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Analysis of Current Situation and Policy Suggestions for Implementation of Career Education based on Gender Awareness

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I . Background and purpose of research

- Korea has shown top academic performance level in the OECD's Programme for International Student Assessment (PISA) six times in a row, with female students appearing to be superior to male students overall. Generally in Korea, female students performed better than male students in subjects including humanities, and social sciences, while male students excelled in mathematics and science. However, Korean female students started surpassing their male counterparts in mathematics in the College Scholastic Ability Test in 2015 (Korea Institute for Curriculum and Evaluation, 2015: 7-8). They also scored higher than male students in mathematics for the first time in the 2015 PISA¹⁾, providing clear evidence that the academic performance of female students is superior to that of male students in most major subjects.

1) <http://gpseducation.oecd.org/CountryProfile?primaryCountry=KOR&treshold=10 &topic=PI> (May 20, 2018).

- Although they produce higher math scores in the College Scholastic Ability Test, female students still avoid the fields of natural sciences and engineering and insist on choosing areas traditionally favored by women. In selecting college majors, which become the basis for their career choices, the traditional gender stereotypes are strongly maintained, with female students generally deciding on humanities, pedagogy, medicine, arts and physical education, and male students favoring engineering, natural sciences and social sciences.
- In spite of the increase in women's participation in economic activities and educational attainment, their overall occupational status and presence in certain fields continue to be low in the labor market. The only 12.5% women is on managerial positions, which take up the highest stratum in organizations, while women take relatively higher ratio (65.9%) among workers in the service industry (Statistics Korea, 2017). Meanwhile, technical workers such as craft and related trade workers (86.1%) and plant and machine operators and assemblers (87.6%) were predominantly male, indicating continuously lopsided gender distribution (Statistics Korea, 2017). The fact that Korea's gender wage gap is the highest by far among the OECD member countries²⁾ is related to the concentration of women in low-wage jobs, which signifies occupational segregation between men and women.
- If any actions are not taken to eliminate gender stereotypes acquired by women directly and indirectly since childhood or to induce them to choose jobs freely based on their aptitudes and talents rather than social biases and expectations, it is impossible for Korea to efficiently utilize the highly competent and smart female workforce that it has

2) <https://data.oecd.org/earnwage/gender-wage-gap.htm> (May 20, 2018)

nurtured. In the Fourth Industrial Revolution, in which fundamental changes are expected to occur in the job structure, job prospect for future generations of women is not likely to be bright without relieving the problem of gender segregation in jobs and occupational types (WEF, 2016).

- Based on such a recognition, this study attempts to seek solutions of educational policy with which to encourage career choices uninfluenced by gender stereotypes among younger generations. Career education has achieved a significant development within a short period in Korea, but in the process, relatively low attention has been paid to unequal occupational choices traditionally made by sex-role stereotypes and educational efforts to correct the problem, both in terms of academic research and policy-making. In this regard, this study attempts to figure out how much the perspective based on gender awareness is being reflected in career education at present, and to explore possible measures to apply this perspective actively in career education policies.

II. Current situation and necessity of career education based on gender awareness

- In this study, a nationwide survey was conducted on career counseling teachers in middle schools and personnel at local career centers³⁾, to figure out the current situation of career education based

3) It is important to find proper job experience places to provide students with various job experiences. Ministry of Education and local governments in Korea designate the local career centers to figure out the job experience places, connect schools to job experience places, and manage the quality controls for each places. There are about 220 local career centers in national wide as of 2017.

on gender awareness. Both of quantitative and qualitative methods were used for the survey. Regarding the quantitative method, questionnaire survey was held on 623 career counseling teachers⁴⁾ in middle schools and 106 personnel in local career centers. For qualitative survey, focus group interviews (FGI) were carried out with 14 specialists including five career counseling teachers, four personnel at local career centers and five job experience instructors in different occupational types, as well as ten middle school students (five male and five female students).

〈Table 1〉 Summary of survey on current situation of career education based on gender awareness

Type	Survey on Schools (career counseling teachers)	Survey on Local Career Centers (personnel of career experience programs)
Survey target	<ul style="list-style-type: none"> • Three-stage proportional allocation for all nationwide middle schools followed by sampling of 952 schools <ul style="list-style-type: none"> - Stratification regions - Stratification by school of sex type (boys', girls', co-education) - Stratification of city size • Number of response cases: 623 (response rate: 65.4%) 	<ul style="list-style-type: none"> • Random sampling of 149 institutions among a total of 218 regional centers • Number of response cases: 106 (response rate: 71.1%)
Survey period	June 29 ~ July 20, 2018	July 10 ~ Aug. 3, 2018
Survey method	Online survey (Computer Assisted Web)	

4) Career counseling teachers are assigned to almost every middle school and high school in Korea. They teach the 'Career and Occupation' subject and counsel the students on the matters related to career and jobs.

1. Necessity of career education based on gender awareness

- According to the result of the survey, occupations students commonly choose for job experience activities are public administration and engineering, areas dominated by men, for male students, and hairstyling/beauty, cooking, etc. for female students, indicating that students have not broken out of the traditional occupational gender barrier. Students are still engaging in job experience programs based on gender stereotypes, which will consequently influence their career choices in the future. This signifies that gender role stereotypes formed since early childhood have taken root in their consciousness, and shows that education, which should stress career choices based not on the prejudice but on the talents and aptitudes of individuals, is neglecting its responsibility without taking any meaningful measures.

〈Table 2〉 Occupations most commonly chosen by students for job experience programs (by rank)

Rank	Male students		Female students	
	Occupation	Rate	Occupation	Rate
1	Drone specialist	24.0	Hairstyling/beauty	52.1
2	Sports-related jobs (athlete, instructor, etc.)	24.0	Cook	44.8
3	Cook	24.0	Craft/woodwork	33.3
4	Police officer	21.9	Designer	15.6
5	IT specialist	19.8	Teacher	14.6
6	Science and technology specialist	15.6	Flight attendant	14.6
7	Firefighter	14.6	Medical doctor/therapist	13.5
8	Public official, public agency employee	12.5	Barista	12.5

Rank	Male students		Female students	
	Occupation	Rate	Occupation	Rate
9	Craft/woodwork	12.5	Public official, public agency employee	9.4
10	Soldier	10.4	Announcer	9.4
11	3D printing specialist	10.4	Entertainer	9.4
12	Medical doctor/therapist	8.3	Cartoonist/painter	9.4
13	VR specialist	8.3	Culture/arts	8.3
14	Robot specialist	8.3	Science and technology specialist	7.3
15	Architect	7.3	Party planner	7.3

Note: multiple answers allowed

- This kind of gender-typed perceptions by students may hinder realization of educational value based on gender equality in educational process. The result of focus group interviews indicated that perceptions of career education specialists such as career counseling teachers, personnel at local career centers and career mentors⁵⁾ as well as parents were not much different from those of the students. They showed resistance to job experience activities in fields traditionally not associated with each gender, and such reactions from students and parents were burdensome to some educators who pursued career education based on gender awareness.

When I looked at the list, I saw a lot of jobs that I used to identify with women, so I had to think before choosing one. (Q. You felt that those jobs mainly belonged to women. Does it mean that you have some idea about some jobs associated with women and others associated with men?) I do.

5) A career mentor is a term for a worker or a professional who guides students' experiences at places or works where students visit for job experiences.

(Male student 2)

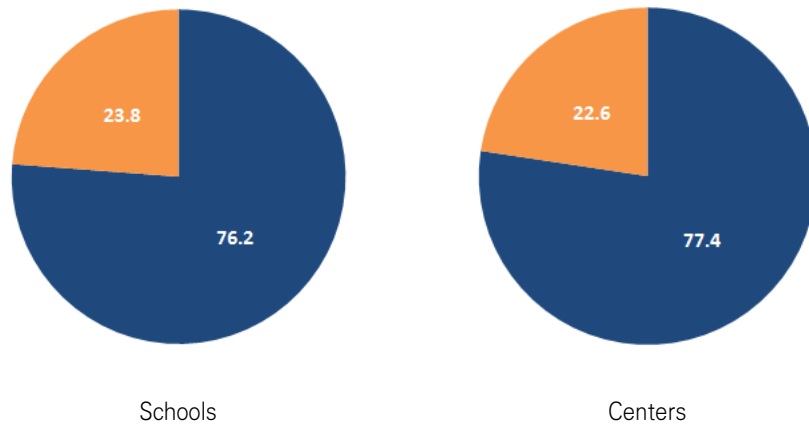
I think firefighting is a job which mostly men should have, which is suitable for men. It takes a lot of power, and men are stronger than women. (Female student 1)

At first, the nurse, a female nurse became an issue. I tried to assign her to a boys' high school, but they were not happy about it. The career counseling teacher at the school said, "It's a boys' school, you're not supposed to assign a nurse!" (omission) It's that the students do not like it and the parents are opposed to it. (Center personnel 1)

The teacher in charge of career education got angry. What does hairstyling have to do anything with a boys' school? Is it even possible? They insisted on an immediate replacement. (Center personnel 2)

Parents still have fixed ideas about the careers of their sons and daughters. (omission) Their aptitudes are considered secondary. She is a girl, so she chooses a career according to existing stereotypes about women, I believe. (Center personnel 2)

- On the other hand, an increasing number of students appeared to seek unconventional career paths. According to the survey result, 76.2% of career counseling teachers and 77.4% of personnel at local career centers responded that they have met students interested in occupations that have not been traditionally chosen by members of their own genders. This indicates that quite a few students are interested in jobs deemed unconventional for their genders, whereas our education system is still limited in dealing with their educational needs and providing career education based on gender awareness.



[Figure 1] The rate of finding students interested in occupations dominated by members of opposite genders

- This has also been confirmed through focus group interviews. The following case of a male student shows the necessity of educational support for students who deny conventional gender roles and are interested in unconventional occupations.

There was a male student who wanted to become a children's welfare specialist. When I was talking to him, he listened to me carefully, was very gentle and talked about himself in quite a detail, unlike most boys. There was also a boy who wanted to become a nurse. (Coed school teacher 2)

- One of the serious problems identified in the survey is the common occurrence of gender-based discriminatory or harassing speeches toward students in the process of career education. Respondents at 9.3% of the schools and 12.3% of the local career centers answered that gender-related discriminatory or harassing speeches occurred in career education or related activities. People who made such

speeches were most often made by career mentors at the places where job experiences took place (36.7% of schools, 46.2% of centers), followed by parents (31.7% of schools, 38.5% of centers) and teachers other than career counselors (21.7% of schools, 23.1% of centers). The rate of career counseling teachers at schools who engaged in gender-related discrimination or harassment, as seen by personnel at local career centers, was relatively high at 38.5%.

〈Table 3〉 People displaying gender-related discriminatory or harassing behaviors

Types	No. of cases	Career Mentors	Parents	Teachers other than career counselors	Students	Personnel at local career centers	School principals	Career counseling teachers	Others
Schools	(60)	36.7	31.7	21.7	18.3	16.7	10.0	3.3	3.3
Centers	(13)	46.2	38.5	23.1	–	7.7	23.1	38.5	30.8

Note: Multiple answers allowed

- In addition, 45.0% of the schools and 38.5% of the centers that experienced gender-related harassment or discrimination appeared not to have carried out any special actions, while only 23.3% of the schools and 30.8% of the centers handled the problem by reinforcing prior education and preventive measures. This indicates that there is a lack of sufficient follow-up actions to deal with gender-related discriminatory and harassing behaviors.
- Cases in which a counsellor laughed at a male student who had participated in nail art experience and a counseling teacher said ‘Girls should be pretty, and their happiness depends on good marriages.’ were also found in the focus group interviews. Although students

are showing interest in various different career choices regardless of their genders, educators, who should help relieve improper gender stereotypes and encourage students to make career choices free from biases, are often seen perpetrating gender discrimination in educational scenery.

Mom and dad didn't say anything like that, but my class teacher laughed at me saying that boys have nothing to do with nail art. (Male student 2)

We conducted personality and aptitude tests on the students, after which we had an eight-minute session with a psychological test administrator who visited each class and interpreted test results for the students. Then the students filled out lecture evaluation sheets, and there was a note on which a certain student wrote 'Please be sure to read my evaluation.' So I read it carefully, and she wrote that the administrator had said 'Girls should be pretty, and their happiness depends on good marriages. They need to meet a Prince Charming (rather than getting good jobs).' So the students in the class asked, 'Stop that, please,' several times. (omission) Men still don't know. He spoke his mind unintentionally. (omission) I think there still remain gender stereotypes deeply rooted in their minds. (Girls' school teacher)

Sometimes career mentors visit our school, and these occasions become big events. These people are professionals in their own fields of occupation, (omission) but they lack awareness of gender equality, so they cite old sayings that degrade women and make misogynic comments unintentionally. (Center personnel 1)

- These are cases in which main agents who influence students in the forefront of career paths show poor gender sensitivity and maintain views on occupations based on gender discrimination. This indicates that improvement in the educators' awareness of gender equality

should be made first of all. Notably, more active and effective guidance should be given to mentors at places for job experiences, who are outside the school system.

2. Current situation of the implementation of career education based on gender awareness

- According to the questionnaire survey, carried out to figure out the perceptions of educators in schools, 75.4% of respondents in schools and 70.8% of those in local career centers agreed career education based on gender awareness necessary in elementary and secondary schools. However, the rates of those who answered that they had actually implemented career education based on gender awareness in educational field were 62.6% among those in schools and only 20.8% among those in the centers, with most of the centers (about 79.2%) failing to provide educational activities reflecting gender awareness.
- When asked about the reasons for not implementing career education based on gender awareness, 68.2% among respondents in schools and 58.3% among those in local career centers answered that they perceived the necessity of such education but did not have the means or were not aware of the methods to provide it. This shows that although many of them are aware of the necessity, they lack the ability to deal with it.
- In particular, many of the institutions that failed to implement the education due to lack of necessary means pointed to lack of textbooks and manuals (76.2% of schools, 56.4% of centers), and insufficient budget (19.0% of schools, 53.8% of centers), while

41.0% of respondents in the centers pointed to their own lack of gender-related expertise as a key reason. Frequent utilization of inviting lectures can be understood in this regard, which suggests the importance of exploration of qualified instructors and development of relevant human resource pool to promote career education based on gender awareness.

- Examination was made on whether the perspective based on gender awareness was being reflected in different stages of carrying out job experience activities. First, concerning the implementation in the prior education stage, the rates of education incorporating content based on gender awareness (36.9% of schools, 35.7% of centers) by institutions that provide prior education for career mentors at the places (36.9% of schools, 65.1% of centers) were only 13.5% for schools and 23.2% for local career centers, showing that the perspective based on gender awareness was not properly reflected in the prior education stage.
- Concerning the process of career education, instruction method most frequently used was lectures (83.3% of schools, 72.7% of centers) and followed by special lectures (34.1% of schools, 68.2% of centers), with percentages of activities including experiences, counseling and field trips and integrative application of various different instruction methods remaining low.

〈Table 4〉 Instruction methods of career education based on gender awareness

Unit: % (no. of persons)

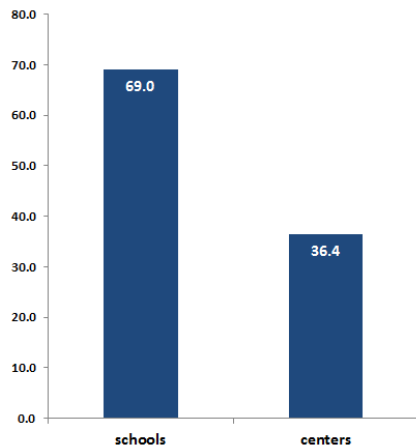
Classification	No. of cases	Lectures	Special lectures	Job experience	Career counseling	Career camp	Field trip	Others
Schools	(390)	83.3	34.1	33.3	27.4	17.9	17.2	5.6
Centers	(22)	72.7	68.2	50.0	40.9	36.4	22.7	-

Note: Multiple answers allowed

- Notably, the rates of utilization of inviting lectures for career education based on gender awareness were 69.0% for schools and 36.4% for centers, and the recruitment channels appeared to be quite diversified. Actually, a lot of career counseling teachers and personnel at local career centers said that they did not have any platform to help them recruit good inviting lectures and thus depended on their own individual networks, suggesting an immediate need to develop a consistent and reliable supply system.

[Figure 2] Utilization of inviting lectures 〈Table 5〉 Recruitment channels for inviting lectures

Unit: % (no. of persons)

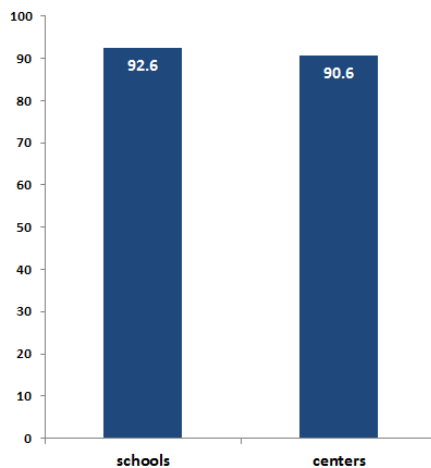


Classification	%
Total	(116)
Career counseling teachers, teachers in other schools, etc.	28.4
Acquaintances	19.0
Local career centers	14.7
District educational office	13.8
Other institutions including youth training centers	10.3
Ggoomgil site ⁶⁾	10.3
Educational institutions for gender equality	7.8
Sexuality education teachers	3.4
Parents	2.6
Nearby universities	2.6

Note: Multiple answers allowed

- Even in follow-up evaluation of career education, which is important for continued improvement in the quality of education, not enough stress is given on evaluation based on gender awareness. Although the rates of the implementation of follow-up evaluation on career education are very high at 92.6% for schools and 90.6% for centers, the rates of cases in which content related to alleviation of gender role stereotypes was included were merely 25.3% for schools and 18.8% for local career centers. While the percentages of schools and centers considering identification and appropriate handling of sexual harassment and assaults were slightly higher at 23.7% for schools and 29.1% for centers, this seems to be quite insufficient regarding the massive upsurge of School Me Too movement by students in Korea.

[Figure 3] Implementation of follow-up evaluation based on gender awareness



[Table 6] Details of follow-up evaluation based on gender awareness

Unit: % (no. of persons)

Classification	Schools	Centers
Total	(577)	(96)
To identify participation rate by gender	11.8	44.8
To compare participation rate or satisfaction by gender	17.5	32.3
To compare budget size and execution results by gender	3.1	10.4
To identify occurrence of sexual harassment and violence in the education process	23.7	28.1
To assess possible impact on relieving gender role stereotypes	25.3	18.8

Note: Multiple answers allowed

- 6) Ggoomgil is a web site provided by Korea Ministry of Education to help career education specialists including career counseling teachers, personnels of local career centers, career mentors, and so on. Ggoomgil supplies diverse materials such as teachings manuals, programs, maps on the job experience places, and its address is <https://www.ggoomgil.go.kr/> (Aug.20.2019.).

- Nevertheless, there were rare cases in which career education programs based on gender awareness were being attempted around some schools in spite of the lack of proper understanding and limited support, including classes on the topics of occupational segregation and discrimination between women and men; a career course on ‘Gender and Occupation’ with which classes related to some subject social studies were attempted at a local career center; career counseling in which encouragement was given to students interested in jobs in unconventional fields; experience activities provided on unconventional occupations; and gender sensitivity education offered for career mentors or parent career coaches.

Each year when we offer career classes to students, we always incorporate a career lesson related to gender equality. So, we include occupational consciousness and how to resolve occupational stereotypes in the teaching process, and I arrange classes accordingly. (omission) First, I show them the video (omission) I let them project stereotypes onto themselves and examine them, and then think in a reverse way to consider how they can break down their stereotypes, discuss on the issue in groups and present the results. (Coed school teacher 2)

There is a program titled ‘Gender and Occupation’ in the outreach career course. It is linked to the formal curriculum and they can apply for the course through social studies subjects. (Center personnel 3)

We offer gender equality education programs at the center, and what we mainly do with male students is (omission) Boys don’t like it. (omission) We say that women are not taking your jobs, and it’s inevitable in this situation. Why are so many women employed as teachers and public officials? Why are so many women chosen in national examinations? When we explain about these issues, they finally understand. (Center personnel 4)

We offered job experiences related to gender equality two times, once each year. (omission) Female students had job experiences in online game development, security and body guarding, whereas male students were led to experience such jobs as wedding planner, florist, nail artist and food stylist. (Coed school teacher 1)

- It is important to note that these career education programs based on gender equality have significant educational value. Career education based on gender awareness has the following characteristics. First, it provides students with opportunities to get away from gender stereotypes and take interest in various occupations and careers. Second, it enables students to develop their hidden interests and abilities related to unconventional career fields. Third, it encourages and emboldens a small number of students already interested in unconventional career areas by letting them know that it's okay for them to take the paths they want. In particular, considering that students' job preference is limited by their knowledge and understanding of occupations as well as personal stereotypes, career programs based on gender awareness can lead students directly to experience numerous different occupations without prejudice, induce their interests and help them choose careers strictly based on their aptitudes and talents without gender biases or stereotypes.

(Forensic investigator experience) I did it, and felt that a woman could do it well enough. Women are good at observation and delicate works, you know. (Female student 3)

At first, when we found out proper experience sites and sent our students there, or sent career mentors to schools, (omission) we wondered whether

girls would be interested in jobs like IT developer, online game developer, police officer or soldier, and decided to send them anyway, as we thought they might not be interested due to lack of knowledge about the jobs. Teachers at schools were dubious and doubted whether many girls would apply for them. However, the students' responses were totally different from what we had expected. (Center personnel 4)

I read the students' reviews, and more than half of them wrote that they found the jobs quite interesting, although they had thought the jobs were only for girls. (omission) I thought the fact that about half of them felt interested suggests this provides a chance for us to reconsider the situation. (Boys' school teacher 2)

I think that this is a program which breaks down our fixed ideas about jobs that belong to a specific gender, such as jobs suitable for women and those suitable for men. (Job experience instructor 3)

It seems to me that the significance of the classes and experience of education based on gender equality is to tell the students who are interested in these jobs but afraid of people's prejudice that it's okay and make them feel comfortable. About four years ago, I talked with a boy in the first grade of middle school who liked raising flower plants. (omission) He saved his pocket money and refrained from going to game cafés to buy and cultivate flowers, which he enjoyed. In the present circumstance where gender roles remain strict, it would be a special experience for these small number of students to encounter these programs and teachers and to be told, 'It's okay. It's okay for you to like it.' (Boys' school teacher 1)

3. Demand for support of career education based on gender awareness

- The result of the survey on the purpose of career education based on gender awareness showed that 72.7% of career counseling teachers and 75.5% of center personnel perceived it as ‘elimination of gender role stereotypes of male and female students and encouragement of various careers and occupations.’ Meanwhile, the remaining one fourth of the respondents (27.0% of schools, 24.5% of centers) saw it as ‘provision of equal career education opportunities to male and female students,’ indicating that they considered it as allowing equal opportunities of career education. As we recall that the enrollment rates in primary and secondary schools have been equalized between male and female students about 20 to 30 years ago in Korea, it is seen that a considerable number of educators still maintain a low level of gender awareness.

〈Table 7〉 Purpose of career education based on gender awareness as seen by educators

Unit: % (no. of persons)

Classification	Career teachers	Center personnel
Elimination of gender role stereotypes for male and female students on jobs and encouragement of various career paths	72.7	75.5
Provision of equal opportunities for career education to male and female students	27.0	24.5
Differentiated guidance to introduce male-dominant jobs to male students and female-dominant jobs to female students	0.2	–
Prevention of sexual harassment and assaults in the career education process	0.2	–
Total (no. of persons)	100.0 (623)	100.0 (106)

- Demand for educational support of career education based on gender awareness from relevant teachers and personnel clearly reflects this situation. The result of the survey on what are most essential for the fulfillment of career education based on gender awareness showed that both career counseling teachers and personnel at career experience support centers considered the development of various teaching materials such as textbooks, workbooks and videos to be in the highest demand (3.23 points from schools, 3.31 points from centers), followed by provision of manuals for career education based on gender awareness (3.18 points from schools, 3.25 points from centers), training of specialized instructors capable of carrying out this kind of education (3.08 points from schools, 3.22 points from centers) and promotion of parents' understanding of career education based on gender awareness (3.07 points from schools, 3.22 points from centers). Personnel at local career centers expressed stronger demand regarding most of the items than career counseling teachers (2.87 points from schools, 3.10 points from centers), and appeared to perceive the necessity to improve the understanding of career education based on gender awareness by school principals (2.95 points from schools, 3.24 points from centers) more sharply than the teachers.

〈Table 8〉 Demand for support of career education based on gender awareness

Classification	Schools		Centers	
	%	Mean (S.D.)	%	Mean (S.D.)
Provision of programs manuals to eliminate gender role stereotypes related to jobs	84.9	3.18	86.8	3.25
Development of various teaching materials such as textbooks, workbooks, videos, etc. to eliminate gender role stereotypes related to jobs	87.8	3.23	86.8	3.31
Training of competent specialized instructors capable of carrying out this kind of education	78.7	3.08	82.1	3.22
Career education based on gender awareness for each school or center	72.4	2.93	73.6	3.06
Implementation of projects for career education based on gender awareness	54.6	2.66	66.0	2.88
Strengthened training on career education based on gender awareness for career counseling teachers	69.7	2.87	78.3	3.10
Strengthened training on career education based on gender awareness for personnel at centers	70.1	2.89	73.6	3.05
Promotion of understanding of career education based on gender awareness for professional mentors	79.0	3.03	86.8	3.20
Promotion of understanding of career education based on gender awareness by school principals	72.1	2.95	83.0	3.24
Promotion of understanding of career education based on gender awareness by parents	80.7	3.07	88.7	3.22
Budget support for implementation of career education programs based on gender awareness	-	-	80.2	3.17
Incorporation and insert of tasks and guidelines on career education based on gender awareness in the national basic plan for the career education	-	-	82.1	3.16

Note: Survey using 5-point Likert scale (1 point=Strongly disagree~5 points=Strongly agree) and presenting the ratios of 4 points (Agree) and 5 points (Strongly agree)

- It was found, as a result of the survey on the participation of the education program for improving the expertise for career education based on gender awareness, that only 31.3% of career counseling teachers in schools and 29.2% of personnel at career experience support centers had relevant experiences. It has been discovered through the focus group interviews too, that a lot of challenges remain for the facilitation of these programs. As pointed out earlier, the most essential tasks are the promotion of expertise of career counseling teachers regarding education based on gender awareness and improvement in the understanding of teachers in general. It is true that very few teachers among those interested in career education based on gender awareness have relevant skill and expertise. Career counseling teachers themselves admit that they do not have sufficient expertise in career education based on gender awareness, and that they unknowingly reveal traditional gender role stereotypes during the course of career counseling.

I think I do not have the expertise to talk clearly about gender equality, and as I belong to the older generation (omission) when I provide counseling to individual students, sometimes if I don't pay careful attention, I say, 'Won't (that kind of job) be difficult?' I feel I don't have sufficient expertise, so I don't spend so much time on it. (Girls' school teacher)

In career education, gender equality is required of the teachers in charge of career education. Teachers who direct career education in schools are mostly in their middle ages, 50 years old or older. The directors are more rigid. I see those who teach younger kids are more flexible, whereas teachers in middle schools and high schools are more rigid. You know, they're teachers who deal with career education and the free learning semester. (omission) Next are the parents. It requires a major shift of awareness, and

although the education is for the students, it has to happen with the parents too. Rather than demanding students to do it, education and change in the awareness of educators are also needed. (Center personnel 2)

- In addition, there were opinions that development of various programs and teaching methods as well as reinforcement and diversification of career experience programs based on gender awareness, including those for students and mentors, were needed as shown in the survey result mentioned above. Development of improved and advanced programs is required, as there have been cases in which students lost interest and decided not to participate in fragmentary programs in some schools. Some inviting lectures were seen to talk about the just only prevention of sexual harassment, although they were asked to provide lectures to facilitate job choices without gender bias, raising the necessity for improvement in the expertise of instructors.

First grade students had gender aware job experiences in one center, and in the second grade, we tried to do something different. However, the program titles were no different from first grade's program, and there were not many programs which girls or boys might find interesting. So we decided not to do it in 2018, and chose a different kind of mentoring program. We didn't have (career program based on gender awareness) this year. (Girls' school teacher)

They show a video clip at the career center, and it draws the students' attention. It's about gender equality, and it consists of the other students' reviews on gender aware program. They pay attention when a boy who took part in florist experience talks about delicate jobs. They are genuinely interested in the video. (omission) Showing the video, I felt easier to carry out the experience program. They also seemed more comfortable to arrange the flowers and create the works. (Job experience instructor 5)

My field is engineering, and once I went to a girls' high school and was surprised to see the students eagerly answering my questions while I was talking about theories. They had a lot of academic knowledge. However, when it came to practice, they did not even know how to turn the screwdriver. I thought perhaps we need to correct this imbalance for them. (Job experience instructor 1)

I'm not sure if the instructor clearly understood what career education based on gender awareness was. It was a 2-hour lecture about sexuality education and prevention of sexual harassment and sexual violence. The teachers and students who attended the class thought it was not career education but sexuality education. We planed a two-day schedule because we wanted the each day program to be more effective, so we organized the lecture on the first day and experience on the second day separately. But the lecture was entirely about sexuality education, and it had nothing to do with career education. (Girls' school teacher)

- There appears to be quite a lot of tasks related to safety education for prevention of sexual harassment at the time of job experience. The safety education content provided by the Ministry of Education includes instructions on sexual harassment and sexual violence, but they usually get neglected in boys' schools because schools tend to regard them important only for female students, and there are reported cases in which career mentors sexually harassed the student at job experience places.

Students are quite sensitive about sexual harassment. (omission) There were cases in which big problems occurred at the school because students complained that they felt highly uncomfortable. (Coed school teacher)

The girls went to the experience center in summer two or three years ago,

where they met a male mentor. He wasn't wearing a proper shirt, but a sleeveless undershirt. If they were boys, it might not have been a problem, but these girls were middle school students, and they felt uncomfortable. We weren't expecting such reactions, and it made us strengthen our prior education for mentors. (Center personnel 2)

- Above all, it was pointed out that the institutionalization of career education based on gender awareness was important for its stable implementation in education process.

It seems unclear which ministry or agency is in charge of education and policies for gender equality. The reason I'm talking about it is because, concerning career education, there is not much emphasis on gender equality, and it depends on the staff with relevant awareness to reflect it at all in the education programs. For education based on gender equality to be part of career education, you should first incorporate relevant provisions in laws or ordinances, assign staff to deal with such programs, allocate budget for relevant laws and policies, and develop lesson plans, before telling us to do it. (Center personnel 1)

III. Policy suggestions for implementation of career education based on gender awareness

○ Based on the above research results, the following policy suggestions are made to facilitate educational activities based on gender awareness in career education in elementary and secondary schools.

Policy Area	Policy Tasks
Institutionalization and provision of common guidelines	↔ 1) Revision of the Career Education Act
	↔ 2) Development of guidelines for gender aware career education
	↔ 3) Development of teaching and learning materials
	↔ 4) Development of manuals on the prevention of sexual harassment
Introduction and implementation of representative programs	↔ 1) Designation the career experience day based on gender awareness
	↔ 2) Establishment of 'the Academy of Female Youth Talent'
	↔ 3) Reinforcement of the educational management of K-Girls' Day
Promotion of understanding and competence of various agents	↔ 1) Reinforcement of prior education on gender equality for career mentors and parents career coaches
	↔ 2) Incorporation of the gender aware programs in the training of career counseling teachers and managers
	↔ 3) Training of specialized instructors and development of relevant human resource pool
	↔ 4) Promotion of understanding of gender awareness among parents
Reinforcement of feedback system	↔ 1) Obligatory inclusion of career education in the gender impact assessment by district education offices
	↔ 2) Inclusion of relevant indices in the career education evaluation system
	↔ 3) Inclusion of relevant survey items in 'Survey on Current Conditions of Career Education in Elementary and Secondary Schools'

☐ Institutionalization and provision of common guidelines

- First, it is necessary to specify the need of career education based on gender awareness in the current Career Education Act to promote its implementation by schools.
- Second, to complement the limitation of educational competencies, the development of a ‘Guide for Operation of Career Education Programs based on Gender Awareness (tentative title)’ is proposed. It is necessary to develop manuals for career education based on gender awareness regarding the necessity, specific education strategies, methods, and related information, etc. which educators and personnel in education spot can put into practice.
- Third, varied and rich programs and teaching/learning materials should be developed. Career counseling teachers and local career centers can use these programs and teaching materials directly in their classes, so that it will help relieve a lot of their difficulties.
- Fourth, development of ‘Handbook for the Prevention of Sexual Crime in Career Education Experience (tentative title)’ is proposed to set out and promote guidelines for prevention of gender-related discrimination, harassment and violence in career education. Unlike in the past, career education is being offered in communities and companies out of the boundary of schools. However, countermeasures to discriminatory speeches and sexual harassment that occur in the education process are not in place yet, and thus need to be introduced.

☐ Introduction and implementation of representative programs

- First, it is strongly recommended to designate career experience days based on gender awareness, such as Girls’ Day and Boys’ Day in

Germany. Local career centers can choose one or two days a year to provide career experience free from gender prejudices, and this can be operated as a leading nation-wide program.

- Second, ‘the Academy of Female Talent’ currently operated by the Ministry of Gender Equality and Family can be expanded to introduce the academy of female youth talent for female students. Such an academy can be used to support diversified career choices by female students, connection to occupational world, education on women’s occupational consciousness and leadership, and network formation.
- Third, it is necessary to strengthen the educational process of K-Girls’ Day currently being implemented by the Ministry of Trade, Industry and Energy. First of all, its experience fields should be expanded not to R&D fields but to diversified industrial fields. Also, more systematic operation should be made by including pre- and post-tests, specialized education for mentors and analysis of educational outcomes for the program to become more than an occasional event.
- Promotion of understanding and competence of various agents
 - First, prior education based on gender equality for career mentors and parent career coaches should be obligated. In spite of the stress of government, mentor education is not being mandatory, and perspective based on gender awareness should be reflected in the education.
 - Second, education from the perspective based on gender awareness should be emphasized in the training of career counseling teachers and education of managers. At present, no subject related to gender awareness is included in the training course for career counseling

teachers, which spans 705 hours and covers 51 subjects (Ministry of Education, Science and Technology, 2011). Therefore, consideration should be made on possible ways for reinforcement of the gender aware perspective by adding relevant subjects or using cross-cutting methods.

- Third, training of specialized instructors for career education based on gender awareness and development of relevant human resource pool should be made. It is suggested that the Korea Institute for Gender Equality Promotion and Education should train specialized instructors for career education based on gender awareness, and that a database platform on specialized instructors should be established to be utilized.
- Fourth, career education based on gender awareness needs to be offered for parents. In relation to this, various possible measures can be considered such as regular mailing of information sheets for parents and production of videos for promotion of counseling based on gender awareness among parents.
- ☐ Reinforcement of feedback system
 - First, it is suggested that career education should be mandatorily included in the gender impact assessment by district education offices. To guarantee the continuity of this policy, efforts should be made for education offices and the Ministry of Education to carry out gender impact assessment on career education and review the results regularly.
 - Second, educational competencies based on gender awareness should be promoted at the career experiences places. The perspective based

on gender awareness should be reflected on evaluation indices in the career education certification system currently operated by the Ministry of Education so that career experience providers can always check themselves.

- Finally, it is proposed that survey items related to career education based on gender awareness should be included in ‘Survey on Current Conditions of Career Education in Elementary and Secondary Schools’ conducted annually by the Ministry of Education to facilitate understanding and monitoring of current situations of career education reflecting gender awareness.

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