Open Secondary School in Korea

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History of Open Secondary School

01

History of Open Secondary School

The rising demand for a new type of secondary school

- The implementation of industrialization policies demanded the need for trained and skilled workforce.
- Over 600,000 students chose to leave school for financial issues and low academic performance.
- Legal foundation for the establishment of Open High School was stated in Education Act of 1973 and Decree on Standards for the Establishment of Open High School in 1974.

The development of electronic electricity industry

- The development and commercialization of radio broadcasting
- Korea National Open University was established in 1972.

1973

- **Legal basis for the establishment of Open High School was enshrined in Education Act**
- **Research on the establishment of Open High School was assigned to KEDI**

1974

- **Decree on Standards for the Establishment of Open High School was enacted**
- **11 Open High School were established**

1977

First Commencement was held(2,680 graduates)

"To ensure the opportunity for school dropouts and teenage workers to learn."

History of Open Secondary School

7/30 Educational Reform

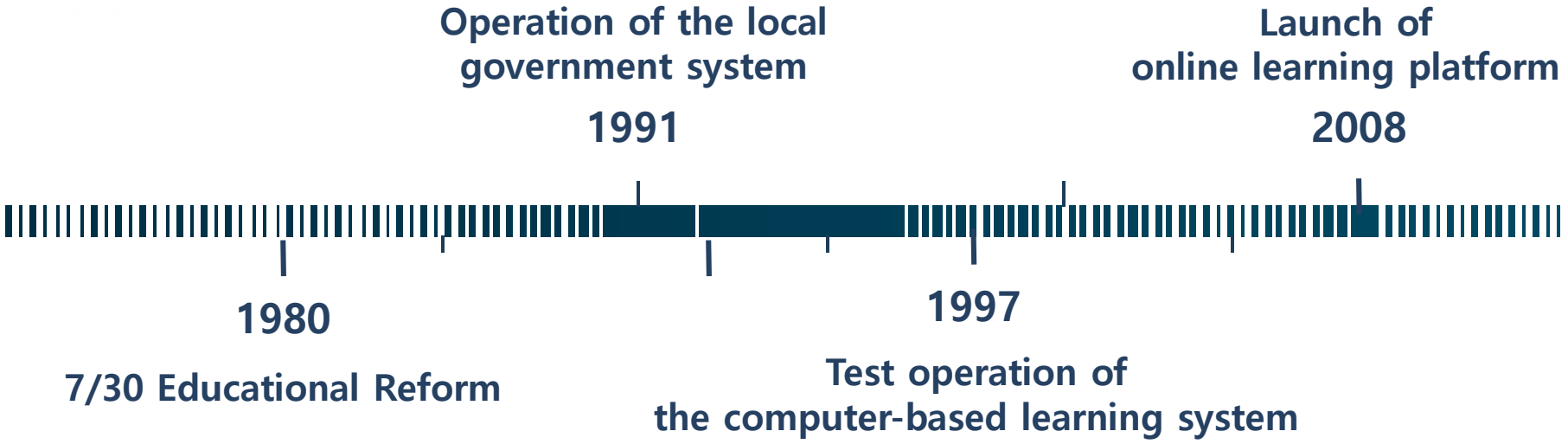
- The rising demand for the establishment of national lifelong education system
- The role of Open High School has changed to meet the demand for lifelong learning.

The operation of the local government system

- The enhancement of citizenship and participation
- The rules on school operation developed on the basis of province.

The rapid development of Information and Communications Technology

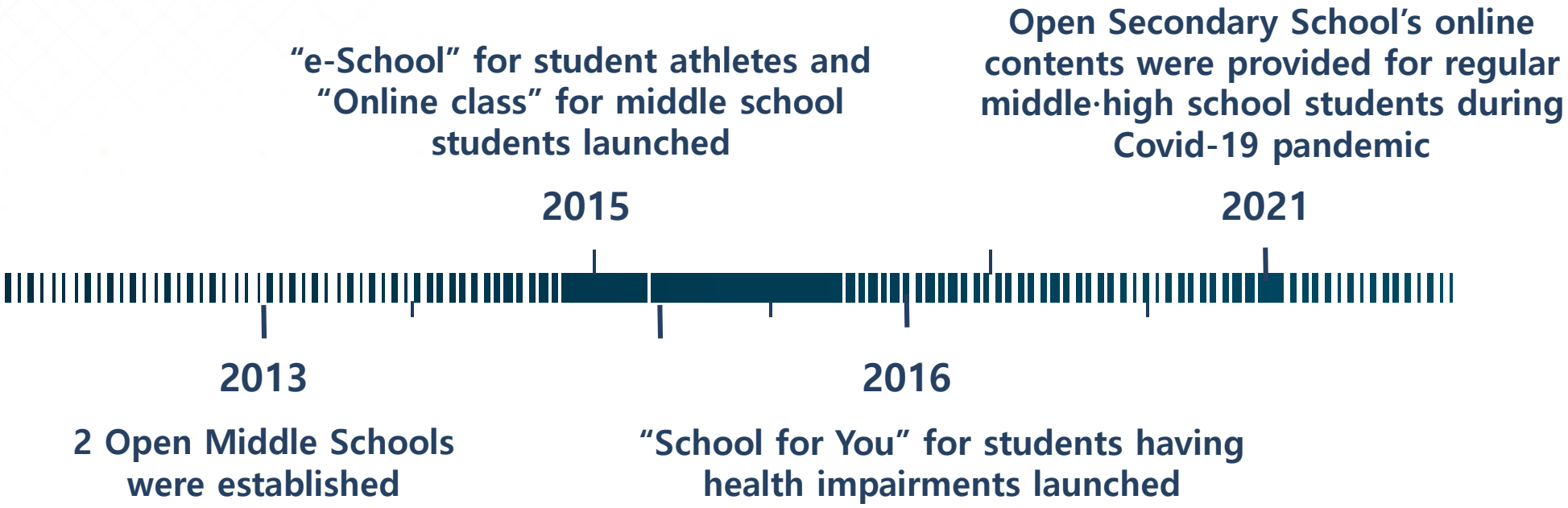
- “Anywhere Anytime Learning”
- Students as active participants in their own learning



History of Open Secondary School

Reformation of education system

- The change in Open High School's student composition(Student athletes, School dropouts)
- Flexibility in the application of curriculum(Recognition of Prior Learning)
- Expansion of the use of Open High School's online learning contents



Features of Open Secondary School

02

Education for All Ages

Anyone who is qualified to enter middle/high school is given and equal opportunity to learn in Open Secondary School regardless of age.

- As of 2022, 60.5% of Open Middle School students are 60s(2,779).
- Out of 9,711 students in 2022, 70.6% of Open High School students are over 50s(6,855) and 11.5% were teenage students(1,118).
- The ratio of teenage students in OHS has stayed above 10% for more than 10 years, which reflects the changing demand and expectation for OHS.

Year	15-19	20-29	30-39	40-49	50-59	60-69	over 70s	Total
2020	0	10	28	55	1,195	2,879	698	4,865
2021	2	8	46	58	1,053	2,961	654	4,782
2022	6	12	37	75	932	2,779	756	4,597
Total	8	30	111	188	3180	8619	2108	14,244
%	0.05	0.2	1	1	22	61	15	100.0

<Student composition in OMS(2020-2022)>

Year	10-19	20-29	30-39	40-49	50-59	60-69	over 70s	Total
2020	1,243	642	616	857	2,881	2,999	664	9,902
2021	1,125	580	630	783	2,504	3,659	869	10,150
2022	1,118	439	560	739	2,053	3,766	1,036	9,711
Total	3,486	1,661	1,806	2,379	7,438	10,424	2,569	29,763
%	12.6	7.3	7.0	9.4	26.7	29.6	7.1	100.0

<Student composition in OHS(2020-2022)>

<Number of teenage students in OHS(2020-2022)>

Education Ladder for Students

Open High School have given opportunities for students to further their study higher education institutions.

- Out of 3,424 graduates in 2021, 1,306 students(38.1%) entered higher education institutions.
- University enrollment rate in Korea is at around 73.7% in 2021.

Year	4-year university			2 or 3-year university	Study abroad and others	enrolled students	graduates	Total
	general	KNOU	Cyber					
2019	222	292	110	643	2	1,269	3,163	40.1
2020	231	182	90	645	5	1,153	3,187	36.2
2021	246	160	133	763	4	1,306	3,424	38.1
Total	699	634	333	2051	11	3728	9774	-
%	19	17	9	55	0.2	100	-	-

<Higher education institution enrollment rate(2019-2021)>

Year	Type	enrolled students	graduates	rate(%)	number of schools
2019	OHS	1,269	3,163	40.1	42
	Total*	400,218	568,736	70.4	2,356
2020	OHS	1,153	3,187	36.2	42
	Total	362,888	500,373	72.5	2,367
2021	OHS	1,306	3,424	38.1	42
	Total	322,246	437,515	73.7	2,375

<Higher education institution enrollment rate in Korea (2019-2021)>

* 'Total' refers to the number of cases in entire high schools in Korea

Distinctive Education System

Blended learning experience

- Face-to-face learning support is given to students during offline classes twice a week.
- Personalized learning for each student is provide via Learning Management System.
- Online learning content based on the regular curriculum are provided.

Recognition of Prior Learning

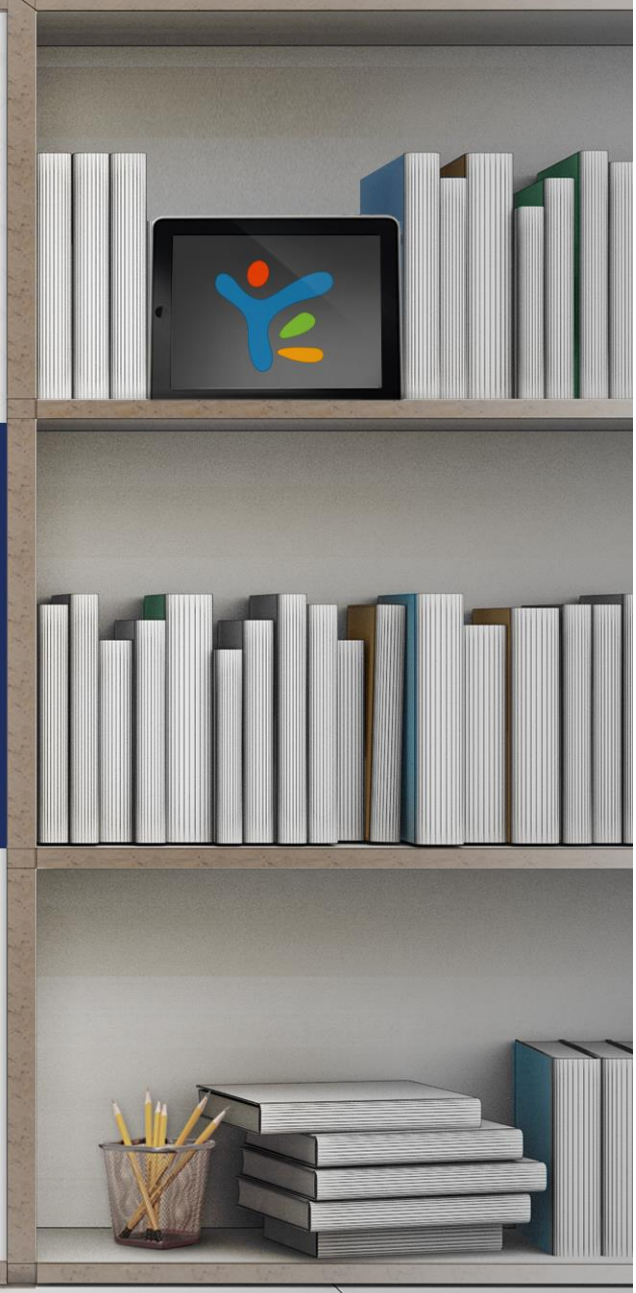
- Students' prior learning experiences(GED, Licenses, training courses) is validated and accepted as academic credit.

Customized education programs

- Tutoring program: Level specific support program for students to improve basic English and Math.
- Lifelong Education program: Special programs are given to students to prevent teenage students' school dropout and to support adult learners' life planning.
- Career program: Offer on-site consulting service based on test results.

Implications of Open Secondary School

03



1. Affiliated vs. Independent

Affiliated

〈Advantages〉

"**Accessibility**": Utilize resources(teachers, teaching equipment, classrooms, etc.) from the main school

"**Legacy**": Honor of being the alumni of prestigious schools

"**Decentralization**": School operation is led by Metropolitan and Provincial Offices of Education

〈Disadvantages〉

"**Heavy Workload**": Teachers are overloaded with work

"**Lack of Flexibility**": Affiliated School's curriculum should correspond to the one in the main school

"**Lack of Uniformity**": Difference occur among schools

Independent

〈Advantages〉

"**Flexibility**": Possible to implement customized curriculum base on given education environment

"**Diversity**": Able to accommodate with learning demands of diverse students

"**Centralization**": Able to unify management and supervision over entire schools.

〈Disadvantages〉

"**Immense Investment Cost**": Huge initial investment is required

"**Low School Reputation**": May not be easy to attract students

2. Readiness for Digital Learning

Technological Readiness

Access to digital devices, internet connections and data

Content Readiness

Accessibility to teaching and learning with national curricula

Pedagogical and Home-Based Learning Support Readiness

Teacher & parent preparation for online learning

Monitoring and Evaluation Readiness

Monitoring remote learning process

* UNESCO. (2020). COVID-19 Education Response Education Sector issue notes. Issue note n° 2.1, pp.2-3

2. Readiness for Digital Learning

ICT Support Program for students

- Programs are provided for first-year students to enhance learning and level of satisfaction in online environment.
- Conduct diagnostic test for ICT competence
- Offer on-site ICT support program
- Technology support and resources are available on OHS website

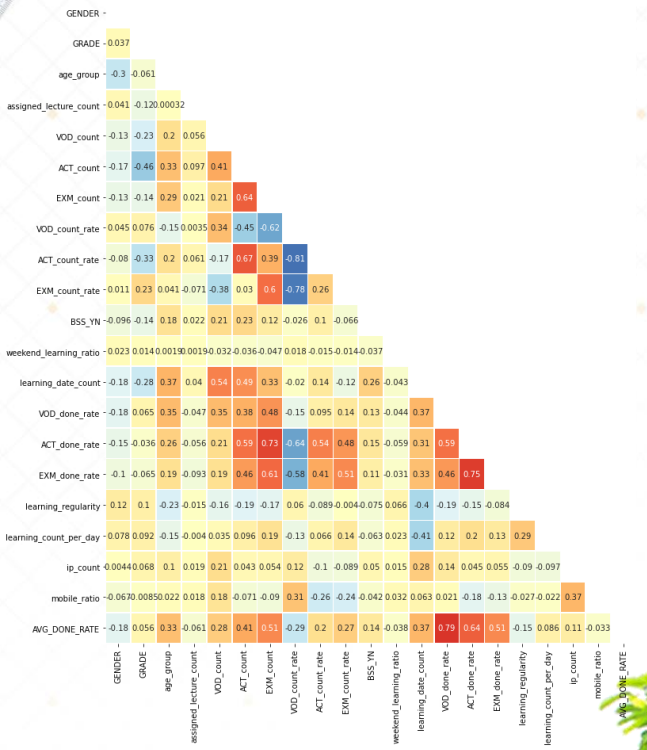
Online Teacher Training Workshops

- Workshops allows teachers to enhance their understanding of OHS and online teaching strategies.
- Enhance understanding of OHS
- Allow teachers to share online teaching and student management strategies

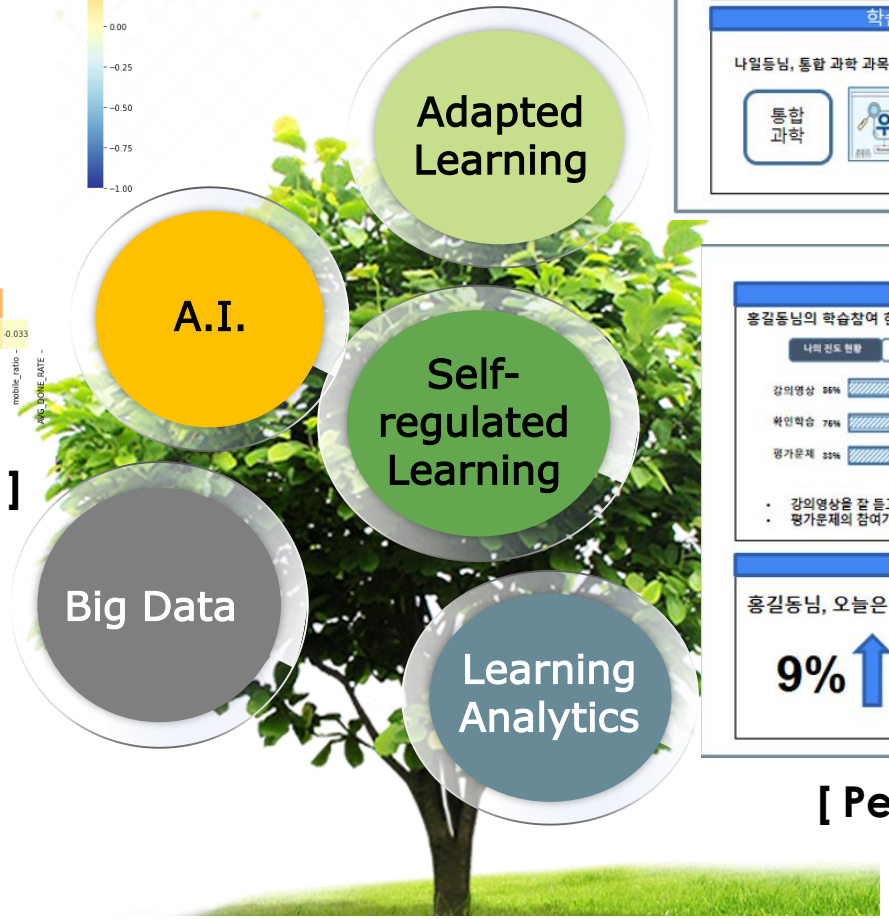
Workshop for Future Education

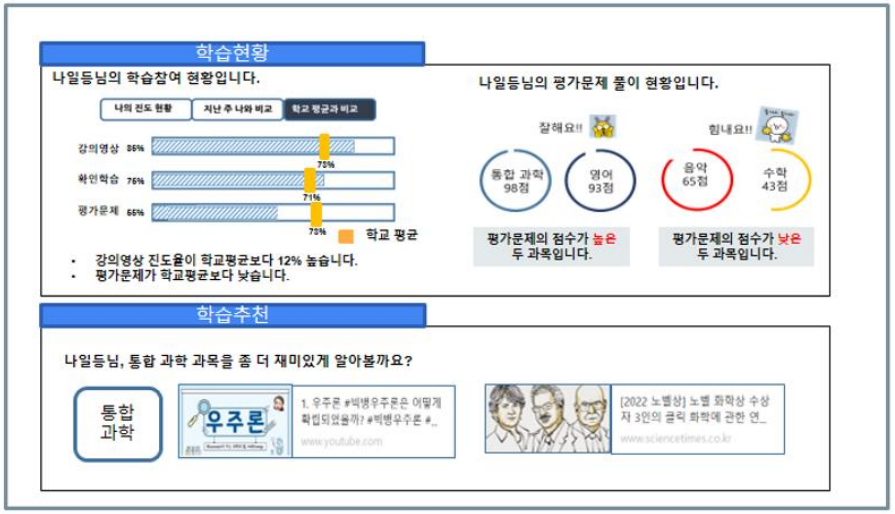
- The programs are geared to prepared teachers and administrators for the Metaverse in education.
- Provide seminars on Metaverse and edu-tech
- Conduct practical training session using AR/VR contents.

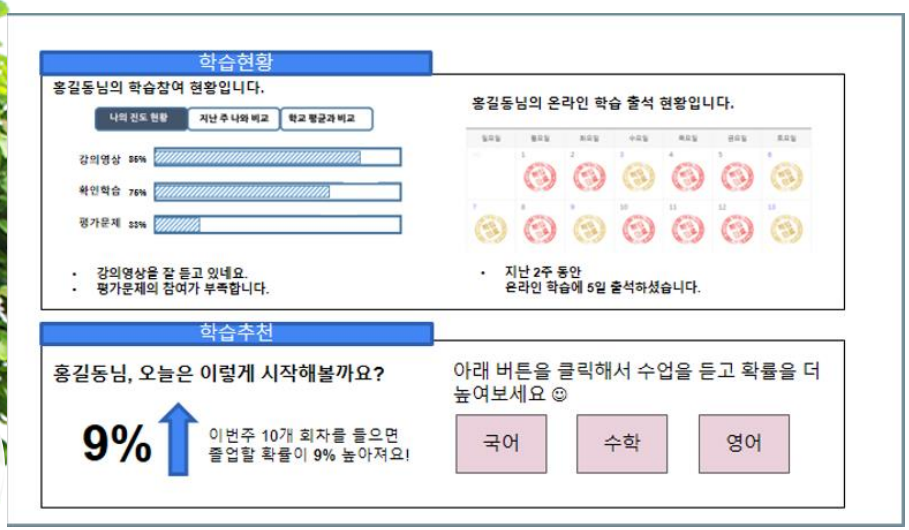
3. Implementation of Digital Technology in Learning



[Exploratory data analysis]







[Personalized feedback using A.I.]

Thank you

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