


Every Child is Our Child

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|  <b>교육부</b>  <b>보다나온 교육부</b> |                 | <b>Press Release</b> |
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## The 19th Ministerial Conference on Social Relations and the 7th Conference on Human Investment and Talent Development

◆ Presenting the model case in the artificial intelligence era, Change of learning environment, Discussion on “Direction in Education Policy and Key Tasks in the Artificial Intelligence Era” for the innovative policy-making.

□ The Ministry of Education (Deputy Prime Minister and Minister of Education Yoo Eun-hae) will hold the 19th Ministerial Conference on Social Relations and the 7th Conference on Human Investment Talent Development at the Seoul Government Complex on November 20 (Friday).

## **"Educational Policy Direction and Key Tasks in the Artificial Intelligence Era"**

□ This plan was initiated by the development of artificial intelligence and digital transformation in the midst of the COVID-19 situation. As the society is faced with societal, economical, and cultural changes, it presented a new direction of future education policy.

○ "Realizing the educational paradigm where human and futuristic values come first" is the key vision for the plan.

□ First of all, in the artificial intelligence era, this plan has set three main policy directions: 1) Development of "emotional and creative talent," 2) Creation of "individual learning environment," 3) Implementation of "warm intelligent policy."

○ First is the development of "emotional and creative talent."

- Since artificial intelligence finds answers faster and more accurately than humans, it is necessary to nurture students who can come up with creative questions, not as mere followers of definite answer."

- In addition, it is important to have abilities to understand and

sympathize with human emotions, communicate and collaborate with others and to have ethical judgment on artificial intelligence.

○ Second, the learning environment is expected to change into an "individual learning environment,"

- Using technologies such as artificial intelligence, education will be provided to meet each students' unique situation, level and characteristics. Also, the use of technology will be highly encouraged to support the students in the vulnerable class and narrow the educational gap.

○ Third, the policy-making process will pursue the implementation of "warm intelligent policy."

- This will create data-driven policy and support blind spots in the education field through utilizing various data sources which will allow the expansion of the basic rights of inclusive and equitable education for all.

□ For the main initiative, first of all, is to emphasize independence and to value human dignity.

○ The Ministry of Education plans to continue to stress that the main role of public education for future is to develop one's own path in the artificial

intelligence era and nurture people with ethical attitudes that value human dignity.

- The revised curriculum of the year 2022 reflects the ability to focus on independence. This will be available in public school education.

- Second, 'artificial intelligence' will be introduced from kindergarten to elementary and secondary level.

- In order to utilize artificial intelligence in kindergartens, 'Playing with artificial intelligence ' and 'experience artificial intelligence through gathering opinions with friends will be developed.

- In elementary, middle and high schools, 'artificial intelligence education' will be introduced in the revised curriculum of the year 2022, which will be implemented from the year 2025. This curriculum will include programming, basic principles of artificial intelligence, and utilization of artificial intelligence.

- Starting next year, artificial intelligence-related class materials will be developed and distributed to elementary, middle and high schools. Starting from the second semester of next year, high schools offer elective courses

on “Artificial Intelligence Basic” and “Artificial Intelligence Mathematics.”

\* Two types in elementary school level, one type in middle school level, and one type in high school level

○ In order to strengthen teachers' capabilities, adding artificial intelligence-related contents will be part of the mandatory information and computer courses. By the year 2025, 5,000 teachers will be re-trained for 'strengthening the ability in artificial intelligence education' at the graduate school of education.

○ In addition, in order to discover and support talented students in the artificial intelligence area, special education programs will be implemented in two schools (school for the gifted children) starting next year.

□ Third, artificial intelligence talent development indicators will be developed.

○ The government will examine the achievements of artificial intelligence talent development policies that have been jointly initiated by various ministries and universities and develop indicators to suggest further policies from year 2021.

○ This indicators will focus on comparing and analyzing the strategies of each policy and identify policy effects in a multi-dimensional scope.

- The Ministry plans to review the policies for the artificial intelligence in a holistic manner, including college level, masters and doctorate level, as well as training programs for incumbent researchers.

○ We will collaborate with various fields experts including education, industry, and labor, and publish related reports so that government policymakers and university officials can reference them.

\* Example) Oxford Artificial Intelligence Readiness Index: National level artificial intelligence strategy, strategy, data legislation to identify the policy preparations of governments

Korea 26<sup>th</sup> (year 2019) → Korea 7<sup>th</sup> (year2020)

□ Fourth, starting next year, "Three Major Projects for Intelligent Education" will be implemented to use artificial intelligence technology in improving the quality of public education and solving educational problems.

○ This is a public-private partnership project that promotes the development of necessary technologies by selecting three major future education issues: a learner-centered environment, support for the vulnerable, and efficiency of students' safety and school work.

○ The Ministry of Education along with schools and municipal and provincial educational offices analyze the difficulties of the site and conducts research. And initiate technological development in collaboration with the Ministry of Science and ICT, the Ministry of Trade, Industry and Energy, and the Ministry of SMEs and Startups.

○ The developed technology will be applied first to future school models such as Green Smart Future School and Edu-Tech Innovation School and gradually spread out.

□ Fifth, the “Education Big Data Committee” will be launched next year as a decision-making body in utilizing social consensus or data security or utilization in the field of education.

○ The Deputy Prime Minister and the Minister of Education shall be the chairperson of the Committee, and big data experts amongst students, parents, municipal and provincial educational officers, researchers and teachers will participate.

- It will focus on developing policies through various data links, including various guidelines related to data management and distribution in

the field of education.

☐ Starting with the plan to focus on setting the direction of education policy in the artificial intelligence era, the Ministry of Education will continue to explore specific tasks after gathering opinions from various sectors and consider the level of development in the artificial intelligence technology.