

#CCI_Orientation

How to put into place a
career education that focuses on the
transition to working life ?

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How to put into place a career education that focuses on the transition to working life ?

1. By recognizing the importance of Career Education
2. By strengthening Career Education National Policy
3. Where does Korea's career education stand?
PISA Result
4. The Best Practice Career Guidance Program in Korea :
STP(School Transition Program)
5. Further recommendations & Policy insights

By recognizing the importance of Career Education

1st



1. By recognizing the importance of Career Education

□ Career education has served as a solution to educational and social issues in Korea

- Fast-changing demand of the labor market
- Skills mismatch
- Only focused on university entrance exam oriented Ed system
- Youth Unemployment
- Spoon Hierarchical Theory: Born with a silver spoon in his mouth
“No matter how hard try, it is useless”
- **Young people fail to *get a job***

adjust to the workplace

satisfy with jobs

have a good work ethics



Strengthening the importance of

Career Guidance, Career Counseling, Career Education More than ever, in other words, Career Development Activities

➤ 1. By recognizing the importance of Career Education

□ Career Education, Career Guidance & Counselling

has served as a long-term and preventive method to address a broad range of educational, social, employment, and welfare-related issues in direct and indirect ways (Lee, 2009, 2010)

“The purpose of CE is to enable students to nurture career development competency to continuously explore and develop career paths so that they can proactively adopt to the changing world of work and a society that encourages life long education... “

- CE Act Art. 4(1)

1. By recognizing the importance of Career Education

Key Career Development Concepts

- A career is the combination of many work & life experiences and decisions
- Career exploration needs to be developmental
- Career development is not just job training
- Career development is an ongoing process which combines school-based & work-based activities through their lives
- Career development is very essential education component



1. By recognizing the importance of Career Education

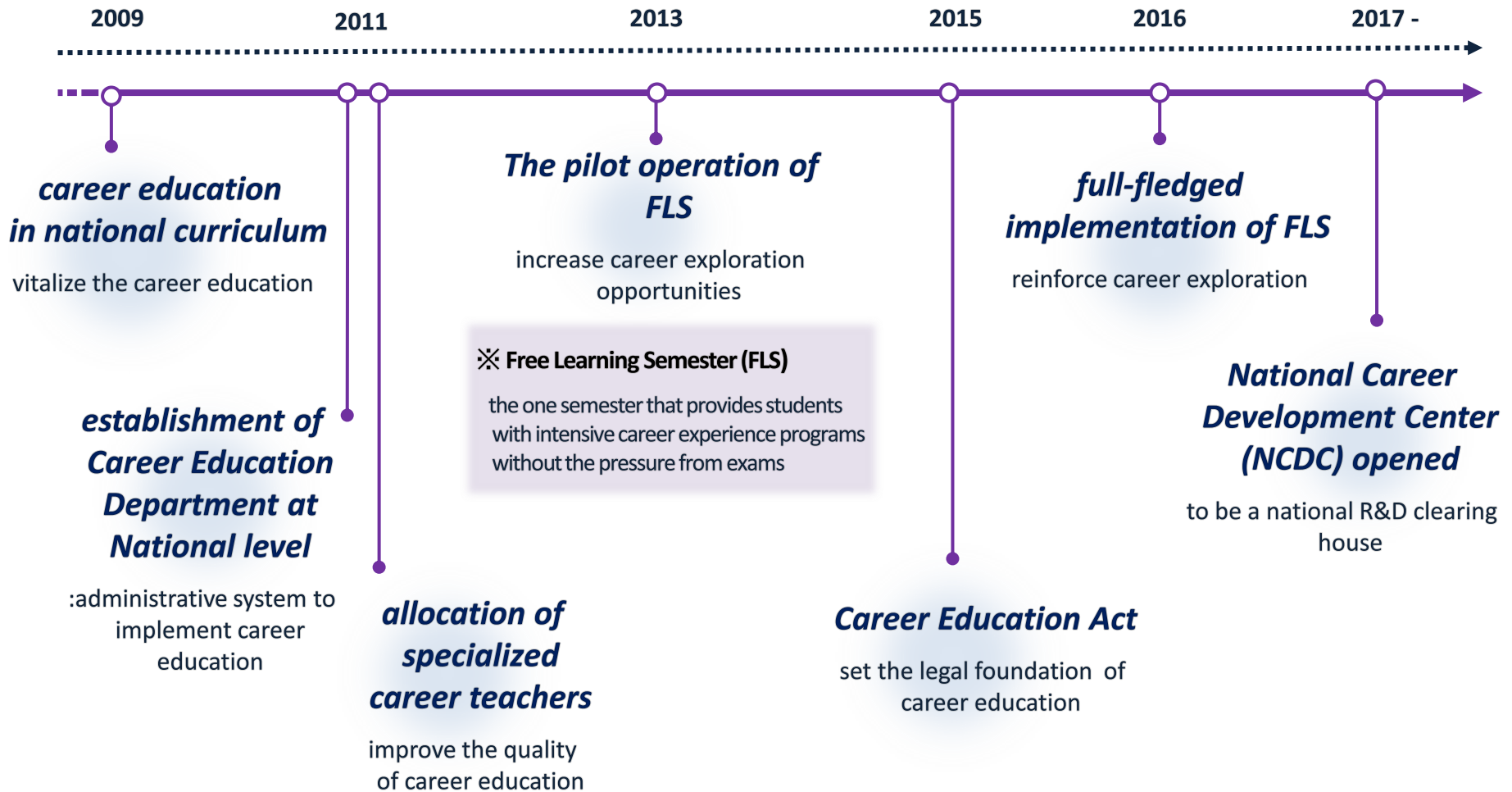
We believe Career Education is the fundamental way to help individuals' transition to working life

By strengthening CE National Policy

2nd



2. By strengthening Career Education National Policy



➤ 2. By strengthening Career Education National Policy

☐ Career Education in National Curriculum (2009): vitalize the career education

- The national curriculum in Korea envisions producing people...

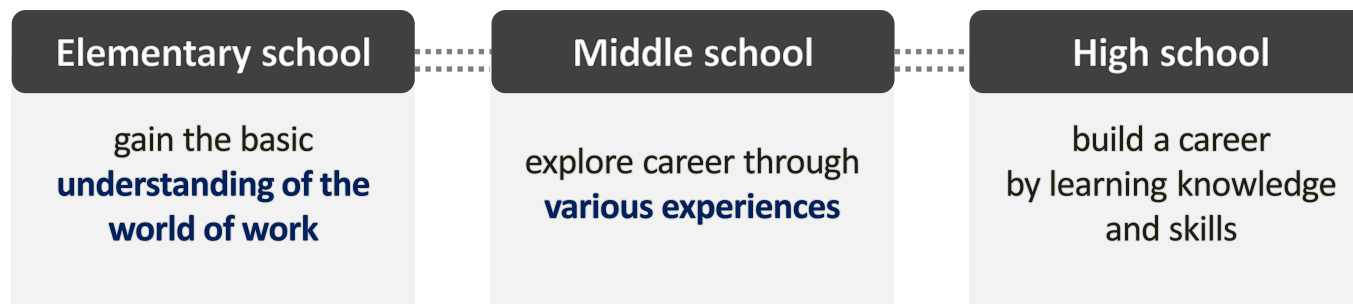
The national curriculum in Korea (The Ministry of Education, 2009)

who “develop personality and build a career while growing into a whole person.”



career education is gaining more importance in school education.

- The ideal human character and educational contents pursued by the revised curriculum



2. By strengthening Career Education National Policy

- Establishment of Career Education Department (2011) at a National level: administrative system to implement career education
 - **No department dedicated to career education** within the central government before 2011
 - ✓ **confusion in the administration of career education** by the central government, municipal education offices, and schools
 - ✓ policy makers were **reluctant to take responsibility for career education**

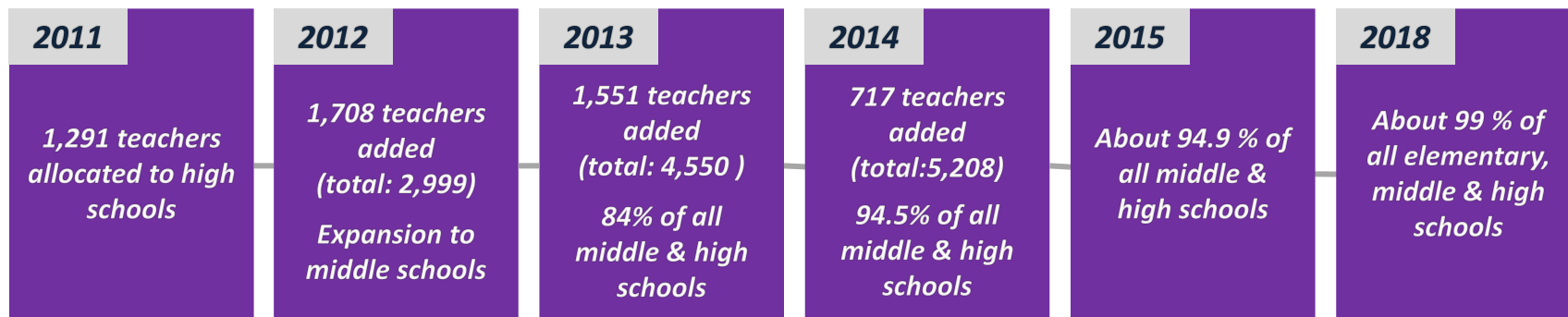
However,
In 2011, the Ministry of Education established the Career Education Department at Lifelong Education Policy Division

- ✓ Policies can be planned and implemented on career education as an independent area of national education, rather than a part of other areas
- ✓ Career education can implement at all levels of schools through an administrative system

➤ 2. By strengthening Career Education National Policy

- Allocation of specialized career teachers (2011): improve the quality of career education

Allocation of specialized career teachers to schools



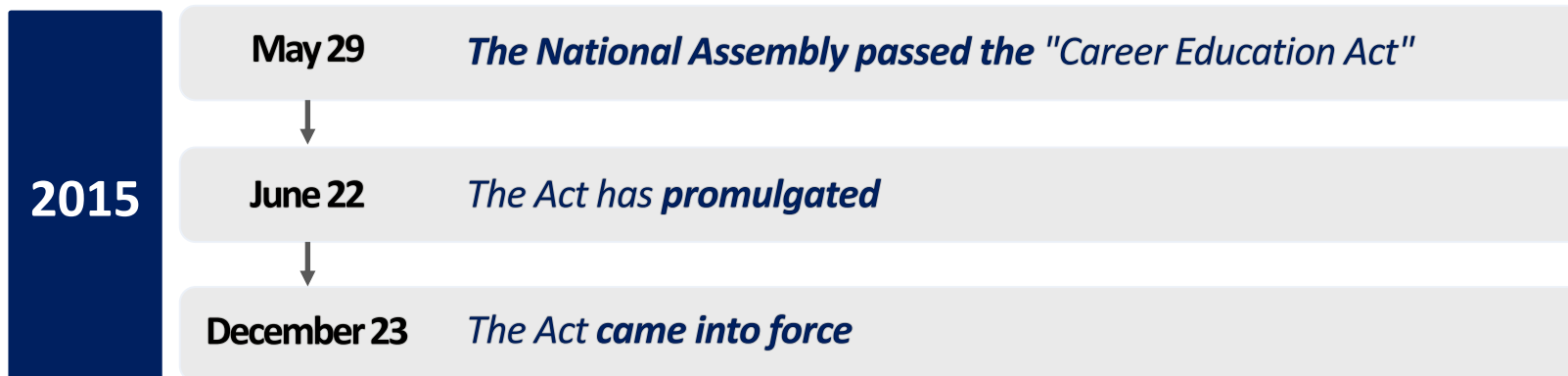
Key responsibilities of specialized career teacher

- Set the annual plan for career education in schools
- Teach "Career and Job" as a subject in curriculum
- Provide students with counseling and guidance on career and transition to the upper-level schools
- Provide training and consulting to teachers and parents on career education
- Plan and guide on career activities, among creative experience activities
- Plan and operate various experience activities in and out of school
- Build up the network with local community, company, and parents

➤ 2. By strengthening Career Education policy

- The Career Education Act(2015): set the legal foundation of career education

The purpose of the act is to clarify the responsibilities of the nation, states, and schools in providing effective career education, and the career learning right of students at all education level without anyone left behind. The Career Education Act consists of 4 chapters and 23 articles that describe the role of career education to enhance students' career development competencies and national growth





2. By strengthening Career Education policy

Significance of the Career Education Act

✓ Recognizes ALL students in every level's of schools **have the Right of Career Education Learning**

✓ Holds the central and local governments **accountability** for providing of career education

✓ Sets forth the basic directions of career education by **objectives and achievement criterial**

✓ Sets the legal foundation of career specialized teachers: to **provide high-quality career service**

- Includes disabled youth, North Korean defector, school drop-out, young people on welfare
- Satisfies the objectives and achievement criteria pursued by national career education

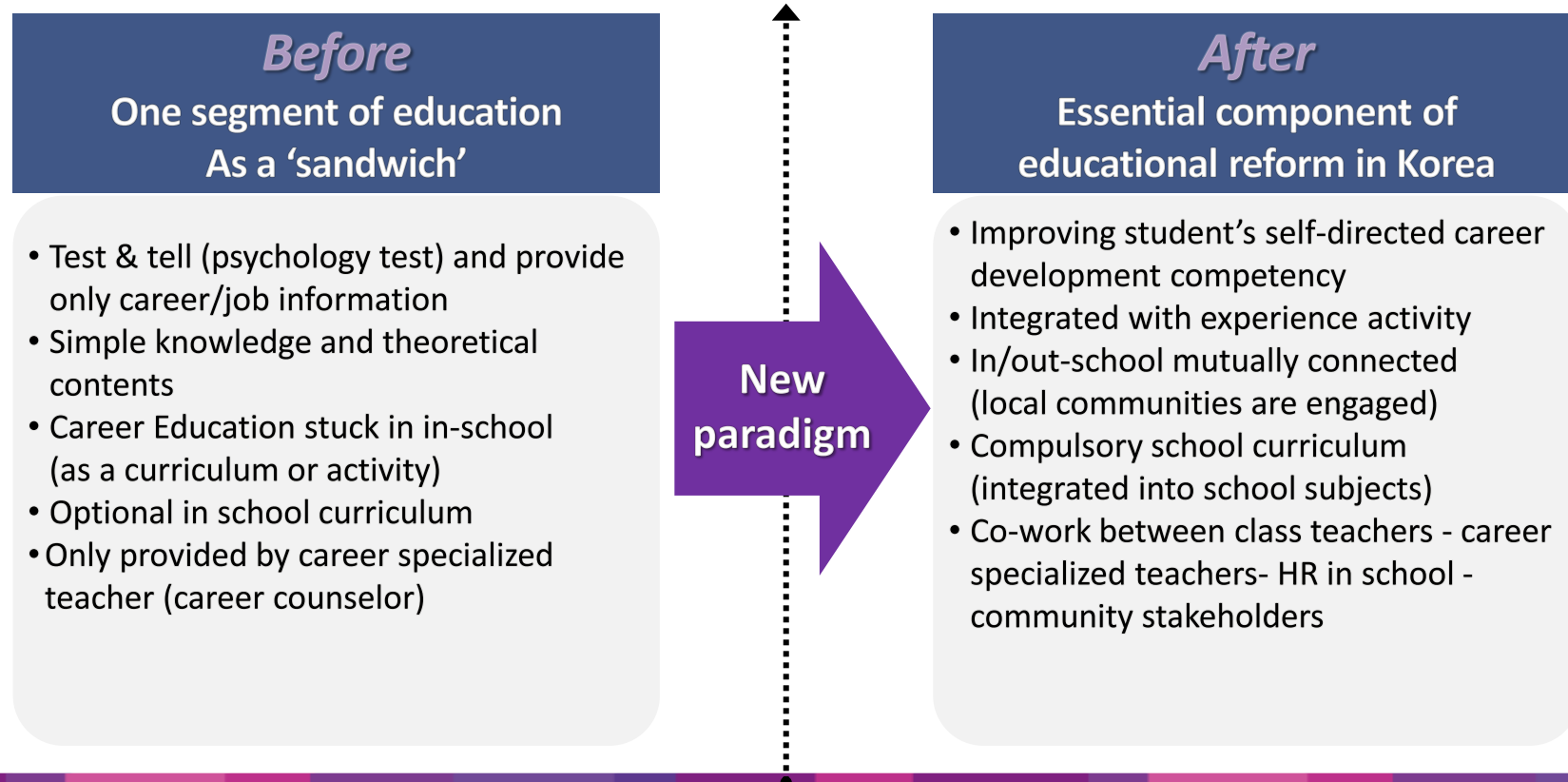
- What should students learn from school?
- What should schools teach students?
- Step to innovate education focused on admitting students **to the upper-level schools**

Drive the innovation of education in Korea

2. By strengthening Career Education National Policy

Before and after the Career Education Act (June 22, 2015)

Career Education Act





2. By strengthening Career Education National policy

□ Implementation of FLS (2016): reinforce career exploration

✂ Significance of FLS (Free Learning Semester)

- FLS is not a one-off event for career exploration
- FLS should operate in connection with career education from elementary school (career awareness) to middle school (career exploration) and high school (career design) (Lee, 2013, 2014)

in 2013, pilot operation of FLS

in 2016, full-fledged implementation of FLS

- ✓ **Break-away the school education** that only concentrates on teaching theories to students to get ready for university entrance exams

*FLS gives students the **opportunities of career exploration**
based on their talents and aptitude
within the boundary of a school curriculum*



2. By strengthening Career Education National policy

- After the FLS was implemented, students' responses showed higher median values across five areas.
 - ✓ 'Increased experiential activities and career exploration activities during school class' recognized as the biggest change in school life.
 - greater interest and concentration on learning

Change in students' awareness after the FLS implementation (2013)

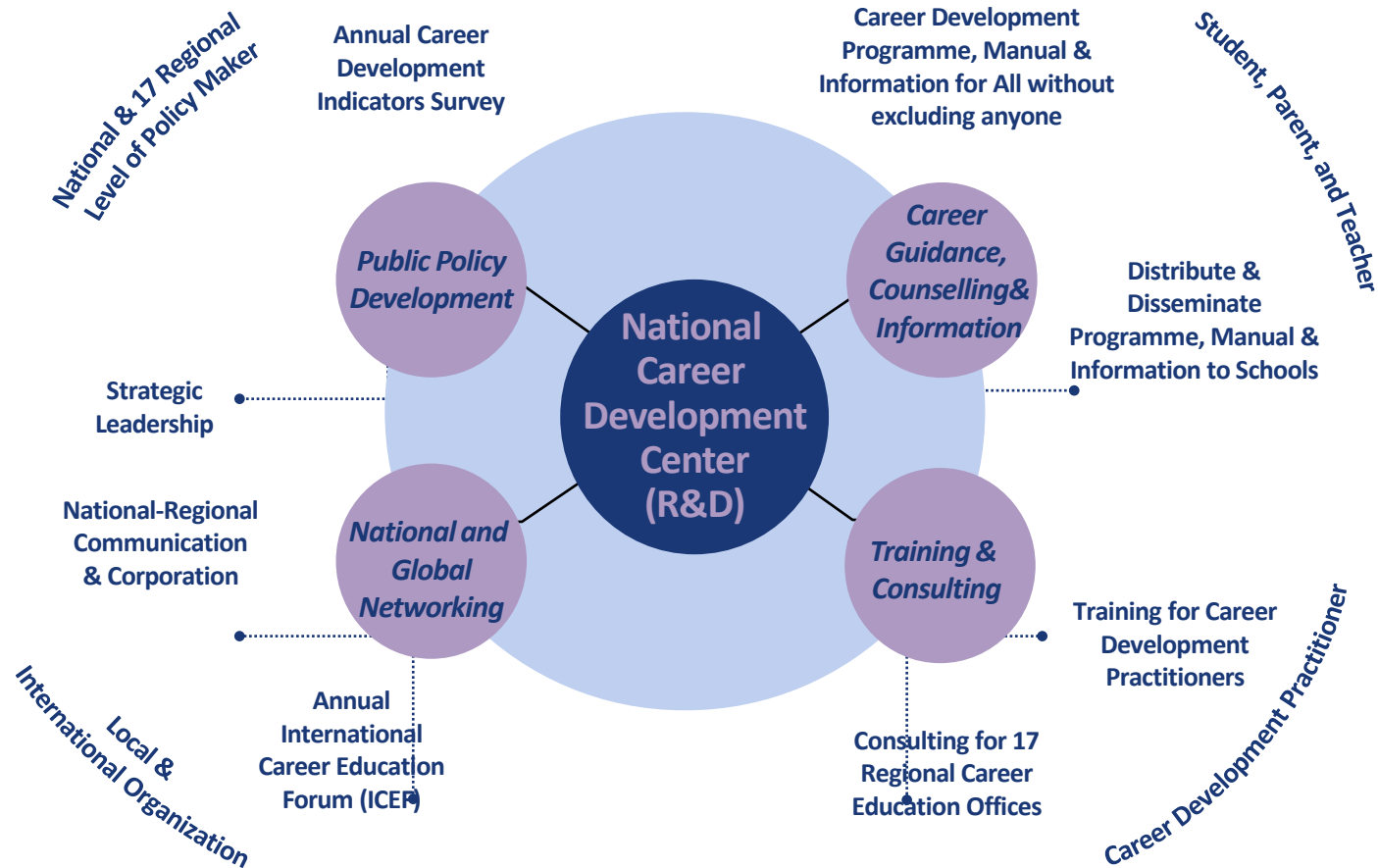
Category	Questions (on a scale of 0 ~ 5)	before	after	variance
Teaching Method	During the FLS, teachers used various teaching methods in class, such as debate, experiment, practice, etc.	3.44	3.90	0.46
	During the FLS, I participated in various experience activities.	3.30	3.98	0.68
Career exploration Activities	During the FLS, I explored various career options in school.	3.36	3.87	0.51
	During the FLS, teachers gave me career advice.	3.05	3.46	0.41
Self-directed learning	During the FLS, I studied for myself before anyone told me to.	3.12	3.35	0.23
Interest & concentration on learning	During the FLS, I found classes were fun.	3.22	3.70	0.48
	During the FLS, I waited for classes with expectations.	2.82	3.28	0.46
	During the FLS, I felt time flied when taking a class.	3.10	3.57	0.47
Future-oriented skills	During the FLS, I developed thinking skills.	3.20	3.65	0.45



2. By strengthening Career Education National policy

□ National Career Development Center (NCDC) opened (2017): to be a national R&D clearing house

- Under the Career Education Act in 2015, KRIVET (Korea Research Institute for Vocational Education and Training) has been designated as the NCDC as of 13, Jan. 2017.



Where does Korea's career education stand? PISA Result

3rd



3. Where does Korea's career education stand? PISA Result

□ It is necessary to analyze the current status of career education from a global perspective and conduct research to improve existing policies.

- Based on a common set of criteria, in order to clearly see where Korea's career education stands. → **to find out where Korea's career education stands in the world**

□ PISA 2012

- **Purpose:** to assess 15 year-old students of surveyed countries, in the areas of math, reading, science and problem-solving in order to make country-to-country comparisons on students' achievement levels and trends, and to identify the relation between educational drivers and their achievement levels.
→ **to provide insights to be reflected in the education policy making process of the countries**

Student survey questionnaire **included two questions related to career development :**

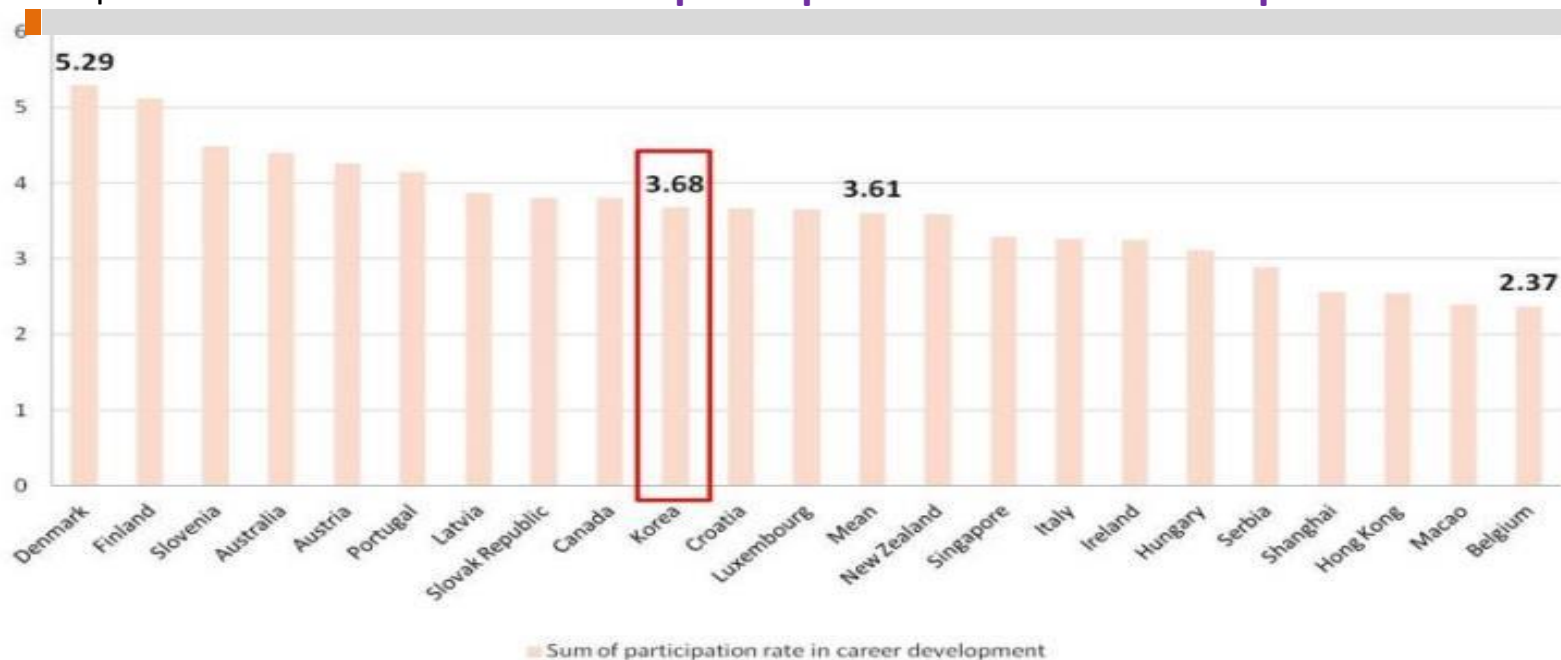
- 1. participation in CD activities**
- 2. acquirement of career management skills**



3. Where does Korea's career education stand? :PISA Result

- Korea scored 3.68, which is the 10th and slightly higher than the average of 22 countries.

Comparison of countries on students' participation in career development activities



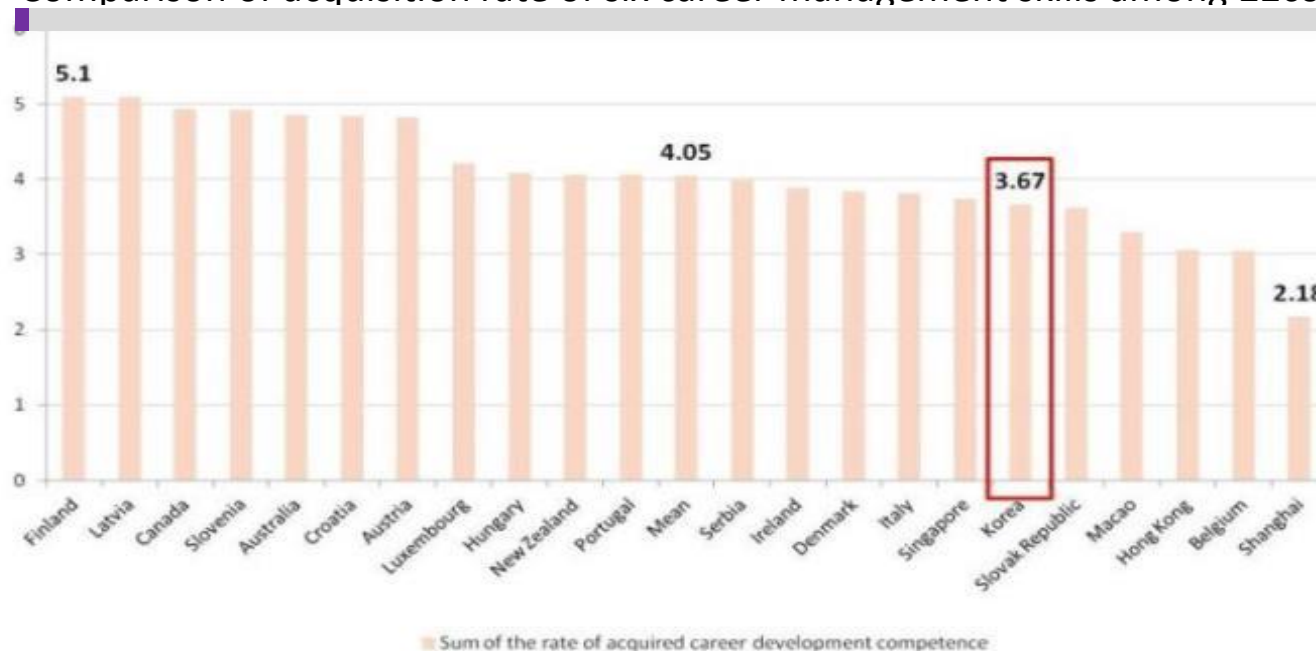


3. Where does Korea's career education stand? :PISA Result

□ Korea comes in 17th among 22 countries in the acquisition of career management skills.

- Korea came in 17th (3.67), which was lower than the 22 countries' average of 4.05.

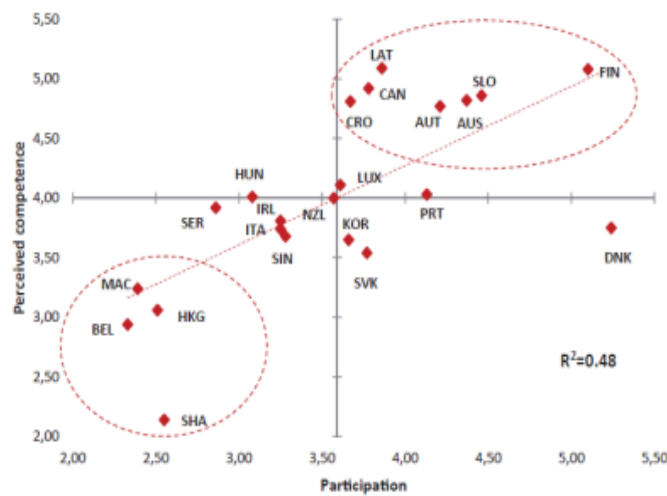
Comparison of acquisition rate of six career management skills among 22 countries



➤ 3. Where does Korea's career education stand? :PISA Result

- ❑ Korea students learn fewer career management skills compared with participation rate in career development activities.
 - There is a close relation between 15-year-old students' participation in career development activities and their acquisition of career management skills (Sweet, R 2014).
 - Korea is slightly higher than the average of 22 countries (3.61) when it comes to participation in career development activities but falls behind the average of 22 countries (4.05) in the acquisition of career management skills.

Relation between participation in career development activities and acquisition of career mgmt skills



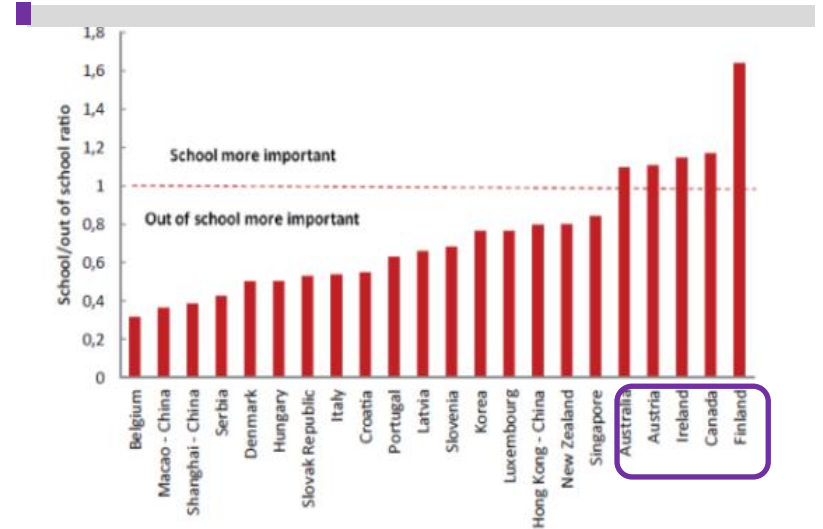
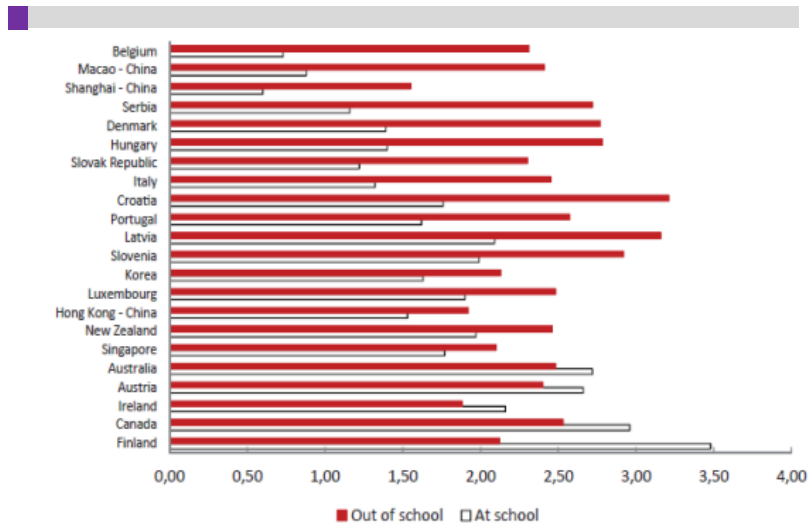


3. Where does Korea's career education stand? :PISA Result

- In most countries including Korea, schools play an inadequate supporting role for students' career development than those out of school.
 - Students responded they learned more career management skills “out of school” than “at school”. (Finland, Canada, Ireland, Austria and Australia are “at school”)
 - ✓ This means schools play a relatively smaller role for students' career development than outside organizations, etc.

Comparison of places for learning career management skills (at school vs. out of school)

Importance as the place for learning career management skills (at school vs. out of school)





3. Where does Korea's career education stand? :PISA Result

□ First, Korea's career education centers on 'test & tell' and career information provision

- There is a lack of experiential activities out of school, such as internship, job shadowing or workplace visit, and job fair.
 - ✓ Korea's education leads students in the transition period to focus only on studying for getting admission to the upper-level schools after graduation.

- However, students are not provided with opportunities to explore information on what types of upper-level schools and majors are available. Rather, their decisions on school and major are simply based on test scores.
 - ✓ Only one fifth (20 %) of students took part in programs to explore the upper-level schools after middle school.
 - ✓ Less than half the students acquired information on the upper-level schools.



3. Where does Korea's career education stand? :PISA Result

- Second: Korean students lack some of the career management skills (which needs to be rectified by career education supporting long-term career design)
 - 'Skills to write resumes', 'skills to prepare for job interview' and 'skills to search for student finance' are neglected.
 - ✓ Long time-lag between 15-year-old students and when they need to prepare for the job market
 - ✓ Korea's unique situation where student finance is not much needed. Korea does not have many schools charging expensive tuitions.



3. Where does Korea's career education stand? :PISA Result

- Third: Five among the six career management skills are learned out of school, rather than at school.
 - These skills should be taught through systematic career guidance at school so that students can make career plans from the short/long-term perspectives.
 - ✓ Korean students acquire those skills from private institutes or with someone else than school teachers, which raises concerns about overall career education in Korean schools.
 - **Current situation in Korea may differ from the PISA 2012 result, which was conducted in 2012.**
 - ✓ **Lots of national policy were implemented to improve of quality of CE**



3. Where does Korea's career education stand? :PISA Result

- Forth: Korea came in 17th among 22 countries on the gross acquisition rate of career management skills.
 - **Article 4, Chapter 1 of the Career Education Act, 2015"**... should develop students' career development skills to build and continue to develop career..." should be fulfilled.
- Fifth: Systematic life-long career management skills should be provided in school.
 - Students in 17 countries responded they learned career management skills mostly out of school.
 - It is desirable that resources for career education should be mobilized both in and out of school considering that career education should be available through one's lifetime.

The Best Practice of Career Education Program: STP (School Transition Program)

4th



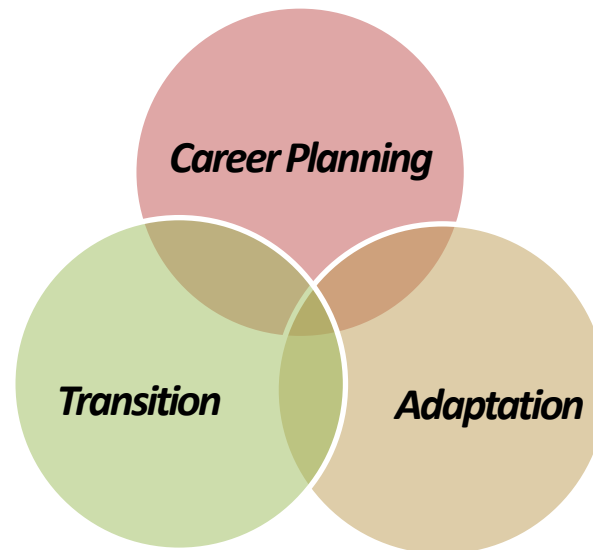
4. The Best Practice of Career Education Program

□ School Transition Program (STP)

- Students who are on the edge of transition to the next stage of school or working life
 - ✓ Especially, 6th grade of elementary school and 3rd grade of middle and high school students have difficulty with a transition to the different school level and working life.

*STP was developed to help the students
who are having difficulty in school & work transition*

■ The Core Elements of STP



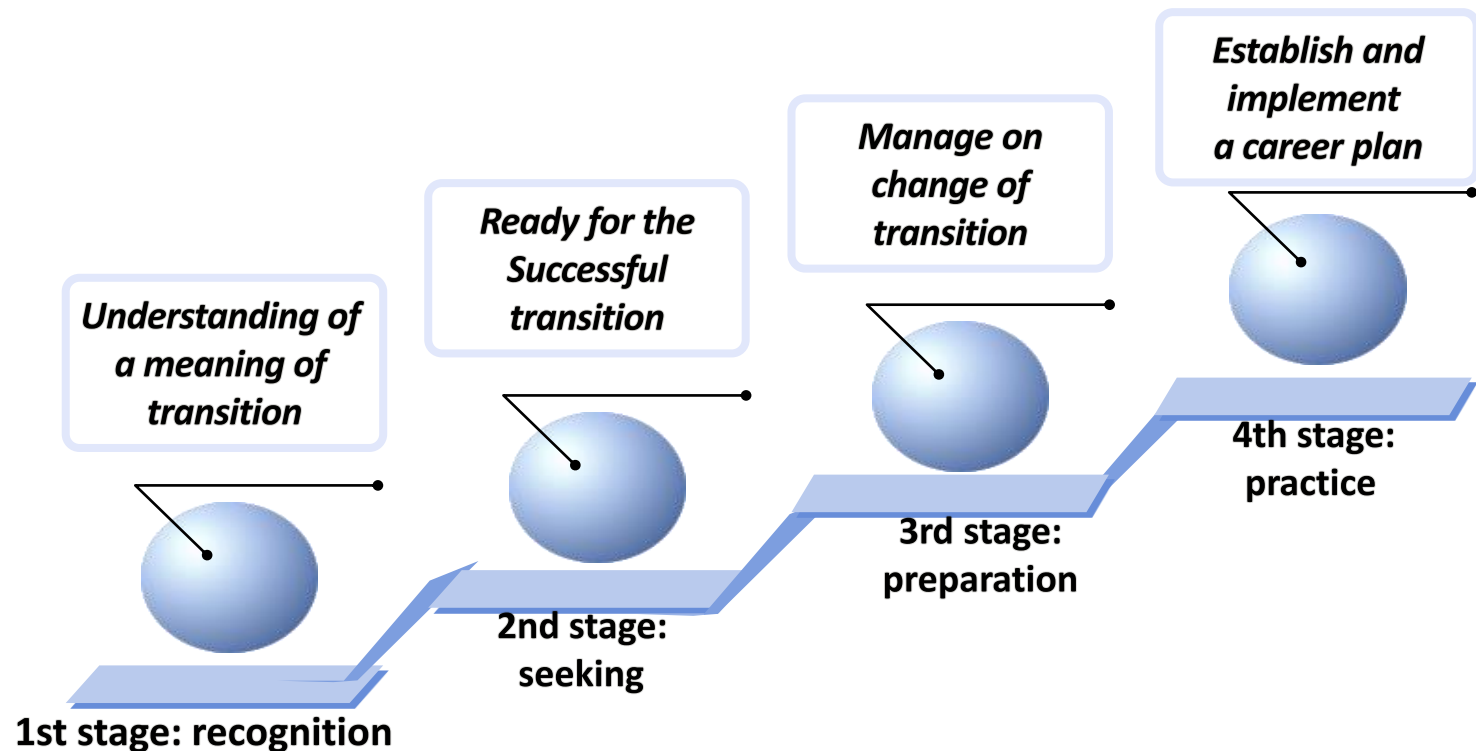


4. The Best Practice of Career Education Program

□ School Transition Program (STP)

▪ Theoretical Stages of STP

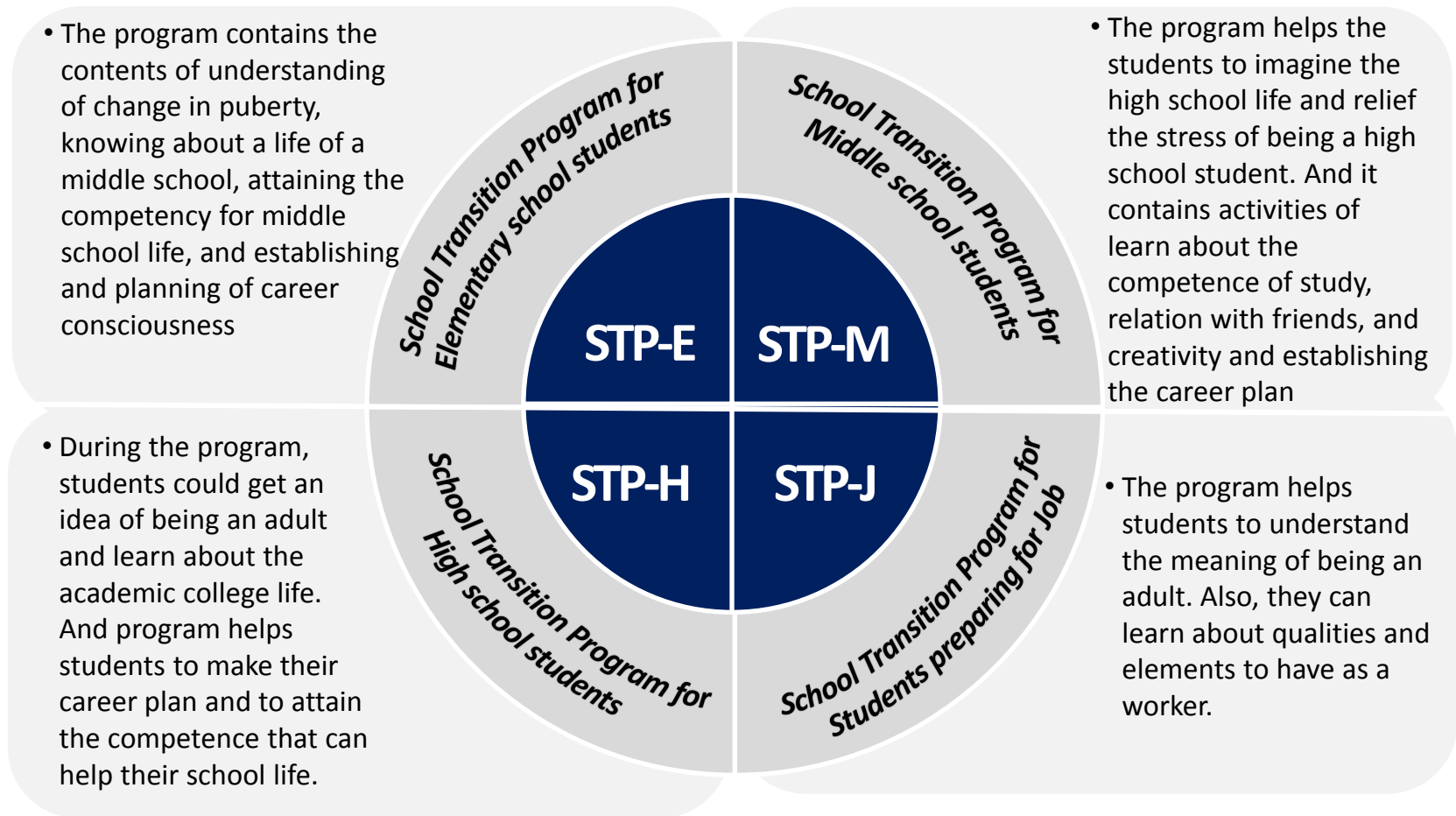
- ✓ Based on the stage of career development or transition management process to achieve the goal of individual life '**recognition - seeking - preparation - practice**'





4. The Best Practice of Career Education Program

- STP is established in four programs



4. The Best Practice of Career Education Program

- For example of STP-J

1st

Understand of a meaning of transition

Purpose

Understand the meaning of adult & aware of the importance of transition

Activities

1 : My life turning point

Looking back on significant my life moments

2 : Become an adult

Understand becoming an adult

2nd

Ready for the successful transition

Seek the difference between lifestyle of worker and student Find out what is the successful workers quality

3 : High school student vs Workers

Understand the differences of life style as a student and worker

4 : Interview with super worker

Explore the qualities & elements of successful worker

5 : Start-up, Let's challenge

Understand the entrepreneurship process

6 : Go~ go to work place

Job experience and interview with workers

3rd

Manage on change of transition

Preparation about key competency(job duty, personal relationship, time & finance MGMT) in working life

7 : Challenge !! Workplace Competency

Exercise career management skill

8 : Challenge !!

Effective time MGMT

9 : Challenge !!

Build healthy Relationships

Make the good relationship

10: Challenge !!

Learn how to manage my economy

Study the financial management tip

4th

Establish and implement a career plan

Make long-short career plan after high school & set the career goal and vision

11: What are the factors behind my career?

Identify the factors that affect my career path.

12: Establish progressive career goal & explore it

Set your career goals & setting step by step career goals

13: Write my resume & exercise job interview

14: Creating an action plan for Dreams come true

Having good habits to fulfill my dream

Further recommendations & Policy insight

5th

5. Further recommendations & Policy insights

Further Recommendations

Strong Co-operation between Education and Employment

Various career guidance agencies should be more connected with each other

- The Ministry of Education and HR and the Ministry of Labor need to work much more closely with one another
- Ministerial links, local level links, provincial education offices, comprehensive employment security centers, colleges and universities should collaborate much more closely via the **exchange of information and services** to support sustainable career development for all
- These links can generate a **SYNERGY** for supporting life-long career development for various target groups

➤ 5. Further recommendations & Policy insights

Further Recommendations

□ Consolidating Career development Guidelines

National guidelines for career development should be established

- Based on these guidelines, **curriculum for career education** can be developed, **programs** can be designed, **curriculum for training professionals** can be constructed
 - ✓ National Career Development Guidelines of the U.S.A. and Blueprint for life/work designs of Canada are good examples

> 5. Further recommendations & Policy insights

Further Recommendations

□ Strengthening Career Guidance Facilitator's Professionalism

- Staffs of career guidance do not focus on career counseling, but tend to be insufficient to support the career development of students
- More opportunities for training need to be provided
- National competence framework for various levels of career guidance should be established
- Government needs to play a more direct role in reshaping the nature of the career guidance workforce and its qualification and training arrangement

> 5. Further recommendations & Policy insights

Further Recommendations

□ Meeting the Career Guidance Needs of All

- Meeting the career guidance needs of schools, out of school and at-risk youth, adults, and to be linked to work experience is the most important factor
- Programs and reliable information corresponding to the specified needs of various groups such as drop-outs, technical high school students with learning difficulties, college students with learning difficulties, workers in small companies, and the elderly
- Various types of learning can be applied: self-directed learning on the web; group activities, person-to-person counseling; work experience

5. Further recommendations & Policy insights

Policy Insights

1

**Strategic Leadership by Exercising
in Co-operation with Other Stakeholders**

2

**Setting Career Development competencies
within new technology and globalizations**

3

Establishing a Lifelong Career Guidance System

4

**Strengthening Career Development Support System
for All in Life Stage**

➤ 5. Further recommendations & Policy insights

Policy Insights

1

Strategic Leadership by Exercising in Co-operation with Other Stakeholders

- Strategic leadership and co-ordination need to be carried out by governments in co-operation with other stakeholders (such as education and training providers, employers, trade unions, community agencies, students, parents, consumers, and career guidance practitioners)
- Clear strategic leadership is needed to articulate a vision of how career guidance can support lifelong learning and sustained employability

> 5. Further recommendations & Policy insights

Policy Insights

2

Setting Career Development competencies within new technology and globalizations

- The shift to new technology and globalization requires a broader set of career management skills; “hard” (technical) and “soft” (interpersonal and communication) skills are equally important
- career management skills
 - ✓ Managing information, resources, and relationships with people as well as self-management
 - ✓ Flexibility, problem-solving and decision-making ability, adaptability, creative thinking, self-motivation, and the capacity for reflection
 - ✓ Self-knowledge, educational and occupational exploration, career goal development, job search competencies, and ability to take personal responsibility for one’s CD

➤ 5. Further recommendations & Policy insights

Policy Insights

3

Establishing a Lifelong Career Guidance System

▪ Policy makers need to decide

- ✓ When the career guidance process should start
- ✓ How long it should continue throughout life
- ✓ How responsibility for young people should be shared at key decision points such as the transition from school to work or to tertiary education
- ✓ Whether services should be all ages or age-specific
- ✓ What mix of present models and more innovative approaches

> 5. Further recommendations & Policy insights

Policy Insights

4

Strengthening Career Development Support System for All in Life Stage

▪ Government needs

- ✓ to build a career development support system for all without any failures from pre-school to to-be-retired people
- ✓ to support effective transition of school to work, work to school, and home to work
- ✓ to pay attention to the minorities

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

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ÉDUCATION À L'ORIENTATION

Thank you
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