



Student participants in the March for Peace and Unification, July 2010

05

Unification Education

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Chapter 5. Unification Education

I . Establishment of a Promotion System for Unification Education

1. Setting the Basic Guidelines for Unification Education

Article 4 of the Constitution of the Republic of Korea prescribes that “The Republic of Korea shall seek national unification and shall formulate and carry out a policy of peaceful unification on the principles of freedom and democracy.” The Unification Education Support Act, promulgated in February 1999 under the spirit of the Constitution, defines unification education as “education which helps the people foster the sense of values and attitudes required to achieve unification of South and North Korea, based on the belief in free democracy, consciousness of the national community, and sound awareness of national security.” The Act also stipulates that unification education shall protect the basic order of liberal democracy and pursue peaceful unification as its basic principle.

In 2008, the Lee administration, in accordance with the Constitution and the Unification Education Support Act, established the following basic guidelines for unification education: 1) a future-oriented view on national unification, 2) a sound view on national security, and 3) a balanced view on North Korea. Following these basic guidelines, the government has published the *Basic Plan on Unification Education* and *Guidelines to Unification Education* every year and distributed them to schools and at various education and training programs on unification.

The “Basic Plan for Unification Education,” established by the Minister of Unification as prescribed in Article 4 of the Unification Education Support Act, contains the basic guidelines and central tasks regarding unification education. For 2009, the Ministry of Unification suggested the central tasks should be: strengthening the basis for public consensus, enhancing unification education for future generations, and expanding online unification education. For 2010, it proposed promoting field experience in unification education, increasing support for unification education at schools, developing consumer-oriented learning materials for unification education, and building infrastructure for regional unification education.

2. Amendments to the Unification Education Support Act

In an effort to facilitate regional unification education, improve the unification education system, and thereby raise the effectiveness of unification education, lawmaker Lee Choon Sik proposed a partial amendment to the Unification Education Support Act, which was promulgated on October 19, 2009. The amendment includes matters concerning the advancement of unification education such as support for local governments’ efforts to strengthen unification education, the promotion of unification education at schools, training of professional unification educators, and the commissioning of unification education officials.

In detail, first, Article 6.3 was established to provide the legal grounds for local governments in lending financial and administrative support to institutions that conduct unification education in their respective regions. The Article demands each local government to work towards promoting unification education by legally prescribing their commitment to the enhancement of unification education. The original Unification Education Support Act did not include these measures for local unification education.

The new article allows local governments to provide, within their budgetary constraints, financial and administrative support to institutions that offer unification education to local residents.

Second, Article 8 was revised to expand upon the promotion of unification education at schools. According to the revision, the Minister of Unification may make a request to the Minister of Education, Science and Technology or a superintendent of the office of education of a special metropolitan city, a metropolitan city, a province, or a self-governing province to incorporate unification education in the education curriculum of elementary and secondary schools. And following such requests, the Minister of Education, Science and Technology or a superintendent of the office of education shall make an effort to include unification education in the curriculum.

Third, Article 9.2 was created to launch a professional unification education course at the Education Center for Unification (ECU) to grant “professional unification educator” certifications to those who complete the course. Currently, certified unification educators are in short supply compared to the high demand from schools and local communities. Furthermore, Article 9.2 was added to nurture more unification education professionals in a systemic way so as to meet the demands from schools and local communities.

Fourth, Article 10.2 was enacted to serve as the legal basis for managing unification education officials, who previously were managed at the discretion of the Unification Ministry.

The amendment to the Unification Education Support Act became effective on April 20, 2010, thus providing the legal grounds to improve unification education substantially.

3. Establishment of Rules for the Operation of the Unification Education Center’s Information System

On September 3, 2009, the ROK government established operating rules for the information system at the ECU. The rules were established for the stable operation of information systems such as the center’s website and its online education system, and to help the center systematically manage personal information in the system.

The operation rules prescribe: 1) the establishment of a system operation committee chaired by the President of the ECU, 2) the responsibilities and handling procedures of each position such as the chief administrator, the system administrator and users, and 3) some guidelines for the protection of personal information.

Such efforts helped the systematic and safe management of the contents on the center’s website, and the information stored in the online education system for teachers and public officials, as well as in the online guidance system for visitors to North Korea.

II . Implementation of Unification Education

The ROK government provides unification education in largely two forms: face-to-face education and online education. In the former, the ECU invites opinion leaders from various sectors of society—for example, executives and members of civil organizations, education—related personnel including teachers and central and local government officials—to its various programs and offers face-to-face programs. Online education is also available for convenience and can be provided anytime and anyplace with an Internet connection.

In 2009, the ECU provided face-to-face unification education targeting different groups: school administrators, social groups, public officials,

future leaders for unification, and prospective visitors to North Korea. A total of 6,155 people took part in face-to-face education in 2009, and as of late June 2010 about 2,750 people had done so. In order to promote a greater sense of unification awareness among the young generation, unification education programs for teachers were expanded since they are responsible for the education of teenagers. In addition, diverse unification education programs were newly established to help teenagers “feel” and “experience” national unification issues.

1. Raising the Quality of Face-to-Face Education Programs

A. Unification Education Course for Schools

The unification education program for schools is provided by the ECU, and it targets teachers, principals and vice principals at kindergartens and elementary schools, middle schools, and high schools, as well as school auditors, college students, and teenagers. A total of 2,474 people completed the course in 2009, a 59% increase from 1,452 in 2008. In 2010, about 1,030 people had completed the course by the end of June.

When the ROK government designed the course, it tried to provide objective information and materials on the current status of inter-Korean relations, the ROK government’s North Korea policy, the situation in North Korea according to issue area, the North Korean nuclear problem, and the security environment surrounding the Korean peninsula. It also tried to make the materials available to school teachers for use in their classes.

To enhance the professional knowledge of teachers, the ECU included case studies on North Korea’s education system and the issue of educational integration between the two Koreas, as well as teaching methods for unification issues. Also, it reinforced the professional curriculum to help teachers gain a deeper understanding of North Korea, the North Korean nuclear issue, North Korean human rights, the situation surrounding the



Providing unification education for college students, November 7, 2009

Korean peninsula, and various factors that affect national unification.

Furthermore, the ROK government created a customized curriculum for school administrators such as principals, vice principals and school auditors in order to boost the impact of unification education given their extensive influence on education. It also provided a unification study course for university professors, which served as an opportunity for them to increase their understanding of the ROK’s North Korea policy, the North Korea nuclear issue, and human rights issues.

In 2009, the government also strengthened unification education for teenagers and college students—the next generation leaders of our society. In the Unification Class for Teenagers, middle school and high school students presented their thoughts on national unification and had discussions with North Korean refugee teens. This program served as an opportunity for students to understand why national unification is needed. Given that 2009 was the 20th anniversary of the fall of the Berlin Wall, college students held a model cabinet meeting under the assumption that the two Koreas were unified. This was a stimulating exercise for college students as they could

reflect on and discuss various challenges, tasks, and roles for government ministers if the two Koreas are unified.

B. Unification Education Course for Social Groups and Civil Servants

There is also a unification education course for leaders of Korean society. This course targets the opinion leaders of various sectors of society, including national unification advisors, members of religious communities, women’s groups, unification-related organizations, veteran-educators, and Koreans residing overseas. A total of 2,096 people took the course in 2009, a 12% rise from 1,878 in the previous year. As of late June, 1,340 people had completed the course in 2010.

Considering the vocational characteristics of the participants, the ROK government included the following programs in the curriculum: the role of religious leaders for peaceful Korean unification, the current status of inter-Korean economic cooperation in the private sector and case studies, understanding the art and culture of North Korea, counseling techniques for North Korean refugees, and the social and welfare support programs for North Korean refugees.

In the meantime, the unification education course for public officials was implemented targeting central and local government officials, especially those dealing with inter-Korean economic cooperation, military information and education officers, those handling settlement support for North Korean refugees, those dealing with contingency plans, and newly appointed deputy directors in training. A total of 1,585 officials participated in the course in 2009, and about 370 people had taken the course in the first half of 2010.

C. Unification Education for Overseas Koreans

Considering the patriotism of overseas Koreans and their interest in national unification, the government provided unification education in their local communities or by inviting them to Korea. In 2009, the government sent personnel to Chicago, Seattle, and Vancouver to conduct unification education and held seminars for the leaders of those local Korean communities to deepen their understanding of the current status and major issues related to inter-Korean relations.

In November the same year, the ROK government invited senior members of the Korean Residents Union in Japan to the ECU and offered an education course, which helped them understand the ROK's unification policy and the role that is required of overseas Koreans in restoring a national community.

D. Unification Education for Future Leaders

As Korea entered the new millennium, there was a rising need to foster young specialists who would play a central role in the future unification process. Accordingly, the ECU started a course for such leaders in 2006. Since then, a total of 135 specialists have been nurtured during the four annual periods ending in 2009, and in 2010 the course was being held for the fifth year.

The course is a one-year program for central and local government officials at the director-level and executives of public corporations. The course is composed of four main curriculum items: unification policy, understanding North Korea, international relations, and the unification process. Each curriculum item consists of lectures, policy seminars, and debates on pending issues.

The curriculum on unification policy draws a vision for unification while cultivating an understanding of unification policy, and inter-Korean exchanges and cooperation by sector. The curriculum on understanding



A field trip during the ECU's unification education program for future leaders

North Korea consists of classes such as research methodology and background knowledge on North Korea, North Korean politics and public administration, the North Korean economy and industries and society, and North Korean art and culture. The international relations curriculum includes subjects such as international politics and the situation surrounding the Korean peninsula, and pending diplomatic issues of countries in Northeast Asia and cooperation in the region. Theories of national integration, case studies on unification and regime change, and building unification infrastructure are some of the themes covered in the unification process curriculum.

In addition, the program offers field trips to scenes of inter-Korean exchanges and cooperation, and sites that allow the participants to see for themselves the reality of the Korean security situation. There are classes on liberal arts, foreign languages, and information technology, as well as opportunities to conduct individual policy research and case studies on regime transformation in the former socialist countries.

E. Unification Education for Visitors to North Korea

As prescribed under the Inter-Korean Exchange and Cooperation Act, the Ministry of Unification provides education for those planning to visit North Korea. These briefings inform participants about the preparations needed, procedures for visitation, and precautions for their stay in the North.

There are three general types of education for visitors to North Korea: regular education provided at the ECU, ad-hoc education conducted in the North at the request of the visitors, and video education programs shown at the Inter-Korean Transit Office before crossing the border. From January 2009, online education has also been available.

In May, 2009, the government expanded safety guidelines to ensure the personal safety of visitors. For example, the precautions and directions for visitors' conversations and behavior while in the North were reinforced.

A total of 6,762 people took the guidance course in 2009, and about 2,970 people took it as of late June in 2010.

2. Strengthening Online Unification Education

The ROK government has developed online unification education materials to meet increasing demand, and has made the information available through various websites. Furthermore, online unification education courses have been made available for school teachers and public officials.

In 2000, the ROK government introduced the unification education center web portal (<http://www.uniedu.go.kr>), which also serves as the website of the Education Center for Unification. The center has offered diverse unification education services through the website since it was established in 2000.

In 2009, the center developed user-oriented materials in order to provide more diverse and easy-to-understand information on unification, and revamped the unification education web magazine *Unizine*, which has been published on a monthly basis since 2005. It has also held virtual promotional events on the web to raise the interest of teenagers in unification issues.

About 9,300 people took the online education courses in 2009, and about 1,620 people had done so as of late June 2010.

A. Online Unification Education Courses

Since the Ministry of Education, Science and Technology authorized the ECU to be a remote education training agency in 2003, the center has provided e-vocational training courses for public school teachers. The ECU has offered a 30-hour (two credits) course since 2004 and a 60-hour course (four credits) has been offered since 2006. In 2009, a total of 3,477 people took the courses: 645 took the 60-hour course in six terms, and 2,832 took the 30-hour course in seven terms. In 2010, the ECU revised course contents and released them at the end of April. About 570 people took the revised courses in May and June.

To improve the effectiveness of online education, the government invited participants to the sites of national division and inter-Korean exchanges in 2009. The on-site experiences were designed to supplement the online education and included visits to the Inter-Korean Transit Office, the Dorasan Train Station, the Dorasan Observatory, and Panmunjeom, as well as special lectures on inter-Korean relations.

In addition, an off-line group education program for school teachers taking the 60-hour course was introduced in parallel. The group education program was composed of special lectures on unification issues and North Korea policy, and interviews with North Korean refugees.

The ECU started to provide online unification education courses for public officials in September 2007, and the center tested its online system in



Online unification education for school teachers

2008 before offering online courses to public officials the same year. The Ministry of Public Administration and Security certifies the online coursework completed by public officials, and the Ministry of Education, Science and Technology certifies online learning done by public school teachers. There are mainly three online courses available for public officials: understanding unification issues; the North Korean economy, politics, society, and culture; and understanding inter-Korean integration. In 2009, nine terms of courses were offered (once every month from March to November), and 4,482 people completed these courses during the year. The course content was revised and updated between January and April 2010.



Online unification education for civil servants

The updated courses were first offered in May, and 1,050 people took the new courses in May and June 2010.

In the past, people planning to visit North Korea had to take a special guidance course at the ECU. Since this was inconvenient for many citizens, the ECU introduced an online guidance course in January 2009. Between January 2009 and June 2010, a total of 8,190 people took the online course.

B. Materials for Online Education

The ROK government has made significant efforts to increase teenagers’ interest in unification issues. These efforts have included the development of online unification education to meet young peoples’ needs while increasing their commitment to and aspirations for national unification. In January 2004, the ECU website introduced a section dedicated to unification education for teenagers. The website now provides classes on unification for elementary, middle, and high school students, as well as a special education program for elementary school students called *Hanmaeum*.



Online unification education for visitors to North Korea

In 2009, in an effort to strengthen and improve unification education for Korea’s young generation, the government completely revised the curriculum of the unification classes and *Hanmaeum* School. The revision made unification education more effective by providing different contents for elementary, middle, and high school students.

The ECU also publishes a monthly webzine, *Unizine*, on its website. *Unizine* is e-mailed to about 41,000 “policy customers” such as school principals and teachers through a policy customer management system. The webzine contains articles contributed by academic researchers, cartoons on unification-related themes, essays written by participants in the unification education courses, essays on life in the ROK written by North Korean refugee students, as well as news updates from various sources.

C. Online Promotional Events

In 2009, the Ministry of Unification held a variety of promotional events on its website with the aim of creating a higher awareness of unification issues and strengthening unification education among teenagers. For example, the Ministry held an online archery contest in May, where the players could answer questions on unification issues by shooting arrows at the target.

In November, the ECU held an essay contest, where students had to write and post their essays on the bulletin board after watching animation videos on unification such as *Haemi’s Happy United Korea* and *Hanmaeum School*. A total of 9,069 elementary, middle, and high school students across the nation took part in the contest.

Haemi’s Happy United Korea is a story about a girl whose perspective on unification is completely altered after experiencing a unified Korea in a virtual world. *Hanmaeum School* is a story about how refugee teenagers and South Korean students come to understand each other better and eventually become good friends. The animation depicts North Korean teenagers’ daily lives such as going to school and learning to use the computer.



ECU-sponsored online archery contest

The use of such media as animation and online games that are familiar to teenagers represents the ECU’s efforts to promote online education for teenagers. These programs have helped teenagers consider why Korean unification is necessary and important, and encouraged them to think about what must be done to prepare for national unification.

III. Support for Unification Education

1. Facilitating Unification Education at Schools

Unification education is very important because it fosters an interest in unification among teenagers, the very agents who will prepare for national unification and take center stage in a unified Korea. Education also helps them establish a right perspective on national unification. Nevertheless, interest in unification education at schools is still relatively low.

According to recent surveys, almost 50% of teenagers answered that they had “no interest in unification issues.”

The reasons behind their indifference or lack of understanding about unification issues might be found in the reality of Korean education driven by the college entrance exams, low awareness among school teachers and administrators, insufficient government and social support for unification education, and the absence of objective and effective teaching materials.

With an awareness of such problems, the ROK government established the basic guidelines for unification education as: fostering a future-oriented view on national unification, developing a firm sense of national security, and promoting a balanced view on North Korea. Accordingly, it has made efforts on several fronts to raise the interest of teenagers in unification issues.

To foster healthy perspectives on the state, national unification, and national security, the government revised the contents of basic teaching materials, including *Guidelines for Unification Education*, *Understanding Unification Issues*, and *Understanding North Korea*, and greatly increased the number of copies released to the public. In addition, on the occasion of the 60th anniversary of the Korean War, the Ministry of Unification organized a “March for Peace and Unification” to help teenagers have firsthand experience on unification issues.

These government efforts show its commitment to preparing for the future of a unified Korean in active and systematic ways as well as its

recognition that unification education will be very important for Korea's next generation.

Furthermore, in 2009 the Ministry of Unification, in cooperation with the Ministry of Education, Science and Technology as well as municipal and provincial education offices, tried to raise public interest in unification education. The Unification Ministry tried to identify unification education programs and support them by gathering opinions from school administrators, teachers, and other groups of people across the country.

A. Striving to Facilitate Unification Education for Teenagers

The ROK government set the enhancement of unification education for teenagers as one of its major tasks for the year 2009. Accordingly, the government established a taskforce composed of experts from the ECU in order to help youths acquire a clear understanding of unification and related issues as well as to build their capabilities to prepare for and lead the future of unified Korea.

The taskforce sought the opinions of the staff of the Ministry of Education, Science and Technology, public school teachers of all levels, policy advisors, and other experts across the country to assess the status of unification education. The taskforce then developed a plan to enhance unification education for teenagers based on such assessment.

Based on the plan, the ROK government devised specific measures such as expanding the opportunities for unification education at schools, strengthening support for personnel in charge of unification education, promoting the distribution and use of educational materials for teenagers, reinforcing the support system for unification education, and expanding the Unification Ministry's budget to implement these measures.

In 2009, the government invited school administrators including principals and vice principals to a training course (505 participants in eight terms), and held lectures for regional school administrators (1,720 participants in three terms) and workshops for unification educators (106



The ECU provides unification workshops for school teachers and lectures for the provincial audience

participants in two rounds). As of late June 2010, it had offered a training course for school administrators (205 participants in three terms) and workshops for unification educators (60 participants in two terms).

The government has hosted workshops for the advancement of unification education at schools. They provided an opportunity to listen to voices of the people, share examples and techniques of unification education, and explore directions for the advancement of unification education through meetings with unification educators from different provinces all over the country.

List of Model Schools for Unification Education in 2010

City and Province	School	Location
Seoul	Gongyeon Elementary School	Gongneung 3-dong, Nowon-gu
	Jeondong Middle School	Hwigyeong-dong, Dongdaemun-gu
	Seo Seoul Life Science High School	Gungdong-gil, Guro-gu
Daegu	Haknam Middle School	Gugu-dong, Buk-gu
Incheon	Gajeong Girls' Middle School	Salgoji 1-ro, Seo-gu
Gyeonggi Province	Tanhyon Middle School	Tanhyeon-myeon, Paju-si
	Samjuk Middle School	Samjuk-myeon, Anseong-si
	Ansong High School	Geumsan-dong, Anseong-si
Gangwon Province	Daejin Middle School	Hyeonae-myeon, Goseong-gun
	Maesan Elementary School	Nam-myeon, Hongcheon-gun
North Chungcheong Province	Juseong High School	Yongdam-dong, Sangdang-gu, Cheongju-si
	Sotae Elementary School	Sotae-myeon, Cheongju-si
South Chungcheong Province	Yongam Elementary School	Ssangyong-dong, Seobuk-gu, Cheonan-si
	Daejeon Girls' Middle School	Daecheon-dong, Boryeong-si
Gwangju	Unnam Middle School	Unnam Jugong 1-gil, Gwangsan-gu
Ulsan	Eonyang Middle School	Eonyang-eup, Ulju-gun
	Dongbu Elementary School	Dongbu-dong, Dong-gu
Daejeon	Gwanjeo Middle School	Wonangmaeul 1-gil, Seo-gu
Busan	Eomgung Middle School	Eomgung-dong, Sasang-gu
	Donghyun Elementary School	Bugok 1-dong, Geumjeong-gu
North Jolla Province	Heungnam Elementary School	Munhwa 9-gil, Gunsan-si
	Wansan Elementary School	Dongwansan 1-gil, Jeonju
	Seohung Middle School	Heungnam-ro, Gunsan-si
	Ayoung Middle School	Ayeong-myeon, Namwon-si
South Jolla Province	Sinbuk Middle School	Sinbuk-myeon, Yeongam-gun
North Gyeongsang Province	Bonghwang Elementary School	Jillyang-eup, Gyeongsan-si
	Sinnyeong Middle School	Sinnyeong-myeon, Yeongcheon-si
	Sangmo High School	Sangmo-dong, Gumi-si
South Gyeongsang Province	Gimhae High School	Samjeong-dong, Gimhae-si
	Namhae Middle School	Namhae-eup, Namhae-gun
	Yongho Elementary School	Yongho-dong, Changwon-si
Special Self-Governing Jeju Province	Seogwijoongang Elementary School	Gwangmyeong-ro, Seogwipo-si



Instructors visit elementary schools to provide unification education

In 2009, five rounds of workshop were held in North Chungcheong and South Chungcheong Provinces, North Gyeongsang Province, Gangwon Province, and Jeju province under the theme of how to advance unification education at schools. A total of 1,550 personnel from provincial education offices and unification educators from elementary, middle, and high schools took part in the workshops. The workshops included presentations and discussions on unification education as well as special lectures on the government’s policy of mutual benefits and common prosperity to help the participants better understand the policy. Two rounds of workshop were held in North Jeolla Province and Daejeon in the first half of 2010.

Furthermore, in 2009, the ROK government designated 20 public schools across the nation as model schools for unification education and provided them with a wide range of teaching materials and customized programs. The number of model schools increased to 32 in 2010 as the government strived to spread the best practices of unification education for teenagers to other schools.

B. Spreading Experiences and Participatory Education

The ROK government made efforts to help teenagers develop an interest in unification issues by developing and distributing education models based on the participation a new generation of students. These new education models are more suited to meet the needs of young-generation students and, therefore, are more useful in schools.

In 2009, the government introduced experience-focused unification education for teenagers at 22 schools in Seoul (4,841 students) and had experts visit 32 schools nationwide (7,784 students). This program was designed to give students across the country an equal access to unification education.

In 2009, participation-focused education was introduced to a total of 4,278 students at 24 elementary schools, 5,850 students at 23 middle schools, and 2,497 students at 7 high schools. The numbers of schools and students who received such education rose by 54% from 29 to 54 and by 60% from 7,564 to 12,625, respectively, from the previous year.

In 2010, the government planned to add 2-3 groups of educators and reinforce the curriculum in order to increase the effectiveness of unification education in the field.

Education offices and regional unification exhibition halls throughout the country have hosted national student essay writing contests on unification since 1996 to help young people understand the pains caused by national division and to develop an interest in other unification issues.

In 2009, the contests were held from May 16 to June 10 in 16 cities and provinces in various forms, including an open competition. About 1.1 million students from 5,887 schools took part in the contests, and 53.1% of schools across the country participated in the contests. Teenagers used such diverse forms of writing as fiction, diaries, and essays to describe their understanding of the unification-related issues.

In 2010, the student writing contests were held from May 17 to June 10 and about 1,050,000 students participated.

The year 2010 marks the 60th anniversary of the outbreak of the Korean

War. As part of the government project to commemorate the anniversary, the Ministry of Unification planned an experience-focused program, the “March for Peace and Unification” (July 26-31), in which 625 students from Korea and around the world visited famous battle sites of the Korean War and the frontlines of national division. The marchers were divided into two groups, the eastern route team and western route team. The eastern route team started in Seoul and passed through Gosong, Yanggu, Hwacheon, Cheolwon, Yeoncheon, Dongcheon and finally arrived in Paju, just south of the DMZ. The western route team started in Ganghwa and traveled to Paju via Gimpo. Students also appeared on a popular TV quiz show Golden Bell, attended a music festival on peaceful unification hosted by Korea Broadcasting System, and enjoyed a “Friendship Night.” The march served as an opportunity for the young participants to realize the importance of national unification and peace on the Korean peninsula.

C. Broadening the Basis of Unification Education in Universities

The ROK government has introduced diverse programs to enhance college students’ interest in and understanding of unification issues and to foster sound perspectives on national unification.

To facilitate discussions on unification issues at universities, the ROK government strengthened its cooperation with the Council of University Research Centers on National Unification. Part of this effort included active government support programs such as co-sponsoring contests for graduate and undergraduate thesis on unification.

Unification forums were a good opportunity for university students to take the initiative in discussing and speaking out on unification issues. The forums in 2009 brought together about 1,540 students from 15 universities, including Seoul National University, Korea University, Hankuk University of Foreign Studies, Chung-Ang University, Kyungnam University, Myongji University, Sungshin Women’s University, Wonkwang University, Honam University, Inje University, Jeju National University, Chunchon National University of Education, Dongguk University, and Sun Moon University.



The ECU sponsors unification forums for college students

The forums were expanded in 2010, and as of late June 15 universities had taken part.

Since 1982, the government has encouraged in-depth discussions on unification and North Korean issues among graduate and undergraduate students by sponsoring contests for thesis on unification issues. Thanks to an active promotional effort made by the government, 67 theses were submitted in 2009. After three rounds of careful screening, seven papers were selected for awards. The award-winning papers were distributed to universities and relevant organizations nationwide.

2009 Unification Thesis Contest Awards

Prize	Title	Name	Affiliation
1st	Corruption of North Korean Bureaucrats and Regime Stability	Jung Tae-eun	University of North Korea Studies
2nd	A Study of the Philosophical Foundation of Unification Education in a Multi-cultural Era	Lee Sung-won	University of Incheon
	A Study of the Political Meanings of North Korean Rhetoric	Jo Suk-geun	Graduate School of Politics, Government and Communication, Hankuk University of Foreign Studies
3rd	A Study of North Korea's Crisis Management	Kim Mi-yeon	Graduate School of Ewha Womans University
	A Study of the Impacts of Social Capital on National Unification Consciousness	Park Mi-kyeong and Jang An-ji	Anyang University
	North Korean Refugees' Awareness of and Participation in Elections	Yang Hyo-won	Graduate School of Yonsei University
	Establishing a Career Counseling System for North Korean Refugee Teenagers	Ji Sung-rim	Graduate School of Korea University

Since 2006, the ROK government has hosted joint workshops for North Korean studies departments to bring together students majoring in the field. The joint workshops are designed to foster in-depth discussion on inter-Korean issues and help students create a social network among them. The themes for the workshop in 2009 included reflecting on a future-oriented vision for unification, a study of agenda for inter-Korean military negotiations, and the economic adjustment of North Korean refugees. About 50 graduate students from eight universities took part in the workshops. The forums provided them a good opportunity to enhance their understanding of inter-Korean relations and the government's North Korea policy. Students also expressed that the workshops gave them an opportunity to reflect on numerous issues as they were exposed to diverse viewpoints on North Korea and national unification.

D. Unification Education on Web TV

The ROK government plans to expand unification education on Internet Protocol Television (IPTV) or “web TV” to meet the needs of teenagers who are accustomed to new media. In 2009, the government established a budget for developing and distributing contents for customized IPTV education servers accessed in 240,000 classrooms across the nation in 2010.

The government drafted basic ideas for IPTV-based unification education, reflecting the opinions of the Ministry of Education, Science and Technology, the Korea Communications Commission, three mobile communications service providers, school teachers, and IPTV and educational specialists. In 2010, it commissioned the development of diverse contents to be loaded onto the customized IPTV server.

The contents consist of video-on-demand as supplementary classroom materials, worksheets for discretionary activities, and special programs. The contents developed and distributed in 2010 are expected to serve as a foundation for the delivery of interesting, credible, and effective unification education to public schools across the nation.

2. Support for Unification Education in Society

The ROK government has laid a foundation for peaceful unification by enhancing the Korean people’s will and capacity for national unification through education. In this regard, the government commissioned a number of experts as unification education officials and provided various support for the Unification Education Council and regional unification education centers.

In 2009, the government focused on strengthening the legal, institutional and organizational foundations to raise the capabilities of private institutes and other entities in order to build an institutional network. This laid the foundation for building a governance system for unification education among institutions and ensured an effective and dynamic social network among them.

Furthermore, the government promoted unification education at public educational institutions and training centers through meetings with vice ministers, lieutenant governors, and vice mayors. Also, at the request of the Ministry of National Defense, it has provided education for military personnel since February 2009.

Education for military members was provided by a group of ECU instructors and officials from the Ministry of Unification. The educators toured military bases throughout the country in cooperation with military authorities. The government also strived to raise the soldiers’ awareness of inter-Korean relations and unification issues by utilizing various forms of media, including military radio and television broadcasts, and *The Korea Defense Daily*.

In 2010, senior officials of the Ministry of Unification and ECU instructors visited local communities to make policy briefings for opinion leaders and special lectures to college students. These policy briefings presented opportunities to government officials to communicate with local residents and get their feedback on national unification and the government’s North Korea policy.

A. Improving the Operating System of Unification Education Officials

The ROK government has utilized the group of unification education officials actively to build a public consensus on unification issues and inter-Korean relations. In accordance with the Unification Ministry’s Regulations on the Management of Unification Education Officials established in 1987, the Ministry has designated local community leaders with a deep knowledge of unification issues and good lecturing skills as “unification education officials.”

During the sixteenth term of the Unification Education Committee, which was from May 2007 to April 2009, a total of 1,148 officials from the central government, provincial governments, and city councils provided 271 rounds of lectures for 400,000 local residents. On February 1, 2010, 1,010 people were commissioned as unification education officials for the seventeenth term of the committee.



A meeting of the 17th unification education officials

Unification education officials were first commissioned in 1987 for the purpose of providing education to the public and raising public consciousness of national unification. However, they became less active as unification activist groups expanded their activities and focus of government policy shifted away from providing public education on unification around 2000.

Accordingly, the ROK government amended the Unification Education Support Act in October 2009 and its enforcement decree in April 2010 to reflect the needs of the changing times, to expand the public support base for the government’s unification and North Korea policies, and to build a closer communication network between the Ministry of Unification and provincial governments. The revised law provided legal basis for commissioning unification education officials and supporting their activities. The amended provisions went into effect on April 20, 2010. The revised law also expanded the budgetary foundation to establish a firm and stable status for unification education officials. In sum, the new law redefined the officials’ roles and greatly enhanced the institutional foundation to support their activities.

B. Improving and Supporting the Unification Education Council

The Unification Education Council (UEC) was established on December 22, 2000 and aimed at facilitating consultation, coordination, and promotion of mutual cooperation for effective unification education. The UEC was established in accordance with Article 10 of the Unification Education Support Act.

With various agencies as its members, the UEC has played a central role in promoting unification education in the private sector. The UEC’s headquarters and subcommittees (for general citizens, women, and teenagers) have contributed to building a public consensus on unification issues by providing a channel for its members to understand and communicate with each other through workshops and forums.

The ROK government also invites UEC members to contribute to unification education and provides them with financial support. In 2009, the government subsidized 33 projects initiated by the Institute for Peace Affairs and other institutes. Those institutes provided 138 unification education classes (for 11,164 participants) during the year, including 91 lectures and lessons, 22 forums and workshops, 7 contests, and 18 field trips. In particular, the government provided lectures to school principals and vice principals in order to revitalize their awareness of the importance of providing unification education at schools.

After the UEC members and outsiders indentified problems in the operation and management system for support, the UEC took actions to resolve them in March 2009. Accordingly, the UEC’s operational structure was completely revamped. In addition, the UEC helped its members improve the quality of unification education by expanding and strengthening spot monitoring on support projects.

C. Supporting Regional Centers for Unification Education

The ROK government selected local university research institutes and other entities as regional centers for unification education. These regional centers provided local communities with greater access to unification education and various resources such as education programs and information. Since 2004 when two centers in Busan and Gwangju began as pilot projects, the government has increased the number of regional centers to five in 2005, nine in 2006, and ten in 2007. In 2010, the total number of regional centers increased to 19.

After the Unification Education Support Act was revised in 2005, the ROK government established a foundation for the operation of regional centers. Government support for these regional centers has facilitated discussions on unification issues in local communities and promoted the consciousness of local residents about national unification through various education programs.

In 2009, the regional centers played an important role in boosting unification education in local communities. For instance, they hosted a total of 236 events for unification education, including lectures, workshops, festivals, competitions, field trips, content development and production, and assistance programs for North Korean refugees. The ROK government provided each regional center with a different amount of subsidy based on a comprehensive review of its performance in the previous year and proposed plans for the coming year.

D. Supporting Unification Exhibition Halls

Across the country, there are 13 unification exhibition halls where North Korea and unification-related materials are on display and related events are held. They serve as the venues for experience-oriented unification education and contribute to fostering a forward-looking view on national unification among local residents and teenagers.

Local governments and private entities are responsible for managing exhibition halls in 13 provinces and cities, including Seoul, Busan, Gwangju, Daejeon, and Jeju. The central government provides them with a variety of exhibition items, special materials on North Korea, and other audio-visual materials. In 2009, about 2.5 million people, mainly teenagers and former North Korean residents, visited the center despite the economic downturn and an outbreak of the H1N1 influenza.

Currently, a considerable segment of the South Korean public is indifferent to national unification, and the younger generation is growing up with new and alternative forms of media. Subsequently, the ROK government is preparing to build a new unification exhibition hall that would offer comprehensive educational programs integrating unification themes with education, art, culture, and information technology.



Mt. Odu Unification Observatory

Unification Exhibition Halls (as of late June, 2010)

Region	Center	Address	Opening Date	Managing Agent
Gangwon	Goseong	Goseong Unification Observatory, Machajin-ri 188, Hyeonnae-myeon, Goseong-gun, Gangwon	June 16, 1988	Goseong Unification Observatory Co.
	Yanggu	Hu-ri 720, Haean-myeon, Yanggu-gun, Gangwon	August 14, 1996	Yanggu County Office
	Cheolwon	Jangheung 4-ri 20-1, Dongsong-eup, Cheorwon-gun, Gangwon	December 15, 1990	Cheorwon County Office
Metropolitan Areas	Incheon	Sungui 4-dong 8-7, Nam-gu, Incheon (Freedom Hall)	December 15, 1994	Korea Freedom Federation (Incheon branch)
	Mt. Odu	Unification Observatory, Seongdong-ri 659, Tanhyeon-myeon, Paju-si, Gyeonggi	September 8, 1992	Donghwajinheung Co.
	Seoul	Seo Seoul Life Science High School, Gund-dong 35, Guro-gu, Seoul	October 29, 2008	Seo Seoul Life Science High School
Chungcheong	Daejeon	Doryong-dong 3-1, Yuseong-gu, Daejeon (Expo Science Park)	August 11, 2001	Expo Park (local public corporation)
	Cheongju	Cheongju Land, Myeongam-ro 413, Sangdang-gu, Cheongju-si, Chungbuk	February 23, 1993	Cheongju Land Management Office
	Chungnam	Ungjin-dong 98, Gongju-si, Chungnam	April 5, 2007	Korea Freedom Federation (Chungnam branch)
Jeolla	Gwangju	Hwajeong 2-dong, Seo-gu, Gwangju (Hwajeong Neighborhood Park)	March 10, 1989	Gwangju Council of Unification Education officials
Gyeongsang	Busan	Choep-dong 236, Busanjin-gu, Busan (Freedom Hall)	January 30, 1989	Korea Freedom Federation (Busan branch)
	Gyeongnam	Yongji-dong, Changwon-si, Gyeongnam (Freedom Center)	April 29, 1998	Korea Freedom Federation (Gyeongnam branch)
Jeju	Jeju	Ildo 2-dong 968-2, Jeju-si, Jeju (Freedom Hall)	December 18, 1993	Korea Freedom Federation (Jeju branch)

IV . Development and Distribution of Text Materials

The ROK government has developed diverse unification education materials to help the public develop a future-oriented view on national unification, a sound view on national security, and a balanced view on North Korea.

Every year, the government introduces basic teaching materials along with supplementary materials and visual aids that are distributed to schools at all levels, social institutions concerned with unification education, individuals taking courses offered by the ECU, and to those who request them. The Lee Myung-bak administration significantly enhanced unification education by revising and complementing the contents and structure of the basic teaching materials to make them more factual and objective. These revisions took into account the current status of the inter-Korean relations and advancement in the public consciousness. The government tried its best to help the public understand unification issues and the reality of North Korea by reorganizing the contents of education materials from a more objective point of view.

There have been public demands to increase objectivity and maintain neutrality regarding the key concepts used in unification education. To begin with, the government provided diverse materials to improve the existing format of unification education. The new improvement included the introduction of basic learning materials based on the reality of the Korean peninsula as well as an objective assessment of North Korea. The government is currently revising materials that distort the realities either by overly praising or by recklessly denouncing North Korea. Revised materials are more value-free in their depiction of the North.

Discussing the necessity and inevitability of national unification from diverse perspectives rather than merely relying on a limited set of concepts is also an important aspect of the new unification education. This approach could be seen as an effort to discuss unification issues and unification formulas with the public from a rather macro perspective .

Today, an increasing number of Koreans are separating the issues of national security and those of unification. Children, teenagers and other young Koreans may need help to become more conscious of the importance of the state and gain a deeper sense of national pride as citizens of the Republic of Korea. The younger generation also needs to develop a rational perspective on the duality of inter-Korean relations. This duality comes from the fact that North Korea is our partner in promoting mutual benefits and common prosperity on the one hand, but we also need to be wary of it at the same time.

1. Developing Basic Teaching Materials

Since 1972, the ROK government has published basic teaching materials every year to help enhance public consciousness on unification issues and people’s understanding of the realities in North Korea. It had published *Theories of Democratic Unification* from 1972 to 1993, and *Understanding the Unification Issues* and *Understanding North Korea* since 1993.

Although the basic materials for 2009 had the same structure and contents as the 2008 materials, partial revisions reflected the changes in inter-Korean relations as well as development in the situation in North Korea and regions surrounding the Korean peninsula. The new developments in Northeast Asia and changes in the status of inter-Korean relations were reflected in *Understanding Unification Issues*. The trends in North Korea’s relations with foreign countries and South Korea, changes in North Korea’s military capabilities, and the North Korean government’s increased control over markets were incorporated into *Understanding North Korea*.

To provide a more accurate understanding of unification issues and the realities of North Korea in 2010, the ROK government revamped the structure of the 2009 materials and supplemented their contents with recent

developments in inter-Korean relations and North Korea’s domestic politics. *Understanding Unification Issues* reflected the significance and necessity of national unification, the current status of inter-Korean relations, case studies on reunification of other divided countries, and visions for Korean unity. The significance of the New Peace Initiative and the Grand Bargain were also added to the guidebook. *Understanding North Korea* described the North Korean regime’s attempts to control the market, the currency reform in 2009, and other measures the regime had taken to strengthen the country’s planned economy. The new book also included the creation and development of North Korea’s political system, government control of society, and its human rights situation. The 2010 materials placed a special emphasis on fostering a sound view of the state as well as a healthy approach to national unification and national security among teenagers.

In 2009, the ROK government distributed the basic teaching materials to middle and high schools for the first time. In 2010, the government printed 43,000 copies of *Understanding Unification Issues* and 45,000 copies of *Understanding North Korea*, an increase of 20,000 copies each from the previous year. The increase in the number of hardcopies was necessary to meet the rising demand at educational institutions. As of June 2010, 35 universities were using the basic teaching materials in their classrooms.



Understanding Unification Issues

Understanding North Korea

2. Developing Supplementary Materials

In addition to basic teaching materials, the ROK government has developed and distributed a wide range of supplementary materials such as books, visual aids, and animation in order to facilitate unification education at schools and other social institutions, and to raise public interest and understanding of unification issues and North Korea.

From 2008, the government has compiled into a comprehensive book such historical materials as presidential speeches on North Korea policy and the Ministry of Unification’s official documents. It then distributed 1,500 copies of the compilations to unification education officials and the ministry’s advisory and assessment boards so that they could develop a better understanding of the government’s policy and apply it to unification education.

As supplementary teaching materials, the ROK government has published a compilation of “frequently asked questions and answers” on its unification policy, inter-Korean relations, and North Korean situations. *50 Frequently Asked Questions about Unification*, which has been published since 2007, is widely used by educators. The ROK government revised it in 2008 to reflect the tenets of the new administration’s North Korea policy. The 2009 edition included updated data and materials, and 13,000 copies of them were distributed to participants in policy briefings and other events.

Since 2003, the ROK government has published a series on “Unification Lectures by Theme.” The lectures often deal with contentious issues and diverse themes related to national unification. A total of 24 books were published in this series by December 2009. In 2009, *20 Years of German Unification: Status and Lessons* and *North Korea’s Strategy Toward South Korea* was published and distributed to university departments, research institutes, public libraries, government agencies, and other institutes. *20 Years of German Unification: Status and Lessons* was released in the run-up to the 20th anniversary of the German unification. The publication described the current status of German politics and economy

and the process of its social integration along with their implications on Korean unification. Another book, *North Korea’s Strategy toward South Korea*, explained the tenets, approaches, and developments of the North’s strategy toward the South.

As the need to strengthen unification education for teenagers increased, the ROK government introduced student-friendly multimedia and audio-visual aids to meet the needs of middle and high school students. New education materials featuring subtitles and sign language were produced to help physically challenged students, and distributed nationwide.

Education materials for teachers and students as well as others are freely accessible on the the ECU website. In 2009, the number of visitors to the website exceeded 123,000, up 32% from 2008. In 2010, the ECU overhauled its website to help its users enjoy easier access.