

ANALYSIS ON LIFELONG EDUCATION INSTITUTION IN ULSAN METROPOLITAN CITY

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ABSTRACT

The research aims to investigate the evidence for practices between lifelong education and government infrastructure in Ulsan Metropolitan City, Korea. In 2017 there were 44 lifelong education institutions. There were a variety of institutions that conducted lifelong education on 2017. Lifelong education institutions were mostly run by institute established by industry or institutions founded by media organizations. The number of lifelong education programs was the most at 7,701 programs in 2013. The number of instructor working on the program was the highest at 1,720 in 2014. Longer programs were more than one month longer than short-term programs within one month in six Korean metropolitan cities.

Keywords: Lifelong education, lifelong education programs, Ulsan Metropolitan City.

INTRODUCTION

Training and lifelong learning are essential problems for our current and future information societies. The learning society is the vision of a society where there are recognized opportunities for learning for every person wherever they are and however old they should be (Green, 2002). Lifelong learning promotes their full economic and societal participation, enables them to be better informed and more active citizens, contributes to their personal happy and fulfillment, supports their creativity and innovation, and increases their efficiency as workers or volunteers.

The 21st century is a century of rapid development of science and technology, which implies significant changes in society and culture of life in general (Sivevska & Stojanova, 2009). Many changes appear in the information society, economic restructuring and organizational reform and changes in existing elements of the job are occurred. The amount of new knowledge is constantly increasing, and existing knowledge is left behind with a great speed. These social changes set new requirements before modern man, ask for his/her constant development, gradation, empowerment, and that leads to the need of finding more efficient ways of learning and transmitting knowledge which would also allow him/her successfully to respond the new needs, i.e. the challenges that are offered to him/her by the new century.

Lifelong learning is viewed as involving all strategies that are put in place to created opportunities for people to learn throughout life. Lifelong learning should be a process of conscious continuous learning that goes throughout life and directed towards providing both the individual needs and that of the relevant community. In 1996, OECD Education Ministers adopted “Lifelong learning for all” as a policy framework (OECD, 2001). However access to learning is not yet a reality for all. Many researchers and policy specialists find this work particularly persuasive because lifelong learning is based on large scale longitudinal survey data (Field 2011).

The dominant understanding given to the concept of lifelong education comprises three basic dimensions: one is a severe criticism of the school model of formal education¹; a second dimension is related to the need to ensure a form of ‘lifelong’ education which keeps knowledge up to date and allows adults to keep up with technological developments in society (UNESCO, 1960); and a third dimension promotes equal educational opportunities and access to permanent and effective social promotion (Barros, 2012).

This study aims at finding whether there is a statistically significant difference among years at Ulsan Metropolitan City in terms of lifelong education programs and number of working instructors.

METHODOLOGY

The research aims to investigate the evidence for practices between lifelong education and government infrastructure in Ulsan Metropolitan City, Korea. The process of data collection was tracked in the six metropolitan cities including Ulsan Metropolitan City using Statistics of Lifelong Education of Korean Education Development Institute (Minister of Education, Korea, 2017) and Korean Statistical Information Service (KOSIS, 2017, 2018) in Korea. Type of lifelong education with eight institutes consists of five regions (provinces) in Ulsan City. In addition, the number of lifelong education programs and number of working instructors were analyzed according to the year. Comparative analysis of lifelong education institution (or organization) and their implementation in six Korean metropolitan cities.

RESULTS

Table 1 was shown the trend of the institution of lifelong education by year in Ulsan Metropolitan City. In 2014, it was the most in 78 institutions. On the other hand, it was the lowest in 33 institutions in 2004. In 2017 there were 44 lifelong education institutions. The average by year was 54 institutions.

Table 1. Lifelong education statute institutional change in Ulsan Metropolitan City by year

Item	Year										
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
No. of Institution	33	37	42	46	55	66	72	78	62	58	44

There were a variety of institutions that conducted lifelong education on 2017 (Table 2). Lifelong education institutions were mostly run by institute established by industry (17 institutions) or institutions founded by media organizations (10 institutions). Universities or graduate schools, lifelong education promotion agency, institutions established by civil society organizations, institutions founded by media organizations, cyber institution, knowledge development agency, and lifelong learning center have conducted lifelong education. Lifelong education institutions was high at Nam-gu Province (19 institutions). The remaining areas were similar in number of lifelong learning institutions.

Table 2. Type of lifelong education institution in Ulsan Metropolitan City on 2017

Type of lifelong education	Province				
	Nam-gu (North)	Dong-gu (East)	Book-gu (North)	Ulju-gun	Jung-gu (Middle)
Institute established by universities or graduate schools	1	1	0	1	1
Institute established by industry	7	3	5	1	1
Lifelong Education Promotion Agency	0	0	1	0	0
Institutions established by civil society organizations	2	0	0	0	1
Institutions founded by media organizations	6	0	0	2	2
Cyber institution	1	0	0	1	0
Knowledge development agency	1	0	0	0	0
Lifelong Learning Center	1	2	0	1	2
Total	19	6	6	6	7

Table 3 was shown the number of lifelong education programs and number of working instructors in Ulsan city. The number of lifelong education programs was the most at 7,701 programs in 2013. In recent years, by 2017, 3,510 programs were in operation. Longer programs were more than one month longer than short-term programs within one month during 11 years. The number of instructor working on the program was the highest at 1,720 in 2014. Since 2008, the number of long-term workers has been higher than the number of short-term workers.

Table 3. Number of lifelong education programs and number of working instructors in Ulsan Metropolitan City

Year	Program			Working instructor		
	< one month	> one month	Total	< one year	> one year	Total
2007	1,057	1,552	2,609	1,115	378	1,493
2008	470	1,924	2,394	308	816	1,124
2009	1,107	2,162	3,269	338	858	1,196
2010	1,675	2,628	4,303	426	967	1,393

2011	1,709	2,485	4,194	347	1,059	1,406
2012	2,186	2,354	4,540	485	858	1,343
2013	2,217	2,484	7,701	428	917	1,345
2014	1,637	3,005	4,642	696	1,024	1,720
2015	1,580	2,865	4,445	567	1,132	1,699
2016	846	2,946	3,792	315	1,166	1,481
2017	754	2,756	3,510	337	1,136	1,473

Table 4 was shown the number of lifelong education programs in six Korean metropolitan cities. The number of lifelong education program per population was the highest in Gwangju city (400). Daejeon city was the least (226). Ulsan city was the third. Longer programs were more than one month longer than short-term programs within one month in six Korean metropolitan cities.

Table 4. Number of lifelong education programs in six Korean metropolitan cities

City	< one month	> one month	Total	Population	Program/Population
Gwangju	976	2,679	3,655	1,463,770	400
Daejeon	2,959	3,662	6,621	1,502,227	226
Daegu	3,493	5,188	8,681	2,475,231	285
Incheon	3,975	4,390	8,365	2,948,542	352
Busan	3,382	7,600	10,982	3,470,653	315
Ulsan	754	2,756	3,510	1,165,132	331

Table 5 was shown the number working instructors in six Korean metropolitan cities. Incheon city has the largest number of workers (1037). The next was Gwangju city. Ulsan city was the third. Longer working instructor were more than one month longer than short-term working instructor within one month in six Korean metropolitan cities.

Table 5. Number of working instructors on lifelong education programs in six Korean metropolitan cities

City	> one year	< one year	Total	Population	Working instructor /Population	No. of lifelong education students/Population (%)
Gwangju	281	1,388	1,669	1,463,770	877	10.13
Daejeon	615	1,908	2,523	1,502,227	595	8.78
Daegu	823	3,002	3,825	2,475,231	647	11.03
Incheon	999	1,843	2,842	2,948,542	1,037	6.02
Busan	1,546	3,511	5,057	3,470,653	686	14.42
Ulsan	337	1,136	1,473	1,165,132	790	10.40

DISCUSSION

Daines et al. (2006) indicated the reasons for adult engagement were categorized into vocational or professional development, aspirations for further learning or creativity, personal development goals, or a social need. According to the results of the survey, in 2009, almost 10 % of the European adult population participated in formal or non-formal education and training during the four weeks prior to the survey (Tusa et al., 2012). According to the Labour Force Survey, less than 10 % of adults participate in lifelong learning, while the results of the Adult Education Survey indicate that around 35 % of the European adult population take part in formal or non-formal education and training. Member States of the European Union recognize the importance of lifelong learning, the number of adult learners in Europe, in particular among people aged 45+, remains far below the target of 12.5% set by the Member States and huge regional disparities exist (AGE- the European Older People's Platform, 2007). The proportion of lifelong education in Ulsan was 10.4% (Table 5). The proportions of lifelong education in Korea were 6.02-14.42%. Many governments as well as Korea have generally set budgets for lifelong learning programs. There is a need to increase lifelong learning opportunities for older workers, in particular for women, and a more positive approach needs to be promoted among employers and training providers to offering such learning opportunities for them. Public campaigning to raise awareness of relevant opportunities is also necessary. Many adults have chosen to improve their professional skills, and there is greater benefit when learning programs are arranged at a time and a place suitable for them (Chang et al., 2012).

The duration of the lifelong education program was longer than one month (Tables 3 and 4). In Korea, for program education period, 6 months and longer program(43.1%), one-time program of 1~2 hours(28.7%), on-going program of 1 month were in order. It was found that long lasting programs or 1~2 time of short programs were preferred in accordance with program characteristics (Pho, 2016).

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