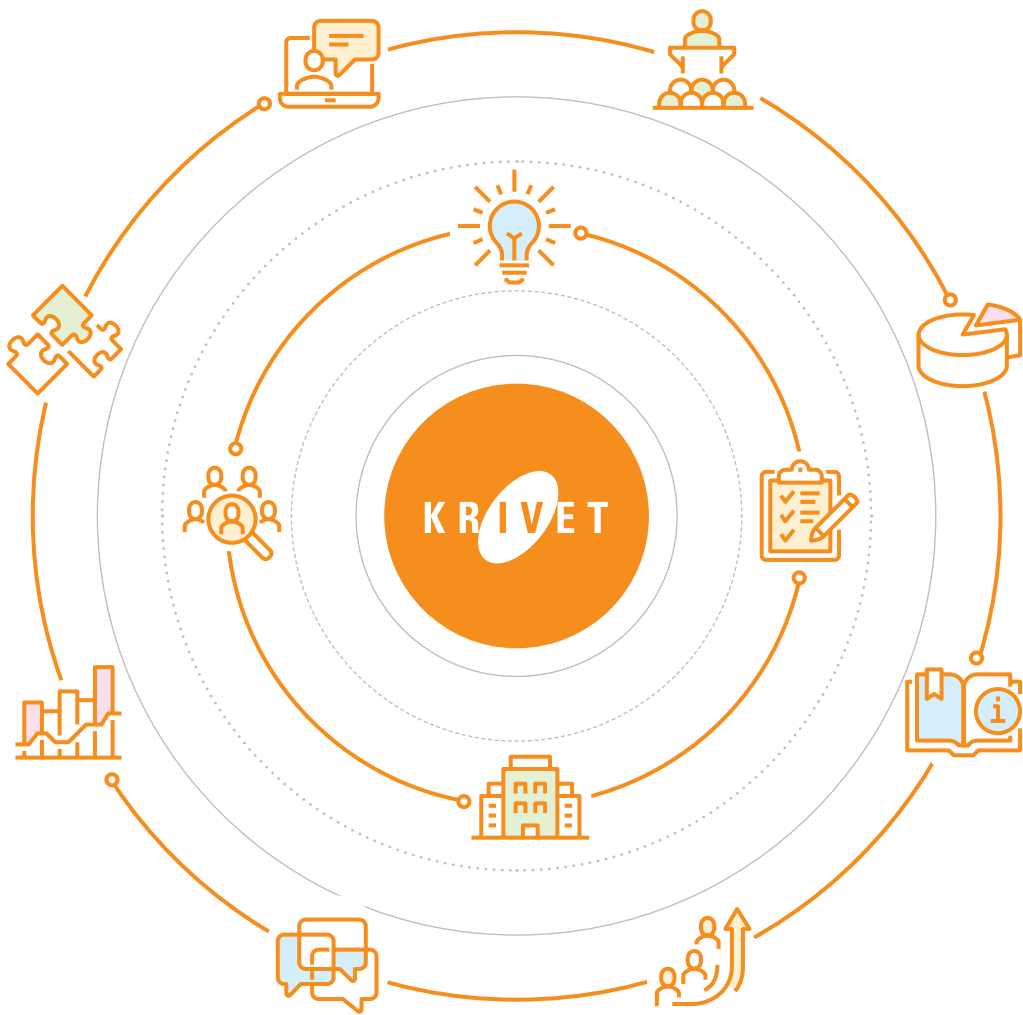
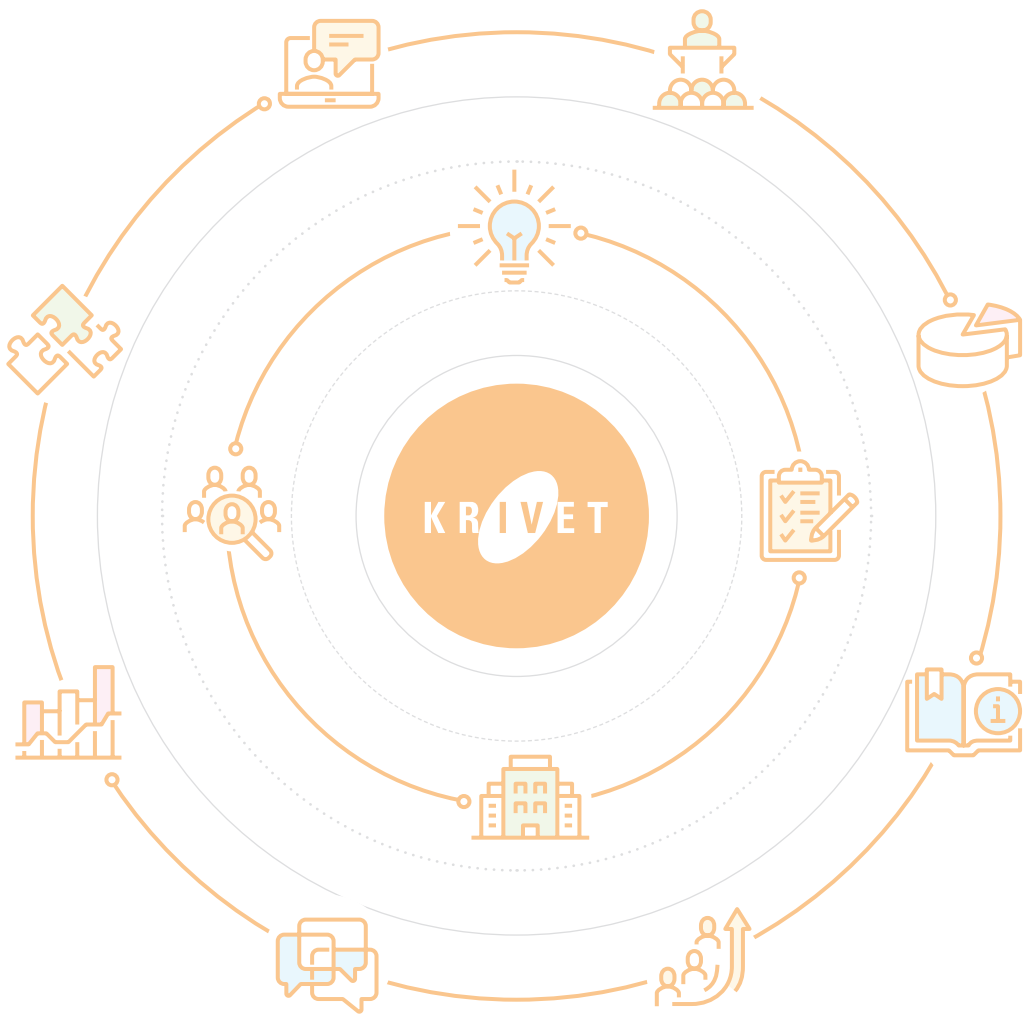


Korea Research Institute for Vocational Education and Training(KRIVET), Leading Career Education in Korea!



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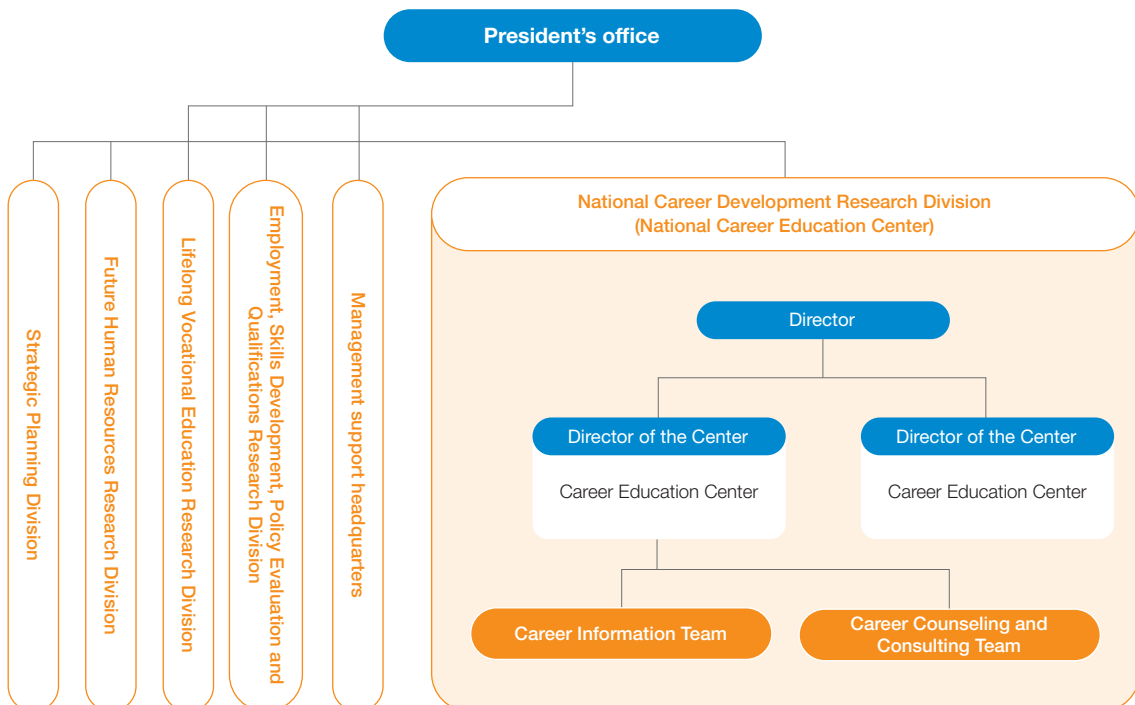
Overview of Career Education Research by the KRIVET

1. The Organization Chart for Career Education
2. Designation as the National Career Education Center and its Operation
3. Responsibilities of the National Career Education Center (NCEC)

1

The Organization Chart for Career Education

- Career education cultivates the career development competency of citizens and promotes public market synergies encompassing education, training, employment, and welfare. Expansion of the opportunities in quality vocational and career experience during adolescence provides practical support in making suitable career decisions.
- The KRIVET operates the National Career Development Research Division in order to support the ‘Establishment of Life-Long Career Development Support System for All Citizens.’ Approximately 30 researchers are involved in research and programs on career education in this division.

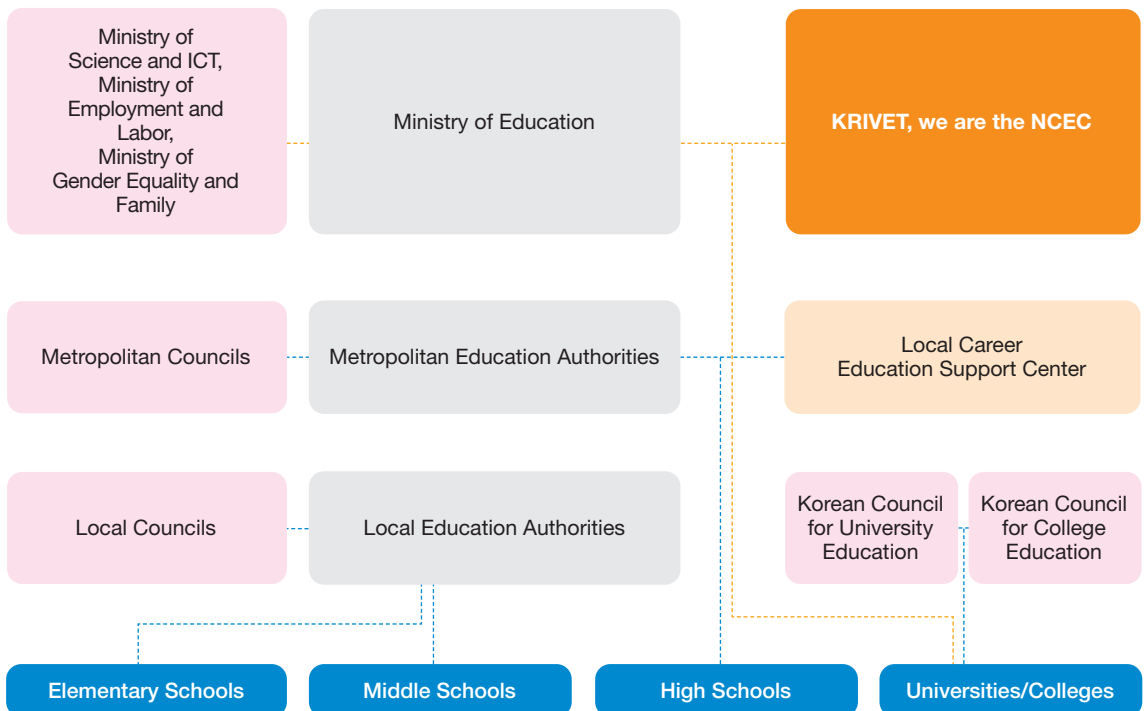


2

Designation as the National Career Education Center and Its Operation

- Building on the R&D expertise, the National Career Development Research Division of the KRIVET was designated as the National Career Education Center (NCEC) by the Ministry of Education in 2017 under the Career Education Act.
- The NCEC is a dedicated institution providing systematic and continuous support for career education at a national level and plays a critical role in the R&D of national career education.

Career Education Executive System



3

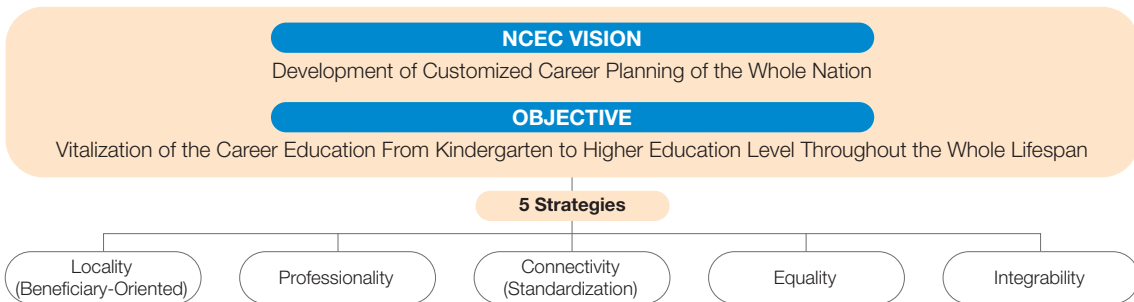
Responsibilities of the National Career Education Center (NCEC)

- Career Education Act stipulates the NCEC to carry out 10 responsibilities.

| Key Tasks of NCEC | |
|---|---|
| 1. Develop Career Education Goals and Achievement Standards | 6. Develop Career Education Contents |
| 2. Develop and Operate CareerNet | 7. Train career guidance teachers |
| 3. Develop Career Psychological Testing | 8. The Career Education Index and Survey for Elementary and Secondary Schools |
| 4. Support Career Counseling | 9. International Exchange and Cooperation in Career Education |
| 5. Develop Career Experience Programs | 10. Additional Requests by the Minister of Education on Career Education |

- Based on the NCEC's responsibilities and the role of National Career Development Research Division as the R&D division, the KRIVET has established the following vision, objective, strategies, tasks and roles.

The NCEC drives the vitalization of Customized Career Planning & Career Education Throughout the Entire Lifespan of the Whole Nation



| 4 Major Tasks & Roles | |
|--|--|
| Development of the Public Policy & Resources | - Research in the Public Policy for Constant Monitoring - Developing the Target Specific Resources & Contents Career Information & Career Guidance |
| Establishment of the National Career Information Network | - Strengthening the Beneficiary-Oriented Career Information Network - Supporting Online Contents(Vitalizing of Platform-Oriented Careernet) |
| Career Counseling & Consulting | - Providing On & Off- Line Career Counseling & Career Information Service - Consulting & Training for Career Education to the Stakeholders |
| National & Global Networking | - Improving the National-Regional Cooperation - Monitoring all the R&D Resources from the Relevant Organizations - International Cooperation in Career Development |

Under the Career Education Act in 2015, the KRIVET(Korea Research Institute for Vocational Education and Training) has been designated as the NCEC as of 13 January 2017. There was no history of the separate department only for career education within the central government

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Development of Career Education Systems in Korea

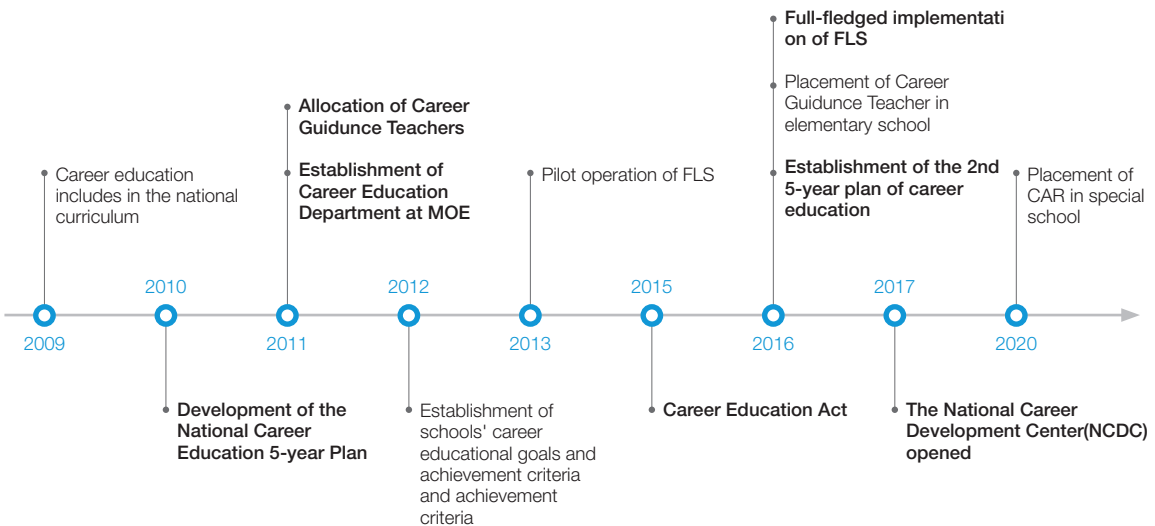
1. Key Systems in Korean Career Education
2. History of Career Education Research by the KRIVET

1

Key Systems in Korean Career Education

1) Timeline of Career Education

- Career Education in Korea has made significant advancement over the past 10 years.
- The foundations for career education were established with the development of the National Career Education Education 5-year plan in 2010, allocation of dedicated career guidance teachers to middle schools and high schools in 2011, and creation of the Career Education Policy Division in the Ministry of Education in 2011.
- Another meaningful development was the Career Education Act in 2015, which rendered career education legally binding.
- Career education was further emphasized with the complete implementation of Free Learning Semester in 2016.
- The 2017 opening of the National Career Education Center in the KRIVET propelled the expansion and advancement of Korea's career education.



1. The First National Career Education 5-Year Plan (2010-2015)



(Vision) Youths that Design their Own Dreams and Future

(Objectives) Support Experience-Driven Career Education to Promote Career Selection Based on Potentials and Aptitudes

<10 Tasks in 3 Policy Areas >

| | |
|--|--|
| I. Enhance Experience Centered Career Education in School | <ol style="list-style-type: none"> 1. Reinforce Career-Work Experience Programs 2. Operate and Expand 'Career Month' 3. Distribute Model Career Education Cases and Certify Exemplary Schools 4. Develop-Distribute Career Education Textbooks and Manuals |
| II. Provide Equal Career Education Services | <ol style="list-style-type: none"> 1. Strengthen Career Education for socially Underprivileged Youth 2. Expand Career Education Support for Multi-culture-North Korea Refugee Youth 3. Establish Career Education-Self-reliance Support System for Alienated Youth |
| III. Advance Career Education Support System | <ol style="list-style-type: none"> 1. Provide and Manage Career Information Systematically 2. Reinforce Statutes and Organizations on Career Education 3. Restructure Career Education Specialist Education and Training System |

2. The Second 5-year Plan of Career Education (2016-2020)

| | |
|---|---|
| Vision | Happy Career Planning that fosters Dreams and Potentials |
|  | |
| Objective | (Student) Enhance Self-driven Career Development Competency (School) Establish Practical Customized Career Education Systems (Society) Actualize People's Happy Life and a Society of Life-long Learning |
|  | |
| 4 Major Categories | 8 Executive Tasks |
| 1 | Strengthen Career Education Competency in Elementary and Secondary Schools <ol style="list-style-type: none"> 1. Institute school educational curriculum reinforced with career education 2. Improve career education specialty in educators and support staff |
| 2 | Expand Subjects of Career Education <ol style="list-style-type: none"> 1. Strengthen career education support for socially disadvantaged groups 2. Support career education for college/university students |
| 3 | Enhance Career Experience <ol style="list-style-type: none"> 1. Secure and affiliate quality career experience opportunities 2. Expand career experience programs |
| 4 | Expand Career Education Infrastructure <ol style="list-style-type: none"> 1. Establish career education support system 2. Restructure CareerNet and strengthen career education for parents |

2) Enactment of Career Education Act

The Career Education Act was enacted in Korea on 23 December 2015

The purpose of the act is to clarify the responsibilities of the nation, states, and schools in providing effective career education, as well as emphasizing the right of students for career education without having anyone isolated. 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 the national growth.

| Chapter | | Article |
|---------|--|---|
| 01 | General Provisions | §1 Purpose §2 Definitions §3 Relationship with other Acts §4 Basic Directions of Career Education §5 Obligations of State, Local Government, etc. §6 Survey of Current Status of Career Education §7 Prohibition of Disclosure of Facts Learned in Course of Performing one's Duties |
| 02 | Career Education in Elementary and Secondary Schools | §8 Goals and Standards of Accomplishment of Career Education §9 Teachers Exclusively Responsible for Coaching Careers §10 Vocational Personality and Aptitude Testing §11 Vocational Guidance Counselling §12 Organization and Management of Vocational Experience Curriculum §13 Interisive Academic Year or Semester for Career Education |
| 03 | Career Education in Universities and Colleges | §14 Career Education in Universities and Colleges |
| 04 | Support for Career Education | §15 National Career Education Center §16 Regional Career Education Center §17 National Career Education Council §18 Support for Vocational Experience §19 Certification of Institutions Providing Vocational Experience Through Provision of Free Education §20 Establishment of Cooperation System, etc. §21 Participation of Guardians, etc. §22 Contents of Career Education §23 Assessment of Career Education of Office of Education of City/? |

What the KRIVET did

- (Form Task Force Team (TFT)) Formed the TFT for the enactment of Career Education Act enforcement decrees and rules
 - Supported the compilation of commentary on Career Education Act and enforcement decrees and rules
- (Conducted Foundational Research)
 - (2012) Research on the Amendment of Legal System for the Promotion of Career Education, Research Report.
 - (2015) Significance of the Enactment of Career Education Act and Basic Principles of Enforcement Decrees, Issue Paper
 - (2016) Research on the Current State of Career Education Execution and Tasks under the Career Education Act, Research Report.

3) Allocation of Career Guidance Teachers

Career Guidance Teacher Policy

This policy provides the high quality of career guidance, counseling and information to students. Based on the Career Education Act, School must have one career specialist teacher at every elementary and secondary school.

The career specialist teacher is allocated to every each school after receiving a 570 hours of in-service training programs. The teacher who has obtained the qualification of the career guidance teacher can lead the comprehensive career guidance service to students, parents and other fellow teachers at the school.

In 2016, the placement of career guidance teacher extends from middle and high schools to elementary schools.

In 2019, the allocation ratio of career guidance teacher in elementary & secondary school is 96.4%, which allows students to receive career development support by advanced specialized teachers.

Duties of the career guidance teacher in secondary school(middle/high)

1. Head of school career education as a director of career guidance consultation
2. Establishment and operation of school career course operation plan - Support for career education intensive grade semester system and Organization and operation of career experience curriculum
3. Career and Job class, career activity guidance(less than 10 hours per week) during creative experience activity
4. Career consultation(more than 8 hours per week on average)
5. Planning and operation of career activity
6. Personalized career(job&school path) guidance at the school level-personalized career guidance based on linkage among school life records & information of elementary, middle and high school level
7. Support on career design for students entering post-employment
8. Support for writing the career and learning plan
9. Career portfolio map
10. Utilization and consulting of psychological examination related to career education(on CareerNet or others)
11. Planning and operation of career exploration activities in & out of school
12. 'Strengthening career education capacity for in-school teachers Training' management
13. Career training and consulting for parents
14. Network management with local community and related organizations such as talent donation for career education
15. Other career-related matters designated by the school principal

4) Operation of Free Learning Semester

What is the Free Learning Semester?

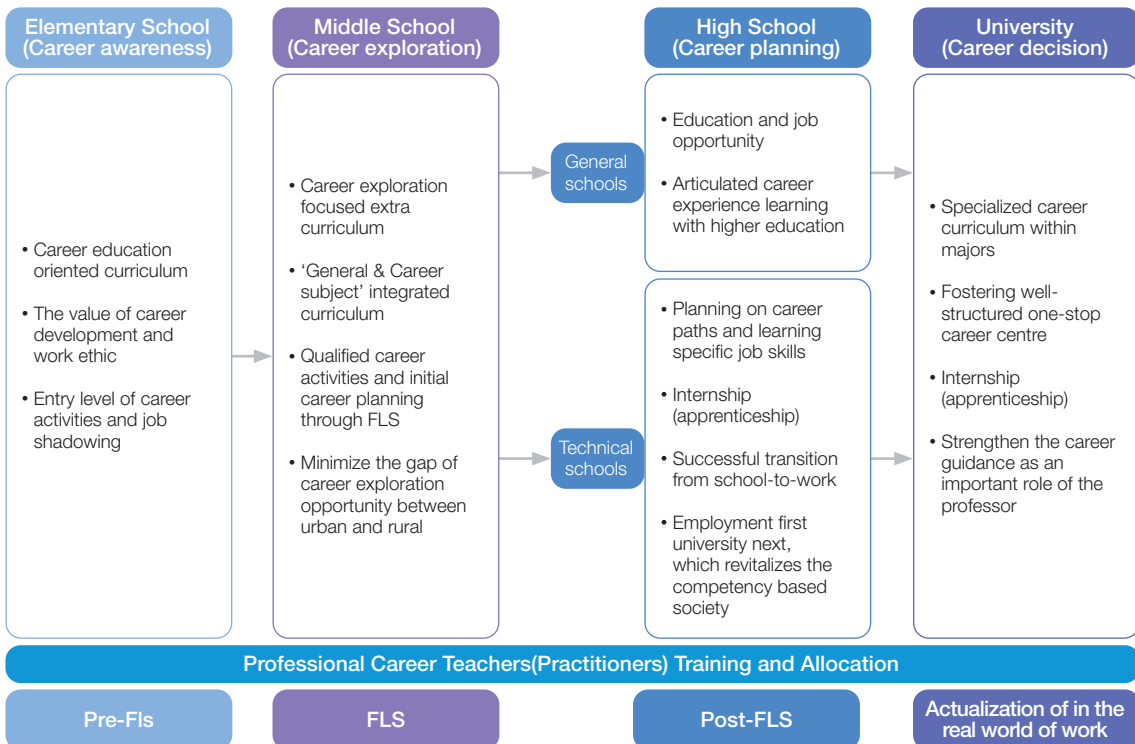
- Free Learning Semester (FLS) was implemented to allow middle school students to engage in

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various experience-based learning opportunities and explore career options through exemptions from written mid-term and final examinations for a semester

- FLS lasts one or two semesters, during which, students learn under flexible curricula. It aims at strengthening career education and allowing students to experience various career-related activities
- The FLS in South Korea has been in full force since 2016 with an aim of encouraging students to have opportunities to explore careers for their future and grow better in school.
- The FLS puts an emphasis on career education leading a process of “recognition of career in elementary school”, “career exploration in middle school”, and “career design and preparation in high school.”
- Implementation of the FLS curricula enables students to participate in classes and hands-on activities out of the center of knowledge and competition

Free Learning Semester within School Career Development Flow



How is the school life during the FLS?

The school life during the FLS in South Korea can be divided into the class-based learning and the free-academic activities.

- 1) The classes are held and conducted in a way that allows students to take part in a variety of courses, such as discussions, experiments, practical exercises, and project learning
- 2) The free-academic activities include career exploration, club activities, arts and sports activities, theme-selection activities and others.

Among those activities, most importantly, career-related activities are systematically composed to help students search for their interests and aptitude and design their own future. Examples include organizing career trips, workplace experiences, job shadowing, career examinations, and special lectures from guest lecturers.

History of Career Education Research by the KRIVET

- August 25 in 1999, Career Vocational Information Center was first established in the KRIVET based on “A Five Year Plan for Educational Development.” CareerNet, an online career information platform, launched in December 1999. Since then, various career counseling services and career guidance programs have been developed and operated.
- Cyber career counseling expanded, and an online-based career exploration program was developed between 2001 and 2004. The KRIVET further developed its capacity through playing key roles such as supporting teacher training and fostering career guidance teachers and pursuing the integration among the Ministry of Education – Metropolitan/Provincial Offices of Education at a further advanced form.
- From 2005 to 2011, the KRIVET transferred effective cyber career counseling knowledge and technology based on accumulated career counseling data and know-hows from CareerNet. Furthermore, the KRIVET supported the invigoration of expertise in career education while reinforcing the vertical integration system between central-regional-unit schools and forming the Council on National Career Education. This was a relatively stable period in terms of budget and infrastructure.
- Demand for career education support program surged in 2011 with the creation of the Career Education Department under the Ministry of Education. The KRIVET supported career education policy and initiatives by performing key R&D functions for career education, responsible for research and programs amounting to KRW4 billion to 6 billion annually.
- In 2014, the KRIVET was designated as the ‘Free Learning Semester Career Exploration Support Center’ to allow students participating in the FLS to experience career exploring activities. The KRIVET led the formation of the career experience infrastructure.

- Career Education act was proclaimed in 2015. The legal framework for career education was established during this period, and all aspects of career education advanced significantly.
- Between 2017 and 2020, the KRIVET was designated as the National Career Education Center (NCEC). The KRIVET will lead career education policies and carry the future of Korea's career education as the central institution of related R&D.

With its origins in Korea Educational Development Institute's UNESCO program in the 1980s, Korea's history of career education R&D matured and developed through adaptations to 40 years of major and minor changes. At the center of the latter 20 years stands the KRIVET's National Career Development Research Division. Its titles changed according to the KRIVET's organizational change: Career Guidance Team → Career Information Center → Career-Vocational Information Center Career Education Center → National Career Education Center. However, its functions as the national centre of R&D for career education remained the same. The main achievements of the KRIVET in career education research program are discussed in the next chapter.

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Achievements on Research Programs by the KRIVET

1. Quality Management of Career Education at the National Level
2. Providing Career Information through ICT
3. Career Education Contents for Educators
4. Career Education Research Project for Socially Underprivileged Youth
5. Research Programs to Enhance Career Experience Activities
6. The Results of Occupational Research: Career Information Gathering

Quality Management of Career Education at the National Level

1) Career Education Goals and Achievement Standards Development

- Following the enactment of the Career Education Act (proclaimed June 22, 2015), the KRIVET developed a systematic national level career education goals and achievement standards for school curricula based on students' developmental stage and school type (Jeong et al., 2015)
 - Following the establishment of the national-level career education goals and achievement standards based on the KRIVET's research results, the Ministry of Education officially proclaimed the "2015 School Career Education Goals and Achievement Standards"

- Objectives of School Career Education

Students are to creatively develop and continuously improve their careers independently, in order to strengthen the ability to live a happy life as a mature democratic citizen.

- First, establish positive self-awareness, have an objective understanding of potentials and aptitude, and develop the competency to establish effective relationships and communicate with others.
 - Second, understand the importance and value of work and jobs, variety and changes in the world of work, and cultivate a healthy work value.
 - Third, develop the ability to actively and systematically explore, experience, and utilize educational opportunities and occupational information associated with one's career.
 - Fourth, cultivate the competency to creatively design and establish appropriate career plans based on self-understanding and various career exploration.
- Career Education Goals by School Level
 - Career Education Goals of Elementary School

Form an understanding of self and work, and positive values; cultivate the foundations of career development competency that allows the student to discover dreams and to design a career path, based on various career exploration and experience.

- Career Education Goals of Middle School

Further develop the foundations of career development competency cultivated in elementary school; design and prepare career during and post middle school through exploring various world of work and educational opportunities.

- Career Education Goals of General High School

Establish one's career goals based on an understanding of changes in the future world of work; form post-high school career plans from detailed information collection and develop competency to execute the career plan.

- Career Education Goals of Specialized High School

Establish career goals based on an understanding of industry demand and changes in future world of work, and develop competency through detailed information exploration to form and execute post-high school career plans.

• Revisions in the Organization Structure of School Career Education Goals and Achievement Standards

- School Career Education Goals and Achievement Standards are organized in 4 major categories and 8 sub-categories

- 17 elementary school, 18 middle schools, 18 general high schools, 19 specialized high schools: detailed goals are assigned to each schools level. 38 elementary schools, 48 middle schools, 47 general high schools, 49 specialized high schools: Achievement Standards are assigned to each schools level

• Detailed Career Education Goals of Middle School

| Major Category | Sub-category | Detailed Goals |
|---|--|---|
| I. Develop Self-understanding and Social Competency | 1. Form self-understanding and positive self-awareness | Strive to possess self-efficacy by developing self-appreciation. |
| | | Explore various personal qualities such as interests, aptitude, personality, and values. |
| II. Understanding the World of Work and Jobs | 2. Develop competency in inter-personal relationship and communication | Understand the importance of inter-personal relationships, and cultivate inter-personal competency appropriate to the counterparty and situation. |
| | | Understand the importance of communication in social life; comprehend and utilize effective communication methods. |
| II. Understanding the World of Work and Jobs | 1. Understanding the changing world of work | Know the role of jobs and explore various types of vocations. |
| | | Explore the developments in the world of work coming from social changes. |
| | | Understand the meaning of and simulate start-ups and job creation. |

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| Major Category | Sub-category | Detailed Goals |
|---|--|---|
| II. Understanding the World of Work and Jobs | 2. Form healthy work values | Explore various values that influence career selection. |
| | | Understand the work ethics and rights as a professional. |
| | | Reflect on stereotypes and biases associated with jobs and examine improvement methods. |
| III. Career Exploration | 1. Explore education opportunities | Understand the importance of learning in career and adopt a self-driven attitude to learning. |
| | | Explore various information on types and traits of high schools. |
| | 2. Explore occupational information | Explore detailed occupational information from various means and experience-focused activities. |
| | | Analyze collected information on occupations and utilize it for job understanding. |
| IV. Career Design and Preparation | 1. Develop career decision making abilities | Cultivate career decision making ability. |
| | | Search career barriers that affect career selection and find solution methods. |
| | 2. Career design and preparation | Establish provisional goals and plans on future career based on personal traits. |
| | | Form and prepare high school advancement plans based on career goals. |

2) The Career Education Index and Survey for Elementary and Secondary Schools

- Under Article 6 of the Career Education Act, current state survey on personnel, facilities, programs, awareness, and requests on career education in elementary and secondary schools are conducted annually
 - Analyze the accomplishments and effects in career education from activation of career education in classrooms, and utilize the survey as a fundamental resource in career education policy-making

- Progress Timeline
 - Implemented current state survey on school career education (2007-2015)
 - School career education current state survey designated as nationally certified statistic (July 24, 2015)
 - Replaced nationally certified statistic title with the Career Education Index and Survey for Elementary and Secondary Schools (July 1, 2016)
 - Implementation of the Career Education Index and Survey for Elementary and Secondary Schools (2016-2020)

• Survey Outline

- (Survey Objective) provide the fundamental information to comprehend the current status, analyze the trend, survey the awareness, and utilize for policy-making of career education in elementary and secondary schools
- (Survey Subjects) Elementary and middle school students and parents, career guidance teachers, homeroom teachers (high school), school administrators
- (Survey Size) Total of 1,200 schools (400 each from elementary school, middle school, and high school) from 11,657 schools nationally. 24,000 students, 24,000 parents, 2,800 teachers totaling 50,800 individuals
- (Survey Method) Online survey is implemented through a survey specialist institution. Mail (parents' notices) and mobile survey conducted in parallel for survey participants with difficulty responding to the web-based survey
- (Survey Contents) 130-160 items including career education environment (staffing and facilities), career education programs and resources, career guidance teacher competency development, satisfaction level, and requests

• Processing System

- (Ministry of Education) Current state survey oversight management and plan general direction of the survey
- (KRIVET) Design questionnaire and sampling, verify data, and draft report
- (Metropolitan/Provincial Offices of Education) Publish official document and request response cooperation to schools under district offices of education
- (Schools) Conduct teacher, student, parent survey led by career guidance teachers

• Survey Contents of Career Guidance Teachers (Secondary School)

**<Career Education Index and Survey for Elementary and Secondary Schools Contents
(Secondary School Career Guidance Teachers)>**

| Survey Category | Survey Contents (Middle School-32 Questions, High School-32 Questions) |
|------------------------------|---|
| Career Education Environment | <ul style="list-style-type: none"> • Establish school career education plans • Allocation and operation of school career education budget • Form school career education organization • Professional support staff for career guidance teachers • Create dedicated space for school career education • Utilization of Career Exploration Support Centers and start-up exploration center • Designation status as research, pilot, or lead school |

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| Survey Category | Survey Contents (Middle School-32 Questions, High School-32 Questions) |
|--|---|
| Career Education Contents | <ul style="list-style-type: none"> • Selection of “Careers and Occupations” as class and subject in curriculum • Career education integrated with the curriculum • Allocate career activities in creative experience activities • Career Psychology Test • Career advice methods and volume • Career experience operation volume • Career education through extracurricular clubs • Career education for parents • Entrepreneurship and start-up experience education • Academic and career advancement support program |
| Cooperation between Career Education and Local Community | <ul style="list-style-type: none"> • Operate school council for career education |
| Career Education Program | <ul style="list-style-type: none"> • Utilize career education-related • Sources of acquiring career education program materials |
| Performance Competencies of Career Guidance Teachers | <ul style="list-style-type: none"> • Performance capacity and task priorities of career guidance teachers • Voluntary training for career education |
| Awareness and Requests | <ul style="list-style-type: none"> • School administrators’ awareness and support level for career education • Integration between the career guidance teacher and homeroom teacher • Elements to invigorate school career education • Opinions to invigorate and improve school career education |
| Satisfaction Level | <ul style="list-style-type: none"> • Satisfaction level of the Career Education Index and Survey for Elementary and Secondary Schools |

3) The Career Education Index and Survey for Universities

- Survey Objective
 - Regularly comprehend the current state of career education through the survey and analysis of factors such as conditions, operating status, achievements, and awareness of career education in elementary school, secondary school, and university classrooms, and further utilize the survey to establish career education policies
 - Objectively understand the realities of schools operating career education and gain students’ subjective evaluation, the recipient of career education, to identify the status of Korea’s career education and implications for the way forward
 - Derive career education indices from career employment support survey to verify the career education aimed by the government and quality of university level career education

- Survey Subjects
 - (University) 339 Universities and Junior Colleges in Korea

: As of 2019, 191 universities (including branch schools), 10 universities of education, 136 2·3 year vocational colleges, 2 industrial universities

- (Students) Sample survey of 2 students from each class in all departments (majors) from each institutions

• Contents of the Survey Questionnaire

< Institution Survey Questionnaire Items >

| Category | Contents |
|--|---|
| General Attributes | <ul style="list-style-type: none"> • Institution category, location, name |
| Plans, Organization, and Personnel | <ul style="list-style-type: none"> • Establish support plans for career and employment/start-up • Whether demand survey on students' career and employment/start-up were conducted • Career and employment/start-up support organization's budget, staffing status, and staffs' experience level • Support for strengthening staffs' specialization • College or Department level staffing and organization status • Difficulties in operating career and employment/start-up organization |
| Curriculum | <ul style="list-style-type: none"> • Status of career and employment/start-up education and guidance curriculum • Difficulties in operating career and employment/start-up classes as formal curriculum |
| Program and Service | <ul style="list-style-type: none"> • Status of career and employment/start-up support programs and services • Contents of career and employment/start-up support for disabled students • Contents of career and employment/start-up support for socially underprivileged students • Challenges in operating career and employment/start-up programs and services |
| Faculty Participation and Student Support System | <ul style="list-style-type: none"> • Cooperation level of departmental full time faculty when conducting career and employment/start-up programs • Operating career and employment/start-up faculty advisor program • Status of faculty support in career and employment/start-up education and guidance • Support to raise awareness for career and employment education • Operation status of Career Exploration Credit System for career and employment/start-up • Career and employment support systems for students(School regulation, code, etc.) • Start-up competency development and support systems for students (School regulation, code, etc.) |
| Online System and Related Network | <ul style="list-style-type: none"> • Current status and challenges in operating career and employment/start-up support online systems • Whether or not related networks are in operations and difficulties • Necessary support to strengthen integrations with related networks |
| Support on Demand | <ul style="list-style-type: none"> • Challenges and request for support for university level career and employment/start-up education and support • Necessary support to overcome challenges in university level career and employment/start-up education resulting from public health crisis in 2020 |

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< Student Survey Questionnaire Items >

| Category | Contents |
|---|--|
| General Attributes | <ul style="list-style-type: none"> • University name, college name, department name, major, entry year, class, gender, military requirement, age |
| University Matriculation and Career Education Experience in Middle and High Schools | <ul style="list-style-type: none"> • University/department selection criteria • Information comprehension when selecting university/department • Person/people who influenced university/department selection • Experience and degree of usefulness of middle school and high school career education • Experience and degree of usefulness of start-up exploration education during middle school and high school |
| University Life and Career Plans | <ul style="list-style-type: none"> • Satisfaction level of overall university, department, and university's career education • Need to strengthen support for career and employment/start-up education and support in universities • Concerns on university life • Career plans post university graduation • Values in career and vocation |
| Experience of Career Education in University and Requests | <ul style="list-style-type: none"> • Awareness and utilization of university's career and employment/start-up support organization • Enrollment in university career and employment/start-up education classes and satisfaction level • Experience with and satisfaction level of university career and employment/start-up service • Experience with and helpfulness of university career and employment/start-up curriculum and service • Utilization level of university career and employment/start-up support online system • Request for university career and employment/start-up support • Availability of career and employment/start-up experience opportunities and activities students need |
| Career Attitude and Competency | <ul style="list-style-type: none"> • Career attitude and actions, employment preparation, entrepreneurship and founders' awareness • Support request for career preparation |

- Research Methodology

- (University) Web survey: Survey response staff logs on to the survey website and complete survey after selecting "University Staff"
- (Student) Web or mobile survey: University staff delivers the survey website information to the sampled students through the department office (teaching assistants). Sampled students login on the survey website (URL) through PC or mobile, begin survey after selecting "Student"

2

Providing Career Information through ICT

1) Career Information Network, “CareerNet” Service

- The KRIVET started CareerNet service in 1999 to support the career development of the public
- By providing aptitude and interest tests, Career information network, CareerNet helps users to reach self-awareness. CareerNet supports the public’s career design and career choices by providing information on jobs, majors, and education.
- Schools and 17 metropolitan and provincial offices of education obtain and utilize information on career education through CareerNet.
- CareerNet is used in the classroom by integrating curriculums such as elementary school and middle school subjects.



- Main Services of CareerNet
 - Career Psychology Test: Provide useful information on career decisions and help users’ self-understanding.
 - Career Counseling: Provide career counseling services to youth, parents, undergraduate students, and adults struggling with career challenges.
 - Information on Career and Major : Provide a variety of information on career learning to support career guidance activities and further understanding of career exploration and career education.
 - Career Video Clips: Provide various career-related video clips so that youth can access career information in a fun and easy way.
 - Career Education Resources: Provide various career guidance programs/manuals and information for teachers
- CareerNet’s Occupational Information
 - Occupational Information: Provide information such as overview, employment statistics/contact institutions, career outlook on 454 representative occupations.

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- Future Jobs: Provide information on future jobs for users to have sufficient information on the Fourth Industrial Revolution and future jobs.
 - Overseas Jobs: Introduce occupations in major developed countries such as the U.S., Britain, Japan, Canada, and Australia.
 - Career Interview: Provide career interviews with field expertise in various fields and leaders in all social corners.
- College Major Information on CareerNet
 - Provide information on the main high school majors (56) for future high school students
 - Provide information on 315 college majors and 201 junior college majors for future junior colleges and university students
- CareerNet Career Video Clips
 - Provide 857 videos on various careers and majors by target users, career education categories (career goals and achievement standards), and year.

- CareerNet Subscribing Users

| Year | Duration | Subscribers | Individual Users | | | | | | Institutional Users |
|------|--|-------------|-------------------|---------------|-------------|----------------------|---------|----------|---------------------|
| | | | Elementary School | Middle School | High School | College / University | General | Teachers | |
| 2018 | 1 year | 1,475,700 | 64,595 | 655,497 | 573,081 | 75,552 | 75,628 | 17,890 | 13,457 |
| 2019 | 1 year | 1,353,525 | 67,623 | 568,849 | 530,157 | 75,600 | 75,998 | 20,954 | 14,344 |
| 2020 | first and second quarters (January-June) | 1,275,115 | 41,738 | 550,772 | 523,500 | 64,091 | 20,450 | 59,711 | 14,853 |

- Main Services of Career Information Network CareerNet by User Category

< CareerNet's Core Contents by Target Users >

Concept by User Categories / Provide Core Contents / Improve Accessibility and User Experience

| Elementary School Student | Middle School Student (14-16-year-old youth) | High School Student (17-19-year-old-youth) |
|--|--|---|
| Connect Junior CareerNet Services | Emphasize jobs and career exploration | Emphasize information on higher education in consideration of high school uniqueness |
| Introduce Junior CareerNet and Redirect to Main Page | <ul style="list-style-type: none"> • Career Psychology Test for Youth • AroPlus • Career Counseling • Occupational Information • Career Interview • Career Video Clips • Events | <ul style="list-style-type: none"> • Career Psychology Test for Youth • AroPlus • Career Counseling • Occupational Information • Major information • School information • Events |

| University Students/General | Parents | Teachers |
|--|---|---|
| University Student/General Psychology Test and General Contents | Contents that can be Utilized for Children's Education | Contents that can be utilized for students' education at schools |
| <ul style="list-style-type: none"> • University Student/General Career Psychology Test • Career Counseling • Occupational information • Career Education resources • Events | <ul style="list-style-type: none"> • Career Newsletter Dream Letter • Career Recipe • Career Video Clips • Career Education resources • Events | <ul style="list-style-type: none"> • Career Education Resources • Career Video Clips • Occupational Information • Major Information • Events • Notice |

Source: Han et al. (2019)

• CareerNet Integrated Member Service

- In addition to CareerNet, Korea has Remote Video Career Mentoring, and YEEP (Youth Entrepreneurship Experience Program)
- The services of Career Information Network CareerNet, Remote Video Career Mentoring, and YEEP (Youth Entrepreneurship Experience Program) can be accessed with a single ID

Career Information Network CareerNet



<https://www.career.go.kr/cnet/front/main/main.do>

Support career design through opportunities to explore aptitude, interests, and information on jobs and college majors

Remote Video Career Mentoring



<https://mentoring.career.go.kr/school/index.do>

Provide the youth with up-to-date career information through the mentoring of professionals.

Youth Entrepreneurship Experience Program (YEEP)



<https://yeep.kr/main/main.do>

Provide various programs to cultivate entrepreneurship and creative career development competency

Career Experience Network Ggoomgil



<http://www.ggoomgil.go.kr/>

Manage various career experience programs and sites, and match participating schools to support elementary, middle, high school students' career experience activities

< CareerNet's Core Contents by Target Users >



- Junior CareerNet Service
 - Provide elementary school students with specialized services. Its design and interface have been developed considering target users, elementary school students.
 - Key Components of Junior CareerNet
- Explore Myself: Career Interest Exploration for lower-grades students, Career Interest Exploration (Interest Search Program) for higher-grades students, Explore Myself with Career Cards
- Career Information Search: Junior Career Video Clips, Junior Occupational Information, Information on Future Jobs, Jobs in Future Society
- Concerns for a Future Career : Consists of Career Explorer, Help Me Friends, Career Counseling

< CareerNet's Core Contents by Target Users >



2) Online Career Counseling

- CareerNet, operated by the KRIVET, provides career counseling services.
 - CareerNet provides 1:1 career counseling service and career solution service.

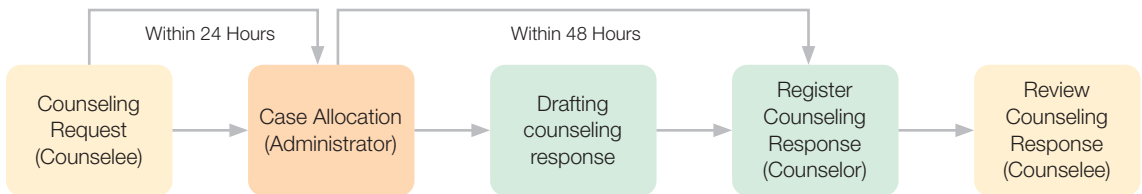
* Four topics of career counseling

- ① [Self-understanding and exploration] Recognize personal traits (interests, aptitude, values) and jobs and majors that fit oneself
- ② [Psychological Support] Career adaptation, anxiety and lack of confidence, differences of opinions and conflict
- ③ [Career Information Search] Information on school and major, occupational information, qualifications and certification information, employment and vocational training information, types of psychological tests, and interpretation methodologies
- ④ [Career Plans and Decision Making] Major and department, academic advancement, learning and grades, employment and vocational training, adjusting career decisions

- Use of Methods

- Once users request career counseling, CareerNet matches professionals from related fields for customized career counseling
- The user can choose to make his/her counseling session private or public.

< The sequence of CareerNet 1:1 Career Counseling f Operation >



- 10-Year Counseling Volume from 2009 to 2018

- Total of 130,246 users have received counseling for the past 10 years, averaging 13,024 CareerNet counseling cases per year

< Counseling Volume by Year (2009-2018) >

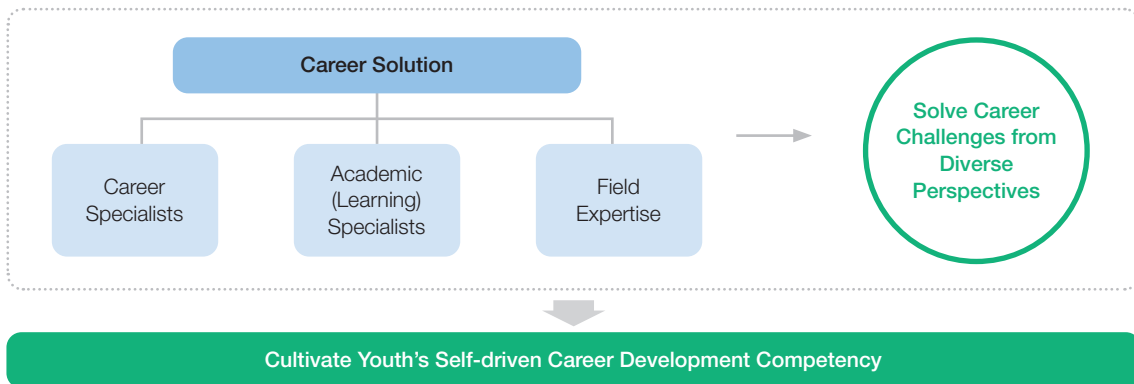
(Unit: people/cases, %)

| Year | Users | Counseling Request Volume | Gender (Request Volume) | | User Type (Request Volume) | | | | | | |
|-------|---------|---------------------------|-------------------------|---------|----------------------------|---------------|-------------|---------------------|----------|---------|---------|
| | | | Male | Female | Elementary School | Middle School | High School | University/ College | Teachers | General | Parents |
| Total | 130,246 | 155,650 | 53,088 | 102,562 | 7,888 | 49,392 | 79,067 | 10,581 | 48 | 8,292 | 382 |
| | 100.0% | 100.0% | 34.1% | 65.9% | 5.1% | 31.7% | 50.8% | 6.8% | 0.0% | 5.3% | 0.2% |

Source: Ji-Yeon Lee, et al. (2019)

- Career Solution

- Each month, the concerns and questions of youth on one selected job and its field are collected, and then, “Career Solomon” consisting of career, academic, and vocational professionals, provides a comprehensive response



Source: Lee et al. (2019)

- “Career Solomon,” consisting of career, education (learning), and field expertise, provides a diverse set of information and comprehensive solution to various career questions youth have.
- Specialists are professionals in career, academics (learning), and vocation, who provide expert information and advice to youth on questions or challenges surrounding a certain job and career field.
- Career Solution Topic – Selected monthly based on career fields frequently asked by youth on CareerNet career counseling

3) Career Psychometric Testing Development and Online Service

- Career Psychometric Test

- Support self-understanding by providing tests measuring career interests, aptitude, and values.
- Help users to access information on a suitable job and university major, which helps them to solve career challenges, and provide useful information to make decisions.
- CareerNet provides five types of services designed for middle and high school students: Vocational Aptitude Test, Work Values Test, Career Maturity Test, Vocational Interest Test (K), and Vocational Interest Test (H)

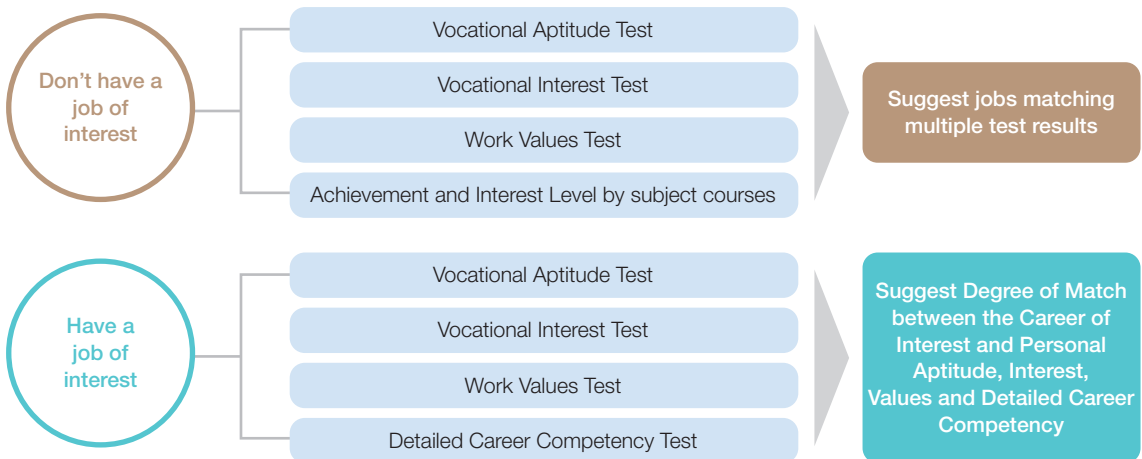
< Psychometric Test for Middle and High School Students >

| Test | Key Features | Length |
|------------------------------|--|------------|
| Vocational Aptitude Test | A test to see how well one has the specific skills associated with the job | 20 Minutes |
| Work Values Test | A test to discover which of the various values associated with a job one desires to satisfy. | 10 Minutes |
| Career Maturity Test | A test to identify how well equipped with the necessary attitude and abilities needed to plan and prepare for a career. | 20 Minutes |
| Vocational Interest Test (K) | A test developed based on Koofer theory; test identifies factors that interest an individual about a job. | 15 Minutes |
| Vocational Interest Test (H) | A test developed based on the Holland type; the test identifies one's Holland Interest type and specific interests related to a job. | 20 Minutes |

< GaerNet Psychometric Test Usage Volume >

| Year | Vocational Aptitude | Work Values | Career Maturity | Vocational Interest (K) | Vocational Interest (H) | Total |
|------------------------|---------------------|-------------|-----------------|-------------------------|-------------------------|-----------|
| 2017 | 534,587 | 307,564 | 135,180 | 298,219 | 229,087 | 1,504,637 |
| 2018 | 496,130 | 262,032 | 111,510 | 266,587 | 243,633 | 1,379,892 |
| 2019 | 480,140 | 258,410 | 102,213 | 206,276 | 224,643 | 1,271,682 |
| 2020 (January-July) | 782,753 | 457,183 | 278,312 | 323,728 | 558,374 | 2,400,350 |

• Career Exploration Program AroPlus



- Career Explorer Program AroPlus is a program designed for youth to uncover career options through self-understanding and career interests.
- This program provides two channels of career exploration: 1) career exploration through self-understanding and 2) career exploration through career interest.

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1) Career exploration through self-understanding – Explore personal traits and discover related careers.

: Provides a comprehensive integrated understanding of multiple tests such as vocational aptitude, work values, vocational interest, which originally were individually analyzed.

2) Career exploration through career interest – Can examine if the existing career of interest matches the individual.

: Provides information on an individual's characteristics related to a specific vocation

- Career Exploration Program for Elementary School Students

- CareerNet developed and services Career Interest Exploration (1-3 grades) and Career Interest Exploration (4-6 grades) as programs for elementary school students.

- The results page for Career Interest Exploration is displayed in an easy way to understand with as many graphs and images as possible for elementary students.

- Designed considering that job interest could change, and that students can achieve their goals by developing interest in areas.

< Career Interest Exploration (Upper Class) Results Table Items >

| Category | Contents |
|--|--|
| Results of My Career Interest Type | <ul style="list-style-type: none"> • Suggest interest type utilizing the Holland Code hexagon model. • Provide response integrity category to prevent the insincere response from students. • Provide previous test results together to allow comparison. |
| Traits and Recommended Jobs of My Main Interest Type | <ul style="list-style-type: none"> • Suggest recommended careers based on the two most notable interest types • Linked career name to CareerNet's 'Junior Occupational Information' page, so the page will be directed when clicked. |
| Introduce Career Interest Exploration | <ul style="list-style-type: none"> • Introduce Holland vocational interest theory, explain the objectives and expected benefits of the program |
| Traits by Holland Interest type | <ul style="list-style-type: none"> • Introduce personalities and interest traits by each Holland Interest type |
| Study Methods by My Interest Type | <ul style="list-style-type: none"> • Describe frequently observed learning habits from each interest type; suggest an effective learning method which supplements relative weaknesses |
| Rational Career Decision Process | <ul style="list-style-type: none"> • Suggest the sequence of steps to reach a career decision by utilizing the rational career decision-making process |
| Post Program Follow-up Activities | <ul style="list-style-type: none"> • Explore careers related to an individual's interest identified by the program |

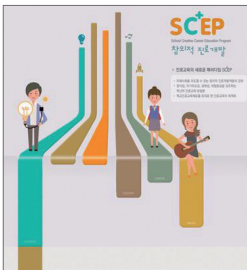
Source: Sang Geun Han, Yun Kyeong Jeong, Yoojeong Nadine Seo, et al. (2017)

Career Education Contents for Educators

1) Educational Contents for Educators

- The KRIVET has been publishing various teaching materials to support elementary and middle school teachers' career education classes.
- With lifetime career development in consideration, the KRIVET is creating career learning materials organically integrated through elementary and secondary school education.

(1) SC⁺EP(School Creative Career Education Program)



In-school career education program built on “In-school Career Education Goals and Standards of Accomplishment” with a focus on creativity, independence, lifelong, and experience to allow a structured in-school career education.



The Goals and Achievement Standards of School Career Education

National goals and standards of school career education: it allows systematic learning of lifelong career development competencies throughout elementary and secondary curriculum



Site of Creative Career Development Activities

Program focused on tailored activities at elementary, middle, high school levels based on in-school career education goals and achievement standards



“Careers and Occupations” Smart Book

Smart Book delivered in the form of application and webpage to supplement “Careers and Occupations” classes in middle school and high school “Music and Career”



“Music and Career”

Program designed to cultivate elementary and middle school students with cooperation, creativity, and entrepreneurship through music



Dream Searching Through Theater

Program with enhanced elements of theater in elementary and secondary school level creative career development activities



Wi-Fi Entrepreneurship and Career

Program with enhanced mock entrepreneurship activities in elementary and secondary school level creative career development activities

(2) Career Guidance Programs at School Transition Periods

- Program designed to assist elementary school 6th grade, middle school 3rd grade, and high school seniors (3rd grade), who are in school transition periods, for a well-prepared and smooth transition into the upper school level (or employment)

- **STP-E Manual Book (School Transition Program for Elementary School)**

Communicate to elementary school 6th grade students the context and meaning of changes in middle school to assist a streamlined adjustment into the upper school level

- **STP-M (School Transition Program for Middle School)**

Communicate to middle school 3rd grade students the context and meaning of changes in high school to assist a streamlined adjustment into the upper school level

- **STP-H (School Transition Program for High School)**

Communicate to high school seniors (3rd grade) the context and meaning of changes in universities and colleges to assist a streamlined adjustment into the upper school level

- **STP-J (School Transition Program for Job)**

Communicate to high school seniors (3rd grade) the context and meaning of changes in work environments to assist a streamlined adjustment

(3) Supplementary materials for career class activities (elementary school): Career Card for a Fun Playtime & Workbook for Teachers

Game cards that can be utilized in career classes and counseling with three themes (Future Vocational Trends, Work Values, Career Efficacy) designed to stimulate motivation and interest in careers, and workbook for teachers

- (4) Class materials for general subject-integrated career education: Lesson resources and class lesson design and operation manuals (guidelines for class lesson plan and management) to fuse contents of general subjects (e.g. Korean, Math, Social Studies, Music etc.) with career education

< General Subject-Integrated Class Lesson Design and Operation Manual by Teachers >

| | | | |
|--|--------------------------------|---|--|
| Elementary School Home Class Teachers | | Lesson resources integrated with Korean, English, social studies, Doduk classes | Homeroom teachers' class lesson guideline for curriculum integration |
| Middle School Subject Teachers | | Lesson resources integrated with English, Math, Social studies classes | Subject teachers' class lesson guideline for curriculum integration (Korean, Science, Technology and Home Economics, Art, Social Studies, Math) |
| High School Subject Teachers | General High School | Math, Social Studies, Science | Subject teachers' class lesson guideline for curriculum integration (Korean, English, Math, Social Science, Science, Music, Art, Physical Education) |
| | Specialized High School | Not available | Subject teachers' class lesson guideline for curriculum integration (Korean, Commerce, Engineering) |

- (5) Lesson Resources for “Careers and Occupations” Class: Lesson resources secondary school career guidance teachers can utilize in “Careers and Occupations” classes (Middle School: 15, High School: 13)

* Lesson resources are developed for each of the four learning areas stipulated in in-school career education goals and achievement standards: I. Develop Self-understanding and Social Competency, II. Understanding the World of Work and Jobs, III. Career Exploration, IV. Career Design and Preparation.

- (6) Comprehensive School Career Guidance System (CSCGS)-Career Transition Period Resource: Comprehensive school career counseling (guidance) guideline to effectively support career decisions of students in career transition periods of middle school 3rd grade, high school 1st grade, and high school 3rd grade (seniors) and cultivate individual's dreams and talents based on previous career experiences

① Four Core Subject Areas of School Career Counseling (Guidance): Published teacher guidebooks focused on 4 core subject areas including academic design, career information search, school life design, and career pathway design for student's independent career path design

- ② Structured with basic guidebook tailored for middle school 3rd grade, high school 1st grade, and high school 3rd grade (seniors) and counseling manual book

| | |
|--|--|
| <p>Career Guide Middle School 3rd Grade, High School 1st Grade, High School 3rd Grade (Seniors) (Total 3 Types)</p> | <p>Created to support career design for students in transition period, the Career guide is a resource that guides teachers to identify students' career types through various information and career counseling diagnosis tools, and explains the theoretical framework to explain respective traits</p> |
| <p>Career Solution Middle School 3rd Grade, High School 1st Grade, High School 3rd Grade (Seniors) (Total 3 Types)</p> | <p>Based on analysis of career concerns collected from students in transition, the manual book supports provision of practical career solutions</p> |

2) Online-training Resource for Teachers

- Online training material is developed and provided to expand teachers' and parents' understanding of career education.
- Three types of online career education training resources are developed and provided for elementary and secondary school teachers.

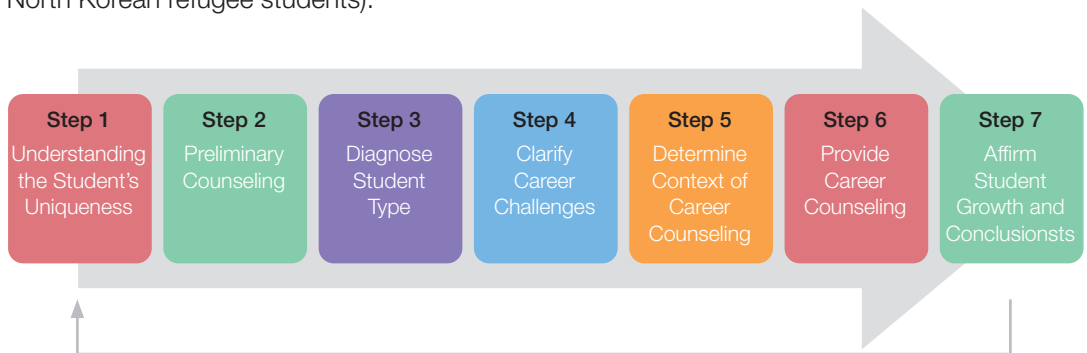
- (1) Career Education Online-training Resources for Elementary School Teachers: Career education resource for career guidance teachers and homeroom teachers covering theory and actual cases
- (2) School Career Counseling and Guidance Online-training Resources for Career Decision Periods: Training resource to assist teachers' career counseling and guidance
- (3) Training Resources for Curriculum Integrated Career Education: Training resource for elementary school teachers and secondary school general curriculum teachers to integrate career education

Career Education Research Project for Socially Underprivileged Youth

1) Establishment of Comprehensive School Career Counseling (Guidance) Support System

- In accordance with Article 5 Paragraph 2 of the Career Education Act, the KRIVET has been striving to realize career education for all by establishing a career counseling (guidance) support system specialized for socially underprivileged groups, including the disabled, North Korean refugees, students from low-income families, and youth outside of the school system.

(1) School Career Counseling (guidance) for Socially Underprivileged Students Operation Model: Suggested seven operation steps to school career counseling (guidance) for three socially underprivileged groups (①Students receiving special education, ②Multi-cultural students, ③ North Korean refugee students).



① Individually Tailored Career Guidance System: made available a customized career guidance framework for students receiving special education, multi-cultural students, and North Korean refugee students with consideration of 7 Step School Career Counseling (Guidance) Operating Model

* After Step 1 and Step 2 of Career Guidance, provide socially underprivileged student with psychological support through individual and group counseling and social competency cultivation support through academic and independent living counseling, if needed

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(2) Career Counseling (Guidance) Contents for Socially Underprivileged Youth: Provides text and video resources that outline common traits of students receiving special education, multi-cultural students, and North Korean refugee students and suggest ways to address main career challenges raised by each group.

① Career Counseling (Guidance) Manual for Socially Underprivileged Youth: Developed teachers' career counseling (guidance) manual tailored to each group

| Students Receiving Special Education | Multi-cultural Students | North Korean Refugee Students |
|--|---|---|
| School Career Counseling (Guidance) Operation Manual for Students Receiving Special Education | School Career Counseling (Guidance) Operation Manual for Multi-cultural Students | School Career Counseling (Guidance) Operation Manual for North Korean Refugee Students |
| ↓ | ↓ | ↓ |
| Provides Career Counseling (Guidance) Contents and Procedures that fit the Career Demands and Career Types of Students Receiving Special Education | Provides Career Counseling (Guidance) Contents and Procedures that fit the Career Demands and Career Types of Multi-cultural Students | Provides Career Counseling (Guidance) Contents and Procedures that fit the Career Demands and Career Types of North Korean Refugee Students |

* Developed additional Teachers' Career Counseling (Guidance) Manual for School Maladjustment Students, in 2017

② Video Resource on Career Counseling (Guidance) Program for Socially Underprivileged Youth: Provides career counseling (guidance) program operation videos by groups

(3) Training for Teachers and Education Personnel: Conduct online-training and collective training of teachers and education personnel to assist the understanding and execution of career guidance teachers working with socially underprivileged youth.

① Online-training for Teachers: Provide career guidance teachers with online-training resources to benefit marginalized regions and various socially underprivileged students

| | |
|---|--|
| Main Subjects of Online-training | • Career Experience for Large, Mid-sized, Small Cities and Rural Farming and Fishing towns |
| | • Career Education and Case Studies for Underachieving Students |
| | • Career Education and Case Studies for Students with Disabilities |
| | • Career Education and Case Studies for Multi-cultural Students |
| | • Career Education and Case Studies for North Korean Refugee Students |

http://www.career.go.kr/cnet/front/web/courseEdu/courseProfessorEduData2015_design.do

- ② Youth Education Personnel Collective Training: Conduct collective training for education personnel working on career counseling for multi-culture students, students receiving special education, students with school maladjustment, youth outside of the school system

2) Career Research on Socially Underprivileged Youth

- The KRIVET, to secure the right to access career education for all, has been conducting research activities to establish a career development support system for the socially underprivileged and vulnerable

- (1) Conduct Foundational Research: the KRIVET has surveyed the career status of socially underprivileged youth to create a career education support system that includes everyone.

Introduction of Key Research by Groups

① Students with Disabilities and Multi-cultural Students

| | | |
|--|------------------------|---|
| Inter-institutional Collaboration Related to the Career and Vocational Education of Students with Disabilities (2010) | Research Objective | • To suggest various alternatives of school- and community-based inter-institutional collaboration for effective career and vocational education that contributes to build the foundations for the transition and independence of students with disabilities |
| | Main Research Contents | <ul style="list-style-type: none"> • Concept and meaning of disabled students' career and vocation • Policies and programs for disabled students' career and vocation • Evaluation of inter-institutional collaboration system for disabled students' career and vocational education • Policy suggestions to establish an inter-institutional collaboration system |
| The Improvement Direction for the Post-secondary Vocational Program in Special Education from the Career Education Perspective (2016) | Research Objective | • Suggest an alternative approach in operating majors for students with disabilities from a career education perspective |
| | Main Research Contents | <ul style="list-style-type: none"> • State of operation and requests for majors • Student selection for majors and required competency of the faculty • Curriculum procedure demanded in majors • Request to assign employment and career guidance teachers for students in major • Future policy direction in operating the major |
| A Study on the Activation of Career Education to Promote Social Integration II: Focused on the Students with Disabilities and Multi-cultural Students (2020) | Research Objective | • To suggest a national level systematic masterplan to advance the career education learning rights of socially underprivileged youth including youth with disability and multi-cultural youth |
| | Main Research Contents | <ul style="list-style-type: none"> • Survey on the career demands and current state of career education for students with disabilities and multi-cultural students • Explore measures to improve career education to advance the learning rights to career education of students with disabilities and multi-cultural students |

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② North Korean Refugee Students

| | | |
|--|------------------------|--|
| Research on the Career Status of Newly Arrived North Korean Youths (2008) | Research Objective | <ul style="list-style-type: none"> • Explore policy to spur newly arrived North Korean Youths educational and social adjustment and participation in school and world of jobs, through a systemic quantitative and qualitative status survey of career perceptions and career development |
| | Main Research Contents | <ul style="list-style-type: none"> • Current state survey of status and support of Newly Arrived North Korean Youth • Survey career perception and career plans of Newly Arrived North Korean Youth • Policy suggestion for Newly Arrived North Korean Youth's career development support |

③ Youth with maladjustment behaviors and Out-of-school Youth

| | | |
|---|------------------------|--|
| A Study on the Activation of Career Education to Promote Social Integration (I) : Focused on youth with maladjustment behaviors and Out-of-School Youth (2019) | Research Objective | <ul style="list-style-type: none"> • This research has its objectives in supporting national and local governments' career education initiatives for socially underprivileged youth including youth with disabilities, North Korean refugee residents, students from a low-income family, and out-of-school youth |
| | Main Research Contents | <ul style="list-style-type: none"> • The current state and challenges with of career education for youth with maladjustment behaviors youth and out-of-school youth • Analysis of overseas cases • Policy recommendation |

(2) Published Career Information Books: the KRIVET has been creating career information resources overarching reliable career-related information that assists career exploration and decision of socially underprivileged youth.

| | | |
|--|------------------------|--|
| Career Information Book for Students with Special Educational Needs (2012~2017) | Research Objective | <ul style="list-style-type: none"> • Objective to collect and compile diverse career related information for students with special education needs over 5 years |
| | Main Research Contents | <ul style="list-style-type: none"> • Introduce career fields of high employment • Introduce desired careers • Introduce pursuable careers |
| Career Information Book for Students with School Maladjustment (2017) | Research Objective | <ul style="list-style-type: none"> • Objective is to research and present support systems for students that have adjustment difficulties in schools, and publish occupational information for these students |
| | Main Research Contents | <ul style="list-style-type: none"> • Youth support system and programs • Information on institutions and centers for youth with school maladjustment • Occupational information for youth with school maladjustment |

Research Programs to Enhance Career Experience Activities

1) Policy Research on Career Experience Activities

| | | |
|--|---------------------------|---|
| <p>A study on Career Experience Activities in the 'Free Learning Semester' (2016) A study on Career Experience Activities in the 'Free Learning Semester' (2016)</p> | <p>Research Objective</p> | <ul style="list-style-type: none"> • Conduct a comparative analysis of the free-learning semester system, integrated with career experience activity programs in domestic and overseas cases, and derive policy implications |
| | <p>Main Research</p> | <ul style="list-style-type: none"> • Examine the concept and theoretical basis of the free-learning semester system and career experience activities • Preliminary research and theoretical examination of the status and relevance of career experience activities in the free-learning semester system • Analyze the collaborative system between schools and local society to operate career experience activities integrated with the free learning semester system • Overseas cases that operate systems similar to the free learning semester • The comparison analysis between Korean and overseas cases and eliciting implications |
| <p>Study on Career Experience Programs in the Free Learning Semester System (2017)</p> | <p>Research Objective</p> | <ul style="list-style-type: none"> • By summarizing the implications and types of current career experience programs, the study empirically seeks to analyze the effects of career experience programs from perspectives of Korean students' learning experience |
| | <p>Main Research</p> | <ul style="list-style-type: none"> • Theoretical examination of the effects of career experience programs • Analysis of the current state of career experience programs in the free learning semester system and diagnose problems • Field-experiment design and analysis on the effectiveness of career experience programs • Empirical effectiveness of work experience learning observed from overseas cases • Elicitation of policy directions to improve the effectiveness of career exploration programs |
| <p>Research on Study and Policy Plans of University Career Semester Systems (2018)</p> | <p>Research Objective</p> | <ul style="list-style-type: none"> • Presenting the direction of policy support and the operating system for the expansion of university's career exploration semester system through domestic and international case studies in career exploration semesters and similar systems operated by colleges and universities |
| | <p>Main Research</p> | <ul style="list-style-type: none"> • Analysis of the status of career exploration semester programs from colleges domestically and abroad • Analysis of the requirements to expand the operation of career exploration semester programs • Suggestions for expanding career exploration semester programs in colleges and universities |

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| | | |
|--|--------------------|---|
| Research on Methods of Improving Quality of School Career Exploration (2019) | Research Objective | <ul style="list-style-type: none"> • To comprehensively analyze the current status of school career-related and support policies which has recently expanded rapidly in Korea, and to draw up detailed policy measures for enhancement of career experience. |
| | Main Research | <ul style="list-style-type: none"> • Analyze concepts of career experience and policy • Analyze the current status of career experience in operations • Analyze cases on the operation of career experience • Provisional support for the policy to enhance school career experience programs |
| A Study on the Management Plans for Career Exploration Support Centers' Outcome Evaluation (2019) | Research Objective | <ul style="list-style-type: none"> • Research on targets to survey the status and develop comprehensive evaluation indices to measure Career Exploration Support Centers' operating performances. This study also aims to improve the quality of career experience programs, resolve discrepancies among centers, and improve operating performances through eliciting the management plans for measuring the performances |
| | Main Research | <ul style="list-style-type: none"> • Current state survey of Career Exploration Support Centers in Korea • Analyze domestic and overseas cases on operating performances of Career Exploration Support Centers • Develop performance evaluation indices for Career Exploration Support Centers • Elicit management plans for evaluating performances of Career Exploration Support Centers • Discover best practices in the operation of a Career Exploration Support Center |

2) Programs by Regional Career Exploration Support Centers

- The KRIVET has contributed to the continued qualitative and quantitative growth of Career Exploration Support Centers by conducting various assistive programs since 2015 to strengthen the operating capacity of career exploration support centers across Korea.

* What are Career Exploration Support Centers?

Career Exploration Support Centers are institutions organized by district offices of education or municipalities to identify various work experiences within the local community. Career exploration support centers register career experience sites on "Ggoomgil," the career experience support network, and connect them with schools to allow students to explore diverse career-related experiences.

Career Exploration Support Centers have been running since 2015, when the central government implemented the free learning semester's policy. One hundred thirty-four centers were founded in 2015 as of 2020, 231 centers are currently in operation in Korea.

☞ Main functions of Career Exploration Support Centers: It is a channel for all members of the local community, including municipalities, public institutions, universities, schools, students, parents, and volunteers, to cooperate in invigorating career-experience opportunities for students

(1) Project for strengthening the competency of Career Exploration Support Center staff: Provided the foundation for the continued progress of support centers by conducting training sessions that cultivate staff members' operation capacity.

- Workshop and Training to Strengthen Working-level Staff Competency: Contributed to strengthening the competency of working-level staff through expert lectures, presentations on model Career Exploration Support Center operations, information sessions on national career education policy directions, and introduction to various career experience programs

(2) Consulting Program for Career Exploration Support Center Operations: Provided phoned and in-person consulting to observe difficulties and provide solutions.

< Consulting Process of Operating Career Exploration Support Centers >

1. Schools (teachers, students, parents), career experience sites, youth support centers request consulting through the "Ggoomgil" platform.
2. Consulting request is registered at KRIVET's Career Exploration Centers.
3. After KRIVET Career Exploration Center's review, a phone or in-person consulting is provided, or the case is transferred to a relevant institution (Office of Education, Career Education Center).
4. KRIVET's consulting's final results are communicated to the requestor, such as the school, career experience site, youth support institution.

• The KRIVET has increased strengthening cooperation between Career Exploration Support Centers and the local society by creating cooperative system among schools, local communities, and support centers by grasping the demands of involved parties.

- Identify and disseminate modelling cases of cooperation among school-career exploration support centers: Provided the foundation of establishing a practical and systematic cooperative relationship between schools and career exploration support centers, identifying and delivering model cases of cooperation between schools and support centers.

• Conduct an open national competition for model cases in terms of cooperation between school and Career Exploration Support Centers: Through the open competition for model case studies, the KRIVET identified model cases of cooperation in various forms; encouraged benchmarking to support centers that are creating a cooperation system

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- Hosted forums to present model cooperation cases and stimulate career experience: provided a channel of communication to share model cases across Korea and establish quality cooperative relationship among personnel from support centers
- The KRIVET has created practical and systematic pamphlets and video clips to increase awareness of the systems of Career Exploration Support Centers
 - Developed informative materials on Career Exploration Support Centers: Created information materials in various forms and medium
- The KRIVET has contributed to Regional and local Career Exploration Support Centers' invigoration by creating guidelines for center utilization and program operation.
 - Developed guidelines for career exploration support centers: Published a guideline that provides comprehensive information for the support center for the effective operations of the working-level staff.
 - Developed a manual of career exploration programs: Created a manual that provides standards for developing career experience programs suitable for elementary, middle, high school students.

< Table of Contents for A Manual of Career Exploration >

1. Outline of Career Experience
 - Concepts of career experience activities, integration with schools, operating methods
2. Development of Career Experience Programs
 - Program development, operation, management methods
 - Considerations for program development and operations
3. Classification Code of Career Experience Programs by Levels and Subject Areas

3) Operation of University/College Career Exploration Camps

- The KRIVET has contributed to minimizing gaps that arise from career experience opportunities by providing students in rural areas (e.g., farming and fishing regions) with University/College Career Exploration Camps (College Major Experience Program).

- By utilizing the infrastructure of colleges and universities in major cities, provincial, and national universities, the KRIVET provided career experience programs emphasizing the unique features of the colleges and universities. Students living in rural areas, who relatively lack opportunities for career-related experience were allowed to participate in the KRIVET's diverse career experience programs.
- The KRIVET's Career Exploration Center supported 4,000 middle school students from rural and mid-to-small sized cities to participate in University/College Career Exploration Camp in 2019, which utilized 26 university infrastructure across Korea.
 - Training for Staff of the Camp: Developed workshop operations and mentor education manuals for managers of the university camp, school teachers, and university peer mentors to streamline university career exploration camp operations.
 - Developed Promotion Materials to Stimulate University Camp: Created and distributed video middle schools to inform camp participation and encourage participation in career experience programs.

4) Development of Contents for Career Experience

- Since 2015, the KRIVET has continuously developed and distributed premium content in career exploration to support career experience programs and operation efforts from schools, Career Exploration Support Centers, and sites providing career experience activities across the country.

(1) Development of the Relevant Contents for Career Experience Programs

< List of Contents Development Tasks on Career Experience Programs >

| Year | Task Name |
|------|---|
| 2015 | <ul style="list-style-type: none"> • 2015 Free Learning Semester Support Center Operation Project 1-1. Develop FLS-Career Experience Infrastructure Map • 2015 Free Learning Semester Support Center Operation Project 1-2. Develop FLS-Career Experience Infrastructure Support Field Manual • 2015 Free Learning Semester Support Center Operation Project 2-2. Develop Curriculum Integrated Career Experience Program by Subjects • 2015 Career Experience Invigoration Project 4. Develop Career Experience Manual • Develop Career Experience Evaluation Indices |
| 2016 | <ul style="list-style-type: none"> • Develop Career Experience Competency Strengthening Program for General High Schools • Develop Career Experience Program Integrated with Government Institutions |

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| | |
|------|---|
| 2017 | <ul style="list-style-type: none"> • 2017 Free Learning Semester Support Center Operation Project 1. Content Development and Tutoring Support for SLF Experience Institutions • 2017 Free Learning Semester Support Center Operation Project 3. Develop Ordinary-Semester Integrated SLF Activity Experience Program for School Utilization • Operate Career Experience Program Integrated with Government Institutions 1. Develop and Operate Career Experience Program Integrated with Government Institutions • Revise and Distribute Career Experience Manual and Create Career Experience Safety Video |
| 2018 | <ul style="list-style-type: none"> • 2018 Career Education Center Operation Project III-1. Develop a Case Study based Entry Manual for Curriculum Integrated Entrepreneurship Experience Education • 2018 Career Education Center Operation Project III-3. Experience Site Field Mentor Career Education Program Design and Strengthen Competency |
| 2019 | <ul style="list-style-type: none"> • 2019 Career Exploration Center Operation 3. Localized Career Experience Program Operation Support and Consulting |
| 2020 | <ul style="list-style-type: none"> • 2020 Career Education Content Development and Distribution 2. Guide to Utilize Local Society Career Experience Support Volunteers • 2020 Career Education Content Development and Distribution 10. Support Document for Experience Sites' Operation of Experience Programs |

(2) 2019 Development of Contents for Career Experience Programs

- To improve the quality of career experience programs, the development and distribution of premium content for career experience programs that can be used on sites are needed. As such, the KRIVET's Career Exploration Learning Center has developed various career-experience-related content with high demands of utilization on the field and distributed the resources through Ggoomgil (<http://www.ggoomgil.go.kr/>) and CareerNet(www.career.go.kr) websites.

* Topic 1. Career Experience Program for the Development of Operation Resources for Field Mentors

- Development of 4 types of the e-book for school teachers and instructors in the fields
- Development of 4 types of informative card news and four the four types of infographics

* Topic 2. Development of the Guidelines for the Operation of Career Experience-based Classrooms

- Development of 4 types of the student workbook, class instruction manual which elementary (under class), middle, and high school students and teachers can utilize
- Development of 4 types of informative card news and the four types of infographics

* Topic 3. Development of Contents in Entrepreneurship-based experience for Educational learning of Failure and Values

- Development of 5 types of learning modules, four types of e-book type lesson plans, and a PPT lesson plan
- Development of 2 types of card news, seven types of video clips

The Results of Occupational Research: Career Information Gathering

1) Occupational Research by Industry

- Since its establishment, the KRIVET has regularly conducted vocational research by industry, namely exploratory research of occupations in key industries such as IT, entertainment, environmental, electronics industries
- Analyzed actual state of occupations by adopting research methodology centered on the field; conducted in-depth interviews, surveys, and job analysis on selected occupations
- Consolidation of these research are made available for basic resource for analysis on main occupations by industry, career education and qualification analysis, career recommendation for human capital development, and career guidance
- Notable accomplishment of occupational research by industries was the schematization of career paths through in-depth observation of major occupations

< Occupational Research Projects by Industry >

| Year | Project Name |
|------|---|
| 2001 | Occupational Changes in Information and Communication Industry |
| 2002 | Occupational Changes in Cultural Contents Technology Industry |
| 2003 | Occupational Changes in Environmental Industry |
| 2005 | Occupational Research in Electronics Industry |
| 2006 | Occupational Research in Health and Medical Industry |
| 2007 | Occupational Research in Aging-Friendly Industry |
| 2008 | Occupations Research In Biotechnology Industry |
| 2009 | A Basic Study on the Green Jobs related to Water Resources |
| 2010 | Utilization of Water, Wind, and Solar Photovoltaic Resources and Green Jobs |

2) Development of Occupational Indices

- Developing occupational indices, along with occupational research by industry, is a core occupational research area
- The objective of developing occupational indices is to quantify attributes associated with occupations and provide the public with standardized information necessary to make career decisions
- Beginning with the basic research in 2005, occupational indices research focuses on 7 core areas necessary for the public to make career decisions: compensation, career outlook, job security, growth potential, working environment, and equal employment
- Since 2016, building on such previous research, occupational indices research for tailored employment service is being conducted
- Recent research derived useful occupational information for individual user groups such as youth, undergraduates, women, and seniors

< Research on Developing Occupational Indices >

| Year | Project Name |
|------------|---|
| 2006 | Basic Research for Development of the KRIVET Occupational Prospect Indices |
| 2007-2010 | Development of the KRIVET Occupation Prospect Indices (Annually Conducted) |
| 2011-2015 | The Study of Korean Occupational Indices (Annually Conducted) |
| 2016 ~2020 | Research on Korean Occupational Indices for Employment Service (Annually Conducted) |

3) Surveys of Work Values and Work Ethics

- To make a general observation on Korean's values, understanding, and approach to work, the KRIVET has conducted a survey on work values every four years since its opening
- Since 1998, there were 6 periodic surveys and analysis; the results of the research were reported as important research findings by major media outlets
- Since 2006, the research area has expanded to not only include work values, but also work ethics
- This periodic research is conducted every 4 years capturing the changes in Korea's world of work and key issues of each year; it is one of the KRIVET's key research accomplishments

< Occupational Research Projects by Industry >

| Year | Project Name | Note |
|------|---|-------------------|
| 1998 | A Survey on Work Values of Korean | Periodic research |
| 1999 | A Study on Korean Work Ethics | |
| 2002 | A Survey on Work Values of Korean(II) | Periodic research |
| 2005 | The Structure of Korean People's Vocational Awareness : Introductory Study | |
| 2006 | A Survey on Work Values and Work Ethics of Korean (2006) | Periodic research |
| 2007 | Koreans' Occupational Consciousness and Work Ethics (2007) : In the Context of International Comparison | |
| 2008 | Status of Koreans' Occupational Consciousness and Work (2008) : Work Ethics and Professionalism of Professionals | |
| 2008 | Status of Koreans' Occupational Consciousness and Work (2008) : Work Values and Vocational Ethics of Employers and Workers in Korean Firms | |
| 2010 | Utilization of Water, Wind, and Solar Photovoltaic Resources and Green Jobs | Periodic research |
| 2014 | A Survey on Work Values and Work Ethics of Korean (2014) | Periodic research |
| 2018 | A Survey on Work Values and Work Ethics of Korean (2018) | Periodic research |

4) Publication of Career Information and Career Guidance Resources

- Since 2002, the KRIVET has developed and published “Tomorrow’s Career World” Fields of Study and Occupations volumes to assist youths’ career decisions
- Occupations volume provides information on major occupations in Korea such as job functions, preparation, matching interest and aptitude attributes, and future outlook
- Fields of Study volume provides various statistical data on popular majors in Korean universities and vocational colleges including major outline and attributes, matching interests and aptitude attributes, entry field post-graduation, application and enrollment trends, average monthly salary of graduates
- The KRIVET has distributed printed copies of <Tomorrow’s Career World> to middle schools and high schools across the country. Furthermore, the KRIVET utilizes the internet as a more efficient distribution method, by re-formatting information in web format
- In 2018, the KRIVET developed and published <Guidebook on Future Occupations of the Fourth Industrial Revolution>, which introduces new jobs in the 4th Industrial Revolution

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< Career Information Publication and Distribution >

| Category | Year | Product |
|--|---|---|
| Tomorrow's Career World | 2002 | Tomorrow's Career World 2003 : Fields of Study |
| | 2002 | Tomorrow's Career World 2003 : Occupations |
| | 2004 | Tomorrow's Career World 2005 : Occupations |
| | 2004 | Tomorrow's Career World 2005 : Fields of Study |
| | 2006 | Tomorrow's Career World 2007 : Fields of Study |
| | 2006 | Tomorrow's Career World 2007 : Occupations |
| | 2009 | Tomorrow's Career World 2009 : Occupations |
| | 2009 | Tomorrow's Career World 2009 : Fields of Study |
| | 2011 | Tomorrow's Career World 2011 : Occupations |
| | 2013 | Tomorrow's Career World 2014 : Fields of Study |
| | 2014 | Tomorrow's Career World 2014 : Occupations |
| | 2014 | Tomorrow's Career World 2015 : Jobs Overseas |
| 2018 | Guidebook on Future Occupations in the Fourth Industrial Revolution | |
| Career Information for Students with Special Education Needs | 2012 | Career Information for Students with Special Education Needs: Academic Choices(2012) |
| | 2012 | Career Information for Students with Special Education Needs: Occupational Choices(2012) |
| | 2013 | Career Information for Students with Special Education Needs: Engineering, Construction, and Manufacturing Sectors(2013) |
| | 2014 | Career Information for Students with Special Education Needs: Sales and Personal Service Sectors(2014) |
| | 2015 | Career Information for Students with Special Education Needs: Social Service Sectors(2015) |
| | 2016 | Career Information for Students with Special Education Needs: Management, Business Administration, and Finance Sectors, and Agriculture and Fishery Sectors(2016) |

LEADING CAREER EDUCATION IN KOREA



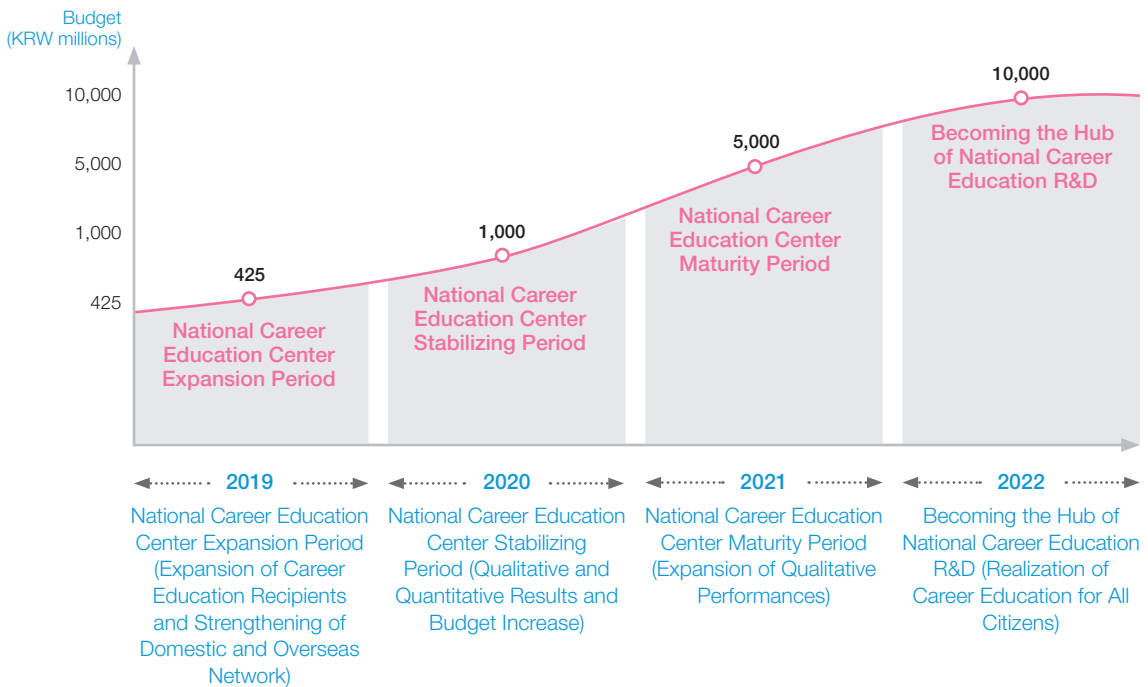
Future Objectives

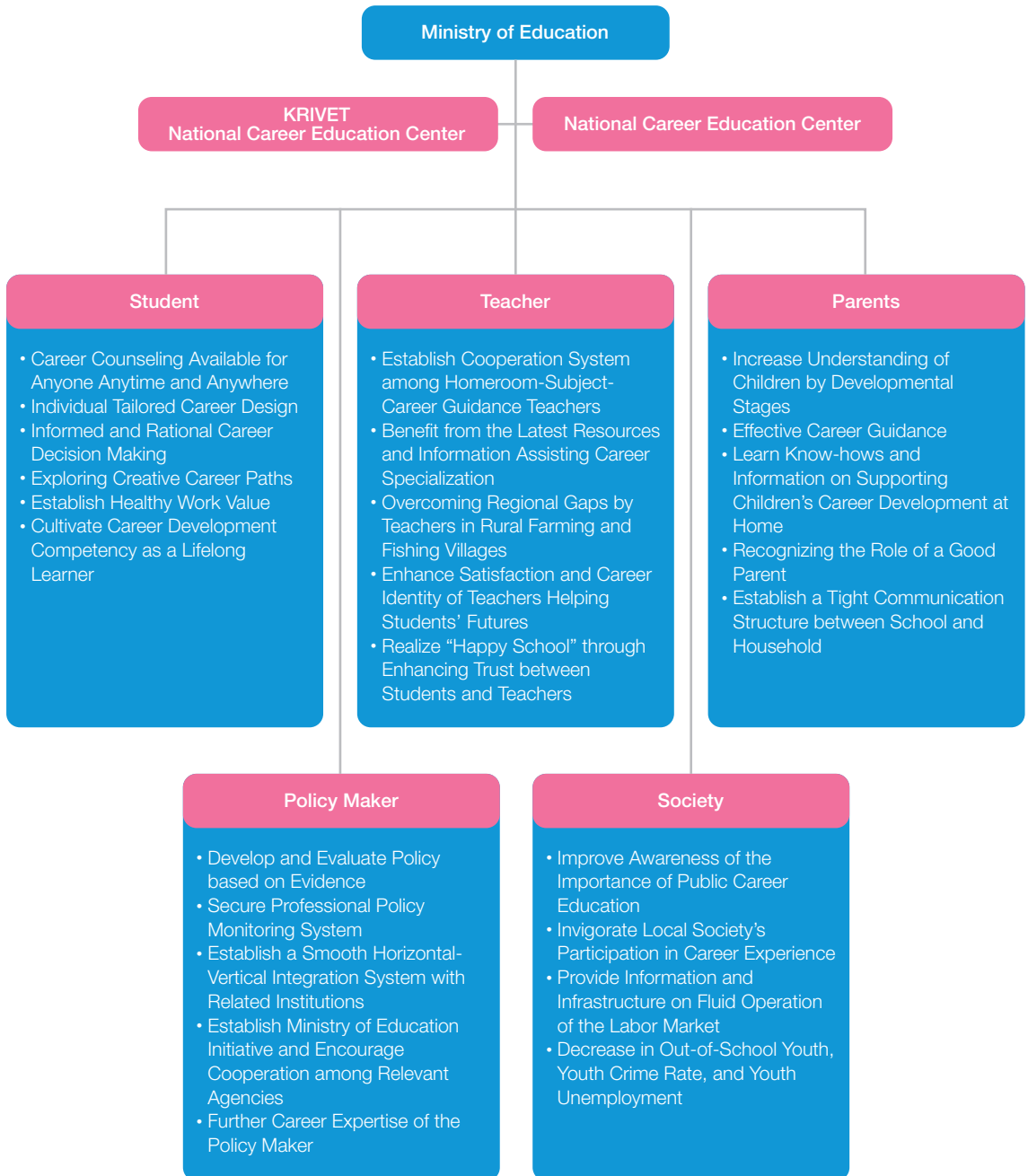
1. Role of the National Career Education Center
2. Direction of Career Education Research Programs by the KRIVET

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Role of the National Career Education Center

- The KRIVET's National Career Education Center aspires to demonstrate leadership as a step advanced R&D institution for the maturity and development of Korea's career education.
- Moreover, the KRIVET will always respond to educational and historical requests, and provide end users, including students, teachers, parents, policy makers, and the general society, with suitable and quality support.





Direction of Career Education Research Programs by the KRIVET

1) Development of Contents for Career Education

- Based on our accumulated expertise in career education content development, We will
 - ① Create and manage trustworthy career information.
 - ② Adopt educational and generational demands and respond rapidly.
 - ③ Emphasize flexible ‘transition’ competency to the growing generation.
 - ④ Develop contents that can be utilized for individualized career design.
 - ⑤ Provide an even stronger service to those in the blind spot of career education.
 - ⑥ Finally, develop contents that carry real meaning to individuals’ lives.

2) Development of Systematic Career Information

- Rapid development in science technology such as information technology, bio technology, and environmental technology, as well as socio-economic environmental changes including the aging of the population
 - Respond to rapid change in the world of work such as numerous appearances of new jobs previously non-existent
 - Analyze systematically and distribute information on new jobs and changes in the world of work
 - Develop and publish guidelines on production and distribution of career information including occupational and educational information
 - Restructure the system to provide integrated information such as job search information, employment information, occupational information, and training information
 - Distribute and spread career information through active use of new media such as Social Network Services (SNS), YouTube, podcasts, e-books

3) The Next Generation of Career Information Network, CareerNet

- Set up the strategic direction of CareerNet through big data analysis
 - Strategic direction of CareerNet can be established using business models such as customer acquisition methods, customer relationship management.
 - Applying fundamental questions of business models to CareerNet, new perspectives on CareerNet's key partners, customer acquisition methods, and establishing sustained relationships with customers can be acquired
- Update Career Psychology Test Tools continuously
 - Psychology test tools are meaningful means for users' self-understanding
 - Updates include questionnaire composition and theoretical background, and test result analysis norms
 - Diagnosis tools for college students and general population needs a complete overhaul
- Reorganize CareerNet Mobile Webpage
 - Internet consumption methods among youth have significantly changed recently
 - Preference of mobile devices over desktop PC has significantly increased
 - CareerNet to actively develop mobile service to meet new trends
- Complete Cloud server Transition Project
 - CareerNet is to be completely transformed into the cloud server system from the existing hybrid system which utilizes both Internet Data Center and (IDC) Cloud Data Center (CDC)
 - Web server transition to the Cloud server system in 2016
 - Multimedia server to the Cloud server system in 2017
 - DB server to the Cloud server system in 2020
- Design the Next Generation CareerNet utilizing Artificial Intelligence technology
 - Utilize AI technology to provide career counseling and occupational information
 - Replace online career counseling, which is currently carried out in person by career counseling experts, with AI technology
 - Utilize Chatbot (Conversational AI) and Callbot (replacement for counseling at call centers) technologies on the CareerNet for the mid-to-long term
 - Establish Information Strategy Planning(ISP) for such changes
 - Implement the Next Generation CareerNet project, which utilizes AI technology, based on the ISP

Korea Research Institute for Vocational Education and Training(KRIVET), Leading Career Education in Korea!

