

The Power that Unites the Republic of Korea



uman

Resource Development

in the Civil Service



Ministry of Personnel
Management





The Power that Unites the Republic of Korea

From recruiting public servants to training, performance management, human resource management, competency assessment and civil service ethics, integrated innovation in public personnel management based on respect for people helps realize the fairest and most transparent civil service.

Capable talent and an efficient system will lead the future of a united Republic of Korea.





Development and Growth of Talent
to Build Expertise and
Future-oriented Capabilities

Human Resource Development

**PART
1**

History of
HRD
in the Civil Service

**PART
2**

HRD and
Operation of
L&D Programs

**PART
3**

L&D Programs
for
Foreign Officials

**PART
4**

Future Plans
and
Directions

ABOUT Human Resource Development



Q. What types of L&D programs are offered to civil servants?

There are four major types of L&D programs – basic programs, specialized programs, other programs, and self-development learning.



Four Types of Learning and Development (L&D) Programs for Civil Servants



Q. Can you explain what basic programs are?

Basic programs aim to orient new recruits and promoted officials to basic capabilities required for their new positions.



Q. How would you describe specialized programs?

Specialized programs educate existing officials in job skills and knowledge to enhance expertise in each job service.

Q. Do you have L&D programs for foreign officials?

The MPM has customized L&D programs for foreign governments and those provided in partnership with KOICA. These programs are designed and delivered to meet the needs of participating countries.

The L&D programs for foreign officials provide content that best meets the needs of the participating countries!



Government E-Learning Platform



Q. What is the Government E-Learning Platform?

The Government E-Learning Platform is an integrated e-learning system that enables the central and local governments, national universities, etc. to utilize content on a shared system.



Diverse Functions of E-Learning



Q. What functions does e-learning serve?

E-learning allows learners to access quality content in video and e-book format through computers and mobile devices. It also enables user discussion and information sharing.

Q. What are the MPM's future priorities in HRD?

The MPM's key priorities involve building an HRD platform based on artificial intelligence and big data as well as online L & D infrastructure.



Three Characteristics of the HRD Platform



Q. What are the key characteristics of the HRD platform?

The HRD platform will provide real-time video lectures and recommend customized content based on learners' job profiles and experience. Also, its open architecture will enable participation from private content providers.

HISTORY

History of HRD in the Civil Service



Purpose of HRD in the Civil Service

- Under Article 1 of the Act on the Capacity Development of Public Officials, HRD shall enable civil servants to develop a public service mindset, professional expertise and future-oriented capabilities to better serve the country. HRD supports civil servants in developing a strong sense of duty, future-oriented capabilities and expertise.

Operational Structure and Legal Grounds

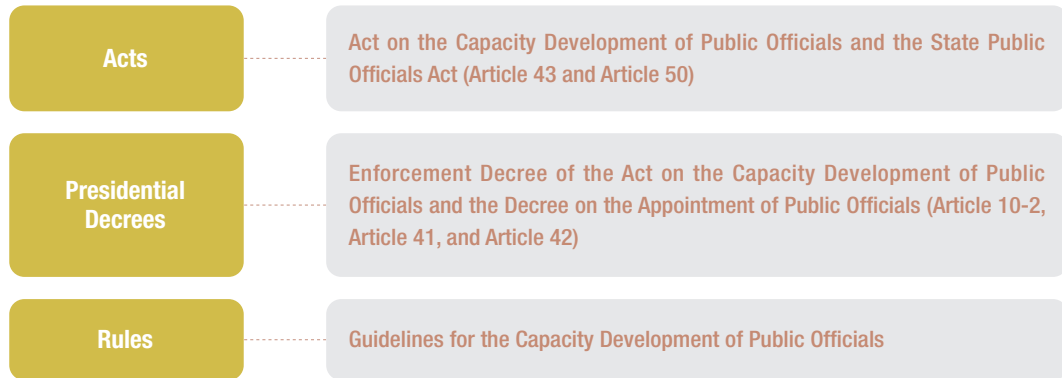
Operational Structure

Policy-making and general administration of human resource development (HRD) in the civil service are the responsibility of the Human Resource Development Division in the Ministry of Personnel Management (MPM). The Division sets the direction for HRD policies, prepares plans, manages outsourced education at home and abroad, and supports central administrative agencies and L & D institutes' HRD activities. Central administrative agencies carry out workplace education and specialized education for agency employees in-house, and L & D institutes such as the National HRD Institute provide basic education for new recruits and promoted officials.



Operational Structure and Legal Grounds

Legal Grounds



Relevant Provisions from the Act

• Article 50 (Training) of the State Public Officials Act

- ① All public officials and public officials on probation shall have training and self-development learning mandated by this Act to develop a public service mindset required as public servants of the nation, future-oriented capabilities and expertise required to perform their duties effectively.
- ③ The heads of agencies and public officials with supervisory roles shall provide continuous training so that employees can uphold public service values and improve future-oriented capabilities and expertise.



Development of Relevant Laws and Institutions

The development of relevant laws and institutions for civil servant training and education is largely divided into four periods.

During the first period (formation), the government provided training in the absence of specific legal grounds. Legal and institutional grounds were established beginning from the second period (development), starting with the enactment of the Public Officials Training Act and the establishment of the Central Officials Training Institute. In the third period (expansion), the government enacted the Public Officials Education and Training Act and began to diversify its training programs under the Five-year Development Plan for Public Officials Training. Lastly, in the fourth period (maturity), the structure of education and training institutes as well as educational programs and content were comprehensively reorganized and they continue to this day.



Major Changes by Period

Formation 1949 – 1961	<ul style="list-style-type: none"> • Established the National Officials Training Institute • Established training institutes for civil servants in specialized service and operated specialized programs
Development 1961 – 1973	<ul style="list-style-type: none"> • Created legal and institutional grounds, e.g. enactment of the Public Officials Training Act • Reinforced legal and institutional grounds, e.g. establishment of the Central Officials Training Institute
Expansion 1973 – 1998	<ul style="list-style-type: none"> • Diversified the training programs under the Five-year Development Plan for Public Officials Training • Provided intensive training for agency employees and improved the quality of training programs • Transitioned the focus of training from basic programs to specialized programs • Provided legal grounds for overseas training and launched programs for foreign officials
Maturity 1998 – 2007	<ul style="list-style-type: none"> • Reorganized civil servant training and introduced user-centered programs • Scaled down basic training by job level and transitioned to competency-oriented learning • Established the E-Learning Center for Public Officials and established a continuous learning system
Present 2016 –	<ul style="list-style-type: none"> • Established the National HRD Institute • Started the dual campus system consisting of Jincheon main campus and Gwacheon branch campus



Formation and Development of HRD

Formation (1949 – 1961)

Education and training for civil servants began in earnest with the foundation of the National Officials Training Institute (NOTI) on March 21, 1949. Right after the establishment of the Republic of Korea, the government saw the need to put in place a training system for civil servants to further national stability and proclaimed the Decree on the Organization of NOTI (Presidential Decree No. 69). NOTI, the country's first modern training center for civil servants, was established as such under the Regulation.

○ Operation of NOTI

Before the Public Officials Training Act in 1961, NOTI had been operated under the Regulation on NOTI (Prime Minister's Decree No. 16) enacted in June 1949 without the support of other relevant laws. The Regulation provided guidelines on training courses, the purpose of training and training institutes. However, the country was suffering under financial hardship at the time, having just been liberated from Japanese colonial rule, and training for civil servants, despite its well-intentioned start, received little support from the government. No state budget was allocated to NOTI at the time of its establishment, and it received only a meager allocation after a few years. Under these circumstances, NOTI barely maintained its existence.

○ Limitations on Playing a Visible Role

Under the Presidential Decree, NOTI was under the supervision of the Prime Minister and the Minister of Government Administration served as its president. The Decree prescribed that NOTI shall have a president, superintendents, professors, lecturers, secretaries, administrative officers, and clerks, and that superintendents directly assisting the president shall manage the Institute. However, NOTI had no more than three members since its establishment, and no professors or lecturers were ever employed to handle training. This resulted in limitations on NOTI playing a visible role.

○ Training Institutes for Civil Servants in Specialized Service

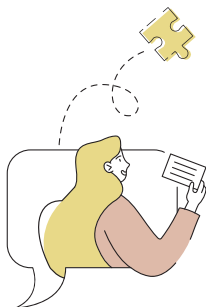
During this period, diverse training institutes for civil servants in special service were in operation. The first of such was the Academy for Postal and Telegraph Service established in 1946, and the School for Tax Officials and the School for Meteorology, each founded in 1949. Thereafter, the Academy for Prison Officers was established in 1951, the Professional Police Academy in 1954, the Training Center for New Life Leaders in 1956, the National Training Center for Social Work Leaders in 1957, and the Training Center for Transportation Services in 1959.

Development (1961 – 1973)

Whereas training for civil servants had been less than systematic throughout the first period, it started to take better shape under the government of the Third Republic with support from the government. In October 1961, NOTI was abolished, and the Central Officials Training Institute (COTI) was established under the newly enacted Establishment of the Central Officials Training Institute Act. In November 1961, the Public Officials Training Act was enacted to be the legal and institutional framework for civil servant training.

○ Establishment and Operation of COTI

Under the Establishment of the Central Officials Training Institute Act, COTI was organized into four divisions, and central and local administrative agencies could establish training institutes for their employees when necessary. The Act also provided legal grounds for domestic and overseas secondment and outsourced education. The president of COTI was delegated increased roles and authority and could provide guidance on matters in relation to training to the heads of training institutes, excluding military training centers.

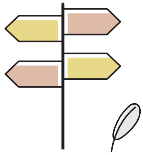




Formation and Development of HRD

● Enactment of Public Officials Training Act and Development of Civil Servant Training

With the enactment of the Public Officials Training Act, the government was allowed to plan, change and evaluate training from a holistic and systematic point of view. During this period, civil servant training notched up noticeable improvements from the NOTI period in terms of size, systemization, and content. In the 1960s, as tensions between South and North Korea escalated, anti-communist theory emerged as an important topic in training programs, and economics education was strengthened. Also, with the Five-year Economic Development Plan introduced in 1962, the government provided more education on administrative management to keep up with the rapid pace of growth.



Expansion (1973 – 1998)

In 1973, the government repealed the existing Public Officials Training Act that had served as the legal and institutional grounds for civil servant training, and newly introduced a new Public Officials Training Act. During this period, education on new administration techniques and intensive training for new recruits were the focus of the government's training policy.

● Intensive Education for Agency Employees

The heads of administrative agencies were given increased responsibility to provide mandatory job training for employees of their agencies once every five years. Previously, such training responsibility had been referenced in the law but not strictly enforced. Also, administrative agencies introduced on-the-job training (OJT) programs to help cultivate appropriate attitudes and enhance the job skills of employees, and incorporated employees' training outcomes in personnel management.

● Improved Quality of Training Programs

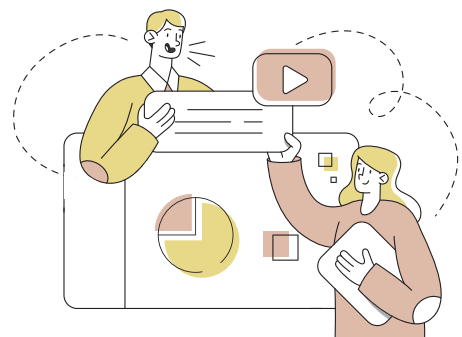
To ensure COTI had competent teaching staff, the government allowed secondment of civil servants of central administrative agencies to COTI for a designated period of time. Also, training by external institutes became available, and civil servants had more access to education in specialized areas which had not been provided by government training institutes due to low demand.

● Legal Grounds for Overseas Training

In 1978, the Public Officials Training Act was revised to provide legal grounds for overseas training. Under the revised Act, the heads of central administrative agencies could second employees of their agencies to overseas training institutes or to outsourced training at home and abroad after consultation with Minister of Government Administration, when secondment or outsourcing is deemed necessary. In 1979, the Regulation on Special Training for Public Officials was introduced to provide concrete legal grounds for domestic outsourced education and government-sponsored overseas training.

● Training Programs to Develop Public Service Mindset

Under the Mid to Long-term Development Plan for Civil Service Training, the government took a wide range of actions on a continual basis. In 1983, the government introduced training programs to develop a public service mindset among civil servants and transitioned the focus of training from improving the efficiency of administration to promoting service-oriented attitudes in the civil service.





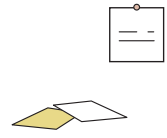
Formation and Development of HRD

○ Transition to Specialized Training

In 1992, the government pursued radical change by transitioning the focus of its training system from basic training to specialized training to keep up with the trend of specialization and diversification of government service. As a result of this decision, the basic training courses were shortened, and short-term training programs by job service were expanded.

From 1993 onwards, approval of training institute training plans was delegated to the heads of central administrative agencies in an effort to decentralize the system. In November 1993, the government rolled out long-term training courses for senior level officials, starting with a one-year training program for directors in central administrative agencies that prepares them for the new role of director-general.

○ Programs for Foreign Officials



As the training system took shape, COTI started to provide training programs for foreign officials, beginning with program for high-ranking civil servants from the Malaysian government in 1984. Under the government's Northern Policy, additional programs were made available to civil servants from China and Mongolia.

Maturity (1998 – 2007)

In 1998, the People's Government was inaugurated amid the Asian Financial Crisis, and the new administration carried out government reorganization and massive reform in the public sector. Changes to the civil servant training system in January 1999 were part of such reforms.

○ Reorganization of the Training System

Under the government-wide reorganization plan, training institutes were consolidated, and the staff was downsized. Also, the government modified the way training budgets are prepared in order to enhance the efficiency of management of training institutes. Training courses were classified into paid programs and free programs, and budgets for the former were prepared by training institutes and those for the latter by ministries and agencies, i.e. users of the training programs.

● Introduction of User-centered Training Programs

The new administration made a significant change to training methods to improve the quality of civil servant training. The focus of training shifted from general education to training that targeted specialized subjects. In addition, while previous training provided limited educational content at a pre-determined time and place, the new training method involved user-centered learning where users can choose content based on their needs and obtain access when and where they want it.

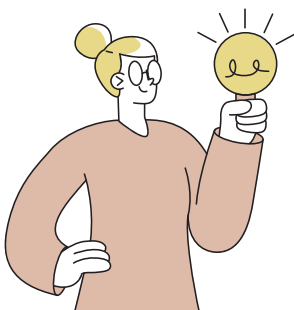
Use of study groups also emerged as an important part of training. Study groups were self-initiated and thus proved more effective than mandatory training programs.

● Reduction of Basic Training by Job Class

With specialized training being the focus of training programs since 1992, the government scaled down basic training by job level, which had been a major part of the training programs. Except for basic training for new recruits for Grades 5, 7, and 9 and for promoted officials for Grades 5 and 7, all other basic training programs were discontinued.

● Establishment of E-Learning Center for Public Officials

As the transition to the information society accelerated, the importance of proper training was once more emphasized and e-learning and self-directed learning emerged as new paradigms. To keep up with such trends, COTI established the E-Learning Center for Public Officials and started to provide training based on distance learning methodologies.



Formation and Development of HRD

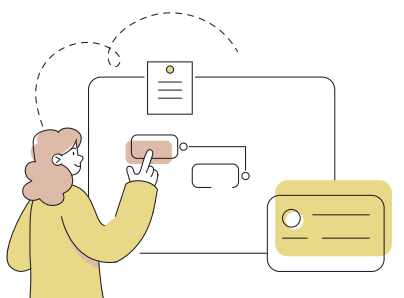
○ Transition to Competency-oriented Learning

After the inauguration of the Participatory Government in 2003, the Republic of Korea started to recover from a long economic recession and the demand for civil servant training increased significantly. One of the government's ambitious agenda items at the time was government innovation, and the administration pursued innovation in the training system by expanding training courses, increasing budgets, and building additional training centers. It also revamped training programs in a way that ensured the core competencies of civil servants would be strengthened and transitioned from training focusing on specific job skills to competency-oriented learning.

○ Establishment of Continuous Learning System

With the amendment of the Enforcement Decree on the Public Officials Training Act in July 2006, the government brought about radical change in the training methodologies and content that had continued since the 1960s. The government believed that competency in the civil service was essential for national development in the information age, and civil servant training required a fundamental change to develop competency.

Under the amended Enforcement Decree, the number of training hours for civil servants in general service of Grade 4 or below increased from 40 hours to 100 hours per year. Time spent on self-initiated learning and research were recognized as training hours, and the heads of divisions were made responsible for employees' training performance. Also, the number of training hours was reflected in employee promotion. These efforts helped government entities turn into learning organizations.



Current Status of Civil Servant Training (2016 –)

From the 2010s, government administration faced increasing diversity and complexity. In addition, the public had high expectations regarding the civil service and believed that it should be more trustworthy and that civil servants should have expertise and future-oriented capabilities to perform well in a competitive global environment.

○ Launch of National HRD Institute (January 2016)

To meet the raised expectations of the public, the government reorganized COTI as the National Human Resources Development Institute (NHI) in January 2016 to a fresh start. The reorganization reflects the government's move from a traditional notion of training and education to a new concept of "human resource development." Since its launch, the NHI has successfully fulfilled its role of nurturing civil servants who will bring change and lead innovation in society.

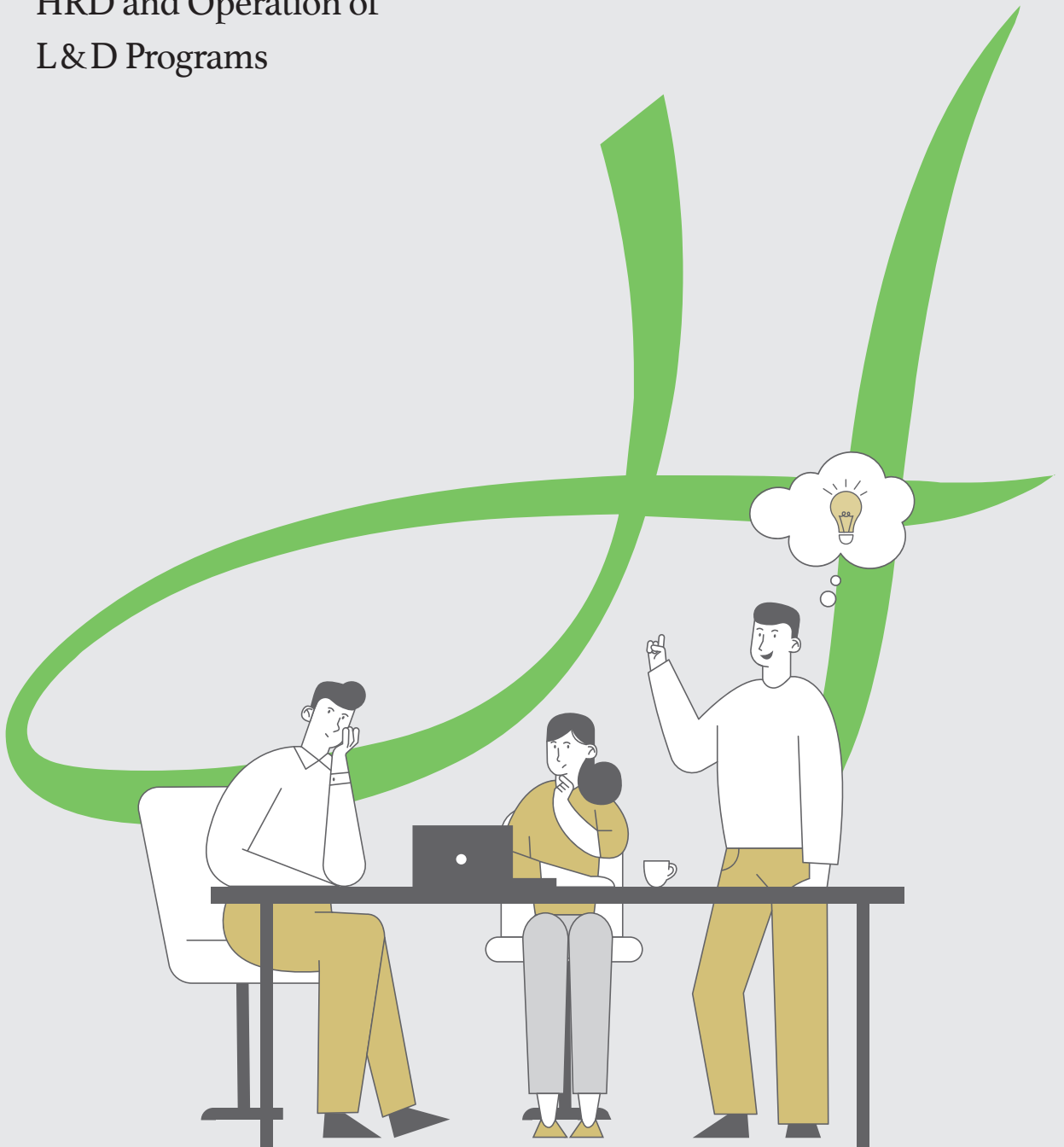
○ Relocation to Jincheon and Dual Campus System (November 2016 –)

Under the Balanced Regional Development Plan, the NHI was relocated from Gwacheon, a city adjacent to Seoul, to Chungbuk Innovation City in September 2016. The relocated campus officially opened in November 2016, and dual campuses have been in operation since then. The dual campus system ensures efficiency of operation, with Jincheon main campus performing key functions such as competency development education (e.g. education on public service values for manager-level officials) as well as research and development and Gwacheon branch campus performing auxiliary functions such as global education and management of information technology. In 2017, the NHI put state-of-the-art lecture equipment and facilities in place to provide high quality education and continues to serve as a national hub of human resource development.

PART
2

HRD & OPERATIONS

HRD and Operation of
L&D Programs



Domestic L & D Programs

Purpose of Domestic L & D Programs

The purpose of domestic L&D programs is to introduce new knowledge and technology to the civil service, improve civil servants' job skills, and establish a public service mindset among civil servants so that the civil service can better perform in a changing administrative environment and meet the increasingly complex and diverse demands for public service.

Types of Domestic L & D Programs



L & D programs for civil servants are largely classified into basic programs, specialized programs, other programs, and self-development learning.

Types of HRD Programs

(Article 7 of the Enforcement Decree of the Act on the Capacity Development of Public Officials)



Domestic L & D Programs

○ Basic Programs

New recruits to government posts take basic programs to learn basic attitudes as civil servants and job skills required for their positions. Basic programs aim to develop basic capabilities of civil servants by each job level. In most cases, basic programs are administered at civil servant L&D institutes, but also at workplace or outsourced institutions. Education for new recruits and promoted officials are typical examples of basic programs.

Education for New Recruits

- Education for new recruits by civil servant L&D institutes
- Education in public service attitudes, understanding of public service, basic capabilities, etc.

Education for Promoted Officials

- Education for promoted officials by civil servant L&D institutes
 - Leadership education by each job level, basic capabilities, etc.
- * Administered upon promotion to deputy director (Grade 5), director (Grades 3 and 4) and the Senior Civil Service

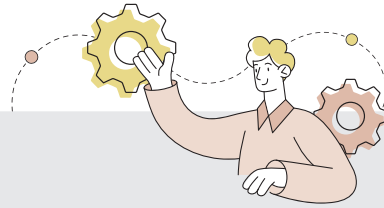
Note

Long-term educational programs for directors and directors-general aim to help future key leaders of the country suggest and realize organizational changes and innovative visions. The programs also encourage them to create added value based on a wide range of knowledge in economics, society and culture, and play a leading role on the global stage.

○ Specialized Programs, Other Programs and Self-development Learning

Specialized programs refer to L&D programs that provide education to existing officials in job skills and knowledge to strengthen their expertise in each field of service. Specialized programs are administered in the form of self-study, workplace education, education at civil servant L&D institutes or outsourced education. Other programs, including education in government policy, aim to cover administrative philosophy, government policies, civil service mindset, and general knowledge. Workplace education at the agency level, education at civil servant L&D institutes and outsourced education options are available for other programs. Aside from these L&D activities, public officials also engage in diverse self-development learning and research to develop creativity and professional expertise.

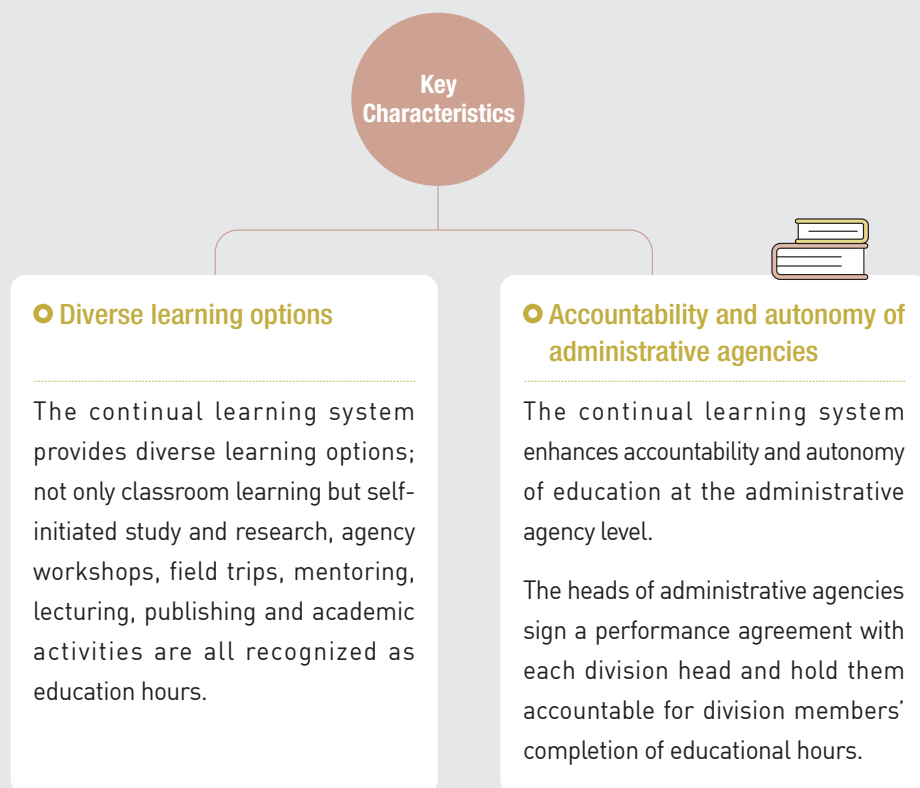




What is the Continual Learning System?

The government introduced the continual learning system to better adapt to the needs of a knowledge-based, life-long learning society and to improve its competitiveness by turning the civil service into a learning organization. Legal grounds for the continual learning system were provided by the Enforcement Decree of the Public Officials Education and Training Act (presently, the Act on the Capacity Development of Public Officials) in July 2006, under which 100 hours of education per year became mandatory beginning from 2007. Considering specific job roles and educational conditions, however, the heads of central administrative agencies may adjust the mandatory education hours to 80.

Civil servants of Grade 4 or below shall complete 100 hours of education and self-study, and their educational performance shall be reflected in promotion. If one fails to complete the required hours, he or she shall be excluded from promotion screening and tests.



Domestic L & D Programs

Procedures for Education

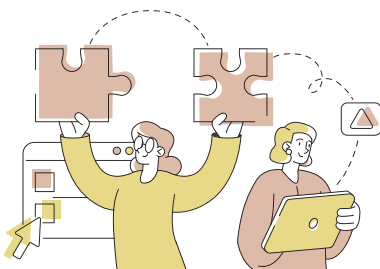
The procedures for domestic L&D programs consist of conducting an education demand survey, planning the selection of trainees for domestic outsourced education, screening candidates, recommending candidates to L&D institutes, selecting trainees, conducting outsourced education, issuing a secondment order, paying for education expenses, reporting the progress of education, and trainees' mandatory service.

● User-centered Education

Before any domestic or overseas outsourced education is planned, an education demand survey is conducted for civil servants in all government ministries and agencies. Also, education is designed to meet the needs of users by selecting L&D projects and institutes in each field of service in order to enhance the competitiveness of government service.

● Selection of Candidates for Outsourced Education

Ministries and agencies screen and recommend trainees for long-term outsourced L&D programs with the Education Screening Committee reviewing the applicants' project records and research plans. Applicants to L&D programs shall apply for education in a field that is relevant to their job service and their agency's functions, and project records submitted shall also be relevant to the applied field. The Education Screening Committee selects and recommends candidates based on the applicants' qualifications and the relevance of the projects. In the case of short-term programs (e.g. outsourced education by private institutes), applicants review the course description and submit applications, and the education divisions of the respective ministries and agencies select and recommend candidates for the program.



Overseas L&D Programs

Purpose of Overseas L&D Programs

The purpose of overseas L&D programs is to train professionals who are proficient in international affairs and can respond to the needs of future society. Overseas L&D programs enable the government to learn and adopt advanced knowledge, information and systems in a systematic way and develop administration competencies. Also, they induce active motivation in administrative organizations by improving the competency of civil servants.

Types of Overseas L&D Programs

Overseas L&D programs are categorized into long-term (i.e. six months or longer) and short-term (less than six months) courses.



Long-term Programs

- Director and director-general programs: directors-general and directors improve their policy development skills (one-year course)
- General programs: Grades 4-9 civil servants develop their policy management skills (one to two-year course)

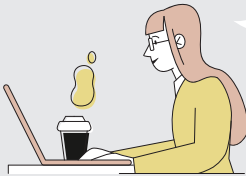
Short-term Programs

- Programs for individuals: civil servants of Grade 9 or above study ministries and agencies' current agenda and policy schemes (less than six months)
- Programs for small teams: civil servants of Grade 9 or above organize 'research teams' and engage in group study (two weeks - two months)
- Programs for groups: Grades 4-9 civil servants receive education at L&D institutes (less than two weeks)

Overseas L&D Programs



Testimonials from Overseas Education Participants



"The course was a valuable opportunity for me to represent my country, meet civil servants participating from various countries, and talk about each other's work, lives, and cultures. I hope global exchange programs such as this course further continue."

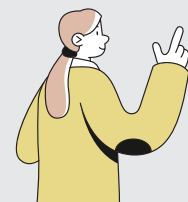
 000

Deputy Director at the Financial Services Commission

"I am always thrilled to participate in overseas education because I get to learn about a wide range of advanced administrative systems and become more familiar with the cultures of foreign countries, which helps me improve my job skills and gain a global perspective."

 000

Assistant Deputy Director at the Korea Meteorological Administration



"The week-long course gave me a chance to experience the host country's culture, study its personnel management system and think about problems and potential solutions for our country's civil service and HRD system."

 000

Assistant Deputy Director at the Ministry of Environment



Operation and Administration of L&D Programs

Administration of L&D Programs

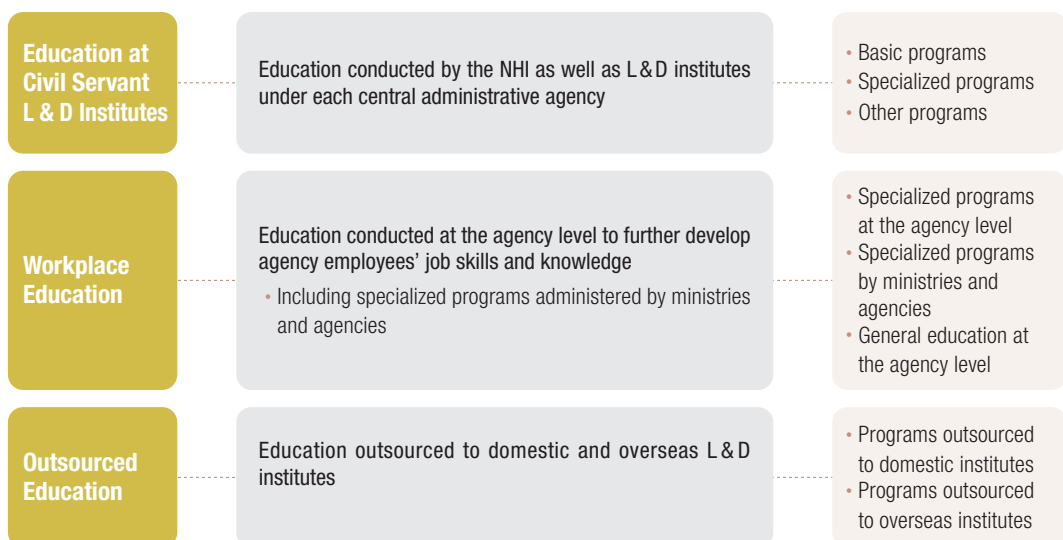
The MPM establishes national HRD policies, and the NHI provides education for civil servants of Grade 5 or above and supports other L&D institutes' educational activities. Central administrative agencies and 33 civil servant L&D institutes, including the NHI, provide specialized education that suits the characteristics of each agency. For civil servants in local service, the Ministry of the Interior and Safety (MOIS) and the Ministry of Education (MOE) establish HRD policies at the local level, and the Local Government Officials Development Institute as well as metropolitan and provincial L&D institutes provide relevant education.

○ Diverse Types of Outsourced Education

Education outsourced to domestic colleges and graduate schools aims to improve trainees' job skills through research projects relevant to their field of service. Foreign language education is designed to nurture professionals in international affairs and sharpen the competitiveness of the civil service in terms of foreign language proficiency. Meanwhile, education outsourced to private institutes encourages trainees to learn new knowledge, technology and expertise from the private sector and improve job skills. Also, it aims to educate civil servants on the current policy environment and agenda and enhance the quality of the civil service through open and competitive L&D programs.

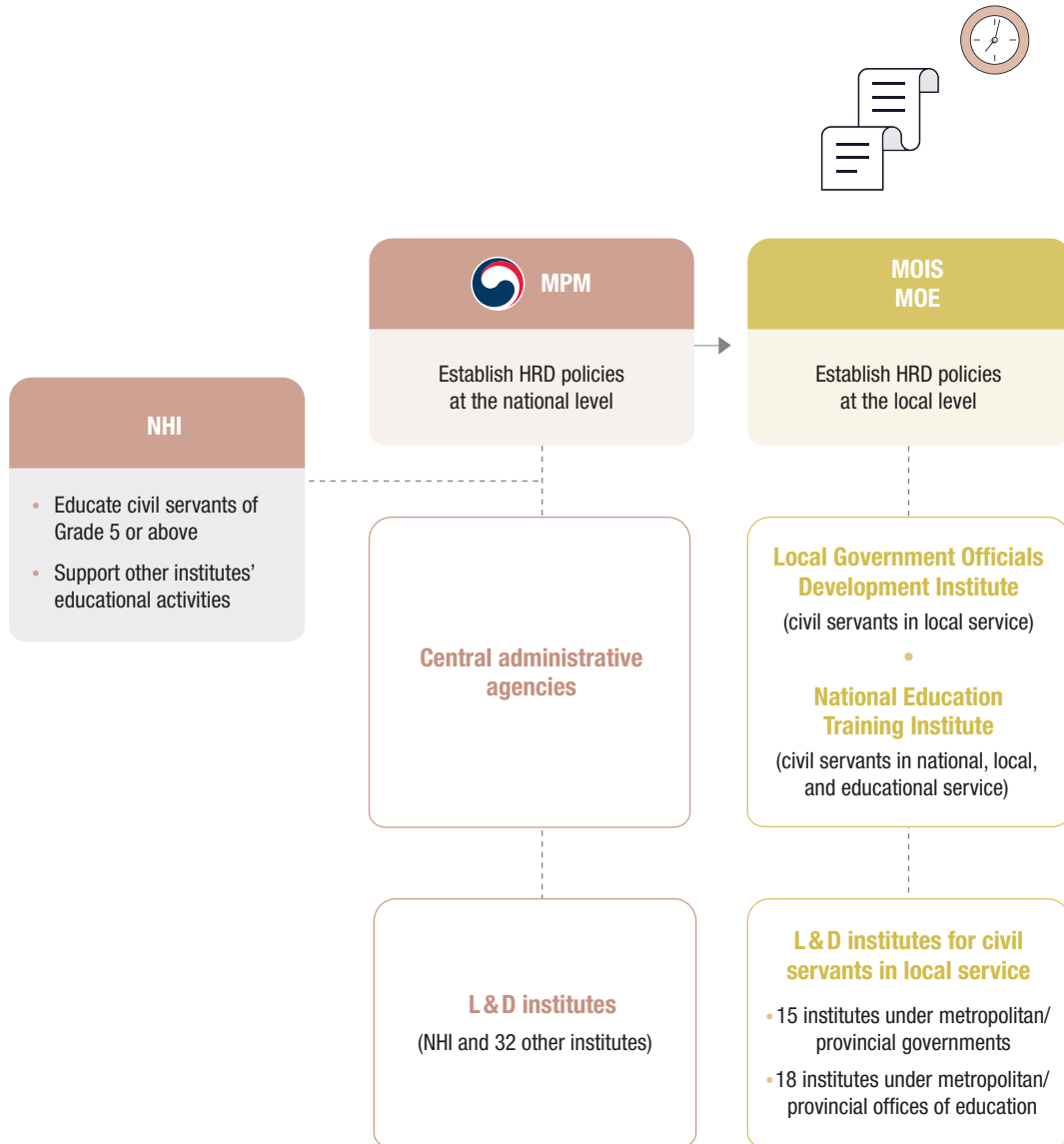
Education by Types of Administration

(Article 2-5 of the Enforcement Decree of the Act on the Capacity Development of Public Officials)



Operation and Administration of L&D Programs

Organizational Structure of L&D Administration



Civil Servant L&D Institutes

○ National Human Resources Development Institute

The NHI, an organization under the MPM, is responsible for educating public officials in the Republic of Korea. It was established in 1949 as the NOTI and has provided L&D programs for civil servants ever since.

NHI's HRD Strategy

• **VISION** | Develop good human resources, provide education with care

• **MISSION** | Educate key talent who will lead the future



HRD Strategy

① Internalize administrative philosophy and public service values to improve government performance

② Enhance policy response capacity to lead the 4th Industrial Revolution

③ Develop core competency at each job level to foster competent civil servants

④ Expand global education and networks to promote the "Korean Wave" in civil service

⑤ Improve capabilities to serve as the "public HRD hub"



Public HRD Hub



L&D



Research and Development



Exchange and Cooperation



L&D Infrastructure

Core Values

Excellence

Creativity

Collaboration

Commitment

Operation and Administration of L&D Programs

Summary of NHI Operation for 2020

Total 1,556 programs / (No. of trainees) 321,706, (Total man-days)* 134,662

- Offline programs: (2019) 72 programs → (2020) 72 programs
- E-Learning : (2019) 1,262 programs (+222) → (2020) 1,484 programs**

L & D Programs		Actual figures for 2019			Estimates for 2020		
		No. of Programs	No. of Trainees	Total Man-days	No. of Programs	No. of Trainees	Total Man-days
Total		1,334	412,849	138,588 excluding e-learning	1,556	321,706	134,662 excluding e-learning
Offline programs subtotal		72	8,005	138,588	72	7,706	134,662
Basic programs	Subtotal	11	3,724	122,473	11	3,725	119,645
	Director-general programs	2	149	14,476	2	144	13,520
	Director programs	1	477	1,908	1	600	2,400
	Grade 5 programs	3	2,349	90,856	3	2,166	85,220
	Grades 6-9 programs	5	749	15,233	5	815	18,505
Programs on administrative philosophy & public service values	Subtotal	9	514	1,381	8	495	1,225
	Programs on public service values	2	101	312	1	60	120
	Programs on government policy	7	413	1,069	6	435	1,105
	Policy agenda workshops				1	TBC	TBC
Public leadership programs	Subtotal	3	1,113	3,516	2	1,130	3,620
	Programs for Senior Civil Service candidates	1	324	1,220	1	350	1,340
	Programs for director candidates	1	753	2,188	1	780	2,280
	Programs for G5 candidates	1	36	108			
Global programs	Subtotal	14	526	5,027	15	461	4,582
	Global competency programs	6	285	2,924	6	280	2,510
	Programs for foreign officials	8	241	2,103	9	181	2,072
Programs on job skills and competency	Subtotal	35	2,128	6,191	36	1,895	5,590
	General job skills programs	9	611	1,751	11	675	2,065
	IT programs	26	1,517	4,440	25	1,220	3,525
E-Learning	E-Learning subtotal	1,262	404,844		1,484	314,000	
	E-Learning	1,262	404,844		1,262	314,000	

※ Programs for foreign officials may change depending on negotiations with participating countries (excluding local programs)

* Total man-days: no. of days spent for education × no. of trainees (excluding e-learning)

** No. of e-learning programs may change depending on circumstances

L & D Institutes for Civil Servants

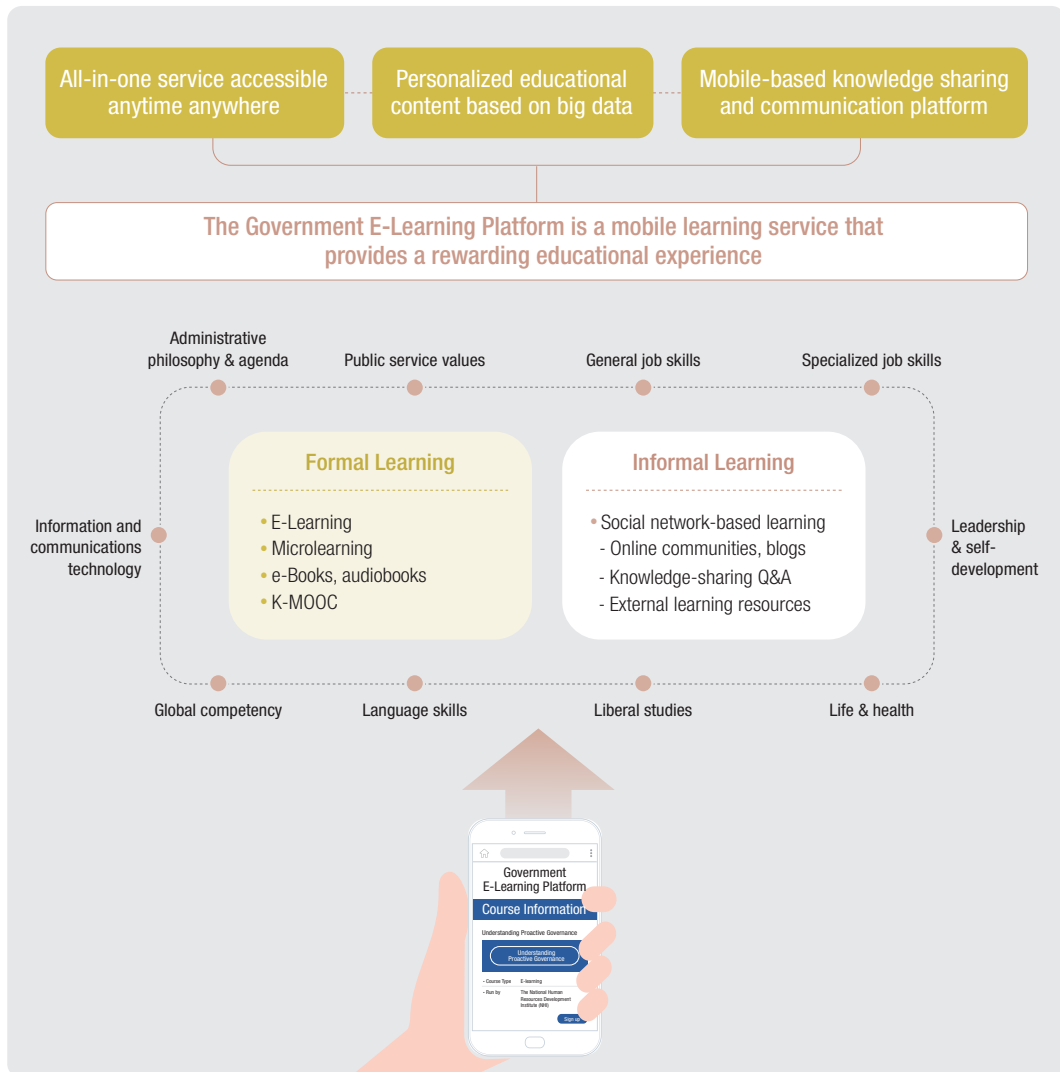
	Affiliation	Name of Institute(s)	Key Roles	
Independent Institutes	Presidential Security Service	Security Training Institute	Educate professionals in security and protection	
	Board of Audit and Inspection	Auditing and Inspection Training Institute	Educate professionals in audit and inspection	
	Anti-Corruption and Civil Rights Commission	Civil Service Integrity Training Institute	Provide education in anti-corruption and integrity in the civil service	
	Ministry of Science and ICT	Korea Post Training Institute	Educate professionals in postal service	
	Ministry of Education	National Education Training Institute	Educate professionals in education	
	Ministry of Foreign Affairs	Korea National Diplomatic Academy	Educate professionals in diplomacy and conduct research on diplomatic security	
	Ministry of Justice	Institute of Justice	Educate professionals in legal administration	
	Ministry of Personnel Management	NHI	Provide basic and specialized education for civil servants	
	Ministry of the Interior and Safety	Local Government Officials Development Institute	Local Government Officials Development Institute	Provide education for local civil servants
			National Civil Defense and Disaster Management Training Institute	Educate professionals in civil defense and disaster management
	Ministry of Agriculture, Food and Rural Affairs	Food and Agriculture Officials Training Institute	Educate professionals in food and agriculture	
	Ministry of Environment	National Institute of Environmental Human Resource Development	Educate professionals in environmental affairs	
	Ministry of Land, Infrastructure and Transport	Land, Infrastructure and Transport Training Institute	Educate professionals in land, infrastructure and transport affairs	
	Ministry of Oceans and Fisheries	Oceans and Fisheries HRD Institute	Educate professionals in oceans and fisheries affairs	
	National Tax Service	National Tax Officials Training Institute	Educate professionals in national tax affairs	
	Korea Customs Service	Customs Border Control Training Institute	Educate professionals in customs service affairs	
	Public Procurement Service	Public Procurement Training Institute	Educate professionals in procurement service affairs	
	Statistics Korea	Statistics Training Institute	Educate professionals in statistical service affairs	
	National Police Agency	Police HRD Institute	Police HRD Institute	Educate police force
			Korea Police Investigation Academy	Provide specialized education for investigators and security officers
			Central Policy Academy	Educate new recruits, combat police and auxiliary police
	National Fire Agency	National Fire Service Academy	Educate professional firefighters	
	Korea Coast Guard	Korea Coast Guard Academy	Educate professional coast guard	
Korea Forest Service	Forest Service Training Institute	Educate professionals in forest service		
Korea Meteorological Administration	Meteorological Training Institute	Educate professionals in meteorology		
Korean Intellectual Property Office	International Intellectual Property Training Institute	Educate professionals in intellectual property affairs		
Rural Development Administration	Rural Development HRD Institute	Provide education in agricultural technologies		
Affiliate Institutes	Ministry of the Interior and Safety	National Archives of Korea's Archive Management Training Center	Educate professionals in archive management affairs	
	Ministry of Culture, Sports and Tourism	National Library's Librarian Training Division	Educate professional librarians	
	Korea Ministry of Government Legislation	Government Legislation Training Institute	Educate professionals in government legislation	
	Military Manpower Administration	Military Manpower Training Institute	Educate professionals in military administration	
	Defense Acquisition Program Administration	HRD Division	Educate professionals in defense acquisition	
	National Police Agency	Korea National Policy University	Educate high-ranking police officers	

※ Affiliate institutes: specialized L & D institutes established in affiliation with central administrative agencies

Government E-Learning Platform

Summary of Government E-Learning Platform

The Government E-Learning Platform is an integrated e-learning system that supports self-learning and provides 'mobile learning services' enabling learners to access educational content whenever and wherever they want it. It aims to maximize the efficiency of learning by providing a wide range of content and to train civil servants who will lead change and innovation in the future. The Government E-Learning Platform is particularly efficient as it enables the central and local governments to share systems and content.



History (1998 – 2020)

1998 – 2006	<ul style="list-style-type: none"> Expanded the service to include evaluation and online survey functions Improved the operating system to include an online community and enabled joint use among nine organizations (e.g. Korea National Institute of Health under the Ministry of Health and Welfare) Planned and executed the implementation of e-learning service
2007 – 2010	<ul style="list-style-type: none"> Upgraded e-learning service with database integration and increased joint use Enabled joint use among 138 organizations including the National Tax Service
2011 – 2012	<ul style="list-style-type: none"> Implemented a smart learning system and a shared platform for joint user organizations Improved access to the e-learning system and controlled the disclosure of personal information on the website
2013 – 2015	<ul style="list-style-type: none"> Implemented a next-generation integrated E-Learning service (Phase 1) Developed/improved new content (mobile compatible) and migrated the administration system's operating software to the cloud Migrated the e-learning service's operating software to the National Computing & Information Service's cloud platform
2016	<ul style="list-style-type: none"> Launched the NHI, announced the plan for the Government E-Learning Platform (Oct.5), and started developing the Platform (Phase 2) Enabled joint use among 86 organizations and 107 L&D divisions
2017	<ul style="list-style-type: none"> Launched the Government E-Learning Platform (Feb.14) Established an all-in-one, integrated learning system covering a wide range of services (i.e. access to content by joint user organizations, programs on language and on information technology, etc.)
2018	<ul style="list-style-type: none"> Increased language programs and introduced e-book and microlearning courses Upgraded mobile learning-based service, improved the system with mobile optimization, and increased mobile content
2019 – 2020	<ul style="list-style-type: none"> Launched a website for language programs only and started personalized service Improved blended programs and increased flipped-learning course offerings Increased microlearning service (14,000 language and knowledge-based learning services)

Government E-Learning Platform

Operation of Government E-Learning Platform

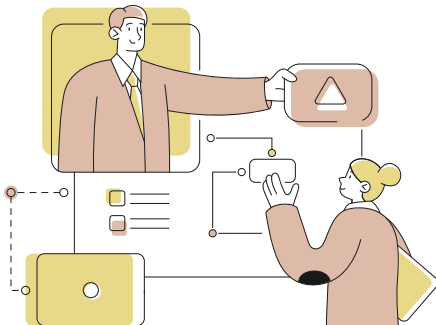
The Government E-Learning Platform provides one-stop service where users can access to all E-Learning courses provided by government organizations as well as national and local L&D institutes, take classes online and download content. To facilitate E-Learning service, the government established an all-in-one platform optimized for tablets and mobile devices in cooperation with public and private L&D institutes. Also, the government encourages the creation of a nationwide knowledge ecosystem.

● A Wide Range of Programs Consisting of High-Quality Content

The Government E-Learning Platform provides programs on public service values, administrative philosophy, leadership and job skills. Programs developed by private institutes, such as those on language, economy and business administration, liberal studies, and international affairs are also available. For instance, Gov-MOOC provides videos of offline classes and seminars, and microlearning courses allow users to select and learn about topics of interest. There are also e-book (including audiobook) courses and open courses where users can take classes without registration.

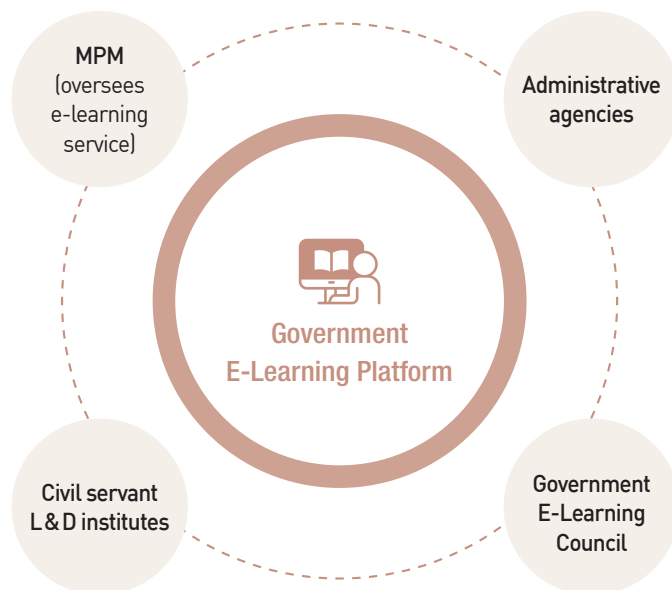
● User-centered Service

One of the advantages of e-learning is the ability to provide personalized service without place and time restrictions. The online courses on the Government E-Learning Platform offer a wide range of programs on administrative philosophy, public service values, administrative and job skills, and liberal studies, and users can choose courses that best suit their interests.



Support for Joint Use

The NHI supports user organizations' joint use of e-learning content and systems through the Government E-Learning Platform and provides guidelines on the standardization of E-Learning services. The Government E-Learning Platform has been effective in economizing on the use of budgetary resources by preventing redundancy in content and service development. It also has standardized e-learning systems and enhanced their efficiency.



The NHI, central and local administrative agencies, L & D institutes under metropolitan and provincial governments, and national universities are key joint user organizations. Some ministries and agencies jointly use content regarding relevant common job skills, while others make use of the Government E-Learning Platform when no in-house L & D system is present.

PART
3

PROGRAMS for FOREIGN OFFICIALS

L&D Programs for Foreign Officials



Purpose and Characteristics of L&D for Foreign Officials

Purpose of L&D

L&D for foreign officials aims to support the advancement of developing countries and promote bilateral understanding and cooperation through the exchange and sharing of Korea's knowledge and experience in national development and economic growth as well as various policies and best practices in connection with public administration and government innovation.

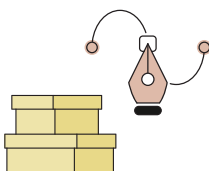
Types of L&D

L&D programs for foreign officials are largely divided into customized programs and programs provided in partnership with KOICA. Customized program expenses are covered by the governments of participating countries, while KOICA programs are fully sponsored by the Korean government as part of its Official Development Assistance (ODA).

Key Characteristics

All L&D programs are designed based on the needs and wants of participating countries. The curricula consist of educational content that best meets the purpose of education, and the most recent teaching methods are utilized to deliver the best results.

Considering that most participants are from developing countries, key topics of L&D programs have included Korea's experience in economic development, case studies in overcoming national crises, and best practices and strategies regarding government innovation such as personnel management reform. Recently, however, some programs go beyond introducing Korea's experience and cases, and aim to help foreign officials develop particular problem-solving skills in light of their respective domestic issues.





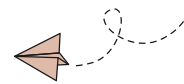
Current Status of L&D for Foreign Officials

Current Status

Starting with the program for Malaysian officials conducted in 1984, the government has provided customized programs for foreign officials. As of 2020, 2,870 foreign officials from 14 countries have completed the customized courses. Meanwhile, about 2,427 foreign officials from 135 countries have participated in the KOICA programs since 1987.

List of L&D Programs for Foreign Officials (2017 – 2019)

List of Programs in 2017



(8 programs conducted 9 times, 183 participants)

Category	Program Name	Period	No. of Participants
Customized programs	4 programs conducted 6 times		121
	The 78th Program for Malaysia	Apr.3 - Apr.14	20
	Program for Vietnam (Program165)	Jun.7 - Jun.16	19
	The 79th Program for Malaysia	Jul.19 - Jul.28	20
	Public Administration Program for Japan	Sep.25 - Sep.29	12
	Program for Russia	Sep.26 - Sep.30	30
	The 80th Program for Malaysia	Oct.23 - Nov.3.	20
KOICA programs	2 programs conducted 2 times		42
	Global Public Administration Innovation Program	Apr.13 - Apr.29	21
	Global Public HRD Program	Jun.22 - Jul.8	21
DEEP programs for Uzbekistan	1 program conducted once		20
	The 1st Master's Program	Nov.20 - Dec.1	20

List of Programs in 2018

(9 programs conducted 13 times, 255 participants)

Category	Program Name	Period	No. of Participants
Customized programs	5 programs conducted 6 times		133
	Program for Singapore	Mar.13 - Mar.15	29
	Program for ASREAN	Apr.2 - Apr.6	22
	Program for Vietnam (Program165)	May.28. - Jun.8	16
	Program for Russia	Sep.3 - Sep.8	30
	Program for Vietnam (NAPA)	Sep.19 - Sep.20	22
	Program for Japan	Oct.15 - Oct.19	14
KOICA programs	3 programs conducted 3 times		52
	Global Public Administration Innovation Program	Apr.19 - May.5	18
	Global Public HRD Program	May.17 - Jun.2	20
	Global Public HRD Program (EROPA)	Aug.30 - Sep.15	14
DEEP programs for Uzbekistan	1 program conducted 4 times		70
	Program for APA Faculty	May.9 - May.18	15
	The 2nd Master's Program	Jun.14 - Jun.22	20
	The 3rd Master's Program	Jul.18 - Jul.27	20
	Competency Development Program for Senior Civil Servants	Nov.19 - Nov.28	15



Status of L&D for Foreign Officials

List of Programs in 2019

(8 programs conducted 14 times, 241 participants)

Category	Program Name	Period	No. of Participants
Customized programs	4 programs conducted 7 times		130
	The 81st Program for Malaysia	Apr.1 - Apr.12	20
	The 82nd Program for Malaysia	Jul.1 - Jul.12	19
	The 83rd Program for Malaysia	Sep.23 - Oct.4	19
	Program for Russia	May.13 - May.17	13
	Program for Japan	Sep.2 - Sep.6	9
	Program for Thailand	Jun.12 / Sep.10	50
KOICA programs	3 programs conducted 3 times		41
	Global Public HRD Program	Apr.11 - Apr.27	11
	Global Public Administration Innovation Program	Jun.6 - Jun.15	15
	Competency Development Program for Royal School of Administration of Cambodia	Jul.14 - Jul.27	15
DEEP programs for Uzbekistan	1 program conducted 4 times		70
	Program for APA Faculty	Apr.24 - May.3	15
	The 4th Master's Program	Jul.3 - Jul.12	20
	The 5th Master's Program	Aug.21 - Aug.30	20
	Competency Development Program for Senior Civil Servants	Nov.27 - Dec.6	15



List of Programs in 2020

(2 programs conducted 2 times, 45 participants)

Category	Program Name	Period	No. of Participants
KOICA programs	2 programs conducted 2 times (online)		45
	Competency Development Program for Royal School of Administration of Cambodia	Apr.1 - Apr.12	15
	Talent Management Program for Indonesia	Nov.2 - Nov.13	30

Outcome of L & D for Foreign Officials

L & D for foreign officials has been effective in helping the participants build capabilities through sharing Korea's experience in national development, and promoting positive and amicable relations with the participating countries. The L & D programs have served as a small but important foundation for expanding exchanges and cooperation between Korea and the international community.

Case Example

Participants from Malaysia voluntarily organized an alumni group after returning to their home country. The alumni group has played an important role in promoting bilateral relations between Korea and Malaysia in diverse forms.



Against the backdrop of the Covid-19 pandemic in 2020 that suspended almost all personnel exchanges between countries, the government launched real-time virtual learning programs to continue to provide L & D for foreign civil servants.



PART
4

NEXT STEPS

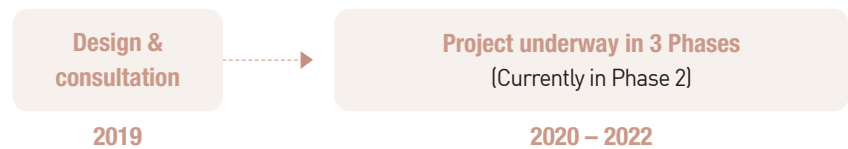
Future Plans and Directions



Summary of HRD Intelligent Open Platform Project

The MPM is carrying out a project to build an Intelligent Open Platform for HRD (HRD Platform) that utilizes state-of-the-art technology such as artificial intelligence (AI) and big data. The project is part of the government's policy to establish a data-based HRD system. Platform design and consultation were completed in 2019, and development is currently underway for a period of three years from 2020 to 2022.

Progress of HRD Platform Project



In 2020, most offline courses were suspended due to Covid-19 concerns, and the importance of having a digital infrastructure in place for non-face-to-face learning received widespread attention.

In light of this situation, the MPM has been trying to facilitate non-face-to-face learning, such as real-time virtual learning, to develop and lead a new HRD paradigm for the post-Covid-19 era. Also, it is making a concentrated effort to build a platform that would enable users to access high-quality content supplied by the private sector and recommend customized content to them.





Innovative Changes through the HRD Platform

Cost Savings and Continuity of Learning

The HRD Platform is designed to recommend, provide and share customized content using big data and AI. The MPM expects that the HRD Platform will be adopted across all government organizations and shared by both users and content providers, reshaping education in many ways. Particularly, real-time virtual learning with enhanced security and two-way communication has the potential to save costs and ensure continuity of learning. While offline courses are not practically feasible amidst health crises such as the Covid-19 pandemic, virtual learning may replace them without compromising the quality of education and also economize on learners' travel time and expense once the government builds an HRD Platform that enables two-way communication and big data analysis.

Open Architecture Enabling the Growth of Private Content Providers

The MPM plans to encourage the participation of private content providers by lowering the entry barrier to the public L&D market and expects this will promote the growth of private providers. So far, content providers have supplied their content to civil servant L&D institutes mostly on a contract-by-contract basis. The problems with this content supply chain are that it requires too much time, makes it hard to keep up with the rapid churn of the knowledge cycle, and has done little to help private providers enter the market.

The HRD Platform is designed with an open architecture so that anyone meeting certain criteria will be able to easily provide L&D content. This will not only present opportunities for many private content providers to directly market their material but also help them prepare better content using diverse analysis data provided through the HRD Platform. For example, if an analysis finds that there is a supply shortage of L&D resources in a particular field, private providers can develop relevant content, supply it directly through the HRD Platform and let civil servants access it. This will help private providers to generate more profit, as a good reputation in the public sector can induce further business growth.

Customized L&D Content

The HRD Platform will provide users with easy and prompt access to job-related content. In addition, it will recommend customized content using new technology such as AI.

On the HRD Platform, users will be able to access a wide range of policy data from international organizations and government-sponsored research centers as well as up-to-date information from private institutions. Users can also act as content providers. Users are allowed to develop L&D materials in their field of expertise or share useful content with their colleagues. All this will result in a huge increase of L&D resources, including content from private providers, enabling the HRD Platform to recommend optimal content to users after considering their job service and experience.

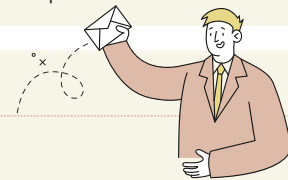
Advantages of the HRD Platform

Customized L&D content

- Applies big data and AI
- Recommends personalized content
- Encourages participation from both users and content providers

Open architecture platform

- Open to private content providers
- Hosts quality content provided by private sector
- Provides diverse analysis data



Real-time video learning with two-way communication

- Enhances security and enables two-way communication
- Saves time and cuts costs
- Ensures continuity of learning



Conclusion

Over the past several decades, the world has witnessed the most remarkable advancement in human history. Innovations in knowledge, technology, and information systems have been the key drivers for such advancement, which adds greater momentum to a changing environment.

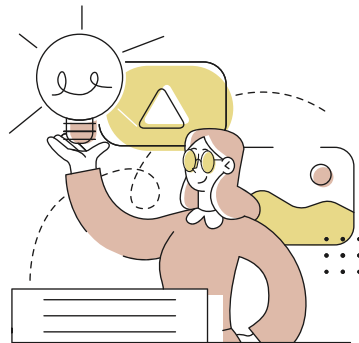
It is essential for the public HRD system to keep up with this rapid pace of advancement. It is also essential for civil servants to equip themselves with expertise and flexibility required in today's environment. For this reason, the Korean government has made multiple efforts to help civil servants build future-oriented capabilities and grow into competent professionals.

Considering the circumstances, shifting the focus of learning and development from basic education to education targeting specific job skills is a natural development. In the same vein, so is building digital infrastructure for non-face-to-face learning in order to save time and cut costs and improve the effectiveness of learning and development. As such, it is encouraging that the government's recent projects show tangible results. Particularly, many see the new project for the HRD Platform as the key policy task in HRD and hope it will play an important role in creating a future-oriented civil service.

This proactive approach is one of the reasons why the international community favors Korea's civil servant learning and development programs. Korea's future-oriented HRD system will help civil servants from across the world develop problem-solving skills and expertise that are necessary in today's rapidly changing environment.

Bibliography

- Ministry of Culture, Sports, and Tourism (MCST). (2020). Republic of Korea Policy Briefing. <https://www.korea.kr>
- Ministry of Personnel Management (MPM). (2020). Human Resource Development Information Center. <https://www.training.go.kr>
- Ministry of Security and Public Administration, Korea Development Institute (KDI) & Korea University. (2013). *2012 Economic Development Experience Module Project: Education and Training Programs for Capacity Development for Korean Government Officials*. Ministry of Economy and Finance.





Date of Publication March 15, 2021

Published by International Cooperation Division, Ministry of Personnel Management (globalmpm@korea.kr)

Address 499 Hannuri-daero, Sejong-si, Republic of Korea 30102

Contact No. +82 44 201 8533

Designed by CREPAS (crayon0663@daum.net)



Ministry of Personnel
Management