakoya(寺子屋)

Japan, 1854



Korea, 1871



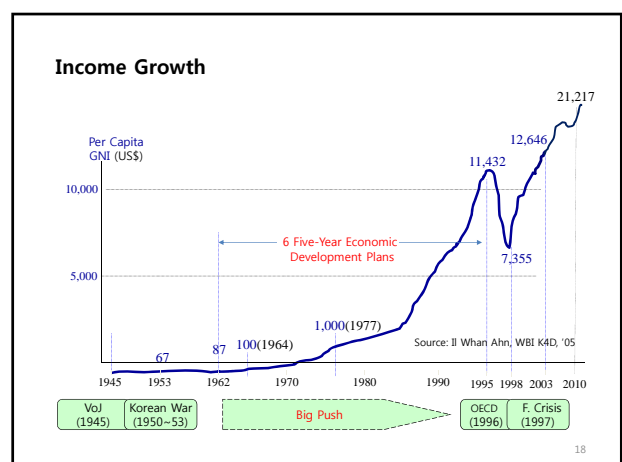
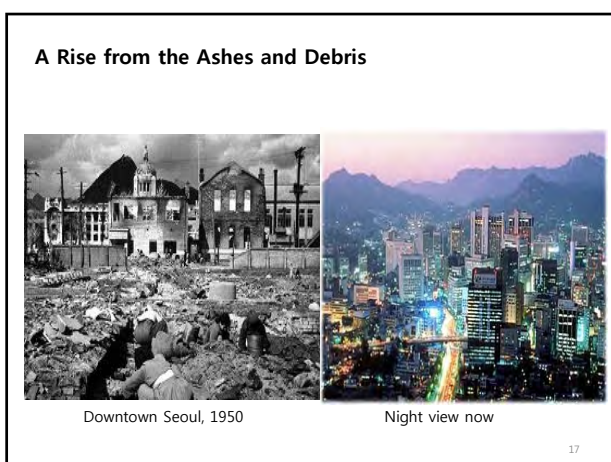
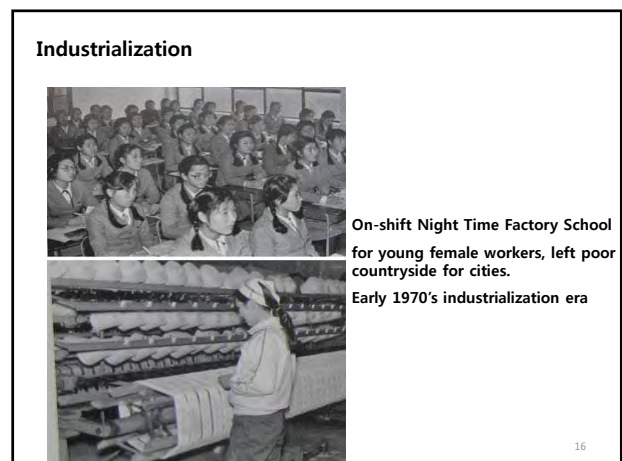
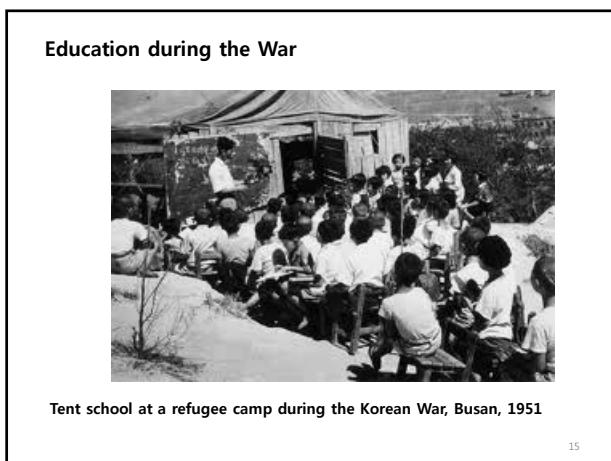
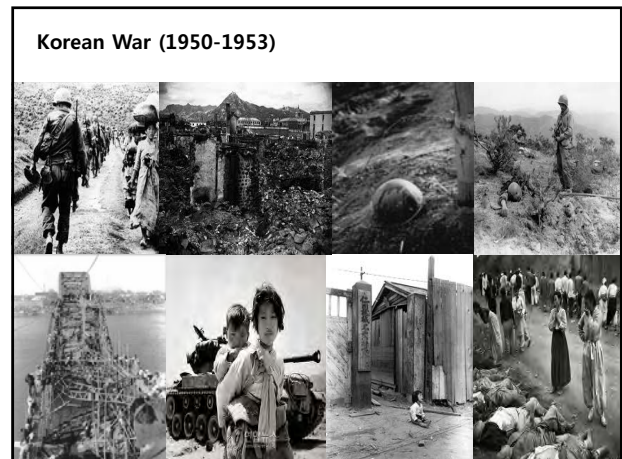
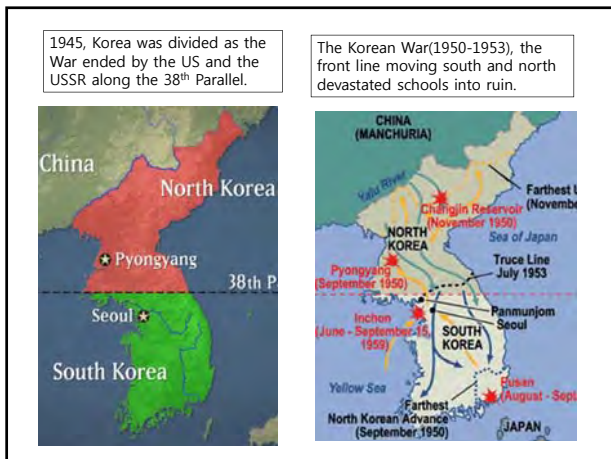
Japanese occupation 1910-1945

Westernized education introduced with European dual elitist practices.

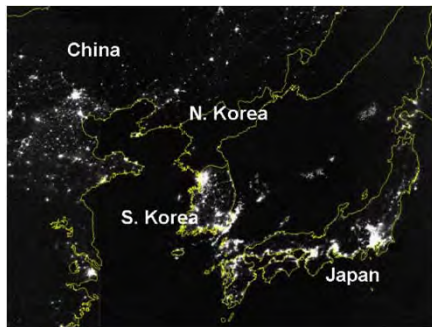
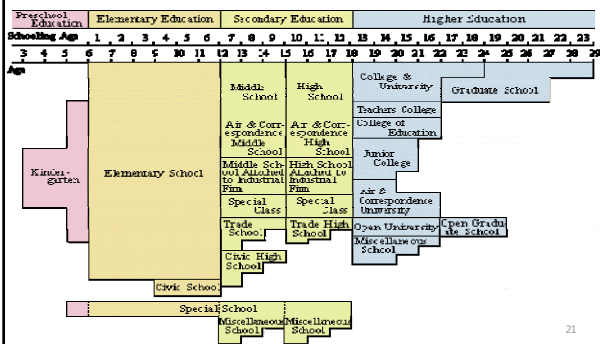
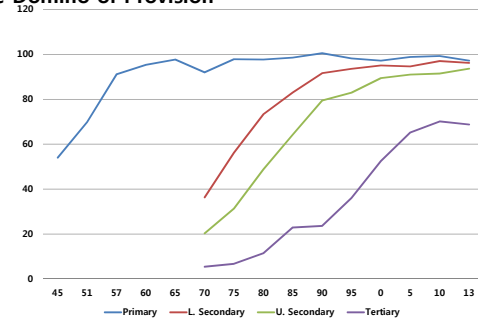
Korean private schools emerged with Christian, philanthropic, and patriotic backgrounds.

No Need to Explain





A Satellite View at Night

II. Achievements of Korean Education:
Quantity, Quality, & EqualityA Monolithic School Ladder, democratic
No tracking & selection until H.E.Quantitative Expansion,
The Domino of Provision

Source: http://www.index.go.kr/total/main/EachDtlPageDetail.do?idx_cd=1530
 KEDI, Universalization of Elementary and Middle School Education, CRM 2009-28-1, p. 33.
 KEDI, Universalization of Tertiary Education, CRM 2008-22-8, p. 28.

No School Choice Policy(平準化 政策)

Abolition of entrance competition by mandate
 Random allocation to a neighboring school in the school district
 Middle schools (1968-), high schools (1974-) large cities first
 Imposed on both public and private schools alike by law

year	High School Leveling	Non leveling
1974	Seoul, Busan	-
1975	Taegu, Incheon, Kwangju	-
1979	Daejeon, Chonju, Masan, Chongju, Suwon, Chuncheon, Jeju city	-
1980	Sungnam, Wonju, Chunan, Kunsan, Iri, Mokpo, Andong, Chinju	-
1981	Changwon	-
1990	-	Kunsan, Mokpo, Andong
1991	-	Chuncheon, Wonju, Iri(Iksan)
1995	-	Chunan
2000	Kunsan, Iksan, Ulsan	-
2002	Koyang, Bucheon, Anyang, Kwachon, Uiwang, Gunpo, Sungnam(Bundang)	-
2005	Mokpo, Suncheon, Yeosu	-
2006	Kimhae(except Jangyu)	Kimhae(Jangyu)
2008	Pohang	-

<http://edpolicy.vedi.re.kr/EpicDb/Epic/EpicDb01Main.php>

Qualitative Achievement,
One of the highest in OECD PISA

Korean 15 years-old students in PISA, Among the top achievers over a decade

Table 3. PISA results of Korea

Year (No. of Participating Countries)		2000 (41)	2003 (40)	2006 (57)	2009 (75)	2012 (65)
Math	Average Score	547	542	547	546	554
	Rank					
	OECD	2	2	1-2	1-2	1
Reading	Average Score	525	534	556	539	536
	Rank					
	OECD	6	2	1	1-2	1-2
Science	Average Score	552	538	522	538	538
	Rank					
	OECD	1	3	5-9	2-4	2-4

source: excerpted from OECD PISA reports

Creativity vs rote memorization puzzle, How come the exam driven brings Creativity?



Definition of problem solving

Consistent with this understanding of what is meant by a problem, Mayer (1990) defines problem solving as cognitive processing directed at transforming a given situation into a goal situation when no obvious method of solution is available. This definition is widely accepted in the problem-solving community (e.g. see Klemke, 2004; Mayer and Wittrock, 2006; Reiff et al., 2006).

Definition of problem-solving competency

The PISA 2012 definition of problem-solving competency is grounded in these generally-accepted meanings of "problem" and "problem solving." It is as follows:

Problem-solving competency is an individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious. It includes the willingness to engage with such situations in order to achieve one's potential as a constructive and reflective citizen.

OECD(2013). PISA 2012 Assessment and Analytical Framework, p.122



Table VA
SNAPSHOT OF PERFORMANCE IN PROBLEM SOLVING

Country/region with mean score above the OECD average performance score above the OECD average

Country/region with mean score below the OECD average performance score below the OECD average

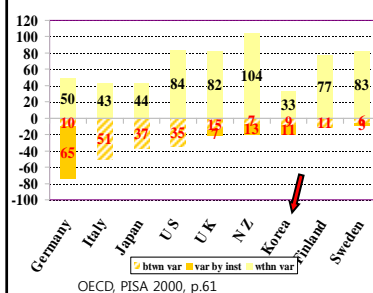
Country/region with mean score below the OECD average performance score below the OECD average

Country/region with mean score below the OECD average performance score below the OECD average

Country/region	Performance in problem solving		Relative performance in problem solving		Performance in problem solving, by process		Performance in problem solving, by outcome	
	Achievement in PISA 2012	Share of low achievers (below Level 2)	Share of top performers (Level 5 or 6)	Gender difference (boys - girls)	Solution rate on tasks requiring application of knowledge	Solution rate on tasks requiring a strategic approach	Solution rate on tasks requiring a strategic approach	Solution rate on tasks requiring a strategic approach
	Mean score	%	%	Score diff.	Percent correct	Percent correct	Percent correct	Percent correct
OECD average	550	11.4	11.8	9	45.3	46.4	47.1	45.8
Singapore	602	0.0	29.8	9	2	42.0	52.4	59.9
Korea	580	0.0	27.9	13	14	42.0	54.3	59.9
Japan	572	2.1	22.3	19	11	59.1	56.3	59.7
Macau (China)	560	2.5	16.6	18	18	58.1	57.3	57.8
Hong Kong (China)	560	3.4	19.3	11	16	57.7	55.1	56.1
Shanghai (China)	556	0.0	18.3	25	11	56.9	59.8	59.7
Chile (Latin America)	554	17.0	18.3	11	9	55.2	55.1	55.1
Canada	554	14.7	17.5	5	6	52.4	52.1	52.1
Australia	523	15.5	16.7	2	7	52.3	51.5	52.8
Finland	522	14.3	15.0	6	10	50.2	51.9	51.7
England (United Kingdom)	517	16.4	14.3	5	6	49.6	49.1	49.5
Ireland	515	18.1	11.8	5	15	44.5	49.2	49.7
France	511	18.2	11.0	5	10	49.6	49.6	49.6
Netherlands	511	16.5	11.6	5	14	48.2	49.7	49.4
Russia	510	16.4	11.8	9	10	45.5	48.1	48.5
Czech Republic	509	18.4	11.8	8	10	45.5	48.4	48.4
Germany	508	19.2	12.8	7	12	47.5	49.4	49.4
United States	508	16.2	11.6	5	10	46.5	47.1	46.6

Smallest Inequality among/between schools, PISA 2000, Reading score

Variation in Student Achievement/reading

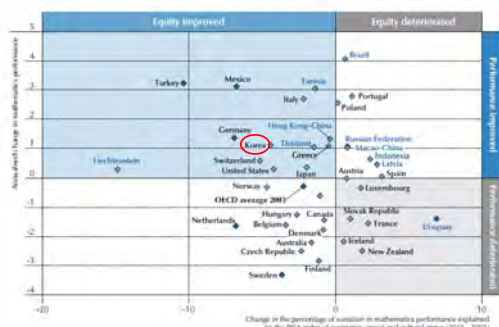


Korea showed the smallest variances within and between schools, that means, equity in schooling.

OECD, PISA 2000, p.61

Equity Improved

Change between 2003 and 2012 in the strength of the socio-economic gradient and annualised mathematics performance



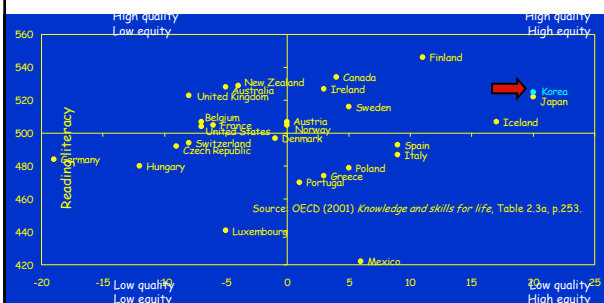
OECD (2013), PISA 2012 Results: Excellence Through Equity: Giving Every Student the Chance to Succeed (Volume II), PISA, OECD Publishing, p.57.

Small Influence from SES on Math score, PISA 2012 Socio-educational Achievement

	Mean performance in mathematics	Strength of the relationship between mathematics performance and socio-economic status	Performance difference across socio-economic groups
	Mean score	Percentage of explained variance in mathematics performance	Percentage difference in mathematics score associated with a one-unit increase in the PISA index of economic, social and cultural status
OECD average	514	11.8	18
Korea	515	11.8	18
Finland	515	11.8	18
Japan	515	11.8	18
Sweden	515	11.8	18
Denmark	515	11.8	18
Netherlands	515	11.8	18
Belgium	515	11.8	18
Australia	515	11.8	18
Canada	515	11.8	18
United Kingdom	515	11.8	18
United States	515	11.8	18
France	515	11.8	18
Germany	515	11.8	18
Italy	515	11.8	18
Spain	515	11.8	18
Portugal	515	11.8	18
Poland	515	11.8	18
Czech Republic	515	11.8	18
Hungary	515	11.8	18
Slovak Republic	515	11.8	18
Lithuania	515	11.8	18
Latvia	515	11.8	18
Estonia	515	11.8	18
Malta	515	11.8	18
Malaysia	515	11.8	18
Chinese	515	11.8	18
Russian Federation	515	11.8	18
Turkey	515	11.8	18
Mexico	515	11.8	18
Brazil	515	11.8	18

OECD (2013), PISA 2012 Results: Excellence Through Equity: Giving Every Student the Chance to Succeed (Volume II), PISA, OECD Publishing, p.36.

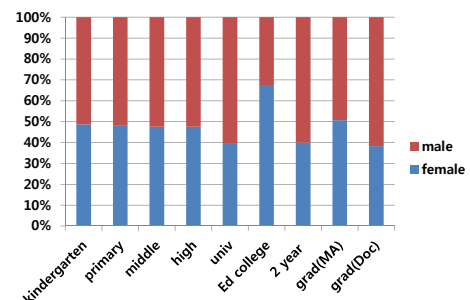
Get Two : Quality and Equality



"Korea is clearly in the top right quadrant which can be considered to be high quality and high equity." Barry McGaw, OECD, June 2005

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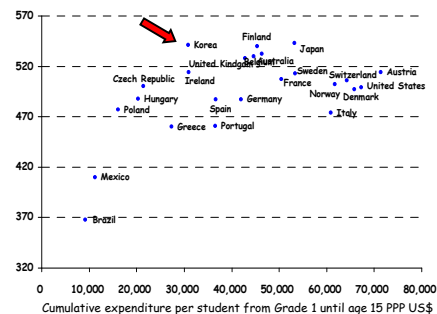
Gender Ratio, 2013



KEDI, 간추린통계

High Achievement with Low Expenditure

Average read, math, sci, PISA 2000



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Knowledge(Education) and Income Growth

Figure 1.1 Knowledge as a Factor in Income Differences between Countries: Ghana and the Republic of Korea, 1956-90



Source: World Development Report, 1999

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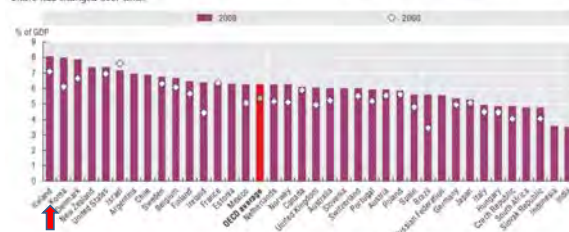
III. The Cost of Achievements



Spending Much, Is this efficient?

Figure 3.5. Trends in education expenditure as a percentage of GDP (2000, 2009)

This figure shows the share of national income that countries devote to expenditure on educational institutions, and how that share has changed over time.

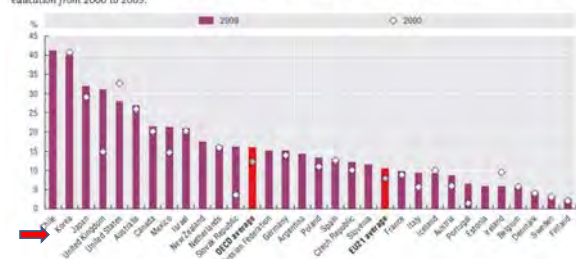


Source: OECD (2012), Education at a Glance 2012, Table B2.1, available at: <http://dx.doi.org/10.1787/888932966076>.

Relaying Much on Private Expenditure, The role of the state in education?

Figure 3.10. Trends in the share of private expenditure (2000, 2009)

This figure shows the increase – or otherwise – in private spending as a percentage of total expenditure on all levels of education from 2000 to 2009.



Source: OECD (2012), Education at a Glance 2012, Table E3.1, available at: <http://dx.doi.org/10.1787/888932966190>.

Large Share of Private Schools

	Number of schools			Number of students		
	total	pub	priv	Total (female)	public	Private
2 yr college	147	10	137	776,738(310,247)	18,790	757,948
Miscellaneous	1	0	1	44(25)	0	44
Cyber college	2	0	2	3,577(2,046)	0	3,577
Poly Tech	12	0	12	25,817(2,185)	0	25,817
Sub total	162	10	152	806,176(338,135)	18,790	787,386
4 yr University	183	30	153	2,065,451(802,075)	441,946	1,623,505
Teacher college	10	10	0	20,241(13,765)	20,241	0
Industrial Univ	9	3	6	122,916(34,430)	58,749	64,167
Tech university	1	0	1	135(49)	0	135
Air&correspond	1	1	0	268,561(177,582)	268,561	0
Miscellaneous	4	2	2	4,829(2,614)	3,628	1,201
Cyber university	16	0	16	103,917(59,749)	0	103,917
Subtotal	224	46	178	2,586,050(1,090,264)	793,125	1,792,925
Grad(stand alone)	1,167(41)	225(1)	942	329,933(158,523)	105,376	224,557

Source: excerpted from Ed Stat Yearbook, 2011, <http://cesi.kedi.re.kr>

Huge Private Tutoring Expenditure

(in million Korean Won)

	1994	2001	2007	2010
Education budget	11,068,149	21,598,422	31,216,000	38,115,800*
Private expenditure	5,645,917	10,663,417	20,040,000	20,871,800
Primary	2,900,045	6,519,494	10,209,800	9,708,000
Middle school	1,848,887	2,584,171	5,612,000	6,039,600
Academic H	693,486	1,339,819	3,865,500	4,751,200
Vocational H	203,499	219,932	352,600	373,000

Excerpted from:

Sang Keun Choi, et al., A Study of Private Education and Expenditure, KEDI, 2003, p. 23

The Office of Statistics, The Survey of Private Education Expenditures, 2010, p.57

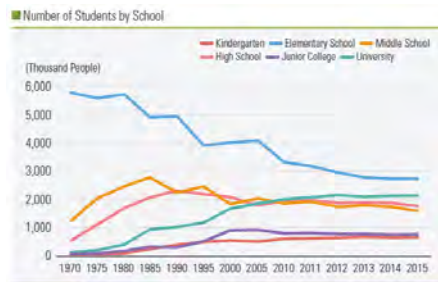
*budget for science & technology excluded

Declining a bit after 2010, Perhaps owing to demographic decrease?

yr \ sch	total	primary	middle sch	high sch
2008	209,095	104,307	58,135	46,652
2009	216,259	102,309	62,656	51,294
2010	208,718	97,080	60,396	51,242
2011	201,266	90,461	60,006	50,799
2012	190,395	77,554	61,162	51,679
2013	185,960	77,375	57,831	50,754

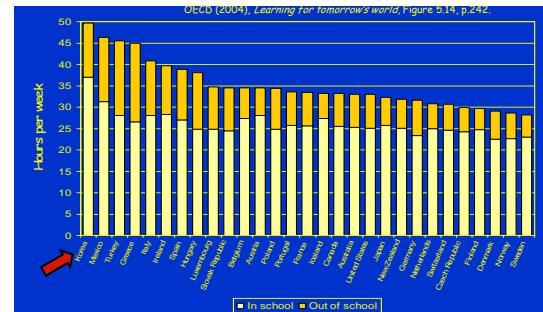
source : MOE, Office of Statistics, 100million Korean Won

Decrease in the number of students



Source : KEDI, 2015 Brief Statistics of Korean Education, p.8

Studying the Longest Hours In & Out of School, Are they happy?



Out of School Life



The Cram School District, Kangnam



Going home mid night

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Burdened with Heavy Weights



YONHAP NEWS



OECD, 2009

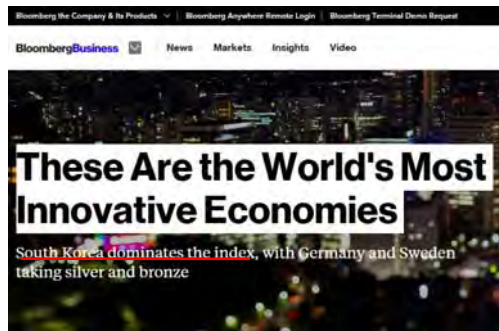
Table 2.1. Comparative policy-focused child well-being in 30 OECD countries
1 ranks the best performing country

	Material well-being	Housing and environment	Educational well-being	Health and safety	Risk behaviours	Quality of school life
Australia	15	2	8	15	17	n.a.
Austria	5	9	18	27	27	11
Belgium	11	11	20	36	14	18
Canada	14	n.a.	3	22	10	16
Czech Republic	18	24	19	5	23	17
Denmark	2	6	7	4	17	8
Estonia	4	7	1	6	28	14
France	10	10	23	19	12	22
Germany	16	18	13	9	18	9
Greece	26	19	27	29	7	24
Hungary	20	21	12	11	26	7
Ireland	8	4	14	3	8	1
Israel	17	8	5	26	10	15
Italy	19	23	28	17	11	20
Japan	37	12	11	13	3	n.a.
Korea	13	n.a.	2	13	2	n.a.
Luxembourg	9	8	17	7	14	26
Norway	35	26	29	19	28	n.a.
Netherlands	9	17	4	8	9	2
New Zealand	21	14	13	28	24	n.a.
Norway	1	1	16	10	4	3
Poland	28	23	6	14	20	10
Portugal	23	20	26	18	8	21
Slovak Republic	27	25	24	1	27	28
Spain	24	13	31	12	16	6
Sweden	6	3	9	3	1	5
Switzerland	7	n.a.	19	11	6	13
Turkey	30	n.a.	30	30	29	12
United Kingdom	12	15	22	10	18	4
United States	31	12	25	24	15	14

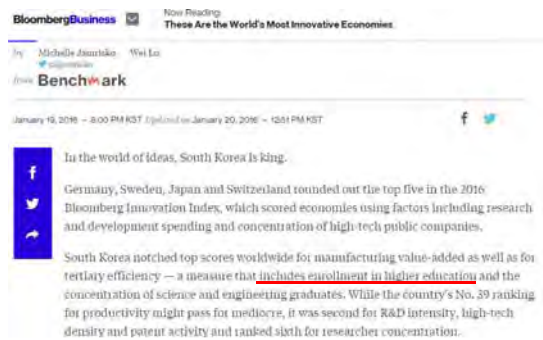
Note: To create the table, each indicator was converted into a standardised distribution. Then a within-dimension average was taken. This within-dimension standardised average was then used to rank countries in each dimension. Using standardised figures each country with half a standard deviation higher than the OECD average is coloured blue on that dimension, whilst countries on dark grey are at least a half standard deviation lower.
n.a. = no country data.
Source: OECD based on analysis in this chapter.

Source: OECD, 2009. <http://dx.doi.org/10.1787/707700840304>

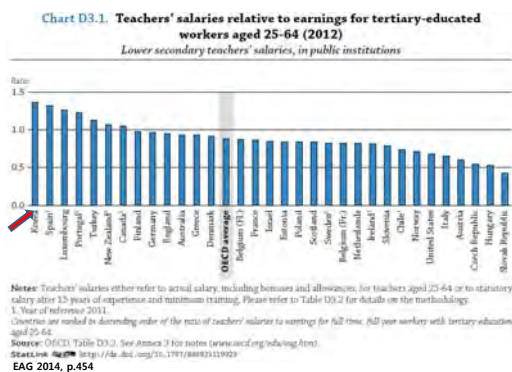
Korea, the world's most innovative economy Bloomberg, 2016. 1. 20



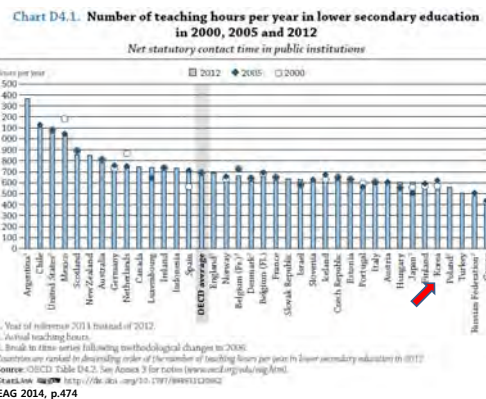
It reads...



Korean Teachers are Well Paid



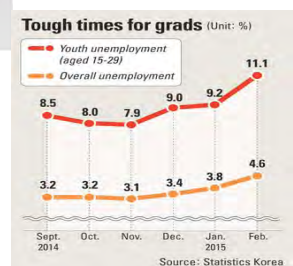
Korean Teachers Work Less



Some say, We Don't Care the Rankings in universities. Then, What Else?

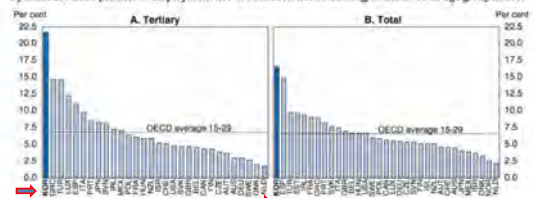
	The Times Higher Education (THE)		
	2008	2009	2015/16
Seoul National Univ	50	47	85
KAIST	95	69	148
Yonsei Univ	203	151	301-350
Korea Univ	236	211	251-300
Postech	188	134	116

A Narrow Gate



Youth NEET, Korea

Figure 10. The share of inactive youth with tertiary education is high in Korea
By share of NEETs (neither in employment nor in education nor in training) in the 15-19 age group in 2009¹



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Skill mismatch worsens since 2009

Suitable employment rarer, even with excess skilled labor positions

July 30, 2015



Skill mismatch has become more severe across the nation since the subprime mortgage crisis, as demand for white-collar jobs has increased more sharply than the number of available positions, according to a recent report by Bank of Korea (BOK).

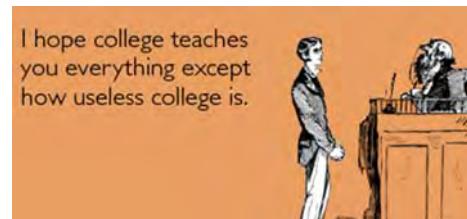
<http://koreajoongangdaily.joins.com/news/article/Article.aspx?aid=3007240>

Higher Education in Korea, Over-education, Over-capacity?



Nevertheless, she wants to go..

Perhaps True...



IV. Analysis of Korean Education

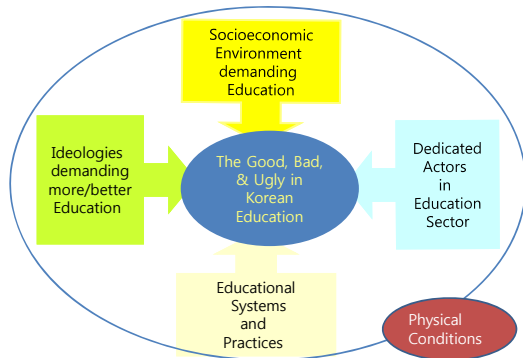


A Tool Box for Analysis

Factors \ Aspects	Historical	Social	Political	Economic
Contingency				
Structure				
Agency				
Ideology				
Physical Conditions/ Resources				



An Analytical Framework



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Historical Legacies of Korean Education

1. **Traditional Confucianism (4th C - 1910)**
 - Rule by literati class, civilian supremacy
 - Aristocracy based on recruitment exam
2. **Japanese Occupation (1910 - 1945)**
 - Deterred expansion in secondary & tertiary
 - European Elitist Education System
3. **U.S. Influence (1945 to present)**
 - Mass education for political democracy
 - Mono-track school ladder system for equity
4. **Neo-Liberalism (1984 to present)**
 - Market Principle to Education Sector

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Socio-Educational Structure in Korean Education

1. **Upward Social Mobility through Education**
Aristocracy and landlord class dismantled
2. **Strong Rewards for Education**
Social respect, self-esteem, & higher wage
3. **Manpower Demand for Industrialization**
Labor intensive industrial structure at early stage
4. **Successful Family Planning for Less Children**
More family resources, care, & expectation

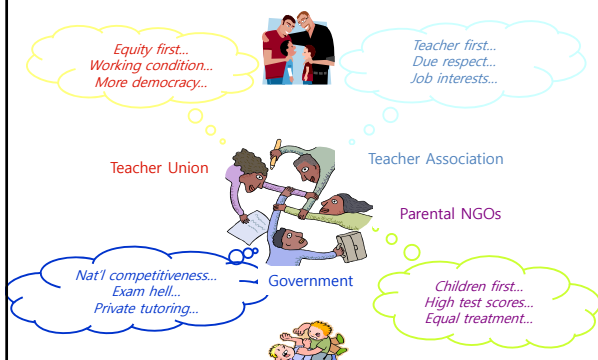
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Actors in Korean Education

1. **Governments : MOE & Local Ed Offices**
Development with authoritarian leadership based on Education Laws
2. **Private School Owners**
Motivated by informal merits & formal causes
3. **Parents and Students**
Seized with education fever for their children
Obedient Tendency of Korean Youth Culture
4. **Teachers**
Professionalism with self-esteem
Politicized teacher union activism
5. **Mass Media : Newspapers, TVs, Internets**
Constant, acute coverage on education issues

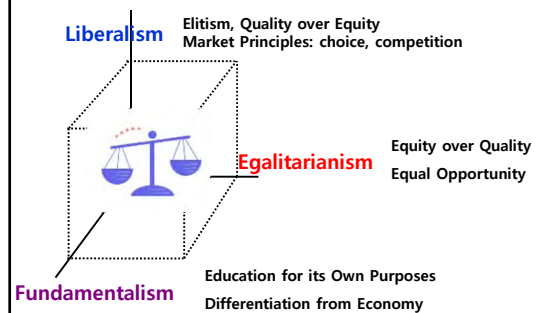
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Actor Politics



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Ideology/Values in Korean Education



66

Legalized budgetary revenue structure, Earmarked for primary & secondary

2010, trillion Won

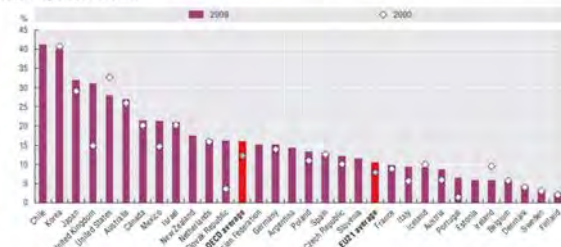
Ministry of Ed&ST		Local Education Offices			
Expenditure Total		Revenue	44.3	Expenditure	44.3
Kindergarten, Primary, Secondary Miscell.	32.5 0.2	Central Gov't (20.27% of national domestic revenue)	32.3	Personnel	27.8
Higher Ed	5.1			Operation	4.2
LLL, VET	0.5	Local gov'ts	7.6	Programs	4.7
Others	0.1			Facilities	3.4
				Debt Pay	0.7
				Reserve	0.3
		Tuition/fees	2.5	Miscell.	3.2
		Local Ed. bond	1.9		

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Private Expenditure

Figure 3.10. Trends in the share of private expenditure (2000, 2009)

This figure shows the increase - or otherwise - in private spending as a percentage of total expenditure on all levels of education from 2000 to 2009.



Source: OECD (2012), Education at a Glance 2012, Table B3.1, available at: <http://dx.doi.org/10.1787/88893266190>

V. Korean Education & Development Cooperation



A "Polite" Aid touching the hearts of the recipients

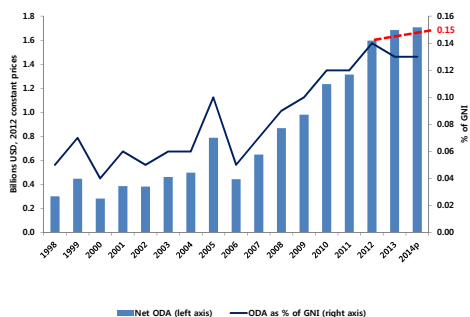
Korea Became an OECD DAC donor, 2010.



"We will increase our ODA amount and share globally Korea's experiences of development."



Increasing the Amount



OECD DCR, 2015 p. 235
dx.doi.org/10.1787/888933245178

K-ODA

	ODA 2013, current, mil USD		
	Total Amount	ODA/GNI(%)	Donor/Total(%)
United States	30 879	0.18	22.96
United Kingdom	17 920	0.71	13.33
Germany	14 228	0.38	10.58
Japan	11 582	0.23	8.61
France	11 342	0.41	8.43
Sweden	5 827	1.01	4.33
Norway	5 581	1.07	4.15
Netherlands	5 435	0.67	4.04
Canada	4 947	0.27	3.68
Australia	4 846	0.33	3.60
Italy	3 407	0.17	2.53
Switzerland	3 197	0.47	2.38
Denmark	2 927	0.85	2.18
Spain	2 375	0.17	1.77
Belgium	2 300	0.45	1.71
Korea	1 755	0.13	1.31
Finland	1 435	0.54	1.07
Austria	1 171	0.27	0.87
Ireland	846	0.46	0.63
Portugal	488	0.23	0.36
Poland	472	0.10	0.35
New Zealand	457	0.26	0.34
Luxembourg	429	1.00	0.32
Greece	239	0.10	0.18
Czech Republic	211	0.11	0.16
Slovak Republic	86	0.09	0.06
Slovenia	62	0.13	0.05
Iceland	35	0.25	0.03
Total DAC	134 481	0.39	

Excerpted from OECD DCR, 2015 p. 310
dx.doi.org/10.1787/888933246713

Korea's Education ODA, commitment, (in million USD)

	Education ODA	Ed/Total	Total ODA
2002	69.50	27.31%	254.51
2003	58.94	18.62%	316.60
2004	74.13	15.33%	483.45
2005	50.17	7.63%	657.79
2006	135.15	20.01%	675.50
2007	160.17	15.21%	1053.26
2008	112.46	7.73%	1454.95
2009	139.02	9.59%	1450.15
2010	324.40	17.93%	1,809.58
2011	199.17	12.27%	1623.63
2012	127.53	7.27%	1752.99
2013	337.05	15.06%	2238.20
2014	218.80	9.82%	2274.80

Source : CRS 2014, OECD DAC CRS, <https://stats.oecd.org/Index.aspx?DataSetCode=CRS1>

Along with the World Bank, Encouraged to share

Intelligence, personality, and creativity:
Unleashing the power of intelligence and
personality traits to build a creative and
innovative economy

Achieving HOPE: Happiness of People through Education

Seoul, Korea

November 4, 2014

Conference edition



Y. Kim



E. King



R. Halsey

The WB noticed the early completion of primary education provision.

	Schools	Teachers	Students	Enrollment rate (percent)
1945 (at liberation)	2,807	27,847	1,572,046	64.0
1948 (founding of the Republic of Korea)	3,400	41,335	2,405,301	74.8
1951 (outbreak of the Korean War)	3,917	32,371	2,073,844	69.8
1954	4,053	41,857	2,678,374	82.5
1957	4,369	56,705	3,170,982	91.1

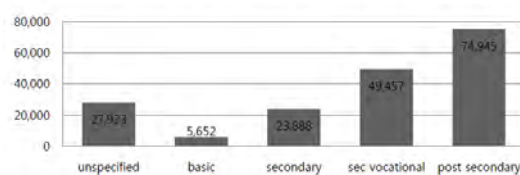
	Students (1,000 persons)	Students per class (person)	Students per teacher (person)
1965	4,941	65.4	62.4
1970	5,749	62.1	56.9
1975	5,599	56.7	51.8
1980	5,658	51.5	47.5
1985	4,857	44.7	38.3
1990	4,869	41.4	35.6
1995	3,905	36.4	28.2
2000	4,020	35.8	28.7
2005	4,023	31.8	25.1

World Bank (2008), An African Exploration of the East Asian Education Experience, p. 169-70.

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In fact, Korean Focused on TVET and HE Almost negligent on Basic/EFA

Figure 8. Composition of Educational ODA Expenditure, 2011 USD thousand

Source : Data extracted on 19 Sep 2013 13:56 UTC (GMT) from [OECD.Stat](http://data.oecd.org)

Why Is It That? A Critical Review of Korean Educational ODA

Agency : MoE, MoFA, MoSF fragmented, MoE's second priority, but among MoFA/KOICA's first priority

Structural condition : Education as domestic state function rather than international/global one

System/Practice : Manpower, expertise, overseas branches concentrated in KOICA/MOFA

Ideology/Value : Economic growth first, instrumentalist view of education prevails, rather human-centered and educational intrinsic

Resources : Budgets concentrated in KOICA and EXIM/MoSF

SDG Goal 4 and Korean Education ODA

The SDG 4 by now includes too many & too much targets and values.
Therefore, whatever you may do, you are likely to hit anyone of them.

So, as usual, Korea decides to select and concentrate.
Welcomes that unlike MDG basic education extended to lower secondary.
Notes that quality, inclusiveness, and ethics are emphasized in the SDG 4.

KOICA education sector will focus on those topics during 2016-20 such as:

- Better Life for Girls : President Park Geun-hye's agenda
- Global Citizenship Education : President Park's and UNSG's agenda
- Quality secondary education : excused from past negligence on EFA
- Inclusive education for the disadvantaged : determined to support the least developed countries unattended for so far

MOE will focus on TVET as proven in the UNESCO BEAR(Better Education for African Rise), ICT, and GCED implementation in schools.

So, my story ends here,
as if in the Rashomon.



Thanks much for your attention
to my treachery of images, figures & signifiers!

