

大学内外の学びの接続を考える -韓国単位銀行制と独学学位制の事例-



独立行政法人
大学改革支援・学位授与機構
National Institute for Academic Degrees and Quality Enhancement of Higher Education



Academic Credit Bank System



NILE BDES

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Connecting inside and outside of university: A Case Study of the Korean Academic Credit Bank System and the Bachelor's Degree Examination for Self-Education System



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あいさつ

- 大学改革支援・学位授与機構の令和4年度大学質保証フォーラムに発表者としてご招待いただきありがとうございます。
- 今回のフォーラムの主題である「大学内外の学習の接続を考える—多様な学習が生きる社会へ—」は、私が紹介しようとする、韓国で大学内外の高等教育制度として学習者の多様な学習経験を単位や学歴として公式に認定する単位銀行制と独学学位制の内容と一致し、また平生教育の世界的な流れとも照応していることを再認識することになり、非常にタイムリーで適切な主題だと思います。
- 特に単位銀行制に関しては、一方では時代的变化と歩調を合わせて現代人の多様な平生学習経験を持続的に発掘し、単位と学歴で公式に認める方向に制度自体を拡大しなければなりません。また、一方、教育的に社会的に差別を受けずに愛される制度として位置づけられるよう厳格な質管理が必要不可欠だという点です。単位銀行制で現在行われている質の管理方法についても紹介します。

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Greetings

- First, I would like to thank the organizers for inviting me as a presenter here at the 2022 NIAD-QE University Quality Assurance Forum 2022.
- The theme of this forum, "Connecting inside and outside of university: Toward further integration of learning styles" is very timely, as it is in line with the mission of the Academic Credit Bank System (ACBS) and the Bachelor's Degree Examination for Self-Education System (BDES), which can officially recognize diverse learning experiences as credits and academic backgrounds granted as a higher education system within and outside of universities in Korea. It also reaffirms the global trend of lifelong education.
- Particularly regarding the ACBS, the system itself must be expanded for it to keep pace with changing times, to sustainably discover diverse lifelong learning experiences of modern people, and officially recognize them as credits and academic backgrounds. At the same time, rigorous quality control is essential to ensure an educationally and socially favorable system without discrimination. I will also introduce the quality control methods currently in place in the ACBS.

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第 1 部

国家平生教育振興院の概要
独学学位制と単位銀行制の現況と学習経験

Part I:

An Overview of the National Institute for Lifelong Education (NILE)

The Current State and Learning Experiences Pertaining to the Bachelor's Degree Examination for Self-Education System (BDES) and Academic Credit Banking System (ACBS)

国家平生教育振興院の役割と組織構造

- 国家平生教育振興院は、韓国国民の平生教育を活性化させるための平生教育政策の執行総括機構としての役割をもつ、政府出捐の機関。平生教育法に基づき2008年2月に設立。
- 国家平生教育振興院の役割（平生教育法 第19条）
 1. 平生教育振興のための支援及び調査業務
 2. 平生教育振興委員会が審議する基本計画樹立の支援
 3. 平生教育プログラム開発の支援
 4. 平生教育士を含む平生教育従事者の養成・研修
 5. 平生教育機関間連携体制の構築
 6. 市・道の平生教育振興院への支援
 7. 削除<2021.6.8>
 8. 「単位認定等に関する法律」及び「独学による学位取得に関する法律」に基づく単位又は学歴認定に関する事項
 9. 学習口座の統合管理・運営
 - 9の2. 文解(識字)教育の管理・運営に関する事項
 - 9の3. この法律又は他の法令により委託を受けた業務
 10. その他国家平生教育振興院の目的遂行のために必要な事業

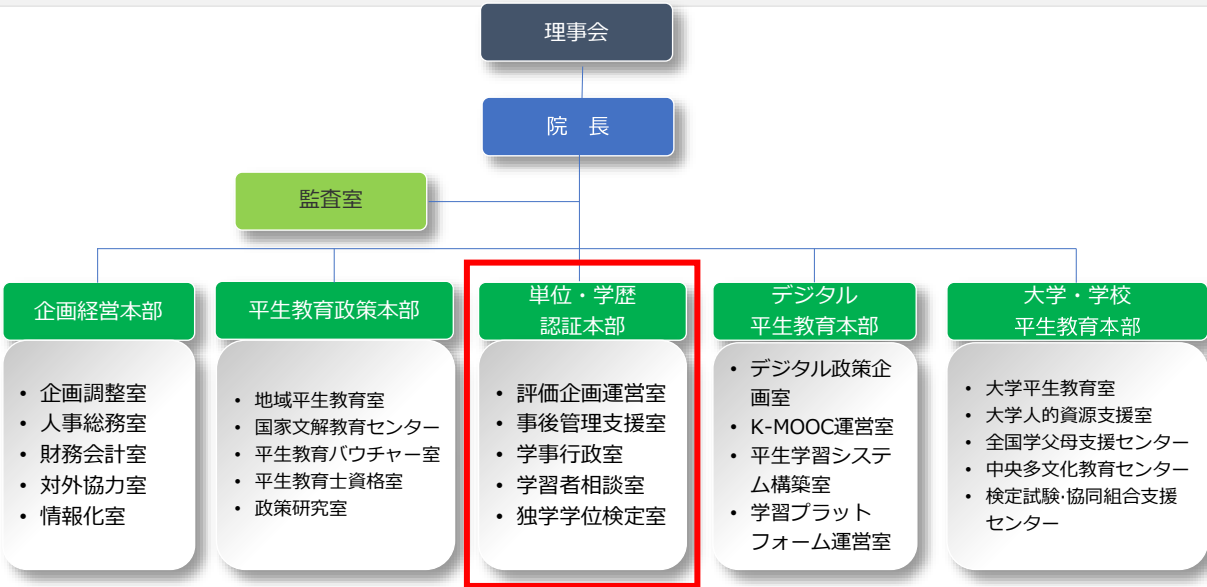
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The Roles and Organizational Structure of NILE

- The National Institute for Lifelong Education (NILE) is a government-funded institution that serves as the executive authority in relation to the Lifelong Education Policy aimed at revitalizing lifelong education among Korean people. It was established in February 2008 based on the Lifelong Education Act.
- The roles of the NILE (Article 19 of the Lifelong Education Act)
 1. Support and conduct research for the promotion of lifelong education
 2. Support toward the establishment of a master plan to be deliberated by the Lifelong Education Promotion Committee
 3. Support development of lifelong education programs
 4. Foster and Training lifelong education specialists including lifelong learning educators
 5. Establish networks between lifelong education institutions
 6. Support municipal and provincial institutes for lifelong education
 7. Deleted (08.06.2021).
 8. Handle matters related to the recognition of academic credits or level of education in accordance with the "Act on the Recognition of Credits" and the "Act on the Acquisition of Academic Degrees through Self-Education."
 9. Operate integrated management of Lifelong Learning Account System
 - 9-2. Handle matters related to the operation and management of literacy education
 - 9-3. Roles assigned under these acts or other ordinances
 10. Other projects necessary to achieve the objectives of the NILE

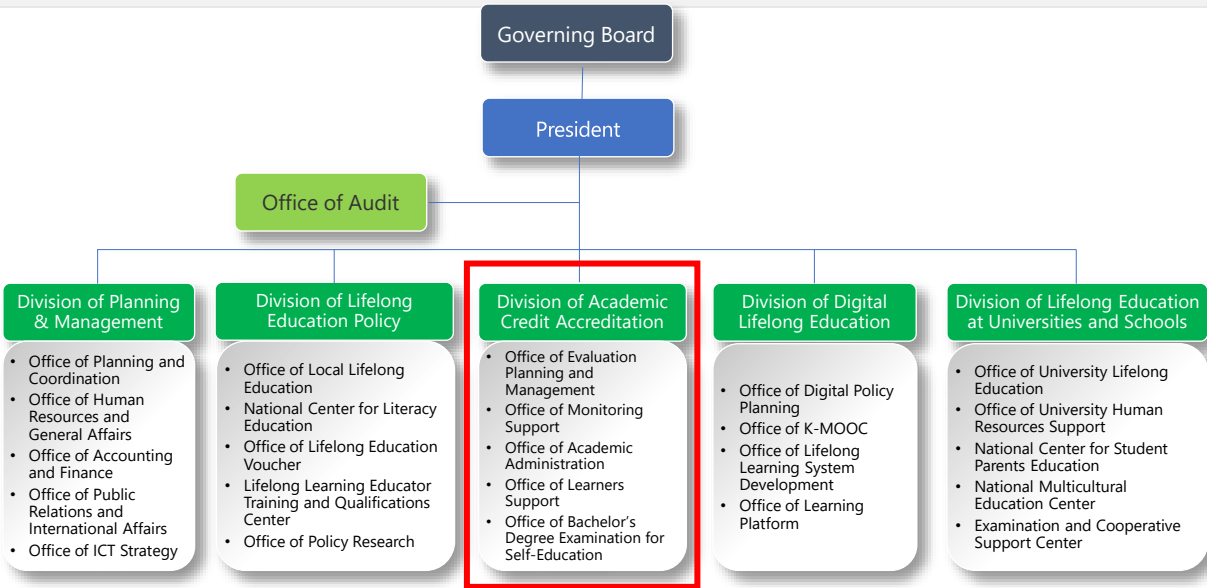
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国家平生教育振興院の役割と組織構造



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The Roles and Organizational Structure of NILE



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教育部2022年平生教育政策歳出予算(百万ウォン)

政策事業名	予算	委託機関
平生学習振興支援(平生学習口座制運営+平生教育士資格制度運営+韓国平生学習博覧会)	1,111	国家平生教育振興院
国家平生教育統計 構築事業(OECD PIAAC+平生教育統計調査+平生学習個人実態調査+教育統計調査システムのメンテナンス及び改善)	2,381	韓国職業能力研究院 韓国教育開発院
国家障がい者平生教育振興センターの運営および障がい者平生教育支援	2,948	国立特殊教育振興院
平生教育バウチャー支援	14,073	国家平生教育振興院
平生教育検定試験支援	840	国家平生教育振興院
大学中心平生学習活性化支援	24,130	国家平生教育振興院
成人文解教育プログラム運営支援	5,740	国家平生教育振興院
韓国型オンライン公開講座コンテンツ開発及び活用活性化(K-MOOC+Match業 運営)	28,301	国家平生教育振興院
国家平生教育振興院 出捐	8,840	国家平生教育振興院
地域平生教育活性化支援(平生学習都市造成支援+基礎資料開発および成果管理+平生学習指数開発)	2,008	国家平生教育振興院
On国民平生学習の場の構築および運営	3,488	国家平生教育振興院
資格体系構築(韓国型国家力量体系構築+民間資格登録管理および政策実態調査)	1,514	韓国職業能力研究院
計	95,374	

注：教育分野の総支出予算（84兆8191億600万ウォン）対比 0.1%, 1ウォン= 0.1円(令和2年8月11日現在)
資料：教育部(2021.12). 教育部2022年度予算主要事業費説明資料

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2022 Lifelong Education Policy Expenditure Budget, Ministry of Education (million won)

Policy Project Name	Budget	Commissioned Agency
Lifelong Learning Promotion Support (Operation of Lifelong Learning Account System + Operation of Lifelong Learning Educator Qualifications System + Korean Lifelong Learning Exhibition)	1,111	NILE
National Lifelong Education Statistics Development Project (OECD PIAAC + Lifelong Education Statistical Survey + Lifelong Learning Individual Survey + Maintenance and Improvement of Education Statistics Survey System)	2,381	Korea Research Institute for Vocational Education and Training (KRIVET) Korean Educational Development Institute (KEDI)
National Lifelong Education Center for the Disabled and Lifelong Education Support for Persons with Disabilities	2,948	National Institute for Special Education (NISE)
Lifelong Education Voucher Support	14,073	NILE
Support for Lifelong Education Examination	840	NILE
University-centered Lifelong Learning Facilitation Support	24,130	NILE
Administrative Support for Adult Literacy Education Programs	5,740	NILE
Development of Contents and Popularization of Korean Online Open Courses (K-MOOC + Match)	28,301	NILE
Sponsored by the NILE	8,840	NILE
Support for Revitalizing Local Lifelong Education (Support for Creating Lifelong Learning Cities + Development of Basic Materials and Result Management + Development of Lifelong Learning Indexes)	2,008	NILE
Establishment and Administration of ON National Lifelong Learning Venues	3,488	NILE
Development of a Qualification System (Development of a Korean National Competence System + Registration Management of Private-Sector Qualifications and Investigation into Actual Policy Conditions)	1,514	KRIVET
Total	95,374	

Note: 0.1% of the total expenditure budget for the education sector (84,819,106 million won), 1 won = 0.1 yen (as of August 11, 2020)
Source: Ministry of Education (December 2021). Ministry of Education FY2022 Budget Narrative for Major Projects

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韓国2025年 少子超高齢化社会—地下鉄の日常風景

- 高齢化率 2022年 17.6%, 2025年 20.3%, 2050年 39.8%
- 合計出生率 2018年 0.98人, 2020年 0.84人, 2021年 0.81人



資料：李喜宰の世界手帳, ハンギョレ新聞

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Korea in 2025: A Society with a Declining Birthrate and Super-Aging Population - A Usual Scene in the Subway

- Proportion of population aged 65 and above: 17.6% in 2022, 20.3% in 2025, and 39.8% in 2050
- Total fertility rate: 0.98 in 2018, 0.84 in 2020, and 0.81 in 2021



Sources: Lee Ki-jae's World Notebook, The Hankyoreh Newspaper

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いくつかの統計

- 総人口('22) : 5,158万人
- 老齢人口('22) : 906万人, 経済活動人口('22) : 2,937万人
出生数('21) : 26万人, 死亡数('21) : 32万人
- 高等教育機関数('21) : 426校(一般大学190校, 教育大学10校,
専門大学134校, その他47校, 大学院大学45校)
- 大学在籍学生数('21) : 3,201,561人(一般大学1,938,254人,
教育大学15,409人, 専門大学576,041人, その他344,442人,
大学院大学327,415人)
- 高等教育機関の新入生補充率(充員率)('21) : 84.5% (一般大学94.9%,
専門大学84.4%, 大学院大学85.8%)
- 高校卒業者の大学進学率('21) : 73.7%
高等教育機関就学率('21) : 71.5%

資料 : 教育部(2021), 2021年 教育基本統計. 国家統計ポータル(KOSIS)

Some Statistics

- Total population (2022): 51.58 million people
- Population aged 65 and above (2022): 9.06 million; Economically active population (2022): 29.37 million; Births (2021): 260,000, Deaths (2021): 320,000
- Number of higher education institutions (2021): 426 (190 universities, 10 teacher's colleges, 134 junior colleges, 47 other types of institutions, 45 graduate school universities)
- Number of enrollments in higher education institutions (2021): 3,201,561 (1,938,254 in universities, 15,409 in teacher's colleges, 576,041 in junior colleges, 344,442 in other types of institutions, and 327,415 in graduate school universities)
- Percentage of student intake quota in higher education institutions (2021): 84.5% (94.9% in universities, 84.4% in junior colleges, 85.8% in graduate school universities)
- University enrollment rate among high school graduates (2021): 73.7%
- Tertiary enrollment rate (2021): 71.5%

Source: Ministry of Education (2021), 2021 Basic Statistics on Education. National Statistics Portal (KOSIS)

なぜ独学学位制と単位銀行制なのか。

- 合計出生率0.81人と高齢化率17.6%の少子高齢社会において、適齢期の大学生数の減少、大学新入生補充率が84.5%と減少傾向、外国人留学生流入の不安定性、426校の多くの高等教育機関などから、大学入学者数が2021年の43万人から2040年には28万人水準まで減少すると予想されている。
- 教育部の発表によれば、大学の年度別学生未充員数は2022年の85,184人から2024年には123,748人に拡大すると推計されている。
- それにもかかわらず、なぜ独学学位制と単位銀行制という大学以外の高等教育制度が誕生し、運営されているのだろうか。
- 結論から言えば、伝統的な大学での成人に対する学習機会提供の硬直性、絶対的な時空間拘束性、高額な授業料、時代の変化に伴った教育課程および教育内容の変化の不十分さなどが指摘される。単位銀行制は大学の様々な短所を克服し、大学内外での多様な学習経験と資格、入学前学習(PL)などに対する単位認定による費用と時間節約など、追従不可の長所を持っている。

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Why the BDES and ACBS?

- In an aging society with a fertility rate of 0.81 wherein 17.6% of the population consists of adults aged 65 and above, due to such factors as a decline in the number of suitably aged university and college students, a declining trend in the percentage of student intake quota in universities and colleges (which is currently at 84.5%), instability in the inflow of international students, and the fact that 426 institutions of higher education exist, it is predicted that the number of university entrants will decline from 430,000 in 2021 to 280,000 by 2040.
- According to the Ministry of Education, the annual unfilled quota of universities and colleges is estimated to grow from 85,184 seats in 2022 to 123,748 seats by 2024.
- This leads to the question of why the non-university higher education systems, the BDES and the ACBS, were created and operated.
- The reasons include the rigidity of learning opportunities offered in traditional universities and colleges, mandatory time and space constraints, high tuition fees, and the lack of changes in curricula and educational content despite the changing times. The ACBS overcomes various disadvantages of universities and colleges and has unrivaled advantages, such as cost and time savings through credit recognition for diverse learning experiences and qualifications inside and outside of traditional school settings, prior learning (PL), and so on.

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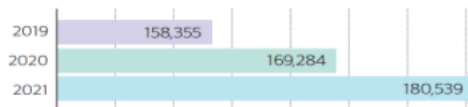
独学学位制の学習者

- 独学学位検定制度は物理的・時間的条件の制約により大学教育を受けられない成人学習者が自ら多様な教育資源を通じて学習した後、課程別試験を通じて大学の学位を取得できるようにする制度
- 1980年代後半、大学進学欲求の解消および浪人問題の解決、学校中途脱落および大学進学を希望するが、社会経済的に大学進学が困難な成人を対象に、1～4つの課程の試験を受けて合格すれば教育部長官名義の学士号を授与することとし、1990年に初めて実施。

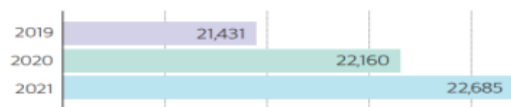
- 専攻分野：11分野



- 学籍保有者(3カ年の累積)



- 学位取得者(3カ年の累積)



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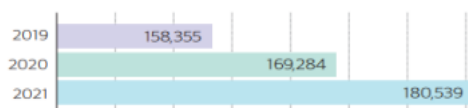
Learners in the BDES

- The BDES makes it possible for adults who are unable to pursue a university education due to physical or time constraints to obtain an academic degree through a course-by-course examination after studying through various educational resources on their own.
- In the late 1980s, to provide people opportunities to fulfill their willingness to pursue higher education, and to provide alternative opportunities to those who failed their entrance examination, dropped out of school, or have socioeconomic difficulties to attend university, the system was introduced in 1990. It awards bachelor's degrees in the name of the Minister through a four-step examinations.

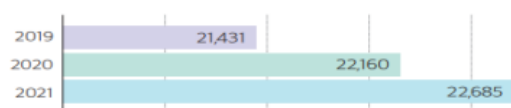
- 11 Academic Majors



- Enrolled students (3 years in total)



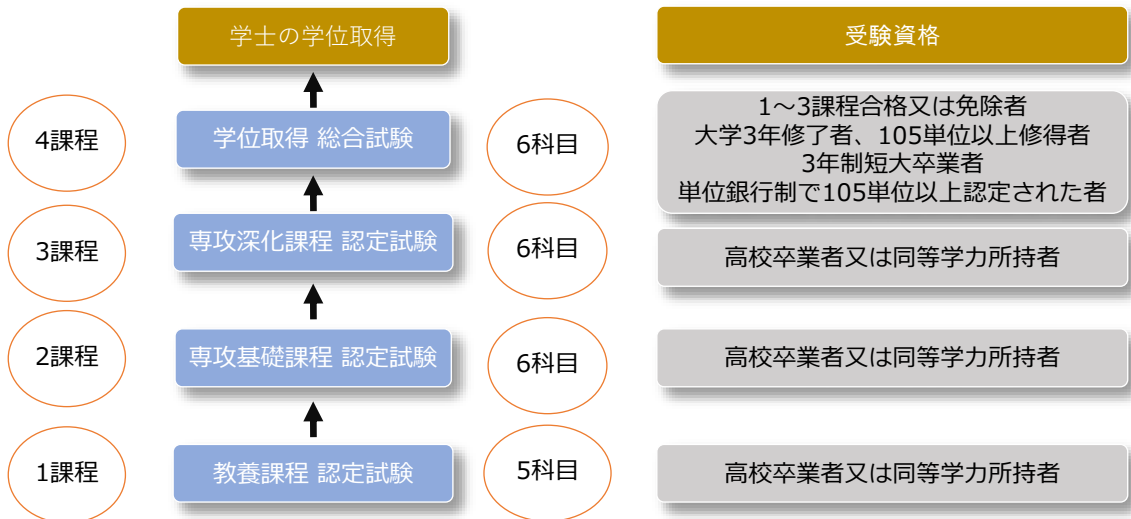
- Degree recipients (3 years in total)



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独学学位制の学位取得課程

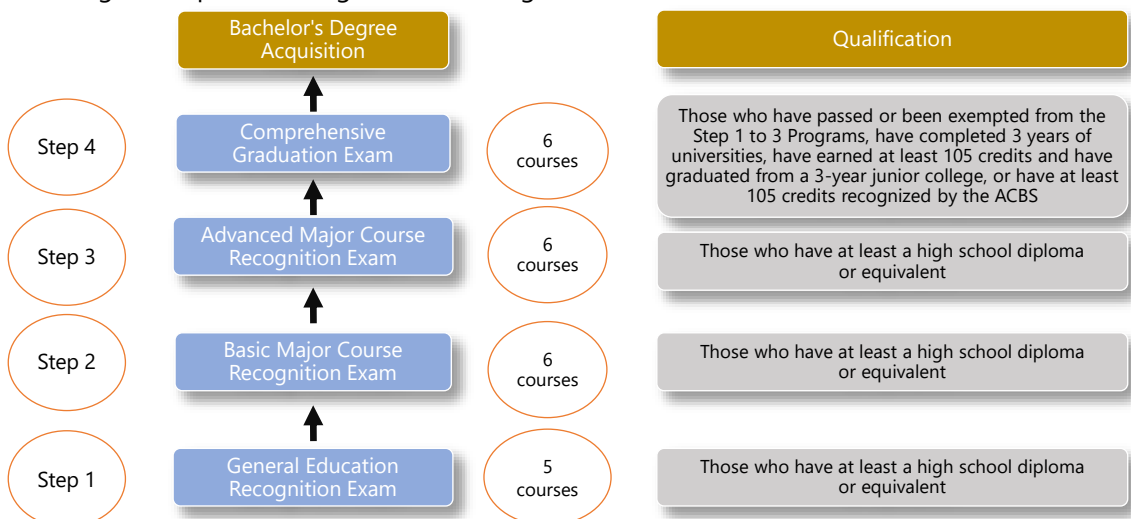
- 独学学位 学位取得課程：全4課程



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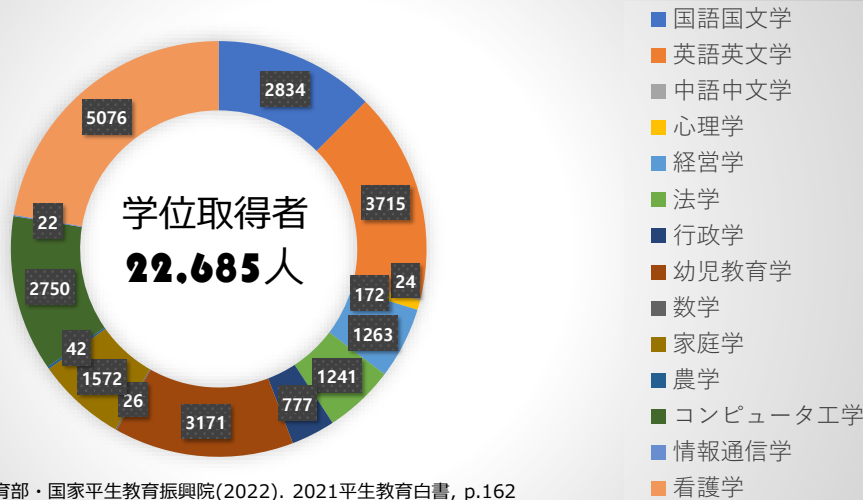
Degree Acquisition Programs in the BDES

- Degree Acquisition Programs: All 4 Programs

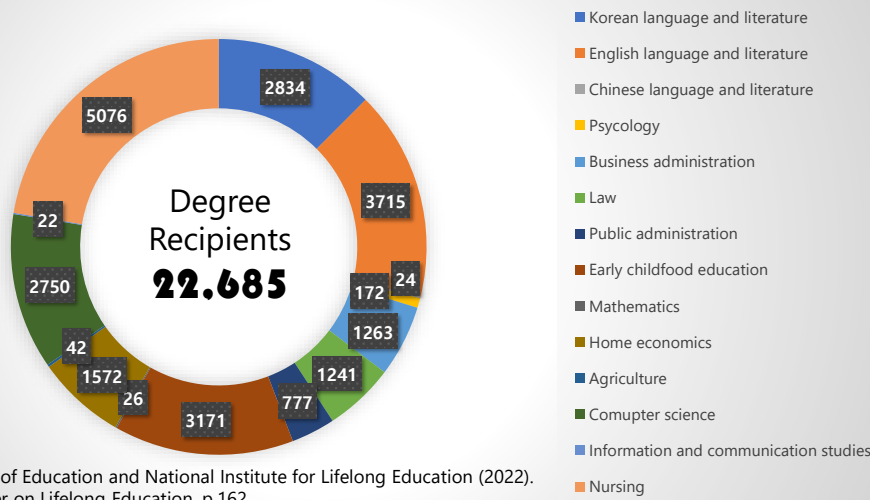


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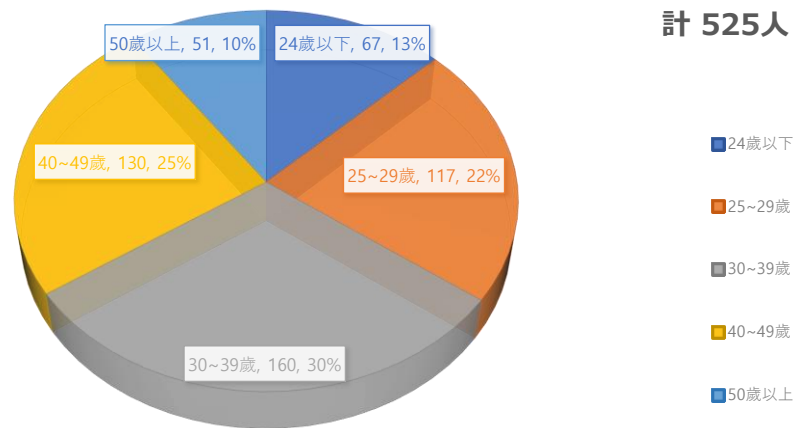
独学学位制の学位取得者の現況(1992~2021)



Degree Recipients via the BDES (1992-2021)

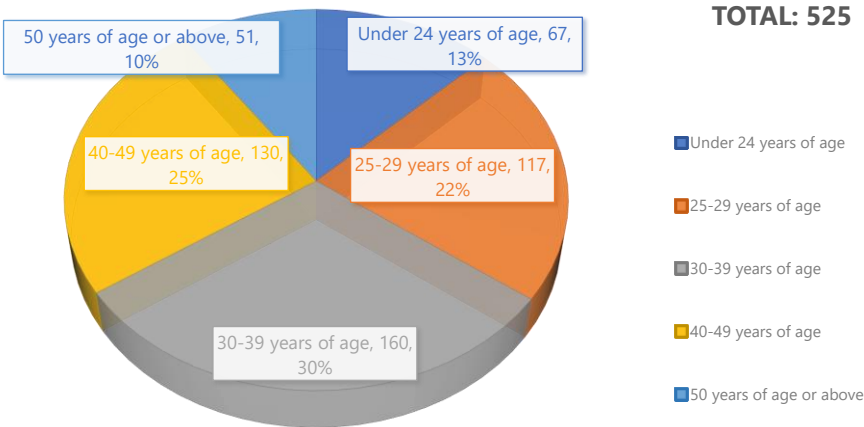


2021年 独学学位制の学位取得者の年齢別分布



資料：教育部・国家平生教育振興院(2022). 2021平生教育白書, p.163

Age Distribution of Degree Recipients via the BDES in 2021



Source: Ministry of Education and National Institute for Lifelong Education (2022). 2021 White Paper on Lifelong Education, p.163

単位銀行制の学習経験と学習者

- 単位銀行制は学校だけでなく学校外で行われる個々人の多様な形態の学習経験と資格を単位として認め、単位が累積して一定基準を満たせば大学と同等の学位取得が可能になる。
- 標準教育課程は2021年までに26回にわたって、学士116専攻・専門学士111専攻が開発・告示されている。
- **単位銀行制単位認定学習経験(単位源)**
 - **単位銀行の評価認定学習科目**：大学付設平生教育院、塾(学院)、職業訓練機関、平生教育施設、遠隔教育施設などで単位銀行評価認定を受けた科目
 - **単位認定対象学校(前籍大学)**：除籍又は卒業した短期大学の単位及び除籍した総合大学で履修した単位
 - **時間制登録**：一般の人に大学の授業を履修させる制度
 - **資格(Qualification)**：国家技術資格法による国家技術資格と個別法による国家資格、国家公認民間資格のうち大学の単位と同等に認められる水準を持つ資格を単位として認定。学士課程は最大3つ、専門学士は最大2つまで単位認定。例えば国家技術資格の場合、認定単位数は技術士45単位、技能長30単位、技士20単位、産業技士16単位。

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Learning experiences and learners in the ACBS

- The ACBS recognizes as credits various forms of individual learning experiences and qualifications that occur not only within but also outside of school, and if the credits accumulate and meet certain standards, a degree equivalent to that of a university can be obtained.
- By 2021, standardized curricula have been developed and announced 26 times with 116 bachelor's majors and 111 associate degree majors
- **Learning experiences recognized by the ACBS (credit sources)**
 - **Courses accredited by the ACBS**: Courses at university-affiliated lifelong education institutes, cram schools, vocational training institutions, lifelong education facilities, distance learning facilities, etc.
 - **Credit-Recognized Schools (priorly attended universities and colleges)**: Credits from junior colleges from which students were withdrawn or graduated and credits from universities from which students were withdrawn
 - **Part-Time Enrollment**: systems that allow the general public to take courses at university or college
 - **Qualification**: Credits can be granted for: national technical qualifications under the National Technical Qualifications Act; national qualifications under individual acts; and nationally recognized private certifications that have a recognition level equivalent to university credits. A maximum of three qualifications for bachelor's programs and two for associate programs can be approved.
For example, for national technical qualifications, the number of approved credits is 45 for professional engineers, 30 credits for technical directors, 20 credits for technicians, and 16 credits for industrial engineers.

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単位銀行制の学習経験と学習者

- **独学学位制**：1課程教養課程認定試験科目当たり4単位で最大20単位認定、その他の3つの課程は科目当たり5単位で各課程別最大30単位認定。
- **国家無形文化財**：文化財庁長が指定した歴史的・芸術的・学術的価値が大きく、数世代にわたって伝承されてきた伝統工芸／伝統武芸／伝統舞踊／伝統音楽／伝統料理／伝統酒造などの分野の119種類の無形文化遺産をいう。国家無形文化財保有者及びその専修教育を受けた専修学習経験について単位として認定。認定単位数の例は、国家無形文化財保有者140単位、伝承教育士50単位、履修者30単位、伝授生4単位～21単位。
- **K-MOOC単位銀行制学習科目**：K-MOOCは全国民に大学の優秀講座を無料で受講できるよう2015年からサービスを開始。2021年現在、計1,358講座を提供。特に最近、COVID-19による伝統的な大学オフライン授業の制限を打破するオンライン学習として好評を得ている。既存のK-MOOC講座のうち、2019年1月1日から単位銀行制評価認定により「評価認定学習科目」として講座を承認。2022年には11大学が提供した30の教養講座、65の専攻講座、計95講座の受講を単位認定。

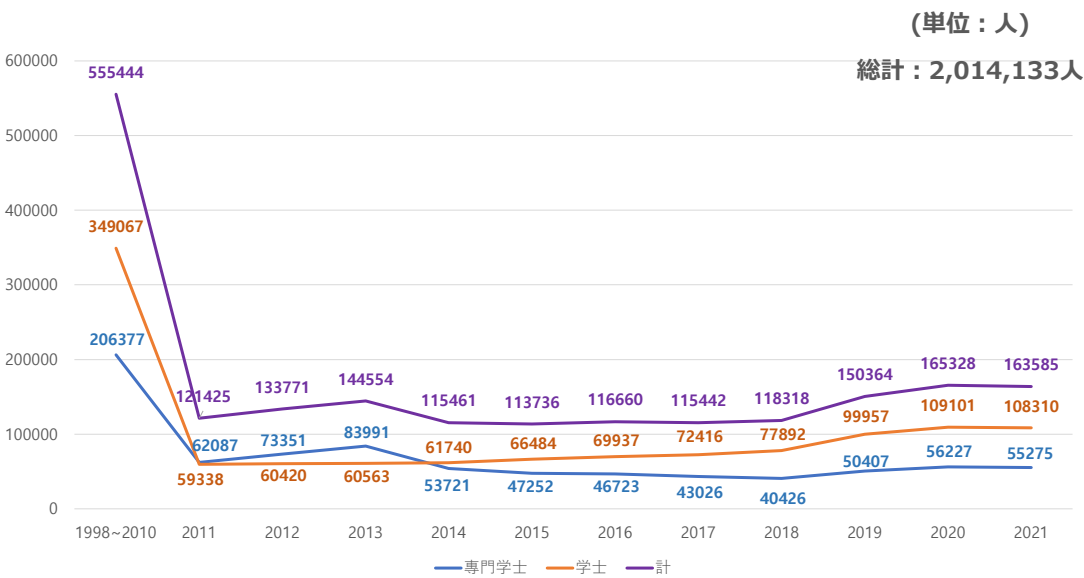
16

Learning experiences and learners in the ACBS

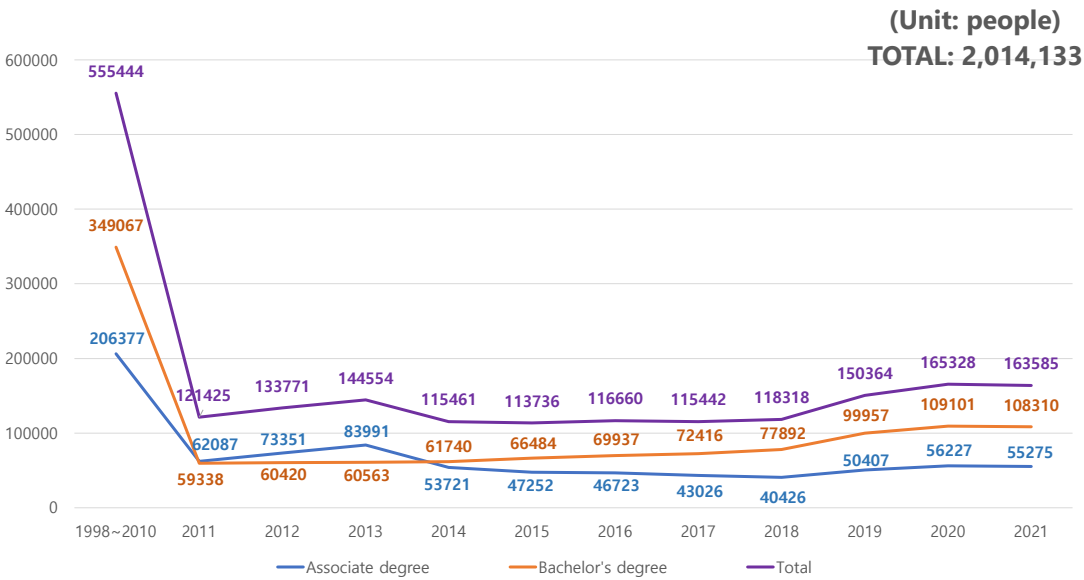
- **BDES**: 4 credits per course and a maximum of 20 credits for Step 1 program, and a maximum of 30 credits for each of Step 2 to 4 programs with 5 credits per course can be approved.
- **National Intangible Cultural Heritage**: There are 119 types of intangible cultural heritage in such fields as traditional kinds of crafts, martial arts, dance, music, cuisine, and brewing, which are of great historical, artistic, and academic value and have been handed down over several generations, as designated by the Director of the Cultural Heritage Administration. Credits can be granted to holders of a national intangible cultural heritage for their specialized learning experiences. Examples of approved credits are 140 credits for holders of a national intangible cultural heritage, 50 credits for traditional educators, 30 credits for those who completed training, and 4 to 21 credits for trainees.
- **K-MOOC ACBS Courses**: K-MOOC began offering free access to excellent university courses to all citizens in 2015, and in 2021, K-MOOC offered a total of 1,358 courses. K-MOOC has recently gained popularity as an online learning service that breaks through the limitations of traditional university courses, especially following the spread of COVID-19. Since January 1, 2019, the ACBS evaluation and accreditation scheme which approves the existing K-MOOC courses as "accredited learning courses" have been introduced. 30 liberal art courses and 65 major courses offered by 11 universities have been recognized as credits in 2022.

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単位銀行制の学習者登録状況



Learner enrollment in the ACBS



単位銀行制の学位取得者現況

教育部長官名義の学位取得者

年度	専門学士	学士	計
2021	28,797	34,206	63,003
2020	23,902	30,074	53,976
2019	22,114	27,537	49,651
2018	21,295	24,681	45,976
2017	34,487	32,275	66,762
2016	26,190	26,412	52,602
2015	27,609	25,267	52,876
2014	53,953	21,917	75,870
2013	44,751	20,589	65,340
2012	37,571	19,690	57,261
2011	29,126	19,478	48,604
2010	21,912	26,051	47,963
2009	13,633	31,442	45,075
2008	7,957	24,748	32,705
1998～2007	29,304	51,699	81,003
計	422,601	416,066	838,667

大学長名義の学位取得者

年度	専門学士	学士	計
2021	450	4,607	5,057
2020	351	4,738	5,089
2019	259	5,177	5,436
2018	309	5,320	5,629
2017	390	5,614	6,004
2016	335	5,126	5,461
2015	304	4,803	5,107
2014	289	4,608	4,897
2013	273	4,160	4,433
2012	367	3,978	4,345
2011	459	3,291	3,750
2010	496	2,902	3,398
2009	425	2,616	3,041
2008	365	2,086	2,451
2001～2007	1,473	4,459	5,932
計	6,545	63,485	70,030

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Current situation pertaining to degree recipients via the ACBS

Degree Recipients in the name of the Minister of Education

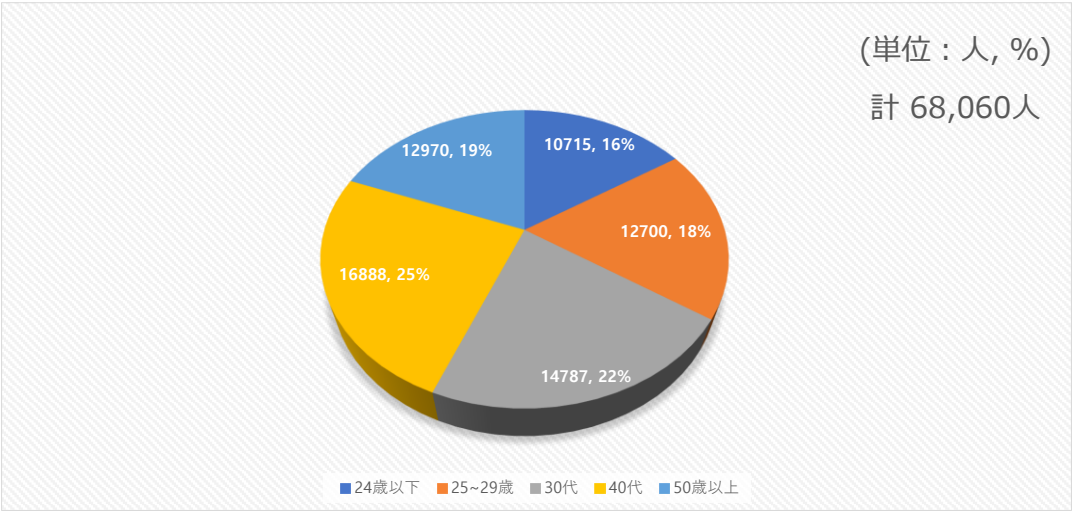
Academic year	Associate degree	Bachelor's degree	Total
2021	28,797	34,206	63,003
2020	23,902	30,074	53,976
2019	22,114	27,537	49,651
2018	21,295	24,681	45,976
2017	34,487	32,275	66,762
2016	26,190	26,412	52,602
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2009	13,633	31,442	45,075
2008	7,957	24,748	32,705
1998～2007	29,304	51,699	81,003
Total	422,601	416,066	838,667

Degree Recipients in the name of a University President

Academic year	Associate degree	Bachelor's degree	Total
2021	450	4,607	5,057
2020	351	4,738	5,089
2019	259	5,177	5,436
2018	309	5,320	5,629
2017	390	5,614	6,004
2016	335	5,126	5,461
2015	304	4,803	5,107
2014	289	4,608	4,897
2013	273	4,160	4,433
2012	367	3,978	4,345
2011	459	3,291	3,750
2010	496	2,902	3,398
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2001～2007	1,473	4,459	5,932
Total	6,545	63,485	70,030

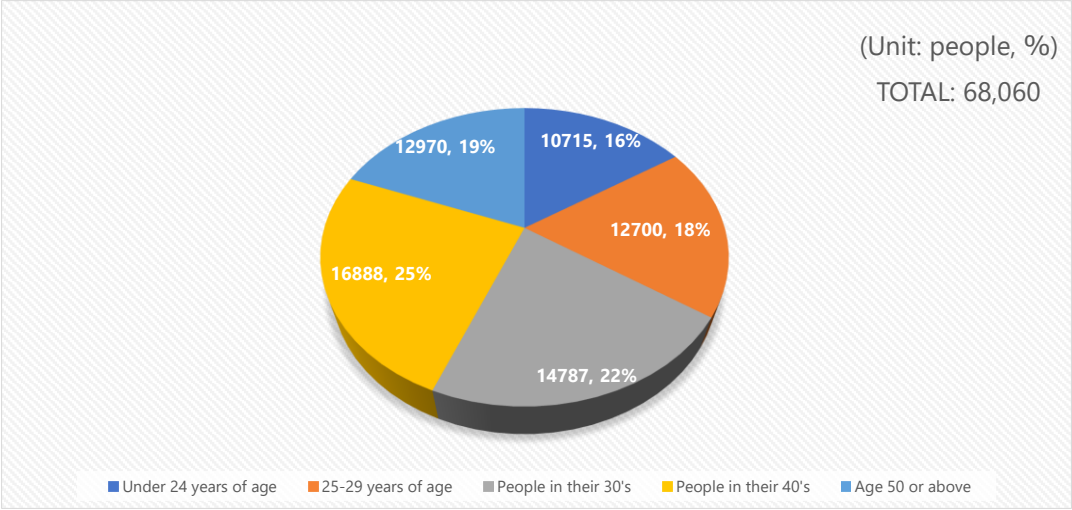
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2021年 単位銀行制の学位取得者の年齢別分布



資料 : 教育部・国家平生教育振興院(2022). 2021平生教育白書, p.171

Age Distribution of Degree Recipients via the ACBS in 2021



Source: Ministry of Education and National Institute for Lifelong Education (2022).
2021 White Paper on Lifelong Education, p.171

単位銀行制の教育機関の類型と現況(2022.7現在)

教育機関類型	教育機関数
大学校付設平生教育院	191
塾(学院)	11
職業訓練機関	62
政府関連機関	32
高等技術学校	1
特殊学校	6
専門大学の専攻深化及び特別課程	4
平生教育施設	18
遠隔平生教育施設	92
K-MOOC	11
合計	428

資料 : https://www.cb.or.kr/creditbank/eduIntro/nEduIntro1_4_3.do

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Types and Current Number of Institutions within the ACBS (as of July 2022)

Institution Type	Number of Institutions
University-affiliated lifelong education institutes	191
Cram Schools	11
Vocational training institutions	62
Government-affiliated institutions	32
Technical schools	1
Special schools	6
Advanced major and special courses at junior colleges	4
Lifelong education facilities	18
Lifelong distance education facilities	92
K-MOOC	11
Total	428

Source: https://www.cb.or.kr/creditbank/eduIntro/nEduIntro1_4_3.do

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第 2 部

独学学位制と単位銀行制の質管理

21

Part II:

Quality Control in the BDES and ACBS

21

独学学位制の質管理

- 独学学位制は11専攻の217の試験科目を運営。
- 2015年9月には教養課程・専攻基礎課程・専攻深化課程認定試験を段階的に経なくても高校卒業者が1～3課程の試験を自由に受験できるよう受験資格を緩和した。受験資格の緩和を通じて、学士の学位取得期間の長期化による独学者の学習意欲低下問題を解消し、学士の学位取得機会を拡大した。
- これと並行して独学学位制は、大学教科課程の普遍的な内容を包括する良質の試験問題を出題し、学位の質的水準を確保しようとする努力を続けている。2019年には教養分野の11の試験科目の評価領域を改正・告示し、2021年には4つの専攻分野(法学、心理学、行政学、コンピュータ工学)の試験科目及び評価領域を改正・告示した。今後、残りの7つの専攻分野に対する評価領域の改正を順次推進していく計画である。
- 学位取得者の35.7%が独学学位制で学位を取得した後、賃金上昇、転職などの雇用状況または上級学校への進学といった肯定的な変化があり、就職中の学位取得者の55.7%が学位取得により担当業務に対して満足していることが分かった。

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Quality Control in the BDES

- The BDES conducts examinations for 217 courses in 11 academic majors.
- In September 2015, examination eligibility was relaxed so that high school graduates can freely take the examinations for Step 1 to 3 without having to go through examinations for General Education courses (Step 1), Basic Major courses (Step 2), and Advanced Major courses (Step 3) in stages. By relaxing the eligibility requirements, the problem of lack of motivation to engage in self-education due to the prolonged period required to obtain a bachelor's degree was resolved, and opportunities to obtain a bachelor's degree were expanded.
- In parallel with this, the BDES continues its efforts to ensure the quality standards of degrees through high-quality examination questions that encompass the universal content of university courses: in 2019, the evaluation areas for 11 examination courses in the general education field were revised and announced, and in 2021, the examination courses and assessment areas for four majors (Law, Psychology, Public Administration, and Computer Science) were revised and announced. It is planned to gradually promote the revision of assessment areas for the remaining seven majors in the future.
- 35.7% of people who received their degrees through the BDES experienced a positive change in their employment situation, such as an increase in wages, a job change, or enrollment in an advanced school, and 55.7% of the degree recipients who are employed are satisfied with their jobs as a result of attaining their degrees.

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単位銀行制の差別



2015年 仁川所在の保育園(子供の家, Kids' care house)

- 2015年 仁川所在の保育園で単位銀行出身の保育教師が子供に暴行を犯した事例
- 崔 某国会議員(2015.1.28)新聞報道資料：“単位銀行制出身の保育教師が問題だ”
- サイバー大学と単位銀行制出身の教師たちはできる限り採用しない方針。(京畿道水原市A保育園院長)
- 施行初期から伝統的大学に比べて(非)公式的差別を受けたが、適齢期の大学生数が減少し、大学で単位銀行制学生の誘致が必要になったため差別のケースが多くなった。

23

Discrimination in the ACBS



A nursery school in Incheon (Kids' care house), Korea, 2015

- 2015 Case of Physical Child Abuse by a Nursery Teacher from the ACBS at a Nursery School in Incheon
- A quote by a member of the National Assembly, Choi, from a newspaper press release: “Nursery teachers from the Academic Credit Bank System are a problem.”
- “We will avoid hiring teachers from cyber-universities and the Academic Credit Bank System as much as possible.” (Director of Nursery School A in Suwon, Gyeonggi-do)
- In the early years of its implementation of ACBS, the system suffered (non)official discrimination, being compared to traditional universities, but cases of discrimination are now lower as the number of suitably-aged university and college students has declined and universities had to attract ACBS students.²³

単位銀行制の質管理－学習課程評価認定

- 単位銀行制の質管理は2つの領域—**学習課程評価認定と評価認定後の事後管理**で構成される。
- **学習課程評価認定**：大学本課程以外の大学付設平生教育院、職業教育訓練機関、学院、各種平生教育施設、軍部隊等の教育機関で開設した学習課程について、大学に相応する質的水準を備え、大学での学習結果と同一の効力を有する単位と認定できるかを評価するもの。
 - 基本運営環境(可/否 評価)：人的資源の組織と確保、学習施設・設備(行政室、教講師及び学習者支援施設等の確保)、機関運営の体系性など7指標
 - 学習課程(100点中70%以上)：教育課程運営実績、人的資源の適法性、学習施設確保の適切性、学習課程の適合性(運営時数、総定員、教材)、授業、学習者の学業成就度および満足度など16指標
 - 書面評価を基本とするものの、必要に応じて審査団を構成し現場評価を推進(新規の教育機関の場合、書面評価の結果が不適合で、学習課程の現場確認が必要な場合)

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Quality Control in ACBS – Evaluation and Accreditation of Study Programs

- Quality control of the ACBS consists of two areas: **program evaluation and accreditation, and post-accreditation management**.
- **Program evaluation and accreditation**: The evaluation determines whether the credits earned by completing the programs offered at educational institutions outside of the main university curriculum, such as university-affiliated lifelong education institutes, vocational education and training institutions, cram schools, various lifelong education facilities, and military units can be recognized as credits that have the same validity and equivalent quality level as completing a university program.
 - Basic operating environment (Yes/No Evaluation): 7 indicators including organization and availability of human resources, learning facilities, and equipment (administrative offices, support facilities for teaching staff and learners, etc.), and systematization of institutional management
 - Programs of study (70% or more out of 100 points): 16 indicators such as program administration performance, lawfulness of human resources, adequacy of learning facilities, suitability of study program (number of class hours, student quotas, teaching materials), classes, learner academic achievement and satisfaction, etc.
 - The evaluation is based on a written evaluation, but if necessary, a review team will be formed to conduct on-site evaluation (for a new institution, when the results of the written evaluation are inadequate, on-site evaluation of the program of study is required)

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単位銀行制の質管理－事後管理

- **事後管理**：評価認定を受けた学習課程を運営する教育機関に対して評価認定学習課程の運営に関する事項を調査・点検し、その結果違反事項に対して行政措置などを伴う教育部長官の管理監督行為
 - 定期再評価：評価認定学習課程の関係規定の遵守可否に対する全般的な運営状況を定期的に調査・点検し、単位銀行制運営の内実化および公信力を向上
 - 随時再評価：苦情またはマスコミ報道、学事運営管理不十分など、違法および不正運営事例に対して調査・点検し単位銀行制の管理を強化
 - 学習者募集広告点検：毎年1回、学習者募集遵守事項の調査・点検を通じて健全な制度運営環境を醸成(定員内募集、学習者直接募集、不正な大学名称の使用の有無など)
- **罰点システム運営管理**：評価認定学習課程の学事管理違反に対する行政処分など基盤構築のために、教育機関の法令違反による累計罰点状況に関して体系的に分析および管理

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Quality Control in ACBS – Post-Accreditation Management

- **Post-accreditation management**: Management and supervisory actions by the Minister of Education, including examinations and inspections of matters concerning the administration of accredited programs at educational institutions that run accredited courses, and administrative actions against violations discovered as a result of the examinations and inspections
 - Periodic re-assessment: Regular examination and inspection of the overall administration of the accredited programs for compliance with relevant regulations to improve the substance and public credibility of the ACBS operation
 - Continuous re-assessment: Enhancing the management of the ACBS by examining and inspecting cases of illegal and improper activities, such as complaints, media reports, and inadequate management of academic affairs.
 - Inspection of learner recruitment advertisements: A sound institutional operating environment is fostered by surveying and inspecting learner recruitment compliance once a year (within-capacity recruitment, direct learner recruitment, misuse of a university name, etc.)
- **Penalty-point system administration and management**: Systematic analysis and management of cumulative penalty points for violations of rules and regulations of educational institutions in order to establish a foundation for administrative penalties for violations pertaining to the academic administration of the accredited programs.

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単位銀行制の質管理－公示制度

- 概念：単位銀行制教育機関の主要情報を情報通信網に搭載するなどの方法で積極的に周知・情報提供する制度。2015年の単位銀行等に関する法律改正を通じて実施中。
- 推進の背景と目的：学習者の知る権利の積極保障および参加拡大、利用者中心のオーダーメイド型サービスの統合的提供、教育機関の自発的責務性の強化および運営の透明性向上を通じた社会的信頼度および活用度の増進
- 単位銀行制の情報公示の項目及び範囲(8項目17範囲)

公示情報項目	公示情報の範囲	公示回数	公示時期
1. 機関運営規則・施設などの基本現況	A. 機関運営規則及び評価認定学習課程運営に関する各種規定	規則及び規定の制定・改正ごと	
	B. 校舎等施設の現況	年1回	2月
	C. 遠隔教育実施関連施設・設備の現況	年1回	2月
2. 評価認定を受けた学習課程の現況及びその運営に関する事項	A. 評価認定学習課程の現況	年1回	2月
	B. 学習課程の年間運営日程	年1回	2月

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Quality Control in ACBS – Public Notification System

- Concept: The public notification system is intended to actively disseminate and provide key information on ACBS institutions by means of information and communication networks; currently being implemented through the 2015 amendment to the "Act on Academic Credit Bank System."
- Background and objectives: Increasing public trust and use by actively upholding learners' right to know and expanding their participation, providing integrated user-centered and customized services, strengthening the voluntary accountability of educational institutions, and increasing transparency in their operation and public credibility.
- Items and Scope of Public Notification regarding the ACBS: 8 items and 17 scopes

Public Notification Items	Scope of Public Notification	Frequency of Public Notification	Period of Public Notification
1. Basic state of institutional administration rules, facilities, etc.	A. Institutional administration rules and various regulations concerning the administration of accredited program	Every enactment and revision of rules and regulations	
	B. Current situation pertaining to school buildings and other facilities	Once a year	February
	C. Current situation pertaining to distance education facilities and equipment	Once a year	February
2. Matters concerning the current state and administration of accredited programs	A. Current situation pertaining to accredited programs	Once a year	February
	B. Annual schedule of the programs	Once a year	February

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単位銀行制の質管理－公示制度

公示情報項目	公示情報の範囲	公示回数	公示時期
3. 学習者数等の学習者の現況に関する事項	学習課程別クラス数及び学習者数	年2回	3月, 9月
4. 教授または講師の現況に関する事項	A. 教授又は講師の数	年2回	3月, 9月
	B. 教育訓練機関全体の教授又は講師対該当教育訓練機関所属の教授又は講師の現況	年1回	3月
	C. 教授又は講師の講義担当の現況	年2回	3月, 9月
	D. 教授又は講師の講義料	年1回	3月
5. 学習費及び会計に関する事項	A. 学習課程別学習費	年1回	2月
	B. 予算及び決算	年1回	(予算)6月 (決算)8月
	C. 奨学金支給の現況	年1回	8月
6. 評価認定の取消し等に関する事項	違反内容及び措置結果	行政措置確定時ごと	行政措置確定日から15日以内
7. 機関発展計画及び特性化計画	機関発展計画及び特性化計画	年1回	9月
8. その他の教育条件及び機関運営現況	A. 職員数	年1回	9月
	B. 学習費返還の現況	年1回	9月

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Quality Control in ACBS – Public Notification System

Public Notification Items	Scope of public notification	Frequency of Public Notification	Period of Public Notification
3. Matters concerning the current situation pertaining to learners, such as number of learners	Number of classes and learners by program	Twice a year	March, September
4. Matters concerning the current situation pertaining to professors or lecturers	A. Number of professors or lecturers	Twice a year	March, September
	B. The current state pertaining to professors or lecturers of all training institution and professors or lecturers affiliated with the relevant training institution	Once a year	March
	C. The current situation pertaining to professors or lecturers allocations to lectures	Twice a year	March, September
	D. Payment for professors or lecturers	Once a year	March
5. Study fees and accounting matters	A. Study fees by program	Once a year	February
	B. Budget and account settlement	Once a year	(Budget) June (Account settlement) August
	C. Current situation pertaining to scholarship provision	Once a year	August
6. Matters concerning the revocation of evaluation and accreditation	Details of violation and result of measures	Per administrative measure finalization	Within 15 days of the administrative measure finalization date
7. Institutional development and characterization plans	Institutional development and characterization plans	Once a year	September
8. Other educational conditions and the current state of institutional administration	A. Number of staff members	Once a year	September
	B. Current situation pertaining to study fee refunds	Once a year	September

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第 3 部

機会拡大と質保証のバランス

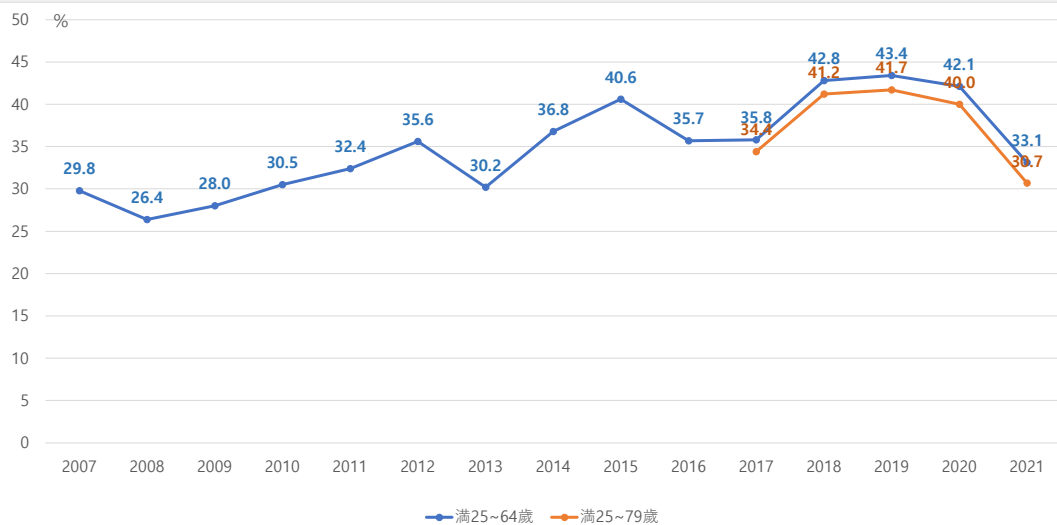
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Part III:

Balancing Opportunity Expansion and Quality Assurance

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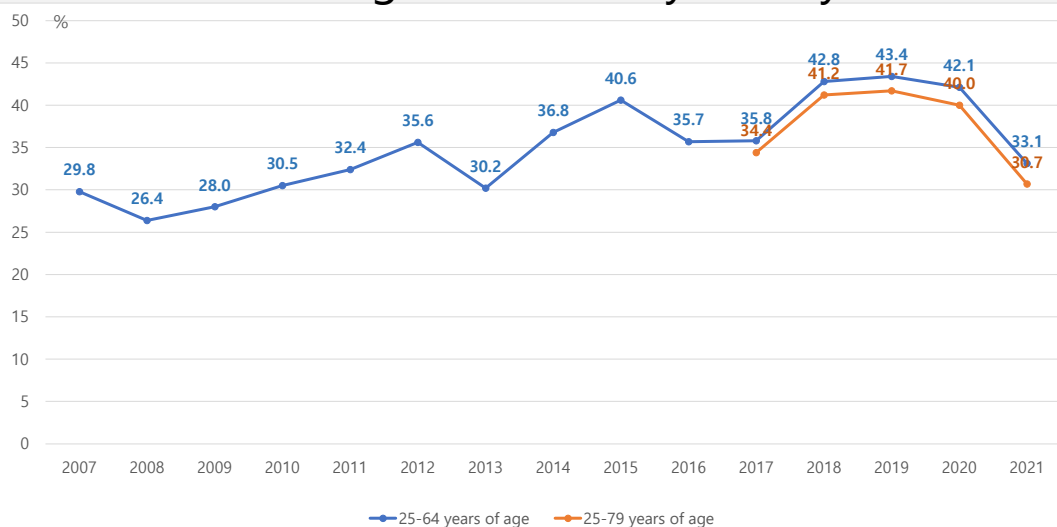
年度別 韓国成人 平生学習参加率



資料：教育部・韓国教育開発院。 韓国の平生教育実態資料集 各年度

29

Percentage of Korean adults who engage in lifelong education by fiscal year



Source: Ministry of Education and Korea Educational Development Institute, Collection of Materials on the Actual State of Lifelong Education in Korea (for each year)

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二兎を追え：教育的・社会的要求充足と認定

- 単位銀行制は社会の変化を反映し、COVID-19のパンデミックなど学習阻害要因を克服できるよう自己革新が必要。
- 社会の変化とともに、第4次産業革命などの技術革新を反映して教育課程改編と学科増改編、学習科目名称と内容の持続的なアップデートが必要。新たな変化を持続的に受け入れていく体制の柔軟化が、大学と比べて単位銀行制の長所である。
- COVID-19下で韓国の大学をはじめとする教育機関がオンライン学習体制を構築したが、前図で示されたように韓国成人の平生学習参加率は急減し、教育の両極化がさらに拡大した。試験による段階別課程履修と学位取得がより容易になるよう、独学学位制をさらに拡大し、教育サービスを強化する必要がある。また、単位銀行制においてもオンライン学習体制をさらに活性化させることにより、縮こまっていた国民の学習機会を拡大する必要がある。今後、国家社会的に必要な新たな学習経験を発掘し、新たな学習経験として認定していく必要がある。

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Chasing Two Rabbits: Educational and Social Demand Satisfaction and Accreditation

- The ACBS needs to be innovated to reflect social changes and overcome learning disincentives such as the COVID-19 pandemic.
- With societal changes, curricular reorganization and departmental expansion reflecting technological innovations such as the 4th industrial revolution, as well as continuous updating of course names and content are necessary. The flexibility of the system to sustainably accommodate new changes is an advantage of the ACBS compared to universities.
- Under COVID-19, Korean universities and other educational institutions established online learning systems, but as shown in the previous figure, the participation rate of Korean adults in lifelong learning has plummeted, further increasing the polarization of education. It is necessary to further expand the BDES and enhance educational services to make it easier for students to take courses and obtain degrees in stages through examinations. The ACBS also needs to expand the shrinking learning opportunities for citizens by further activating the online learning system. In the future, it will be necessary to identify new learning experiences that are needed in society and recognize them as new learning experiences.

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単位銀行制の教育的・社会的認定

- また一方では、単位銀行制が伝統的な大学に比べて差別を受けないよう質の管理をさらに強化する必要がある。[学習経験認定の拡大と質管理のバランス維持](#)
- 単位銀行制学習による国家資格取得者が増加(社会福祉士、保育教師、カウンセラー、平生教育士など)、差別を受けずに現場で活用されている。
- 学士編入および大学院進学 of 漸増
- 海外大学(院)留学の増加
- 軍入隊延期可能：2018年12月末から施行。オフライン単位銀行制運営機関に在学、高卒以上4年制卒業未満、満28歳未満、個人延期日730日まで、延期回数5回未満。
- 2021年12月2日、単位銀行制学習者が学資金融資(ICL)の支援を受けることができる「韓国奨学財団設立等に関する法律」改正。2023年から融資可能。
- 大卒雇用要件の充足。最近、韓国ではNCS(国家職務能力標準)による雇用事例の増加、単位銀行制出身の学習者が差別を受けるといった事例の減少
- 遠隔授業ベースの学習課程において障がい者のための字幕、手語提供(2021年学習課程の80%で字幕提供)

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Educational and social recognition of the ACBS

- Quality control needs to be further enhanced to ensure that the ACBS is not discriminated against compared with traditional universities. [A balance between the expansion of learning experience recognition and quality control should be maintained.](#)
- The number of students obtaining national certifications through the ACBS has been increasing (social workers, nursery teachers, counselors, lifelong learning educators, etc.), and they are being employed without discrimination.
- Gradual increase in undergraduate transfer admissions and graduate school admissions
- More people participating in study abroad programs in overseas universities (graduate schools)
- Accepting military enlistment deferral: effective from the end of December 2018. Students must be enrolled in an offline institution under the ACBS, graduates of a high school and in a higher education institution that can be completed in less than 4 years, and no older than 28 years of age. Up to 730 days of deferral and less than 5 deferrals are permitted.
- December 2, 2021, the "Act on the Establishment of the Korean Scholarship Foundation" was amended to allow ACBS students to receive the income contingent loans (ICL); loans will be available from 2023.
- Fulfillment of university graduate employment requirements. There has been a recent increase in employment based on National Competency Standards (NCS) in Korea, and fewer cases of discrimination against ACBS students.
- Provision of subtitles and sign language for students with disabilities in distance learning courses (80% of programs will be subtitled by 2021).

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大学改革支援・学位授与機構(NIAD-QE)



単位銀行制と独学学位制の合同学位授与式

ありがとうございます!!!



National Institute for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)



Joint Degree-Awarding Ceremony of ACBS and BDES

Thank you!