

Struggle against Private Lessons in Korean Education Context

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Abstract

Over 70 percent of the Korean parents send their children to private lesson for about 7 hours a week. Successive education authorities have tried to cool down the fever for private lesson in vain. Rather, the private lesson market has grown ever further. Excessive dose of private lesson deprives students of motivation for learning at school and increases household expenses.

In a practical sense, private lesson can be effective for preparing students to gain higher scores on the achievement tests made up of multiple choice questions. The College Scholastic Ability Test (CSAT), a high stake and the most important college entrance test in the country, is administered as an external examination by the government. The test dominates schools, which lack the right to evaluate students, and only the multiple choice tests requiring one correct answer are overused both in and out of school. Hence, students can indeed benefit from the repetitive drills aimed at such tests provided through private lessons. Meanwhile, the private lesson market grows continuously.

Replacing external high stake examination system into internal examination system based on qualification framework is strongly suggested to solve the chronic problems of private lessons. It means a sharp departure from the right answer-oriented and external examination-dependent schooling to a qualification-oriented and school-empowered learning mechanism. It will be a long-term struggle for substantial change of Korean education.

1. Current Situation of Private Lessons in Korea

In Korea, private lesson refers to individual and group lessons provided to students by private tutors or private institutes in order to gain profit. Before the educational opportunity for basic education at primary and secondary school levels was universalized in Korea, students compete with one another to enter schools of higher level. Under such a circumstance, extra studying via private lesson did help students to compete better on entrance examinations. When students rely on private lessons, either for fuller grasp of school instruction, or for gaining advantage on entrance examination, which has increasingly become prevalent in Korea, the financial burden imposed upon the household economy grew in size likewise. At the same time, when students rely on private lessons for covering school subjects, it is likely that they concentrate less on school instruction.

Therefore, expansion of private lessons has remained a serious concern for the Korean society, and the government has continued to seek the policy to suppress such expansion. In the early 1980s, the government has once banned summarily all kinds of private lessons for students with an intent upon reducing the excessive financial burden caused by private lesson. However, reality has proven the government action irrelevant. Despite such an iron-clad policy, the private lesson market has continued to increase. Moreover, following the Constitutional Court's ruling that the ban on private lessons violates the Constitution (April, 2000), the State no longer reserves the administrative authority to overtly regulate private lessons.

The total expense for private lessons amounts to 13 trillion 648.5 billion won as of 2003, which has risen up from the figure for year 2001 by 2 trillion 535 billion won and is 54.8 percent of the 2003 budget of the Ministry of Education and Human Resources Development (24 trillion 903.6 billion won). The rate of the students who take private lessons is 83.1 percent for primary school, 75.3 percent for middle school, 56.4 percent for academic high school, and 19.2 percent for vocational high school; and the rate by different regions is 75.8 percent in Seoul, 74.0 percent in metropolitan regions, 74.2 percent in cities, and 62.1 percent in rural towns. In aggregate, 72.6 percent of all Korean students take private lessons.

The following table 1 shows average weekly hours of private lessons by school level.

Table 1. Average weekly hours of private lessons by different school levels

School levels		Average weekly hours of private lesson
Kindergarten		4.90
Primary school		7.20
Middle school		7.80
High school	Academic track	6.30
	Vocational track	7.09
Total		6.08(SD 7.04)

Source: Korean Educational Development Institute (2003). *Policy proposal against private lesson with focus on the reinforcement of public education*

Table 2. Changes in the rate of the students who participate in private lesson

(Unit: percent)

	1980	1990	2000	2003
Primary school	12.9		73.5	83.1
Middle school	20.3	31.0	50.7	75.3
High school	26.2	12.6	39.8	56.4

Source: Korean Educational Development Institute (2003)

The following Table 3 shows the parents' response to the question, whether or not to participate in private lessons.

Table 3. Future plan for private lesson

(Unit : person, percent)

Future plan for private lessons	No. of Respondents	Percentage
Total	10,663	100.0
No private lesson planned	1,061	10.0
Will have children take private lesson if available	4,584	43.0
Will have children continue to take private lesson	2,913	27.3
Don't know	1,637	15.4
Others	468	4.4

Source: Ministry of Education and Human Resources Development (2001), *Report on the Investigation of the Expense for Private Lesson in 2001*.

2. Effects of the Expansion of Private Lessons

Expansion of private lessons itself can be construed as increased investment in education in a way that matches the high educational desire of the Korean society. However, the excessive reliance on private lessons is said to have the following negative effects.¹

1) Loss of Trust in Public Education

Since private lessons are given under the premise that school instruction alone is insufficient, they tend to undermine the public's trust in school instruction. And the suppliers of private lessons tend to be kind to students and offer focused assistance to them compared with school teachers, so that private lessons implicitly facilitate the public's distrust toward school education. Students who rely much on private lessons tend not to focus on school instruction, which in turn, discourages school teachers, who tend to neglect the quality of their instruction; hence a vicious cycle is generated.

2) Impeding Development of Students' Whole Person

Private lessons emphasize repeated learning of school's curricular contents, thereby stripping students of leisurely hours; thus the students have difficulty in making friends, enjoying sports, and having hands-on experiences in home and local community. Consequently, harmonious growth of the mind and body of students is greatly impeded.

3) Excessive Spending on Education, an Anomaly in Economic Activities

Korean parents spend 270,000 won per month on the average for private lessons for one child, which takes up about 13 percent of the average household income. Increase in the expense for private lessons tends to reduce household income, and further, exerts negative influences upon the nation's economic growth. A private research institute of economics has claimed that the spending in private lessons that is equal to 1 percent of GDP has an effect of diminishing GDP by 0.32 percent.²

4) Causing Unequal Opportunity for Education

Private lessons tend to exacerbate inequality in the opportunity for learning among

¹ Arguments on the negative effects of private lessons were made by several organizations and specialists in the country including Korean Educational Development Institute.

² Kim, Jeong-ho & Park, Seung-nok (1997), *Spending in Private Lessons and Its Influence upon the Nation's Economy*, Samsung Economic Research Institute

different strata and different regions. Children from low-income strata and the students in remote regions are in a far more disadvantageous situation than the children from middle class families and the students in metropolitan region, respectively, in terms of access to diverse private lesson services.

Table 4. Changes in the total amount of the expense for private lessons vis-à-vis GNP

	1977	1980	1985	1990	1994	1998	2001	2003
Expense for private lesson (Billion Won)	280	328	670	3,075	5,845	14,603	11,754	13,648
Expense for private lesson /GNP	0.36	0.96	0.51	1.39	1.86	3.1	2.7	2.3

. Source: Korean Educational Development Institute (2003)

The following table shows increase in the per-pupil expense for private lessons by different school level.

Table 5. Increase in the per-pupil expense for private lessons by different school level

School level	1977	1982	1985	1990	1994	1998	2001
Primary school	1.00	1.71	3.77	7.40	9.53	19.55	13.66
Middle school	1.00	1.80	3.40	5.59	9.06	10.23	10.92
Academic high school	1.00	1.56	2.29	4.10	6.40	7.12	6.86

Source: Korean Educational Development Institute (2003)

3. Why Private Lesson Has Increased

Private lesson has increased due to a combination of factors. There are largely four contexts in need of consideration.

1) External high stake examination stresses result rather than the process of learning.

The high stake examination required for university admission is being administered by the State, and students are attracted to private lessons, which prepare them efficiently to take that examination. The most important criterion behind determining a student's admittance to university is not his or her school record, but the score on College Scholastic Ability Test. The Test is administered by Korea Institute of Curriculum and Evaluation and is *de facto* under the State supervision. The Test given annually on a single day consists of paper and pencil, multiple choice questions, and nearly all the youths who completed high school education apply to it. Since a student's future is largely determined by the result on that Test, all the learning efforts of students are concentrated in the means to acquire high scores on the Test. To acquire high score on the Test, students do their best to absorb as much knowledge and information as possible and further, they intend to practice various tactics to breach into the intent of the test constructor. The Test is inevitably competitive and thus, students out of their desire to gain relative advantage on the Test seek additional learning opportunities outside formal schooling. Riding on such desire, numerous private institutes and tutors allure students to the realm of private lesson. Repetitive and focused learning can be effective for preparing oneself for multiple choice test that demands one correct answer.

2) Education is the safest way for upward social mobility.

In a society where education is the most reliable way for upward social mobility, students compete with one another to get into favorable universities. Korea has witnessed through a series of social upheavals since the nineteenth century the fall of the rigid social structure of the traditional society that valued social class and family background and the subsequent rise of the achievement-oriented social structure. Education has become the most reliable and certain way for elevating one's social status. Getting the right educational background has become the shortest path for individual success. People increasingly pursue university diploma, and preferably that from the prestigious universities. Such development has made competition among students inevitable. Hence, the desire to enter prestigious universities is manifested through competition for academic achievement that starts from primary school level.

3) Koreans have traditionally valued education.

Third, the attitude to respect learning has been historically generated in the Korean culture, so that there exists little difference among different social strata in the parental attitude toward supporting children's learning. Influenced by Buddhism and Confucianism, the Korean cultural legacy has traditionally valued revering benevolent and learned men. However, in the traditional society with rigid social class structure, learning was not open to everyone. With the introduction of the new modern educational system at the end of the nineteenth century, people began to make effort at increasing the opportunity for learning at any expense, and the foundation of the Republic of Korea brought about a quick universalization of educational opportunity for all. In a typical Korean family, the highest priority in monetary investment was given to supporting children's education. Under extreme situations such as the Korean War, schools remained open, while poor peasants then paid for their children's education by selling off their lands and cattle. Currently, educational opportunity has expanded in Korea to such an extent as to claim the age of mass higher education. When virtually every person receives school education, parents are more than willing to pay for private lessons given outside school, if it is believed to offer even just a small advantage for their children's competition.

4) Emergence of the high-income middle class families that prefer choice for quality education

The 'new global family,' which enjoys economic leverage to send off children to any place in the world that offers high quality education, has emerged following economic growth; members of such a family are ready to send their children abroad once they are not content with the schooling provided in their country.

4. Government Measures to Tackle Private Lessons and Their Effects

Successive political regimes of Korea had employed various measures to tackle the problems of private lessons, once even applying an extreme prescription of complete ban on private lessons; yet none has been proven effective. Private lessons remain dominant and the burden on the household economy is even on the increase. The following summarizes the major government measures to tackle private lessons implemented since the 1980s.

1) Complete Ban on Private Lessons in the 1980s

The government enforced the policy to ban private lessons altogether in 1980. No 'supplementary class' was permitted in schools, either. The ban had contributed to mitigating the popular zeal for private lessons, buttressed by the government's strong will for a duration of ten years. However, ceaseless protests had surfaced, contending that the policy to limit the human desire for learning is innately undemocratic; the government was thus forced to lift the ban on private tutoring partially, so that university students and graduate students were then permitted to practice tutoring.

2) The Court Ruling That the Ban on Private Lessons Was Unconstitutional and the Recent Comprehensive Measures of the Government to Tackle Private Lessons

In the 1990s, the government permitted primary and secondary school students to take courses in private institutes during vacations. As the fervor for private lessons has become stronger since the mid-1990s, the government implemented the countermeasure for private lessons, relying primarily upon in-school supplementary class during after hours and the broadcasting of the instruction of excellent teachers through satellites, aimed at attracting students into school. Although the policy appeared somewhat successful at the beginning, the fervor for private lessons outside school regained currency soon. Moreover, the Constitutional Court's ruling that the ban on private lessons was unconstitutional has taken away the option of prohibiting private lessons from the government. After the Court ruling, the private lesson market was energized. In the middle class residential zones of Seoul and the newly erected towns near Seoul, numerous private institutes have been opened, which influenced the real estate price. Hence the issue of private lessons has moved beyond the realm of educational problem and into that of economic policy. The recent investigations on private lessons and educational expenditure conducted by the Ministry of Education and Human Resources

Development and the Korean Educational Development Institute, respectively, show that private lessons have increased further since 2000.

3) Recent Comprehensive Measures of the Government

In light of such development, the government has announced the comprehensive measure for private lessons consisting of the following ten items in February, 2004.

- 1) Substituting the private lessons for preparing for CSAT: constructing the educational broadcasting and e-learning system
- 2) Absorbing private lessons for curricular subjects: level-specific supplementary class
- 3) Satisfying the demand for the private lessons for the talented and English lesson: activating the education for specialty and aptitude
- 4) Absorbing the demand for day care: 'after hours school' for early graders of primary school
- 5) Raising trust in school teachers: securing excellent teachers
- 6) Recovering the function of school education: improving the instructional and evaluation methods
- 7) Reinforcing the high school equalization policy: extending the level-specific education and student choice
- 8) Normalization of school education: improving the college entrance system and strengthening career guidance for students
- 9) Guaranteeing the minimum level of education for all citizens: strengthening accountability system for basic academic achievement
- 10) Improving the sociocultural atmosphere: reforming social institutions and attitude and overcoming credentialism and the abnormal view of education

Of the ten measures, items 1 through 4 are designed to make school education absorb the demand for private lessons; items 5 and 6 focus on strengthening school education; and item 10 is presented as a social measure. The measures to absorb the demand for private lessons are short-term, allopathic prescription, while those focusing on strengthening school education are characterized as long-term measures. Among those measures, the government placed the first priority on the broadcasting of the lesson to prepare for CSAT via satellite and the Internet. The satellite-broadcast lesson to prepare for CSAT can be downloaded via the Internet by the viewers. The instructors for those lessons are scouted from the pool of the best available teachers, including not just school teachers but the lecturers of commercial institutes (cram schools). In that e-

learning system launched on April 1st with a goal of possibly replacing the private lessons offered by commercial institutes, 400,000 students have been registered within a week.

Whether or not the government's comprehensive measures for private lessons can accomplish expected outcomes appears to depend upon the government's continued support for follow-up measures as well as actualization of the long-term measures to strengthen school education. If the government focuses upon the short-term measure of absorbing the public demand for private lessons into schools at the expense of neglecting the long-term measure, there might be some degree of efficacy in mitigating private lessons at the inchoate phase, but a fundamental challenge is likely to arise soon. Above all, such a challenge would be a natural consequence of the satellite and Internet-based lessons, which unduly stresses the tactics to acquire high scores on CSAT, while ignoring the intrinsic goal of school education. Through such lessons, serious hands-on learning experiences involving questions, experimentation, debate, expression, and participation are neglected, while the tactics to pick the correct answer for multiple choice questions are emphasized. Such a phenomenon can be construed as distortion of the fundamentals of education. Furthermore, as the popularity of the broadcast lessons for CSAT preparation goes up, either the public trust in school education is likely to go down, or school lessons are likely to become subservient to the broadcast programs. In this respect, I believe that the fundamental measure to deal with private lessons ought to be directed at reinvigorating the core of school education by materializing the mid- and long-term measures to strengthen school education. In this light, I propose to many experts for evaluation the following strategies based upon my long-held educational philosophy, which focuses on recovering the functions of school education, as a part of the effort to strengthen school education.

5. Ultimate Strategy: Establishing the Standard for Qualifying Academic Achievement and Confirming School's Authority on Evaluation

1) Fundamental Causes behind the Expansion of Private Lessons

The strategy proposed by this presenter is related to recovering school's functions. The fatal crisis faced by Korea's public education was, I believe, caused by the **evaluation system for students achievement that is administered externally**, that is, outside school; dominated by such a system, both schools and teachers are incapable of exercising any initiatives in their allegedly innate activity, that is, education, while facilitating **learning based on rote memory that seeks only the right answer**.³ The external evaluation is currently called College Scholastic Ability Test. CSAT is characterized by the following traits: the State supervises the Test; students' achievement level covering the entire school curriculum is assessed on a single day using multiple-choice questions; test items are constructed in a haphazard way that reflects the composition of the test constructors; test score is meaningful only for the purpose of displaying a student's relative standing among others; and therefore, the score remains valid only for the given academic year.

This presenter diagnoses that such a Test is a malicious disease that has reduced schools to become mere test preparation institutes, nullified teacher professionalism and made teachers be passive, and driven students to superficial learning and the competition for test scores. Unfortunately, the Korean society is failing to see the disease. At the time of the foreign currency crisis in 1997, a foreign press has poignantly pointed out that the first step Korea needed to take to overcome the economic crisis was to abolish the anachronistic education relying on rote memory. In Korean education, there exists no qualification standard for academic achievement. Thus, evaluation is open to the danger of arbitrary criteria of the test constructors, who are free to determine the difficulty level and the breadth of contents for the test. And a common drawback of multiple-choice items that requires one correct answer tends to facilitate superficial and tad bit information instead of the learning experience that draws on deep thinking. The following presents examples of the ways in which the external high-stake examination, CSAT, weakens school education in its entirety.

(1) School Education Neglects Intrinsic Activities.

³ 2) I have asserted that the 'closed education stressing one correct answer' is the core of the problem of Korea's education; Kwak, Byong-Sun (1983), *Curriculum*, Baeyeonga; Kwak, Byong-Sun (1984), "Process of Education," in *Studies in Education*, Korean Society for the Study of Education, vol. 23, no. 3: 39-52.

Schooling is dominated by the irresistible agenda of raising test scores, rather than being faithful to the intrinsic aspects of education, such as understanding individual students as human beings and helping individual student to develop his or her whole person. Whereas learning experiences involving experiment, observation, field visit, debate, hands-on activities are neglected, repeated drills using rote memory makes children lose interest in and enjoyment of learning from the very early years of primary school. For instance, to get a good grade in science, drill with practice tests is more effective than actually doing experiments in a science lab.

(2) School instruction ignores fundamental goals of education and stresses mere information.

While learning objectives to be attained for each curricular subject are not clearly determined with respect to different stages and levels, students are required to rely mainly on textbooks. Hence, class instruction is given in a 'backward' fashion, in which memorization of correct answers dominates learning activities. Textbooks, originally intended as a tool for learning, preside over all learning activities. Therefore, innovative instructional method such as project method, which asks students to utilize a variety of data and information they encounter in their daily lives at home and community to frame the question and seek its solution for themselves, cannot find its place in class instruction; consequently, it is very difficult to raise higher order mental capacity such as thinking ability, problem-solving ability, and creativity.

(3) Process of Education is ignored, while schools and teachers are rendered powerless.

Schools are directed by the policy of the external institutions in charge of the college entrance test, having been reduced to the status of a test preparation institute, and the teachers who are most knowledgeable about their students are alienated from the evaluation procedure for students' academic achievement. The external examination stresses result rather than process, so that students are attracted to private lessons outside school, if it appears to help them gain higher scores on the test.

(4) The level of academic achievement remains shallow.

The test-driven education forces students to acquire knowledge in broad domains in a superficial manner. Even talented students are not motivated enough to dig into the learning of high quality that is irrelevant to CSAT. The existing practice of constructing test items exclusively out of textbooks has facilitated the learning that dwells on memorization of short information at the cost of hurting deep thinking ability involving

insight, imagination, and creativity.

(5) The test-driven education makes students' self-regulated learning impossible.

Under the current situation, it is implausible to advance self-regulated learning, in which students themselves plan their own education and freely determine the speed of their learning depending on one's learning capacity.

(6) The test-driven education facilitates competition among students as well as private lessons.

Instead of engaging in an internal effort to broaden one's own intellectual capacity within the boundary of established qualification standard, students are conditioned to mount tough competition for test score with fellow students. In this sense, relying only on school instruction is disadvantageous, hence arises the need for private lessons.

(7) Students' perception of career is uniform; conventional career goals remain common.

The present system of the State-run high stake examination fosters narrow perspective of career, which focuses on the traditional and conventional areas, rather than stimulates individual aptitude and talent of students, so that it fails to allocate human resources to diverse social roles in an equitable way. The fact that the students who acquire high scores on CSAT flock to a few traditionally popular departments is an evident testimonial to this criticism.

As long as the Koreans retain the external high stake evaluation geared toward raking students as a mechanism to select the human talents for the nation, the future of Korea's education is hardly bright. Such a system reduces schools to mere test preparation site and disempowers teachers to be memorization learning technicians. It is the core that drives Korea's education into crisis.

2) Fundamental Solution for the Problems of Private Lessons

Considering the nature of the problem of private lessons, which is one of the roots of social pathological phenomena of the Korean society, and the past errors made in the realm of educational policy, it is unreasonable to expect to resolve the problem of private lessons in a short instance. Such a solution is possible only when the Koreans seek a firm and fundamental strategies aimed at making schools faithful to intrinsic educational goals, for a long duration and in a consistent manner. Therefore, if the Korean public awaits a short-term accomplishment from the present government measure for private lessons, as they did in the past, it would be an unwise repetition of

the past errors.

The core of the countermeasure for private lessons lies in giving the key to resolve the problem to the hands of schools and teachers. Insofar as schools remain subservient to the State-run ranking system like CSAT, and students head toward the private lesson market to gain what little edge available for such a test, there would be no way to stop the present anomaly. A mid- and long-term measure ought to be aimed at changing the existing system that alienates schools from the process of supervising college entrance into the one in which schools play the central role in administering college entrance process in both name and practice. Such a change should involve heightening the weight of school record in the process of determining students' admission to college in the most practical terms.

It is necessary first, to bestow the authority to evaluate students to schools and second, come up with the system and supports necessary to make schools implement and exercise the given authority. After that, schools should be rigorously evaluated on whether or not they keep their accountability through school evaluation or teacher evaluation. To this end, the current system of qualifying academic achievement based on relative evaluation (norm-referenced), which has focused on ranking students and made test construction an arbitrary practice, ought to be revised to accreditation of either academic achievement or vocational ability based on absolute evaluation (criterion-referenced).

Above all, the State should come up with the standard for qualifying academic achievement and vocational ability for each curricular subject and for different levels. The qualification system for academic achievement can have differing methods to indicate qualification in recognition of uniqueness of each subject. For example, for the citizen's common basic subjects, the degree of one's achievement can be indicated by the pass or fail scale, while for the enriched elective subjects, one's achievement can be represented in further detail, with A, B, C, etc. Achievement standard for each qualification index ought to be established clearly. For instance, "pass" should mean that the student has fully achieved the minimum learning goal required from the basic course; or "A" in the enriched elective subjects should imply that the student has fully achieved the learning goal defined by the given subject. Such achievement standard can be established by both subject specialists and teacher representatives, under the supervision of specialized research institute and commissioned by the Deputy Prime Minister of Education and Human Resources Development, who reserves the authority to determine curriculum. In a separate manner, a plan voluntarily produced by subject specialist associations could be accredited by a 'National Council for Qualifying

Academic achievement (tentatively titled),’ commissioned by the Deputy Prime Minister of Education and Human Resources Development. The qualification for academic achievement does not have to be unitary for a given subject⁴; it should be freely revised and supplemented, reflecting the changes in academic field and the society, and immediately reported to the public whenever it is changed, rather than being fixed as a perennial standard.

Along with establishing the qualification system for academic achievement, there should be another system for vocational ability. Graduates of vocational high schools should be basically oriented to acquire the qualification for vocational ability, rather than that for academic achievement. At the same time, the qualification for academic achievement and that for vocational ability should be mutually interchangeable in a way that guarantees equal access to college admission for the graduates of vocational high schools, insofar as they show the degree of vocational ability equivalent to academic achievement.

Once the standard for qualifying academic achievement and vocational ability is established, schools do not have to become subservient to the external evaluation like CSAT, and teach and evaluate students based on self-employed criteria. Student evaluation is complete when each student’s experience and capacity accrued from individualized subject areas and special activities are documented in the school record in a strict manner. There ought to be no reason to preserve the external evaluation like CSAT. Universities can utilize the school record produced by schools.

To this end, teacher professionalism specifically in supervising student achievement should be enhanced likewise, so that teachers share the standard for a given curricular subject and process evaluation in a fair way that is mutually comparable and equivalent. Such improvement is unattainable as long as the current weak system to support curricular evaluation remains intact; it is powerless in front of the temptation for individual school to pump up student grade. Thus, a network of human resources specializing in curricular subjects should be constructed in the Ministry of Education and Human Resources Development and in the metropolitan and provincial offices of education nation-wide, so that teachers’ fair supervision of student achievement can be

⁴ 1) According to Korean Educational Development Institute (Kong, Eun-bae et al., *Research on Educational Expenditure*, 2001), the national budget for education was 21 trillion 600 billion won, the total amount spent on private lessons was 17 trillion 600 billion won, and the total amount spent on private tutoring was 9 trillion won (2.7 percent vis-à-vis GNP) in 2001. The size of the amount spent on private tutoring has continued to increase since 1977, and shown even more dramatic increase since the 1990s.

buttressed. Such a network should monitor constantly the kind of problems that cannot be resolved individually by teachers alone, render support at the national level, and coordinate the supervision of student achievement among different schools in an equitable way.

To empower schools to have the authority to evaluate students is a fundamental solution for the problem of private lessons, and the most certain way to salvage Korea's school education, which has fallen to the status of test preparation institutes. To do so, it is necessary to establish the standard for qualifying academic achievement and vocational ability, train teachers professionally in the area of supervising student achievement fairly, and launch a reform in college entrance system in a way that meets such changes. At the same time, the Ministry of Education and Human Resources Development should spearhead the short-term measures needed to improve the current situation, yet give more weight to the long-term measures designed to confer the authority to evaluate students to schools; and the Korean society, I believe, ought not to be preoccupied with the short-term effects of the current measure and instead, support the Ministry in determining and implementing the long-term and more fundamental measures.
