# BRITISH COUNCIL

# LANDSCAPE OF TRANSNATIONAL EDUCATION IN KOREA

## CHALLENGES AND OPPORTUNITIES

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## About the author

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Besides university positions, he has served as policy advisors to various central government ministries as well as local governments. Due to his continuous public services, he was awarded Presidents Service Merit Medal, Prime Ministers Citation, Minister of the Interior & Safety Citation, and Minister of Government Administration and Home Affairs Citation. He was also selected one of the Outstanding Research Performance Awardees by Ministry of Education and by Korea Research Foundation.

Professor Hong has also served professional and academic societies as President of Korean Association of Foreign Student Administrators (KAFSA), President of Korean Association of Policy Analysis and Evaluation, Vice President of Korean Association of Local Government Studies, editor-in-chief of Korean Journal of Local Government Studies, and editorial board members of many prestigious Korean Journals including Korean Journal of Higher Education. He has also served as International Academic Advisory Committee members of QS APPLE and QS MAPLE Conferences. He was a frequent presenter in NAFSA, AIEA, APAIE, QS APPLE, QS MAPLE, AUN, KAFSA, FICHET, etc.

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## Acknowledgement

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# 1. EXECUTIVE SUMMARY

The British Council in Korea conducted a scoping research to explore the comprehensive snapshot of Korea's transnational education (TNE) landscape before and after the Korean Ministry of Education's policy change after the initial impact of COVID-19 in September 2020. For this, desk-based research, semi-structured in-person and telephone/e-mail interviews with key sector stakeholders in 18 Higher Education Institutions (HEIs hereafter) and the Ministry of Education have been conducted. This report is intended to help global higher education sector practitioners understand the regulatory environment for the TNE establishment and the future prospects for the TNE in Korea in the Post-COVID-19 era.

## Snapshot of Korea's Higher Education Sector and TNE landscape

Higher education in Korea grew rapidly until the 2010's in terms of the number of institutions and students enrollment. However, as the country's birth rate decreased dramatically and the aging of the population accelerated from late 2010's, the number of students enrolled in HEIs in Korea started to decline, to a degree that the number of admissions is getting smaller than admissions quotas. Korean HEIs are mostly private institutions, and the expenditure of the higher education sector is also excessively dependent on private source of funding. The financial difficulties of private universities in Korea are the major drive for overseas students recruitment, primarily from the perspective of brining extra revenues. However, despite the increase in the international student enrollment in Korean HEIs over time, the proportion of international students is still far below the OECD average and much lower than any of the G7 countries.

According to the Higher Education Act and the Enforcement Decree of Higher Education Act, establishing joint/dual degree programmes between Korean and overseas HEIs doesn't require permission from the Korean Ministry of Education, if partner universities are accredited by their own governments or accreditation agencies. Korean HEIs can run joint/dual degree programmes according to their own academic regulations and agreements with their partner institutions. Korean HEIs can also have overseas universities operate their curriculum and award the Korean universities' degrees to students who complete those curriculums based on the standards of the Ministry of Education, if the overseas universities are accredited in their own countries by certified accreditation agencies. In this case, 100 per cent of the credits needed to earn a degree from Korean universities can be obtained from their overseas partner institutions. Two legislations, "2016 Special Act on Establishment and Management of Foreign Educational Institutions in Free Economic Zones and Jeju Free International City" and "2018 Enforcement Decree on the Special Act on Establishment and Management of Foreign Educational Institutions in Free Economic Zones and Jeju Free International City," allow overseas HEIs to establish branch campuses in Korea. In principle, the

branch campuses established in the free economic zones and Jeju Free International City under this Act are not subject to the Korean Higher Education Act.

The Ministry of Education announced a 'Plan for Innovating Higher Education through Digital' in September 2020. This plan includes various measures to support post-COVID recovery and innovation of Korea's higher education sector. The Ministry of Education decided to abolish the restrictions related to the operation of distance learning, allow the operation of online master's degree programmes in general universities, except for medical, dental, oriental medical schools and law schools, and allow the operation of joint/dual online degree programmes at both undergraduate and master's levels between domestic and foreign universities.

## Summary of the Findings from Surveys and Interviews

Most of TNE programmes run by the 18 Korean universities interviewed are dual degree programmes. About half of them are outbound(from Korea to overseas)-only programmes, while inbound(from overseas to Korea)-only and reciprocal programmes take about 25 per cent respectively. Only five out of 129 programmes researched were franchise programmes. Private universities seemed to be more keen to TNE approaches than public universities, and about two-thirds of TNE programmes are at undergraduate level. The most dominant partner country for Korean TNE programmes are Asian countries, followed by North American and European countries. With Asian partners, inbound-only programme is most popular form of partnership for Korean universities, while reciprocal programme is preferred with European partners and outbound-only programme with North American partners. In terms of student enrollment in TNE programmes, the number of overseas students studying in Korean institutions is higher than Korean students studying in overseas partner universities at undergraduate level, while it is the opposite at the postgraduate level. At undergraduate level, the most popular scheme of TNE is 2+2. In the franchise programmes, more students participated in 3+1 scheme, but this is transitional and expected to evolve into 4+0 scheme. Two most popular fields of study for TNE programmes are business administration and engineering, manufacturing & construction. However, among inbound programmes at postgraduate level, humanities field is most favoured, followed by engineering, manufacturing and construction field. At undergraduate level, the overall management of TNE partnership tends to be supervised by the international offices with the cooperation from relevant colleges and departments, while the graduate schools themselves play a major role at the postgraduate level programmes.

In promoting and operating dual degree programmes, the biggest challenge is the complexity of curriculum articulation or curriculum mapping. This is due to the high degree of diversity in academic systems by countries, especially in terms of the credit system, credit and non-credit graduation requirements. The second challenge is tuition fees, especially for the outbound programmes. The need for being enrolled in and therefore paying for both home and partner

institutions is too big a burden for students, especially when the tuition level of partner institutions is much higher than Korean institutions, like in the case of the US and the UK. To resolve this, Korean institutions usually waive the tuition of home universities, which results in tuition revenue loss. The third challenge is language barrier. In order to establish inbound and reciprocal dual degree programmes with North American or European partners, the curriculum must be delivered in English, but the proportion of lectures delivered in English in Korea has been stagnant at best, if not decreasing.

Slightly more than half of the universities interviewed expressed strong interests or tangible plans to expand or add new dual degree programmes, especially at undergraduate level. For outbound programmes, most preferred partner countries are the US and the UK in the business administration field, while China is the most preferred for the inbound programmes. At postgraduate level, the reciprocal programmes is preferred to one-way dual degree programmes. Although most universities interviewed said they are keen to adopt online or blended approach for TNE programmes, their thinking is still at very conceptual level, and does not come with concrete action plans.

Compared to the US, the UK does not have a strong position as a partner country for TNE in Korea. This may be due to the low volume of student exchanges between two countries. Moreover, the tuition level of UK universities is considered to be much higher than other major destinations in Europe or even other English-speaking countries. From the institutional perspective, most Korean HEIs want to have reciprocal exchange as well as dual degree programmes rather than one-way programmes especially with European partners. However, only two reciprocal dual degree programmes with the UK were identified through this research. Furthermore, the perception that UK partner institutions are not very flexible in curriculum mapping also makes Korean institutions hesitate to initiate TNE partnerships with the UK. The language barrier is an ongoing hurdle both for Korean students and faculty members. In order to create more enabling environment for TNE partnership between Korean and UK HEIs, financial support through tuition waiver and scholarship agreement, as well as more flexibility in academic recognition needs to be in place.

It is the reality that Korean universities and students are still not fully ready to accept virtual TNE programmes. However, it is also true that Korean students and professors are getting increasingly used to virtual learning environments due to COVID-19 crisis, and most Korean universities are well equipped with online teaching facilities and online learning management systems. The recent policy changes of the Ministry of Education towards digitalisation of education is of course a meaningful plus sign. Therefore, projects like Collaborative Online International Learning (COIL hereafter) between Korea and the UK could be a good catalyst for HEIs in both countries to familiarise themselves with one another and initiate collaboration. Adopting and increasing COIL courses could also support the increase in the use of English as medium of instruction in Korea. Since it is extremely difficult to open programmes fully delivered in English solely by Korean professors,

joint teaching with professors from English-speaking partner country using COIL could alleviate the burden on Korean faculty. In addition, COIL will make it much easier to map the curriculum and encourage students to participate in joint/dual degree programmes. Joint designing of syllabus, joint teaching by professors, and multicultural learning among students through COIL could also enable students and professors to understand each other and build deeper networks for collaborative research. This will help create shared objectives and could eventually lead to more formal partnerships like collaborative TNE.

Organisations like the British Council could play a role as a facilitator of collaboration for COIL between Korean and UK HEIs, as connecting the courses in different HEIs in different countries is critical in implementing COIL. British Council is also well-positioned to help matching the demand for and supply of partnerships between Korean and UK institutions by collecting and sharing information on institutions keen to start new TNE partnerships as well as by creating convening ground for institutions to initiate new partnerships.



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# 2. INTRODUCTION AND RESEARCH METHODOLOGY

Despite the advanced nature of its higher education sector, Korea has not been traditionally considered as a preferred partner country for TNE in general. A handful of overseas universities have branch campuses in the free economic zones in Korea, but only a few are considered to be successful. There are more cases of collaborative programmes (i.e. joint/dual degree programmes), but still very limited in scope and scale. Although there is no major restriction on setting up TNE partnerships, it has been the general impression that Korean higher education systems and regulations are hard to navigate and not very compatible with other systems.

However, post-COVID regulatory changes in Korea's higher education sector is expected to create more enabling environment for institutional collaboration, especially virtual partnerships. The Korean Ministry of Education announced a 'Plan for Innovating Higher Education through Digital' in September 2020. This plan includes various measures to support post-COVID recovery and innovation of Korea's higher education sector and includes a plan to ease restriction on international programmes that will allow for the first time, international joint/dual degree programmes to be delivered fully virtually. Through this change, the Ministry of Education also hopes to encourage Korean universities to develop franchise programmes in other Asian countries as higher education exporters.

In light of this change, this research was conducted to explore what realistic changes are expected in Korea's TNE landscape and what they mean for overseas HEIs, especially UK institutions. In this report, collaborative programmes such as dual degree and franchise programmes are the main focus since these are currently the dominant form of TNE programmes in Korean HEIs.

Key topics included in this research are;
- Snapshot of Korea's TNE landscape - What are the current size and scope of the market? Who are the major players?
- What is the current regulatory environment for TNE establishment and what is expected to change due to the Ministry of Education's plan to ease restriction on virtual delivery and partnership?
- From HEIs' perspectives, what have been the major challenges for TNE in Korea?
- Will Korean HEIs be more motivated to engage in TNE partnerships in the post-COVID era with the ease of restriction on fully virtual programme?
- Are there existing best practices and approaches for establishing TNE partnerships? Can they be replicated in virtual environment?
- What is the readiness of Korean HEIs towards TNE partnerships?
- Will there be any focus sectors or disciplines that could benefit more from TNE partnerships?
- What is the expected role of the British Council so that it can facilitate more TNE partnerships between the UK and Korea?

To answer the questions above, desk-based research and semi-structured in-person and telephone/ e-mail interviews with key sector stakeholders have been conducted. A total of 18 universities and Ministry of Education officials were interviewed in February and March 2021. These universities are board members of Korean Association of Foreign Student Administrators (KAFSA), which is an association of heads of internationals from about 100 universities in Korea. The 18 universities account for only 8.7 per cent of the entire higher education sector in Korea, which has 206 universities in total. However, in terms of the number of international students, the 18 institutions host more than one third of international students in Korea. They show a good combination of public as well as private universities, and universities in Seoul as well as outside Seoul. The list and the basic characteristics of universities are as follows:

### Table 2-a. Profile of universities interviewed for this research

| University | Type | Location | Language students | Exchange students | Undergraduate | | Postgraduate | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Total degree students | Foreign degree students | Total degree students | Foreign degree students |
| **Catholic University of Korea** | private | Bucheon | 44 | 74 | 10,748 | 310 | 2,752 | 71 |
| **Chung-Ang University** | private | Seoul | 1,012 | 436 | 32,392 | 1,944 | 6,499 | 958 |
| **Chungnam National University** | public | Daejeon | 340 | 57 | 23,614 | 535 | 5,627 | 364 |
| **Dankook University** | private | Yong-in | 218 | 148 | 31,347 | 787 | 4,327 | 417 |
| **Dongguk University** | private | Seoul | 1,115 | 187 | 19,069 | 1,240 | 4,181 | 738 |
| **Ewha Womans University** | private | Seoul | 429 | 312 | 18,984 | 1,041 | 6,284 | 589 |
| **Hankook University of Foreign Studies** | private | Seoul | 491 | 401 | 23,840 | 1,772 | 3,696 | 600 |
| **Hanyang University** | private | Seoul | 591 | 499 | 35,812 | 2,099 | 9,040 | 1,095 |
| **Inha University** | private | Incheon | 491 | 222 | 25,729 | 931 | 3,172 | 211 |
| **Jeonbuk National University** | public | Jeonju | 233 | 184 | 25,305 | 604 | 4,103 | 637 |
| **Jeonnam National University** | public | Gwangju | 248 | 139 | 27,049 | 883 | 5,260 | 712 |
| **Kookmin University** | private | Seoul | 348 | 212 | 21,875 | 1,864 | 3,408 | 472 |
| **Kyungbuk National University** | public | Daegu | 314 | 188 | 30,719 | 574 | 6,603 | 454 |
| **Kyunghee University** | private | Seoul | 1,428 | 474 | 34,753 | 2,845 | 8,478 | 1,347 |
| **Pusan National University** | public | Pusan | 316 | 178 | 28,683 | 612 | 8,485 | 771 |
| **Seoul National University of Science and Technology** | public | Seoul | 339 | 0 | 14,485 | 345 | 1,732 | 258 |
| Sungkyunkwan University | private | Seoul | 728 | 882 | 26,225 | 2,751 | 8,023 | 1,032 |
| **University of Seoul** | public | Seoul | 182 | 187 | 12,621 | 220 | 3,011 | 220 |
| **Percentage of 18 universities out of total four-year universities** | | | 22.9 | 36.8 | 19.2 | 35.2 | 30.7 | 34.0 |

Source: KCUE Higher Education in Korea (academyinfo.ac.kr)

# 3. ENVIRONMENT SURROUNDING KOREAN HIGHER EDUCATION

## 3.1 Rapid Growth of the Higher Education Sector

Higher education in Korea experienced explosive growth as more than ten million baby boomers, born in the 1960's and 1970's, entered universities and college in the 1980's and 1990's. The number of four-year universities and junior colleges increased from 168 in 1970 to 429 in 2020 in Korea, an increase of 261 in half a century. Of them, 107 were created within ten years in the 1990's. This dramatic quantitative expansion was achieved because of the post-war generation's nation-wide aspiration to provide quality education for their children by supporting them to pursue higher education.

This trend continued in the 2000's and 2010's. The percentage of 25-34 year-olds in Korea with tertiary education was 36.8 per cent in 2000, which was already 10.7 per cent higher than OECD average. In 2019, the rate was further up to 69.8 per cent, which made the gap between Korea and OECD average even bigger up to 24.9 per cent point. Korea rated top among all G7 countries.

**Figure 3-a. 25-34 year-olds with tertiary education**
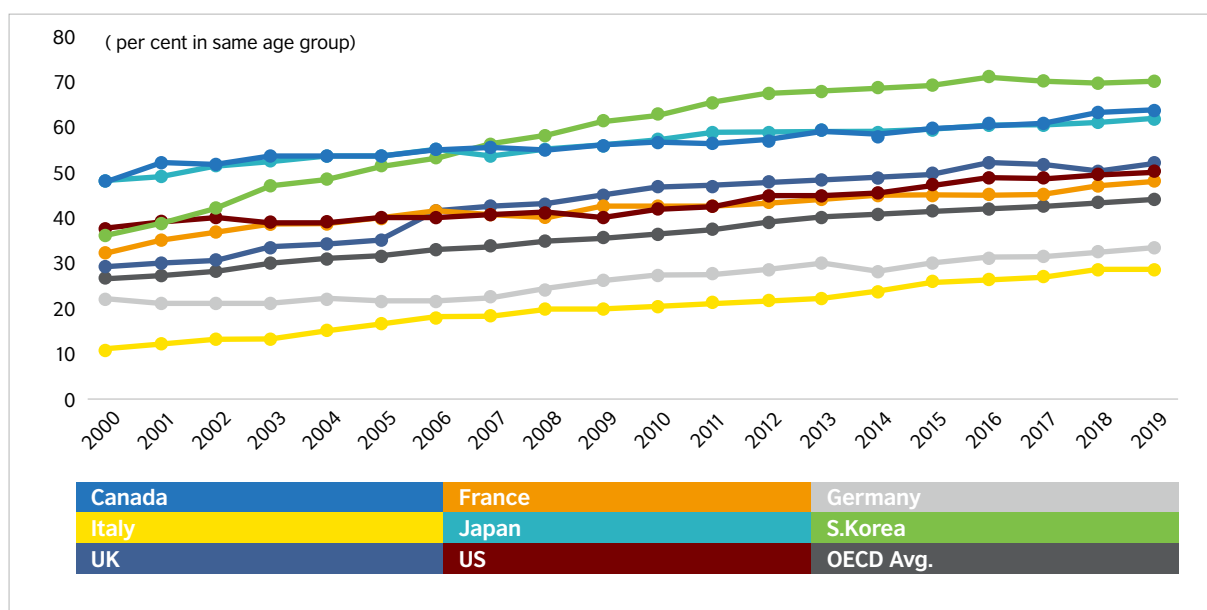


Source: Education at a Glance 2020: OECD Indicators

Although overall educational attainment of 25-34 year-olds is very impressive in Korea, when looking at breakdowns by level of study, it shows a slightly different story. The percentages of bachelor's degree and junior college diploma holders in Korea are much higher than OECD average, and ranks the highest and the second highest respectively compared to G7 countries. However, the percentage of postgraduate degree holders in Korea is only 3.3 per cent, much lower than OECD average and the lowest compared to G7 countries. This implies that the tertiary education in Korea has reached a remarkable level quantitatively, but the quality of Korean tertiary education is still in question.

**Figure 3-b. Educational attainment of 25-34 year-olds by level of tertiary education, 2019**
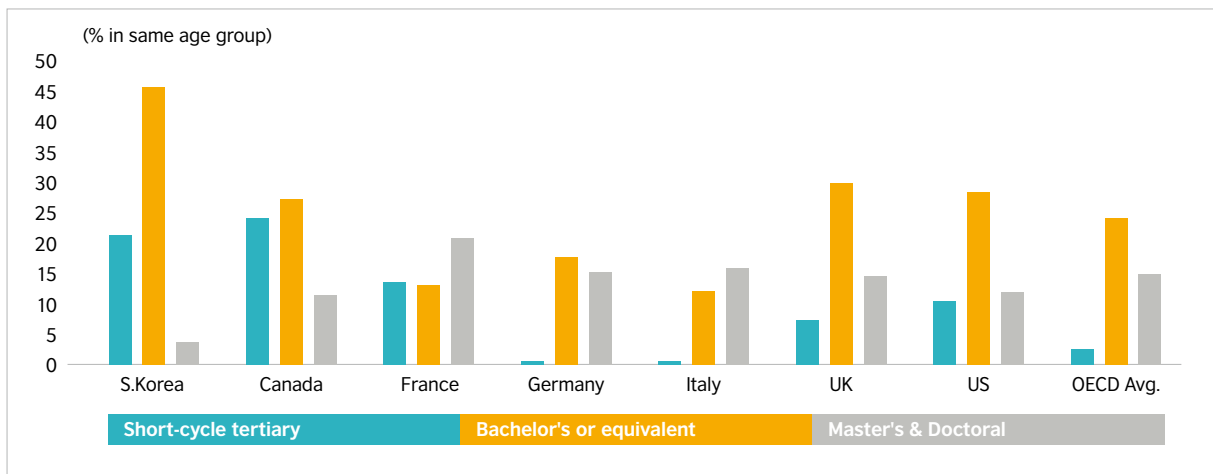


Source: Education at a Glance 2020: OECD Indicators

## 3.2 Student Enrollment in Tertiary Education

As of 2020, about 70 per cent of students in Korean higher education is enrolled in undergraduate programmes, while the proportion of students enrolled in postgraduate programmes is only 10 per cent, although the proportion of postgraduate enrollment has increased very slowly over time while those of undergraduate and junior college have decreased slightly.

A large proportion of Korean HEIs are private institutions. More than three fourths of students are enrolled in private institutions in 2020. The public-private share on student enrollment in tertiary education differs by the level of study. Almost all (98 per cent) of students at junior college level are enrolled in private institutions, while about two thirds of postgraduate enrollments is in private institutions.

**Figure 3-c. Student enrollment in tertiary education by type of institutions, 2020**
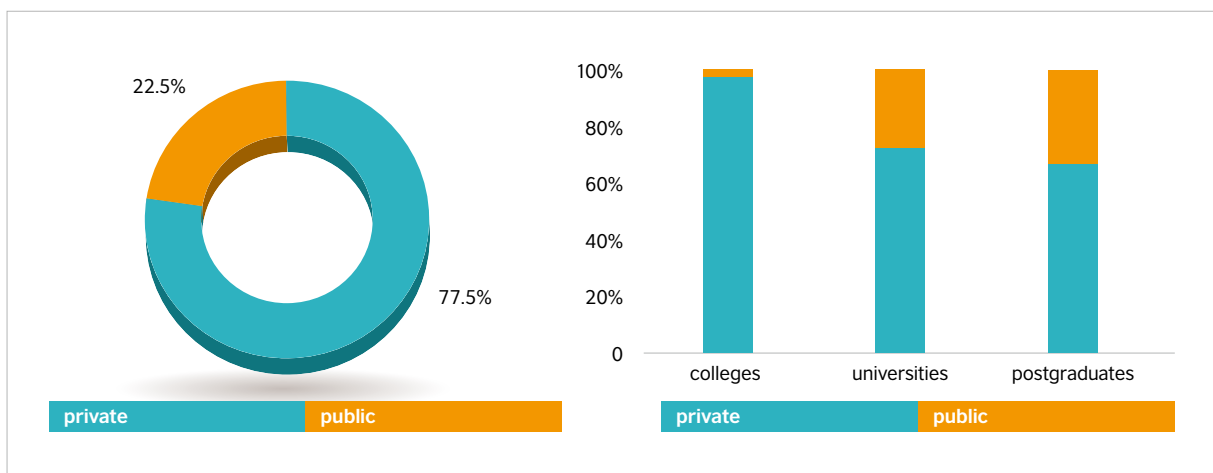


Source: Higher Education in Korea, Korea Council for University Education (academyinfo.ac.kr)

In terms of the location of institutions, about 71 per cent of students enrolled in tertiary education are located outside Seoul as of 2020. The in Seoul-outside Seoul share on student enrollment in tertiary education also differs by the level of study. About 44 per cent of postgraduate enrollments is in the institutions located in Seoul. This means that more undergraduate students in Seoul tend to go on to postgraduate programmes than undergraduate students outside Seoul, or the undergraduate students outside Seoul prefer to go on to postgraduate programmes in Seoul rather than outside Seoul.

**Figure 3-d. Student enrollment in tertiary education by location of institutions, 2020**
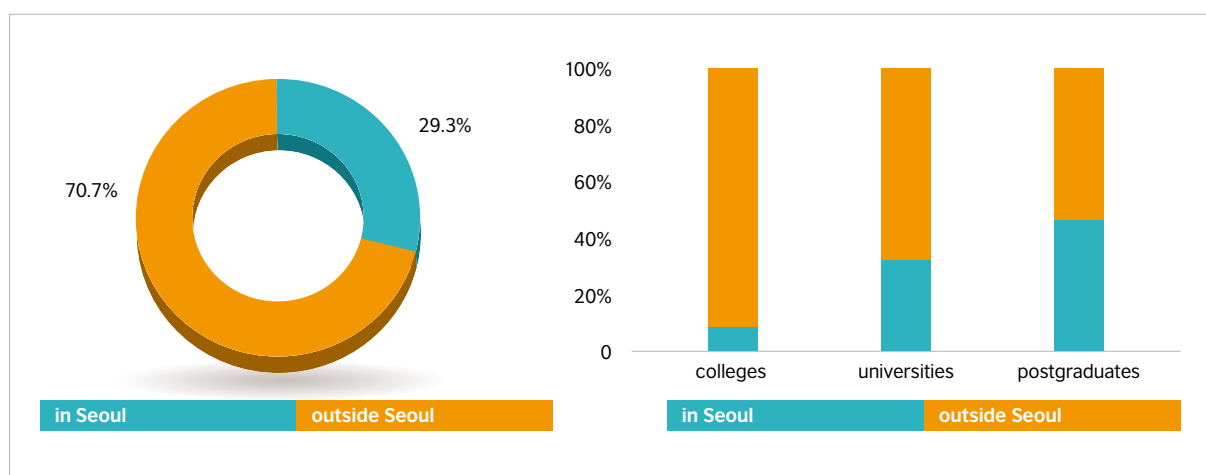


Source: KCUE Higher Education in Korea (academyinfo.ac.kr)

### 3.3 Investment in Higher Education

The expenditure of the tertiary education sector is also excessively dependent on the private source of funding in Korea. Korea's higher education sector spending was USD10,633 per student in 2017, which is only 65.1 per cent of the OECD average of USD16,327. Korea spent less than any of G7 countries as well in terms of per student spending. However, Korea is spending a lot for tertiary education in terms of total spending. The total expenditure on tertiary education in Korea is 1.56 per cent of its GDP, which is slightly higher than the OECD average of 1.42 per cent and higher than Japan, France, Germany and Italy. The problem, however, is that in the case of Korea, 61.9 per cent of these expenditures come from private source, accounting for 0.96 per cent of total GDP. This is remarkably higher than the OECD average of 30.2 per cent, or 0.43 per cent of total GDP.

**Figure 3-e. Total expenditure on tertiary education per full-time equivalent student, 2017**



(USD)
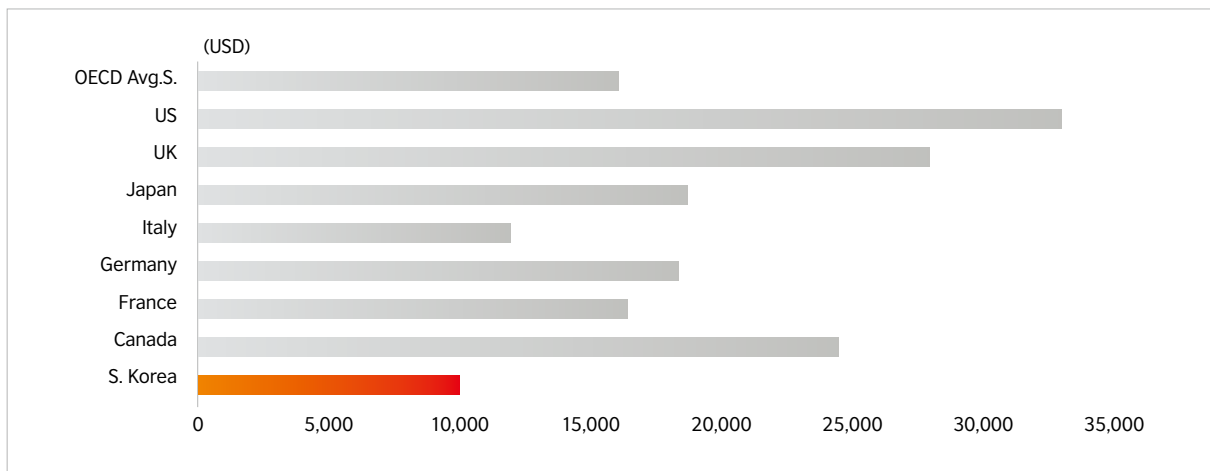
Source: Education at a Glance 2020: OECD Indicators

**Figure 3-f. Total expenditure on tertiary education by source of funds, 2017**



(% of GDP, after transfers)

Public | Private
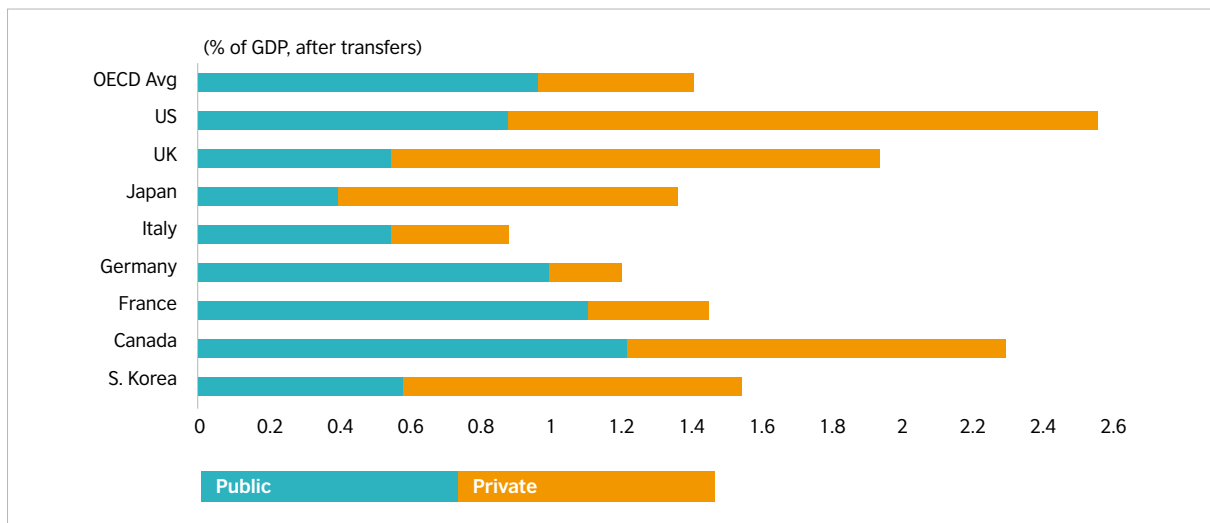
Source: Education at a Glance 2020: OECD Indicators

Another statistic (academyinfo.go.kr) by Korean Council for University Education's Higher Education in Korea shows that tuition fees account for 56.1 per cent of total revenues for private four-year universities and 55.2 per cent for junior colleges in Korea, and only 15.7 per cent and 24.8 per cent of total revenues are from government subsidies respectively.

To make it worse, university tuition in Korea has been virtually frozen for more than ten years by very strict government regulation, which was caused by ongoing argument from students and their parents that tuition level in Korea is very high. Compared to G7 countries, tuition fees charged to domestic undergraduate students in Korea are about the same as those of Canadian and Japanese universities and higher than French, German and Italian universities for both public and private

institutions. Furthermore, for master's programmes, the tuition level of Korean universities is higher than those of Canadian and Japanese universities.

**Figure 3-g. Tuition fees charged by tertiary educational institutions to national students for bachelor's or equivalent programmes by type of institution in 2017/18**
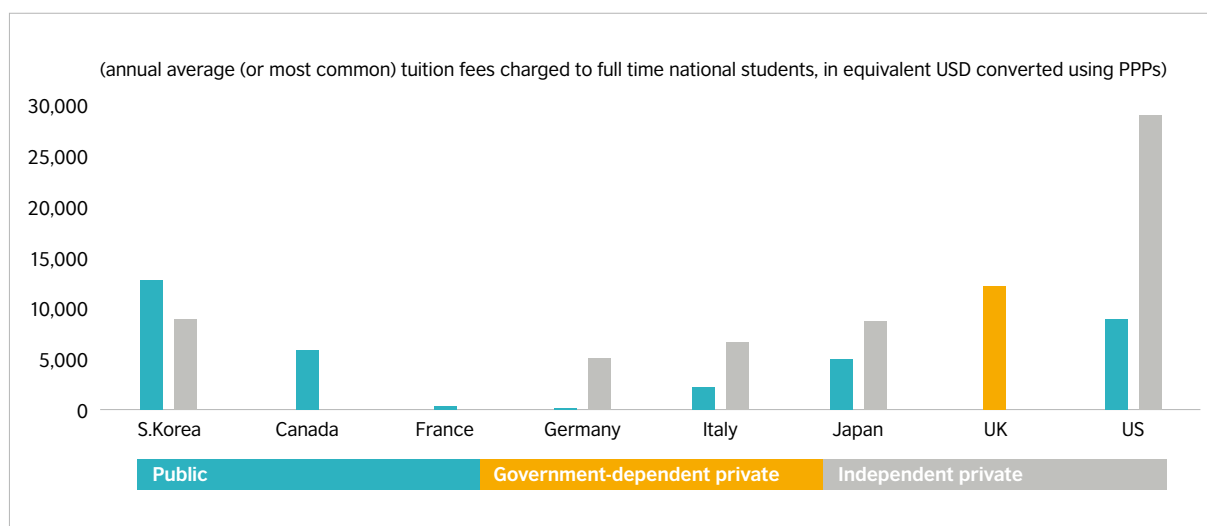


Source: Education at a Glance 2020: OECD Indicators

**Figure 3-h. Annual average (or most common) tuition fees charged by tertiary public educational institutions to national students by level of education in 2017/18**
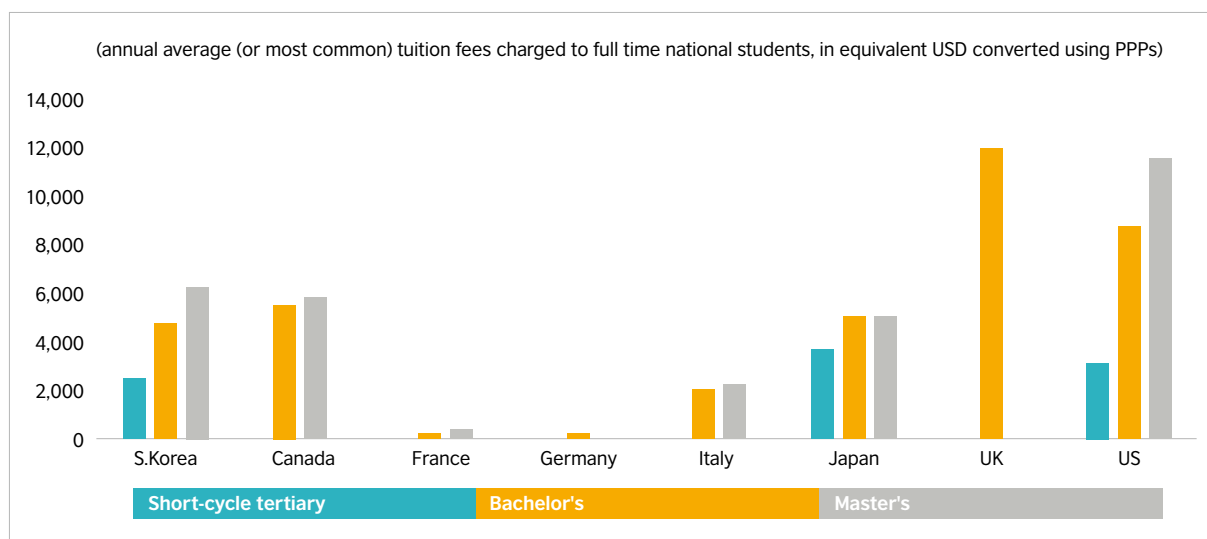


Source: Education at a Glance 2020: OECD Indicators

Adding to the challenges mentioned above, the sharp drop in college admission due to the population cliff is another major crisis for Korean HEIs. Korea is aging at the highest speed among OECD countries. It became an aging society in 2000, then joined the aged society group in 2018, and is expected to become hyper-aged society in 2025. The era of 'shortage of freshmen,' where

the number of HEI quotas available exceeds number of actual admissions, has begun. During the period between 2012 and 2017, the number of tertiary students in Korea has decline by 1.43%, which is worse than the average of OECD countries and any of G7 countries. This makes another huge financial burden on HEIs that rely heavily on tuition income, especially private universities.

**Figure 3-i. Prospect on Korean higher education**
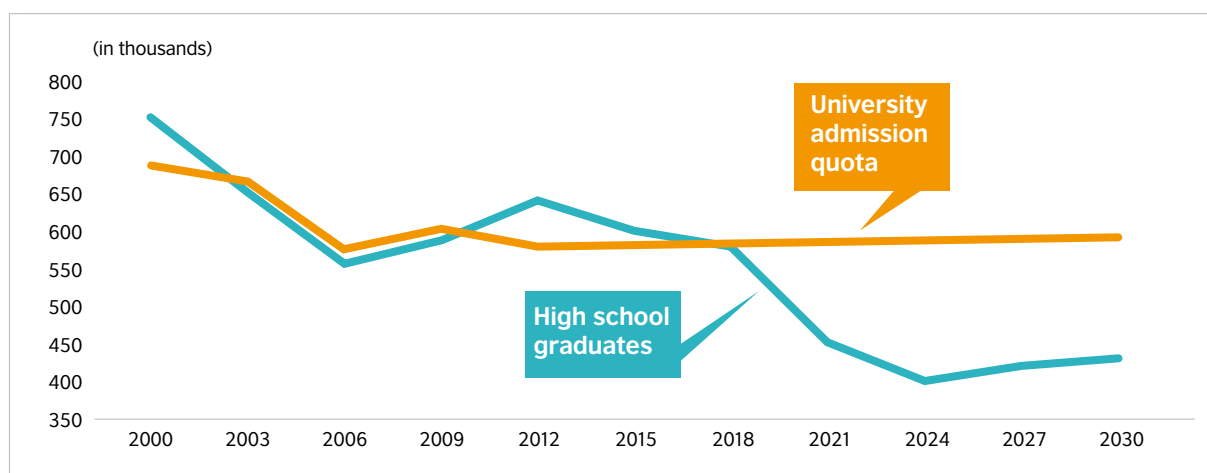


Source: KEDI Higher Education Statistics Service (hi.kedi.re.kr)

**Figure 3-j. Average annual growth of tertiary students between 2012 and 2017**
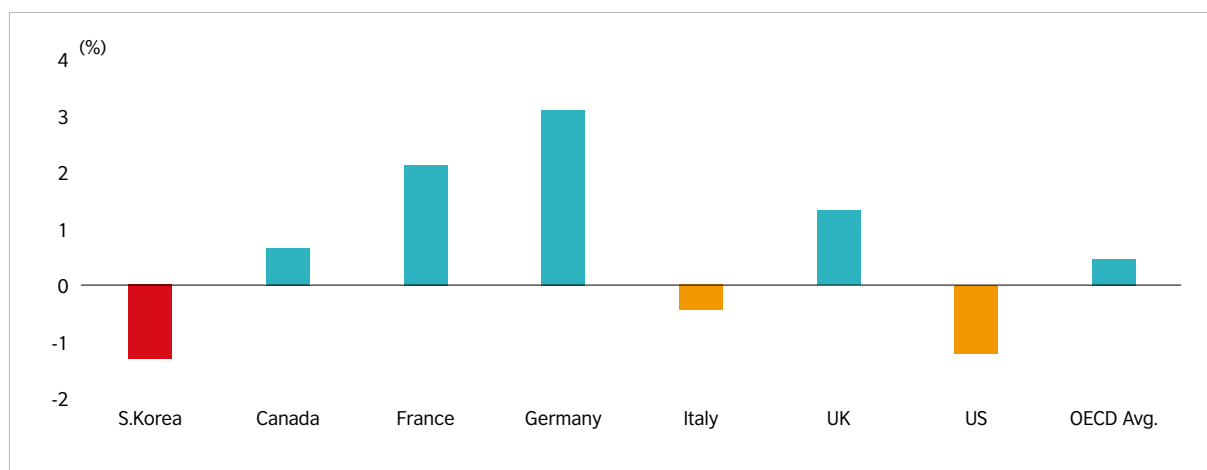


Source: Education at a Glance 2020: OECD Indicators

### 3.4 International Mobility

The financial difficulties of private universities in Korea are the most important drivers for interest in greater student mobility, from the aspect of recruiting international students as sources of extra income. Compared to public universities, private universities have no choice but to be more active in international recruitment.

The Korean Ministry of Education has been pursuing a project called Study Korea since 2005, an initiative to promote Korea as a study destination. In 2004, the number of Korean students who went abroad to study was 187,683, but the number of students who came to Korea from abroad was only 16,832, less than ten per cent of Korean students studying abroad. This imbalance was viewed as significant trade deficit and the need to reduce the gap in the inward vs outward mobility was the drive behind the Study Korea initiative. Study Korea 2012 attracted 100,000 foreign students into Korea, and in 2012, the goal was set again to double the number to 200,000 by 2020 through the Study Korea 2020 project.

Despite the efforts to attract international students by the HEIs and the government, the overall proportion of international or foreign students[1] in Korean tertiary education is still estimated to be relatively low. Although the proportion has increased over time, it is just 2.7 per cent, which is much lower than the OECD average of six per cent and far below than those of any of G7 countries.

**Figure 3-k. Proportion of international or foreign students in tertiary education in 2010, 2014 and 2018**
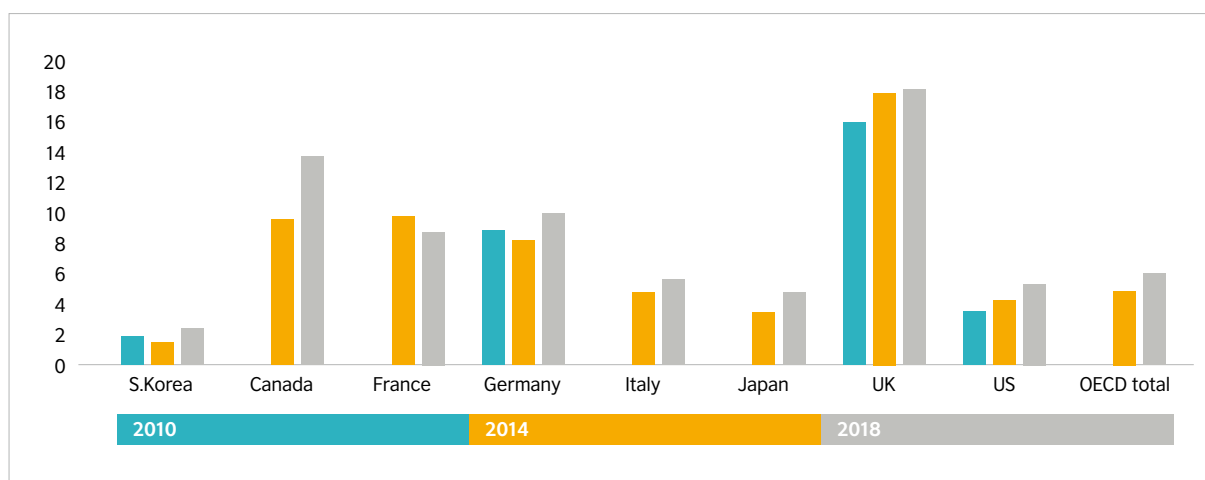


Source: Education at a Glance 2020: OECD Indicators

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[1] Foreign students are those who are not citizens of the country in which they are enrolled and where the data are collected. Although they are counted as internationally mobile, they may be long-term residents or even be born in the "host" country. While pragmatic and operational, this classification may be inappropriate for capturing student mobility because of differing national policies regarding the naturalisation of immigrants. Therefore, for student mobility and bilateral comparisons, interpretations of data based on the concept of foreign students should be made with caution. In general, international students are a subset of foreign students. International students are those who left their country of origin and moved to another country for the purpose of study. The country of origin of a tertiary student is defined according to the criterion of "country of upper secondary education", "country of prior education" or "country of usual residence. Depending on country-specific immigration legislation, mobility arrangements (such as the free mobility of individuals within the European Union and the European Economic Area) and data availability, international students may be defined as students who are not permanent or usual residents of their country of study, or alternatively as students who obtained their prior education in a different country. Mobile students are students who are either international or foreign (Source: Education at a Glace 2020: OECD Indicators).

On the contrary, the proportion of Korean tertiary students studying abroad was 3.3 per cent of total national tertiary students in 2018, which is higher than that of OECD average of 1.8 per cent. When looking at the outbound/inbound ratio, Korea's ratio is 1.23, which is four times higher than that of OECD average of 0.31 and those of any of G7 countries.

**Figure 3-l. Proportion of tertiary students enrolled abroad in 2018**



(per cent of national tertiary students)
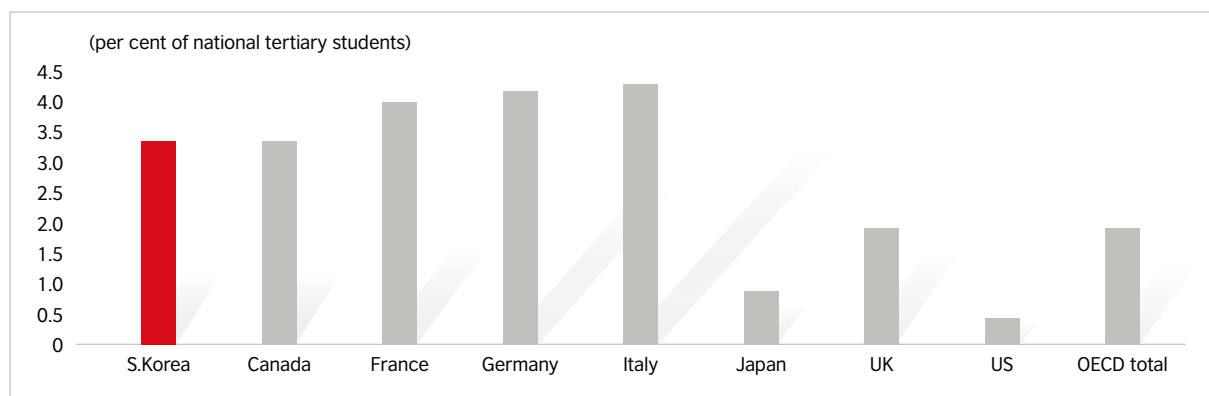
Source: Education at a Glance 2020: OECD Indicators

**Figure 3-m. Outbound/inbound proportion ratio in 2018**
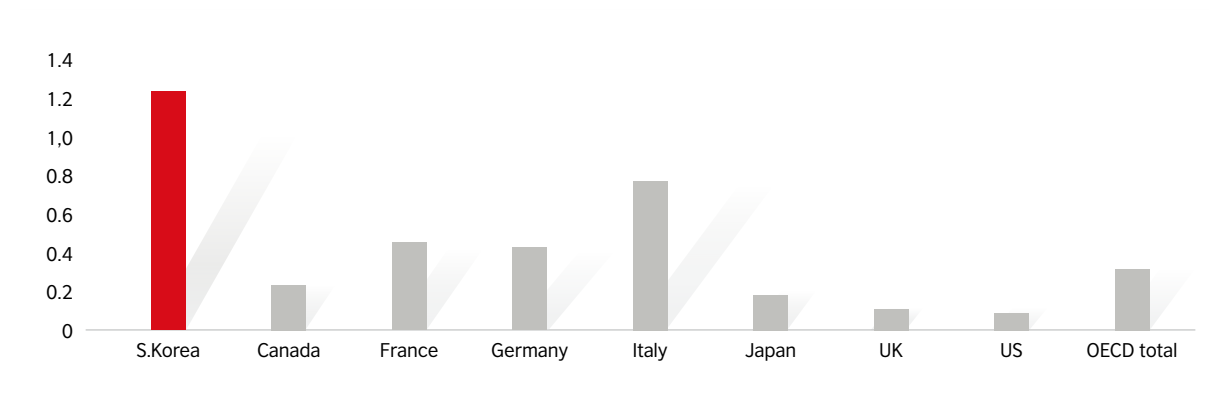


Source: Education at a Glance 2020: OECD Indicators

The majority (92.8 per cent) of international and foreign students studying in Korean tertiary education was from Asian countries in 2018. Japan has a same situation with 93.3 per cent from Asian countries. The OECD average of the share of international and foreign students from Asian countries was 57 per cent. European countries such as Germany and Italy, of course, had the majority of international and foreign students from neighboring European countries, but the share was less than half. France showed somewhat unique feature, with African students taking the majority of international and foreign students. The US and Canada as Asia Pacific countries had Asian students as the majority of international and foreign students, but the proportion was much less than Korea and Japan.

**Figure 3-n. Distribution of international and foreign students by region of origin in 2018**
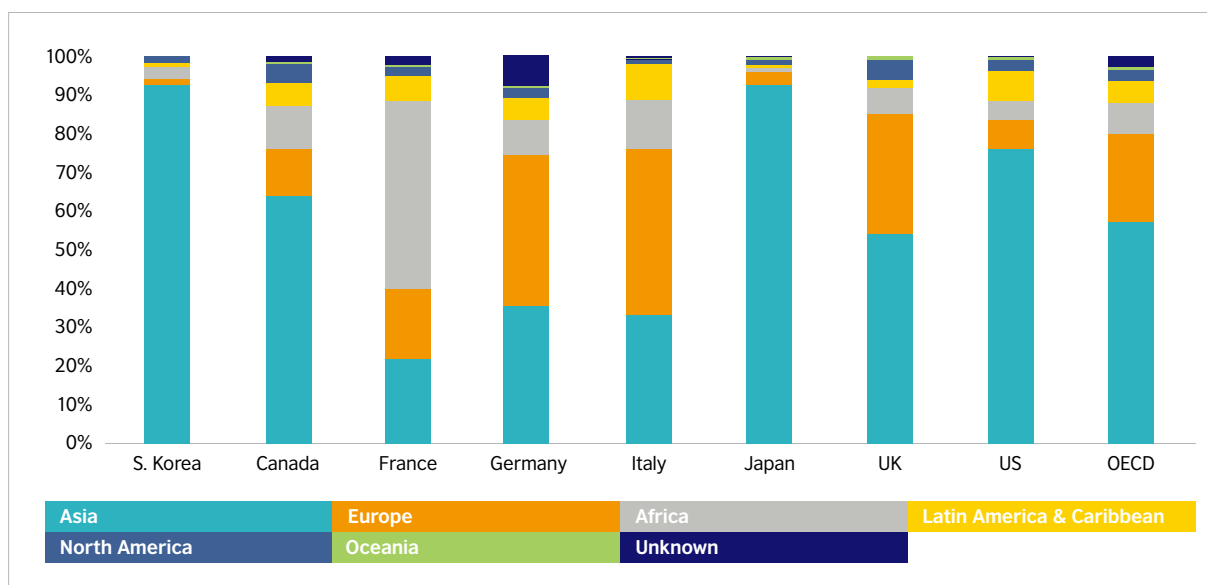


Source: Education at a Glance 2020: OECD Indicators

The proportion of international and foreign students studying in Korea is increasing as the level of degree goes up in 2018. This trend is same as OECD average and G7 countries. Not only in undergraduate programmes, but also in postgraduate programmes, the proportion of international and foreign students studying in Korea was lower than those of OECD average as well as G7 countries.

**Figure 3-o. Incoming student mobility in tertiary education, by level of study in 2018**
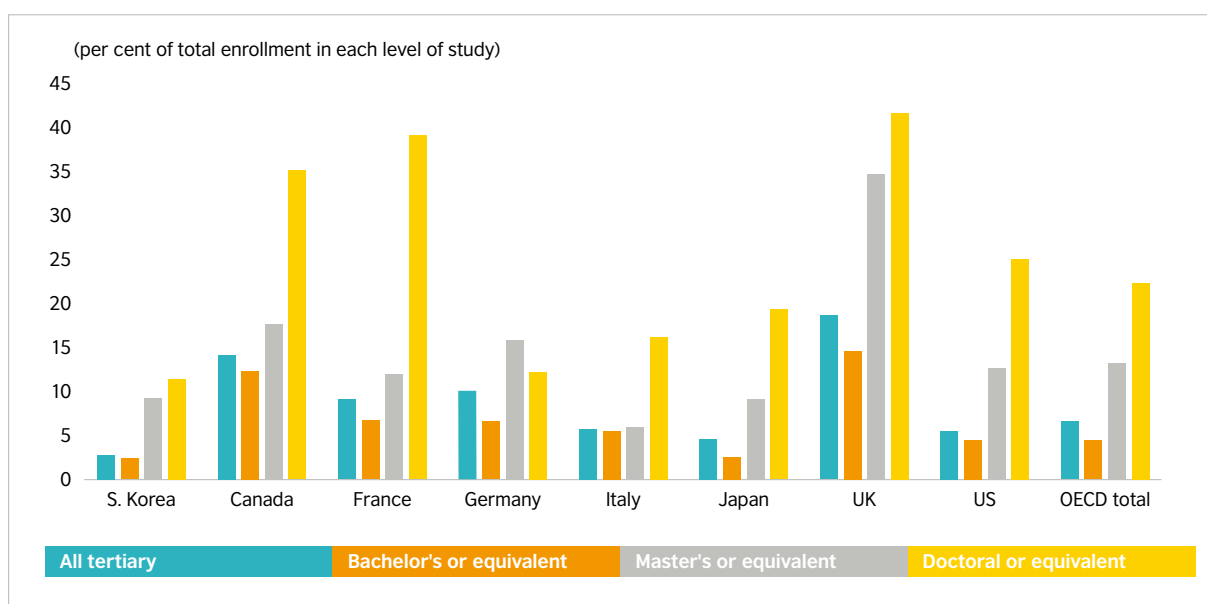


Source: Education at a Glance 2020: OECD Indicators

In Korea, the relative preference of the field of study shows difference between international or foreign students and domestic students. In business and administration field, the proportion of international or foreign students is much higher than domestic students, but in engineering, manufacturing and construction field and health and welfare field, the proportion of domestic students is much higher than international or foreign students. However, in terms of OECD average, there is no remarkable discrepancy in the proportion of each field of study between international or foreign students and domestic students.

**Figure 3-p. Percentage of students enrolled in selected field of study, by mobility status in 2018**
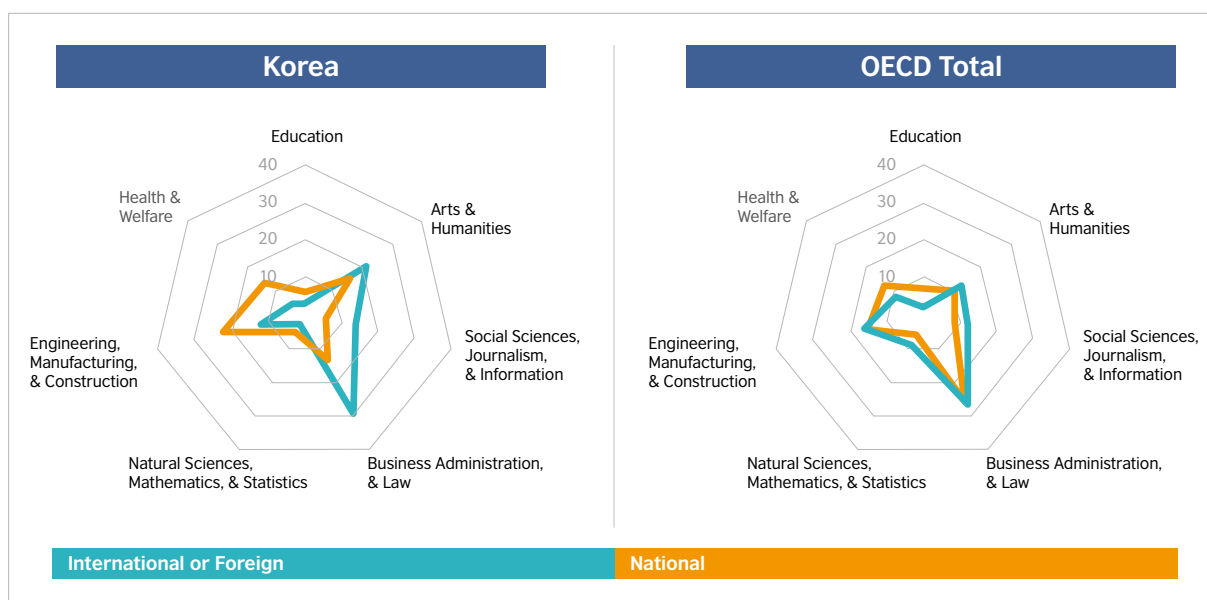


Source: Education at a Glance 2020: OECD Indicators

# 4. REGULATORY ENVIRONMENT FOR TNE ESTABLISHMENT

## 4.1 Joint/Dual Degree Programmes

According to the Higher Education Act and the Enforcement Decree of Higher Education Act, establishing joint/dual degree programmes between Korean and overseas HEIs does not require permission from the Korean Ministry of Education, if partner universities are accredited by their own governments or accreditation agencies. Korean HEIs can run joint/dual degree programmes according to their own academic regulations and agreements with their partner institutions.

The Enforcement Decree of Higher Education Act enables students to earn up to 75 per cent of total credits required for graduation from overseas universities with joint/dual degree arrangement, according to the academic regulations of Korean universities and agreements with their partners institutions.

Therefore, Korean students can earn a degree or graduate, with 25 per cent of total credits gained from their home university and 75 per cent from overseas partner university, or 50 per cent from their home university and 50 per cent from overseas partner university, or 75 per cent from their home university and 25 per cent from overseas partner university, as agreed between home and overseas partner universities. However, Korean universities normally require their students to earn at least 50 per cent of total credits from home university to acquire a degree. Likewise, foreign students can earn a degree from Korean universities by earning 25 per cent or more of total credits from Korean universities, if they can transfer the remaining 75 per cent of total credits for graduation of Korean universities from their home university.

## 4.2 Branch Campus

Foreign HEIs can establish their branch campus in Korea, according to "Special Act on Establishment and Management of Foreign Educational Institutions in Free Economic Zones and Jeju Free International City" and "Enforcement Decree on the Special Act on Establishment and Management of Foreign Educational Institutions in Free Economic Zones and Jeju Free International City," In principle, the branch campuses established in the free economic zones and Jeju Free International City under this Act are not subject to the Higher Education Act.

Foreign educational foundations seeking to establish an institution in Korea shall meet the standards for establishment, including facilities and equipment as prescribed by the Presidential Decree and obtain approval from the Korean Minister of Education. Accordingly, the Presidential Decree requires the compliance with the requirements in the "Regulations on Establishment and Management of

Universities." However, where a foreign foundation establishes an educational institution in Korea that meets the same level of standards applicable to the institutions established in their own country, in accordance with the standards determined and publicly announced by the Minister of Education, taking the statutes of a foreign country into consideration, the foreign educational foundation shall, notwithstanding the provisions of the "Regulations on Establishment and Management of Universities," be regarded as having satisfied the Korean standards for establishment.

The quota for students of a foreign HEIs can be set by the head of that foreign educational institution, except for subjects that have possible impact on jobs with national quotas, including teachers, medical personnel, pharmacists, and medical technicians, as prescribed by the Presidential Decree. Any person who graduates from a foreign educational institution corresponding to a university or junior college level under the provisions of the Higher Education Act is deemed to be recognised as having the same scholastic attainment as those who graduated from the corresponding Korean institutions.

In order to shut down the foreign educational institution, the head of a foreign educational foundation or a foreign educational institution should obtain an approval from the Korean Minister of Education.

In 2008, the first branch campus of a foreign HEI in Korea was established by the Netherlands' Shipping and Transport College (STCKorea) in Gwangyang Bay Free Economic Zone. Since then, Songdo Global University Campus located in the Incheon free economic zone has been set up as a government-funded project that seeks to create a world class global campus to attract foreign universities with the joint efforts of central government and Incheon metropolitan government. The free economic zone offers good incentives for overseas universities such as rent-free campus buildings and seed funding for initial operating costs during the first five years. Beginning with the State University of New York Korea (SUNY Korea) in March 2012, other campuses have been established in Incheon free economic zone; George Mason University Korea, Ghent University Global Campus, and The University of Utah Asia Campus in 2014, and New York Fashion Institute of Technology (FIT) in 2017.

### 4.3 Expected Changes in Government Regulations

The full implementation of online lectures at universities triggered by COVID-19 has made it possible to blur the boundaries between space and time of education, and to share educational contents without barriers between departments and universities through distance education. According to the survey conducted by the Institute of Higher Education of Yeungnam University in August, 2020, 71.9 per cent of students think online learning should be continued and expanded even after COVID-19 crisis is over, and 71.1 per cent of university professors answered that they are willing to continue virtual teaching even after face-to-face teaching resumes.

Accordingly, the Korean Ministry of Education announced a 'Plan for Innovating Higher Education through Digital' in September 2020. This plan includes various measures to support post-COVID recovery and innovation of Korea's higher education sector.

First, the Korean Ministry of Education decided to abolish the restrictions on distance learning. Until now, Korean universities other than cyber universities have been able to offer only up to 20 per cent of total teaching remotely, but now the ratio of distance classes can be decided by individual institutions. In addition, the credits that students can acquire through distance learning can also be determined by the university as long as they are less than 100 per cent of total credits required for graduation.

In order to ensure the quality of the distance learning, the Ministry of Education mandated each university to set up distance education support centers, and set the standards for the teaching evaluation of distance classes and the use of external educational contents as university regulations. The Ministry of Education, in the future, will implement the distance class evaluation certification system for universities other than cyber universities.

In addition, the Ministry of Education decided to allow master's degree programmes to be fully delivered online in general universities, except for medical schools, dental schools, oriental medical schools and law schools. The Ministry of Education also decided to allow the operation of online joint/dual degree programmes at both undergraduate and master's levels between domestic and foreign HEIs.



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# 5. SNAPSHOT OF KOREA'S TNE LANDSCAPE

## 5.1 Number of TNE Programmes

Most of TNE programmes run by 18 Korean universities surveyed are dual degree programmes. About half of the dual degree programmes are outbound-only (from Korea to overseas) programmes, and inbound-only (from overseas to Korea) and reciprocal programmes are 25 per cent each. Only 5 out of 129 TNE programmes are franchise programmes, among which four programmes are overseas programmes run by Korean institutions for foreign students. Three programmes are run in Uzbekistan as two undergraduate (one with 4+0 scheme, and the other with 3+1 scheme) and one postgraduate level programmes, and one programme is run in Vietnam at the undergraduate level with 2+2 scheme. The last one is 4+0 inbound franchise programme offered by a UK institution for Korean students in cooperation with Korean institution.

**Figure 5-a. Number of TNE programmes by type, 2020**
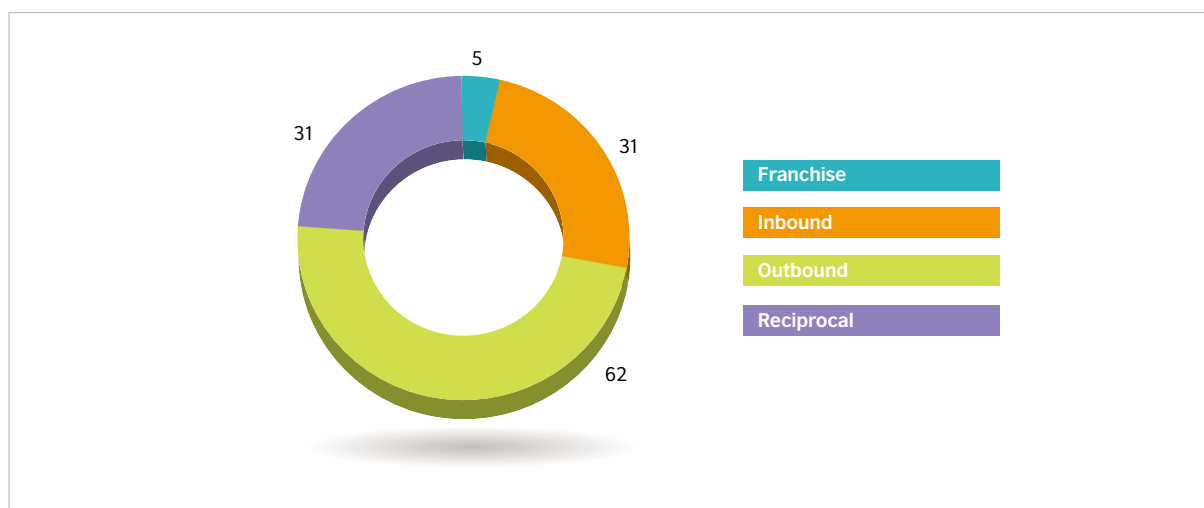


Private and public universities show very different picture in the TNE landscape. Private universities seem more keen to TNE than public universities. 11 private universities run 87 TNE programmes, while seven public universities run 42 TNE programmes. In terms of the type of TNE programmes, more than half of TNE programmes run by private universities are outbound-only programmes, with 25 per cent being inbound-only programmes and 20 per cent being reciprocal. However, 41 per cent of the programmes run by public universities are outbound-only programmes, while 33 per cent are reciprocal and 21 per cent are inbound-only.

Broken down by the level of study, about two thirds of TNE programmes are undergraduate programmes. At undergraduate level, 43 per cent are outbound-only programmes, while 56 per cent are outbound-only programmes at the postgraduate level. At undergraduate level, the proportion

of inbound-only programmes is relatively high compared to postgraduate level, and the reciprocal programme shows the opposite trend.

**Figure 5-b. Number of TNE programmes by type of HEIs and level of study in 2020**
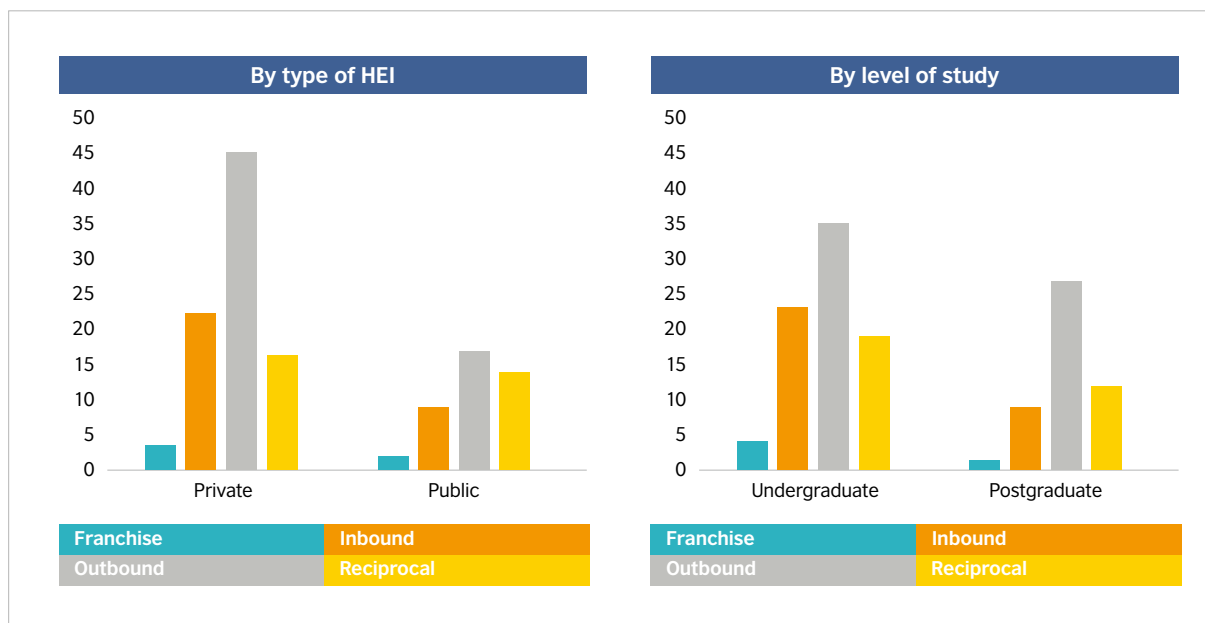


The geographical location of institutions is an interesting factor in Korea's TNE landscape. There is significant difference in the level of study between TNE programmes delivered by universities located in Seoul and out of Seoul. We see better balance between undergraduate and postgraduate TNE programmes in the universities located in Seoul, while universities in other cities run much more undergraduate programmes than postgraduate programmes.

The preference on the type of TNE is also different between universities in Seoul and out of Seoul. Institutions in Seoul mostly preferred outbound-only programme, while it is the inbound-only programme that is more preferred by institutions outside Seoul. There is no difference in this preference by the level of study for the institutions in Seoul. However, the preference on inbound-only programmes stands out in the undergraduate-level programmes for institutions out of Seoul. However, this is not the case for postgraduate-level programmes operated in other cities.

**Figure 5-c. Number of TNE programmes by location of HEIs in 2020**
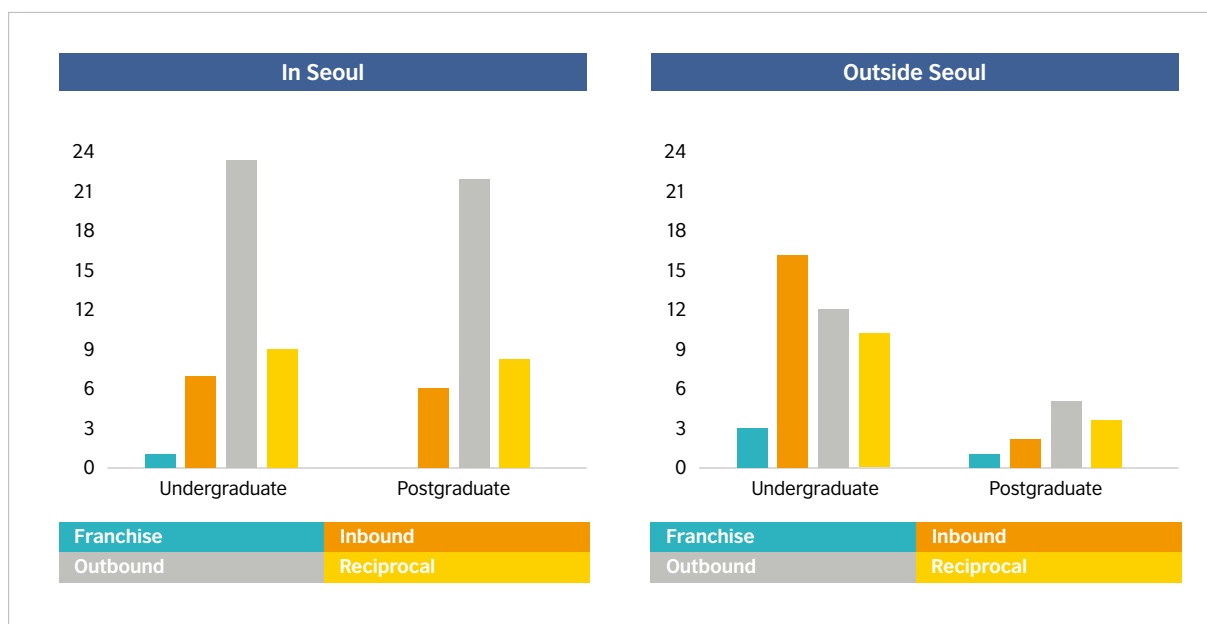


The most dominant partner country for Korean TNE programmes are Asian countries, followed by North American and European countries. With Asian partners, inbound-only programme is most popular form of partnership for Korean universities, while reciprocal programme is preferred with European partners and outbound-only programme with North American partners.

**Figure 5-d. Number of TNE programmes by continent of partner universities in 2020**
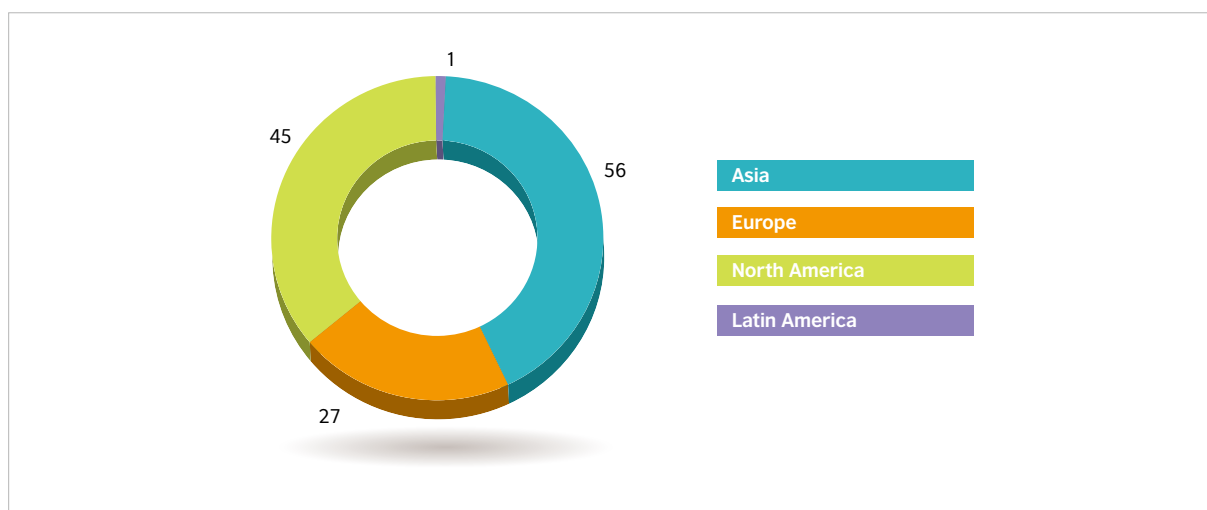
**Figure 5-e. Number of TNE programmes by type of TNE and by continent of partner universities in 2010**
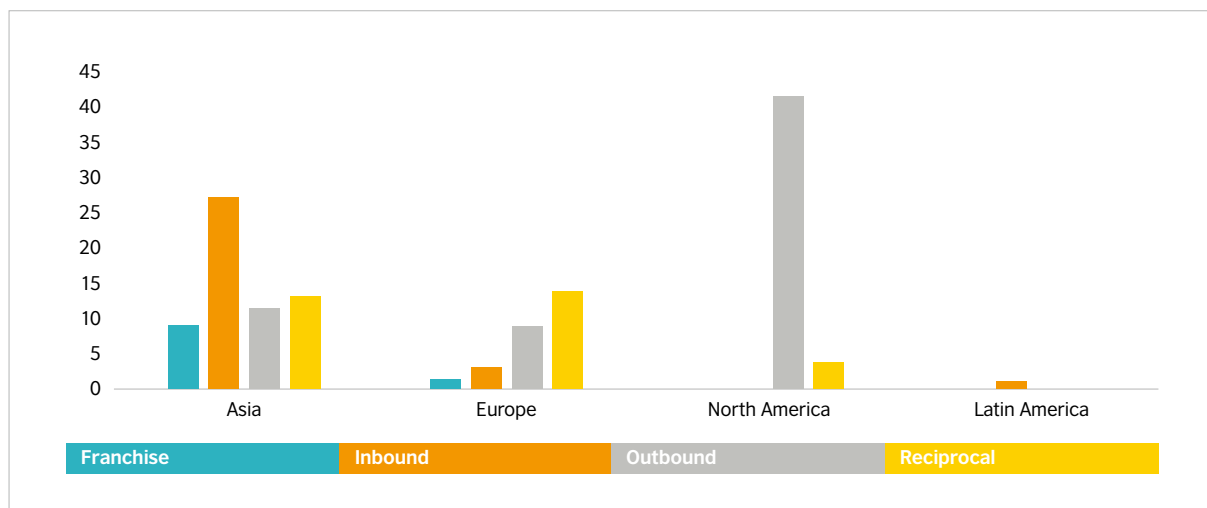


Universities in Seoul and out of Seoul show different patterns in the nature and partner region for TNE programmes as well. For institutions located in Seoul, outbound-only programme with North American partners are most preferred, while the inbound-only programme with Asian partners is the most preferred form to institutions located out of Seoul.

**Figure 5-f. Number of TNE programmes by continent of partner universities and by location of Korean HEIs in 2020**
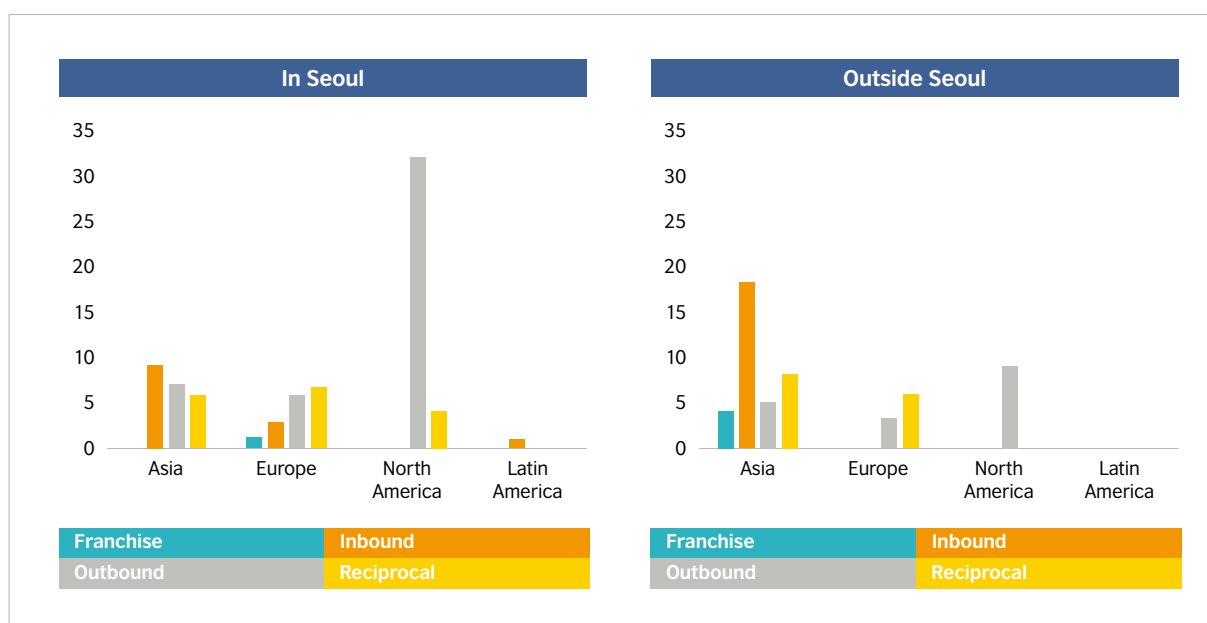
The following table shows more in-depth information on the pattern of TNE programmes for each country where partner universities are located.

The US is the country most preferred by Korean universities as a TNE partner. A total of 44 dual degree programmes are currently in place. The most popular type of TNE programmes with US partners is the outbound-only programme at both the undergraduate and postgraduate levels.

China is the country second most preferred by Korean institutions as a partner for TNE. Total 21 dual degree programmes are run currently with China. The most popular type of TNE programmes with Chinese universities is the inbound-only programmes at the undergraduate level. However, reciprocal programmes are also significant at the undergraduate level.

Although the gap from the US and China is somewhat large, France, the UK, Taiwan and Japan form the next most popular group as a TNE partner. A total of eight dual degree programmes are currently offered with French partners. Seven of them are at postgraduate level, and four of them are reciprocal programmes. There are total seven TNE programmes run with UK partners. Five of them are at undergraduate level, and five of them are outbound dual degree or franchise programmes. Seven dual degree programmes are currently run with Taiwan universities. They are very diverse with four undergraduate and three postgraduate programmes and with three reciprocal, two outbound-only, and two inbound-only programmes. Six dual degree programmes run currently in cooperation with Japanese universities. They are more focused on a reciprocal rather than one-way partnership.



(c) Jun Hyun Hong

**Table 5-a. Number of TNE programmes by country of partner universities in 2020**

| Region | Level of study | Type of TNE Programme | | | |
|---|---|---|---|---|---|
| | | Franchise | Inbound (Overseas to Korea) | Outbound (Korea to overseas) | Reciprocal |
| Asia | Undergraduate | Uzbekistan 2 Vietnam 1 (Korean institution franchising out) | China 10 Mongolia 4 Kyrgyzstan 4 Azerbaijan 1 Japan 1 Kazakhstan 1 Vietnam 1 | China 3 Japan 1 Taiwan 1 Unspecified 3 | China 4 Taiwan 3 Japan 1 Unspecified 1 |
| | Postgraduate | Uzbekistan 1 (Korean institution franchising out) | Taiwan 2 China 1 Mongolia 1 Unspecified 1 | China 2 Taiwan 1 Hong Kong 1 | Japan 3 China 1 |
| Europe | Undergraduate | UK 1 (UK institution franchising out to Korea) | Russia 1 | UK 2 Netherlands 1 | UK 2 France 1 Germany 1 Poland 1 Slovenia 1 Unspecified 4 |
| | Postgraduate | | Italy 1 Russia 1 | UK 2 France 4 | France 3 Germany 1 |
| North America | Undergraduate | | | US 23 Canada 1 | US 3 |
| | Postgraduate | | | US 17 | US 1 |
| Latin America | Postgraduate | | Brazil 1 | | |

## 5.2 Number of Students Participating in TNE Programmes

Among students participating in the TNE programmes provided by the 18 Korean universities from 2016 to 2020, more than half are international students studying in Korean institutions, while about 30 per cent are Korean students studying in overseas partner universities. The students enrolled in franchise programmes make up 18 per cent, almost all of whom are foreign students studying in Uzbekistan to obtain a degree awarded by a Korean university.

**Figure 5-g. Number of students participating in TNE by type of programame, 2016-2020 accumulated**
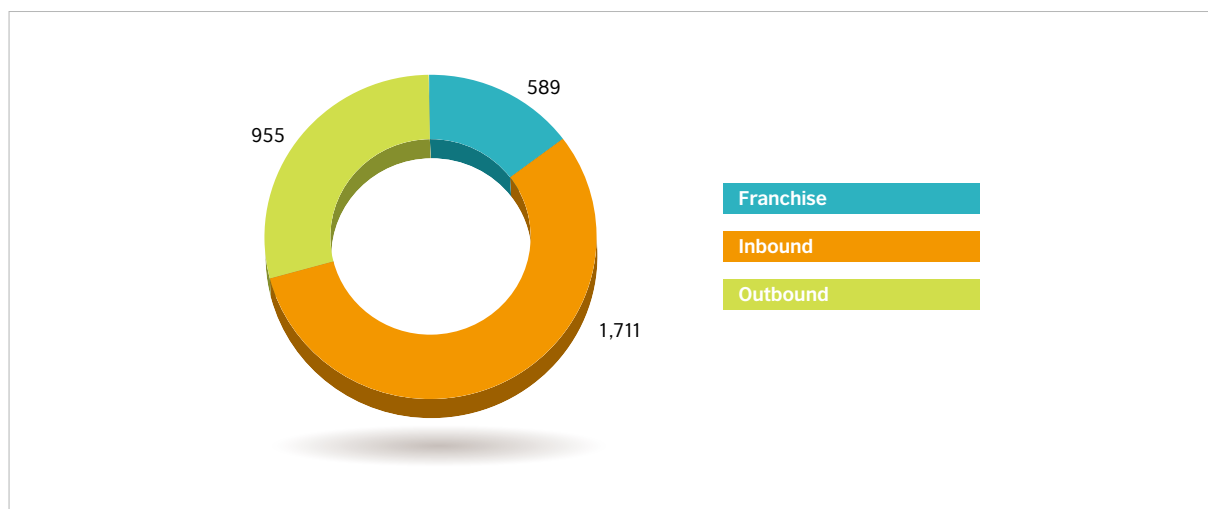


Students in private universities show higher level of participation in TNE programmes than students in public universities. 2,145 students participated in TNE programmes run by 11 private universities from 2016 to 2020, whereas 1,110 students participated in TNE programmes run by seven public universities. In private universities, there were far more international students coming to Korea than Korean students going overseas. However, in public universities, inbound-outbound trend is exactly the opposite of private universities.

In terms of the level of study, undergraduate students are more likely to participate in TNE programmes than postgraduate students. 82 per cent of students participated in TNE programmes were undergraduate students from 2016 to 2020. While the proportion of foreign inbound students studying in Korean universities is almost 60 per cent at undergraduate level, Korean students studying in overseas partner universities is over two thirds of total students participating in postgraduate TNE programmes.

**Figure 5-h. Number of students participating in TNE by type of HEI and by level of study, 2016-2020 accumulated**
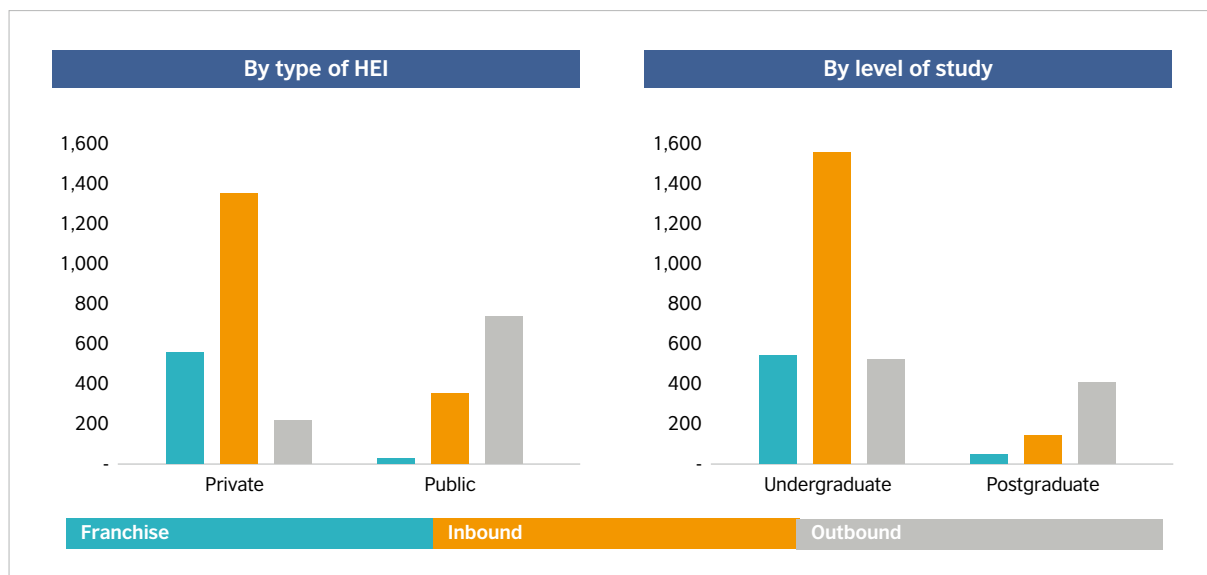


At undergraduate level, the most popular TNE scheme is 2+2. However, 3+1 or 3+2 scheme is also attracting more students. In the franchise programmes, currently, a lot more student participated in 3+1 programme rather than 4+0 scheme. However, this is transitional and is eventually expected to change to 4+0 scheme.

**Figure 5-i. Number of undergraduate students participating in TNE by type of TNE, 2016-2020 accumulated**
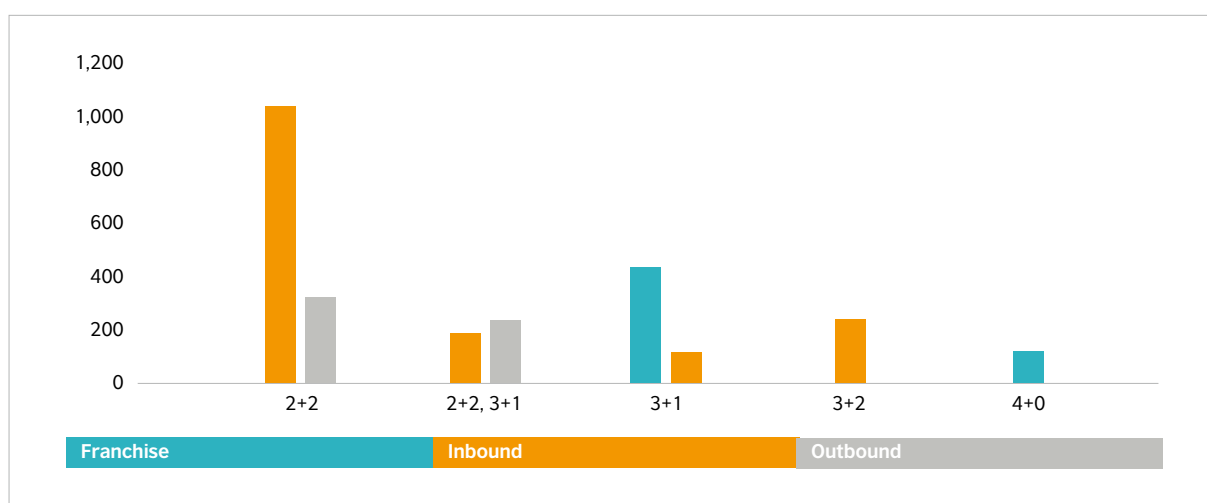


Two most popular fields of study for students participating in TNE from 2016 to 2020 were business and administration and engineering, manufacturing and construction. These two fields account for 47 per cent and 28 per cent respectively, followed by humanities and social sciences with a big gap.

**Figure 5-j. Number of students participating in TNE by field of study, 2016-2020 accumulated**
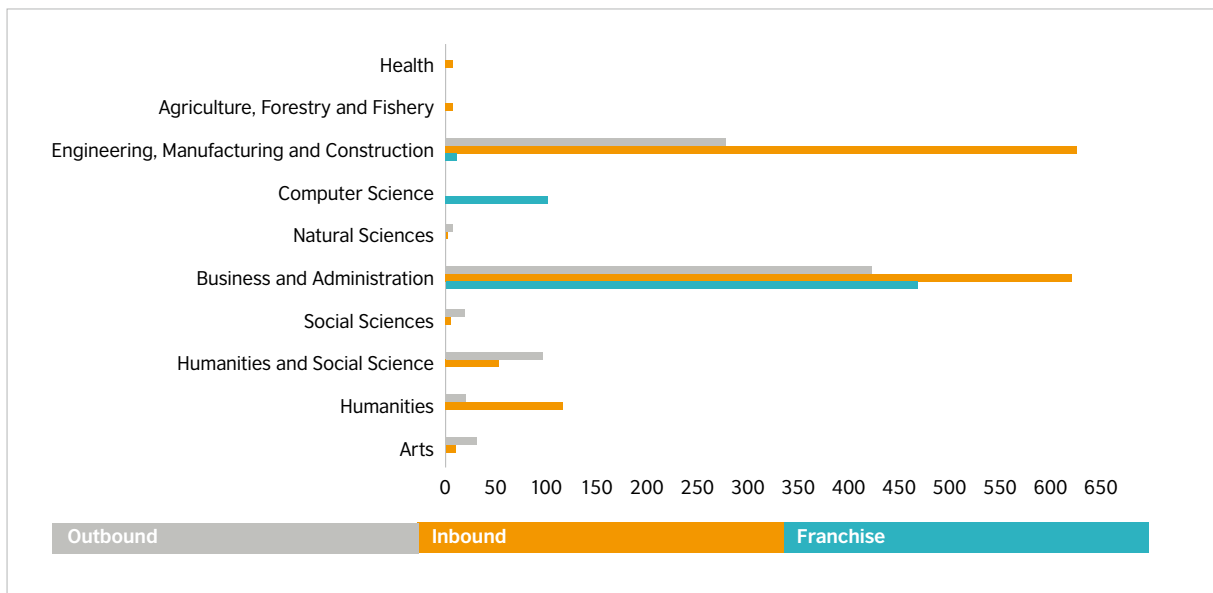


At undergraduate level, there is no big difference in preference of subjects for inbound and outbound programmes, with business and administration and engineering, manufacturing and construction fields being the two dominant fields of study. However, at postgraduate level, a lot more students are enrolled in business and administration than other fields of study in case of the outbound programmes. For inbound programme, however, most students are in humanities studies, followed by engineering, manufacturing and construction field. This is mainly due to the large number of Chinese students studying Korean language and culture. Only a few foreign students studying in Korean universities are in business and administration field at postgraduate level.

**Figure 5-k. Number of undergraduate students participating in TNE by field of study, 2016-2020 accumulated**
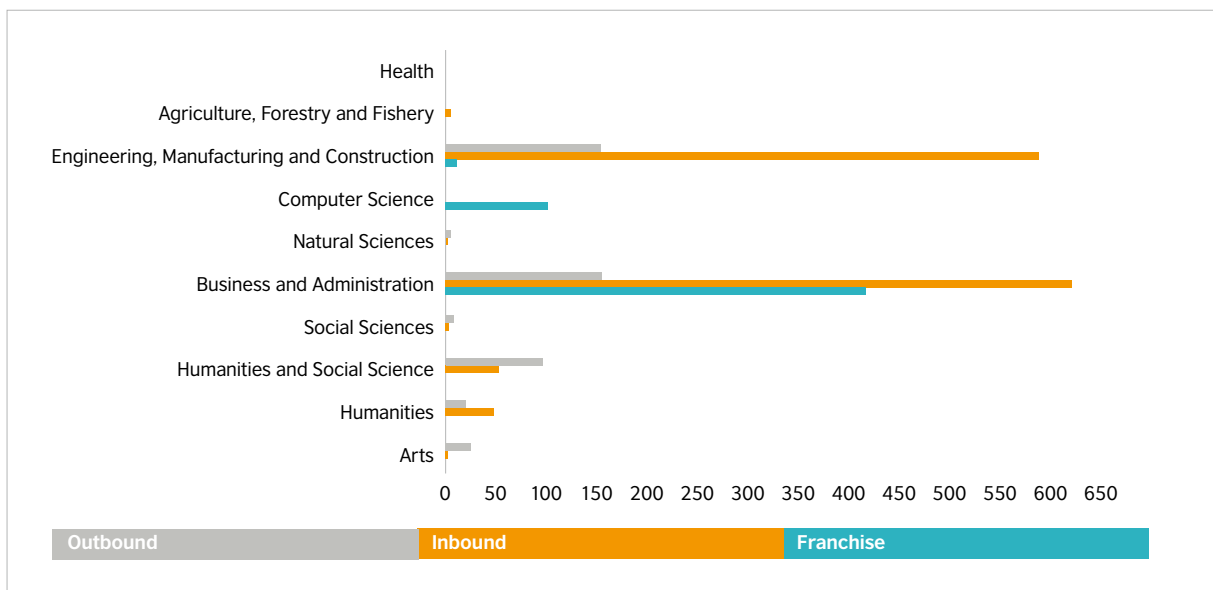
**Figure 5-I. Number of postgraduate students participating in TNE by field of study, 2016-2020 accumulated**
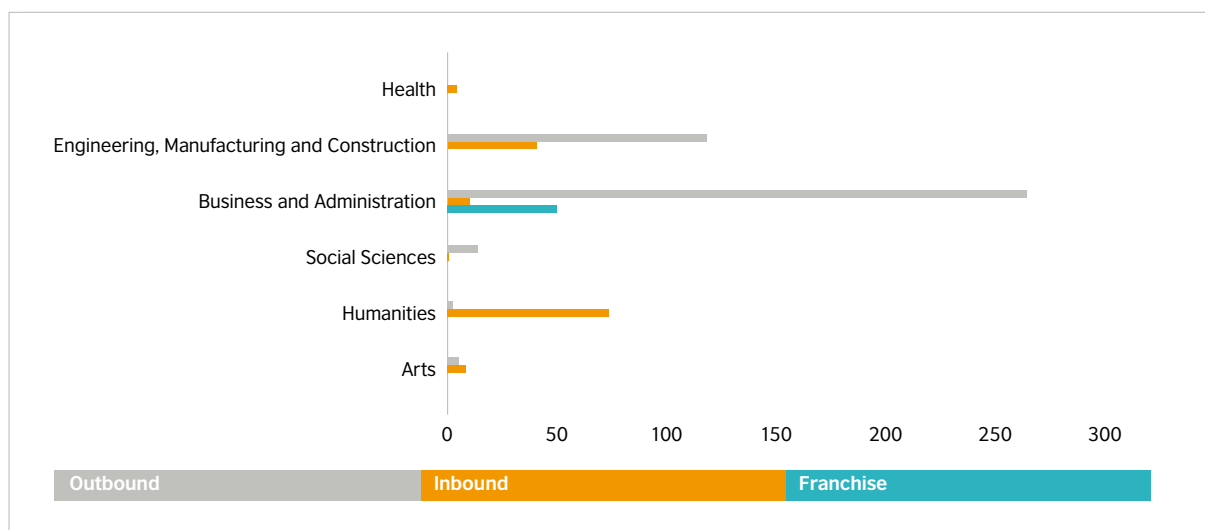


## 5.3 Governance of TNE Programme Operation

The overall management of TNE programmes is supervised by the International Offices in case of undergraduate programmes, including planning the main framework for programmes, ensuring relevant regulations are met, reviewing and signing TNE agreements, and managing VISAs. In addition, other administrative and academic departments cooperate with each other in terms of academic management and student management. In the case of postgraduate programmes, individual graduate schools usually manage the programmes by themselves. However, details of implementation differ slightly by institutions.

In all 18 universities interviewed, the International Office is the main actor for TNE programmes. Programme design and regulations management is done by the International Offices in 16 universities, by the Planning Office in one university, and by individual academic units in one university. One unique case is Inha University, where the offices for inbound and outbound programmes are divided. The outbound TNE programme is managed by the existing International Office, but the Global Education Project Group was created as a separate entity to manage the inbound dual degree programme and the programme run through overseas franchise.

In 14 universities, International Offices are in charge of identifying and signing agreements with partners for the TNE programmes, but in four universities, it is the task of individual colleges and departments. However, the review and approval of the MOU is supervised by the International Office in all universities.

VISA and student registration is undertaken by the International Office at all universities. Selection of students for TNE programmes is managed centrally by the International Office in 15 universities, but in three universities it is carried out by individual academic units.

Academic management such as credit recognition for students is done by the International Office in six universities, by other administrative departments such as the Academic Affairs Office and Center for Teaching and Learning in six universities, and by relevant academic units in remaining six universities. Scholarships and other tasks related to student management are managed by International Office in 12 universities, by Student Affairs Office in three universities, and by relevant academic units in three universities.

Postgraduate level TNE programmes are managed by relevant academic units in 10 universities, but in five out of the seven national universities and three private universities interviewed, programmes are centrally managed by International Offices.

In light of the above, we can identify total eight governance types for TNE in Korea.

Type 1 is completely centralised around the International Offices. Four universities belong to this type.

Type 2 through Type 6 are based on the cooperation between the International Offices and relevant academic units. Other than the International Office, other administrative offices are not actors in this type of operation. However, there is some difference in the weight of authority and responsibility between the International Office and academic units by type. In Type 2, the International Office plays a major role and academic units support. Type 3 is very similar to type 2, but there is a separate office dedicated to the franchise programme. In Type 4, the International Office has full control over the undergraduate programmes, but the postgraduate programme is managed by relevant graduate schools. Type 5 is the balanced cooperation between the International Office and academic units. In Type 6, academic units lead the TNE programme, and the International Office plays a supporting role. Nine universities belong to Type 2 through Type 6, and among these, Type 5 is most popular.

Type 7 is based on the cooperation between the International office and other administrative offices such as Office of Planning, Office of Academic Affairs, and Office of Student Affairs. In the sense that academic units are not involved in the programme operation, it is similar to Type 1. Two universities belong to this type.

Type 8 is based on the balanced cooperation among the International Office, other administrative offices, and academic units. Two universities belong to this type.

## Figure 5-m. Governance Types of TNE Programme Operation

**1**

International Office

**2**

International Office

Colleges and Departments

Graduate Schools

**3**

International Office

Global Education Project Group

Colleges and Departments

Graduate Schools

**4**

International Office

Graduate Schools

**5**

International Office

Colleges and Departments

Graduate Schools

**6**

International Office

Colleges and Departments

Graduate Schools

**7**

International Office

Other Administrative Office

**8**

International Office

Other Administrative Office

Colleges and Departments

Graduate Schools

# 6. MOTIVATIONS OF AND CHALLENGES FOR TNE IN KOREAN HIGHER EDUCATION

## 6.1 Drivers for TNE

TNE programmes in Korean universities, in the early stage, started from the personal network of university presidents and individual professors. With the leadership hat on, he/she was able to lead the establishment of the institution-wide TNE programmes in cooperation with the overseas institution he/she graduated from. At individual department level, individual professors mainly started dual-degree programmes by opening separate tracks within the department with their personal connections. In some cases, a separate TNE track established within the department has developed into an independent department dedicated to TNE.

As internationalisation progresses in Korean universities with the number of 'sister' universities and exchange students increasing, they began to seek new ways of cooperation to advance the internationalisation agenda in a more long-term and strategic manner. Universities have felt the need to diversify international exchange programmes beyond simple student exchanges to joint curriculum and joint research, and to improve the internationalisation index in university rankings and global reputation by improving the globalisation capacity of the institution as a whole.

Objectives for TNE seem to be significantly different for outbound programmes and inbound programmes. The outbound programmes aim to cultivate global talent by providing domestic students with various international experience and opportunities to work abroad or study abroad at more advanced level. The ultimate goal of this is to boost domestic student recruitment. In particular, as universities outside Seoul have difficulty attracting students due to the decrease in young population, they offer outbound TNE programmes as their strategy to attract students. The inbound programme, on the contrary, has simpler and clearer motivation of attracting international students and securing tuition income. In addition to the traditional method of recruitment, TNE programme has the advantage of diversifying the student recruitment routes, attracting higher quality international students and ensuring easier management of foreign students.

## 6.2 Challenges for TNE

In promoting and operating dual degree programmes in TNE format, the first challenge is **curriculum articulation or curriculum mapping**. This is due to the high degree of diversity in academic systems by countries, especially in credit system, credit requirement for graduation, and non-credit graduation requirements. For example, most undergraduate programmes run for three years mainly in European countries, while it takes four years in Korea, making it more difficult to match the curriculum. Students participating in TNE programmes have to meet the academic and graduation requirements of both

home and partner institutions, so the burden is often very high. Accordingly, there are cases in which students give up their home university degrees or drop out of the TNE programmes with partner universities. In order to map the curriculum, it is sometimes necessary to open additional courses, which is not always easy because the curricula are normally not very flexible and very difficult to revise. In addition, various new academic regulations need to be enacted, or existing academic regulations need to be amended to accommodate dual degree programmes. In this case, exceptions to the existing regulations need to be made. The increase in administrative burden this brings is making individual departments hesitant to open TNE programmes.

The second challenge is **tuition fees**. There are two problems in the case of outbound dual degree programme. First, students participating in dual degree programmes must enroll in both the home and the partner university and have to pay tuitions to both institutions. To relieve this burden on students, Korean universities usually waive the tuition of home university, and this results in losses in revenue for them. Especially Korean universities tend to fully waive home institutions' fee for students participating in outbound dual degree programmes with the US, the UK, Canadian, Hong Kong and Taiwanese universities.

**Table 6-a. Tuition Waiver Arrangement for Outbound Students by Partner Country**

| Partner Country | Home university Tuition | Partner university Tuition | No of TNE programmes |
|---|---|---|---|
| US | Full waiver | No waiver | 19 |
| | Full waiver | Partial waiver | 14 |
| | Partial waiver | No waiver | 2 |
| | No waiver | Full waiver | 1 |
| | No waiver | No waiver | 1 |
| Canada | Full waiver | Partial waiver | 1 |
| France | Partial waiver | Full waiver | 3 |
| | No waiver | Full waiver | 5 |
| Germany | No waiver | Full waiver | 2 |
| Netherlands | Full waiver | No waiver | 1 |
| UK | Full waiver | No waiver | 4 |
| | Full waiver | Partial waiver | 1 |
| | No waiver | No waiver | 1 |
| Japan | No waiver | Full waiver | 2 |
| | No waiver | No waiver | 2 |
| China | Full waiver | No waiver | 3 |
| | Partial waiver | No waiver | 2 |
| | No waiver | Full waiver | 2 |
| | No waiver | No waiver | 3 |
| Taiwan | Full waiver | No waiver | 3 |
| | Full waiver | Partial waiver | 1 |
| | Partial waiver | No waiver | 1 |
| Hong Kong | Full waiver | No waiver | 1 |

Note: Only TNE programmes of which tuition policy is identified are counted. Franchise programme is also not counted.

Next, students participating in dual degree programmes with universities in the United States and the United Kingdom have to bear higher tuition fees than those of Korean universities. According to OECD statistics, for bachelor's programmes, the average tuition level of UK and US universities are 2.5 times and 1.8 times higher respectively than that of Korean universities, and for master's programmes, the average tuition level of US universities is 1.9 times higher than that of Korean universities. Some universities require tuition payment to both home and partner universities, and even Korean universities which provide tuition waiver to the students participating in the TNE programme also require students to pay tuitions to home university if their specified study period exceeds. However, due to the discrepancy in academic system and graduation requirements between Korea and partner countries, some students are not able to finish within the original set period, for instance, 2 years in 2+2 programme and 1 year in 3+1 programme. In addition, students require a lot of extra living expenses.

This explains the inevitably low demand for outbound dual degree programmes among Korean students. Especially students of prestigious Korean universities tend to think dual degree programmes do not give real return for the cost. The annual average number of outbound students for both undergraduate and postgraduate levels in five universities interviewed, which are regarded as top 10 universities in Korea, is just four per institution during 2016-2020.

The third challenge is **language barrier**. In order to establish inbound and reciprocal dual degree programmes with North American or European partners, the curriculum must be delivered in English, but the proportion of lectures delivered in English in Korea has been stagnant at best, if not decreasing. On the contrary, inbound dual degree programmes with Asian universities are often operated as the Korean track. However, participating students often lack Korean language proficiency, making it necessary to open separate Korean language courses for incoming foreign students. The reality is that the overall quality of inbound students is lower than expected, making it difficult to teach. This also makes academic units play passive role in participating in TNE programmes.

The fourth challenge is **internal cooperation**. In many Korean universities, there is a widespread perception that international programmes are entirely run by the International Offices, and internationalisation is not recognised as the core mission of the entire institution. Accordingly, other administrative offices than the International Offices lack understanding of internationalisation, and internal cooperation is not smooth enough. In addition, in some universities, staff in charge of the TNE programmes are frequently replaced, which hinders the continuity and level of professionalism, often resulting in the closure of existing programmes without being sustained. In particular, Korean HEIs' overall readiness for internationalisation, such as use of English as medium of instruction, bilingual campus environment, and quality of dormitory for international students, seems to be below ideal standards. More fundamentally, the level of global competency of the university

members as a whole community is estimated to be rather low. "Comprehensive Internationalisation[2]" strategy as institution-wide efforts rather than sole effort of the International Office is needed to achieve "Internationalisation at Home."

**Figure 6-a. Comprehensive Internationalisation Model**



Source: American Council on Education (www.acenet.edu)

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2 Comprehensive internationalisation is a strategic, coordinated process that seeks to align and integrate policies, programmes, and initiatives to position colleges and universities as more globally oriented and internationally connected (American Council on Education).

# 7. BEST PRACTICES OF TNE PROGRAMMES IN KOREA

## 7.1 Overseas Franchise Programme of Inha University in Tashkent (IUT)

### Overview

With the support of the Uzbekistan Government, IUT was established in Uzbekistan's capital city of Tashkent, to provide specialised IT education programmes. IUT opened on 2 October 2014 based upon an agreement on the establishment and support of IUT between the Uzbekistan Government and Inha University. Inha University directed the establishment of IUT which included the university structure, educational system, and campus construction. Currently, Inha University is solely responsible for IUT curricula development and implementation.

### History

• December 2013: "Letter of Intent" signed for the comprehensive development of education.

• February 2014: MOU signed for the establishment and operation of IUT

• October 2014: IUT opened in Tashkent, Uzbekistan

• September 2016: School of Logistics opened

• June 2017: Inha-IUT [3+1] Joint Programme started

• August 2018: The first graduation ceremony

### Programme Structure

• School of Computer and Information Engineering (SOCIE)

    - Department of Computer Science and Software Engineering (CSE)

    - Department of Information and Communication Engineering (ICE)

• School of Logistics (SOL)

• IUT MBA in Digital Transformation

• IUT's SOL(School of Logistics) has been accredited with AACSB (Association to Advance Collegiate Schools of Business) and SOCIE(School of Computer and Information Engineering) is preparing for ABEEK(Accreditation Board of Engineering Education of Korea) accreditation.

### Student Enrollment

358 First-year students, 407 Second-year students, 307 Third-year students, 242 Fourth-year students (Total 1,314) as of March 2019.

**Professors**

24 professors dispatched from Inha University, 12 professors recruited by IUT (Total 36, including First Vice-Rector) as of March 2019

To ensure the quality of education, the First Vice Rector of IUT, dispatched by Inha University, has an exclusive authority over IUT's academic management.

**Delivery of IUT Curricula**

Lecture content and methods are consistent with Inha University's, and student evaluations are consistent with Inha University's. The academic year consists of two semesters and starts in the fall. Lectures are delivered in English only.

To achieve fairness, Inha University carries out whole process of entrance exams on behalf of IUT. IUT's SOL(School of Logistics) has been accredited with AACSB (Association to Advance Collegiate Schools of Business) and SOCIE(School of Computer and Information Engineering) is preparing for ABEEK(Accreditation Board of Engineering Education of Korea) accreditation.

**Tuition (2021-2022 Academic year)**

School of Computer and Information Engineering (SOCIE)
- Domestic Students 30,000UZS, International Students 5,000USD
School of Logistics (SOL)
- Domestic Students 31,500UZS, International Students 5,250USD
IUT MBA in Digital Transformation
- Domestic Students 46,500UZS, International Students 5,900USD

**Plan for Virtual Programme**

If Uzbekistan Government permits, it is possible to convert part of the programme into virtual. However, rather than full online courses, blended classes are more desired.

## 7.2 Franchise Programme between Seoul National University of Science and Technology (SeoulTech) and Northumbria University, UK

**Background**

College of Business and Technology at Seoul National University of Science and Technology (SeoulTech) and Northumbria University in Newcastle, UK launched a Northumbria-validated BSc (Hons) and Manufacturing Systems and Design Engineering (MSDE) degree at SeoulTech in 2000. SeoulTech had a strong desire to upgrade its quality of education and raise its international profile, while Northumbria University had already recognised the value of partnerships with overseas educational institutions.

## History

- October 1997: The audit team of SeoulTech visited UK and performed a preliminary audit.
- July 1998: The audit team from the UK visited SeoulTech to perform preliminary audit and prepare educational programme.
- February 1999: Received review results and operation instruction on UNN Programme from the Ministry of Education.
- July 1999: Dual degree agreement signed between SeoulTech and NU.
- February 2000: Selection of 17 freshmen students
- February 2004: The 1st Graduation ceremony

## Programme Structure

0+4 scheme: A validated programme, defined by Northumbria as a programme developed, designed, delivered, assessed and managed by another institution and its staff but approved and quality assured by Northumbria as leading to one of its awards. Seoul Tech students completing the degree receive a Northumbria diploma and have the option to complete nine additional credits for a SeoulTech degree. Almost all students complete both degrees. During 5th and 6th semesters, students can study at Northumbria University.

- SeoulTech: Department of Manufacturing Systems and Design Engineering (MSDE), Bachelor of Engineering
- SeoulTech: IT Management (ITM) Programme under the Department of Industrial and System Engineering, Bachelor of Engineering
- Northumbria University: BSc (Hons)
- Northumbria University: Information Technology Management for Business (ITMB) Programme, BSc (Hons) IT Management

## Language of Instruction

All major courses are taught in English.

## Plan for Virtual Programme

There is no plan for converting to virtual programme yet, because of the lack of student demands.

## 7.3 Dual Degree Programme betweeb Hankook University of Foreign Studies (HUFS) and UN-Mandate University for Peace (UPEACE)

### Background

The Graduate School of International and Area Studies (GSIA) of Hankook University of Foreign Studies (HUFS) built close relations with the UN-Mandate University for PEACE (UPEACE) operated by the UN organisation to serve as a hub for exchange, cooperation, and research for world peace, to get closer to international organisations, and to cultivate the capacity for globalisation. UN Peace University is a UN-affiliated university established as a treaty body by resolution of the UN General Assembly (5 December 1980). As an international organisation and higher education institution ratified by 36 countries, it fosters human resources in accordance with the spirit and ideology of the Charter of the United Nations. UN Peace University is composed of the US cooperative campus and the Philippines campus, with the Costa Rica campus serving as functional headquarters.

### Programme Structure

• 0.5 (HUFS) + 1 (UPEACE) + 0.5 (HUFS) scheme
• International Law and Human Rights (Master of Laws)
• Media, Peace and Conflict Studies (MA in Communication)
• Sustainable Development (MA in International Development Studies)

### Language of Instruction

• English

### Scholarship

All Students of UPEACE Department will receive UPEACE Scholarship (Full, Half, 2.2~1.5 Million KRW) while studying at HUFS based on the admission evaluation or GPA in the previous semester. 50 per cent UPEACE Tuition is waived while studying at UPEACE.

### Plan for Virtual Programme

There is no plan for the conversion to virtual programme yet.

# 8. FUTURE OUTLOOK FOR TNE IN POST-COVID ERA

## 8.1 Future Plans for Expanding TNE Partnerships

Among 18 universities interviewed for this research, ten universities have strong interest or tangible plans on expanding current dual degree programmes, and one university has a plan to establish a new franchise programme with Vietnamese partners. However, three universities are somewhat passive in expanding TNE programmes, having a stance that they will support if academic units take the initiative. Five universities are even skeptical in expanding TNE partnerships since there is no major increase in demand from students and administrative burden for the academic units is significant.

If expansion happens, Korean HEIs are more interested in expanding dual degree programmes at undergraduate level rather than the postgraduate level. For outbound programmes, most preferred partner countries are the US and the UK, but Japan and other European countries such as France, Germany and Scandinavian countries are also recognised as important potential partner countries. In terms of the fields of study, business administration field is the top priority for the outbound dual degree programme. The 3+1 scheme is also considered a good option for expanding the current 2+2 dual degree programme.

For inbound programmes, China, Mongolia, and Central Asian countries like Uzbekistan are preferred as partner countries, with rising interest in Eastern European countries. In terms of the fields of study, business administration is considered as a target field for Chinese partners, while engineering is the priority field for Mongolian and Uzbekistan universities. In terms of scheme of the programme, 2+2 scheme is most preferred.

For reciprocal programmes, Korean institutions have higher interest in working with universities in the US and Europe such as the UK, France, Germany and Sweden. For reciprocal programmes, business administration and engineering fields are considered to be best suited for collaborative programmes.

At postgraduate level, the reciprocal programme is preferred to one-way programmes in the field such as business, media communication, design, and electrical and electronic engineering.

## 8.2 Future Outlook for Online or Blended TNE Programmes

Since the first outbreak of COVID-19 in Korea on 21 January, 2020, Korean universities have gradually converted to online teaching, and it is expected to continue until end of this year, with some exception in practical subjects in science and engineering and art and music fields.

In light of the experiences so far, most universities interviewed are keen to implement online or blended TNE programmes. However, their interest and commitment are only at conceptual level, and few have concrete action plans. Two universities do not even express any interest in online TNE approaches.

There are several reasons why Korean HEIs are not as active as many would expect in online TNE programmes. First, to establish online TNE programmes it is necessary to get university-wide support to ensure relevant online teaching facilities and diverse online educational contents are in place. This takes time and huge investment, and requires full cooperation from faculty members. This is why Korean HEIs are currently requesting Ministry of Education funding for this. Realistically, Korean universities think that starting online delivery for outbound TNE programmes first is feasible approach. For inbound programmes, universities are considering implementing the online programme in short-term programmes first and then expanding into dual degree programmes.

Secondly, students tend to prefer offline programmes to online programmes for TNE, since for them, TNE programme is far more than the learning itself. Students value the opportunity for life, campus experience, and employment abroad, that cannot be experienced in Korea without long-term overseas dispatch. Besides, learning cannot be complete only with classroom lectures and activities. Non-credit, extracurricular programme is becoming more important in the holistic learning process. But we still do not find effective way of doing experiential learning online. This explains the low student demand as well as institutions' concern on online TNE programmes.

Thirdly, or more fundamentally, there are still doubts on the quality of online classes and concerns about the possibly low learning outcomes. Many students do complain that the quality of online teaching is not the same as that of offline lectures. Although currently almost all courses are converted online not to reduce the scope of course and choices for students, it all happened during extremely short period of time, and obviously not all the professors are equally ready for, nor good at virtual conversion.

Lastly, there is also practical difficulties of attending synchronous online learning happening in different time zones, especially programmes run with partners in Europe and North America.

Despite all the concerns, two universities are currently pursuing inbound online TNE programmes with the Chinese and Uzbekistan partners in the field of business administration and engineering, although they are still waiting for the permission from Chinese and Uzbekistan governments. In addition, one university is currently designing an outbound programme with a Chinese partner institution in the field of Chinese language and culture.

# 9. IMPLICATIONS FOR UK UNIVERSITIES ON FUTURE COOPERATION

Compared to the US, the UK does not have a strong position as a partner country for TNE in Korea. Among the 129 TNE programmes in the 18 universities interviewed, only seven programmes are run with UK universities, while a total of 44 programmes are with US universities.

The relative less attractiveness of UK universities as a TNE partner could be due to the low volume of existing student exchanges between two countries. The number of exchange students coming from the UK to Korea is significantly smaller than that of from the US, France and Germany. There is also a huge imbalance in the number of inbound vs outbound student mobility between UK and Korea. Although the gap has been greatly reduced recently, the imbalance is still quite high compared to the US, France, and Germany.

**Figure 9-a. Volume of exchange students by country**
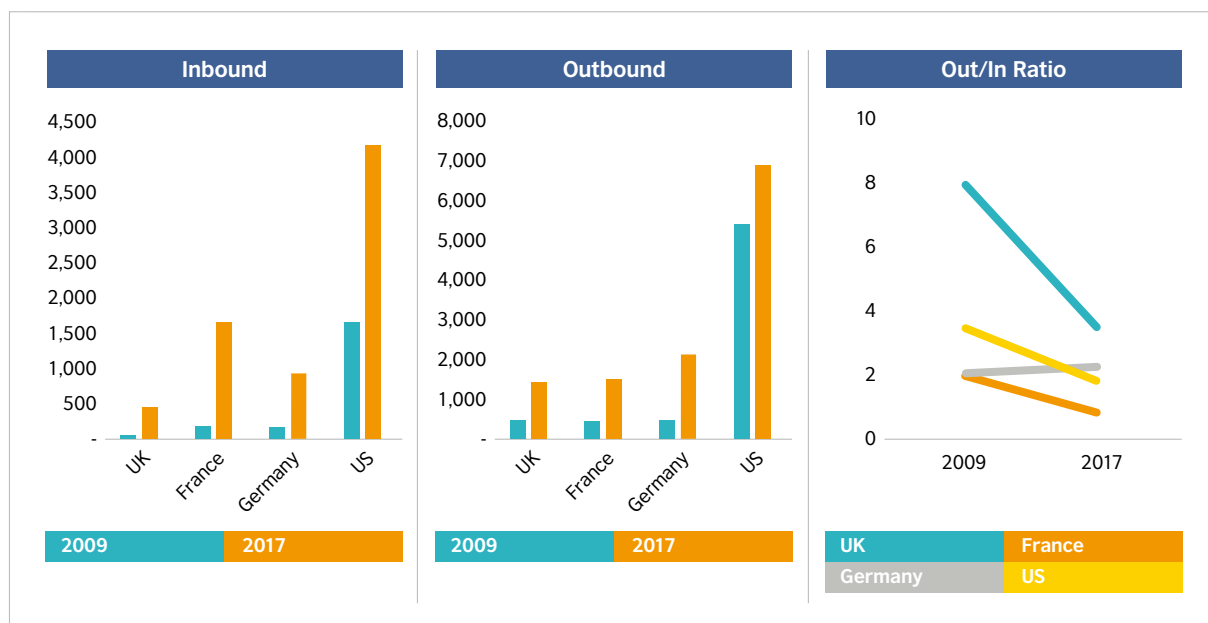


Source: KCUE database

Besides the size of student exchanges, the interest in the UK as a study destination in general is increasing at a slower pace in Korea than in other Asian countries. The number of Korean students enrolled in UK degree programmes has been increasing steadily despite the mature nature of Korea as a market, but very slowly if compared to the average speed of growth of total Asian students' enrollment in the UK fueled by the rapid growth of their market themselves. Accordingly, the proportion of Korean students out of total Asian students enrollment in UK degree programmes

has been low and even decreasing at less than 3.5 per cent at undergraduate and less than 1.5 per cent at postgraduate level, while Asian students account for up to 60 per cent of total international students in the UK at undergraduate level and 45 per cent at post-graduate level and increasing even further.

**Figure 9-b. Korean and Asian student enrollment in UK higher education**
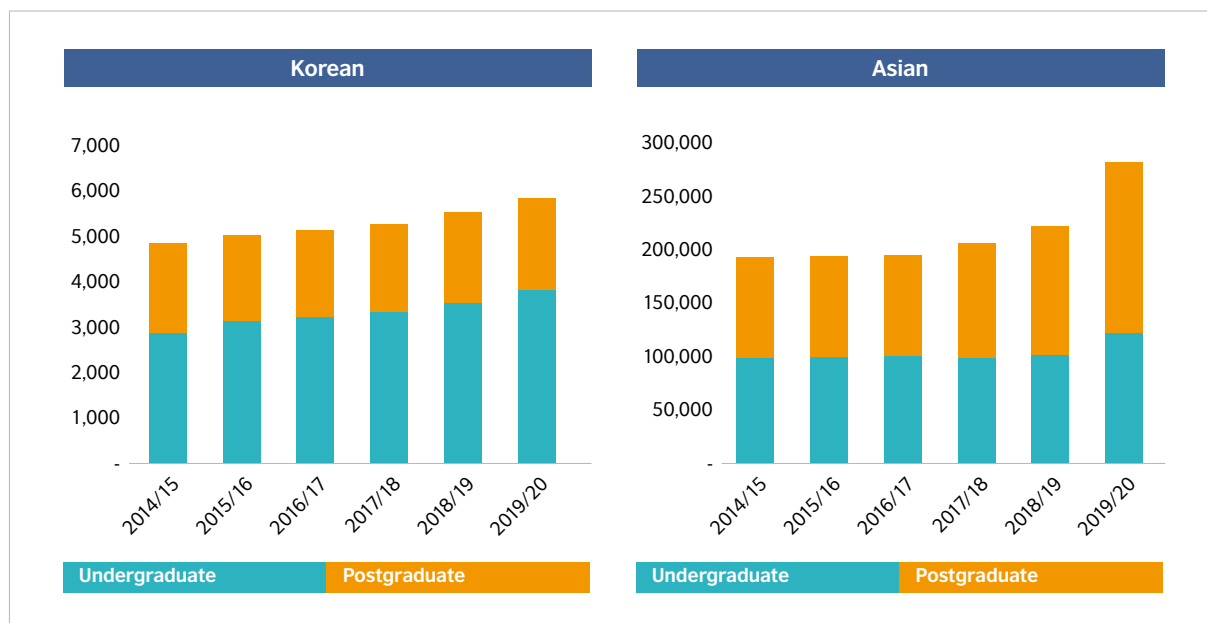


Source: UK Higher Education Statistical Agency (hesa.ac.uk)

**Figure 9-c. Proportion of Korean and Asian student enrollment in UK higher education**
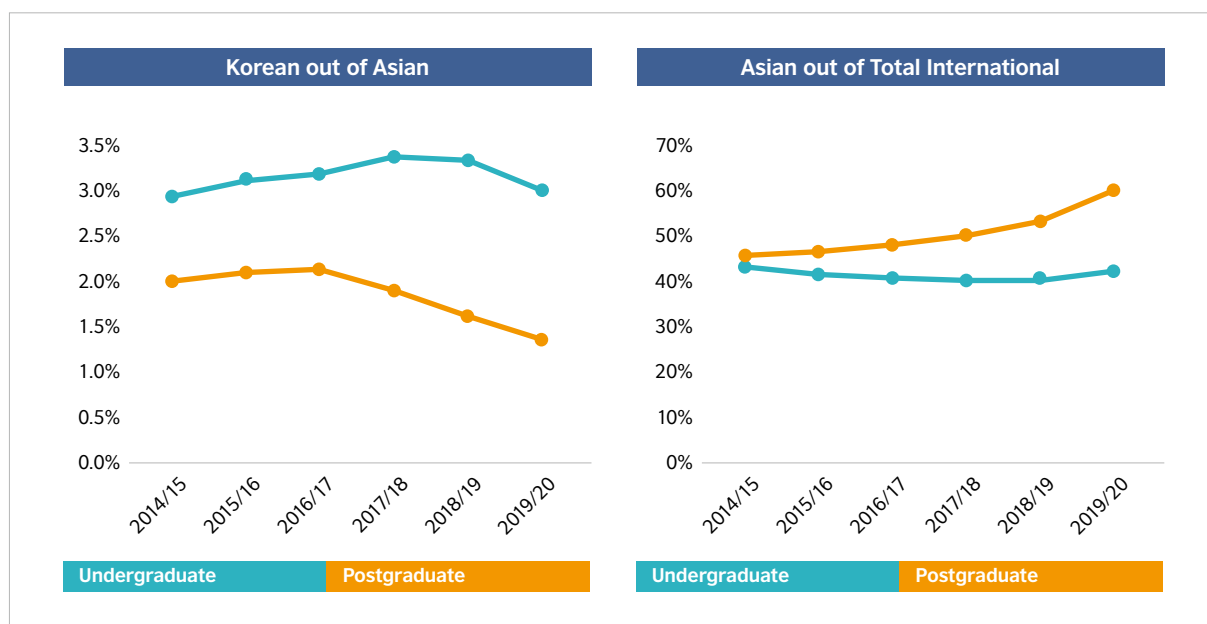


Source: UK Higher Education Statistical Agency (hesa.ac.uk)

What could explain the low volume of student mobility between Korea and the UK? Among British students, Korea remains relatively less known compared to China and Japan, while UK as a country lacks sufficient historical links to Korea to be a preferred overseas destination for institutions in Korea. On the other hand, the US benefits from the abundant personal network with Korean faculty who studied in the US, which creates natural awareness and loyalty towards the US HEIs. Furthermore, compared to other G7 countries in Europe, the tuition level of UK universities is very high, and when compared with other English-speaking destinations, the UK is perceived as more expensive by students wishing to do joint/dual degrees there both in terms of the cost of living and tuition fees.

From the institutional perspective, most Korean HEIs want to have reciprocal partnership and dual degree programmes rather than one-way exchange especially with European partners. However, only two reciprocal dual degree programmes with the UK were identified through this research. Furthermore, the perception that UK partner institutions are not very flexible in curriculum mapping also makes Korean institutions hesitate to initiate TNE partnerships with the UK.

Therefore, in order to enable more TNE partnership between UK and Korean HEIs, financial support through mutual tuition waiver and scholarship could be of help. Among the seven TNE programmes with UK universities researched and currently implemented, there is only one programme where UK institution gives partial tuition waive to Korean students. However, students in the programmes with French and German universities benefit from full tuitions waiver, based on reciprocal exchange schemes. Students in those programmes do not need to bear the burden of paying double tuition fees, while Korean universities do not need to suffer from tuition revenue loss.

The language barrier is an ongoing hurdle for both Korean students and professors, since English is not used as a daily language in Korea. Although English proficiency of students is steadily improving and many faculty members are educated in English-speaking countries, it is still very difficult to convert the language of instruction fully into English, and in fact, the proportion of courses delivered in English is stagnant, if not decreasing.

It is the reality that Korean universities and students are still not fully ready to accept virtual TNE programmes. However, it is also true that Korean students and professors are getting increasingly used to virtual learning environments due to COVID-19 crisis, and most Korean universities are well equipped with online teaching facilities and online learning management systems. The recent policy changes of the Ministry of Education towards digitalisation of education are of course a meaningful plus sign.

Therefore, projects like Collaborative Online International Learning (COIL) between universities in Korea and the UK could be a good catalyst for partner institutions to familiarise themselves with one another and initiate collaboration. There are four essential dimensions in converting physical student exchange programmes into virtual ones: 1) collaborative exercise of teachers and students, 2) the use of online technology and interaction, 3) potential international dimensions, and 4) integration into the learning process .

COIL, also known as Globally Networked Learning, Virtual Exchange, Virtual Mobility, or Tele-collaboration, aims to connect different learning activities at different institutions and countries online, so that professors teach jointly and students learn jointly. In other words, it is a model to cultivate intercultural competencies of students by developing a multicultural learning environment that connects lectures at HEIs in different countries. The difficulty of implementing conventional student mobility programmes due to the recent restriction on physical mobility stress the necessity for COIL, which provides joint education by connecting online spaces between countries.

Because COIL is a link between two or more professors in different countries to add international or multicultural dimension to their existing subject, the teaching method must be designed so that both the academic learning objectives and the goal of intercultural exchange can be achieved through the collaboration. Therefore, faculty members must share their learning outcomes and syllabuses to incorporate these new international elements. In particular, care should be taken to clearly state in the syllabus the necessity of collaboration among students and professors, and to develop activities that promote mutual exchanges and cooperation among students. COIL should naturally take blended approaches. Face-to-face learning is conducted for each student in home classrooms, combined with online learning for collaborative activities between students sitting in different classrooms across countries.

Adopting and increasing COIL could also support the increase in the use of English as medium of instruction in Korea. Since it is extremely difficult to open programmes fully delivered in English solely by Korean professors, joint teaching with professors from English-speaking partner country using COIL could alleviate the burden on Korean faculty. In addition, COIL will make it much easier to map the curriculum and encourage students to participate in joint/dual degree programmes. Going further, joint designing of syllabus, joint teaching by professors, and multicultural learning among students through COIL could enable students and professors to understand each other and build deeper networks for collaborative research. This will help create shared objectives and could eventually lead to more formal partnerships like TNE programmes.

Even after the COVID-19 situation has improved considerably and physical movement between countries becomes possible, COIL will remain to be an effective means of global education. Since there is no major investment in resources required, COIL will allow more students access to

international experience than physical programmes and can be used during regular semesters. Physical exchanges can still be conducted for short-term summer and/or winter sessions in line with regular semesters in the beginning or end of them. This kind of hybrid model will be able to maximise the effectiveness of both COIL and physical exchange programmes.

Organisations like the British Council could play a role as a facilitators of collaboration for COIL between Korean and UK HEIs, as connecting the courses in different HEIs in different countries is critical in implementing COIL programmes. British Council is also well-positioned to help matching the demand for and supply of partnerships between Korean and UK institutions by collecting and sharing information on institutions keen to start new TNE partnerships as well as by creating convening ground for them to initiate new partnerships.

# APPENDIX - ARTICLES OF LAWS AND REGULATIONS RELATED TO TNE PROGRAMMES

## Joint/Dual Degree Programmes

### Higher Education Act (enforcement date Oct. 24, 2019, Act No. 16330)

**Article 21 (Operation of Curriculum)**

(1) Schools shall operate curriculums, as determined by school regulations: Provided that any curriculum operated jointly with domestic or foreign universities shall be prescribed by Presidential Decree.

**Article 23 (Recognition, etc. of Credits)**

(1) Any of the following students (including those prior to his/her entry to relevant schools) may be deemed to have earned credits at relevant schools, as prescribed by school regulations, within the scope prescribed by Presidential Decree:

1. Where he/she has earned credits in any other domestic or foreign school;

### Enforcement Decree of Higher Education Act (enforcement date Jun. 19, 2019, Presidential Decree No. 29863)

**Article 13 (Joint Operation of Courses by Domestic Universities and Foreign Universities)**

(1) Universities or colleges, industrial colleges, teacher's colleges, junior colleges, technical colleges, air colleges, correspondence colleges, air and correspondence universities and cyber colleges (hereinafter referred to as "cyber colleges"), and various schools designated by the Minister of Education pursuant to Article 59 (4) of the Act shall offer curricula pursuant to the proviso to Article 21 (1) of the Act and may also operate the following courses jointly with other domestic or foreign universities (limited to foreign universities accredited by the relevant foreign countries or foreign accreditation agencies).

1. Universities or colleges, industrial colleges, and teachers' colleges: bachelor's degree courses or master's degree courses;

2. Cyber colleges: Associate degree courses, bachelor's degree courses and master's degree courses;

3. Junior colleges: Associate degree courses, bachelor's degree courses or advanced major courses for which bachelor's degrees are awarded;

4. Technical colleges and various other schools designated by the Minister of Education pursuant to Article 59 (4) of the Act: Associate degree courses or bachelor's degree courses.

(2) Degrees by school the curricula of which are jointly operated with foreign universities pursuant to paragraph (1) shall be awarded in accordance with Articles 35 and 50 (including cases applicable mutatis mutandis in Article 59 (4)), 50-2, 50-3, 54, and 58 of the Act: Provided that, if necessary, a degree may be jointly awarded and also carries the name of not only a domestic university, the primary operator of such programmes, but also another domestic university or a foreign university that jointly operates the curricula.

**Article 15 (Scope of and Standards for Recognition of Credits)**

(1) "The scope prescribed by Presidential Decree" in Article 23 (1) of the Act means the scope classified in the following: Provided, That it shall not exceed 3/4 of the credits required for graduation, in cases falling under both subparagraphs 1 (a) and 3; and it shall not exceed 1/2 of the credits required for graduation, in cases falling under both subparagraphs 1 (c) and 3:

1. In cases falling under Article 23 (1) 1 through 3 or 5 of the Act: The following relevant credits:

(a) Where a student completes an educational course offered by the relevant school jointly with a foreign university pursuant to Article 13 (1), through which academic degrees of both the relevant school and the foreign university can be simultaneously awarded or an academic degree can be awarded by the relevant school jointly with the foreign university: Not more than 3/4 of the credits required for graduation;

## Branch Campus

**Higher Education Act (enforcement date Oct. 24, 2019, Act No. 16330)**

**Article 24 (Branch Schools)**

Any founder or operator of a school may establish branch schools in the Republic of Korea or any foreign country after obtaining authorization from the Minister of Education, as prescribed by Presidential Decree.

The Special Act on Establishment and Management of Foreign Educational Institutions in Free Economic Zones and JEJU Free International City (enforcement date May 29, 2016, Act No. 14147)

**Article 3 (Relationship to Other Acts)**

Except as otherwise provided in this Act, foreign educational institutions to be established under this Act shall not be subject to the Early Childhood Education Act, the Elementary and Secondary Education Act, the Higher Education Act, and the Private School Act.

**Article 5 (Approval for Establishment)**

(1) A foreign educational foundation who seeks to establish a foreign educational institution shall meet the standards for establishment, including facilities and equipment as prescribed by the Presidential Decree, obtain an approval from the Minister of Education, and acquire recommendations of the persons under the following subparagraphs:

1. The head of the administrative agency as prescribed in Article 27 (3) of the Special Act on Designation and Management of Free Economic Zones, for foreign educational institutions to be established in Free Economic Zones;

2. The Governor of Jeju Special Self-Governing Province for foreign educational institutions to be established in Jeju Special Self-Governing Province.

(2) When intending to apply for an approval for establishment of a foreign educational institution under the provisions of paragraph (1), the foreign educational foundation shall submit an application form to the Minister of Education, along with attached documents containing the trading name, the purpose of establishment, an educational management plan, etc. as prescribed by the Presidential Decree.

(3) The approval under the provisions of paragraph (1) may be issued subject to conditions.

(4) The head of the foreign educational institution shall obtain the approval from the Minister of Education in advance when intending to modify matters in the establishment approval, including the trading name, the purpose of establishment, the school building and site, and other important matters as prescribed by the Presidential Decree.

(5) Procedures for establishment approvals of foreign educational institutions and other necessary matters concerning establishment shall be determined by the Presidential Decree.

**Article 10 (Student Quota)**

(1)The quota for students of a foreign educational institution shall be set by the head of that foreign educational institution, except for quotas relating to the fostering of human resources, including teachers, medical personnel, pharmacists, and medical technicians, as prescribed by the Presidential Decree.

**Article 11 (Recognition of Scholastic Ability)**

(2) Any person who graduates from a foreign educational institution corresponding to a university or junior college level under the provisions of Article 2 of the Higher Education Act shall be deemed to have the same scholastic attainment as a person who has graduated from the corresponding school in the Republic of Korea.

**Article 16 (Approval for Closure of Foreign Educational Institution)**

The head of a foreign educational foundation or a foreign educational institution shall obtain an approval from the Minister of Education in order to shut down the foreign educational institution.

**Enforcement Decree of the Special Act on Establishment and Management of Foreign Educational Institutions in Free Economic Zones and JEJU Free International City (enforcement date Apr. 19, 2018, Presidential Decree No. 28811)**

**Article 2 (Standards for Facilities, Equipment, and Others for Establishing Foreign Educational Institutions)**

(2) The standards for establishing a foreign educational institution equivalent to a school (including graduate school universities under Article 30 of the same Act; hereinafter the same applies) under Article 2 of the Higher Education Act, among the standards for facilities, equipment, and others for establishing foreign educational institutions under Article 5 (1) of the Act, shall be as follows:

1. Securing classrooms, laboratories, professors' offices, libraries, etc. in the school building (including rental thereof) as prescribed in Article 4 of the Regulations on Establishment and Management of Universities;

2. Securing school sites (including rental thereof) as prescribed in Article 5 of the Regulations on Establishment and Management of Universities;

3. Securing teachers as prescribed in Article 6 of the Regulations on Establishment and Management of Universities;

4. Securing basic properties for profit, the value of which is equivalent to the annual operating revenues of the school account, or subscribing to guaranty insurance, the insurance money of which is equivalent to the value of the annual operating revenues of the school account, under Article 7 (excluding the part concerning the obligation to secure an amount specified in each subparagraph of paragraph (1) of the same Article) of the Regulations on Establishment and Management of Universities.

(3) Where a foreign school foundation establishes a foreign educational institution that meets the same level of standards applicable to the schools established in the foreign country, in accordance with the standards determined and publicly announced by the Minister of Education, taking the statutes, etc. of a foreign country into consideration, the foreign school foundation shall, notwithstanding the provisions of paragraphs (1) 1 through 3 and (2) 1 through 3, be regarded as having satisfied the standards for establishment provided in the relevant subparagraph, respectively.

(4) When it is intended to increase the number of classes or the student quota or to establish new departments or faculties of a foreign educational institution, the school as a whole including the increased or established portion shall meet the standards as prescribed in this Decree.

**Article 2-2 (Special Cases concerning Foreign Educational Institutions Equivalent to Graduate School Universities and Colleges)**

(1) In applying Article 2 (2) 1 to a foreign educational institution which is equivalent to a school prescribed in Article 2 of the Higher Education Act, the term "1000 persons" under the latter part of Article 4 (3) of the Regulations on Establishment and Management of Universities shall be construed as "400 persons", and the term "200 persons" thereunder as "100 persons", respectively.

(2) In the case of a foreign educational institution which is equivalent to a graduate school university prescribed in Article 30 of the Higher Education Act, school buildings and school sites under Article 2 (2) 1 and 2 may be secured, leasing part of the buildings and part of land appurtenant thereto.

**Article 3 (Application for Approval for Establishing Foreign Educational Institutions)**

(1) Pursuant to Article 5 (2) of the Act, any person who intends to establish a foreign educational institution shall prepare documents stating the following matters and apply to the Minister of Education for approval of the establishment of the foreign educational institution by no later than 12 months prior to the scheduled date of opening of the foreign educational institution:


1. Title;

2. Purpose of establishment;

3. Location;

4. Representative;

5. School regulations;

6. Charter of the school;

7. Management plans for academic affairs (including departments, majors, student quota, curricula, etc.);

8. Financial plans for four years from the year the school opens;

9. Present condition of school buildings;

10. Present condition of facilities, including equipment for experiments and practical exercises;

11. Present condition of basic properties for profit;

12. List of teachers;

13. Scheduled date of opening of schools;

14. Plans for annexed schools, if any;

15. Certificate of verification for establishment plans of the foreign school foundation for the foreign educational institution;

16. Written accord concerning the establishment and management of the foreign educational institution, concluded between the said institution and a Free Economic Zone, or between the said institution and Jeju Free International City.

(2) When a person who intends to establish a foreign educational institution applies for approval for establishing the foreign educational institution under paragraph (1), the Minister of Education shall approve the application after deliberation by the Deliberation Committee for Establishment of Foreign Educational Institutions prescribed in Article 4: Provided, That an application for approval for establishing a foreign educational institution in a Free Economic Zone shall undergo deliberation by the Deliberation Committee for Establishment of Foreign Educational Institutions,

prior to deliberation and resolution by the Free Economic Zone Committee provided in Article 22 (2) of the Special Act on Designation and Management of Free Economic Zones.

(3) The Minister of Education shall notify an applicant of as to whether an application is approved under paragraph (2), by no later than 6 months prior to the scheduled date of opening of a foreign educational institution.

**Article 6 (Standards for Reviewing Establishment of Foreign Educational Institutions)**

In examining the matters concerning the establishment of foreign educational institutions, the Committee shall include the following matters:

1. Standards for facilities, equipment, and others for establishment as prescribed in Article 2;

2. Legal status of founders of foreign educational institutions in their home countries;

3. International reputation of the academic fields to be established and managed;

4. Feasibility and practicality of plans for establishment and management;

5. Founding philosophy of the schools;

6. Demand for education and conditions of location of the prospected school site.