EDUCATIONAL RESPONSE TO COVID-19 IN REPUBLIC OF KOREA

Challenges to the Continuity of Learning

교육부
Ministry of Education

Preface

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Faced with the unprecedented challenges of the COVID-19 pandemic, 2020 was a year in which the entire education community in Korea acted as one in collective vigilance. As the spring semester approached, the confirmed cases of COVID-19 rose steadily, which ultimately led to a delay in school reopening in March 2020. In the following month, full-scale online education began for students of all levels. Looking back on Korea's 70-year-long history of education, we never stopped educating our students even in the midst of war. Considering that they had been taught under refugee tents, the fact that the doors of our schools were closed for months was a telltale sign of the sheer enormity of the challenge we were faced with.
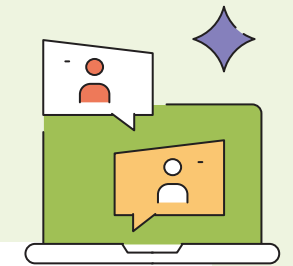
Moving to full-scale online education was an unconventional step for all in the education community. Nevertheless, each student, school faculty and staff member, and parent played their own role in safeguarding students' safety and their right to education.

Teachers developed new teaching and learning content for online classes to ensure continuity of learning, while the public and private sectors worked together to support students in need by providing digital devices and introducing a zero-rating policy. Moreover, in late 2020, the College Scholastic Ability Test, the national college entrance examination in Korea, was administered successfully, demonstrating that "when we work together, even a crisis can be turned into an opportunity."
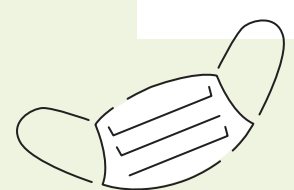
School education is a basic right that all children deserve. The learning and communication experienced in school enrich children's everyday lives. Now, education in Korea is once again concentrating its strengths to achieve a return to the school life that we all enjoyed before the pandemic. The Ministry of Education will continue to work hard to allow our students spend as much time in school as they want by providing a safe and secure learning environment with a strong safety net, while closely communicating with each and every one of the members of our education community. Moreover, the Ministry will work hard to monitor and offer proper support for all students, to not only assist in their attainment of basic education, but also to support their mental and physical development, not to mention their health and safety. In the process, no efforts will be spared to fully prepare our students for the future of education.

As much as I want to see the end of COVID-19 declared by the international community, it would be rewarding if this publication could be of help to countries around the world in their policy-making as part of our collective endeavor to overcome the pandemic.

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01

Overview

COVID-19 Control and Prevention System

The "3T" System

Test

Trace

Treat

	Social distancing in daily life		Regional epidemic	Nationwide pandemic	
	1 Stage	**1.5** Stage	**2** Stage	**2.5** Stage	**3** Stage
Concept	Social Distancing in daily life	Start of regional epidemic	Rapid rise in regional transmission and the start of national transmission	Nationwide epidemic	Nationwide pandemic
Compliance Details	Maintaining daily personal, social and economic activities while observing infectious disease prevention and control rules to prevent COVID-19 infection	Maintaining strict distancing in daily life in regions with high infection rates	Avoiding unnecessary social activities in regions with high infection rates, and reducing the usage of public facilities	Staying at home if possible, and strictly avoiding social gatherings and the usage of public facilities	Staying at home, and minimizing gatherings with others
School/ Student Population Density Adjustment (Nov. 7, 2020 - Jun. 1, 2021)	Schools limited to 2/3 capacity for physical attendance with rare exceptions	Schools strictly limited to 2/3 capacity for physical attendance	• Kindergartens, elementary and middle schools strictly limited to 1/3 capacity for physical attendance • High schools strictly limited to 2/3 capacity	Schools of all levels strictly limited to 1/3 capacity for physical attendance	Transition to online classes in schools of all levels
	• Small-sized schools (i.e. kindergartens with fewer than 60 children, and elementary, middle and high schools fewer than 300 students), schools in rural areas, and special schools have discretion regarding compliance with the physical attendance rules • Emergency childcare service and remedial academic programs for under-performing students exempt from physical attendance rules				
Disease Control and Prevention Measures in Private Academies and Vocational Training Institution	Compliance with 3 basic rules (mask-wearing; visitor log; and ventilation-disinfection)	Following the 4 square meter rule (i.e. there should be at least 4㎡ of space for each person, or leave a space between seats)	• Food consumption is not allowed • ① Allowing 8㎡ of space for each person, or leaving two unoccupied spaces between seats ② Allowing 4㎡ of space for each person, or leaving a space between seats, and limiting business hours to 9 pm ※ Choose between ① and ②	• Limiting business hours to 9 pm • Allowing 8㎡ of space for each person, or leaving two unoccupied spaces between seats • Food consumption is not allowed	Social gathering is prohibited (Online education can be offered)

COVID-19 Status by the Numbers

Number of confirmed cases in Korea
148,647

Number of deaths in Korea
1,992

Fatality rate
1.34

(As of Jun. 15, 2021)

Number of confirmed cases worldwide
175,910,951

Number of deaths worldwide
3,800,592

Fatality rate
2.16

(As of Jun. 15, 2021)

Additional funding allocated by the Ministry of Education for educational infrastructure for COVID-19 in FY 2020
296 billion KRW

Relief allowance to support the childcare of 2.69 million elementary school students (Oct. 2020, one-off assistance)
200,000 KRW

(1.32 million middle school students received 150,000 KRW)

Confirmed cases per 1 million people (cumulative)
2,812

Deaths per 1 million people (cumulative)
39

(As of Jun. 7, 2021)

Number of students who participated in the public learning management system

e-Learning Site **664,000**

EBS Online Class **675,000**

(As of 9am on Apr. 16)

Number of students enrolled in emergency childcare
187,300

(As of Jun. 22)

Percentage of parents "satisfied" with the emergency childcare service for children with disabilities
93.3 %

(Oct. 26-Nov. 2, 2020, 4,621 parents responded)

Agricultural packages provided to the homes of 5.3 million students nationwide
45,000 tons

(3.75 billion KRW)

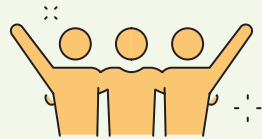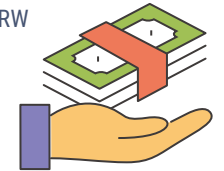Number of students who borrowed digital devices from schools for online learning
283,000

(1st semester of 2020)

A voluntary community of teachers to support the online learning

Community of
10,000
Representative Teachers

(As of Apr. 3)
No. of members: 8,946; 89.5% of all teachers)

Number of students who took the College Scholastic Ability Test (CAST) in 2020
421,034

(Including CSAT applicants both enrolled in and graduated from high school)

Number of confirmed COVID-19 cases among CSAT takers
41

(CSAT held on Dec. 3, 2020)

Pieces of digital content uploaded by teachers for online classes
124.860 million

(Apr.-Dec. 2020)

Number of primary and secondary school students from low-income families who received allowance to cover their internet subscription fees (19,250 KRW per month)

Annually
174,000

Satisfaction rates with online learning

Students **81** %

Parents **56.7** %

(Surveyed Oct. 27-Nov. 2, 2020)

• Were online classes effective in enhancing self-directed learning ability?
65.4 %

• Should online classes continue?

Students **56.7** %

Teachers **69.2** %

(Surveyed Oct. 27-Nov. 2, 2020)

Number of people who performed daily self-checks on website
6.73 million

(As of Nov. 23, 2020)
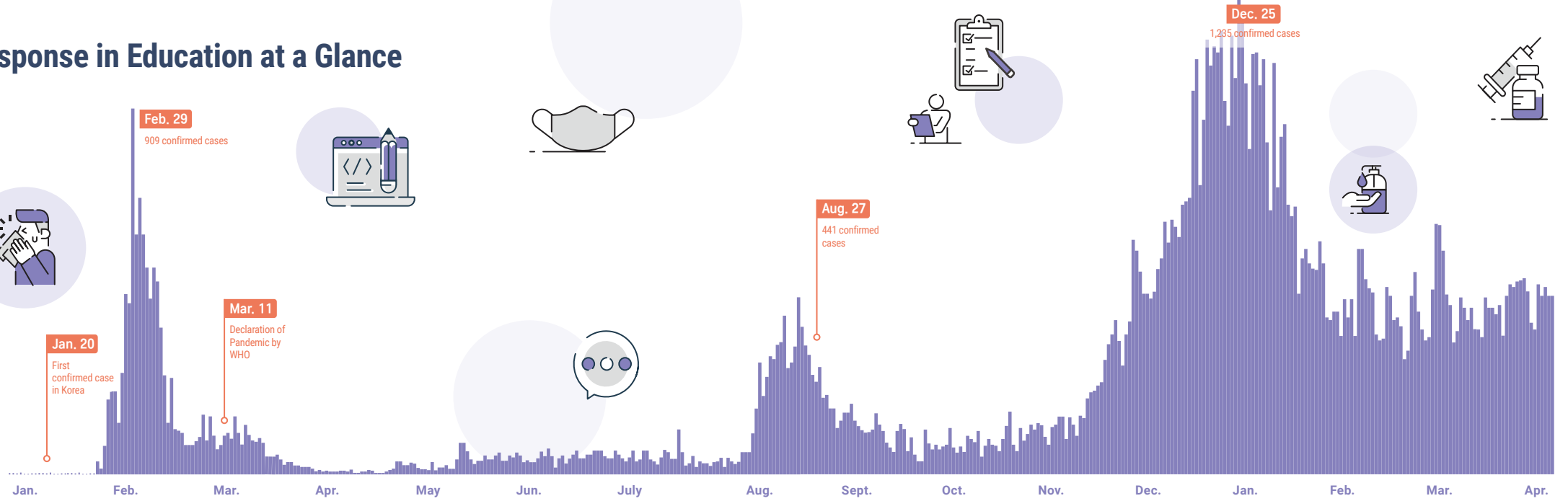
Number of COVID-19 monitoring daily meetings held by MoE
259

(Jan. 29, 2020 - Jun. 11, 2021)

COVID-19 Response in Education at a Glance

Jan. 20
First confirmed case in Korea

Feb. 29
909 confirmed cases

Mar. 11
Declaration of Pandemic by WHO

Aug. 27
441 confirmed cases

Dec. 25
1,235 confirmed cases

Jan. | Feb. | Mar. | Apr. | May | Jun. | July | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr.

2020 1/4 quarter | **2020 2/4 quarter** | **2020 3/4 quarter** | **2020 4/4 quarter**

Response System / Academic Operation

1/4 quarter
- COVID-19 Response Headquarters established at the Ministry of Education (Feb. 21)
- 1st delay in school reopening of kindergartens, elementary, middle and high schools (Feb. 23)
- COVID-19 response team to support higher education institutions and international students established (Mar. 1)
- Plan for academic operation and support announced (Mar. 2)

2/4 quarter
- Guidelines for School Attendance, Evaluation and Academic Transcript Recording distributed (Apr. 7)
- Counseling and psychological support provided to students (Apr. 19)
- Plan to operate kindergartens, elementary, middle, high and special schools announced (May 20)
- Senior high school students allowed to physically attend school (May 20)
- Kindergarteners, 1-2nd year elementary school students, 3rd-year middle school students, and 2nd-year high school students allowed to physically attend school (May 27)

3/4 quarter
- COVID-19 Comprehensive School Monitoring Team expanded (Jul. 1)
- COVID-19 Online Education Infrastructure Division established (Jul. 1)
- Plan to strengthen educational safety net for all students announced (Aug. 11)
- Schools in Seoul and the metropolitan area transitioned to online education (Aug. 26-Sept. 20)

4/4 quarter
- Plan for academic operation after Chuseok (Korean Thanksgiving) holiday period announced (Oct. 11)
- Guidelines for school attendance in line with social distancing measures developed (Nov. 1) and implemented (Nov. 22)
- Plan for academic operations in line with elevation of regional social distancing measures announced (Dec. 6)

Disease Control Measures in School / International

1/4 quarter
- Information-sharing system for arrival and departure dates of international students developed (Jan. 31)
- Pan-governmental team to support international students in response to COVID-19 established (Feb. 6)
- Plan for the protection and management of international students from China developed (Feb. 16)
- Guidelines for Disease Control and Prevention of Kindergartens, Elementary, Middle, High and Special Schools distributed (Mar. 24)

2/4 quarter
- On-site inspection of school readiness conducted in kindergartens, elementary, middle and high schools (Apr. 12)
- Guidelines for disease control and prevention measures in institutions of higher education was distributed (Apr. 23)
- Disease control and prevention measures enhanced to protect the international students arrived in Korea (Apr. 1)
- Detailed guidelines for transitioning to in-person education announced (May 7)
- Students began monitoring health daily (May 18)

3/4 quarter
- Consultation meeting held in Seoul to discuss the protection of international students in the 2nd semester of 2020 (Jul. 16)
- Universities informed of procedures for handling international students infected with COVID-19 (Aug. 14)
- Relevant ministries held meeting to discuss the protection of international students in Seoul and the metropolitan area (Aug. 20)

4/4 quarter
- Additional school personnel dispatched to allow for flexible operation of academic programs and to reinforce disease control measures (Oct. 11)
- 3rd edition of the Guidelines for Disease Control and Prevention Measures for Kindergartens, Elementary, Middle, High and Special schools published (Dec. 11)

Student Management Childcare Support / Online Semester

1/4 quarter
- 1st-3rd emergency childcare demand surveys conducted (Feb. 24-Mar. 9)
- Emergency Childcare Support Centers established and began operation (Mar. 9~)
- Online learning content reviewed to prepare for a delay in school reopening (Feb. 20)
- "School-On" website created to provide integrated support for online learning (Mar. 10)

2/4 quarter
- Members of Community of 10,000 Representative Teachers appointed (Apr. 6)
- Online semester began for senior high school students (Apr. 9)
- Online semester began for 4-6th year elementary school students, 1-2nd middle and high school students (Apr. 16)
- Online semester began for students of all levels (Apr. 20)
- Students started receiving packages of agricultural produce delivered to their homes (Apr. 29)

3/4 quarter
- On-site inspections and consultation meetings held in elementary schools (Jun. 29)
- Plan to reinforce childcare service at elementary schools established with the expansion of the 2nd online semester, and on-site inspections conducted (Aug. 27)
- Briefing session organized to provide information on the operation of academic affairs in the 2nd semester in schools in Seoul and the metropolitan area (Aug. 25)

Communication / International Cooperation

1/4 quarter
- Meeting of directors of colleges and universities held to discuss COVID-19 measures (Jan. 29)
- 1st on-site support offered to colleges and universities as part of COVID-19 response (Feb. 26-Mar. 5)
- Agreement reached between the Korean and Chinese ministries of education to advise students not to depart for each other's countries until the pandemic situation stabilized, and came to terms to minimize disadvantages to students (Feb. 28)

2/4 quarter
- On-site inspections of EBS learning management system conducted (Apr. 17, 20, 22)
- Korea-China discussion on COVID-19 response and reinforcement of education cooperation held (May 11)
- G20 Extraordinary Education Ministers Meeting held virtually (Jun. 27)

3/4 quarter
- Consultation meeting with parents held in Seoul and the metropolitan area (Aug. 31)
- G20 Education Ministers' Meeting held virtually, joint ministerial statement adopted (Sept. 5)

4/4 quarter
- On-site inspections conducted in special schools, and meeting held between parents and faculty (Oct.19)
- Korea Study Abroad Fair held both on- and off-line (Oct. 20)
- Virtual meeting held between Korean and Argentinian Ministers of Education to discuss COVID-19 response (Nov. 17)

Examinations / Budget Support

1/4 quarter
- Korean History Proficiency Test, Bachelor's Degree Examination for Self-Education, and CSAT Mock Test delayed
- 1st Special Education Grants in Response to COVID-19 provided (Feb. 6)
- Supplementary budget for FY 2020 in response to COVID-19 appropriated (Mar. 17)

2/4 quarter
- 2-week delay in 2021 CSAT schedule confirmed (Apr. 13)
- Guidelines to COVID-19 control measures for CSAT distributed (Apr. 23)
- Plan to provide financial support for disadvantaged college students developed (Apr. 24)
- 5th Special Grant for Disaster Control and Prevention offered (Jun. 30)

3/4 quarter
- Interest rate for student loans lowered further, to 1.85% for the 2nd semester (Jul. 8)
- Emergency plan for institutions of higher education to transition to online education announced (Jul. 31)
- Plan for the administration of 2021 CSAT announced (Aug. 4)

4/4 quarter
- Special COVID-19 prevention and control measures deployed ahead of CSAT (for 2 weeks)
- CSAT administered (Dec. 3)

Future Education

2/4 quarter
- Meetings of policy advisory group for online education held (Apr. 23, May 1, May 8, Jun. 19)
- Dialogues on post-COVID-19 education held (Jun 17-Aug. 7)

3/4 quarter
- Regional dialogues on post-COVID-19 education held (Jul. 15-Aug. 11)
- Plan for Digital-based Innovation of Higher Education announced (Sept. 9)
- Plan for the Innovation of Lifelong Education and Training in Digital Era announced (Sept. 23)

4/4 quarter
- Top 10 Policy Agenda for Transition to Future Education announced (Oct. 5)
- Dialogue with parents on top 10 policy agenda for the transition to future education held (Nov. 18)
- Direction and Tasks of Education Policy in the Era of AI announced (Nov. 20)
- Dialogue with students on the top 10 policy agenda for the transition to future education held (Dec. 15), and dialogue with faculty held (Dec. 16)

02
Educational
Response to COVID-19

A COVID-19 response system was established to quickly tackle any emergencies and to make informed decisions in close communication with the relevant ministries and institutions. To this end, a response team was created under the Ministry of Education led by the Minister and Vice Minister, as well as a pan-governmental body that allowed all stakeholders in education to readily communicate, including the relevant ministries at the central government level, and the provincial offices of education, as well as the institutions of higher education.

The Response System under the Ministry of Education

When COVID-19 was at its initial stage of transmission in January 2020, the Ministry of Education organized the "COVID-19 Prevention Task Force" led by the Vice Minister. After the infection started to spread more broadly and the national alert level was elevated, the Task Force was expanded to the "COVID-19 Response Headquarters," involving 32 divisions of the Ministry of Education, led by the Deputy Prime Minister (Minister of Education) in February 2020.

The Response Headquarters consisted of four departments, which were the "Kindergartens and Primary·Secondary School Response Department," "Higher Education and International Students Response Department," "Financial Response Department," and "Social Affairs Cooperation Department." For example, the Kindergartens and Primary·Secondary School Response Department was in charge of managing school disinfection activities, school closure and reopening schedules, and assisting the provincial offices of education to prevent and control COVID-19 infection. The Higher Education and International Students Response Department provided comprehensive support for international students, and was in charge of disease control and prevention measures and academic affairs management in universities. The Social Affairs Cooperation Department was responsible for promoting cooperation among the relevant ministries that manage social affairs policies, which was reflective of the role of the Ministry of Education, as its Minister also serves as the Deputy Prime Minister for Social Affairs. On July 1, the "University COVID-19 Response Team" was expanded to the "Comprehensive COVID-19 School Response Division," and the "COVID-19 Online Education Infrastructure Division" was newly established at the Ministry of Education.

| Organization of COVID-19 Response Headquarters at the Ministry of Education
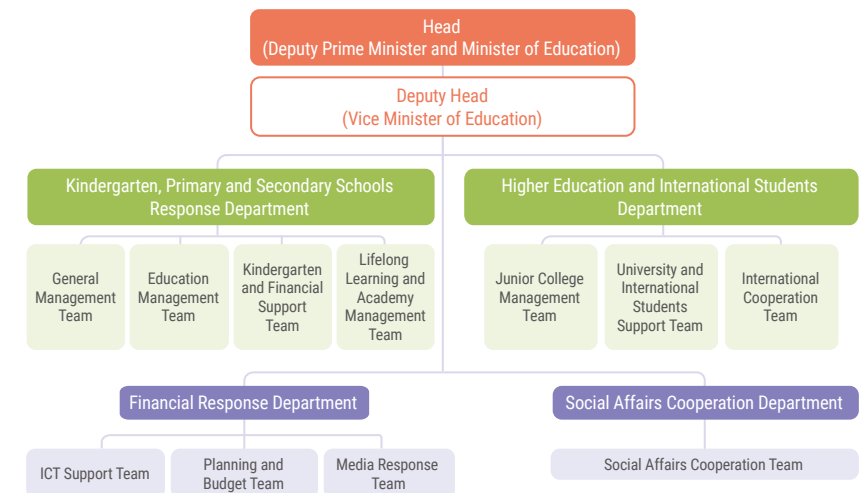
| COVID-19 Response Divisions at MOE

| COVID-19 Management and School Response Division | In charge of the comprehensive response to COVID-19 by the education community |
| COVID-19 Online Education Infrastructure Division | In charge of stable operation of the Learning Management System (LMS) for online education |

Cooperation System of the Provincial Offices of Education

Following three rounds of decisions to delay the date of school reopening due to nationwide transmission, the "Task Force on Preparation of School Semester" was created as a consultative body between the Ministry of Education and the Provincial Offices of Education to readily report on urgent matters and discuss response measures accordingly. The provincial offices of education and teachers' communities worked closely with this Task Force, which was headed by the Vice Minister of Education. As schools gradually reopened in May 2020, the Task Force changed its name to the "Preparation Task Force for In-Person Education" to support safe school reopenings around the country.

| Organization of "Task Force on Preparation of School Semester"
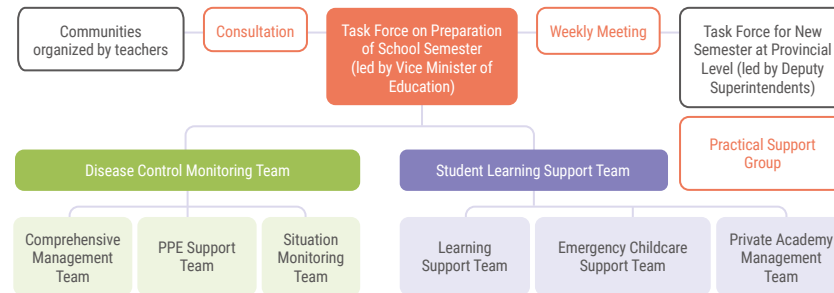
To facilitate close cooperation with 17 provincial offices of education around the country, the Ministry of Education held 37 meetings from March to September 2020. At the meetings, the Ministry provided policy guidance at the national level, while the provincial offices of education discussed and monitored how each region had been responding to local transmissions in their own contexts.

Back to School Task Force

To ensure a safe learning environment and establish a well-functioning monitoring and inspection system to offer students quality education and allow them to return to their daily lives, the "Back to School Task Force" was created at the Ministry of Education. The Back to School Task Force organizes a meeting every two weeks with deputy superintendents from the provincial offices of education and director generals from the Ministry of Education. The meeting aims to monitor six key indicators of the COVID-19 response, to discuss urgent matters that require close consultation between the Ministry of Education and the provincial offices of education, and to reflect the voices of diverse members of the education community to address wide-ranging impacts of the pandemic.

| Back to School Task Force
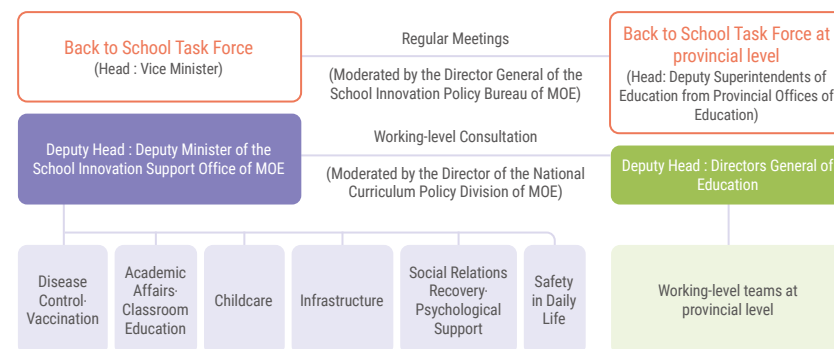
※ A close cooperation system was established with health authorities at the central government level, such as between the Ministry of Education and Korea Disease Control and Prevention Agency, and between the provincial offices of education and local health authorities at the local government level.

Management of Academic Affairs

The Ministry of Education phased in measures that were necessary to flexibly manage academic affairs to ensure the continuity of learning while maintaining student health and safety as its utmost priority. Following the first nationwide infection surge, the date of school reopening was delayed and online classes were introduced, accompanied by phasing in face-to-face education in line with local infection trends. After the second and third surge of infections, blended forms of education were offered by combining both online and in-person learning to manage academic affairs flexibly.

Swift Academic Adjustments before School Reopening

The academic schedules and programs for 2020 were adjusted promptly before the school reopening to prevent further transmission of COVID-19. All kindergartens, and primary and secondary schools decided to postpone their reopening in order to ensure student health and safety, and ad-hoc academic plans were made accordingly. In preparation for a scenario in which learning could not be carried out in-person even after schools reopen, the Ministry developed guidelines to systematically assist schools of all levels in offering online education. Moreover, all institutions of higher education were advised to delay their schedule for the spring semester, and guidelines were distributed. Events involving gatherings of mass crowds, such as graduation ceremonies and orientation sessions for freshmen students, were canceled, and academic schedules were readjusted.

| School Reopening Timeline in 2020

Feb.	3	· Decision made to delay school reopening and temporarily close 474 schools, including kindergartens and primary·secondary schools.
	23	· Announcement of the 1st delay in school reopening: one week delay in all kindergartens and primary·secondary·special schools (school reopening date was readjusted from Mar. 2 to 9). It was the first temporary school closure at the national level.
Mar.	2	· 2nd delay: additional 2 weeks delay for kindergartens and primary·secondary schools (school reopening date: Mar. 23)
	17	· 3rd delay: additional 2 weeks delay (school reopening date: Apr. 6)
	31	· 4th delay: announcement of the introduction of first-ever "online semester" (i.e. phased-in introduction from Apr. 9 starting with the 3rd grade secondary school students)
Apr.	9	· 1st phase of the online semester: first online school reopening for 3rd grade of secondary schools.
	16	· 2nd phase: 4-6th grades of elementary schools; 1-2nd grades of middle and high schools
	31	· 3rd phase: 1-3rd grades elementary school online semester officially ended after 49 days of delay to physical school reopening of primary·secondary schools
May.	4	· Announcement of staggered physical school reopening, starting with the high school senior students
	11	· Decision made to delay physical school reopening by one week
	20	· 1st phase of physical school attendance started with high school senior students (※1st physical reopening of school in 80 days of its delay)
	27	· 2nd phase: kindergarten; 1-2nd grades of elementary schools; senior students of middle schools; 2nd grade of high schools
Jun.	3	· 3rd phase: 3-4th grades of elementary schools, 2nd grade of middle and high schools
	8	· 4th phase: 5-6th grades of elementary schools; 1st grade of middle schools ※ All students allowed to physically go to school after 99 days of delay to school reopening

Support for Online Education

Schools were supported in various ways as they prepared for the first-ever "online semester (online school reopening)." The introduction of the online semester was staggered to allow schools sufficient time to prepare, starting with the third grade high school students and third grade middle school students. In addition, guidelines were developed to give clear instructions to teachers on student attendance, evaluation and the recording of school transcripts. Teachers and students were offered a code of conduct that they could refer to in their online learning and teaching activities. The provincial offices of education and schools came up with their own protocols and plans to operate online education based on the government guidelines, taking into account local contexts and professional advice from teachers.

| Introduction of Online Learning by Stages for 1st Semester of 2020

School Level		Apr. 6-8	Apr. 9-10	Apr. 13-15	Apr. 16-17	Apr. 20~
High School	3rd	Temporary Closure (3 days)	Adjustment Period	Online Semester (Apr. 9~)		
	1st, 2nd	Temporary Closure (7 days)			Adjustment Period	Online Semester(Apr.16~)
Middle School	3rd	Temporary Closure (3 days)	Adjustment Period	Online Semester (Apr. 9~)		
	1st, 2nd	Temporary Closure (7 days)			Adjustment Period	Online Semester (Apr. 16~)
Elementary School	4-6th	Temporary Closure (7 days)			Adjustment Period	Online Semester (Apr.16~)
	1-3rd	Temporary Closure (9 days)				Online Semester (Apr. 20~)

| Types of Online Classes

Real-time Interactive Class

Real-time interactive online classes allow immediate exchange of feedback, including real-time communications and discussions by using video-conferencing.

Content-oriented Class

• Lecture type: Content-oriented classes allow students to watch video-recorded lecture and/or learning content, while the teachers monitor how much students have learned and provide feedback.
• Lecture + activity type: After watching the video-recorded learning content, students engage in discussions by leaving comments or asking and answering questions about what they have learned with their peers.

Task-oriented Class

Teachers give tasks for self-directed learning and monitor students' progress based on achievement standards of each subject.

Others

Other types of online classes can be implemented depending on different conditions of the provincial offices of education and schools.

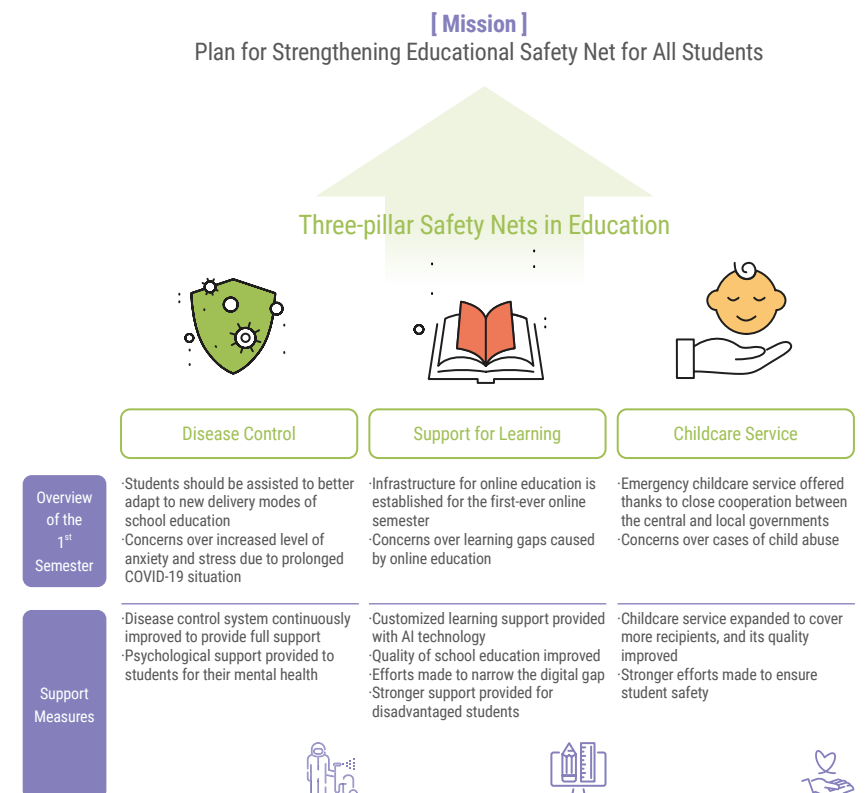## Supporting Schools with In-person and Online Education

Kindergartens and primary and secondary schools were swiftly assisted in providing in-person instruction in parallel with online instruction. To help schools to transition to in-person education, guidelines for school reopening were distributed which contained instructions on student attendance, assessment and school transcript recording. For example, to ease the burden of assessment on students, the extent to which student assessment outcomes were reflected on their school transcripts was adjusted appropriately. During online classes, teachers were only allowed to carry out student assessments based on their direct observation of students' activities during the online classes, such as their participation in real-time online debates and discussions. After physical school attendance was allowed, teachers utilized the learning outcomes submitted by their students during the online classes in their in-person classes, while observing students' progress in learning in order to reflect all these factors on the school transcript. In addition, the Ministry of Education developed plans for flexible management of academic affairs and shared them with schools and the provincial offices of education, to help them better prepare for school reopening. Moreover, in consideration of the national social distancing measures, schools were allowed to decide their level of population density and to choose between in-person and online education that matched their circumstances and better served their needs, so that they could make plans for education in the second half of the 2020 academic year.

| School Density Measures according to the Level of Social Distancing (Announcement on Jul. 31, 2020)

Social Distancing Levels

Level 1	Level 2	Level 3
In-person education at school and online education at home	In-person education at school and online education at home	Online education at home and temporary school closure
2/3 density in school building depending on local contexts	Strict minimum density requirement ※ 1/3 density in kindergartens, elementary-middle schools, and 2/3 in high schools.	In principle, decisions are made at the national level, but adjustments can be made depending on local contexts.

November 7, 2020 ~ as of 2021

Level 1	Level 1.5	Level 2	Level 2.5	Level 3
Social distancing in daily life	Local transmission	Rapid spread of local transmission and the beginning of nationwide transmission	Rapid spread of nationwide transmission	Full-fledged nationwide pandemic
In principle, 2/3 density should be maintained, but it can be adjusted depending on local and school contexts. In highly populated schools, 2/3 is advised.	In principle, 2/3 density should be maintained.	In principle, 1/3 density should be maintained (and 2/3 for high schools), but it can be flexibly readjusted within the maximum of 2/3 density range.	2/3 density is required in principle	Transition to online education

Based on the assessment of how schools operated in the first semester, the disease control measures in schools were strengthened to offer better quality education in the second semester, which also included psychological, learning and childcare support for those in need as part of the overall educational safety net.

| Safety Nets for Disease Control, Learning Support and Childcare Service

[Mission]
Plan for Strengthening Educational Safety Net for All Students

Three-pillar Safety Nets in Education

	Disease Control	Support for Learning	Childcare Service
Overview of the 1st Semester	·Students should be assisted to better adapt to new delivery modes of school education ·Concerns over increased level of anxiety and stress due to prolonged COVID-19 situation	·Infrastructure for online education is established for the first-ever online semester ·Concerns over learning gaps caused by online education	·Emergency childcare service offered thanks to close cooperation between the central and local governments ·Concerns over cases of child abuse
Support Measures	·Disease control system continuously improved to provide full support ·Psychological support provided to students for their mental health	·Customized learning support provided with AI technology ·Quality of school education improved ·Efforts made to narrow the digital gap ·Stronger support provided for disadvantaged students	·Childcare service expanded to cover more recipients, and its quality improved ·Stronger efforts made to ensure student safety

School Reopening through Online Classes

Online school reopening was prepared as physical school attendance became difficult with the spread of COVID-19. Public learning management systems (LMS) were established to allow the participation of all primary and secondary school students, and diverse online learning materials were developed. In particular, teachers were encouraged to engage in wide-ranging voluntary activities through the "Community of 10,000 Representative Teachers" and the "Knowledge Spring."

Laying the Foundation for Online Classes

Ahead of the online semester, the public learning management system was augmented to allow all 5.34 million primary and secondary school students nationwide to simultaneously participate in online learning. The Ministry of Education established its platforms for online classes by expanding on existing platforms. To offer a stable online education experience, a joint task force was created to monitor online learning, and each institution operated a situation room to observe the status of online education and tackle any technical difficulties.

| Building Public Learning Management System

Public Platforms	Measures for Stable Operation of Online Classes	Web Traffic Capacity (as of Apr. 16, 2020)
E-learning Site	7-fold expansion of infrastructure in 2 weeks (Mar. 23-Apr. 8) — 470,000 visitors → 3 million	**664,000 visitors**
The EBS Online Class	300-fold expansion of infrastructure in a month (Mar. 2-Apr. 8) — 10,000 visitors → 3 million	**675,000 visitors**

Collaboration of Teachers

Teachers' communities such as the Community of 10,000 Representative Teachers and the Knowledge Spring served as channels for real-time communication among teachers to share their challenges with online instruction and engage in troubleshooting. Teachers also used these channels to further develop their own online teaching capacities by working with their colleagues from schools across the country.

| Community-led Support for Teachers

The Community of 10,000 Representative Teachers
This community gathers relevant institutions such as representative teachers from schools in 17 provinces, the Ministry of Education, the provincial offices of education, and Korea Education & Research Information Service (KERIS) to assist teachers in better adapting to the online teaching environment.

School-On
School-On is an integrated platform designed to support online learning to allow easy access to information for teachers to create online classrooms, support their students' learning and provide counseling.

Teacher-On
Teacher-On is a voluntary group of teachers that offers online teaching support, including how to make e-classrooms and teach online by using digital tools, to help their fellow teachers.

The Knowledge Spring
This website allows teachers to share knowledge about what they need to prepare for online teaching by interacting with one another.

Diverse Online Learning Content for Primary and Secondary Education

With the full-scale introduction of online education, a profound effort was made to ensure teachers have access to abundant online teaching materials. Such online content included 5,500 materials on the E-learning Site and 43,000 materials on the EBS (Korea Educational Broadcasting System) website, including the EBS Premium Lectures for middle school students, 497 e-books, and 134 digital textbooks. In addition, 28 of the EBS TV channel programs and 41 educational materials from cyber high schools were broadly shared. Online education was offered to meet the demands of various learners and to cater to their specific needs. For example, in order to support students with disabilities, online learning materials were provided in Braille and/or with subtitles, while students from multi-cultural families received assistance with their Korean language learning. For vocational high school students, specially designed online learning materials were offered to assist in their vocational training. In addition, cooperation with the private sector was also strongly encouraged to provide wide-ranging learning content. For example, 3,000 audio textbooks were offered free of charge by NAVER, a Korean online platform operator, via its educational platform, while 306 video clips were broadly shared in the idea-sharing series, "15-Minute Lecture to Change the World."

| Online Classes Content

Grades	Subjects	Channels
Elementary 1-2nd	Korean, Math	EBS Plus2, EBS 2TV
Elementary 1-6th	Korean, English, Math, Social Studies, Science	e-Learning + EBS Online Class
Middle School 1-3rd	Korean, English, Math, Social Studies, Science	e-Learning + EBS Online Class (EBS Middle School, EBS Premium)
	28 types of digital learning content in line with the curriculum	Content from cyber middle schools curriculum (e-Learning & EBS Online Class)
High School	Korean, Math, English, Social Studies, Science	EBSi High School Lectures (Freshman Series, Sophomore Series), EBS National Entrance Exam Special Lecture, EBS Online Class
	Common subjects and 41 Types of elective subjects in line with the curriculum	Content from cyber high school curriculum (e-Learning & EBS Online Class)

Outcome of Online Education

As more students, teachers, and parents got used to online education, and online learning platforms became more technically stable, schools made appropriate use of online tools to blend with the school curriculum. The Ministry of Education developed the "Plans to Strengthen Education Safety Net for all Students" and the "Plan for Quality Assurance of Online Education and Education Safety Net" on August 11 and September 15, respectively, to improve the overall quality of online education. In primary and secondary schools, the percentage of real-time interactive online classes used in the second semester increased dramatically compared to the first semester among all types of online classes (i.e., 14.8% in 1st semester; 55.7% in 2nd semester). The percentage of teachers using educational content that they had developed on their own also rose from the first to the second semester (20.3% in 1st semester; 25.3% in 2nd semester).

| The Outcome of Online Education and Communication between Teachers and Students in 2nd Semester of 2020

Ratio of the Real-time Interactive Online Classes
- 14.8% (1st Semester)
- 55.7% (2nd Semester)
- 40.9%

Real-time Interactive Online Class at Sejong Dajeong Elementary School
·Demonstration of the Real-time Interactive Online Class
·Creative and experiential activities are carried out as part of the Real-time Interactive Online Classes

62.6% of the parents who participated in a survey by Real Meter said:, "Online classes have been helpful in preventing learning loss."

76.4% of the teachers participated in a survey by NEIS said:, "I will continue to use online tools in my classes in the future."

68.33% of the secondary school students said:, "I found the online learning helpful."

Disease Control and Prevention System in Schools

The emergence of the COVID-19 pandemic gave birth to a new school disease control and prevention model. In line with the varying infection trends and severity of local transmission, measures were taken to promptly provide guidelines that match the different contexts of educational institutions. Schools made sure they were stocked up on personal protective equipment (PPE) such as masks and thermal imaging cameras, whereas private academies frequently visited by students were required to follow strict health guidelines.

Disease Control and Prevention at Kindergartens, and Elementary·Middle·High·Special Schools

"The Guidelines on COVID-19 Control and Prevention for Kindergartens, and Elementary · Middle · High · Special Schools" was developed to inform all schools of the basic procedures for disease control and prevention, and how to handle infection cases in schools ahead of school reopening.

| Guidelines on COVID-19 Control and Prevention in Kindergartens, and Elementary·Middle·High·Special Schools (by the Ministry of Education, March 24)

Preparations before School Reopening

Disinfection Activities	Disinfection activities are carried out by specialized cleaning companies before schools reopen.
Management System	School personnel in charge of the management of COVID-19 are designated; emergency contact system is established with local health centers, testing sites, etc.; and those who have symptoms are identified in advance and are advised not to come to school. ※School teachers are trained in advance (through non-face-to-face training) to be well-informed of COVID-19 response protocols.
Hygienic Environment	Prepare an isolated room (i.e., a temporary observation room) for those showing symptoms; the school arrival times are staggered for each grade to avoid over-crowding; and personal protective equipment (e.g., soap, hand sanitizers, thermometers, wipes, etc.) is stocked up to be used by students, school faculty and staff. ※Body temperature is checked at the school entrance with thermal imaging cameras installed in advance.
Face Masks in Stock	A stock of masks is kept for immediate use with any suspected and/or confirmed cases.

Measures after School Reopening

Temperature Check	If a student is found to have symptoms at home, they cannot go to school, and the school must be notified of the situation. If a student is found to have symptoms while at school, after checking the temperature, they will be returned home for further assistance and treatment. ※Students' health conditions are checked every day for a week prior to the school reopening. If there are students, and school faculty and staff with underlying health conditions (e.g., chronic diseases, diabetes, etc.), they should receive special health education on personal hygiene; those with symptoms are put in a separate place to have their symptoms observed, and protective measures are implemented.
Suspension of School Attendance (or workplace)	If body temperature exceeds 37.5℃ or any respiratory symptoms are observed, the student or teacher should avoid contact with others and must not leave their home to observe progress for 3-4 days. - For those with a recent history of overseas travel, or contact with a confirmed case of COVID-19, their progress should be observed for 2 weeks at home.
Education and Guidance	Personal hygiene tips are given through at-school broadcasting; and hand-washing, coughing, and mask-wearing protocols are broadly shared.
Confirmed Case Identified	If necessary, schools can be temporarily closed for 14 days, either at the individual class or the entire grade level, in consultation with health authorities, during which school facilities are thoroughly disinfected.

Measures to restrict facility use due to a confirmed case in school

Scale of Infection	Contact Tracing	Restrictions on School Facility Use
One confirmed case	Contacts are clearly identified	- Limit the use of facilities visited by a confirmed patient
	Contacts are not clearly identified	- Limit the use of facilities in the area where a confirmed patient may have been (e.g. classrooms, faculty rooms, bathrooms, aisle, cafeteria, elevators, etc.) and areas frequently used by visitors in general
More than one confirmed case	Contacts are clearly identified	- If multiple confirmed cases occur on one floor, access to the entire floor is prohibited. ※Disinfection activities are carried out on the given floor and as well as other floors in proximity - If multiple cases occur on many floors of the building, a temporary shutdown of the entire building should be considered.
	Contacts are not clearly identified	- Temporary restriction on the use of the entire school building

Following the health authorities' instructions, the school principal should implement necessary measures to temporarily limit the access to school facilities if a confirmed case occurs in school

Disease Control and Prevention in Institutions of Higher Education

A series of guidelines on the operation of higher education institutions in response to COVID-19 was developed and distributed to colleges and universities around the country. In particular, a guideline for the academic management of institutions of higher education for the 1st semester of 2020 was published which advised the use of online lectures over face-to-face lectures. The Ministry of Education worked closely with higher education institutions and local governments to strengthen disease control measures in neighborhoods around the campuses, and established an emergency contact network to closely monitor the health conditions of infected students, school staff and faculty. Moreover, students were required to avoid gathering in large groups on campuses, and visitors' access to buildings and multi-use facilities was strictly restricted.

Disease Control Measures in Private Academies

The Ministry of Education and the provincial offices of education worked together to strengthen the disease prevention capacities of private academies. On-site inspections were regularly held to ensure that safety measures were properly carried out. In cases of local transmission, private academies in that region were advised to temporarily close their business as part of the disease control measures, and those infected were tracked and traced thoroughly. In line with the national social distancing measures, the Ministry of Education also distributed COVID-19 response guidelines to private academies.
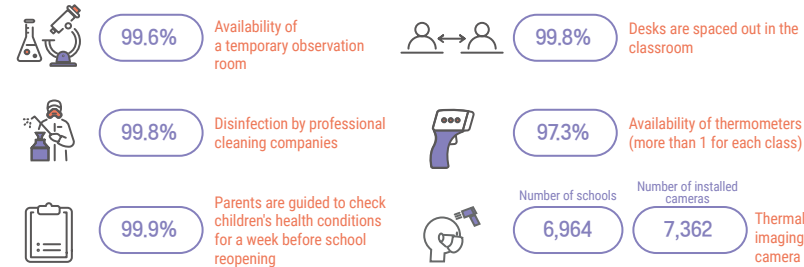
Disease Control and Prevention Measures in Private Academies
(as announced by the Central Disaster Management Headquarters on May 28)

Business Owners and Employees	Users
•A visitor log must be kept (which contains names and phone numbers, confirmed by ID cards, etc.) for four weeks •Visitors should be checked for symptoms, and those displaying suspected symptoms should not be allowed to enter the premise •Business owners and employees must wear a mask at all times. •Business owners and employees should be checked for symptoms at least once a day, and those displaying suspected symptoms should be sent home (and a log should be kept). •A staff member should be designated as a COVID-19 coordinator •Facilities are disinfected before and after each class (and a log should be kept) •Maintain more than two meters of spacing (or a minimum of one meter) between students in the classroom •When students use a shuttle bus to travel to and from a private academy, the driver must wear a mask, and the bus should be disinfected before and after its use (with a log kept).	•All visitors must record their name and contact number in a visitor log, and/or present their ID cards before entering the premise •All visitors must report their health conditions, and may be denied entry if they display suspected symptoms. •All visitors must wear a mask •All visitors must maintain a spacing of more than two meters (minimum of one meter) from others - Inspections are conducted regularly at private academies, and if they fail to comply with the above restriction, they may face charges and/or be ordered to close the business temporarily*. *Those who do not follow the above protocols may be fined (up to three million KRW), or be banned from operating the business temporarily as stipulated in the Infectious Disease Control and Prevention Act.

Securing Personal Protective Equipment

The Ministry of Education promptly took stock of the personal protective equipment (PPE) in reserve and other items for disease prevention measures. A budget plan for purchasing PPE was appropriated and executed. In consultation with health authorities, masks were reserved for those in need, including emergency childcare service workers, international students, kindergarteners and primary and secondary school students, in order of priority. In addition, thermal imaging cameras were installed at school entrances to avoid any crowding when students have their temperatures checked before entering the school building.
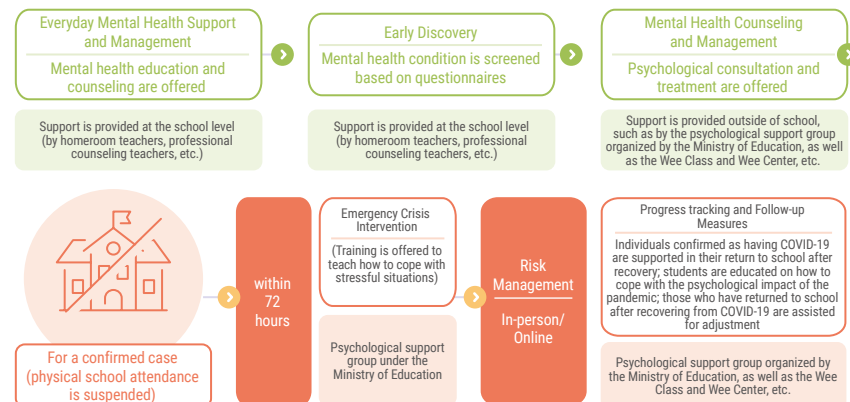
| School Reopening Readiness (as of Apr. 22, 2020)

99.6%	Availability of a temporary observation room
99.8%	Desks are spaced out in the classroom
99.8%	Disinfection by professional cleaning companies
97.3%	Availability of thermometers (more than 1 for each class)
99.9%	Parents are guided to check children's health conditions for a week before school reopening

Number of schools **6,964**
Number of installed cameras **7,362** Thermal imaging camera

Inventory of PPE in the 2nd semester of 2020

	Mask	Hand Sanitizer	Alcohol Wipe	Hand Soap	Total
Budget for the 2nd half of 2020 (percentage of actual support offered compared to what was previously planned)	13.644 billion KRW (100%)	1.051 billion KRW (25%)	12.48 billion KRW (25%)	1.078 billion KRW (25%)	28.253 billion KRW*
Amount of PPE inventory for the 2nd semester (reserved from the 1st half of 2020 + additional supply for the 2nd half of 2020)	37,569,568 (6.1 per person)	1,782,042 (6.4 per class)	4,180,216 (15.1 per class)	742,913 (2.6 per class)	-

Support for Psychological Health

In recognition that not only those infected or quarantined, but also many students, teachers and school staff in general showed high levels of anxiety and stress due to the pandemic, psychological support was provided to promote mental health and well-being. To this end, a team of 60 psychiatrists and a 24-hour mobile counselling system were established to offer individualized psychological support. For schools where confirmed cases occurred, online training programs led by psychiatrists were provided to give practical, real-life assistance to all those affected.

Psychological Support System in School

Everyday Mental Health Support and Management
Mental health education and counseling are offered
Support is provided at the school level (by homeroom teachers, professional counseling teachers, etc.)

Early Discovery
Mental health condition is screened based on questionnaires
Support is provided at the school level (by homeroom teachers, professional counseling teachers, etc.)

Mental Health Counseling and Management
Psychological consultation and treatment are offered
Support is provided outside of school, such as by the psychological support group organized by the Ministry of Education, as well as the Wee Class and Wee Center, etc.

For a confirmed case (physical school attendance is suspended)

within 72 hours

Emergency Crisis Intervention
(Training is offered to teach how to cope with stressful situations)
Psychological support group under the Ministry of Education

Risk Management
In-person/ Online

Progress tracking and Follow-up Measures
Individuals confirmed as having COVID-19 are supported in their return to school after recovery; students are educated on how to cope with the psychological impact of the pandemic; those who have returned to school after recovering from COVID-19 are assisted for adjustment
Psychological support group organized by the Ministry of Education, as well as the Wee Class and Wee Center, etc.

COVID-19 Vaccination

In Korea, COVID-19 vaccinations began on February 26, 2021. In consideration of the infection trends and capacity of the national medical system, the first vaccinations were given to medical workers treating COVID-19 patients. Vaccinations for workers in schools and childcare facilities began in the second quarter of 2021.
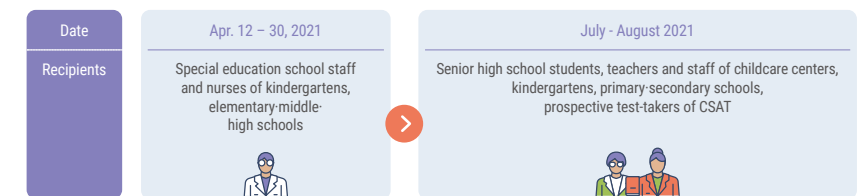

Vaccination Schedule

In the education sector, vaccinations began in April 2021 for workers in special education schools and childcare facilities, as well as school nurses. They were considered the top priority recipients of vaccinations as students with disabilities require in-person learning, and special education teachers often find it hard to wear a mask when closely interacting with their students. Likewise, school nurses are at higher risk of infection as they have to make close contact with those suspected of infection in school.
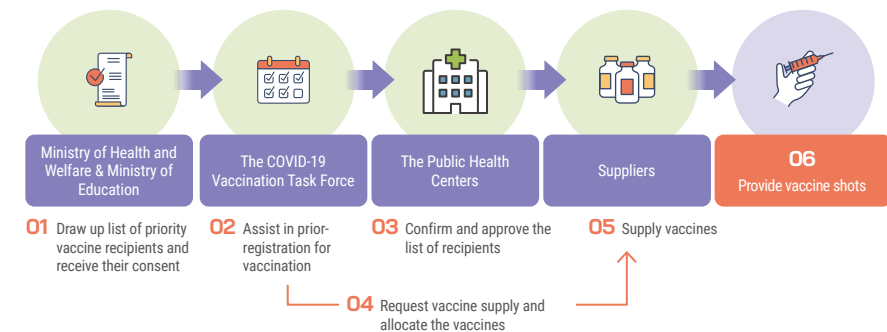
Starting in July and August, those who work in kindergartens and daycare centers, as well as the teachers and staff of elementary and secondary schools will be vaccinated, along with senior high school students and prospective CSAT test-takers.

| Vaccination Schedule for the Members of Education Community

Date	Apr. 12 – 30, 2021	July - August 2021
Recipients	Special education school staff and nurses of kindergartens, elementary·middle· high schools	Senior high school students, teachers and staff of childcare centers, kindergartens, primary·secondary schools, prospective test-takers of CSAT

Plan for Vaccination

The Ministry of Education drew up a vaccination priority list of individuals from the provincial offices of education and schools of all levels, and received their consent. With this list, the public health centers established a plan to match available vaccines with schedules, and contacted the individuals on the list to make vaccination arrangements.

Ministry of Health and Welfare & Ministry of Education	The COVID-19 Vaccination Task Force	The Public Health Centers	Suppliers	**06** Provide vaccine shots

01 Draw up list of priority vaccine recipients and receive their consent
02 Assist in prior-registration for vaccination
03 Confirm and approve the list of recipients
04 Request vaccine supply and allocate the vaccines
05 Supply vaccines

Leave of Absence due to Vaccination

The Ministry of Education ensures that all those vaccinated are entitled to a paid leave of absence on the day of vaccination, and allows those who experience discomfort after inoculation, such as fever or muscle pain, to take a sick leave without having to submit a medical certificate.

Childcare Support

With the delay in the school reopening schedule, demand for emergency childcare service rose. To identify the demand more accurately, surveys were conducted and emergency childcare was offered accordingly. This involved not only administrative and financial assistance, but also online learning support in parallel with in-person childcare service. In addition, childcare service was provided based on inter-ministerial cooperation to provide comprehensive support to parents in need of assistance and to ease their burden.

Emergency Childcare Service to Meet Real-life Needs

As schools delayed the beginning of the spring semester, the government made an announcement of its plans for emergency childcare service. The bottom line was to ensure the health of all students, school faculty and staff, and to offer childcare service in a safe environment, by dispersing students and staff to avoid crowding, under the emergency response system for childcare service. Surveys were conducted to identify the demands for the service, to which all those requested were entitled. As part of the service, lunch was provided, and the service hours were also extended to meet the demands of parents who requested longer hours of daycare service.

| The Emergency Childcare Service by the Government

"The Government will Provide a Safe and Solid Emergency Childcare Program" (Press release jointly published by relevant ministries on Feb. 28, 2020)	• Emergency childcare as a follow-up measure to the delay in school reopening - Period: March 2-6 (for one week) - Recipients: 48,656 elementary school students (1.8%, 4,156 schools) 71,353 kindergarteners (11.6%, 5,612 schools) - Operating hours: 9:00-17:00 (based on local contexts and demands from parents) - Class size: around 10 students - Personnel in charge: all school faculty and staff to serve as part of the emergency childcare system
"Result of 3rd Emergency Childcare Demand Survey" (Press release by MoE on March 12, 2020)	• Implementation of social distancing in schools and stable provision of emergency childcare - Period: March 9-20 (for 10 days) - Recipients: 60,490 elementary school students (2.2%, 4,634 schools) 82,701 kindergarteners (13.4%, 6,516 schools) - Operating hours: 9:00-19:00 (in accordance with local contexts and demands) • Development of the "Guidelines on the Emergency Childcare Operation Management" • Operation of Emergency Childcare Support Center as a communications channel (March 11~)
"Additional Two-week Delay in School Reopening for Kindergartens, and Elementary·Middle·High·Special Schools" (Press release by MoE and the Ministry of Health and Welfare on March 17, 2020)	• Administrative and financial support for emergency childcare service - Development and distribution of an emergency childcare information booklet - Emergency childcare information tab added to the School-On website
"The Ministry of Education Promotes High-intensity Social Distancing In and Out of Schools" (Press release by MoE on March 24, 2020)	• Distribution of "Guidelines for COVID-19 Disease Control and Prevention" -Matters to be considered before school reopening: effective disinfection activities, disease prevention and management system, hygienic environment, stockpiles of masks, etc. - Matters to be considered after school reopening: temperature check, suspension of physical school attendance, teaching and guidance on behavior, hygienic environment, disinfection activities, responding to cases of suspected symptoms and/or infection, etc.
"Guidelines on the Emergency Childcare Operation Plan" with the Online School Reopening of Elementary Schools (Announcement by the After-school Childcare Policy Division of MoE on Apr. 8, 2020)	• Guidelines on the operation of emergency childcare in line with online school reopening (online semester) - Supporting online classes and offering childcare service - Designating emergency childcare personnel and assigning them roles such as after-school teachers, online teaching assistants, and special caregivers, etc.
"Measures to Minimize Student Density in School Buildings Prior to the Commencement of the 1st Phase of School Reopening on May 27 and to Alleviate Work Load of School Faculty" (Press release by MoE on May 24, 2020)	• Promoting a balance between learning and disease prevention measures in school by introducing appropriate social distancing measures • Preventing the gap in childcare that may be caused by the introduction of blended on- and off-line education
"Measures to Provide More Childcare Service for Elementary School Students Due to the Expansion of Online Learning in the 2nd Semester" (Press release by MoE on August 27, 2020)	• In line with the transition to online education in Seoul Metropolitan Area, density in the classroom is adjusted to the minimum level (i.e., around 10 people in a classroom) • Childcare Support Centers operated to meet the demands from parents • School lunch provided to students as part of the childcare service • The use of childcare service budget is monitored at all times

Emergency Childcare in Connection with Academic Calendar

With the adjustment of the academic calendar to allow for flexible schooling, childcare service was also offered accordingly. In particular, during the school closure, childcare service was expanded to cater to the needs of more kindergarteners and primary school students in emergency childcare, and parents were not only allowed to take parental leaves, but also were provided with allowances to cover their children's tuition fees. In addition, guidelines for emergency childcare were distributed to kindergartens, primary and special schools to assure the quality of service. The relevant ministries worked together to develop a joint plan for childcare service at the central government level. For example, the Ministry of Gender Equality and Family came up with a plan to expand daycare service, while the Ministry of Health and Welfare took charge of operating childcare service facilities. Also, the Ministry of Employment and Labor developed plans to encourage the use of parental leaves, while the Ministry of Education and the provincial offices of education organized regular meetings to coordinate and promote wrap-around emergency childcare service.

| Childcare Services in Stages

	Emergency Childcare (postponing the school reopening)	Emergency Childcare (during the online semester)	Childcare After Resuming Physical Attendance
Period	Childcare due to delay in school reopening (temporary closure) (Mar.2-Apr.15)	Childcare service is provided for elementary school students in line with the online school reopening of elementary schools (Apr.16-May 26)	Childcare service is provided in line with the physical school reopening (May 27-now)
Recipients	All 1st-6th grades students in need of service	All 1st-6th grades students in need of service (lower grades and students from dual-income families prioritized)	All students eligible for the service, including those from dual-income, low-income, and single-parent families
Operating Hours	9:00-19:00	9:00-19:00	9:00-19:00
Class Size	Fewer than 10 people per class	Fewer than 10 people per class	In line with the density rules
School Lunch	Students can either bring their own lunch or it can be served	Lunch is provided to students	School lunch is provided
Programs	Online learning content is used, such as EBS, School-On, etc.	Online learning content is used, such as online classes, EBS, School-On, etc.	Various programs and activities are used
Roles of Personnel	Participation of all faculty and staff	Online learning assistants help online classes (e.g. after-school instructors, etc.) and professional childcare teachers and assistants.	Online learning assistants help online classes and disinfection activities, while professional childcare teachers are in charge.
Safety Management	COVID-19 Prevention Measures	COVID-19 Prevention Measures	COVID-19 Prevention Measures
Manuals Used for Reference	The Guidelines on the Operation and Management of Emergency Childcare	The Guidelines on the Operation and Management of Emergency Childcare	The Guidelines on the Operation of Elementary School Classroom Education, and the Guidelines on the Operation and Management of Emergency Childcare

Agricultural Produce Delivery Service for Students

To address the concerns over the discontinuation of school lunch service with school closures, the Ministry of Education established a plan to use the budget for school lunches to deliver fresh agricultural produce to the homes of primary and secondary school students free of charge. To ensure the quality of the produce, the Ministry of Agriculture, Food and Rural Affairs performed inspections before sending the packages off. The Ministry of Education, the provincial offices of education and local governments worked together to provide this service either by delivering the actual packages of produce to students' homes, or by giving vouchers with which food could be bought, depending on the local context.

Examination Management

Depending on the threat of COVID-19, various exams were canceled or postponed. Where tests were administered, strict precautionary measures were taken to prevent the spread of the coronavirus. After putting together a guideline for infection prevention and control at testing sites, tests could be organized more systematically. In particular, the nationwide administration of the College Scholastic Ability Test (CSAT) for the 2021 school year involved rigorous preventive measures before and after the test, while encouraging public participation in the infection prevention and control campaign.

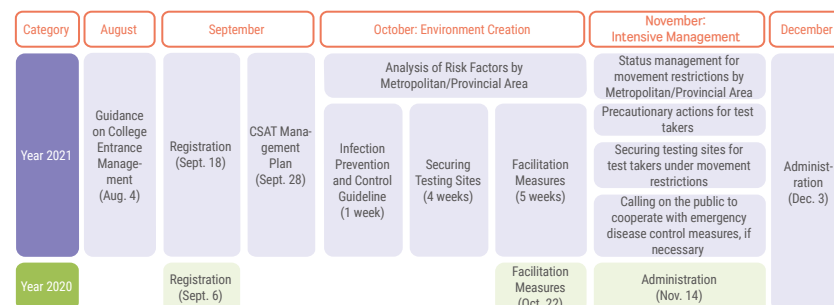### Prompt Management Measures Tailored to Each Examination

At the early stage of the COVID-19 pandemic, the measures most commonly applied were advising test takers to cancel their test registration or canceling or postponing exams. Details of the advice were contingent upon the specific situations of the exams concerned, and these exams included the Korean History Proficiency Test, Bachelor's Degree Examination for Self-Education, Elementary, Middle, and High School Graduation Equivalency Examination, Test of Proficiency in Korean, National Assessment of Educational Achievement, and Teacher Employment Test. In case of postponement, while the number of test-takers per test was minimized and some of the test appointments were rescheduled, the spread of the virus was closely monitored. In order to ensure a safe environment for test-takers, tests could be further delayed depending on the threat of the coronavirus.

After the guideline for infection prevention and control at test sites was put into place, more systematic test administration became possible at each stage of testing. A collaborative system between relevant entities was set up for COVID-19 control, and an infection prevention awareness campaign was performed. All types of testing were subject to the basic precautionary measures, which included body temperature check before entering testing premises, spacing out, minimizing crowdedness, wearing a facial mask, and furnishing hand sanitizers for general use. Other measures applied were contingent on the nature of a test, the spread of the coronavirus, and other relevant factors.

Management of College Entrance Examination for School Year 2021

The College Scholastic Ability Test (CSAT) is the most widely used standardized test in Korea, with a total of 421,034 test takers for the school year 2020 CSAT. In the face of the COVID-19 pandemic, beginning in June 2020, the Ministry of Education pushed forward the creation of an infection prevention and control directive for a safe test environment for CSAT. Such endeavor was made possible through the operation of the CSAT Infection Prevention and Control Task Force (TF) in consultation with the Korea Centers for Disease Control and Prevention (now the Korea Disease Control and Prevention Agency), the Korea Institute for Curriculum and Evaluation, the 17 Provincial Offices of Education, and infectious diseases experts. Two guiding principles were at play, which were 'building an infection prevention and control system to minimize community transmission and test-takers' infection' and 'ensuring the opportunity to take the CAST for all students including those with confirmed cases to the maximum extent possible.' On August 4, 2020, the 'Guidance on College Entrance Management for School Year 2021' was announced and contained different measures to prevent transmission in both settings of the CSAT and group evaluation for college admission. These measures included lowering the number of test takers per test room, assigning test takers with COVID-19 symptoms to separate rooms, diagnosing in-person elements in college admission, and advising colleges to come up with disease control plans.

| Roadmap for College Scholastic Ability Test Administration

Category	August	September		October: Environment Creation			November: Intensive Management	December
Year 2021	Guidance on College Entrance Management (Aug. 4)	Registration (Sept. 18)	CSAT Management Plan (Sept. 28)	Infection Prevention and Control Guideline (1 week)	Securing Testing Sites (4 weeks)	Facilitation Measures (5 weeks)	Analysis of Risk Factors by Metropolitan/Provincial Area / Status management for movement restrictions by Metropolitan/Provincial Area / Precautionary actions for test takers / Securing testing sites for test takers under movement restrictions / Calling on the public to cooperate with emergency disease control measures, if necessary	Administration (Dec. 3)
Year 2020		Registration (Sept. 6)				Facilitation Measures (Oct. 22)	Administration (Nov. 14)	

Source: press release of the Ministry of Education (September 28, 2020)

Infection Control before and after the CSAT

The Ministry of Education employed different ways and means to safely administer the CSAT. Firstly, a safe environment was created by categorizing test takers into "Ordinary," "Under Self-isolation" and "Confirmed" groups and assigning those with symptoms to separate test rooms. Secondly, 1,383 test centers were provided with an increase of 198 centers from the previous year. These were comprised of ordinary centers, separate centers for test takers under isolation, and hospitals and community treatment centers for those confirmed of COVID-19. About 10,000 more test rooms were provided for a total of 31,291 test rooms. Thirdly, the number of supervisory staff was also increased from the last year by about 21,000 to a total of 120,708.

| 2021 CSAT Testing Sites and Supervisory Staff (as of December 2, 2020)

Category (School Year)	Ordinary				Under Self-isolation		Confirmed		Supervisory Staff
	Testing Centers	Testing Rooms	Testing Rooms for Students with Symptoms	Total	Testing Centers	Testing Rooms	Hospital	Hospital Beds	
2021	1,241	23,373	7,130	30,503	113	583	29	205	120,708
2020	1,185	21,000	-	21,000	-	-	-	-	98,925
Variation	56	2,373	7,130	9,503	113	583	29	205	21,783

On the CSAT day (December 3, 2020), 41 confirmed test takers and 456 test takers under isolation were able to take the CSAT at the designated centers or hospitals, as planned. After the CSAT, cleaning and disinfection were completed at all schools used for the CSAT by December 6. In addition, through collaboration with the Korea Disease Control and Prevention Agency, intensive monitoring was carried out until December 17 for two weeks after the test. Prompt actions were planned in advance to prevent further spread, but no cases related to the CSAT were found.

Nov. 19
Deputy PM Yoo Eun-hae monitors the CSAT testing sites

Nov. 29
School Monitoring for the CSAT by President Moon Jae-in

| Precautionary Measures by Testing Stage (for ordinary test center)

Testing Stage	Major Measures
Test Preparation	· Devise a test administration system together with countermeasures (division of works) by stage · Install separate testing rooms for test takers with symptoms and devise operation plan · Implement infection prevention and control measures such as disinfecting testing sites and installing partitions.
Test Day	· Control entry/exit within the premises and arrange separate test rooms when a test taker with symptoms is found · Ventilate at every recess period depending on the condition of the testing sites · Eat lunch at a designated seat and make sure to ventilate after lunch · For separate test rooms, additional measures should be taken, including protective actions for supervisory staff and collecting answer sheets
Afterwards	· Manage the exit pathways from ordinary test rooms and from separate test rooms · Dispose items utilized at the testing sites · Monitor clinical symptoms of COVID-19 for 14 days after the test day

Emergency Communication System

In a pandemic such as COVID-19, it is important not only to promptly share accurate information among the different levels of crisis response - personnel, organization, and system - but also to reduce stress and anxiety among the general public by disclosing the relevant information. The Ministry of Education consistently worked with the press and used social media to publicize the major precautionary measures being applied in the education sector. Site visits and meetings both offline and online were also frequently conducted to devise a response strategy for COVID-19, reflecting difficulties and opinions gathered on site as much as possible.

Maintaining Consistency in Messages on Pan-government Response

Fully aware of the importance of conveying a coherent message to the public from the central government in the fight against the COVID-19, a wide array of efforts was made to this end. After the National Infectious Disease Risk Alert level was raised to Level 3 (Vigilance), the existing countermeasures teams were expanded and reorganized. These teams monitored educational institutions and discussed how to effectively respond to the crisis. Daily meetings were held to check the implementation status of the pandemic response. In addition, while sharing the guidelines from the Central Disaster Management Headquarters (CDMH) and the Central Disaster and Safety Countermeasures Headquarters (CDSCHQ), the Ministry of Education made sure that educational institutions took stronger preventive measures and carried out awareness programs. The measures by CDMH and CDSCHQ were taken into consideration in the Ministry's decision-making on matters of school operation such as suspending and resuming in-person classes. With the aim of maintaining consistency in the response to COVID-19, the Ministry developed various guidelines and shared them with the educational institutions.

Aug. 26

Meeting with the heads of the Offices of Education for COVID-19 response

Sep.14

Meeting with National Council of Education Superintendents

Nov.03

Expert Advisory Meeting for School Infectious Disease Control

Nov.30

Deputy PM meeting with Head of the National Fire Agency

### Continuous Communication with Educational Institutions

The Ministry of Education constantly communicated with those working at educational sites by way of stocktaking meetings of the countermeasures teams within the Ministry of Education. Constant consultations were also carried out with the 17 offices of education. A communication channel with the Ministry has remained open throughout the crisis to share the pan-government countermeasures with stakeholders. In addition, the Ministry consulted with private academies advocating temporary closures in line with the government-level social distancing policy, and actively sought ways to support those academies that were experiencing difficulties due to the closures.

Communicating with the Public via Media

Press briefings were one of the outlets the Ministry of Education used to share the central government's COVID-19 countermeasures with the public. Each time a major measure in the COVID-19 response was to be implemented, the Ministry briefed the press. Briefings were given on a range of measures affecting aspects of education such as the academic calendar, supports for international students, timing and guidance of physical attendance, childcare service, and the College Scholastic Ability Test (CSAT). A publicity campaign was actively carried out with the media. When the beginning of the school year 2020 was delayed, the Deputy Prime Minister and the Vice Minister of Education appeared on different media channels and provided various explanations to the public. They explained the academic affairs policy for the postponed new semester, the temporary closure and support plan for private academies, and measures for educational personnel. COVID-19 countermeasures were also shared and publicized via the Ministry's website, Social Networking Services (SNS), and so on.

Mar. 31

Briefing on the online school reopening

Nov. 26
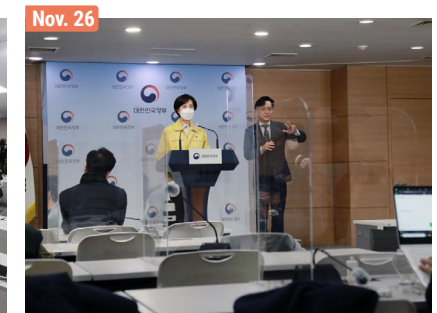
Announcing a plea to the public for the successful administration of the CSAT

Continued Communication with Teachers, Parents, and Students

As the COVID-19 pandemic became prolonged, multiple issues related to teaching methods and procedures were raised, such as how to offer distance learning and when to return to in-person class. On these issues, the Ministry of Education made continued efforts to interact with teachers and parents through frequent site visits, online seminars, and meetings. Efforts were also made to incorporate the voices from schools into its measures by gathering opinions from teachers, parents, and students on difficulties in online learning, future academic scheduling and teaching methods, and more.

Jun. 10

Virtual Meeting with Representative Teachers for School Infection Control

Aug. 31

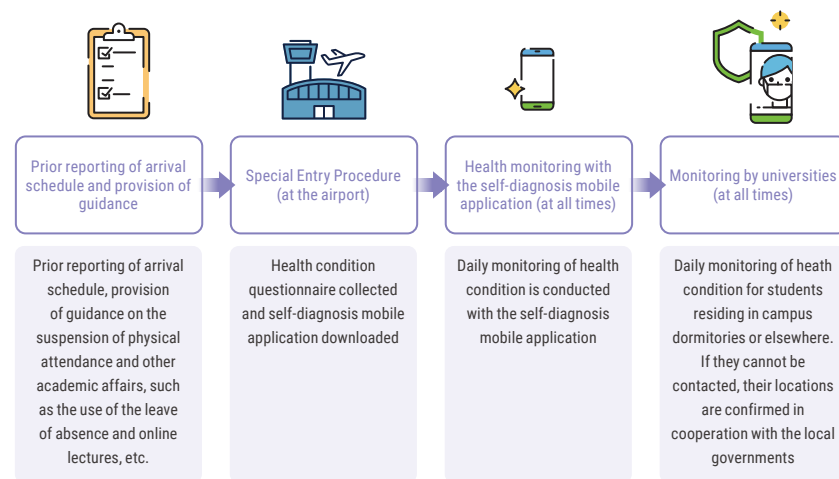Parent Representative Meeting for Seoul Metropolitan Area

Pan-government Approach for Supporting International Students

Right after the first confirmed case of COVID-19 in Korea, the government started to systematically support international students to ensure their health and safety. Both domestic and international efforts were made to respond proactively to the pandemic. For example, the Special Entry Procedure was introduced at the airports to assist international students, and the Ministry of Education came to an agreement with the Chinese Ministry of Education to advise students to avoid entering each other's countries until the pandemic situation stabilized. In addition, through cooperation between the Ministry of Education, institutions of higher education and local governments, international students were managed effectively and thoroughly from the moment they arrived at the airport.

Systematic Protection and Management of International Students

The Ministry of Education tracked international students from the point of their arrival. An information-sharing system was established to allow relevant ministries to access international students' arrival and departure information, which was followed by close monitoring by colleges and universities of their international students to report any symptoms of infection to health authorities as well as to the Ministry of Education. In addition, guidelines were distributed to institutions of higher education to help them provide a safe learning environment and ensure the safety of international students.

| The Special Entry Procedure for International Students

Prior reporting of arrival schedule and provision of guidance	Special Entry Procedure (at the airport)	Health monitoring with the self-diagnosis mobile application (at all times)	Monitoring by universities (at all times)
Prior reporting of arrival schedule, provision of guidance on the suspension of physical attendance and other academic affairs, such as the use of the leave of absence and online lectures, etc.	Health condition questionnaire collected and self-diagnosis mobile application downloaded	Daily monitoring of health condition is conducted with the self-diagnosis mobile application	Daily monitoring of heath condition for students residing in campus dormitories or elsewhere. If they cannot be contacted, their locations are confirmed in cooperation with the local governments

At the initial stage of the pandemic in mid-February, the Ministry of Education systematically supported students from China by adjusting their arrival timing, implementing enhanced screening at the airport, and disallowing them to attend lectures for two weeks after arrival. In mid-March, with the worldwide spread of the pandemic, the Special Entry Procedure was introduced at the airport and stronger measures were applied to assist all international students, including close monitoring of their health. Since April 1, all those arriving from overseas have been required to self-quarantine for 14 days, and colleges have been requested to give clear guidance to their students.

| Progress of Protection and Management of International Students

Protection and Management of International Students from China (Feb. 16~)	Protection and Management of International Students from Around the World (Mar. 19~)	Protection, Management and Self-quarantine of International Students from Around the World (Apr. 1~)
·Plan for the management of international students from China developed ·Mutual agreement reached between the ministries of education in Korea and China to advise their students not to depart for each other's countries until the pandemic situation stabilizes ·Information booth to assist Chinese students set up at Incheon International Airport ·International students provided with transportation service to and from the airport ·Students displaying symptoms tested for COVID-19 ·Students' health monitored at least once a day	·Cooperation with local governments strengthened based on the experience of protecting and managing the international student from China ·Asymptomatic students preemptively tested for COVID-19 ·Students' health condition monitored at least once a day ·Development and operation of the international student management system	·International students self-quarantined for 14 days after their arrival ·Strict compliance with self-quarantine rules is requested, including informing that those who violate the rules may face sanctions ·Arrival dates of international students staggered ·International students contacted at least once a day to check their health conditions

Extended application of the Special Entry Procedure : China (Feb. 4), Hong Kong and Macau (Feb. 12), Japan (Mar. 9), Iran and Italy (Mar. 12), Netherlands, Germany, Spain, U.K., France (Mar. 15), all European countries (Mar. 16), and all countries (Mar. 19)

Pan-government Cooperation System

An international student support system was created, led by the Ministry of Education, to serve as a coordinator and supervisor for the institutions of higher education and local governments. In addition, the institutions of higher education and local governments implemented measures to ensure the safety of international students in accordance with government protocols as part of a whole-of-government endeavor*.

* Ministry of Education cooperated with the Ministry of Health and Welfare, the Ministry of Justice, the Ministry of the Interior and Safety, the Ministry of Foreign Affairs, the Ministry of Land, Infrastructure and Transport, and the Ministry of Food and Safety.

| Management of International Student Arrival Schedules

Institutions of Higher Education
Local Governments
The arrival dates of international students are shared with relevant agencies
Ministry of Education
Coordination of relevant agencies to adjust visa information and flight schedules, etc.
Ministry of Justice / Ministry of Foreign Affairs
Ministry of Land, Infrastructure and Transport

International Cooperation

To combat COVID-19, Korea partook in joint efforts by the international community via bilateral and multilateral cooperation. The international efforts were carried out by sharing best practices and policies of the COVID-19 response in each country, aiming to find ways to collaborate in the field of education.

Proactive Support for International Students through Bilateral Cooperation

As the National Infectious Disease Risk Alert level was raised to Level 3 (Vigilance), the Ministry of Education set up an infection management system by expanding and reorganizing the countermeasures teams, and each institute of higher education promptly drew up a crisis response plan. On February 28, 2020, the Ministry of Education held an online conference with its Chinese counterpart and conveyed the gravity of the COVID-19 situation. Through this bilateral conference, both sides agreed on the "Joint Advisory for International Students from Korea and China not to Travel." Three main points were contained - "Prioritizing health and safety of students," "Joint advisory to international students from both countries not to travel" and "Minimizing disadvantages international students may face due to the pandemic." In addition, online and offline meetings were arranged with the Minister of Education of the United Arab Emirates (April 21), the Ambassador of Argentina to Korea (April 27), the Ambassador of China to Korea (May 11), and the Minister of Education of Argentina (November 17). These meetings served as a forum for sharing Korea's experience of online classes, preparation and measures for online school reopening, preparations and strategies for returning to school, and more.

| Bilateral Cooperation (2020)

Date	Major Outcomes	Note
Feb. 28	Virtual meeting between Ministry of Education of Korea and Ministry of Education of China Agreeing on <Joint Advisory for International Students not to Travel>	
Apr. 21	Virtual meeting between Deputy Minister of Korea and Minister of Education of United Arab Emirate (UAE) (UAE Ambassador to Korea participated)	Virtual meeting requested by Minister of Education of UAE
	(Follow-up measures) Korea–UAE Virtual Conference for Teachers (July 29)	
Apr. 27	Telephone conversation between Ministry of Education <International Cooperation Bureau> and Ambassador of Argentina to Korea	Telephone conversation
May 11	In-person talk between Minister of Education of Korea and Ambassador of China to Korea	In-person meeting
Nov. 17	Virtual meeting between Minister of Education of Korea and Minister of Education of Argentina (Korean Ambassador to Argentina participated)	Virtual meeting

Apr. 21

Nov. 17

Virtual Meeting with the Minister of Education of UAE

Virtual Meeting with the Minister of Education of Argentina

Global Solidarity and Joint Response to Education Crisis

On May 6, the Ministry of Education of Korea had an opportunity to present the "Korea's Online School Reopening and Preparation for Return to School" at the "Organisation for Economic Co-operation and Development (OECD) Idea Exchange : COVID-19 and the impact on education." At the "OECD Online Meeting on Implementing Education Policies Project" (June 10~11), the Ministry introduced Korea's COVID-19 response based on the vision of "openness, transparency, and democracy," resource utilization via public-private partnerships, and voluntary organization of teachers' communities. At the "OECD 2020 Education Policy Reform Dialogues" (October 26), the "Strategy for Capacity Building for Teachers and School Leaders" was presented.

A multitude of online forums was hosted by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Such virtual meetings included "UNESCO Ministerial Conference on COVID-19" (March 10), "Webinar on the COVID-19 Response" (once a week from the week of March 20), "Online International Conference for COVID-19 Response in Asia-Pacific" (July 10), "Extraordinary Session of the 2020 Global Education Meeting" (October 20) and "High-level Segment of the 2020 Global Education Meeting" (October 22), among others. Through these UNESCO forums, the international community continued to share information on the COVID-19 response and jointly sought effective countermeasures.

Tasks for Cooperation and Adoption of Joint Statement

On June 27, Deputy Prime Minister and Minister of Education of Korea Yoo Eun-hae joined the "G20 Extraordinary Education Ministers' Meeting" and shared Korea's pan-governmental efforts for uninterrupted learning as well as Korea's experience of online school reopening and in-person class operation in the midst of the pandemic. Also presented were the steps the Korean government is taking for future education in the COVID-19 era. Leaders from the participating countries shared the impacts of the pandemic on education along with their countermeasures and discussed the response policies and collaboration plans for education. At the meeting, the "G20 Education Ministers' Statement on COVID-19" was adopted, which emphasized global cooperation to tackle the COVID-19 crisis.

Held virtually on September 5, the "G20 Education Ministers' Meeting" covered three topics, which were "ensuring education continuity and safety for all in times of crisis," "improving access to quality Early Childhood Education (ECE)" and "fostering internalization in education." Producing a joint declaration, this meeting further strengthened the foundation for international cooperation among G20 members, which is vital to resolving issues such as education discontinuity, education gaps, and inequality in education in the ongoing crisis.

Jun. 27

Sept. 5

G20 Extraordinary Education Ministers' Meeting

G20 Education Ministers' Meeting

Budget Support

To counter the unpredictable adverse impacts of COVID-19 across society, additional funding was secured and emergency assistance was arranged. Necessary personal protective equipment (PPE) was purchased based on the demands identified via allocation of the special grants for disasters and safety management. Utilizing the governmental supplementary budget, funding for the online learning infrastructure was secured, and additional assistance was provided to students, faculty members, and those employed in the education service sector.

Speedy Purchase of Personal Protective Equipment

In the first quarter of 2020, the Ministry of Education swiftly identified the demands for the special grants for disasters and safety management. A total of 180.3 billion KRW was granted to the 17 offices of education via six rounds with the aim of assisting infection control activities and purchasing PPE such as facial masks, thermometers, sanitizers, gloves, and so on. The education offices funneled the financial resources obtained from the disaster relief reserves and adjusted local project budgets together with those special grants into securing PPE to fight COVID-19.
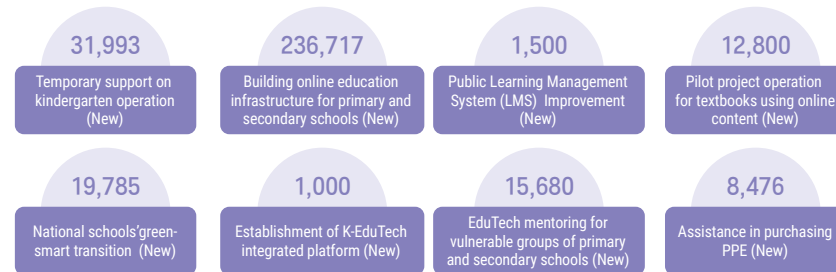
| Allocation of Special Grants for Disaster and Safety Management (Unit: one million KRW)

24,937	45,871	118	21,163	7,500	8,719
1st COVID-19 Prevention (Feb. 6)	2nd COVID-19 Prevention (Mar. 10)	3rd COVID-19 Prevention (Mar. 26)	4th COVID-19 Prevention (Jun. 30)	5th COVID-19 Prevention (Jul. 6)	6th COVID-19 Prevention (Dec. 7)

Building Online Learning Infrastructure through Governmental Supplementary Budget

With the governmental supplementary budget, the Ministry of Education provided assistance for online learning in the primary, secondary, and tertiary education sectors, and budgetary support for private kindergartens. In particular, the financial support was mainly focused on laying the infrastructure for online learning in primary and secondary education and for developing educational content for online classes in higher education.

| 2020 Supplementary Budget for COVID-19 by Ministry of Education (Unit: one million KRW)

31,993	236,717	1,500	12,800
Temporary support on kindergarten operation (New)	Building online education infrastructure for primary and secondary schools (New)	Public Learning Management System (LMS) Improvement (New)	Pilot project operation for textbooks using online content (New)

19,785	1,000	15,680	8,476
National schools'green-smart transition (New)	Establishment of K-EduTech integrated platform (New)	EduTech mentoring for vulnerable groups of primary and secondary schools (New)	Assistance in purchasing PPE (New)

Support for College Students — Reducing student loan interest rates, postponing repayment for those who underwent job loss or business closure, lowering interest rates for late payments

Emergency Support for University Online Education — Assisting 237 universities with an increased budget of 100 billion KRW to enhance the quality of online classes

Easing Burden of Childcare for Parents — Emergency Childcare Support : For preschoolers and elementary school students, 200,000 KRW per child. Online Learning Support : For middle school students, 150,000 KRW per child
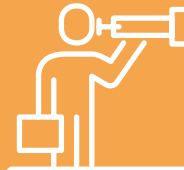
Bridging Digital Divide — Free Smart Device Rental System : Servicing all applicants of about 283,000 persons. Distance Learning Assistance for telecommunications costs and data usage for about 174,000 persons in the low-income bracket
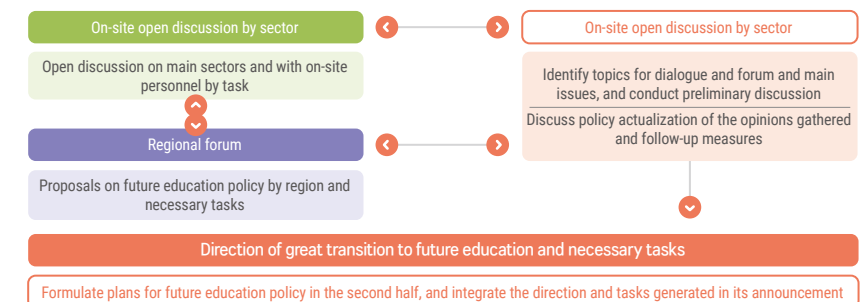
Preparing Future Education

To take advantage of the COVID-19 response as a stepping stone for the future, the Ministry of Education set out to shift and develop the future of education Post-COVID-19. The Ministry announced policies on urgent matters identified at the school level. The "Top 10 Initiatives for Future Education" were made public to show the national direction. The Ministry gathered opinions from all sectors of society and carried out in-depth discussions in order to seek the policy direction for the future.

Dialogue for Great Transition to Post-COVID-19 Education

In a sense, the COVID-19 pandemic functioned as a catalyst for innovations in education. The Ministry of Education initiated the "Dialogue for Great Transition to Post-COVID-19 Education" in order to lay the foundation for future education and carry out in-depth discussions on the environmental changes in education instigated by COVID-19. The dialogue made use of various channels, ranging from "on-site open communication by sector" and "regional forum" to "debate within the Ministry of Education."

| Flow chart for "Dialogue for Great Transition to Post-COVID-19 Education"

- On-site open discussion by sector
- Open discussion on main sectors and with on-site personnel by task
- Regional forum
- Proposals on future education policy by region and necessary tasks
- On-site open discussion by sector
- Identify topics for dialogue and forum and main issues, and conduct preliminary discussion
- Discuss policy actualization of the opinions gathered and follow-up measures
- Direction of great transition to future education and necessary tasks
- Formulate plans for future education policy in the second half, and integrate the direction and tasks generated in its announcement

Preparing "Top 10 Initiatives for Future Education"

On October 5, 2020, the Ministry of Education announced the "Top 10 Initiatives for Transition to Future Education in Post-COVID-19 Era." The initiatives consolidated outcomes from all the communications and dialogues conducted since 2019. This was the result of the discussions from the Future Education Committee, the Policy Advisory for Distance Education, and the Dialogue for Great Transition to Post-COVID-19 Education. The initiatives covered previous policies including "Measures to Strengthen Education Safety Net" (August 11), "Support Plan for Digital Innovation of Higher Education" (September 9), and "Innovation Plan for Open Life-Long Education in the Digital Era" (September 23). It also includes the policy direction for future education and tasks in response to the demands from the educational community. The specific goals of the Initiatives are set out based on the conviction that "what matters in education is direction not speed".

Sector	Goals	Top 10 Initiatives (draft)	
Preschool ·Primary ·Secondary Education	Strengthening accountability and autonomy in education	1. Revising the curriculum 2. Considering a comprehensive reform of the teacher management system	3. Building future-oriented schools by prioritizing students 4. Establishing a safe education system to ensure student learning and development
Higher and Lifelong-Education	Support innovation through sharing and cooperation	5. Promoting the advancement of universities and local communities based on collaboration and sharing 6. Fostering students equipped with qualities that meet the future needs of society	7. Offering advanced vocational education to make graduates job-ready 8. Guaranteeing lifelong learning for all
Foundation Building	Establish foundation to preemptively respond to future changes	9. Laying the foundation for digital transition 10. Facilitating cooperative governance for future education	

Launching the "Task Force for Transformation to Future Education"

In June 2021, the Ministry of Education launched the "Task Force for Transformation to Future Education." The task force aims to holistically respond to industrial and demographic changes, and to identify tasks needed for future education reforms. For personalized capacity building, blended learning and innovation in teaching and learning will be promoted. To back up policy reforms for inclusive and sustainable education, the task force will operate a response system which integrates three-fold efforts in the areas of digital infrastructure (K-edu platform), facility (Green Smart School), and institution (modifying relevant laws and regulations for future education). It will also communicate with educational stakeholders at schools to discover new policy agendas and prepare for the future of education.

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How to Prevent COVID-19

At home (before going to school)

30 sec

Wash hands for 30 seconds

Self-check every morning

Contact screening center and school if you suspect you have symptoms
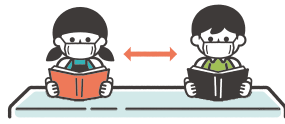
At school

Always wear a mask

Check temperature before entering the classroom and cafeteria

Disinfect the desk

Open windows during break time

Keep distance from friends

Avoid talking while eating

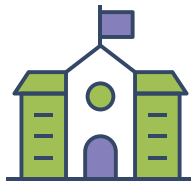## On the way home from school

Wear a mask

Avoid gathering outside of school

Go straight home from school

Challenges to the Continuity of Learning

EDUCATIONAL
RESPONSE TO COVID-19
IN REPUBLIC OF KOREA

교육부
Ministry of Education