

Credit Bank System: What Has Been Saved for Ten Years of Educational Quality?

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I. Introduction

Responding to the call from UNESCO and OECD of building a lifelong learning society, Korean government raised a series of educational policies including the construction of Credit Bank System which aims to extend the opportunity of acquiring higher education degree to all. In the year 1997, Act on the Credit Recognition was published in Korea and the first application for accreditation of educational institutes and standard curricula were evaluated. Now, it is year 2007. Korean government and people have witnessed ten years of CBS development, from the proposal, implementation, and development to the outcome.

Credit Bank System carries out the premise of realizing lifelong learning society for broadening the way to higher education degree, and welcomes people with diverse learning experiences to an extreme extent. Providing more educational opportunities do contribute to the society, however, it also accompanies with some problems. Then there will be a question rushing into people's mind: What has been saved for ten years of educational quality? This paper aims to review the development of Credit Bank System, point out its contributions, diagnose its problems and discuss its future developing orientation.

II. Foundations of Credit Bank System

Since UNESCO and OECD introduced the idea of lifelong learning in 1970s, adult education has become a prominent social and economic issue: It being treated as a way to dig out people's treasure within, which helps to realize the worldwide harmony and development; and being endowed with a responsibility of constructing "Edutopia", an open and lifelong learning society. However, formal education system provides limited learning opportunities which can not satisfy the strong learning demand in the society. Thus, providing equal learning opportunity, the premise of realizing lifelong learning society, becomes a key issue.

2.1 Setting of Credit Bank System

Limited capacity of formal education system, meanwhile, reflects the potential capacity of non-formal educational system which has not received as enough social recognition as the formal one. Korean Presidential Commission on Education Reform (PCER) in 1995 raised a fresh proposal of building a Credit Bank System (CBS) and setting a new education system for the construction of Korean lifelong learning society. Different from open universities, distant education, CBS is a system that controls a network of formal, informal and non-formal education settings through institution accreditation and credit approval. In the year 1997, Korean government passed the Act on the Credit Recognition on January 13th, which announced the birth of CBS in Korea, and in the same year, the accreditation system and

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standardized curriculum were got developed, the institution accreditation proposal were evaluated

The administration organization of CBS is the Lifelong Education Center (LEC) in Korean Educational Development Institute (KEDI). Running CBS deserves the cooperation of many organizations: the Ministry of Education Human Resource Development (MOEHRD), KEDI, Provincial Offices of Education (POE), Accredited Institutions, and some regular universities.

Lifelong learning center affiliated to universities and colleges, with the aim of raising people's spiritual quality other than job training, is the main source for accredited institutions. According to KEDI's report, by the year 2006, there are 222 lifelong learning centers affiliated to universities and colleges being accredited to provide courses with CBS credit. Take the lifelong learning center affiliated to Han Yang University as an example, it sets 6 majors: Physical Education, Dancing, Architecture, Business, and Design. Every high school graduates or the one holding the equivalent degree can apply and take those classes. College graduate registers are required to learn for two years while high school graduates have to take three and half years to get the degree. Each major course occupies different learning time period and some of them are just available on Saturday. If students are interested in taking this class, they can visit the center's website (<http://cce.hanyang.ac.kr>) to get the detail information and even apply the course there. But students who choose to take Physical Education or Dancing as their majors have to come to school in person and take an interview. There is also a maximum number of students in one class, take lifelong learning center affiliated to Konkuk university as an example, each class holds the first 50 registered students, and athletes and people who have major related certificates will be considered in the first place (<http://edu.ife.konkuk.ac.kr>). Lifelong learning center affiliated to colleges are also allowed to award bachelor degrees, the center affiliated to Myong Ji College(http://edu.mjc.ac.kr/point_certi) sets up a good example.

2.2 Implementation and Degree Awarding of Credit Bank System

CBS first functioned in 1998 with effective of Enforcement Decree and Regulations of the Act on the Credit Recognition. Generally, the Lifelong Learning Policy Division of MOEHRD formulates policies and plans for CBS development, proclaims the standard curricula, authorizes the courses to be taught, and sometimes awards degrees to individual learners. For example, in 2006, MOEHRD awards 11,299 degrees while other 955 degrees were awarded by the principal of corresponding universities. KEDI takes most of administrative works of students: from their registration to degree requirement, while, Provincial Offices of Education are information centers of CBS.

People who intend to pursue a higher education degree through CBS should first fill in an Student Registration Form and a Credit Approval Application Form, and then submit them to KEDI or Provincial Offices of Education. Then they can start to accumulate credits through taking courses in accredit institutions, joining part-time courses in Universities or colleges, and transforming their learning experience and certificate. It is important to make sure how many credit hours they need to get and which institutions offer the corresponding credits in order to obtain their aimed degree. After credits accumulation, those CBS registers are supposed to fill out a degree application form and submit them to KEDI or Provincial Office of Education. As soon as CBS confirms the accreditation rights of the corresponding

institution and proves the validity of those credits, registers can acquire their corresponding degree from Ministry of Education (MOE) or related universities and colleges.

III. Management of Credit Bank System

3.1 Development of Credit Bank System

Experienced more than ten years of development, CBS has been enlarged in terms of the scale and influence in Korea and the world. The enlargement is embodied in the increasing number of registers, institutions, courses, accredit sources and international seminars on CBS.. The following table shows the increase.

<Table3-1>

Comparison of Numbers of CBS between 1998 and 2007

Number of	1998	Mar.2007
Accredited Institutions	181	465
Accredited Educational Courses	1294	<u>18838</u>
Development and Announcement of the Standardized Curricula	41	<u>238</u>
Registered Learners	11489*	<u>51522</u>
Degree Awardees	34*	71603

Note: * data was obtained in 1999 internally by CBS; underlined data were obtained in 2006; the blocked datum was obtained in 2005.

The above table shows an obvious increase in the comparison between numbers of year 1998 and 2007. The phenomenon that more and more institutions are accredited indicates the wider road to higher education degree and more sources of credits. For example, the Important Intangible Culture Property (IICP) was accredited as one credit source of CBS in the year 2002. It is a big progress, because the trainers who have inherited excellent traditional skills and cultures and the trainees who are learning from excellent trainers can transfer their special certificates and experience into credit for the use of getting higher education degree. Trainers and trainees of different level transfer their experiences into different number of credits: the specialist who are named Important Culture Inheritor by the government can transfer their experiences into 140 credits, while trainees who learn more than six months but less than one years can only transfer six credits. The accreditation of IICP proves the government's high attention to traditional culture.

The courses have been adjusted according to the real demand and supply situation. The increasing number of educational courses speaks the growing influence of CBS. For example, the nursing courses were added into the accredited courses and the CBS Nursing Degree was available in April, 2005, which opens a new field to potential CBS participants. The increasing number of the accredited institutions, courses or registered learners proves the CBS value of helping more and more people who wants to get higher education degree to achieve their aims.

3.2 Characteristics of Students

Students' age, educational background, learning motivation are essential factors to analyze the CBS value and function. First the age distribution of registers will be analyzed concerning CBS

and regular college and university respectively.

<Table 3-2>

Age Distribution of Registers Respectively in CBS and Regular College and University (2005)

Category	Below 20	21-24	25-29	30-39	40-49	50 and above	Total
CBS Registers	1,381 (1%)	41,347 (35%)	40,136 (34%)	25,000 (21%)	8,690 (7%)	2,872 (2%)	124,431 (100%)

Category	Below 18	19-21	22-24	25 and above	Total
Registers in Regular College & University	351,948 (13%)	1,269,946 (47%)	803,889 (29%)	308,455 (11%)	2,734,288 (100%)

Data from "Research Analysis of CBS Learners' Character"

Table 3-2 tells the age distribution and enrollment numbers in two educational settings: CBS, and regular higher educational settings. The number speaks the overwhelming majority of regular education students as opposed to CBS registers, which shows the supplement status of CBS in the education system. From the angle of age distribution, another distinction comes out: CBS and Regular education attracts different age groups of students. Students of the Age 21 to 29 take the main part of CBS registers, while students of the age 19 to 21 are the main resource for regular higher education. Students who are over 25 years old take up 64% of CBS registers as opposed to 11% in the regular educational setting. This phenomenon suggests that although CBS is not as strong as regular education in terms of register numbers, it is still a supplement to regular education for its attracting different age groups of registers to higher education, which is form of opportunity extension, especially for the people over 21 years old and out of regular educational setting.

<Table3-3>

Students Education Background (2005)

Unit: %

	Lifelong education center affiliated to college and university	Private Institutions	Training schools for Technician	Others	Self-directed learning	total
High school graduates	49.4	51.4	77.8	38.8	32.6	52.5
College graduates	26.5	27.0	12.5	9.6	37.5	23.0
University graduates	24.1	21.5	9.7	51.6	29.9	24.5
$\chi^2: 522.701^{***}$ df:8						

Data from "Research Analysis of CBS Learners' Character"

"P<=.001, p<=.01, p<=.05"

Table3-3 provides a general educational background of CBS registers. Around 52.5% of them are high school graduates instead of holding college or university degrees. Combined with the age distribution, most of registers of CBS students are more than 21 years old, which might be inferred that most of CBS registers are university and college drop outs or people who missed their higher education study opportunities, other than college and university students who want to get another degree in different fields.

<Table 3-4>

The Motivation of Acquiring a CBS Degree (2005)

	Lifelong education center affiliated to college and university	Private Institutions	Training schools for Technician	Others	Self-directed learning	total
Social Evaluation	3.04	2.68	3.27	3.17	2.82	3.04 ***
To Enter Graduate School	3.31	3.09	3.56	3.28	3.27	3.33 ***
To Get A Job	2.90	2.61	3.31	3.18	2.74	2.97 ***
To Get Promotion	2.87	2.62	3.27	3.15	2.69	2.94 ***
To Get Qualification	3.23	3.21	3.57	3.31	3.21	3.30 ***
df:4						

Data from "Research Analysis of CBS Learners' Character

"P<= .001, p<=.01, p<=.05

Table3-4 describes students' motivation of acquiring a CBS degree. Most of them are intending to continue their studies. The following two motives are to get qualifications and to be social evaluated. Getting a job or being promoted is not most of registers' will. It also indicates that, most of CBS registers wish to join in the main stream of higher education, and CBS is only a path for them to enter the regular higher education setting.

3.3 Three Educational Settings of CBS: Formal, Informal, Non-formal

Since CBS is a link of formal, informal, and non-formal education, it is challenge to analyze its development through those three aspects respectively.

<Table 3-5>

Numbers of CBS Approved Credits by Sources of Credit (March 2006)

resources	Accredited Courses	Acquisition of National Qualifications	BDEP for Self-Educated		Completing Courses at Accredited Institutions	Completing Part-Time Courses	Training of IICP	Total
			Passing Tests	Completing Exempt Courses				
Year 1999	142,852	18,849	646	-	20,039	-	-	182,386
Year 2000	206,433	42,883	1,259	-	111,917	19,610	-	382,102
Year 2001	441,444	97,013	2,682	3,232	156,367	24,571	-	725,309
Year 2002	540,201	106,879	2,437	14,388	170,222	26,079	280	860,486
Year 2003	823,301	212,241	966	3,068	350,450	53,804	1,061	1,444,891
Year 2004	792,691	296,655	14,261	10,610	562,088	129,936	820	1,807,071
Year 2005	952,933	504,443	74,242	11,184	1,029,316	362,457	985	2,935,620
Year 2006	1,105,388	620,634	52,301	6,492	1,800,639	524,919	547	4,110,920
Total	5,005,303	1,899,607	148,794	48,974	4,201,038	1,141,376	3,693	12,448,785

Note: excerpt from CBS internal data

Table3-5 presents a credit distribution among the sources of credits. According to the table, most of credits are from the accredit course, and the second big source is completing courses at accredited institution. The above two sources together control more than 80% credits of the whole. From another prospective, the credit numbers are increasing year by year, which evinces that CBS has been widening the road leading to higher education for more and more people, especially, for recognizing the credit from Completing Exempt Courses, Completing Part-Time Courses, and Training of IICP.

3.3.1 Formal Educational Setting

According to Coombs’s idea of three educational settings (Merriam, 1997, p14), formal education of CBS is embodied in taking part-time courses in regular universities or colleges and completing courses at accredited institutions. Credit from completing courses at accredited institution means the credits achieved by university or college dropouts through completing not the whole program to get a degree, but some courses in regular universities. As mentioned above, completing courses at accredited institutions is the second big source of CBS credit, and the number of this source increases quickly. In the year 2005 and 2006, it even exceeded the credit number from accredit course. Does this phenomenon show that more

and more university dropouts have been absorbed into CBS; in addition, they have recognized a better way to back the mainstream of higher education?

Numbers of CBS in formal education setting that **Table 3-5** presents show another change which is the emergence of credits from part-time courses in the year 2000. CBS is characterized by its flexible class arrangement in terms of participants, time, and place. The accreditation of part-time courses in University or College is big progress for CBS because this change makes formal, informal and non-formal education get connected, and CBS becomes a more integrated system. Students who want to apply Part-time courses can go to the website of their favorite universities or colleges to check whether they provide part-time courses, or check the information with CBS organization in KEDI. Then, they can apply the courses.

3.3.2 Informal Educational Setting

Informal education is generally unplanned, experience based, incidental learning that occurs in the process of people's daily life (Merriam, 1997, p14). In terms of credit sources, Acquisition of National Qualifications should be an informal source of CBS education. It is not difficult to discover that, in the first three years, the number of credits from certificate transformation increases in double times.

There are 20 categories, hundreds of majors and thousands of certificates that can be transferred into CBS credit, from Business, Accountant, Culture, Arts, to Engineering, etc. Different kinds of national qualification equals to different amount of credits, such as the qualification of a Leading Technician can transfer 45 credits, while the qualification of Engineer in Information Communication only equals to 30 credits.

Before the year 2005, there is no limitation of how many certificates one person can transfer for applying one degree, which may lead to a mass of certificate transference. The more credits come from acquisition of national qualifications, the less credits from CBS courses, which would lead some social problems: purchasing qualifications of high credits only, skipping courses by transforming as many qualifications as they can, in addition, the fame of CBS would be lost among people in the society. To remedy this situation, in year 2005, the government published a new policy which rules the maximum number of qualification transference: university students can only transfer three certificates, and college students can only transfer two.

3.3.3 Non-formal Educational Setting

Non-formal education has been defined as "any organized educational activity outside the established formal system.....that is intended to serve identifiable learning clienteles and learning objectives." (Sharan, 1997, p14) Here, learning in the CBS accredited institutions, being trained in Important Intangible Cultural Properties, and self-educated learning are belonging to the non-formal educational setting. According to **Table3-5**, credits from non-formal education setting take the dominant status among the sources of CBS credits. CBS is proud of getting non-formal education proved for higher education.

In Korea, the accredited institutions are including the following types:

<Table 3-6>

Number of Accredited Institutions and Educational Courses (Feb.2006)

Type of Institutions		Number of Institutions		Number of Courses	
		2001	2006	2001	2006
Centers for Lifelong Education Affiliated to Colleges and Universities	Universities	58	130	371	7276
	Colleges	32	92	195	3765
	Subtotal	90	222	566	11041
Centers for Electronic Calculation Affiliated to Colleges and Universities		2	2	13	216
Specialized Extensive Programs at Colleges		12	37	83	1203
Private Institutions		27	63	147	1392
Training Schools for Job Pursuing		31	74	196	3220
Governmental Institutions		2	25	14	447
Press-Related Institutions		2	1	2	22
Advanced Polytechnics		-	3	-	326
Special Schools		-	4	-	115
Lifelong Learning Institutions		-	10	-	534
Important Intangible Cultural Properties		-	17	-	263
Distant Learning		-	5	-	59
Total		166	463	1021	18838

Note: excerpt from CBS internal data

Through the institution numbers, people can tell that centers for lifelong education affiliated to college and universities have been traded as the pillar of accredited institutions. Training Schools for Job Pursuing and Private Institutions come after. *Table 3-6* tells the emergence and growing number of accredited institutions and courses, which is the strong evidence of the development of non-formal education and CBS. Advanced Polytechnics, Special Schools, Distant Learning, Important Intangible Cultural Properties, and Lifelong Learning Institutions together composes a more effective and strong CBS.

IV. Contributions and Issues

Every coin owns two sides, so does CBS. As raising the rate of higher educational enrollment, CBS risks its fame in education quality. After ten years of development, what have been saved for the educational quality?

4.1 Contributions

With no doubt, CBS exposes more opportunities for individuals who are out of formal education institutions to acquire higher education degree. Distinct with other open universities and distant universities, CBS owns a broader sense of open education: accepting people with diverse learning experiences and approving their previous credits from accredited institutions.

4.1.1 Educational Opportunity Extension

There is special education atmosphere in Korea by virtue of people's respect for

Confucius. Therefore, people esteem an honor of pursuing and obtaining higher education degrees, and concomitantly, the longing for higher education degrees comes in the wake of its key role in one's life.

CBS effectively enhances the function of non-formal and informal education in the aspect of providing higher education degrees, and makes higher education and higher education degree being accessible. It remedies the limitation of formal education capacity and is a worthwhile try of equal learning opportunity, which is the prerequisite of holding lifelong learning society.

4.1.2 Diverse Learning Experience Acceptance

Making higher education open its door to everyone in the society foreshadows the great acceptance of registers regardless of their background. On the basis of expanding learning opportunities, CBS attracts more potential registers to higher learning through its grant for previous credits, which really tickles people's participation desire. This kind of acceptance is unique in present education system for it links diverse education form: university, college, self-education, private institution, important intangible cultural property, and even certificate transformation, etc. It seems like a fusion of education system, and makes higher education more flexible and human to common people.

4.1.3 Increasing Social Well being

Higher educated people tend to get better understanding of themselves and others, their career and family, their living environment and a worldwide situation, which helps to set a good foundation for social development. It can not be denied that CBS serves as a backup to the formal higher education, however, just the backup reduces great amount of people's psychological pressure which tends to be the latent cause of diseases, violence, and social conflicts. The subjects that CBS supports cover many social fields: economy, art, engineering, culture, management, etc. According to the statistics from KEDI, 33 kinds of degree and 201 types of subjects are open to registers.

For the culture facet, CBS grants recognitions to learners learning experiences from Important Intangible Culture, which is a great support for traditional culture learning. CBS extremely attracts people to higher education; meanwhile, it is embracing many talented individuals who are out of formal education, which accumulates human resources for the future. CBS plays an important role in forming a great cultural atmosphere through extending opportunities to all people in the society.

For the economic field, CBS makes economic knowledge open to all people who wants to get acknowledge to it. On the one hand, vocational training helps the left-offs gaining employment, and on the other hand, the industrial education, to some degree, raises the nation's business competitiveness and economic understanding, which promotes healthy and active economic development. Technology and economy are closely related for science and technology is the primary productive force.

CBS providing open learning opportunities is one part of social affairs and influences the economy, culture, and many other social fields. It does an effort in pushing forward the society at the time of satisfying people's needs.

4.2 Issues

As CBS contributes to the society, it also encounters some problems, especially, the low social recognition and potential shortage of registers

4.2.1 The Low Social Recognition

In most people's mind, higher education degrees gained through CBS program are not as precious and valuable as those from regular universities and colleges. It can not be denied that there is a number of people believe the distance between CBS programs and standard universities or college programs: CBS programs are only degree oriented and the participant can not get fully developed from that program; most of young CBS registers must be losers in the qualification examination, or else why they do not go to universities or colleges? The following Table shows people's recognition of CBS degree.

<Table4-1>

Social Recognition of CBS Bachelor Degree Students (2005)

Unit: %

	Lifelong education center affiliated to college and university	Private Institutions	Training schools for Technician	Others	Self-directed learning	total
Equals to high school graduates	11.1	17.7	12.1	14.0	14.6	12.8
Between high school graduates and college graduates	33.0	38.4	36.6	36.2	30.4	34.3
Equals to Local university graduates	25.6	21.4	30.4	24.0	26.7	26.2
Equals to university graduates in the capital	9.4	4.23	5.9	10.1	7.8	8.0
Between college and university graduates	15.2	14.7	12.5	10.1	15.2	14.0
Others	5.6	3.5	2.4	5.6	5.4	4.7
χ^2 : df: p<.00						

Data from "Research Analysis of CBS Learners' Character

"P<=.001, p<=.01, p<=.05

The number in the above table presents a clear status of CBS bachelor degree in people's mind and also in the society. Around 35% people believe the CBS bachelor is only equals to the average of a high school graduates and a two years college graduates. Why comes out this kind of situation? The main causality goes to the open education system which enables students of various learning backgrounds to get the opportunity to acquire higher education degree. There is a doubt in everybody's mind: how can CBS cultivate such a group of students who are of different knowledge levels, ages, backgrounds, aims, strategies, into

graduates as qualified as those from regular university or colleges? “Open to all” policy is the hallmark of CBS which also sets an Achilles’ heel to itself.

Another reason comes from the short learning period of CBS.

<Table4-2>

Average CBS Learning Time-Span (2005)

	Lifelong education center affiliated to college and university	Private Institutions	Training schools for Technician	Others	Self-directed learning	total
Below 1 year	11.7	3.7	7.4	14.4	40.6	14.1
1-2 years	32.1	35.1	61.4	32.7	34.7	39.1
2-3 years	29.9	44.9	28.5	17.1	13.7	27.4
3-4 years	18.9	13.6	1.6	20.0	4.5	13.0
4-5 years	4.1	2.5	0.3	10.7	1.8	3.6
Above 5 years	2.4	0.2	0.5	3.3	0.5	1.7
Haven't got a degree	1.0	0.0	0.2	1.9	4.1	1.2
$\chi^2: 968.045$ df:24 p<.00						

Data from “Research Analysis of CBS Learners’ Character

“P<=.001, p<=.01, p<=.05

Different organizations provide different courses and the learning time period varies. However, the average time-span of acquiring a degree is around 1-3 years, except Training Schools for Technicians owns the dominant 61.4% 1-2 year time-span. Usually, regular university students should receive four years formal education, and college students have to take two years formal courses. However, to acquire a CBS degree commonly needs 1-3 years. The short learning period makes people question students’ learning quality and also the capability of the bachelor from CBS. The low social recognition makes CBS program be in a dilemma. CBS participants wished to be recognized as they have expected.

4.2.2 The Shortage of Registers

According to the result of reasons and barriers analysis towards adult learning participation (Kee, 2005, p115), most participants of CBS programs are young and holding below two-year college associate degree (58.8%). However, going with the social development and decreasing birthrate, entering formal higher education will be relatively easier as opposed to the present situation. In 2005, the ratio of general high school students entering to institute of higher education is 88.3%, and 67.3% for vocational high school students (<http://www.useoul.edu/>). The decreasing student resource is a cause for the shortage of registers.

From another aspect, the low social recognition and distrust of educational quality makes some potential registers hesitated to join in the system. After ten years of development, there has already been some CBS feedback in the society. The negative influences from the un-well developed part of the system will shake potential registers’ mind of taking part in CBS.

4.3 Alternatives

The low social recognition of CBS degree comes from people's distrust of the CBS educational quality. Here is an alternative: how about linking the grant of CBS degree to the thesis defense taken place in standard universities or colleges together? Contrary to the standard universities, CBS opens its door to everybody, which risks its educational reliability for expanding the opportunity to getting higher education degree. If a serious examination or thesis defense, like those existing in standard universities or colleges, be added to the CBS graduation, the CBS degree would be more convincing than it is in present situation, and the social recognition will go up. The application and registration for CBS programs is still easy, but registers will not be easier to get awarded for the seriousness of comprehensive examination or thesis defense given by standard universities. This alternative asks for students' effort in taking CBS programs with no reduction of opportunities for CBS registration. However, the effect and implementation still needs further investigation.

If the destination of taking CBS program is not being awarded a CBS degree but being selected to enter a university for a period of extension learning, what will be the reaction of CBS participants? That is another alternative. CBS still takes the roll of absorbing individuals who are engaged in higher education, and still extends the opportunity for people to get higher education degree, however, the new alternative calls for participants' learning effort other wise he or she will not get the chance of being selected to university learning and finally get the degree. In addition, the extension learning period will provide students experiences of learning in regular education settings, which is in accordance with most of CBS students' learning motives (see *Table3-4*). It does not go against the principle of CBS which is to extend higher educational opportunities to all; however, it requires students' efforts to get the degree. Measuring students' qualification of graduation by sharing the same criterion as standard university students may raise CBS participants' social recognition.

Another alternative is to develop CBS internationally. There are more potential registers in the world than in Korea, so is there a possibility of setting an international CBS networks? If CBS in Korean also recognize foreign students who are out of regular education to be a part of participants, then, the learning atmosphere of the CBS setting will be different. Because it owns the opportunity of international communication, knows the international education trends, and provides a broader sense of open education system. This is a challenging prospective for the CBS condition and international policy will be the latent problem hinders its realization.

V. Conclusion

Running CBS for ten years was really an exciting experience because of the new challenge at the beginning, the satisfaction and conquest in the middle, and the puzzle for the future. CBS does make a great effort in raising the rate of Korean higher education enrollment, and make people who wish to join in higher education get the opportunity to carry out their dream. Equal learning opportunity to all is really a premise of realizing lifelong learning society. Therefore, CBS, the first try in that area and its development orientation is worth our attention.

Firstly, CBS doesn't cover every field, such as the Medicine area. Is it worthwhile to develop this area? Broadening the CBS field does enhance its influence to the society, and is

able to expand the learning opportunity to a larger extent. However, Medicine is really a special area. Can CBS guarantee its teaching and learning quality and take the charge of the corresponding consequences?

Secondly, the standard curriculum is too standard to be flexible for various accredited institutions, diverse learning characters, education background, experience, etc. However, if the standard curriculum is flexible for learners' and institutional variables, who and how to measure and control the teaching quality in different areas?

Thirdly, "Self-Direct Study" is reliable and quality-controlled for its applying national examination. However, recent years, there is a trend that students who engaged in Self-study move to CBS for the free of examination. Then, does CBS promote real learning? How to explain the great transfer from "Self-Directed Study" to CBS? From another angel, if CBS does not promote real learning, who will receive the biggest and real benefit?

Finally, there are two more problems worth governments and people's attention: Why most of CBS participants are degree oriented even though they know the degree's low social recognition? What alternatives would raise the status of CBS degree with respect to the learners' diverse experiences?

In considering those problems, what is the development orientation for CBS? With the consideration of present CBS situation, it is still hard to tell a bright future. Are applying the thesis defense system of regular educations in CBS, making co-education between CBS and regular universities, developing internationally good and feasible alternatives for future development? Are there any other good suggestions for further discussion?

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