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The National Institute for Lifelong Education (NILE) has published Lifelong Learning in Korea since 2013. This is to share Korean lifelong education projects and cases with policy makers, researchers, and practitioners from all over the world. NILE wishes to contribute to the development of lifelong learning in the international community by sharing the vision and efforts for the promotion of Korean lifelong education. As the third issue of 2015, this issue features lifelong learning for senior citizens in Korea.

Lifelong Learning for Senior Citizens in Republic of Korea

1. What makes lifelong learning necessary for senior citizens?

Republic of Korea is aging faster than any other country in the world. Korea became an aging society in 2000 when the proportion of those aged 65 and above in the total population reached 7.2%, and by 2017, it is projected that the figure will rise to at least 14% of the population, turning Korea into an aged society (Statistics Korea, 2015). In particular, by 2060, four out of ten Koreans will be classified as senior citizens, showing the highest rate of population aging in the world (Government of Republic of Korea, 2012).

In Korean society, population aging is no longer a simple matter of extended lifespan for individuals, but a matter of social phenomenon that can have a significant impact on the entire social structure. In the past, Korea had little interest in potential impacts population aging might pose to society outside of the country's traditional culture that focuses on the value of "filial piety" and large family system.

Today, however, the population of Korea is aging so rapidly the phenomenon has been described as "population aging shock". Humans have long dreamed of extending the lifespan of humans, but such an extension is largely unwelcome in Korea. Across

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all strata of society, an aging population has increased the potential for a reduced working population, a decline in labor productivity, an increased public burden for medical expenses and pensions for the elderly, and the aggravation of fiscal balances stemming from overall decrease in tax revenues.

Another problem is the ever-increasing conflicts between young and elderly generations, along with the increase in the senior care burden. The quality of life of the senior demographic group who failed to enter the latter part of their lives with proper planning and preparations remains very low. In a survey, only 25.6 percent of senior citizens said they were satisfied with their lives whereas 34.4 percent of younger participants responded favorably to the same question. Population aging is greatly impacting all aspects of individuals as well as society itself in Korea.

Population aging, however, is a social phenomenon that cannot readily be measured in real terms. The positive and negative effects of an aging population are instead determined by how a society prepares itself and deals with the issues. Accordingly, Korean society, along with the government, has set up and is implementing government-level countermeasures to better embrace the issues. In the midst of these efforts, the value of education, in particular, of lifelong learning is being regarded highly. Education as well as learning enables senior citizens to gain knowledge and access technologies that are needed to better cope with the changing society, while allowing them to develop an attitude and determination for self-reliance. It also contributes in improving satisfaction levels of senior citizens with their lives and reducing depression, thereby playing a key role in improving the quality of life for senior citizens. Their participation in learning is significantly important in light of making them independent, healthy and being able to contribute to society (Han, Park, Won, & Choi, 2011).

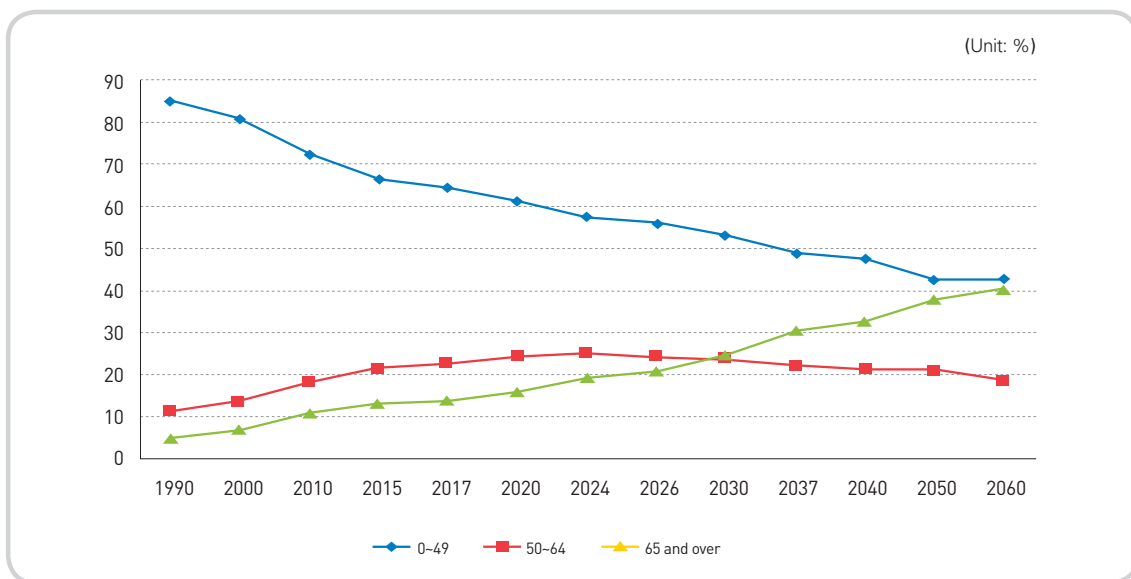
2. Senior Citizens' Participation in Lifelong Learning

A. The Lives of Senior Citizens in Korea

In Korea, senior citizens are generally defined as those aged 65 and above. Respective laws define senior citizens differently. *The Act on Long-Term Care Insurance for Senior Citizens* and *the Administrative Rule on Housing Safety for the Elderly and the Disabled* define senior citizens as those aged 65 and above, while *the Act on Prohibition of Age Discrimination in Employment and Aged Employment Promotion* defines senior citizens as those aged 55 and above. Interestingly, the age criteria in defining senior citizens varies. According to 2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons, 46.7% of senior citizens responded that the starting age for senior citizens should be designated between 70- and 74-years-old, while 78.3% of all respondents said that the starting age should be 70 or above, revealing a perception gap between the elderly and general demographic groups (Ministry of Health and Welfare & Korea Institute for Health and Social Affairs, 2014).

As of 2015, senior citizens aged 65 and above currently account for 13.1% of the total population in Korea. In other words, one out of every eight people in Korea is a senior citizen aged 65 and above. This figure is up by about 2 million more persons compared to 2005 figures, and the share is forecast to grow by up to 40% of the total population by 2060 (Statistics Korea, 2015). Along with the rapid growth in the number of senior citizens, the characteristics of these citizens are also changing at a rapid pace. According to Survey of Living Conditions and Welfare Needs of Korean Older Persons, the share of senior citizens in urban populations rose sharply to 76.6% in 2014 from 56.4% in 1994. The demographic structure of these citizens is also changing rapidly. The share of senior citizens aged 80 and above stood at 20.6% in 2014, up by 8.2% compared to 20 years ago (Ministry of Health and Welfare & Korea Institute for Health and Social Affairs, 2014). Such trends indicate

the need to develop a special interest in senior citizens and establish appropriate policies which take into consideration a rapidly aging society and the changes in demographic characteristics.



[Picture 1] Aged Population

* Source: Statistics Korea (2015). *2015 Statistics on the Aged*. Daejeon: Statistics Korea, p.17.

The 2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons showed that 37.6% of senior citizens have attained at least middle school education. The share of those who received no education was 30%. Among them, the share of those who are illiterate was 9.6%. Considering that the share of illiterate senior citizens then stood at 36.7% and the share of those with at least a middle school education was merely 10.8% in the 1994 survey, the education level of Korea's senior citizens has improved greatly (Ministry of Health and Welfare & Korea Institute for Health and Social Affairs, 2014). However, compared to the overall education level of the total adult population aged 25 and above, these figures show that the education level of senior citizens still remains low.

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When asked whether they had received the level of education they wanted, 76.7% of the senior citizens responded that they did not receive as much as they desired. The primary reason for this was due to economic difficulty (49.1%), and the survey revealed that as the respondents became older, it became more difficult for them to receive education because of socially conservative cultures, dissuasion from parents and social attitudes (Statistics Korea, 2014). This indicates that although senior citizens have a relatively low level of literacy and education, their desires to receive education are not low.

The economic participation rate of senior citizens rose to 31.4% in 2013 from 29.6% in 2000. When expanding the scope of senior citizens to include those aged 55 and above, their economic activity participation rate also rose to 48.1% in 2013 from 45.5% in 2000 (Statistics Korea, 2014). From the perspective of "active senior citizens," 62.0% of Korean senior citizens aged between 55 to 79 responded that they wish to participate in economic activities, indicating their keenness. This, however, cannot just be interpreted as being positive. As for the primary reason why they want to continue to work, more than half of respondents (57.0%) said that they wish to earn supplemental wages for living expenses, which is far higher than the 35.9% who cited the pleasure of working as the reason (Statistics Korea, 2015).

<Table 1> Economic Activity Participation Rate

(Unit: %)

Year	55 and above	65 and above
2000	45.5	29.6
2005	44.7	30.0
2006	45.0	30.5
2007	46.0	31.3
2008	45.5	30.6
2009	45.3	30.1
2010	45.5	29.4
2011	46.2	29.5
2012	47.3	30.7
2013	48.1	31.4

* Source: Statistics Korea (2014). *2014 Statistics on the Aged*. Daejeon: Statistics Korea, p.24.

Looking at the participation trend of senior citizens in activities other than economic activities, senior citizens have most actively participated in fraternal meetings, followed by lifelong learning and hobby clubs. As mentioned above, just as the demographic characteristics of the senior population have changed, the pattern of their social participation has also changed. In particular, their participation in lifelong learning rose sharply to 13.7% in 2014 from just 4.8% in 2004, while that of fraternal meetings and hobby clubs also increased. In contrast, their participation in political activities declined, while that of volunteer activities remains unchanged (Ministry of Health and Welfare & Korea Institute for Health and Social Affairs, 2014).

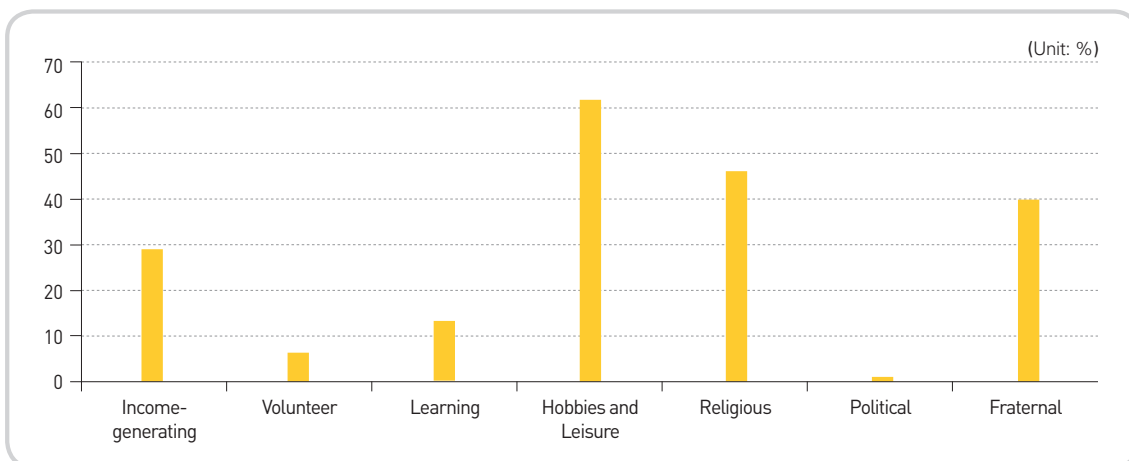
<Table 2> Senior Citizens' (65 and above) Social Activity Participation Rate

(Unit: %)

Classification	1994	2004	2014
Fraternal meetings (social groups)	21.6	33.5	43.3
Political groups	0.8	2.1	0.5
Hobby clubs (cultural activities)	-	0.9	4.9
Lifelong learning	-	4.8	13.7
Volunteer activities	-	4.0	4.5

* Source: Ministry of Health and Welfare & Korea Institute for Health and Social Affairs (2014). *2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons*. Seoul: Korea Institute for Health and Social Affairs, p.532.

When it comes to what kind of activities they want to participate in the most, most senior citizens responded that they wish to participate in hobby and leisure activities, followed by religious and fraternal group activities. In contrast, they showed a low level of preference towards participating in political and social group activities, volunteer activities and learning activities (Ministry of Health and Welfare & Korea Institute for Health and Social Affairs, 2014). This indicates that senior citizens who have been spending the latter part of their lives in a passive manner, are starting to show greater interests in activities that can help improve the quality of their lives. However, their preference for political and volunteer activities remains low, indicating that their interest in participating in activities for others has not yet increased.



[Picture 2] Participation Desires of the Senior Citizens (65 and above) per activity

* Source: Ministry of Health and Welfare & Korea Institute for Health and Social Affairs (2014). *2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons*. Seoul: Korea Institute for Health and Social Affairs, p.533.

B. Senior Citizens' Participation in Lifelong Learning¹

When asked if they had a chance to participate in a lifelong learning program during the past year, 13.7% of the senior citizen responded positively. As mentioned above, this figure is almost double of 8.4% in 2004 but still far lower than the average lifelong learning participation rate of 36.8% for all Korean adults aged 25 and above. The rate of participation in lifelong learning programs among male and female senior citizens is estimated at 8.5% and 17.3% respectively, indicating that female senior citizens participate more actively in lifelong learning activities than male. By age group, there was no significant difference in participation rates by age groups in their 60s and 70s, but the participation rate started declining with those in the age group of 80 and above.

¹ This section is based on the "2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons". Seoul: Ministry of Health and Welfare & Korea Institute for Health and Social Affairs.

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<Table 3> Senior Citizens' (65 and above) Lifelong Learning Program Participation Rate and Frequency of Participation

(Unit: %)

Classification	Lifelong learning participation rate	Frequency of participation					
		More than 4 times a week	2-3 times a week	Once a week	Once every two weeks	Once a Month	less than once a month
Total	13.7	11.1	48.1	36.4	1.8	1.7	0.9
Gender							
Male	8.5	17.8	47.5	29.5	2.4	1.6	1.2
Female	17.3	8.8	48.3	38.9	1.5	1.7	0.8
Age							
65~69 yrs	14.7	12.6	50.0	31.7	1.6	2.2	1.9
70~74 yrs	14.5	12.5	51.8	31.6	2.4	1.6	0.1
75~79 yrs	14.6	10.6	42.4	43.8	1.0	1.3	0.9
80~84 yrs	12.0	7.0	40.1	49.4	1.9	1.6	0.0
85 yrs and above	6.3	2.4	59.5	36.0	2.1	0.0	0.0

* Source: Ministry of Health and Welfare & Korea Institute for Health and Social Affairs (2014). *2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons*. Seoul: Korea Institute for Health and Social Affairs, p.443.

In the meantime, when it comes to the contents of the lifelong learning programs, arts and culture-related education programs (dance, singing and music classes) had the highest share of 41.5%, followed by 36.0% in health care and exercise-related programs, 10.4% in language programs, 6.9% in IT education, and 2.9% in liberal arts programs. Compared to male senior citizens, female senior citizens participated more in healthcare, sports-related, arts and culture programs. Male senior citizens were more active in IT education, liberal arts and vocational programs. There were no significant differences in participation tendencies by age group.

<Table 4> Contents of Lifelong Learning Programs for Senior Citizens (65 and above)

(Unit: %)

Classification	Health care/ sports	Art and culture	Foreign Languages	Liberal arts	IT	Vocational	Others
Total	36.0	41.5	10.4	2.9	6.9	1.1	1.2

* Source: Ministry of Health and Welfare & Korea Institute for Health and Social Affairs (2014). *2014 Survey of Living Conditions and Welfare Needs of Korean Older Person*. Seoul: Korea Institute for Health and Social Affairs, p.444.

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In a survey question on the participation location of lifelong learning programs, 24.3% of the senior citizens cited community centers in city/province/county or dong/eup/myeon (local municipalities) and 24.2% in Senior Welfare Centers, indicating that these two types of institutions account for about half of participation locations. This shows that senior citizens are using not only facilities dedicated for elderly use, such as senior welfare centers and senior community centers, but also general lifelong education facilities.

<Table 5> Institutions Offering Lifelong Learning Programs for Senior Citizens (65 and above)

(Unit: %)

Classification	Senior Welfare Centers	Senior community centers	The Korean Senior Citizens Association	Organizations	City, County, District/Eup, Myeon, Dong (Local municipalities)	Schools	Arts and Culture Centers, etc.	Private cultural centers and educational institutes	Others	Total (Person)
Total	24.2	12.6	2.4	9.3	24.3	2.2	14.4	8.2	2.4	100.0

* Source: Ministry of Health and Welfare & Korea Institute for Health and Social Affairs (2014). *2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons*. Seoul: Korea Institute for Health and Social Affairs, p.445.

When asked how much they are willing to continue their participation in lifelong learning activities in the future, senior citizens demonstrated a fairly low level of willingness as shown in the table below. The most prevailing response throughout all participating age group was that they do not wish to participate in the future. Given this in mind, it should be noted that to invigorate senior citizens' participation in lifelong learning programs, they should first be motivated to develop their own initiatives in learning.

<Table 6> Senior Citizens' (65 and older) Willingness for Participation in Lifelong Learning Programs in the Future

Unit: % (Person)

Classification	Strong desire to learn	Eager to learn	Willing to learn if there is an opportunity	Uninterested	No interest whatsoever	Total (Person)
Total	2.4	10.6	12.2	52.2	22.6	100.0(10,279)
Region						
Dong	2.7	11.0	13.1	50.7	22.5	100.0(7,870)
Eup/myeon	1.6	9.3	9.1	56.9	23.1	100.0(2,409)
Gender						
Male	2.1	8.5	12.6	56.3	20.5	100.0(4,291)
Female	2.7	12.1	11.9	49.2	24.1	100.0(5,989)
Age						
65~69	3.4	13.8	16.5	50.1	16.2	100.0(3,303)
70~74	2.5	10.4	12.9	55.0	19.2	100.0(2,809)
75~79	2.3	9.1	11.1	51.9	25.6	100.0(2,120)
80~84	1.2	8.8	6.4	54.8	28.8	100.0(1,284)
Over 85	0.6	4.7	3.8	46.7	44.2	100.0(764)

* Source: Ministry of Health and Welfare & Korea Institute for Health and Social Affairs (2014). *2014 Survey of Living Conditions and Welfare Needs of Korean Older Persons*. Seoul: Korea Institute for Health and Social Affairs, p.474.

3. Policies Regarding Lifelong Learning for Senior Citizens

A. Related Laws and Government Agencies

The representative laws which demonstrate a commitment to lifelong learning for senior citizens in Korea are *the Welfare of Older Persons Act* and *the Lifelong Education Act*. The former deals with senior healthcare and welfare-related issues, whereas the latter is designed to cement the responsibility of central and municipal authorities to promote lifelong education, a lifelong education system and the relevant guiding principles mandated in Korea's constitution and *the Framework Act on Education*. In addition, other laws related to senior citizens include *the Act on Prohibition of Age Discrimination in Employment and Aged Employment Promotion*, and *the Framework Act on Low Birth Rate in An Aging Society*.

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Yet, the two above-mentioned laws do not contain any clauses directly related to lifelong learning for senior citizens. However, *the Welfare of Older Persons Act* has a strong impact on lifelong learning for senior citizens since senior welfare centers and senior community centers — the main institutions that offer learning programs for senior citizens — are regulated by this act. *The Lifelong Education Act* defines and classifies what lifelong education is not by the participants' age or development level but by the educational purpose. Accordingly, senior citizens as learners as well as the lifelong learning for senior citizens are understood as being included in the scope of lifelong education. There is no concrete regulation on lifelong education for senior citizens (Han, Park, Won, & Choi, 2011). In Korea, discussions are currently underway in order to amend laws towards strengthening lifelong learning support for senior citizens (National Assembly Research Service, 2015).

The Korean government has been making efforts to establish a nationwide system to better prepare for a society impacted by an aging population phenomenon. To this end, the government enacted *the Framework Act on Low Birth Rate in An Aging Society* in 2005 and established the Presidential Committee on Ageing Society and Population Policy. Additionally, all of the central authorities are obliged to work together in creating a basic plan for low fertility and aging society every five years. The first basic plan was carried out from 2006 to 2010. At present, the second basic plan, which is scheduled to expire in 2015, is underway (Presidential Committee on Ageing Society and Population Policy, n.d.). The most striking feature of this plan may very well be that it focuses on establishing preemptive policies covering the generation that is soon set to enter the elderly class in the near future. The beneficiaries of the policies do not simply include the senior citizens aged 65 and above but also those in their 40s and 50s. From the perspective of lifelong learning, this plan is characterized by its emphasis on realizing what is termed "active senior lifestyles," not only by expanding the opportunities of participating in work, volunteer and leisure activities, but also by promoting the expansion of lifelong learning. Major tasks include 1) expanding

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opportunities for prospective senior citizens to participate in lifelong learning programs, 2) improving lifelong learning supply structures and operating customized programs, and 3) providing career services for senior citizens in further learning (Government of Republic of Korea, 2012).

The government organizations that are responsible for instituting out lifelong learning policies for senior citizens are the Ministry of Health and Welfare responsible for policies related to senior citizens, and the Ministry of Education responsible for lifelong learning policies. Most of the policies targeting senior citizens, including education, are implemented under the auspices of the Ministry of Health and Welfare. The Bureau of Senior Policy in the Ministry of Health and Welfare has been implementing the policies designed to extend educational support and invigorate social participation of senior citizens (Ministry of Education & National Institute for Lifelong Education, 2013).

In the meantime, with the goal of making the country better prepared for the increased average lifespans approaching 100 years of age, the Ministry of Education established “The National Lifelong Learning System for the 100–Year Lifespan Era,” as one of its major tasks. In particular, with the recognition for the need to establish an educational system and infrastructure for senior citizens, the Third Lifelong Education Promotion Basic Plan announced in 2013 includes the development and operation of leisure, welfare, education–converged programs for senior citizens, plus the establishment of a consulting system to improve the quality of life for those in their 60s and 70s and to encourage their contribution to local communities (Ministry of Education, 2013).

B. Related Projects

1) Support for Lifelong Learning

According to the Lifelong Education Statistics, in 2014, 157,740 programs were offered by 5,376 formal and non-formal lifelong education centers. Among them, 2,852 programs (or 1.8% of the total programs being offered), were targeted toward senior citizens. At present, most lifelong education institutions (71.6%) are offering programs for the general adult population rather than targeting specific age groups.

<Table 7> Current Status of Lifelong Education Programs Being Offered and Operated

Classification	Children	Youth	Adults	Elderly	All	Total
Number of Programs	21,574	4,523	112,878	2,852	15,913	157,740
Proportion (%)	13.7	2.9	71.6	1.8	10.1	100

* Source: Ministry of Education & Korea Educational Development Institute (2014). *2014 Lifelong Education Statistics*. Seoul: Korea Educational Development Institute

The senior leisure and welfare facilities — including senior welfare centers, senior community centers and the schools for the elderly — which are stipulated under *the Welfare of Older Persons Act*, also offer lifelong learning programs.

The purposes of these facilities are as follows. The senior welfare center is a facility that aims to provide senior citizens with a variety of information and services to help them enjoy hobbies, cultural life and social activities, as well as to provide services to improve the overall level of elderly welfare by ensuring health improvement, disease prevention, income enhancement and appropriate domiciliary care.

The senior community center is a facility that provides a place where senior citizens of the local community can build friendships, enjoy hobbies, operate common workshops, exchange information and engage in other leisure activities together.

The school for the elderly is a facility that aims to satisfy senior citizens' desire to

take part in social activities through provision of various learning programs. The operational status of each facility is shown in the below figures:

<Table 8> Current Status of the Senior Leisure and Welfare Facilities that Offer Lifelong Learning Programs

Classification	2012	2013	2014
Senior Welfare Centers	300	319	344
Senior Community Centers	62,442	63,251	63,960
The School for the Elderly	1335	1,413	1,361
Total	64,077	64,983	65,665

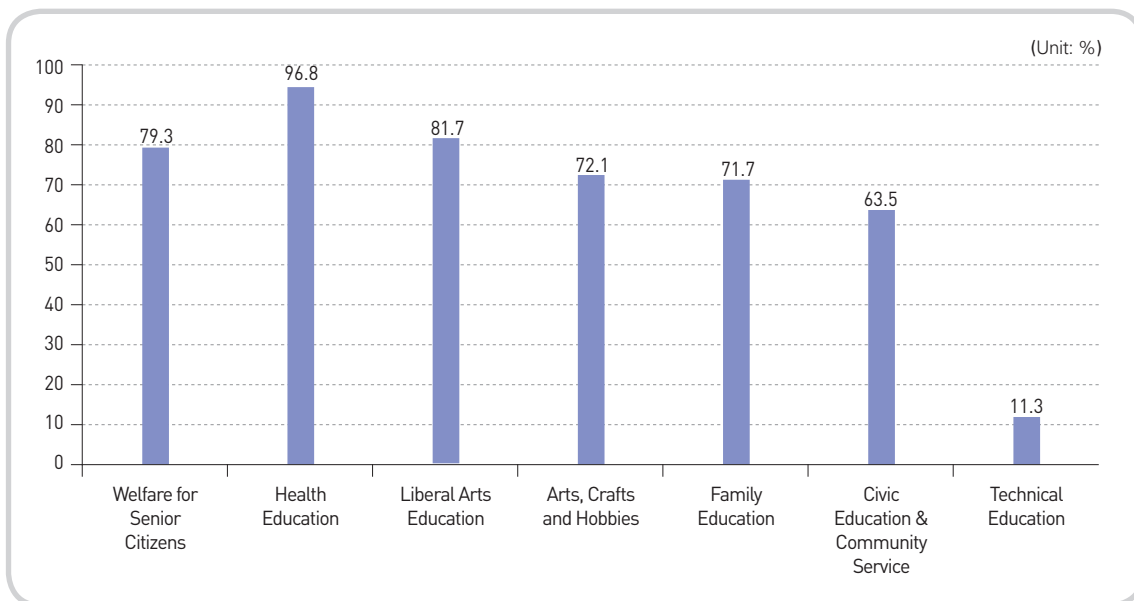
* Source: The Ministry of Health and Welfare (2015). *Current trend of elderly welfare facilities for 2015*. Sejong: Ministry of Health and Welfare.

Among them, senior community centers are the most widespread facilities with estimated number of 63,960 facilities throughout the country (Ministry of Health and Welfare, 2015). Senior welfare centers perform lifelong learning function as they are responsible for providing programs that improve cultural life and recreational activities of senior citizens. As of 2014, the number of senior welfare centers stood at 344.

The best-optimized facilities for providing lifelong learning to senior citizens are the schools for the elderly. Its origin goes back to 1978 when the Ministry of Education allowed elementary schools throughout the country to open their facilities to operate senior citizens schools. The senior citizens schools opened with aims of providing senior citizens with cultural and vocational education, as well as the education promoting their social participation (Han, Park, Won, & Choi, 2011). Today, schools for the elderly are performing multiple duties, providing classes for leisure activities as well as for educational purposes. As of 2014, the number of schools for the elderly registered in municipal governments stood at 1,361, and these registered schools receive financial support from their local governments. Among the programs offered by the schools for the elderly, as shown in the following picture, health education accounts for

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the highest share, followed by liberal arts education and welfare for senior citizens programs.



[Picture 3] Types of Education Programs for Senior Citizens

* As of December 31, 2012

* Source: The Ministry of Health and Welfare (2013). *Status of Welfare Facilities for Senior Citizens* (as cited in the Ministry of Education and National Institute for Lifelong Education (2013). *2013 Lifelong Education White Paper*, p.158.)

The Lifelong Education Universities for Adults Project pursued by the Ministry of Education is also contributing to expand the opportunities of lifelong learning for senior citizens. This project targets adult learners, including both middle-aged and senior citizens, who want to continue their learning. The project aims to help them participate in customized diploma and non-diploma courses through universities. The diploma program is designed to make the university system flexible enough to provide higher education services to adults who have field experiences, aimed at enabling them in sustaining economic activities and maintaining their productivity. The non-diploma program is designed to allow mid-level professionals and retirees, including the baby boomer generation, to participate in the education process needed for gaining

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reemployment or starting new businesses, regardless of university diplomas. The Lifelong Education Universities for Adults are being assessed as having contributed to enabling senior citizens to attain a higher level of lifelong learning by leveraging universities' high quality professors and education facilities (National Institute for Lifelong Education, 2015).

2) Career Support²

One of the major job-related projects for senior citizens is the Ministry of Health and Welfare's Support Project for the Social Activity of Senior Citizens. The origin of this project goes back to the work established in 2004 to provide senior citizens with the opportunities of generating income and participating in social activities. The project changed its name in 2015 to Support Project for the Social Activity of Senior Citizens as its coverage expanded from supporting senior citizens' participation in economic activities towards a wider range of social activities, including public service and talent-sharing.

The goal of this project is to support senior citizens in their participation in various social activities so they can enjoy the rest of their lives in a more vibrant and healthy manner, while also improving the overall level of welfare for senior citizens. Article 23 of the *Welfare of Older Persons Act* in Korea stipulates that the central and municipal governments should make efforts to expand opportunities for senior citizens to participate in regional volunteer activities by expanding their participation in social activities, while exploring ways to develop and promote senior citizen-friendly jobs and giving employment priority to senior citizens who are capable of carrying out the work.

² This section is based on following sources:

Ministry of Health and Welfare (2015). A comprehensive guide on senior citizens' social activity support for 2015. Sejong: Ministry of Health and Welfare. (In Korean).

Ministry of Health and Welfare (2015). Public invitation for the 2015 senior job club. Ministry of Health and Welfare notice no. 2015-258. (In Korean).

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Based on this Act, the Social Activity Support Project for Senior Citizens provides financial support to senior citizens who are engaged in 1) public interest activities, 2) business start-up activities, 3) job-seeking activities, and 4) the activities for maintaining their careers, while supporting the personnel and operational costs for the organizations that hire them.

The senior citizens job project, which was launched in 2004 with the goal of creating 25,000 senior citizen-friendly jobs, led to the creation of 248,395 senior citizen-friendly jobs as of 2014. Through this project, efforts are made to encourage a group of senior citizens to establish and run small-scale businesses together. The project of promoting senior citizens' job activities includes not only temporary jobs, such as supervisors for public and private certificate examinations and domestic and agricultural workers within the community, but also more regular jobs such as gas station attendants, night shift security guards and sanitation workers so as to support the senior citizens who have related educational background or are otherwise judged to have the capability of doing such jobs, to receive a certain level of wages.

This project supports the operation of senior job centers called "Senior Clubs" to let the local communities themselves to make better use of their own retiree human resources while simultaneously providing jobs to senior citizens. Senior clubs provide senior citizens with services such as job-related consulting, education, training and job creation by utilizing the facilities and personnel of existing senior welfare centers. As of 2014, a total of 124 Senior Clubs are currently in operation nationwide.

With respect to the creation of jobs for senior citizens, municipal governments accounted for the largest share, followed by senior welfare centers and senior clubs, which also played a key role in providing jobs to senior citizens (Korea Labor Force Development Institute for the Aged, 2013).

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The aforementioned Lifelong Education Universities for Adults Project also operates job-related programs for senior citizens. In particular, the non-diploma programs that provide job-friendly lifelong learning courses based on considerations of the specialty of the university and the industrial characteristics of the regional communities, open not only educational programs but also support career development of senior citizens by using professional lecturers or mentors and promoting study club activities, thereby generating meaningful results in senior citizens' employment and job creation. As of 2014, about 1,700 people had registered for this program. About 38% of participants succeeded in getting a job or starting their own business. Viewed by type of the jobs acquired, professional jobs accounted for the highest share, followed by jobs in service sectors and management-related jobs (National Institute for Lifelong Education, 2015).

3) Volunteer Service Support

As senior citizens' participation in social activities is being emphasized, the need for volunteer service activities is also highlighted. To invigorate these activities, the government is carrying out a variety of projects. The projects mentioned in previous sections are also designed to support senior citizens' participation in social activities and to provide financial support to the senior citizens who are engaged in volunteer service activities.

This project supports senior citizens' participation in public interest activities in two broad dimensions. The first type of volunteer activities is to help senior citizens to sustain stable lives. The second type is to leverage senior citizens' experiences and specialties to rejuvenate the regional community, as well as to solve the pending issues facing the community. Some volunteer activities of supporting vulnerable senior citizens include visiting senior citizens who live alone or families comprised only of grandparents and grandchildren for more than 30 hours per month to keep them company and to check on their living conditions. The government finances the

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expenditures needed to perform these activities. Senior citizens who participate in the community's social activities are involved in various volunteer activities — including traffic control in school zone areas, management of cultural heritage within the communities, environment improvement activities and the care of alienated people as well as educational activities — such as performing the duties as assistants for child care services and cultural heritage guides for all generations.

In addition, the Korean government hosts a grand national festival for senior volunteers, aimed at publicizing and encouraging senior citizens' active participation in volunteer activities. The government also runs a website on senior volunteer activities providing volunteer service-related information, while producing and distributing professional senior volunteer service manuals (Ministry of Education & National Institute for Lifelong Education, 2013).

Also, the Ministry of Education established "Keumbit Lifelong Education Corps," a nationwide educational volunteer activities group targeting retired professionals, during 2002 to 2007. This project was designed to provide retired professionals with the opportunities of returning their professional knowledge and experiences back to society by providing voluntary lifelong education services for the regional communities. Through volunteer activities in educational fields, the participants could transfer and share their professional knowledge with younger generations.

The main participants are those aged 55 and above and are retired after having served as teachers, public servants or professionals at private companies. Their main duties include 1) the provision of lifelong learning to women, senior citizens, disabled people and low-income families who were left out of lifelong learning opportunities, 2) the support of school education, including instructions on extracurricular activities, consulting, and instructions on reading, 3) the provision of customized educational support, including guide of relics and museums, regional environmental protection

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zones, and education for foreign workers, and 4) other volunteer activities, including consulting on legal and civil complaint issues.

As of 2013, 1,496 people have participated in this project. As shown in the table below, the largest number of the participants is engaged in arts education, literacy education, and after-school programs.

<Table 9> Number of Volunteers at the Keumbit Lifelong Education Volunteer Corps.
by Their Areas of Expertise

(unit : person)

Academic Advising					General Areas in Lifelong Education				Others	Total
Literacy education	Foreign languages	Academic Courses	After-school programs	Computer Education	Counseling	Arts	Physical Education	History		
247	77	111	189	33	156	394	78	34	517	1,836

* Note: Overlap response.

* Source: Ministry of Education & Korean Educational Development Institute (2014). *2014 Lifelong Education Statistics*. Seoul: Korean Educational Development Institute.

4. Future Tasks³

As above, the population aging phenomenon in Korea has been progressing at an unprecedented pace since the country officially became an aging society in the year 2000. In this new era of 100-year life expectancies, the importance of senior education as a way to improve the life quality of the elderly and their ability to participate in social activities has risen greatly. The participation of senior citizens in lifelong learning is a key part of the current initiatives designed to turn the senior population from a passive and dependent social burden, into an active

³ This section summarizes the contents from the following: Ministry of Education & National Institute for Lifelong Education (2013). *White paper on lifelong education for 2013*. Seoul: National Institute for Lifelong Education. (In Korean).

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generation able to contribute to local communities. To this end, the following tasks are required to invigorate the participation of senior citizens in lifelong education:

First, institutional support and realignment is needed to carry out senior education policy. Senior education issues are mainly dealt with by the Ministry of Education and the Ministry of Health and Welfare. The latter manages and supports senior community centers, schools for the elderly, and senior welfare centers by classifying them as senior leisure facilities. The former regards senior citizens as a beneficiary of lifelong education but lacks specific policies with respect to senior education, senior educational facilities and organizations. Although a variety of senior education-related policies have been announced since the 1990s, there are not many that have turned into actual projects. Given this problem, efforts should be made to improve institutional systems to actively implement senior education policies.

Second, more effort is required to ascertain the exact and current number of senior lifelong education facilities and senior learners. At present, the data on the number of senior lifelong education facilities and their programs, which are scattered throughout the country, are neither accurate nor readily available, making it difficult to systematically analyze their operational conditions and issues. In addition, since there is no survey on actual conditions of senior citizens as lifelong learners, senior citizens' needs for further education are hardly reflected in policy implementation. Even the national survey on the trend of Korean adults' lifelong learning, which is conducted nationwide, deals only with those aged from 25 to 64, failing to cover those aged 65 and above. Therefore, the implementation of a national survey on actual conditions of senior learners and senior lifelong education facilities would enable an accurate analysis of what needs senior citizens have and what problems the current senior programs have, while ensuring the establishment of an objective criteria.

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Third, the beneficiaries of senior education policies should be expanded, primarily by changing the manner in which lifelong education for the elderly are recognized. This is not only for senior citizens but also for those who are preparing for their latter years. In other words, the concept of senior education should change towards broadly covering education provided to senior citizens and the education offered by senior citizens, aimed at extending the beneficiaries of senior lifelong education to a wider age group.

Lastly, more work is needed to further the recognition and support of working opportunities and volunteer projects involving senior citizens from the perspective of learning (Noh, 2013). Lifelong learning for senior citizens should be approached from the human resources development perspective, strengthening the social participation of senior citizens and encouraging their continued participation in the future. For this societal progression to become possible, a system needs to be developed which disseminates the opportunities for senior citizens to participate in: economic education, volunteer activities, hobbies and interests. Their participation would evolve into invaluable skill sets and knowledge, allowing them a more embodied and progressive role in a society. These changes would not only positively affect the generation of senior citizens, but for all generations present and for those to come.

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The Act on Long-Term Care Insurance for Senior Citizens

The Act on Prohibition of Age Discrimination in Employment and Aged Employment Promotion

The Administrative Rule on Housing Safety for the Elderly and the Disabled

The Framework Act on Low Birth Rate In An Aging Society

The Lifelong Education Act

The Welfare of Older Persons Act

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[Annex] Past Issues of “Lifelong Learning in Korea”● **2013 Issue**

01. Lifelong Learning City Empowering Project

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDEDHGBIJJC&pageNo=2>

02. The 3rd National Lifelong Learning Promotion Plan

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDEDHGBIJJC&pageNo=2>

03. Adult Literacy in Korea

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDEDHGBIJJC&pageNo=2>

● **2014 Issue**

01. For Working and Learning Together

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDEDHGBIJBA&pageNo=1>

02. Recognition and Validation of Non-formal and Informal Learning

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDEDHGBIJCI&pageNo=1>

03. Lifelong Learning for All : Focusing on the Cases of “Lifelong Learning Centers for Happiness”

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDEDHGBIJFD&pageNo=1>

04. Lifelong Learning for All : Online Lifelong Learning in Korea

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDFCECEBEEC&pageNo=1>

● **2015 Issue**

01. Survey of Koreans Participating in Lifelong Learning

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDFCECEBEID&pageNo=1>

02. Lifelong Learning Educator in Korea

<http://www.nile.or.kr/contents/contents.jsp?bkind=report&bcode=CAHAAAA&bmode=view&idx=BCJDFCECEBFBI&pageNo=1>