

## Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: KOREA

[Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to [jmc@iccdpp.org](mailto:jmc@iccdpp.org) (John Mc Carthy, director ICCDPP)
- Deadline: **31<sup>st</sup> of January**

If you have questions concerning the country paper, please contact John Mc Carthy ([jmc@iccdpp.org](mailto:jmc@iccdpp.org))

### Background information

1. List all of the members of your country team with their organisation.

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2. What are the key aims your country has for participating in this symposium?

Korean team expects to learn a variety of trends and issues of practice and policy from participated countris in career development.



### Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

In Korea there is an emphasis on employment promotion rather than the issue of career development directly due to the biggest employment crisis since the financial crisis in 2008. Although the career development of the people affects the employment promotion of individuals, career development generally has a future-oriented characteristic, so Korea has an emphasis on employment promotion that reduces the unemployment rate based on the reality problem. Thus we can say the level of policy interest in career development is growing with the issue of the employment promotion policy.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Employment anxiety due to new employment policy(rise in minimum wage, 52 hours legal work, regularization of irregular workers, etc)
2	Social inclusion of the underprivileged
3	Demographic change (Low birth rate and aging population)
4	Training human resource to prepare for the 4th industrial revolution
5	Peace from North Korea's Nuclear Threat

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

For employment anxiety (or insecurity), career development programmes in PES play roles as the support of self-understanding, career search, self-confidence recovery, job search skills, and employment. Through this, the unemployed will succeed in finding a job, have the power to challenge again even if they fail, and ultimately have the competence to do their own career development. In addition to this, people asks career counselling towards further career planning. This makes people have an attitude and willingness to actively resolve their own career problems.

For social inclusion of the underprivileged, the development of career guidance programs for the underprivileged is stimulated, and policy attention is emphasized. For example Employment Successful Package provides people in low-income groups that have difficulty finding employment due to the disadvantages they face are offered comprehensive support to enter the labor market through an employment action plan geared towards the individual, including everything from prognosis and career path development to motivation & skill enhancement, and focused employee placements. Once hired, they are provided a successful employment compensation from the government.

For the low birth rate, career guidance programmes in schools emphasize the importance of the role of families and having children and guides students on how to prepare wisely for the various role in life. For the aging population, the importance of individual lifelong learning and career development is emphasized. Many Korean people have understood and learned that they have to take responsibility for their lifelong career development.

For training human resources to prepare for the 4th industrial revolution, career development programmes emphasis the generate and provide career information focusing on future changes in the employment landscape. Moreover, career development programes let people understand the legal and systematic preparation for the creation of jobs and destruction of those that are obsolete, as well as new forms of employment contracts and labor standards. Korea is moving to hyper-connected society through innovation of ICT such as AI, robot technology, the cloud, big data and the Internet Things(IoT). Training people with interdisciplinary skills that can adapt to fundamental changes in the industrial structure, and in demand for highly-trained personnel for promising new industries and job fields. Through CD programmes and career information, Korea is striving to consistently raise awareness of the need for an educational system that produces such people and to evaluate whether the current infrastructure is sufficient.

For the peace from North Korea's Nuclear Threat, it is not currently included in career development programs, but the field of educational program underlines the meaning of true peace, the relationship between national peace and personal peace, and the real meaning of freedom and the rule of law. It is expected that these contents will be developed and included by the CD program. This is because individual CD issues play an important role in individual freedom of choice and legal framework.



## Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

- The aims for career development programs and services in South Korea are 1) strengthening self-directed career development competency, 2) developing citizens' well-being and life-long learning society. In order to achieve these policy goals, Korean government have performed tasks as follows:
- Developing career education programs and curriculum in various levels of school and career service centers (e.g., Free Learning Semester, periodical work place visits, senior internship program)
- Expanding target population of career programs and services to minorities in South Korea (e.g., the disabled, North Korean defectors, and multi-ethnic families)
- Improving infrastructure of career programs and services, such as placing a career guidance teacher in schools, redesigning career information network, creating career development network with stakeholders, and reforming work skills training systems.
- Modifying goals of career development programs from job-search to developing necessary competencies according to demands of society.

7. What groups of people can access career development programmes and services and what groups are excluded?

- Korean government has tried not to exclude any Korean from career development programs and services by enacting laws and regulations. Related laws and regulations assigned the state and local government the task of offering vulnerable groups or minorities in Korea with career development programs and services. Followings are the examples of laws indicating obligation of preventing discrimination.

- Career Education Act, Chapter 1 Article 5 (2) says, "The State and local governments shall take measures for conducting career education for people requiring society's assistance, such as disabled persons, North Korean refugees, students from low-income families, and out-of-school juveniles."
- Act on the Development of Vocational Skills of Workers, Article 3 (3) says, "Vocational skills development training shall be conducted in such a manner that workers are not be discriminated against on the grounds of gender, age, physical conditions, forms of employment, religion, social status, etc. and that they will be guaranteed equal opportunities."
- Although the state and local governments have exerted efforts to construct tailored career programs for diverse groups of Koreans according to the aforementioned laws, various survey results showed that minorities in Korea still experience hardships in a process of being employed. Minorities indicated that participation in the career development programs does not result in employment. This is one of the significant barriers that prevent minorities from taking advantage of the career programs and services.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

- Korean government established several agencies that perform research on career education and employment, such as the Korea Research Institute for Vocational Education and Training (KRIVET), the Korean Employment Information Service (KEIS), and the National Career Development Center (NCDC). These institutes conduct research every year to confirm the demands and issues of career education and career development. Then they disseminate the study outcomes to the state and local governments, office of education, and career development centers so that they can use the results for their service and policy.
- Korean government also enforced career related government agencies to conduct survey on current status of career development policy. For example, the agencies should carry need assessment in a process of creating career development program. Moreover, they are recommended to establish a consulting group which consists of possible clients for the career development programs.
- The Career Education Act, Article 6 says, "to formulate policies for career education, the Minister of Education shall conduct surveys on the status of vocational education, including the status of human resources and facilities related to career education and operation of career education programs, and publish the findings thereof." Moreover, Act on the Employment Promotion and Vocational Rehabilitation of Persons with Disabilities, Article 26 says, "the Minister of Labor may conduct a nationwide survey on the actual state of the employment of disabled persons including job categories, forms of labor, length of continuous employment, level of wages, etc. and the actual

state of industrial accident for disabled persons every two years for the employment promotion and vocational rehabilitation of disabled persons."

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

- Korean government did not directly indicate ethical practice in career development. However, the Act on National Technical Qualifications, Article 15 and 16 says that a professional like a career counselor who is nationally qualified carry out his/her job conscientiously and that license or certificate will be revoked if a professional do harm public interest or cause damage to any person insincerely. Although this regulation is not about ethical practice in career development, this act implies a career counselors or career educators who are nationally qualified should abide by ethical practice in their professional work.

- Professional Associations and career development related research institutes have generated code of ethics for their members. For example, the Korean Counseling Association (ACA), the Korean Counseling Psychological Association (KCPA), and the KRIVET educate their members to observe code of ethics so that members can provide ethical services.



### Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

Major ministries, which are responsible for CD, are the Ministry of Education and the Ministry of Employment and Labor.

The Ministry of Education has responsibility for the CD programs of the students in regular schools. Middle and high school students can take the 'career and vocation' subject out of the national regular curriculum. Other representative CD programs by the Ministry of Education are the intense career experience semester/year and the free learning semester (FLS). Through the intense career experience semester/year program elementary, middle, and high school students can have various experiences related to CD during a semester or a year. Middle school students can take various career related programs for a semester or a year through the FLS program.

The Ministry of Employment and Labor has responsibility for the CD programs mainly of adult workers. These programs can be classified into two categories, i.e. the CD programs of unemployed people and the CD programs of employees. Representative CD programs of unemployed people are the national basic and strategic industries training program (training fee support and training encouragement money approximately 300 US dollars max. in a month) and the training fee support program for unemployed individuals (approximately 2,000 US dollars max.). The CD programs of employees are two types. One is the employees support program and the other is the employers support programs. The employees support program is mainly for the employees of SMEs (approximately 2,000 US dollars in a year and 3,000 US dollars max. in 5 years). Representative CD programs of employers are the consortium program (led by many SMEs, approximately 6 billion US dollars max. in a year for 6 years), the partial support program for the training fee, labor costs, training bonus, lodging charge, etc. for the employers with employment insurance, and the SMEs support program (mainly for inferior SMEs, consulting program and training foundation establishment, i.e. training materials and trainers, program). The Ministry of Employment and Labor has also responsibility for the CD programs of students. Some examples are the dual learning support program of students and new employees and the CD programs of college and university students (101 colleges and universities).

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

The five-year national master plan of career education is initiated since 2011 and the second plan is announced in 2016. According to the plan, the council for career experiences during the FLS was organized and main members of the council are the government (Ministry of Education, Ministry of Employment and Labor, etc.), employer organizations, colleges and universities, etc. The main role of the council was to facilitate the collaboration between the education and the industry sectors (not so effective).

The Career Education Act was legislated in 2015 and the KRIVET (Korea Research Institute for Vocational Education & Training) was designated as the national career education center according

to the act. The national career education center is expected to demonstrate leadership for ensuring collaboration within the CD system. Recently, a need to revise the Career Education Act is actively discussed. Probably the national council for career education will be included in the act and the main role of the council is to ensure the collaboration within the CD system. The council might include federal and local governments, provincial education offices, schools, colleges and universities, industries, public agencies, communities, career education institutes, etc.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

The CD encompasses both of the educational institutes and the workplaces. The idea of education for students and training for employees has a long history. The dichotomy of the education and the industry sector might be the main challenge to the leadership for the collaboration in CD system. The national career education center can demonstrate leadership for promoting collaboration, but its influence is only limited on the education sector. The ministry in charge of the Career Education Act is the Ministry of Education, not jointly charged with the Ministry of Employment and Labor.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

Basically, employers can take part in the CD related councils. Employers, trade unions, and local career experience centers, professional CD agencies are main governing bodies of CD programs for unemployed people and employees. The media is essential for promoting CD policies and programs to the public. Recently, various NGOs are working for the CD programs especially for the youth, women, handicapped, aged, foreigners, etc.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

The national qualification which is called the Vocational Counselor is related to CD work. The applicants for the qualification must take examinations regarding vocational counseling, vocational psychology, vocation information, labor market, labor laws, etc. The CD workers can take various training programs offered by the public and the private institutes to develop workplace know-how. According to the Career Education Act, it's obligatory to have a career guidance teacher (CGT) in every elementary, middle, and high school. The CGT in middle and high schools are qualified by the Ministry of Education through formal education programs and the Master's degree. The Ministry of Education also provides in-service training programs for the CGTs.



15. Do other types of professionals (e.g. teachers and social workers) deliver career development?  
How is a professional service ensured?

Not only CGTs are responsible for the CD of students. All other teachers are also responsible for the CD of students. In the near future, all pre-service teachers should take career related subjects during the teacher education programs. The Ministry of Employment and Labor financially support 101 colleges and universities for CD. It's required to hire CD professionals by those colleges and universities. The KEIS (Korea Employment Information Service) and the KRIVET offers various in-service training programs for the CD professionals.



#### Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

##### 1) Certification of Private Employment Service

○ Due to the rapid increasing demand for intensive employment services (Employment Success Package, vulnerable group support, bank of the aged of ability), since 2009 some of them have been delegated to private employment service institutes.

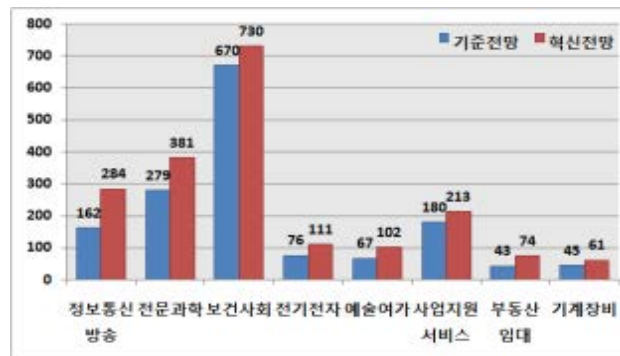
- To improve the quality of private employment services, Korea Employment Information Service (KEIS) certifies the private employment service institute whether they satisfy the minimum standards (leadership of the organization's head, employees, provided programs, compliance of law).

##### 2) The employment projection considering the influence of the 4th Industrial Revolution

○ As the Fourth Industrial Revolution is spreading in Korea and the core technology of the Fourth Industrial Revolution (Internet of things, cloud, artificial intelligence, big data) is expected to spread, the Ministry of Employment and Labor conducts research on the future change of jobs affected by the 4th Industrial Revolution in order to dissolve the general public's concern that the 4th Industrial Revolution will reduce the number of jobs.

- According to this projection, if the 4th Industrial Revolution is progressed well and the government and the public adopt it well, in 2030 there will be a slight increase in the number of jobs (120,000) than previous forecast.

< Number of employment increase by industry (unit:1,000) >



17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

1) The Career Education Act(2015)

○ This Act aims to contribute to the happiness of the people by providing various career education opportunities to cope with the changing career world and to maximize the student's aptitude and interest.

- Defining the provision of the opportunities for career experience as the national obligation and the operation for Free Learning Semester

2) Career Guidance Teacher(2014)

○ This teacher is dedicated to counseling and guidance about career and higher education advancement.

- All middle and high schools in Korea had at least a Career Guidance Teacher by 2014.

3) Presidential Committee on the fourth industrial revolution(2017)

○ This Committee is responsible for reviewing and coordinating overall national strategy and major policies of each ministries relating the Fourth Industrial Revolution

4) University Job Center(2015)

○ The Ministry of Employment and Labor is promoting the University Job Center from 2015 to strengthen the role of universities in supporting job seeking or starting a business, and to use it as core delivery system of the local youth employment project.

- Now there are 101 university job centers in 2019(of about 340 universities)

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

○ The digital technology is grafted to link between jobs and people to maximize the efficiency of job matching.

### 1) Job Matching IT System

○ Utilizing big data and artificial intelligence in the job portal (Work-Net) run by the government to recommend the best customized job and information to the individual.

Category	(current stage) Search matching	(Second half of 2018) Automatic matching	(second half of 2019) AI matching
(Characteristics)	- <b>Input the information that the job seeker wants to search</b>	- <b>Analyze the job seeker's characteristics to recommend jobs and related information automatically</b>	- <b>Automatic matching between jobs and talents proper for the work using AI</b>
(Base)	- <b>Based on the job seeker's wish</b>	- <b>Based on the job seeker's résumé, and search history</b>	- <b>Based on work abilities</b>
Precision	- <b>Wide range matching</b>	- <b>Middle range matching</b>	- <b>Precise matching</b>
Service time		- <b>From 2019</b>	- <b>From 2020</b>

### 2) employment service emphasizing User Experience

○ Since 2018, in order to raise the satisfaction level of employment service users, KEIS(Korea Employment Information Service) started to focus on the emotional approach that analyzes and eliminates complaints escaping from the supplier-oriented perspective.

- The User Experience has been diagnosed at every stage of use and type of public employment service users, and problems have been identified. Some employment centers has tested to operate. Through this analysis and diagnosis of problems, the inconvenience of the employment service user is solved.

### 3) Provide employment services using ChatBot

○ We are working on ChatBot, which is active in the private sector (finance, communications, etc.), to the public employment service area (to be developed in 2019)

- Developing ChatBot system that is able to respond to repetitive and typical questions can make efficient job counseling service, as the counselors are able to concentrate on the in-depth counseling with their clients.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

○ Continuous education and training are important for professional counselors to develop their competence to guide and advise students and clients on issues such as technological progress, social values, and government policies.

- At present, the Ministry of Employment and Labor and the Ministry of Education are giving opportunities to learn about the recent changes in the occupational world, the knowledge of IT system which is used by PES or PREA, for secondary school teachers, college job center workers, public employment service workers etc.

### Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

We hope to build a network that can have good relationships with experts in other countries and ask questions freely when needed.