

NATIONAL HIGHER EDUCATION EQUITY POLICY

Korea



Policy Frameworks

Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?

- The Framework Act on Education (Article 4th & 28th):
<https://www.law.go.kr/LSW/eng/engLsSc.do?menuId=2§ion=lawNm&query=%EA%B5%90%EC%9C%A1%EA%B8%B0%EB%B3%B8%EB%B2%95&x=0&y=0#liBgcolor1>
- Higher Education Act (Article 34th):
<https://www.law.go.kr/LSW/eng/engLsSc.do?menuId=2§ion=lawNm&query=%EA%B5%90%EC%9C%A1%EA%B8%B0%EB%B3%B8%EB%B2%95&x=0&y=0#liBgcolor22>

What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?

Students who need to be supported in entering higher education (e.g. low-income students, students from rural backgrounds, etc.) are admitted to universities through separate pathways. In addition, depending on the income level, students are provided with tuition fees in the form of government scholarships, and are also allowed to take out student loans at low interests to cover their tuition fees and living costs.

Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?

1. Admission Standards for Higher Education Institutions
2. Plan for Government Scholarship
3. Plan for Work-study Scholarship
4. Plan for Government Scholarship for Outstanding Students
5. Plan for Student Loan Links are not available.

Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)

- Low-income or lower socio-economic background students
- People from rural backgrounds
- Students with disability
- Students with care experience, orphans, youth without parental care

Does the country have concrete targets for the participation of specific equity groups in higher education?

No.

Which agency has responsibility for policies related to equity in student participation/success in higher education?

The Ministry of Education.

Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

- Higher Education Institutions' Associations
- Civil society organisations
- Private sector organisations
- Student Organisations/Association

Achieving Policy Targets

Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

Students who need support in entering higher education institutions (e.g. low-income students, students from rural backgrounds, etc.) are admitted through separate pathways.

Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

→ First, depending on their income level, students are provided with tuition fees in the form of government scholarships in the following four ways:

1. Government-funded scholarship: This scholarship is provided to college students, depending on their households' income levels.
2. Work-study scholarship for college students: This scholarship is provided to low-income students, and it also offers the students an opportunity to work.
3. Government-funded scholarship for outstanding students: This scholarship is provided to outstanding students in the fields of humanities, arts, sports, and 2-year colleges to cover their tuition and living costs. It also selects outstanding students from low-income families who wish to study in universities abroad, and provide tuition and living costs.
4. SME-linked scholarship: This scholarship is provided to students who wish to work in small and medium-sized enterprises after they graduate from colleges to cover their tuition and allowance. It is also provided to those who have been employed in a company right after graduating from high school, but decide to pursue higher education later on.

→ Secondly, depending on the income level, students are allowed to take out student loans at low interests to cover their tuition fees and living costs, and to pay it back after they get a job.

Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

The Ministry of Education.

What instruments, methods and data are in place to carry out the monitoring and evaluation?

Every year, higher education institutions are required to post their updated information of the results of their admissions and scholarship programs on the government-run website.

What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

In accordance with Article 34-2 of the Enforcement Decree of the Higher Education Act and the Admission Standards for Higher Education Institutions, all higher education institutions are required to provide admissions pathways designed to promote equity. Moreover, according to Article 3 of the Rules on the Tuition Fees of Higher Education Institutions, they have to set aside 30% of their scholarship fund to support financially disadvantaged students.

How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Policy setting
2. Financial assistance (grants, loan financing, scholarships)
3. Technical assistance and capacity building
4. Facilitating peer learning, exchange of experience among countries

COVID-19 and Equitable Access and Success in Higher Education

How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

Additional financial support is provided to the college students of households who are economically struggling with the impact of the COVID-19 pandemic.

Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8th ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

All information in this country brief was provided by the Ministry of Education of Korea, as of 23 October 2020.