

# Career Education in Korea

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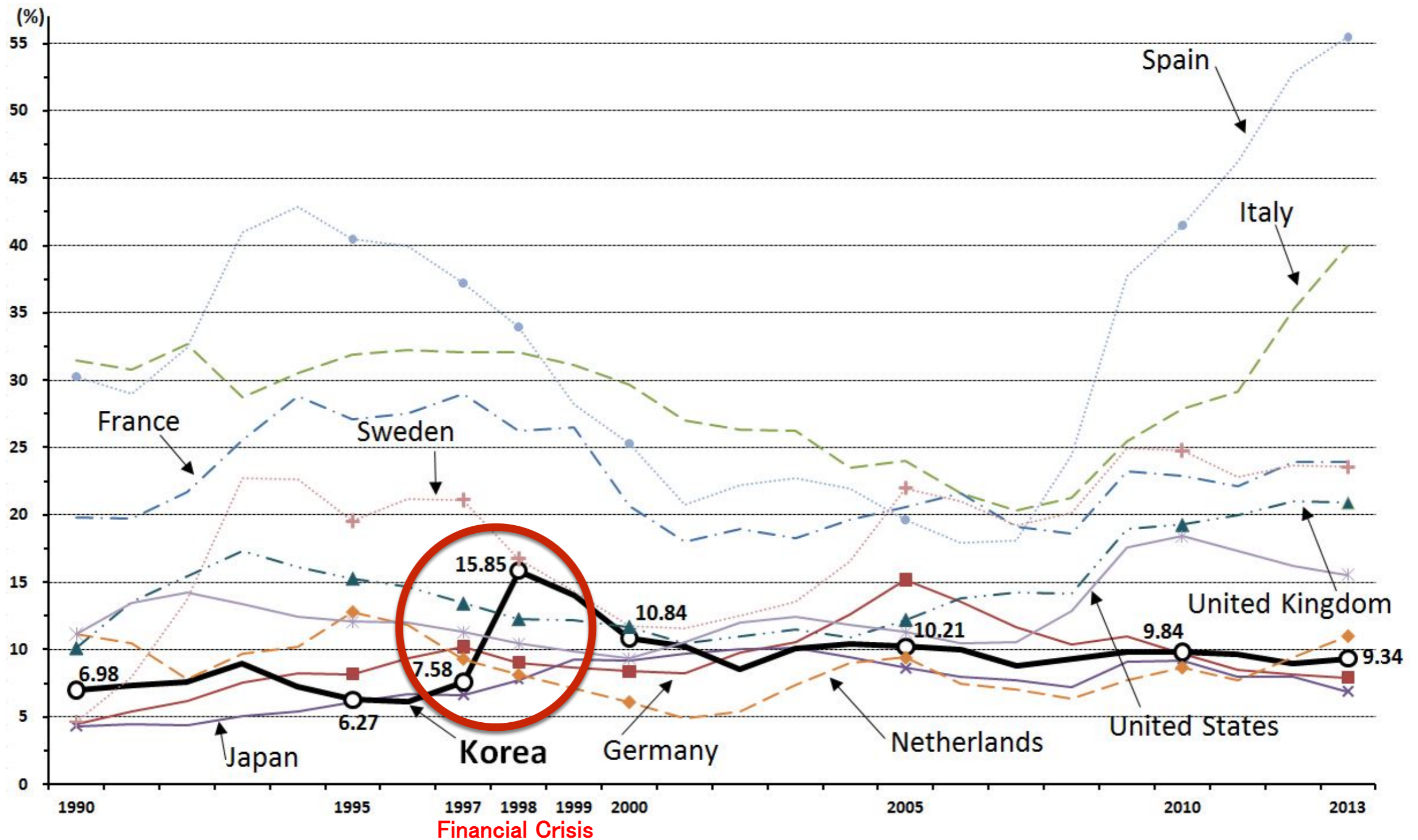
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- Background of Career Education in Korea
- Trends of Career Education in Korea
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- Cooperation among Asian Countries

# Background of Career Education in Korea

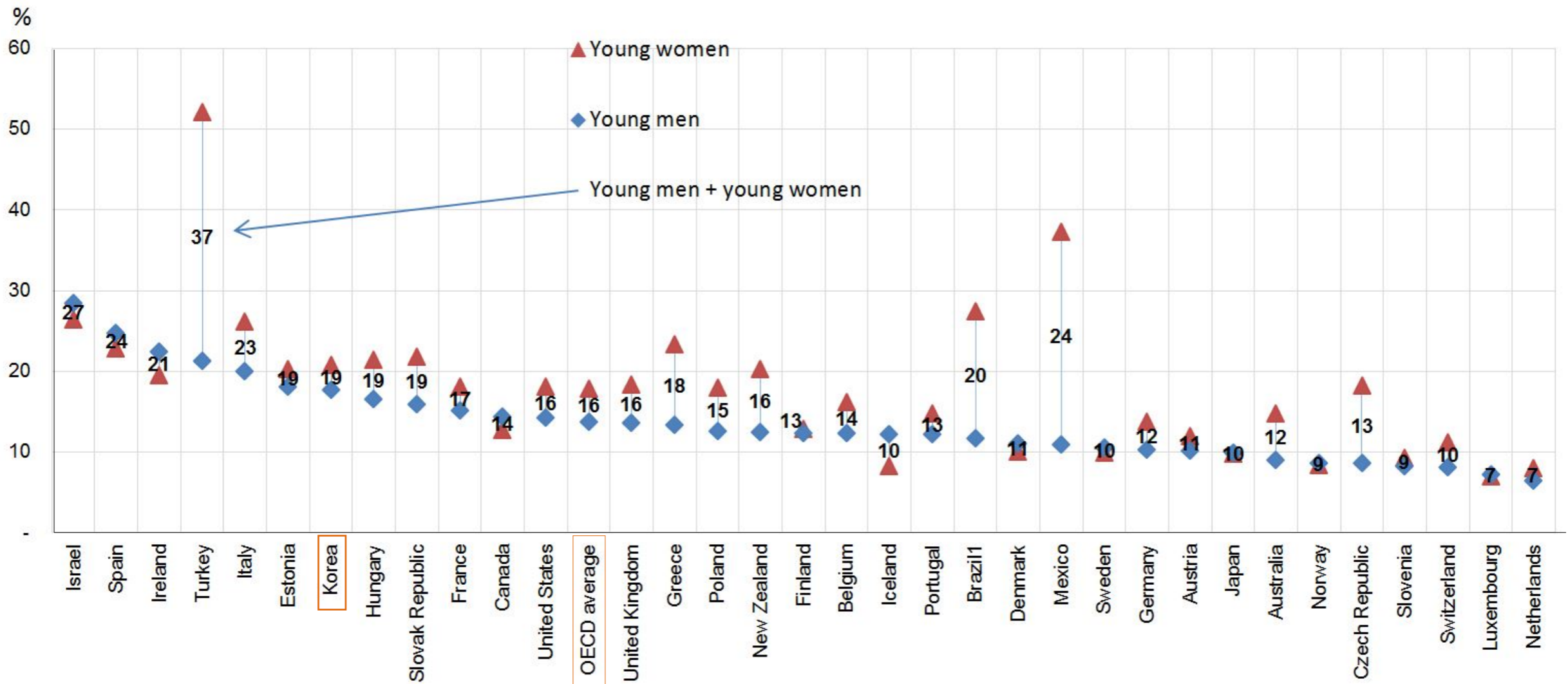
## Youth Standing on the Edge of the 'Employment Cliff' & 'Lost Index'

# Figure 1. Youth Unemployment Rate in OECD Countries



Source : OECD(2013). Labour Force Statistics ([http://stats.oecd.org/Index.aspx?DataSetCode=LFS\\_SEXAGE\\_I\\_R](http://stats.oecd.org/Index.aspx?DataSetCode=LFS_SEXAGE_I_R)).

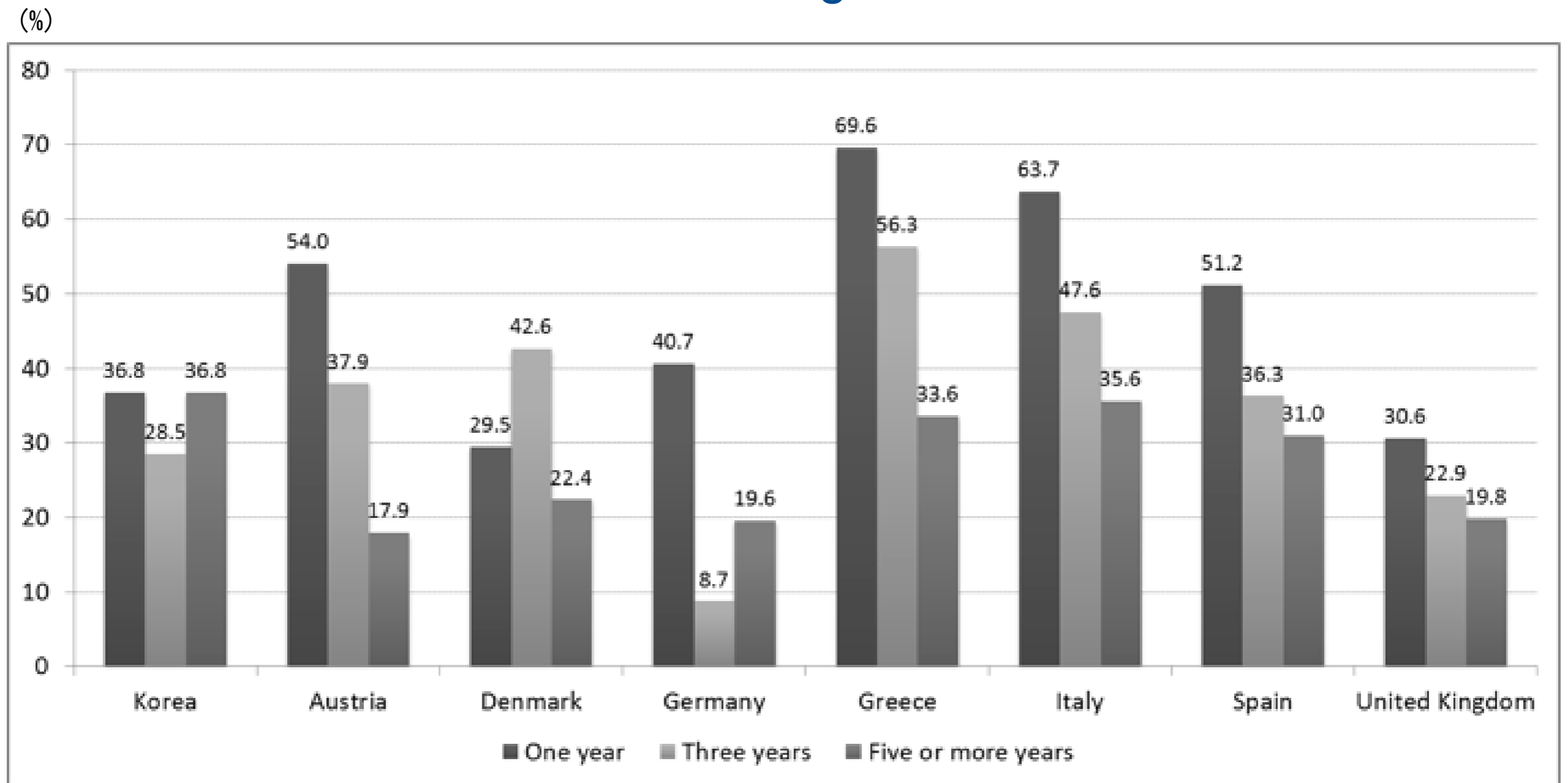
# Figure2. Percentage of NEET (2010)



\* NEET: youth not in education, employment or training(15-29 year-olds).

Source : OECD (2012). Education at a Glance.

# Figure 3. NEET Status of Youth One, Three and Five Years after Leaving School



\* Sample restricted to youths aged 15 to 29 years leaving initial education in the years immediately preceding the five year window of panel survey data used to analyse NEET status.

Source : OECD (2008). OECD Employment Outlook.

# Employment Cliff

50%

The young temporary workers  
are more than

20%

The percentage of NEET  
is more than

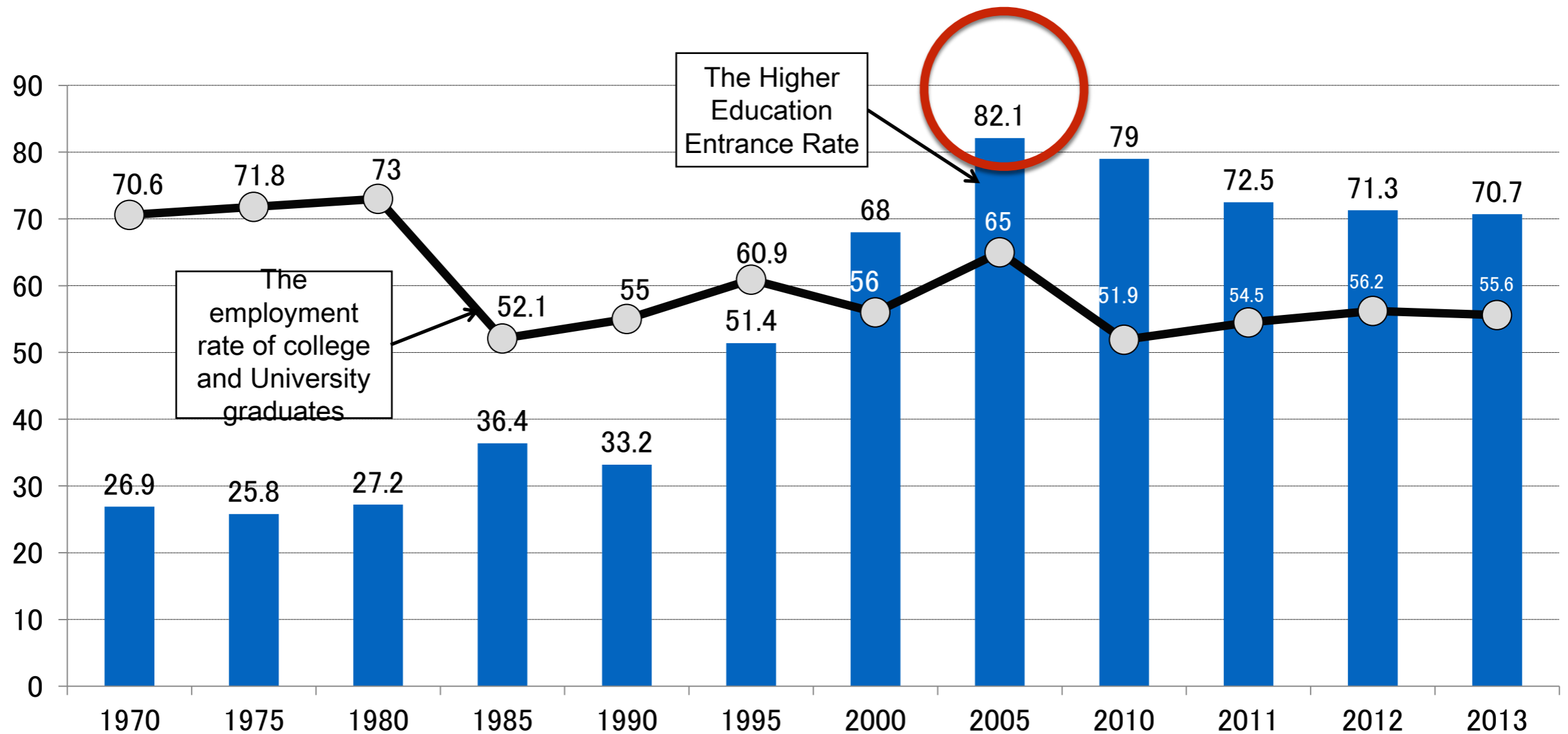
10%

The youth unemployment rate  
is more than





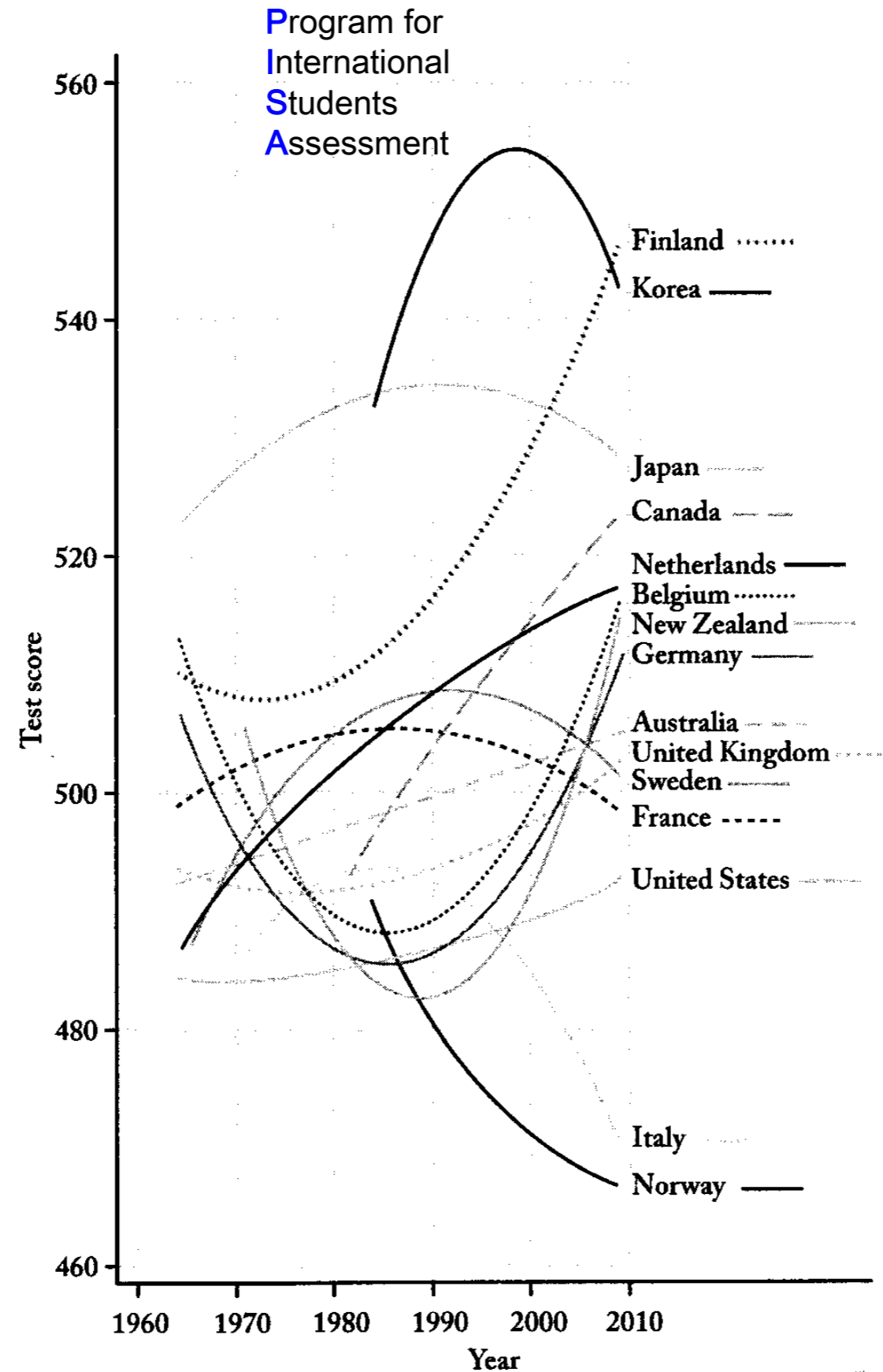
# Figure 3. The Higher Education Entrance Rate & The Employment Rate of College and University Graduates



Source : Ministry of Education/KEDI (1970-2013). Education Statistical Year Book.



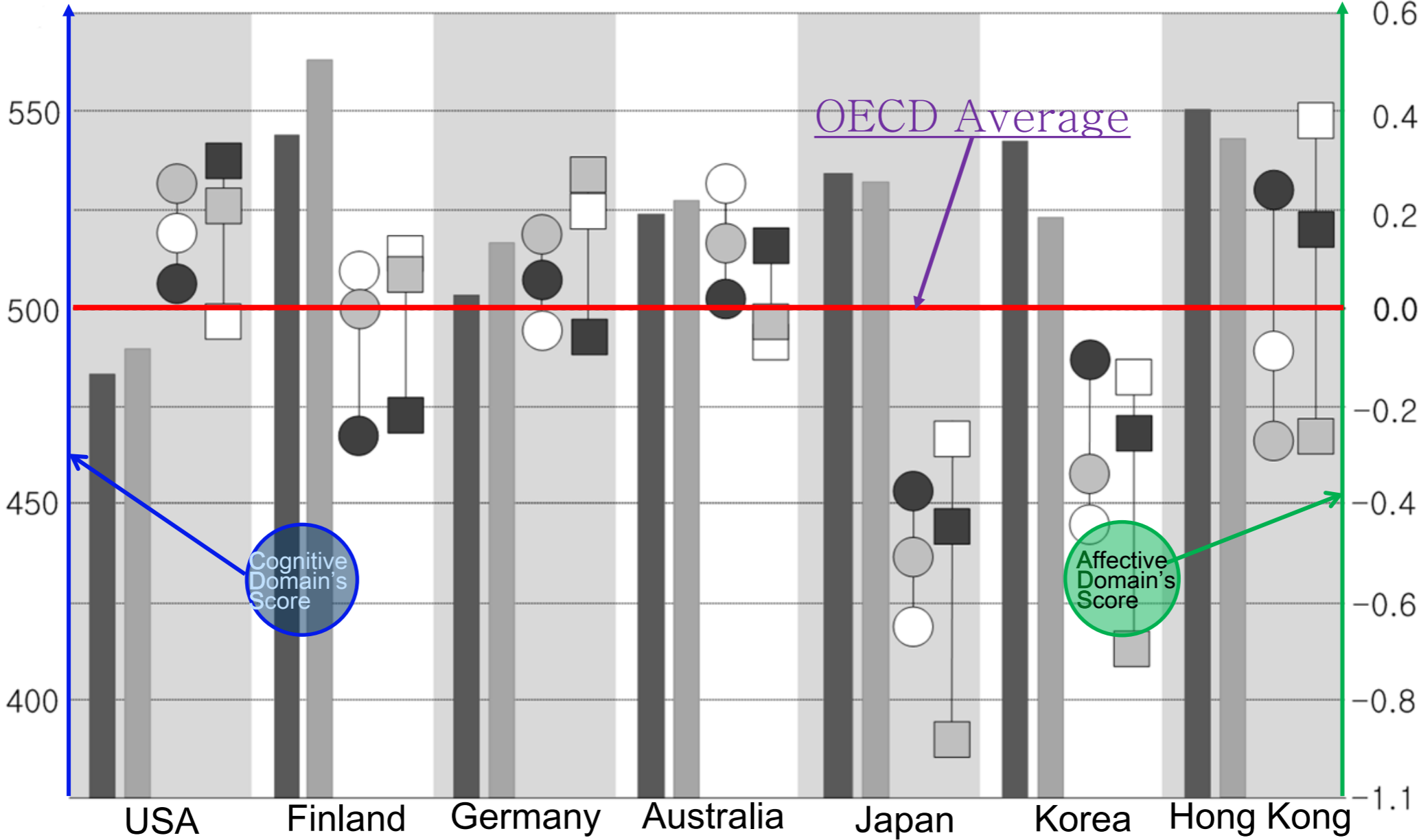
# Figure 4. Comparison of **PISA** scores among OECD Countries (I)



Source : Ripley, Amanda (2013). The Smartest Kids in the World.

Figure 5. Comparison of PISA scores among OECD Countries (II)

“ Lost Index ”



- Average Score of **Math**
- Average Score of **Science**
- Confidence in **Math**
- Interest in **Math**
- Make Connections with **Math** in their Future
- Confidence in **Science**
- Interest in **Science**
- Make Connections with **Science** in their Future

# Trends of Career Education in Korea

# Introduction of Creative Hands-on Activities

- 2009 Revision of National Curriculum and Introduction of Creative Hands-on Activities (College Admission Officer System introduced at the same time)
- 2011 Creative Hands-on Activities were Introduced in all Elementary, Middle and High Schools
  - ※ *CHA* is composed of 4 areas(Self-Regulated Activity, Club Activity, Volunteering Activity, and Career-Experience Activity), but Ministry of Education strongly recommends running integrated activities, which include interconnected activities and subject-related activities.
  - ※ Every School ought to run *CHA* at least 3~4 hours a week.
- The Support System
  - National Level = KOFAC(Korea Foundation for the Advancement of Science & Creativity)
  - Local Level = Support Center for Creative Hands-on Activities
  - Web System = Crezone ([www.crezone.net](http://www.crezone.net)), giving schools and students a lot of information related to CHA.
  - ※ These systems are being used as the support systems for “Free Semester”.

# Introduction of Free Semester

## *Free Semester*

- Is one of president Park's election pledges
- Is modeled on Irish "Transition Year(TY)", *which is an optional one-year school program without test-taking that can be taken in the year after the Junior Certificate*
- Will be introduced in all middle schools by 2016
  - ※ More than 80% of middle schools have already begun "Free Semester"
  - ※ Schools have to use one semester as "Free Semester" during 3-year middle school and teach subject classes in the morning and run hands-on activities in the afternoon. There is no test during "Free Semester".

## *The Support System for Free Semester*

- National Level =
  - Free Semester Support Center
  - Center for Free Semester and Career Experience Program
  - KOFAC(Korea Foundation for the Advancement of Science & Creativity)
- Local Level =
  - Local Center for Free Semester
  - Local Center for Career Experience Program

**Subject classes**  
In the morning

**Hands-on activities**  
In the afternoon

# Enactment of Career Education Act

(June, 2015)

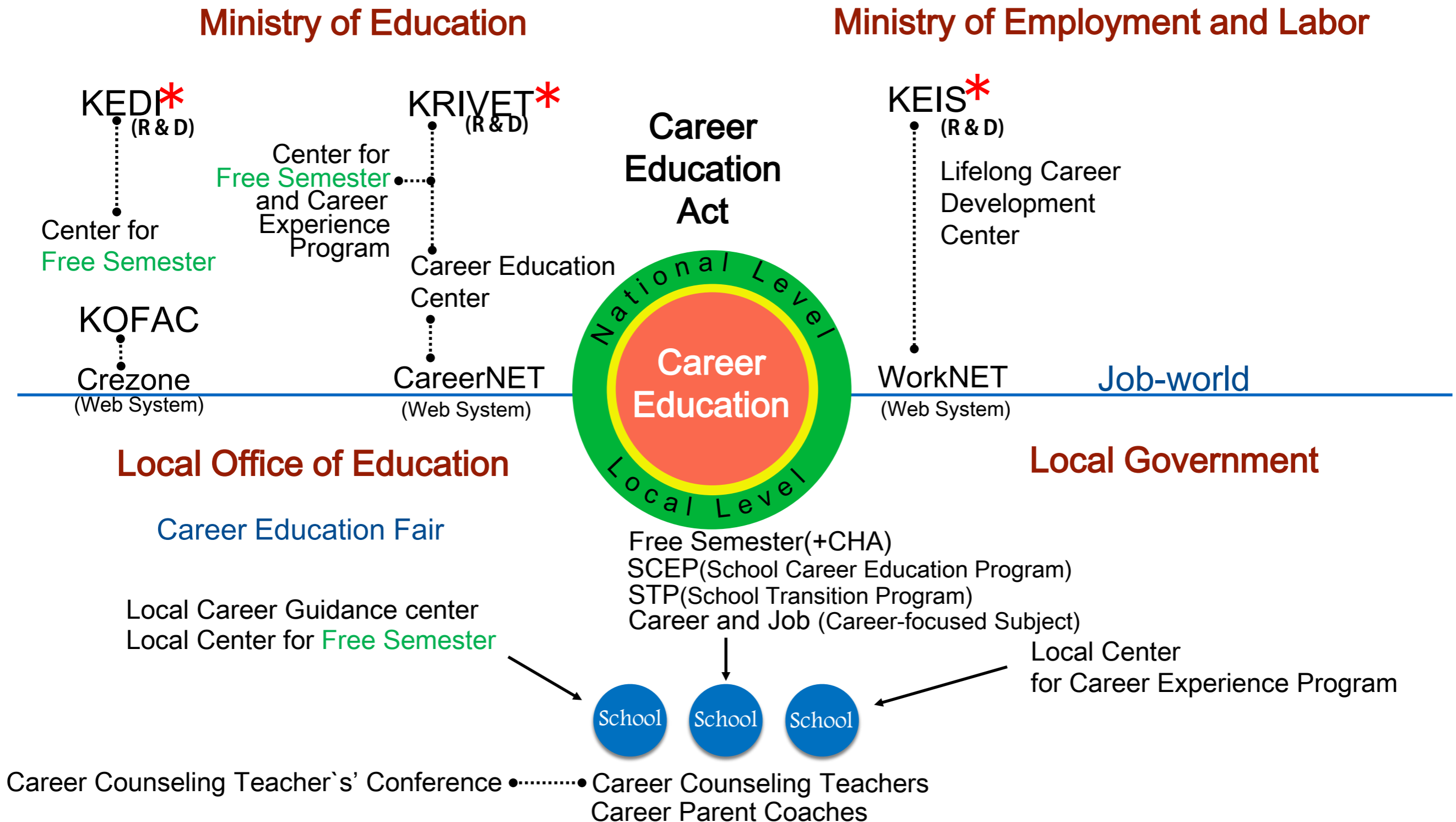
## Career Education Act mainly deals with:

- Systematizing Career Education in Schools to meet Goals and Achievement Standards for Career Education
- Designating or Deploying Career Counseling Teachers to Schools
- Counting Career Experience as a class
- Running Free Semester as a Career Education-focused Semester or one Year
- Establishing a National and Local Career Education Center
- Imposing duty to supply career education program for every Public Institute
- Introducing Accreditation System of Career Experience Institute
- Establishing Local Career Education Conference

\* **SCEP**(School Career Education Program)

Figure 6.

# The support system for career education in Korea



KRIVET(Korea Research Institute for Vocational Education & Training)

KEDI(Korean Educational Development Institute)

KEIS(Korea Employment Information Service)



# Problems & Strategies

## Effects and Outcomes from the Recent Career Education Policies

- Activating Cooperation between School and Community
- Renovating School Organization and Curriculum
- Establishing Career Education Support System during a very short Period

## Problems

- Lack of Cooperation Experience between School and Community
- Lack of Resources in Community to Support Career Education
- “Education Fever” Keeping Career Education Policy’s Goals from Being Achieved

## Strategies

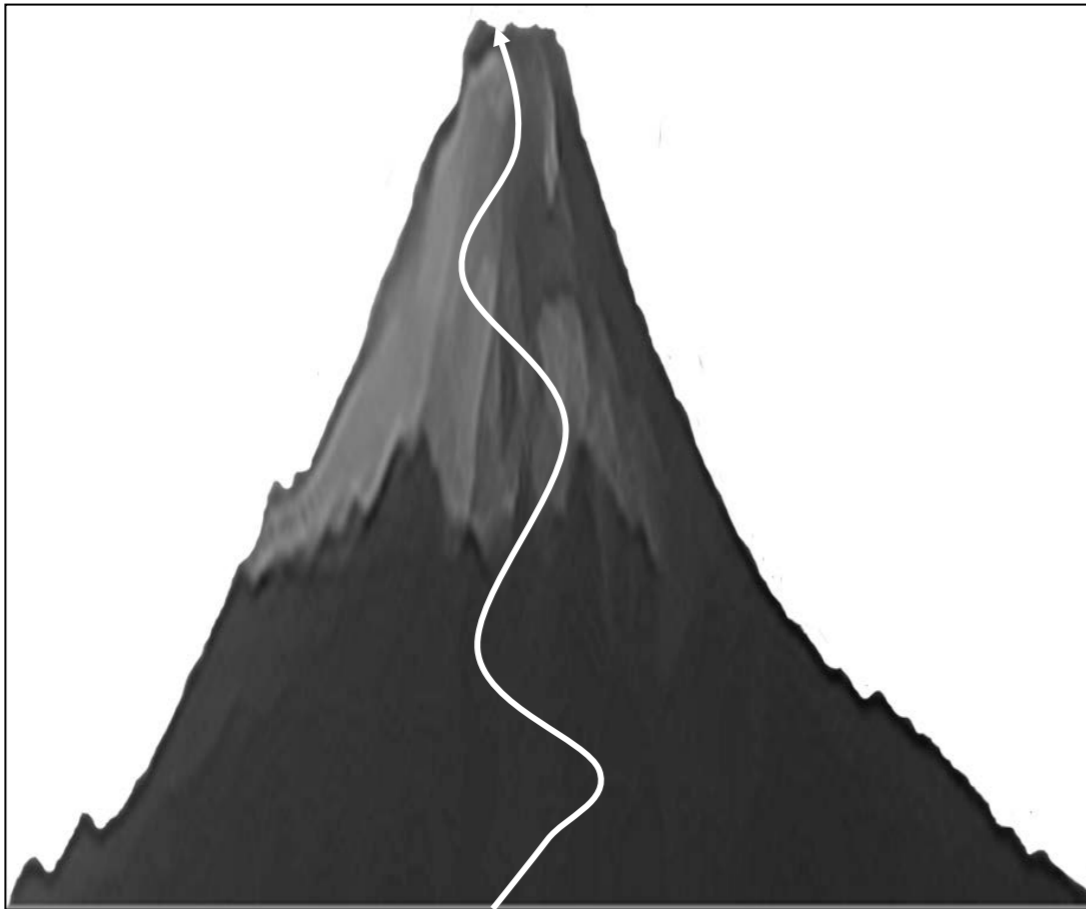
- Improving Programs and Expanding Support System
- Strengthening Teachers’ and Social Workers’ Competence
- Activating more Cooperation between School and Community
- Transition to Improved Competition System(see Next Slide)

Going beyond the “Booth”

# Korea

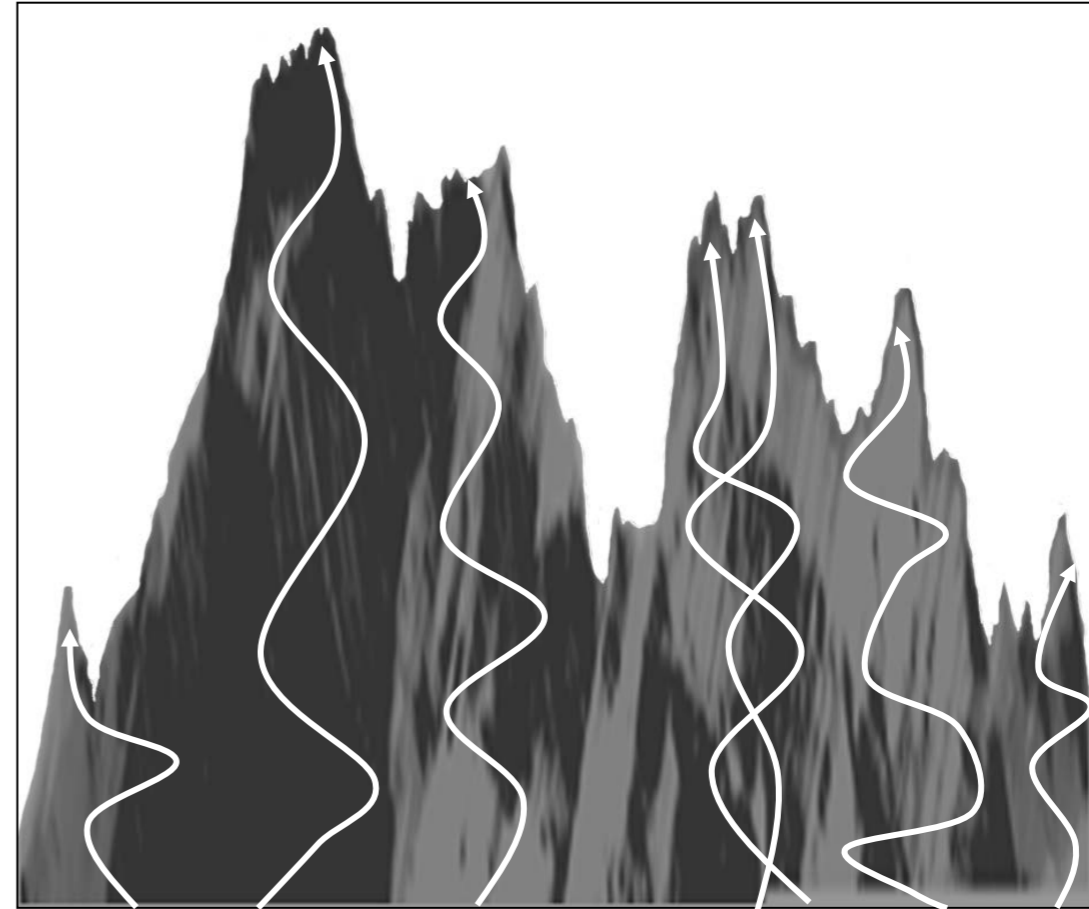
Needs to transition *from Fuji Mt. model to Himalayan Mts. Model.*

*Fuji* Mountain Model Society



- Single or Simple Route to the summit(success)
- Few Hidden Champions & Big Company-centered
- Few Meisters(Role Models) in each Town

*Himalayan* Mountains Model Society



- Multiple Routes to the summit(success)
- Lots of Hidden Champions
- Lots of Meisters (Role Models) in each Town

Source: Watanabe & Kim, et al.(2013). Competing Korea and Place-seeking Japan - Comparative Study for Korean and Japanese students' lives

Taking further steps toward **Economic Democratization** is one of the most important keys

# Cooperation among Asian Countries

## 1. Academic Exchange

Comparing Asian Countries' Studies  
Collecting Comparative Data  
Co-hosting Symposium periodically, etc.

## 2. Sisterhood Relationship

with active participation from Schools, Local Areas, etc.

Thank you!