

Challenges and Internationalization of Higher Education in South Korea

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Abstract

In South Korea, higher education has been rapidly growing ever since the 1950s. Parental demand for postsecondary education was so intensive that the educational authorities were compelled to adopt a quota policy to restrict the number of enrolments and to introduce a standardized national entrance examination that rendered admissions to a university extremely difficult. At present, Korean institutions of higher education face new challenges from multiple sources. Korea has one of the lowest fertility rates in the world, a large proportion of the young generations still prefers to study abroad, and universities are frequently criticized for not preparing students well enough for finding employment. Compelled to freeze or even lower tuition fees, universities have become increasingly dependent on inbound international students. This paper seeks to analyze these challenges, linking them to the process of internationalization in South Korean higher education.

Keywords: *higher education, internationalization, educational policy, tuition fees, demographic change*

I. INTRODUCTION

The rapid growth of South Korean higher education has been based largely on the quantitative and qualitative expansion of private universities. These universities have mostly depended on tuition fees which they could increase to cover their rising costs. Although certain redundancies have been eliminated and the further restructuring of university organizations may reduce expenses, the essential expenditures on research, infrastructure development, and teaching are still difficult to cover under conditions of inflation. In response to these financial challenges, the universities pursued a policy of growing internationalization, opened the higher education market, lowered tuition fees, and promoted research and development. The process of internationalization was related not only to the universities' efforts to boost research activities but also to the demographic changes and to the growing problem of finding employment for those graduates whose skills do not match the demands of the labor market.

In recent times, a number of research publications have covered the challenges with which South Korean higher education had to cope, but these works are either not sufficiently up-to-date or they do not

cover all critical issues in an aggregated form. Therefore, this paper seeks to fill this gap.

II. METHODOLOGY

This paper is based on a case study that illuminates the development and internationalization of South Korean tertiary education. The Korean administrations made intense efforts to promote university education and to establish world-class universities which could attract both foreign professors and foreign students, and thus enable the country to become a regional higher education hub. The selected case study is divided into two main sections. The first section describes the development of higher education in South Korea, while the second section examines the major challenges which the Korean educational authorities and Korean tertiary education has to face over the coming years. In turn, the second section is divided into three subsections. The first subsection analyzes the current institutional problems of the tertiary education system, the second subsection briefly describes the social context, while the third subsection examines the recent achievements in the sphere of internationalization.

III. THE RISE OF HIGHER EDUCATION IN SOUTH KOREA

The development of South Korean higher education has traditionally relied on the growth of the economy, which rapidly shifted from light industries to heavy and capital-intensive industries in the 1970s. Consequently, university admissions increased apace. Total university enrolment stood at 38,400 in 1953, reached 1.15 million by 1994 (Chau, 2001) and increased to nearly 2.9 million in 2015 (KOSIS, 2019). A major problem of the rapid quantitative growth of higher education was that vocational training was not given sufficient emphasis. The immense number of university graduates found it increasingly difficult to get employment commensurate to their skills, but Korean parents continued to pressure their children to pursue university education.

Tertiary education has been propelled mainly by the growth of private universities during recent decades. In 2019, the share of private universities stood at 81.7% of total student enrolment (if junior colleges were excluded) or at 86.6% (if junior colleges were included). (KESS 2018 & 2019). These figures represent an educational system that is

quite different from the usual conditions in the OECD countries.

In the 1990s, the Korean educational authorities believed that the internationalization of education was the correct choice. They assumed that by inviting foreign professors of global reputation and introducing a higher number of English-medium instruction classes, they would enable university professors to publish articles in leading international journals, rather than in domestic ones, and help students in finding employment. The goals were laid down, first in the 5.31 Plan in 1995, to create a demand-oriented higher education system, upgrade the academic infrastructure; and stimulate competition between private and public universities (Kwon et al., 2018). President Kim Young-Sam encouraged the nation to accept globalization and regard it as an opportunity to reach world-class level in knowledge in an increasingly competitive environment (Kim, 1995). Even beyond the severe impact of the Asian financial crisis (1997-98), the government had to emphasize the shift towards a knowledge-based economy. Its policies provided assistance to well-defined programs and projects, rather than giving general support to universities. The Brain Korea 21 (BK 21) I-II, BK 21 PLUS as well as the Study Korea and World-Class University (WCU) projects sought to foster the creativity of talented students and to transform Korea into a knowledge-based society. Moreover, the government intended to establish several world-class universities that would be sufficiently competitive in the international environment. Additionally, funds were provided for restructuring the college education system and increasing research output and the number of academic publications (Moon & Kim, 2001; Green, 2015).

The project for establishing world-class universities in South Korea seems to have been successful. At the same time, this success had victims, too, in the sense that only a few universities were selected to be given special treatment and generous funds. Meanwhile, the majority of higher education institutions struggled with financial difficulties amplified by the “Half-price tuition” policy that has forced universities to freeze tuition fees since 2011. The educational authorities endeavored to discover redundancies and eliminate them at least at the level of individual institutions, and encouraged the reorganization of academic departments in this manner. Although the government proclaimed its intention to give more autonomy to universities, it simultaneously intervened in the selection and prioritization of state-financed programs (Kwon et al., 2018; MOE, 2016).

IV. CHALLENGES OF HIGHER EDUCATION

South Korean tertiary education has been significantly influenced by Western tertiary education systems. Some of its features can be attributed to the

influence of the German model, whereas others were patterned upon the U.S. tertiary education system. The influence of the American system can be observed in the structure of the department system, the introduction of tuition fees, and the role of private sector. The U.S. model provided a basis for restructuring the tertiary education through a shift from elite education toward general education (Shin, 2015). Determined to accelerate the evolution of Korean higher education, the educational authorities ignored a few issues that have become increasingly problematic over the time. The rapid quantitative expansion of higher education has relied mainly on the privately funded universities. An OECD working paper provided suggestions for the transformation of tertiary education in South Korea:

- To maintain a balance between public and private expenditure, i.e., to increase public expenditures while reducing private expenditures;
- To consolidate universities and eliminate over-capacities resulting from demographic changes;
- To stimulate competition through “opening the tertiary education market to accredited foreign” higher education institutions, which could also support the upgrading process of universities;
- To internationalize education through fostering international collaboration;
- To address and resolve the problem of “skill mismatch” (Baek & Jones, 2005).

The aforesaid OECD suggestions were made as early as 2005, but many of these problems still persist, and they have not been resolved so far. Instead of providing a comprehensive solution, educational policies focused on quick fixes.

A. Institutional Challenges of Higher Education in South Korea

The greatest institutional challenges are (1) the lack of specialization and differentiation among Korean universities and (2) the increasing financial pressure under which they have to labor.

a) Lack of differentiation:

Shin (2015) emphasized that Korean postsecondary educational institutions have lacked a clear-cut mission differentiation and orientation. This deficiency directly leads to the perception that they cannot operate efficiently. The individual colleges or departments have to decide whether they are to focus on improving the quality of teaching or on enhancing excellence in research. If faculty members are required to practice both teaching and research on a high level, one of the two spheres may decline to a level that would be not acceptable on a long-term basis. Ideally, junior (vocational) colleges prepare students for the job market through training programs,

whereas 4-year comprehensive colleges familiarize students with the ideas of organizational effectiveness, and may also help them to pursue graduate studies after the completion of their undergraduate studies.

The process of internationalization influenced the majority of tertiary institutions in Korea. About 80% of the universities created departments to facilitate partnerships with international institutions of higher education, arrange student exchanges, and employ foreign faculty. These measures obviously facilitated the trend towards diversification and specialization. Prominent schools also established international graduate schools or at least departments and international curriculum to enhance collaboration and competitiveness not only at a domestic level but also at a global level (Kwon, 2013). Shin (2015) pointed out that university colleges launched vocational programs to attract more students and provide better job opportunities, while vocational colleges started to enhance their programs to make them comparable to the programs of university colleges. Moreover, universities were authorized to open as many departments as they wanted, which resulted in higher complexity and the duplication of work flows. Both Shin (2015) and the OECD working paper (Baek & Jones, 2005) cited above compare Korean universities to department stores that run parallel operations and thus stimulate the expansion of administration. Even today, most of the Korean universities expect non-tenure-track professors to act both as scientists conducting research and as teachers preparing students for employment.

The efficiency of the tertiary education sector has been considerably affected by the duplication or even multiplication of operations among departments. The educational authorities addressed this problem by launching government-supported programs aimed at restructuring and reorganizing universities so as to eliminate the inefficiencies resulting from redundant operations. Since 2014, the government has granted financial aid to selected universities to tackle this problem (Kwon et al., 2018).

b) Increasing financial pressure:

There are at least three major challenges which generate financial pressure on Korean tertiary education. The first and perhaps the most substantial issue is the decline of tuition revenues. This decline reflects not only the demographic changes which have caused a sharp fall in the number of domestic students, but also the government's policies which effectively prevent universities from raising tuition fees. At the same time, the parallel operations of various departments created additional expenditures.

The ageing of the Korean population has become a driving force to internationalize Korean higher education, since private institutions higher education mainly rely on tuition payments. The dwindling of this income is aggravated by the post-2009 increase of government control, such as the so-called "Half

tuition fee" policy. Since 2009, the government's financial control has frozen or even reduced tuition fees. In 2011, the administration's decision to nearly halve the costs of education was made after the release of the results of a preliminary survey which concluded that private universities would be able to reduce tuitions by approximately 32% (Gang, 2011). The legislation introduced new scholarship schemes but also forced universities to minimize tuition raises. In 2017, a few universities (including Kwangwoon University) even reduced their tuition fees. These reductions led to a loss of nearly 83% of tuition fee revenues of provincial universities (Kim, 2018). Such losses inevitably caused unwanted closures in the higher education sector. While the government's propaganda suggested that these measures would reduce the financial pressure on those parents who were heavily in debt to finance the education of their children, the press reported only minor improvements in this sphere. Instead, the post-2009 policies forced universities to reduce expenditures on faculty, research infrastructure, and administration (The Korea Herald, 2018). The halving of tuition fees should have been achieved by the expansion of the state scholarship program, which, according to the Ministry of Education, was expected to cover the half of 14 trillion won tuition expense in 2015. This included scholarships totaling 2.4 trillion won. In reality, however, colleges had already provided scholarships worth 1.8 trillion won in 2014. Thus, the statement of the ministry was misleading, as it just meant an additional coverage of the difference to 2.4 trillion won (Yoon, 2015). The policy review of the Ministry of Education revealed that the national scholarship was increased to 2.97 trillion won, and the result was presented as a success (MOE, 2015).

A *Korea Herald* editorial discusses that there are more urgent tasks than focusing on reductions on private university revenues. The reduction of revenues will prevent private universities from investing in quality education and in such educational infrastructure that could prepare students for the fourth industrial revolution (The Korea Herald, 2018). Instead, the government should assist universities in increasing their competitiveness, and involve them in the lifelong education project and in such projects that help the young generation to increase their employability. As a result, people who cannot find a job or need to pursue further education to increase competence at work could benefit from lifelong education. Universities have already built up a solid administration and infrastructure which can be further utilized to facilitate such projects and programs run by external institutions on behalf of the government.

B. Internationalization and Aging

While the topics of internationalization and aging refer to different social issues, they are also connected to each other. Although efforts aimed at

internationalization started as early as 1995, in 2008 the number of foreign students was still very low. According to Kim (Kim, 2008), the reasons were the cultural homogeneity of the Korean population, the geographic isolation of the country, and language barriers. Even if a course was supposedly taught in English, many senior professors preferred to use Korean to explain complex matters to students.

By now, however, the Korean institutions of higher education have found it vitally important to internationalize, not only because they faced the problem of unchanged tuition fees, but also because the recent demographic changes (including aging) have reduced the number of Korean students. These changes implied that the sudden decline in the number of college students will undoubtedly lead to a decline in tuition revenues. This gap was to be filled by the recruitment of international students, and therefore the educational authorities endeavored to attract inbound foreign students.

Originally, the Korean government prognosticated the arrival of 200,000 international students by 2020, but it was compelled to revise this ambitious goal, and thus the target date was postponed to 2023. The number of foreign students has indeed undergone a continuous increase. Of the related policy reforms, the following measures are worth mentioning:

- - The government authorized universities and colleges to open departments that would attract foreign students.
- - The government supports the launching of English-medium instruction courses in fields of science and engineering.
- - Foreign students were allowed to take part-time jobs and the job market was opened to international graduates who finished their studies in Korea (Luo, 2017).

The policy dubbed Brain Korea 21 (BK 21) ran through three stages: Stage 1 between 1999 and 2005, Stage 2 between 2006 and 2012, and Stage 3 between 2013 and 2019. The first stage was aimed at fostering "the development of universities into world-class research universities," accelerating the diversification and specialization of higher education institutions, and making them capable of competing with other universities (i.e., climbing up in higher education rankings). Stage 2 was focused on improving research capacities by inviting top-class scholars and increasing financial support to scientists at graduate level. Governmental support was provided mainly to those universities which had already built up their infrastructure and had excellent human resources. Discrimination against universities whose campuses were located in rural areas, rather than in or around Seoul) was aggravated by the introduction of the so-called WCU project whose objective was to cultivate world-class, research-oriented universities by attracting renowned foreign scholars to Korea.

Stage 3 provided support to efforts aimed at increasing creativity and building or broadening networks between enterprises and graduate-level individuals so as to stimulate the commercialization of research output. The BK 21 and WCU policies were eventually combined as BK 21 PLUS (Suh & Park, 2014; Choi, 2013).

Internationalization policies have supported not only Korean universities but also those renowned foreign higher education institutions that showed readiness to establish branch campuses in Korea's Free Economic Zones. Dou and Knight (2013) identified the rationales for developing a regional hub of higher education in South Korea: "to attract and retain talent and to provide infrastructure for knowledge production and innovation; to increase competitiveness;" to replace brain drain with brain gain; to encourage Korean students to stay in the ROK by giving them opportunities to "enrol in international branch campuses in Korea"; to obtain additional tuition revenues from international students; "and to improve the quality of education and research offered".

Anxious to attract Foreign Direct Investment (FDI), by 2003 the Korean authorities had opened as many as eight Free Economic Zones that were "specially designated to improve the business and living environment for foreign-invested firms in Korea." In respect of education, the two main zones are Jeju Global Education City (JGEC) and Incheon Global City (IGC, formerly known as Songdo Global University Campus). In JGEC, international school branches were created up to secondary level, while IGC hosted the branch campuses of renowned foreign universities.

Other universities were expected to set up their branch campuses in the Busan-Jinhae zone, but in the end only the Friedrich-Alexander Universität (FAU) from Germany selected this zone (Ko et al., 2019). By now, even FAU Busan seems to have ceased to operate, since its website is no longer available (FAU Busan Campus, 2019). The University of Aberdeen (UK) was expected to open its campus in Korea in 2016 (Korean Free Economic Zones, 2019), but the opening was first postponed and finally completely abandoned (Narwan, 2017).

Launched by the Incheon Free Economic Zone Authority, IGC constitutes a success case that may serve as a benchmark for the future. The government and Incheon Metropolitan City facilitated the establishment of an education hub through a generous investment worth one trillion won, carrying out infrastructural and institutional improvements. Thanks to the incentives provided by the National Competitiveness Council, the Global College Campus was successfully established in 2009. The primary goal was to retain Korean students who would have otherwise gone abroad to study and to provide them with quality education at a lower price, i.e., to reduce brain drain (Ko et al., 2019; BBC,

2019). Ko et al. (2019) stated that IGC sought to satisfy the educational demand in Northeast Asia and encourage the exchange and convergence of ideas and technologies between East and West. The Incheon Free Economic Authority announced other goals, too, such as the formation of a Northeast Asian regional tertiary education and research hub that should attract as many as ten top universities and 10,000 students by 2012 (MTIE, 2019). Despite these ambitious goals, so far only four universities have established branch campuses at the Incheon Global Campus: State University of New York (SUNY; 2012), George Mason University (2014), Ghent University (2014), and the University of Utah (2014). At present, enrolment (utilization) level is 40% at SUNY, 45% at George Mason University, but only 18.8% at Ghent University (Ko et al., 2019).

At present, it is still questionable whether the education hub project can be regarded as successful in respect of attracting Korean and international students and faculties, nor is it clear what could be done to increase enrolment rates. These cases of success and failure suggest that if the government reduces its support to JGEC and IGC, the universities currently operating there will have to rely on tuition fees. In light of their low utilization rate, it is hard to believe that they will be able to continue operation with the same quality-level curriculum and with the same strict admission regulations – both comparable to their head campuses – as they currently maintain. Ko et al. (2019) suggested that the government should encourage these universities to diversify departments, and it should also take measures to ensure that the quality of education will not decrease on the long run.

	Junior College	Under-graduate	Master	Doctorate	Non-degree	Total	Growth to last data
2010	3,267	40,442	12,480	3,811	23,842	83,842	-
2015	1,595	31,377	16,441	6,326	35,593	91,332	+ 7,490
2016	1,846	37,098	17,282	6,878	41,158	104,262	+ 12,930
2017	2,264	43,702	18,753	7,313	51,826	123,858	+ 19,596
2018	3,729	52,368	21,429	8,510	56,169	142,205	+ 18,347
2019	5,140	60,688	23,605	10,782	59,950	160,165	+ 17,960

Table 1: Numbers of foreign students including year-on-year increases between 2015-2019 (KESS, 2019a)

The government introduced incentive schemes to recruit an increasing number of international students. One of them, dubbed the Study Korea Project, was introduced in 2004 and continued in the form of the Study Korea 2020 Project. The latter project was launched in 2013 with the aim of further increasing the number of international students, improving the quality of education to boost competitiveness, and providing Korean companies with highly skilled employees who graduated from Korean universities (Suh & Park, 2014). To ensure the quality of education, in 2011 the ‘Disclosure of Higher Education Institution Evaluations’ was adopted to enhance transparency. In 2007, the plan named ‘Vision for Internationalization of Higher Education’ was launched to facilitate collaboration between eleven related ministries in order to attract foreign talents. The government also created a Global Scholarship Program (Choi, 2013). Not only the government but also high-ranking universities (KAIST, Seoul National University, Korea University, Yonsei University, Hanyang University) and large corporations (Samsung, Hyundai, POSCO) offer generous scholarships to graduate and doctorate students and junior researchers.

These programs have attracted a growing number of inbound foreign students who look for study

opportunities at top-level higher education institutions. International students are driven by the demand to become highly competitive and by the need to find a job soon after graduation. Table 1 shows the results of the scholarship programs, i.e., the growing number of international students between 2010 and 2019. The table reveals that the number of international students doubled within nine years. The highest annual increase occurred in 2017, but the expansion has remained nearly at the same level in the following years, too.

Table 2: International student arrivals to Korea (KESS, 2019b)

	2015	2016	2017	2018	2019
China	54,214	60,136	68,184	68,537	71,067
Vietnam	4,395	7,251	14,592	26,866	37,418
Mongolia	3,132	4,432	5,376	6,753	7,375
Japan	3,414	3,599	3,765	3,917	4,359
USA	2,438	2,330	2,311	2,378	2,540
Taiwan	1,968	1,991	2,163	2,162	2,249

Indonesia	1,175	1,350	1,330	1,437	1,613
Uzbekistan	992	1,519	2,667	5,436	7,426

The number of non-degree students and doctorate students has nearly tripled (KESS, 2019a). This increase is in accordance with the aims of the government. Nevertheless, the foreign students' increasing tuition fees may pose a new challenge to these aims. While tuition fees of Korean students have remained at the same level, a few reputable universities raised the tuition fees of international students: Kyung Hee University by 8.8%, while Hanyang University and Yonsei University by 5% (Kang, 2019).

The composition of top inbound nations reveals that the majority of foreign students have been from China, but the number of Vietnamese students has also undergone a nearly tenfold increase from 2015 to 2019, while the number of students from Uzbekistan has shown a sevenfold increase. The author assumes that this rapid increase reflects the broadening economic cooperation between South Korea and the latter two countries.

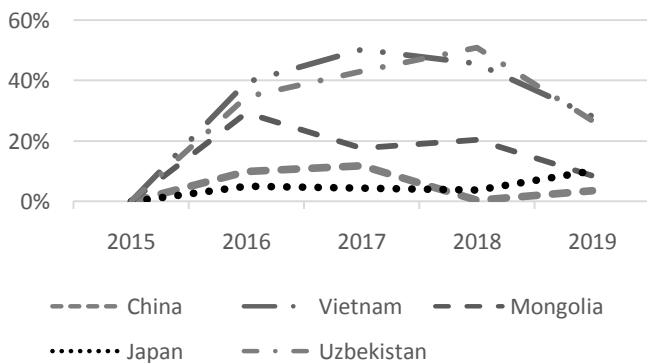


Figure 1: Year-on-year change in international student enrolments by the top five countries (KESS, 2019b)

Large Korean companies invested heavily in Vietnam and established their subsidiaries in local industry parks. Similarly, Uzbekistan hosts over 500 Korean companies and acquired a large share of Korean foreign direct investment. Thanks to its geographical position, Uzbekistan has become a strategic partner of South Korea. During the latest ROK-Uzbekistani summit (2017), two presidents agreed to improve cooperation between the industries of the two countries (Cheong WaDae, 2017). In 2018, the international media reported the establishment of a textile techno park in Tashkent, which would be financed by grants provided in the framework of the official development assistance

program run by the Korean government (Aliyeva, 2018). In 2019, Korea and Uzbekistan accelerated cooperation in the healthcare and pharmaceutical industries by utilizing information and communication technology (Kwak, 2019). Accordingly, the numbers in Table 2 and Figure 1 reflect the increasing attention that the South Korean government has paid to both countries. Figure 1 provides further details about Korea's broadening relations with Vietnam and Uzbekistan.

The internationalization efforts of the Korean educational authorities also point to the changes in demography. The aging trend has been a sudden but hardly unexpected issue. The OECD (Baek & Jones, 2005) working paper predicts that the declining fertility rate will force universities to restructure their organization and solve the problems of over-capacities and redundancies, or to close down. Table 3 reveals a 200,000-plus decrease in the number of students during the last five years, and this trend is expected to accelerate even further in the near future.

Years	Number of college students
2015	2,894,405
2016	2,831,169
2017	2,769,522
2018	2,721,315
2019	2,676,858

Table 3. Changes in the numbers of enrolments 2015-2019 [32]

Kim (2008) and Mendoza (Mendoza, 2019) believed that the shrinking proportion of youth might render it easier for students to find jobs in 2019 and afterwards. Today we know that this problem still exists. In recent times, the Korean government has even encouraged graduates to seek employment abroad, and financed the further training of graduated students who could not find employment – without any binding obligation to repay the costs of training. The K-Move program prepares students who want to leave but does not motivate them to return after the successful completion of the program. Unfortunately, this program seems to be yet another example of quick-fixes, rather than a policy that enables young people to gain experience and helps or obliges them to return home and put the acquired knowledge into practice. The brain drain may have an unwanted long-term negative impact over the current short-term goal of preventing these people from sliding into poverty (Yang & Kim, 2019).

Apart from the aging problem, Korea still faces an outbound student flow, even if it has been slightly decreasing in recent times. Originally, the Korean government endeavoured to satisfy the demand for researchers and scientists through the provision of

scholarships and incentives to study at Western universities, primarily in the United States. While many Koreans did return after graduating, many others stayed in the host countries in the hope of finding a better working environment or better job opportunities. Korean social pressure still compels students to go abroad to obtain their degrees there. Currently, the social impact of the secondary education system together with Suneung, i.e., the Korean College Scholastic Ability is large on Korean families. The pressure on them forces them to send their children abroad to graduate from secondary school abroad, even if families can hardly afford it (Jung, 2018). The number of outbound students on the level of tertiary education has declined for four years between 2013 and 2017. The UNESCO data exhibits a decline of over 7% from a total number of outbound influx 113,857 in 2013 to 105,399 in 2017 (UNESCO, 2019). The author assumes that these numbers might be also biased by the decreasing number of students due to the demographic changes.

V. CONCLUSION

The rapid quantitative expansion of higher education required participation of private universities in Korea, which accounts for large proportion of enrolments even today. In the 1990s, the educational authorities expected that internationalization would support the transformation process to become one of the leading knowledge economies. They have considered globalization as a chance for development and have been seeking for retaining and attracting researchers, scholars and students worldwide who could contribute to creative knowledge generation. Consequently, policies were adopted to spur the involvement of higher education itself and then of selected fields and institutions. However, achievements suggest that policies have prevalently had positive impact, also challenges have arisen over the time. Many of these have already appeared in numerous research papers, but only a very few endeavored to combine all crucial issues of the recent years. This paper sought to fill this gap.

Lack of differentiation and specialization has characterized the Korean higher education for years. Redundancies contributed to inefficiencies and eventually to intensification of already existing financial pressure. The private sector of higher education system has always relied on tuition revenue. After Korean students held demonstrations to oppose any future hike in tuition fees, Ministry of Education adopted a policy to actually freeze them. The impact of this policy is huge for the education providers, but it seems to be diluted for many parents and students who have to come up with the fees. The policy is communicated only by the administration as a great benefit. To discover other sources of

income internationalization of education has been accelerated. Meanwhile, aging also contributed to the decrease in revenues. This paper sought to reveal if the current level of foreign student influx is sufficient enough to offset the loss caused by aging. Additionally, it analyzed fluctuation in numbers of foreign students by country in order to disclose students from which dominant nations are ought to further approach.

This analysis of the most acute problems of South Korean higher education provides a basis for recommendations. Further research may reveal and affirm thereasons of these problems. International comparative analyses with benchmarks could offer solutions to them. Furthermore, the statistical data presented in the article may stimulate further research on the factors influencing the fluctuations in foreign student enrolments.

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