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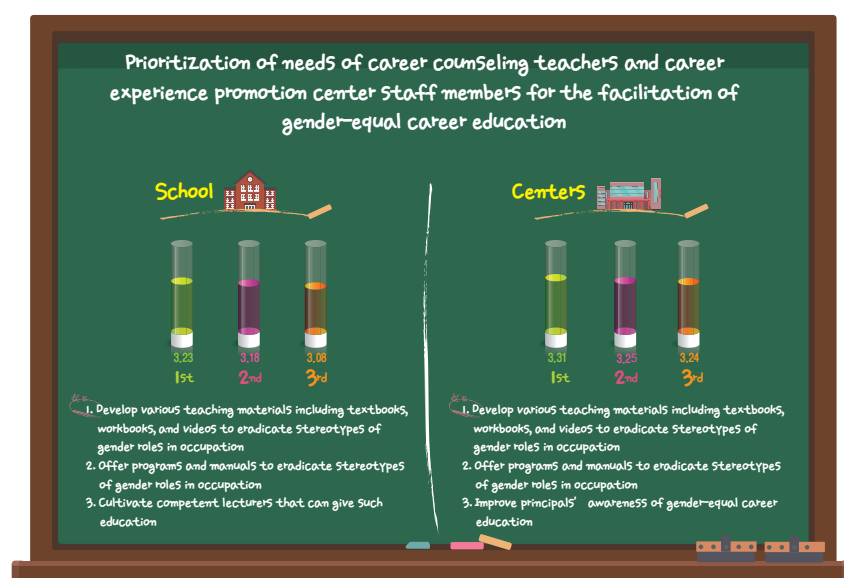
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2019**Research Title** Analysis and Policy Suggestions to Promote Gender-equal Career Education**Research Manager** Yunjeong Choi, Associate Research Fellow (Tel: 02-3156-7176/email: cyj@kwdimail.re.kr)

Needs and Required Support for Gender-Equal Career Education

- The analysis of national situations shows that gender discrimination and prejudice are internalized in career education and that gender equality perspectives are not effectively reflected.
- In particular, a state of limbo is witnessed in connection with gender discrimination and sexual harassment that occur in the process of implementing out-of-school activities.
- It is necessary to devise strategies to deal with teachers, lecturers, and mentors' lack of awareness of gender-equal career education and students' stereotypes of gender roles.
- The development of manuals and programs and the improvement of related staff's awareness of gender equality are deemed to be most required.

Abstract

- Even though the gender gap in the labor market has been fundamentally affected by occupations and careers chosen, there is lack of interest in career education based on gender equality perspectives. Against this backdrop, this paper is designed to review realities where gender equality perspectives are not reflected in career education and to identify educational alternatives for the selection of career.
- The survey of and interviews with career counseling teachers and responsible staff members for career experience promotion centers show that there are gender discrimination in the process of teachers offering career education and that students themselves have gender prejudices. In particular, there is a lack of measures and alternatives to cope with gender discrimination and sexual harassment that may occur in the process of undergoing various out-of-school activities. Moreover, in reality, lack of budget and absence of manuals, as well as teachers and responsible staff members' lack of capacity to provide gender-equal career education, have been raised as serious issues.
- Against this backdrop, this research proposes a diversity of measures to devise criteria for the promotion of gender-equal career education, to develop and carry out programs for gender-equal career education, to improve related entities' awareness of and their capacity for gender-equal career education, and to strengthen feedback systems in career education.



1. Background and issues

- Against the backdrop of women's level of education continuously improving and female students outperforming their male counterparts in academic achievement, the situation has not improved in the gender division of labor and gender segregation in career selection. This has also affected Korea's labor market characterized by the biggest gender pay gap among OECD members.
- Since 2015, female students have outpaced their male counterparts in academic achievement (college entrance examination) but the share of female students enrolled in engineering colleges is still as low as 18.4%. This means that male and female students' selection of careers has been influenced by social prejudice and stereotypes of gender roles, rather than their aptitude and qualification. It also shows that Korea has limitations in HR management strategy in that fully nurtured female human resources have not been efficiently used.
- In this context, this research aims to examine realities where gender equality perspectives have been excluded from the area of career education that has fast expanded within a relatively short period of time through the 2015 enactment and implementation of the 'Career Education Act', a wider use of the free-semester system, the enlargement of career experience promotion centers by region, and financial support from local governments. Another purpose hereof is to devise alternative plans for helping female and male students choose their careers without any prejudice.

2. Survey results and local & global cases

Survey on gender-equal career education

► Overview

Classification	Information
Survey	<ul style="list-style-type: none">Participants: 623 career counseling teachers for middle schools across the nation and 106 responsible staff members for career experience promotion centersSampling method: a total 623 schools and 149 centers (out of a total of 218 centers) were randomly sampled after proportional allocation by region and school typePeriod: June 29 ~ July 20 (schools); July 10 ~ August 03 (centers)Method: computer assisted web
FGI	<ul style="list-style-type: none">Participants: five career counseling teachers; four responsible staff members for career experience promotion centers; five lecturers in vocational experience; ten middle school students -> a total of 24 participantsPeriod: June ~ October

► **Career education personnels' lack of awareness of gender equality and gender discrimination in career education**

- Career education personnels including career counseling teachers, general teachers, responsible staff members for career experience promotion centers, parents, and professional mentors show gender segregational attitudes toward careers and occupations. In some cases, they are found to have made gender-discriminatory comments without hesitation.
- According to FGI results, home room teachers are found to have laughed at male students for experiencing nail art while counseling teachers are revealed to have said, "Women should be pretty, whose main objective should be to marry into high society." Taking into account changes in students' preference and their diverse needs, teachers are supposed to lead students not to have wrong stereotypes of gender roles and to encourage them to plan careers without any prejudice. However, they are found to have perpetrated gender discrimination in the school environment.
- About 9.6% and 12.3% of participants in schools and career experience promotion centers, respectively, replied that sexually harassing and gender-discriminatory comments have been made. Mentors at career experience promotion centers account for the biggest portion of those who have made sexually harassing and gender-discriminatory comments while parents and teachers also occupy a significant portion of such a group. The survey of the centers also shows that career counseling teachers have perpetrated as many acts of gender discrimination and sexual harassment as mentors and parents. What should be specially noted is that 45.0% and 23.1% of schools and centers, respectively, where sexual harassment and gender discrimination have occurred, have failed to take proper measures to tackle such issues.
- What they regard as gender-equal career education was also surveyed. According to the results, 72.7% and 75.5% of career counseling teachers and center staff members in charge of career education, respectively, said that gender-equal career education is designed to address male and female students' stereotypes of gender roles and to encourage them to develop various careers. However, 27.0% and 24.5% of teachers and responsible staff members, respectively, responded that it aims to give male and female students equal opportunities in career-related services. This means that the latter understand gender-equal career education in the context of equal opportunities.

- These results show that those who directly affect students in career education have gender-segregated views of occupations and a low level of gender sensitivity. Therefore, it is deemed to be necessary to improve their awareness of gender equality. It is also deemed that mentors should be coached more effectively and actively.

► **Students' stereotypes of gender roles and their needs for diverse career services**

- Which jobs are experienced most by female and male students was also studied. The results reveal that there is clear gender segregation in choosing vocational experience. In other words, their stereotypes of gender roles that have formed since their early childhood are already solidly positioned in their minds. The problem is that no educational measures have been taken even though careers should be chosen based on students' qualification and aptitude.
- On the other hand, 76.2% and 77.4% of participants in schools and career experience promotion centers, respectively, show interest in occupations dominated by the other gender. In other words, they have seen students showing interest in unconventional occupations by gender. In the same context, FGIs show that there are male students who choose the department of nursing science. Also, there are a significant number of students who defy existing gender roles and are interested in unconventional occupations, showing that their educational needs should be more actively satisfied.

► **Operation of gender-equal career education**

- As many as 75.4% and 70.8% of schools and centers, respectively, said that gender-equal career education is required for career education for elementary and middle school students, which are deemed to be high. However, 62.6% of schools and 20.8% of centers replied that they have given gender-equal career education services, exposing a wide gap between the two.
- Nearly 76.2% and 53.8% of schools and centers, respectively, chose lack of textbooks and manuals as reasons for failing to deliver gender-equal career education. 56.4% of centers selected lack of human resources as one of the reasons, revealing why gender-equal education has not been offered sufficiently.
- Limitations in educational systems were also confirmed. Gender-equal career education services are given via lectures or special lectures, thereby failing to effectively link them to experience, counseling, field trips, and other systems.

- As many as 69.0% and 36.4% of schools and centers, respectively, use external lecturers for gender-equal career education services, which are not deemed to be low. They rely on their personal networks to contact external lecturers, making it necessary to set up consistent and reliable supply systems as soon as possible.
- Follow-up evaluation, which is a key element affecting the improvement of gender-equal career education in quality, is not conducted sufficiently, either. 23.7% and 28.1% of schools and centers, respectively, include the occurrence of sexual harassment and sexual molestation and countermeasures thereto in the ex-post assessment of career education while 25.3% and 18.8% of schools and centers, respectively, include the effects of gender-equal career education on the stereotypes of gender roles in the aforementioned assessment process.

► **Delivery and meaning of gender-equal career education**

- In spite of lack of awareness and support, there are a few cases where gender-equal career education activities are conducted in and out of school. Specific examples are as follows: 1) career counseling teachers directly giving lessons on gender equality in career and occupation or career experience promotion centers preparing a career-related class titled 'Gender and Occupation', linking it to 'Social Studies'; 2) providing encouragement to students having interest in unconventional areas via career counseling; 3) leading students to experience unconventional occupations; and 4) educating professional mentors and parents (working as career coaches) to improve their level of gender sensitivity.
- Likewise, diverse entities surrounding career education have participated in gender-equal career education. Their experience can be analyzed as follows: First, gender-equal career education gives students opportunities to depart from stereotypical gender roles and to have interest in various occupations and careers. Second, it provides opportunities for students to develop their interest and potential in unconventional careers. Third, by saying "I respect your decision," a small number of students who are already interested in unconventional careers can be encouraged to pursue such careers with courage. In these regards, gender-equal career education is deemed to be meaningful and valuable.

- In particular, the occupational preferences of students fail to go beyond the scope of their awareness and stereotypes of the vocational world. Moreover, the vocational world of which they are aware is very limited. Therefore, gender-equal career programs can serve as opportunities for students to experience various occupations without prejudice and to have interest therein.

► **Needs for support of gender-equal career education**

- In order to promote gender-equal career education in the school environment, a number of issues should be addressed, which can be summarized as follows: 1) improve career counseling teachers' expertise in gender-equal career education and raise general teachers' awareness of gender-equal education; 2) substantiate and diversify gender-equal career experience programs; 3) cultivate professional lecturers for gender-equal career education; and 4) strengthen safety education to prevent sexual harassment when experiencing occupations. Above all, to ensure the stable promotion of such programs in the field, gender-equal career education must be effectively institutionalized.
- Teachers and responsible staff members' demand for support for gender-equal career education reflects such realities. Career counseling teachers need the development of various teaching materials such as textbooks, workbooks, and videos (3.23 points; centers: 3.31 points) while responsible staff members for centers demand the development of gender-equal career education programs and manuals (3.25 points; schools: 3.8 points). Others that are highly required include the cultivation of professional lecturers (3.08 points), the improvement of mentors' awareness of gender-equal career education (3.20 points), and the enhancement of school principals' awareness of gender-equal career education (3.24 points).
- Gender-equal career education is deemed to require consistent investment in the improvement and development of programs and teaching materials, the discovery of professional lecturers and the establishment of a pool of such experts, and the installation of sharing systems. More than 90.0% replied that students actively participate in and are very satisfied with gender-equal career education offered by schools and centers. This shows that students' demand for such education is deemed to be high and that it is necessary to more actively offer such services to meet the demand.



Local & global cases of gender-equal career education

► Domestic cases

- The government-sponsored K-Girls' Day refers to an industrial technology experience program hosted by the Ministry of Trade, Industry and Energy, the Ministry of Science, ICT and Future Planning, and the Ministry of Gender Equality and Family and managed by the Korea Institute for Advancement of Technology. It is the only government program to which gender equality perspectives apply. Cooperating with enterprises, it provides opportunities for female students to experience occupations in various R&D fields.
- Gender-equal career education programs offered by the Seodaemun-Gu Office's career experience support center lead female students to experience male-dominated occupations and at the same time enable male students to experience female-dominated occupations in order to address their stereotypes of gender roles in occupation. These programs are based on close cooperation with parents, experts, and schools.
- The Yangcheon-Gu Office's career experience support center includes gender education programs to improve parents' awareness of gender equality and their gender sensitivity in the process of cultivating career coaching groups consisting of parents. These programs are carried out, focusing on discussions on how to interpret gender-discriminatory elements in popular culture from feminism perspectives and so forth.

► Global cases

- Germany's Girls' Day (Madchen-Zukunftstag) is a national vocational experience program for 5th to 10th grade female students, leading communities, schools, and companies to offer opportunities for female students to experience male-dominated occupations. The main characteristic and performance of the program is that it is not limited to simply providing vocational experiences but acts as a real route to employment such as internship and so forth. About one-third (32.7%) of participating companies receive job applications via the program while more than one-fifth (21.3%) of participants apply for jobs through the scheme. This reveals that Girls' Day functions as a route through which both enterprises and students gain benefits.

- The UK's Equality and Human Rights Commission (EHRC) offers an online teaching material package to eradicate gender stereotypes. Its homepage is established to make it possible to download PPT and audiovisual materials, as well as various learning materials. Furthermore, in 2018, the Department for Education set up legal guidelines for career education offered by vocational training staff (teachers, teaching staff, etc), specifying endeavors to reduce gender stereotypes and recommending the periodic evaluation of gender-equal career education.
- France's Ministry of National Education implements 'Avenir (Future) Course' for all middle schools across the nation. This program offers teaching materials via the website called Etisoll, separately producing and distributing career education materials reflecting gender equality perspectives.
- In 2012, Austria introduced the concept of 'IBOBB (Information, Beratung und Orientierung Fur Bildung und Beruf) into career education. It prepares guidelines for gender-sensitive career education, making it mandatory to implement and include such guidelines in career education.
- The Irish government announced the 2016-2019 Action Plan for Education, including plans to address gender inequality therein. Parents, career education counselors, higher education providers, and students have cooperated to carry out such plans.
- The Dutch government has cooperated with VHTO (institutes for female experts in science and technology) to deliver gender equality education-related programs. Offering teacher training services and holding seminars for related parties, it has studied the effects of gender stereotypes on career education.

3. Policy suggestions



Legal and institutional criteria for the promotion of gender-equal career education

- As a way to strengthen legal bases, this research presents plans to amend the Career Education Act in order to highlight the value of gender equality therein (revision of Article 4 of the Career Education Act).

- ▶ This research proposes the publication of “A Guide for Gender-Equal Career Education” (tentative name) containing related criteria and information in order to increase the share of gender equality in career education as in the case of the UK and Austria.
- ▶ It is urgently required to develop programs and teaching/learning materials for teachers and experience centers. Also, to improve the use of developed materials, the website called “A Handbook for Gender-Equal Career Education” is established in “Ggoomgil”, thereby developing and accumulating various types of data.
- ▶ Develop and distribute “Guidelines for the Prevention of Gender Discrimination, Sexual Harassment, and Sexual Violence” for career education characterized by safety vacuums.



Establishment of related programs and policy support/implementation for the promotion of gender-equal career education

- ▶ Propose “The Gender-Equal Career Experience Day” (tentative name) including even male students which is implemented by region like Germany’s Girls’ Day and Boys’ Day.
- ▶ Propose establishing “Female Youth Talent Academy” (tentative name) and use it as a means to promote gender equality and female leadership by expanding the Female Talent Academy currently operated by the Ministry of Gender Equality and Family to include youth.
- ▶ Offer ex-post and ex-ante programs for K-Girls’ Day currently operated by the Ministry of Trade, Industry and Energy, reinforcing educational functions by strengthening program evaluation and feedback systems.



Improvement of various entities’ awareness of and capacity for gender-equal career education

- ▶ Make it mandatory to offer ex-ante training for mentors and parents who are found to most frequently make sexually harassing and gender-discriminatory comments in the area of career education.
- ▶ It is urgently required to include gender-equal education in the process of promoting career education, considering teachers’ lack of capacity in facilitating gender-equal career education (at present, no gender-equal education is offered for 700 hours of teacher training).

- ▶ Nurture professional lecturers for gender-equal career education through the Korean Institute for Gender Equality Promotion and Education, setting up DB (in Ggoomgil) to improve their use in the field.
- ▶ Regularly send pamphlets to parents and produce online education programs and promotion videos in order to improve their awareness of gender-equal career education, considering that they affect the most significantly the process of students choosing their careers.



Reinforcement of feedback systems for gender-equal career education

- ▶ Include career education in the process of city and provincial offices of education conducting gender impact assessment
- ▶ Include gender perspectives in evaluation indicators for career education certification systems
- ▶ Include related questions in the Survey on Career Education in Elementary and Middle Schools that is annually implemented in order to raise related entities' awareness of the issue.

Policy direction		Policy measures
Prepare criteria for gender-equal career education	◀	1) Revise the Career Education Act (Article 4) 2) Prepare guidelines for gender-equal career education (Information on the Operation of Gender-Equal Career Education: tentative name) 3) Develop a wealth of and a variety of teaching and learning materials and establish the website called "A Handbook for Gender-Equal Career Education in Ggoomgil" 4) Develop guidelines for the prevention of gender discrimination, sexual harassment, and sexual violence in career education and reflect them in the Handbook for Experiencing Safe Career Education
Prepare and implement model programs for gender-equal career education	◀	1) Designate and promote "The Gender-Equal Career Experience Day" for male and female students 2) Establish and operate "The Female Youth Talent Academy" (tentative name) 3) Strengthen the educational process of K-Girls' Day
Improve various entities' awareness of and capacity for gender-equal career education	◀	1) Make it mandatory to offer gender equality promotion education to mentors and parents (career coaches) in advance 2) Make it mandatory to include gender-equal career education in the process of cultivating career counseling teachers and administrators 3) Cultivate professional lecturers for gender-equal career education and establish a pool of such experts 4) Improve parents' awareness of gender-equal career education
Strengthen feedback systems for gender-equal career education	◀	1) Make it mandatory to include career education in the process of city and provincial offices of education conducting gender impact assessment 2) Include gender perspectives in evaluation indicators for career education certification systems 3) Include related questions in the Survey on Career Education in Elementary and Middle Schools and analyze gender segregation

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Management Ministry: Career Education Policy Division, Ministry of Education

Affiliated Ministries: Gender Impact Assessment Division, Women's Resources Development Division, and Division of Youth Activities Promotion of Ministry of Gender Equality and Family; Industrial Technology Policy Division of Ministry of Trade, Industry and Energy; Science, ICT and Future HR Policy Division of Ministry of Science and ICT