

SOUTH KOREA

Population: **50,200,000** | Income Level: **High-Income** | Policy Decisions:
All Levels | Level of Career Development Initiatives on Scale of 1-5: **3**

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EMERGING TECHNOLOGIES

Please describe how technologies are CURRENTLY used to support workforce preparation, placement, and development policies for young people in your country.

1. Provision of career information through CareerNet and smart books.

The Ministry of Education and Korea Research Institute for Vocational Education(KRIVET) operate a homepage for comprehensive information on job and career called "CareerNet (www.career.go.kr)" which provides students with career information, career guidance/ counseling services and teachers with various materials and programs to be used in career guidance.

The contents in CareerNet include information on jobs, schools and departments (majors), career psychology test, career counseling, video clips and materials for career education, which are accessible via PC, mobile web and mobile apps, particularly for the convenience of smart phone-savvy teenage users.

KRIVET developed smart textbooks on 'career and job'. There are a total of 32 types of smart books, with 8 types for elementary school, middle school, general high school and specialized high school respectively. In addition, smart book homepage (smartbook.career.go.kr) and apps were also developed for schools across the nation to log in and use the smart books.

Currently, the rate of utilization of those homepages, apps and smart textbooks in schools is not that high but still individual students find them helpful to increase motivation and interest in learning.

Top 3 Barriers for Youth Employment:

1. Lack of actual jobs available.
2. Lack of motivation or disengagement from youth.
3. Lack of engagement from employers

2. Development of contents for various users such as video clips and podcast on jobs.

Career Development Center of KRIVET continues to develop video clips on future jobs for elementary and middle school students in order to enhance their understanding of the world of work and support them with career planning. In addition, it develops audio materials to enhance parent's understanding of career education, called 'Career Recipe for Parents,' which is available through podcast.

In 2014, more than 72 audio programs for parents were broadcast via podcast during the period from summer vacation to the second semester (3rd week of July ~ 4th week of December; 3 programs a week). In addition to regular program broadcasting, audio recording of various lectures, explanatory sessions and other contents were broadcast via podcast.

The purpose of those activities is to go beyond simply providing career information to students and help parents take up more expertise as they support kids' career development at home, and have received positive reviews from parents.

3. Differentiated career guidance for parents through the development of smart device apps and integrated contents.

Korea is looking to tap into smart devices as a channel of career information sharing so that parents have better access to career information services and give effective career guidance to their children. As part of such efforts, apps were developed for parents who want to use career information and career development materials. The apps for parents are continuously improved in ways that comprehensive information and contents are provided to parents, including their children's psychology test results and counseling results at school, in order to provide personalized career guidance to their kids.

How does the use of technology connect with existing structures or provisions of career guidance?

1. Video tele-mentoring to students in rural areas who have limited access to career exploration.

In Korea, video tele-mentoring has been provided to schools in rural and fishery villages lacking career exploration infrastructures since 2013. Video tele-mentoring actively engages government organizations, state-run companies and private companies so that their employees in various fields of work serve as mentors and communicate with students in classrooms via video tele-mentoring, answering their questions



EMERGING TECHNOLOGIES

Continued...

and sharing job-related information. Going forward, this video tele-mentoring program will be expanded to all schools including those in rural and fishery villages so that students can get more information on the fields of various jobs and indirectly experience the world of work.

This program has scored high satisfaction rate with students and is used as an effective tool to help them explore career options.

2. Provision of ICT-based career education contents and PR through CareerNet.

CareerNet (www.career.go.kr) is a homepage of comprehensive information on careers and jobs which has been operated by KRIVET since 1999 with the support of the Ministry of Education.

Every year, the results and outcomes of research and development of career education materials, notices and information on other activities related to career development are posted on CareerNet. Communication e-mails are sent to CareerNet members upon their consent to receive e-mails.

CareerNet provides e-books such as case study booklets and manuals users can read via smart phones and tablet devices. Currently, e-books available on CareerNet include e-books on future jobs, school departments (majors), school transition career guidance program (STP) operation manuals and creative career path case studies.

Going forward, CareerNet will diversify those services in order to make them customized to the needs of students, parents and teachers respectively and establish a system to link those services to PC and mobile devices such as mobile apps for smart phones so that students can receive career planner service which supports scheduling, career exploration and learning.

3. Cyber career counseling services to address individual students' career issues.

Cyber career counseling services is provided on CareerNet operated by KRIVET in order to respond to changes in the education environment such as growing demand for personalized career consulting and peer-consulting via smart phones, and also to improve the quality of career consulting in schools.

Cyber career counseling is accessible also via mobile devices. Students can get consulting by cyber career counselors or peer-consulting so as to address their concerns about career choice.

In order to overcome the limitation of cyber career counseling (since it is done only in text communication) and provide practical support for career development, career counselors and other teachers in general are provided with continuous training on overall career consulting techniques.

4. Utilization of SNS to enhance access to and further disseminate career information.

KRIVET career education center posts important news on career education and related information such as 'Career Recipe' podcast, 'Dream Letter' etc. on its Facebook and twitter, and operates 'Finding Future Jobs', 'Secret Consulting' etc. in SNS class chat.

'Dream Letter' is letters intended to parents and contains information on career guidance tips, examples of career counseling, information on jobs, school majors, job experience, etc. Dream Letters carry QR codes and are distributed via various on-line communities and SNS.

What are the challenges your country faces related to Emerging Technologies?

1. Development of reliable, accurate career information reflecting fast-changing job world and ICT technology and dissemination of ICT-based devices.

It is necessary to develop career education materials to forecast the ever-changing future of jobs, including jobs in uncharted areas of work, future-oriented jobs in growing demand, and jobs existing in other countries but not in Korea.

Career information developed in the past should be modified to fit for the latest ICT technologies and career contents should be continuously updated or additionally developed.

To that end, an adequate budget should be allocated and the monitoring of the result of ICT-based career education should be strengthened. Improvement measures need to be explored by analyzing the channels of communicating career information and programs utilized in career development.



EMERGING TECHNOLOGIES

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2. Building ICT-based schools infrastructures and exploration of ways to expand their utilization.

Most schools in Korea still lack infrastructures supporting the utilization of career -related contents, such as the Internet and electronic devices.

In 2014, a survey was conducted on administrative officials at elementary, middle and high schools to measure their satisfaction with government policy on career education and support on a scale of 1 to 5. Their satisfaction rate with career education infrastructure (career consulting room, career zone, etc.) was 3.03 in elementary schools, 3.55 in middle schools and 3.67 in high schools.

These numbers were lower than their satisfaction rate with other categories of government policy and support such as career programs, budget allocation, etc., and testify to the fact that teachers face many difficulties in career education due to the lack of infrastructures.

What is more, existing career contents provided to schools failed to attract students' interest in terms of both content and delivery method. In 2014, the most common type of career education program in schools was 'career class (careers and jobs)' (percentage of students who took career class in elementary school: 73.4%, middle school: 80.6%, high school: 79.6%), while the most popular type of program among students was outside experience activities such as 'field trip' and 'career camp.'

In order to let students explore various career paths through hands-on experience and activities and find their own dreams and talents away from lecture-oriented classes, it is necessary to integrate ICT-based career information and contents into personalized career planning support service to be provided to individual students as per their preference, psychology test results, etc.

More guidance needs to be provided to students on how to utilize ICT-based career information and old contents developed in the past should be continuously managed and updated.

Best practices of ICT-based career education should be found and publicized. Career information should be continuously updated and supplemented, and provided through smart phones and the Internet.

3. Continuous development of career education contents customized to different groups of users.

Career development theories and a number of research findings show the importance and necessity of systematic career guidance from the level of elementary school.

However, elementary schools in Korea lack contents for career counseling and exploration compared with middle and high schools. According to a survey conducted by the Ministry of Education and KRIVET in 2014, 25.5% of administrative officials in elementary schools pointed out 'lack of career education materials and programs' as the biggest problem of their career education, while the ratio of such response was 18.2% and 16.1% in middle and high schools each. Therefore, it is necessary to develop online contents customized to elementary students.

It is also urgent to develop ICT-based career education contents tailored to the needs of disabled students in need of special education, students who asserted/suffered violence in school and students from multi-cultural families, who are usually marginalized in career education.

Services for teachers should also be reinforced, for such activities as student management, consulting, opinion sharing with students and parents, class materials clipping and video downloading. The Internet and on-line contents are expected to play an active role in helping career counselors and other teachers with provision of career education.

4. As technology is rapidly changing and advancing, an operation to cultivate basic ability of students to adapt world of work in the future is increasingly important.



WHY ROI MATTERS

Please describe how the value and impact of policies for workforce preparation, workforce placement, and development of young people is assessed (if at all) in your country.

1. The effectiveness of job preparation and career development policies is assessed on the basis of the employment rate of young people.

According to National Statistical Office, the unemployment rate of young people rose from 5.5% (290,000 people without jobs) in 1990 to 8.0% (331,000 people) in 2013 and further to 10.0% in April 2014 ('Young people' refers to people aged 15 to 29). In order to reduce the unemployment rate of young people, the Special Act on Employment Promotion of Young People (No. 11792, enforced from Jan. 1, 2014.) was enacted and various policies have been led by the Ministry of Education and the Ministry of Employment and Labor to stimulate the employment of young people.

As such, government policies for workforce preparation and career development among young people are ultimately focused on the reduction of young people's unemployment rate and the effectiveness of all policies is measured by the rate of youth unemployment.

In that context, National Statistical Office discloses the number of unemployed young people (aged between 15 and 29) and unemployment rate (the number of unemployed people aged 15 to 29 / the number of economically active population aged 15 to 29 * 100) every month. In accordance with the Special Act on Information Disclosure of Educational Institutions (No. 12844, enforced on Nov. 19, 2014), information on educational institutions is disclosed through 'Hakyo Alimi' (<http://www.schoolinfo.go.kr>) for elementary, middle and high schools and 'Daehak Alimi' (<http://www.academyinfo.go.kr>) for universities and above.

Among high schools, specialization high schools and meister high schools are primarily aimed at getting students to be employed. The employment rate of their graduates is disclosed through Hakyo Alimi, and that of higher education institutions such as universities is made public through Daehak Alimi.

How is the value of career guidance provision in supporting such policies measured?

1. Level of career development of students and young people is measured by career maturity test and career development readiness test on CareerNet.

The importance of career guidance to the employment of young people is widely known and recognized in Korea but there is a lack of concrete efforts to scientifically measure what impact career guidance does have on their employment.

And yet, KRIVET which plays a key role in provision of career guidance provides schools and young people with career maturity test (for elementary, middle, high school students), career development readiness test and major capabilities measurement test (for undergraduates and adults) through CareerNet (<http://www.career.go.kr>), so that the impact of career guidance on young people's career development can be measured.

What are the challenges your country faces related to measuring Return on Investment (ROI)?

1. Method to measure the quality of young people's employment in a scientific way.

Ministries and educational institutions put high priority on the enhancement of employment rate of young people. In that regard, how to assess 'whether young people get decent jobs' has emerged as a key issue in Korea, not to mention the increase of employment rate.

It is an important task to develop ways to scientifically measure whether the jobs young people landed actually fit for their aptitude, interest and value system, and whether their rights are protected and reasonable treatment is guaranteed.

2. Reinforcement of the job capabilities of young people who land jobs before graduation from school.

In some cases, young people get employed during field practices and internship programs and then they leave schools before finishing full educational curriculum. The question is whether those students have cultivated the right capabilities demanded at work.

All educational curriculum are important across all levels of schools. But, assuming that more advanced knowledge is taught at higher grades in schools, leaving for work before finishing full curriculum means they might miss the most important part of learning



WHY ROI MATTERS

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and jump into work places where they often fail to get adjusted to the way of work life.

3. Evaluation of employment rate (performance) by factoring in different features among educational institutions and areas of major.

Employment rate needs to be evaluated in consideration of different characteristics of educational institutions. For instance, it is a universal trend that engineering majors show the highest employment rate at vocational training institutions for high school students, followed by business, agriculture and health care majors.

Therefore, there are various opinions on whether or not the performances of educational institutions should be measured only by employment rate of graduates, knowing that there are such different characteristics among different majors as shown above.

2015 International Symposium Goal:

“ To exchange knowledge and proven policy examples, as well as sharing experiences with others in this field.”



ENGAGING EMPLOYERS

Please describe the formal and informal roles and mechanisms that employers play/participate in to support workforce preparation, workforce placement, and development of young people in your country.

1. Employers support the career & job experience programs of schools.

Employers in Korea have indirectly supported career exploration activities of schools and the types of support can be classified as follows;

- Provide in-house space and staff to support job experience: internship program, field work experience program, work place visit
- Participate in the establishment and operation of job experience facilities: Kidzania & Korea Job World, etc.
- Donate talents of staff: lectures, interviews, etc at vocational schools, job experience day program, etc.

- Others: sponsorship of career educational institutions, operation of career camps, provision of audio-visual materials

Recently, there is a growing emphasis on partnership between employers and schools in Korea, and the necessity and progress on partnership-building are as follows;

2. Growing necessity of strong partnership between employers and schools.

Businesses are basically organizations for profit-making and hence lack motivation to participate in activities to support students' career exploration and experience.

From the perspective of career education, employers play the role of suppliers providing places to explore career and creating jobs. At the same time, they are also consumers who need to secure competent human resources to make sure continuous growth of business.

In the context, employers which participate in students' career experience programs can not only improve their corporate image but also cultivate workforce needed by their industries and preemptively secure competent human resources. Therefore, employees should build



ENGAGING EMPLOYERS

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partnership with schools and actively participate in students' career experience programs, with the awareness that they are also the consumers of human resources.

In that regard, employers in Korea now provide career/job experience activities, creative experience activities (science & technology, humanities, culture & art, convergence, etc.), school curriculum support programs and training for teachers, all through employer-school matching programs operated by the government or their own education donation programs.

3. Role of employers in the public sector, through employer-school matching programs such as education donation.

Employers in Korea support students' career & job experience activities through the education donation program operated by Korea Foundation for the Advancement of Science and Creativity and the details are as follows;

- Program operation: Businesses, universities and state-run institutions operate lecture, practice and experience programs specialized in areas of their expertise or interest.
- Personal talent donation: mentoring, lecture, volunteering by employees for education and career exploration in the field of literature, art, sports
- Provision of high-tech facilities and equipment: Facilities, space, musical instruments, science test equipment, sports (balls, facilities), art works, etc. are leased or donated.
- Activity support: Vehicles, insurance, facilities, mentoring and workforce are provided to support experience programs and career-related club activities.
- Provision of contents: movie, musical, music, art works, information, etc.

What policies exist, if any, to support employer engagement? Please refer to occupational and labor market information, work experience, interventions in education and training institutions, and career guidance.

1. Education donations.

Korea pushes for education donation where businesses, universities and public institutions provide their human & material resources to be used in school education for free of charge. In order to invigorate education donation, the Ministry of Education designated Korea Foundation for the Advancement of Science and Creativity as the center of education donation which supervises all education donation activities and it serves as the bridge between education donors and schools.

Anyone who hopes to donate talents or resources for education, including companies, universities, institutions and individuals, can use the education donation matching site (www.teachforkorea.go.kr) of education donation center and provide various education donation programs such as job experience activities, to schools, students and parents.

Certification of excellent education donor organizations:

Businesses, universities and state-run organizations which make outstanding donation of human and material resources through students' experience programs and teachers' training programs to schools are evaluated and certified.

Education donation award: Organizations, university students, clubs and schools which make big contributions to promoting education donation are awarded so as to enhance social awareness and participation in education donation. Awards are conferred in two categories; donors (organizations, institutions, universities, etc.) and users (schools)

2. Comprehensive career experience management through websites dedicated to career experience support.

The Ministry of Education has operated a homepage to support career experience, called 'ggoomgil ("road to dream", www.ggoomgil.go.kr),' since 2013 for the purpose of engaging more employers, systematic management of experience programs support staff and matching between experience sites and students.

This homepage 'ggoomgil' provides personalized career exploration-planning to students and after the pilot operation period (2014.3-2014.7) it will expand its coverage to include all of 17 local education offices in major cities and provinces.

The functions of the homepage are the management of experience places and programs, students matching and career experience portfolio management (experience programs management and experience reports preparation). Management of career



ENGAGING EMPLOYERS

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experience supporting staff will be added to its functions. (target date: November 2014)

3. Regional associations to support career experience activities in schools.

In Korea, local governments and local communities in major cities and provinces have already formed systems of cooperation to support students' career experience but there is still a lack of networks funneling human and material resources at the level of city, county and village to school education.

In response, the Ministry of Education and KRIVET are working to build cooperation network among the office of education, local government and local community at cities, counties and villages and let them divide roles in support of career experience, so as to ultimately support provision of personalized career experience to students and stable operation of free learning semester .

As part of such efforts, the 'FLS, career experience support group' was organized involving education office, local government, local community and the work coordination center, which is charged with implementing major education activities within the concerned regions and supporting each school with career experience programs. In particular, the role of local community in the support group is to provide information on where students can experience career, such as small to large companies, while the coordination center establishes and evaluates career experience plans, look for career experience sites, match with schools and operates a computer network to support career experience.

What are the challenges your country faces related to Engaging Employers?

1. To increase career & job experience programs engaging employers in various areas of work.

Compared with other areas of work, certain professions related to art, such as theater play and performance, have fewer programs of career experience since not many employers and work places participate in career experience activities.

Employers have strong interest in supporting schools in distant mountain or island areas while those in small but fast-growing cities do not receive support they

need and operate insufficient programs compared with the number of students.

Some employers commission specialized outside agencies to operate career • job experience programs. It is necessary to diversify the channels of education donation by employers to include foundations, non-profit organizations inside businesses and social enterprises, so as to promote education donation by employers.

2. To improve the continuity of education donation by employers and the quality of donation programs.

During the past two years (2012-2013), approx. 61% of employers which made education donation through programs by Korea Foundation for the Advancement of Science and Creativity did it only as temporary or one-off events or suspended donation after a couple of times due to their internal reasons. The lack of diversity and systematic structure is also pointed out as a problem with existing education donation programs. In order to address such problems, it is necessary to reinforce connection between career • job experience activities and internship/employment, and career experience programs should be differentiated as per the types of schools.

More importantly, it is necessary to motivate employers to do more on education donation by letting them know what benefits they can get by participating in education donation.

3. To reinforce collaboration within/among employers for education donation

Education donation department does not make profit. Hence, those departments at employers are usually understaffed, have heavy workload and relatively easily abolished when business goes bad.

Employees have low motivation to make education donation since it has nothing to do with work performance and promotion at work, and employers do not provide sufficient support systems for employees' education donation.

One of the solutions to this problem should be the operation of an association among employers aimed to support students' career exploration. Through the association, employers may share information and collaborate on education donation, respond to obstacles and explore solutions together, thus further stimulating employers' education donation.



ENGAGING EMPLOYERS

Continued...

4. To increase government support to employers involved in education donation.

There is not sufficient government support for research on ways to encourage employers' education donation.

The government should introduce policies to manage the expertise and effect of employers' education donation programs and continue to improve their program quality.

5. To reinforce a social consensus on the importance of education donation.

Still, many employers in Korea do not have motivation to make continuous efforts on education donation and some people even hold negative views on employers'

education donation which they perceive as a tool of corporate PR.

A consensus on the necessity of education donation and a long-term perspective that education donation helps to prepare a better future of employers should form across society.

6. An active endeavor of schools to utilize resources & participation of company is needed.

School should take more positive attitude and open-mind to the local and company's involvement of career education.

An endeavor of school and local education office to sustain a partnership with school, local and company should be doubled.



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

Please describe how policies for workforce preparation (including entrepreneurship) and workforce placement are integrated or coordinated, if at all, in your country. Who and/or what is driving the integration or coordination? How are local communities and public service users involved, if at all, in those policies?

1. Emphasis on systematic, long-term career preparation through the career counselor dispatch system

(coordination among schools.)

The career counselors system is still at its infancy. But, the advantage of the system is that teachers who acquired expertise through career counselor training are assigned to schools so that more specialized activities can be implemented in a systematic way, and particularly the career development activities of schools can be better coordinated with one another. The significance of the career counselor system is that it set the foundation to start systematic, long-term career preparation from the stage of elementary schools.

2. Implementation of effective policies reflecting the situation in Korea.

While career counselors are assigned to schools at all levels, industrial instructors (Industrial workers teach in schools), employment support officials and internship programs at small & medium companies are applied to schools whose primary goal is to get students employed, such as specialized high schools/meister high schools, 2-year college and 4-year universities.

The government seeks to improve their curriculum in line with National Competency Standard (NCS) and at the same time dispatch qualified industrial workers to specialized high schools/meister high schools in order to teach skills required in industrial fields. Employment support officials look for job openings, provide counseling for employment, support school-industry cooperation, and guide field experience and practice. Internship programs at small & medium companies serve as an opportunity to provide students with jobs and understaffed businesses with workforce.

Those policies are implemented by the Ministry of Education and the Ministry of Employment and Labor,



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

and also participated by Korea Chamber of Commerce and Industry (association of small & medium companies) and Korea Employment Information Service (research institute under the Ministry of Employment and Labor).

Those policies came as part of the efforts to effectively take advantage of the education system of Korea, where schools have traditionally played a key role in vocational education. In that context, the Ministry of Education has recently introduced the apprentice program (Students of specialized high schools get training as apprentice at business sites for 1~3 days a week, in parallel with school education) and the Ministry of Employment and Labor launched the parallel work-learning system (Businesses hire students and provide systematic education to them in joint with schools so as to improve their capabilities.)

Those measures were initiated by the government as it learned that any type of education, while it can ultimately be connected with work life and get more people high education compared with other countries, can at the same time lead to a serious social problem of 'inflation of education (Too many people unnecessarily get high education)' and that the success of an educational policy depends on how it is closely linked with the socio-cultural background of a country. Schools and businesses fully embrace such educational initiatives by the government and take part in their implementation.

To what extent do these sectors coordinate such policy or program initiatives? To what extent do they include career guidance/advice/information provision? How useful and efficient are these to support the policy initiatives?

1. Research and development of various career information to help young people better understand work places and disseminate the information to schools.

The importance of career guidance and career counseling to getting students decent jobs is fully recognized in Korea. The government cultivates and dispatches career counselors in order to implement more specialized career preparation programs in schools, and engages industrial workers in school education so as to provide more practical education

close to industrial fields. Employment support officials are selected among industrial workers to provide students with practical guidance.

Internship programs provide students with field practices and, possibly, employment opportunities. The focus of those measures is to let students experience work life at industrial sites as it is. Providing useful career information is a critical factor to the success of those measures, so KRIVET and Korea Employment Information Service develop various career information through research and provide it to schools.

One of successful examples is the WPL program implemented by Korea Agency of Education, Promotion and Information Service in Food, Agriculture, Forestry and Fisheries (EPIS). There is a social consensus on the importance of field practice but it is difficult for schools to find work places for students to get field practice.

Therefore, the Ministry of Agriculture, Food and Rural Affairs has chosen work places capable of providing good field practice programs so that students can get effective field experience in a systematic way. As of 2014, 91 work places were designated as field practice sites and provided training programs to students from agricultural schools and experienced/new farmers.

The government pays for the tuition of students by 100% and the tuition of farmers by 70%. As such, various programs are implemented to support young people with career preparation and employment with participation of many schools and organizations across the country, while their effectiveness has yet to be measured accurately.

Major Challenges:

1. Connection between career education for students and career development for adults.
2. Full-fledged implementation of the Free learning Semester in all middle schools.
3. Necessity to expand the career counselor system and improve the quality of its operation.



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

What are the challenges your country faces related to Integrated Policies: Creating Systems that Work?

1. Implementation of policies to provide personalized career guidance, information provision and counseling to young people.

One of the pending issues with policies for career preparation and employment of young people is that it is difficult to form a social consensus on the definition of a decent job. While salary and job security were the key elements of a decent job in the past, working condition, fringe benefit and work-life balance are increasingly regarded as important factors of the quality of jobs more recently and individuals have different priorities among such factors.

In addition, frontier career, boundaryless career, etc. have emerged as new types of career as opposed to traditional career paths of climbing corporate ladders within one company or industry.

Therefore, it is an important task to find ways to provide career guidance and consultation tailored to different needs of different people.

2. Invigoration of career exploration support activities engaging employers.

Field experience and field practice during career preparation are important links between career guidance and landing decent jobs. Korea is not yet an advanced country and so Korean employers usually lack infrastructure to provide job experience and practice. Employers are not aware of the importance of providing potential workforce with advanced guidance and, even if they are, no workforce is dedicated to such activities. Therefore, it is a key challenge to encourage employers to actively participate in career guidance, which does not bring them any immediate returns.

In the same context, it is difficult to utilize competent industrial workers for career preparation at schools because there are not concrete standards of treatments for such professionals. As a result, the level of salary and fringe benefit is not good enough to attract industrial professionals and only those who value 'education' itself volunteer to teach in schools as guest instructors.

3. Research and development of education programs to cultivate career counselors.

Introduction of the system to dispatch career counselors was a milestone in the efforts to provide systematic career education. The problem is, however, that many of career counselors were ordinary teachers who were encouraged to take relevant education courses, as a minor, so as to facilitate the implementation of the system. In the long-term, it is necessary to produce career counselors through the national teachers certification program at the outset. Relevant regulations classify career counselors as teachers and hence it is expected that career counselors may be produced through the national teachers certification program in the future. Yet, there is no official program yet to produce career counselors at the moment and hence a more detailed plan on which educational institutions should produce career counselors through which courses should be developed as soon as possible.

4. Close communication and collaboration among ministries to support career development of all.

In order to support career development from a cradle to a grave, there should be a national system to support career development and relevant ministries should break down silos and closely cooperate and communicate. Such a national support system is more efficient and has less redundancy as opposed to a career development support system which is separated among different age groups with no coordination in between.

It is necessary to set up a national consultation body to support career development, where policy makers discuss and coordinate support activities and results for career development of various groups, from students to adults, unemployed people, women, retirees and naturalized foreigners.

5. An active investment of the government and society to foster career awareness and to experience career exploration variously in early age.

An active investment of the central and local government is needed to enable various career exploration and experience at the elementary, middle, and high school. In addition, parent should move away from knowledge-focused and test-focused education, and increase pay attention to guide various career exploration and career planning competency for their child.



Are there any other unique challenges within your country to which you would like to draw attention?

1. Establishment of a life-long career education system.

An integrated, life-long career education system should be put in place, in order to let people continue to work on career development until retirement, beyond the current career development system which covers students only from elementary to high schools.

In Korea, silos between the Ministry of Education and the Ministry of Employment and Labor, between the Ministry of Education and the Ministry of Gender Equality and Family pose as an obstacle to implementation of career education policies, and hence more communication and cooperation are needed among ministries

2. Enactment of a career education law to recognize students' right to career development and hold the nation responsible for career development.

A systematic, high-quality career education is possible only if the role, responsibility, activities and

administrative procedures of the central and local governments are set forth in the law.

Korea has pushed ahead with a bill to enact the 'career education act' since 2012 in order to institutionalize support for students' career development capabilities.

A career education act should be legislated in order to coordinate career development services among ministries and establish relevant standards to be applied to educational institutions.

What is the extent and nature of government funding to support these developments? From which sources and for what purposes (distinguishing system development, system maintenance, and service delivery)? Where possible, please quantify the government funding provided.

Over the past 15 years, the budget of the career education policy of the Ministry of Education and its 'activities to facilitate transition from school to workplace' has shown the following trend.

Trend of the budget for the activity in Korea (1999~2014) *Period / Budget (unit: 10,000 KRW) / Year

1. Infancy: 30,513 (1999) | 10,000 (2000)
2. Growth: 20,473 (2001) | 30,000 (2002) | 40,000 (2003) | 47,000 (2004)
3. Stabilization: 95,000 (2005, 2006, 2007) | 87,800 (2008) | 84,200 (2009) | 119,800 (2010) | 121,600 (2011)
4. Take-off: 630,000(2012), 400,000(2013,2014)

Become a catalyst for change.

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