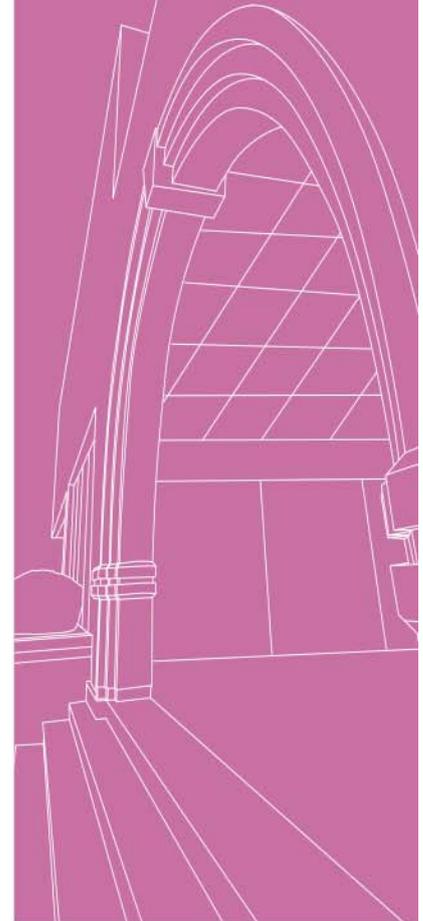




Knowledge Sharing on Korea's Development
in Women's Policies

Policy Support for Career Development and Employment of Female University Students

Moo-Suk Min



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Policy Support for Career Development and Employment of Female University Students

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Knowledge Sharing on Korea's Development in Women's Policies
**Policy Support for Career Development and Employment
of Female University Students**

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Korean Women's Development Institute(KWDI) is a government-affiliated think-tank under the Prime Minister's Office of South Korea. It has contributed to realizing gender equality, improving women's social participation and welfare and advancing family life and state through comprehensive researches on women's policies.

Foreword

South Korea has transformed itself from being an aid receiving country to an aid giving one after achieving an unprecedented economic growth during the past half century. Such growth was not confined to economic spheres only, but happened in many social arenas. Women's advancement was one area that has seen another dramatic transformation.

While efforts has existed to share Korea's development experience, such as Knowledge Sharing Program(KSP) spearheaded by South Korea's Ministry of Strategy and Finance(MOSF) and Development Experience Exchange Partnership(DEEP) by the Ministry of Foreign Affairs, there hardly existed initiatives to share women's advancement experiences in particular. The current study is the first of its kind and compiles the case analyses of women's development in various areas of South Korean society.

This study is an essential part of KWDI's multi-year ODA project titled "Strengthening Gender Equality Policy Infrastructure in the Asia-Pacific Region." This is a project aimed at establishing political and social infrastructure for gender-equal policy in the Asia-Pacific region. We believe South Korea's cases could serve as one model to consider for our partner countries in achieving this goal.

KWDI plans to share these case studies through various means such as policy consultation, workshops and international conferences. We will also come up with potential gender-related ODA projects that South Korean government can work with partner countries based on Korea's comparative advantage/experience. Our ultimate goal is to design a women's policy model tailored to local needs and work together to translate it into practice.

I hope the concerted efforts made by KWDI and partner countries will bring substantive changes in the lives of women in Asia.

Myung-sun Lee, Ph. D.

President

Korean Women's Development Institute



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I

Introduction

1. Background	3
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1. Background

In Korea, more than 40 universities are currently operating career development centers for female students or implementing career development programs especially designed for female students. These efforts are to address unemployment and career discontinuity that female graduates often face in their career path. Thus, the main objective of the career development center or programs for female students is to help female students to plan on career path from the early years in university so that they can make a smooth transition from school to the job market and, in the long term, enjoy the continuity of career. The career development center for female university students was launched in 2003 as a pilot program financially supported by the government. As of 2013, a good number of universities are operating career development centers for female students, or those without such centers are implementing various career development programs.

In general, universities operate employment support centers but they provide same programs and services to both male and female students. This can be considered as gender-blind support without concern for different psychological and social characteristics between men and women. By contrast, the career development center for female university students provides gender-sensitive support taking into consideration female students' life path and characteristics which are different from those of males. Career development centers at universities generally provide vocational aptitude test, career counseling, information on job opportunities, resume writing, interview practice, etc. for their students, and these services are provided in the same way to both male and female students. In contrast, career development centers for female university students operate specific programs to help female students acquire professionalism from the long-term perspective over the entire life cycle, become aware of and responsive to issues with the job market and design their own career paths.

The decision of the Korean government to provide financial support to the

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career development centers for female students came from its awareness that female workforce had been under-utilized. The government is keen to tapping into the potential of female workforce. Korean women are well-educated, high-quality workforce, but only a small patch of female population manages to enter the job market with most women not involved in economic activities. The government reckons that such under-utilization of female workforce would have negative implications on national competitiveness in the age of low birth rate and aging population. In particular, it was concerned about the fact that many female university graduates faced obstacles when trying to enter the job market, which consequently led to unemployment for a long period of time.

Gender discrimination has long been a part of Korean society and culture and hence female students looking for jobs were put at disadvantages against males. This situation necessitated programs to support female students with employment and one of the solutions was the operation of the career development centers and programs for female university students. They were aimed to help female students to develop clear career paths from the long-term perspective over their life cycle, abandon gender stereotype towards jobs and enter the labor market with proactive professionalism, which boiled down to the development of vocational capabilities. The operation of the career development centers and programs proved to be effective in letting female university students plan on their career development well ahead. They also made various qualitative achievements. For instance, in the course of planning on their life-time career development, female students became more aware of challenges facing women and accordingly cultivated capabilities to overcome them. Most of all, they contributed to enhancing the awareness among the members of the university community about challenges facing female graduates in transition to the labor market and the necessity of systematic support for their employment. This study will review the background, progress and achievement of the career development centers for female university students and explores ways to further develop the operation of the center going forward.

2. Characteristics and Issues of Female University Students' Career Development

During growth and socialization, female students are granted low 'career' expectations. As a result, they tend to make late decisions on career compared with men and do not actively prepare for a transition to the labor market before graduation from school. In order to justify the necessity of career development support for female university students, it is necessary to look into the characteristics and issues of their career development.

A. Insufficient Understanding on Job Reality

In most of the cases, female students tend to have less understanding of jobs that they want to pursue than male students. Insufficient understanding of the reality in job market can lead to unrealistic vocational expectations, which makes it difficult for female students to make a career choice and enter a job market. A research by Shin Seon-Mee, et al. (2008) revealed the following issues with female university students' perceptions of jobs.

First, female university students' wishful entry-level salary was lower than that of male students. However, female students showed a greater gap than male students between the level of salary they hope to make 20 months after graduation and the actual salary of female workers who have the same education background (2-year college or 4-year university) with them. In other words, female students' wishful salary is higher than the actual salary made by female workers from the same educational background, and such a gap is greater among women than men. This is attributable to the fact that more female university students hope to get well-paying jobs (professional jobs, managerial jobs, etc.) than male students do, but many of them fail to land such employment status.

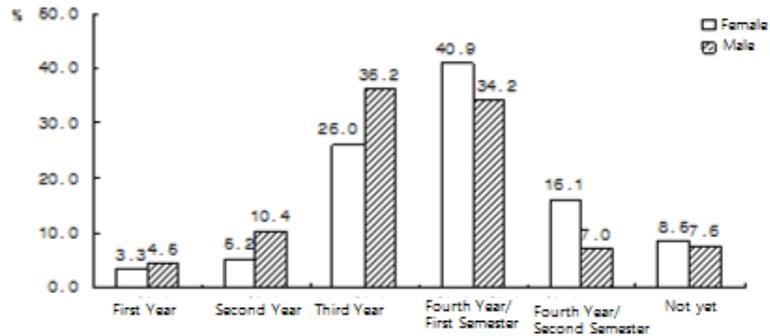
Second, female university graduates usually join private companies, whereas female students in 4-year universities mostly prefer to work for the public

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sector. Recently, male university students also show a similar trend, but female students still have a stronger preference of the public sector.

Third, approximately 3/5 of female students in 2-year colleges and 1/3 of them in 4-year universities were found not to have an accurate understanding of the level of education required of jobs they hope to pursue. (Shin Seon-Mee, et al., 2008: 159) That is, their expected level of education was higher or lower than the actual level of education required for the jobs. In 1 out of 5 cases, the career outlook of jobs expected by female students did not match what was expected by female workers who actually hold the jobs.

In university, female students are usually late in starting preparation for career development and employment when compared with males. According to preceding studies, such belated preparation leaves them less time to get ready for the job market (Min Moo-Suk, et al., 2002, Shin Seon-Mee, Oh Eun-jin, 2004). As shown below in [Figure I-1], female students start preparation for employment later than males. According to a study conducted before the launch of the career development center for female students (Min Moo-Suk, 2002), there was a considerable time gap between males and females in starting preparation for employment. According to a survey conducted as part of the study, 36.2% of male students started preparation in the 3rd year in university, whereas 40.9% of female students started in the 1st semester of the 4th year. The ratio of females who started career preparation was only 26%, which was 10% lower than that of males. What is more, 2/3 of female students were found to have started job preparation only in the 4th year in university or later. This result implies that female students are less likely to be less competitive considering that it takes time to search information on jobs and become well-prepared for the employment.



$\chi^2=39.70$ $df=5$ $p=.000$

Source: Min Moo-Suk, et al. (2002)

[Figure I -1] Timing for job preparation

Such a time gap has narrowed over the years but still exists. In two-year colleges, 22.4% of male students start job preparation in the 1st year, as opposed to 17% of females. 78.6% of female students start job preparation in the 2nd year or later, which compares to 68.8% of males. Such a time gap is smaller in 4-year universities but female students still start later than males. In the 1st year, the ratio of students who start job preparation is 3.4~3.7% for both male and female students but a gap begins to surface in the 2nd year; 10.7% of males vs. 6.7% of females. In the end, 47.9% or almost half of female students start preparation for transition to the job market only in the 4th year.

Late start of job preparation leaves less time for systematic preparation such as search for practical information, and hence female students are often put at disadvantages when they try to improve qualifications or find jobs befitting their qualifications.



Source: Re-analysis of raw data of joint research on undergraduates' employment preparation by Korea Employment Information Service and Korea Women's Development Institute (2009)

[Figure I-2] Gender gap in job preparation timing among university students

B. Low Confidence in Career Development and Difficulty in Selecting Desired Jobs

In general, female students are found to have low confidence in career development. According to a survey on university seniors to gauge their level of confidence in career path after graduation, female students showed lower confidence than males as shown in <Table I-1>.

Even in regional universities which many female students were admitted to with higher scores than males, the confidence level of females was still lower than male students. This is attributable to impediments existing in the labor market, such as gender discrimination, which cannot be overcome by individual efforts. Therefore, it is necessary to encourage female students to have more confidence in career development and employment.

<Table I -1> University seniors' confidence level in career path after graduation

	Seoul and 15 regions			15 regions (except for Seoul)		
	male	female	average	male	female	average
I have no confidence.	0.8	1.4	1.1	0.8	1.6	1.1
I have negative expectation overall.	5.5	5.0	5.3	5.7	5.5	5.6
I have average expectation.	18.3	21.0	19.5	19.1	20.7	19.8
I have positive expectation overall.	61.2	62.2	61.6	60.3	62.7	61.3
I have full confidence.	14.3	10.3	12.5	14.0	9.5	12.1
total	100.0	100.0	100.0	100.0	100.0	100.0
	2,884	2,333	5,217	2,314	1,690	4,004
Chi-Square verification	$\chi^2=27.131$ df=4 p<.001			$\chi^2=23.682$ df=4 p<.001		

Source: Korea Research Institute for Vocational Education and Training (2005), reanalysis of raw data on undergraduates' desired jobs

Korea Research Institute for Vocational Education and Training (KRIVET) examined undergraduates' perception of their own career development capabilities in 9 categories on a scale of 0 to 5. Among 2 year-college students, females gave themselves lower rates than males did in 7 categories and those in 4-year universities scored themselves lower than males in all of the 9 categories.

〈Table I -2〉 Undergraduates' self-perception of career development capabilities

Career development capabilities	4-year universities			
	male	female	average	T value
Self-understanding	3.82	3.65	3.75	8.325***
Positive interaction with others	3.85	3.76	3.81	4.523***
Lifetime learning	3.56	3.47	3.52	3.988***
Search for career information	3.52	3.43	3.48	4.353***
Understanding of work, society and economy	3.45	3.37	3.41	3.741***
Positive vocational value	3.69	3.57	3.63	5.646***
Setting up of career goal	3.53	3.45	3.50	3.644***
Execution of career plan	3.27	3.16	3.22	4.923***
Job search, retention & change of job	3.42	3.22	3.33	8.596***

Note: scores on a scale of 0 to 5, level of significance:: *** p<.001, ** p<.01, * p<.05

Source: Korea Research Institute for Vocational Education and Training (2005), re-analysis of raw data on undergraduates' desired jobs

According to a survey by Shin Seon-Mee, et al. (2007), the biggest concern of female seniors in the 4th year was “I do not know which career path I should choose (53.7%)” which is quite different from males who pointed out “I have no opportunities to practice job interview (41.5%).” More females had concerns about practical employment preparation than males, such as “no opportunities to practice job interview (female 47.7%, male 41.5%)” and “no confidence in writing resume and self-introduction letter (female 45.3%, male 40.8%).”

While most female students chose desired jobs, they had little confidence in such choices and, in many cases, were prone to change desired jobs later on. In other words, females were less capable of making a career decision and hence faced more difficulties in preparation for jobs.

〈Table I -3〉 Concerns relating to job preparation

unit: people (%)

	4-year		
	male	female	average
① I don't know which jobs to pursue.	111(38.7)	230(53.7)	341(47.7)
② My major does not fit my desired job.	36(12.5)	74(17.3)	110(15.4)
③ My desired job is completely different from my parents' expectation.	37(12.9)	46(10.7)	83(11.6)
④ 2 year-college degree is not marketable in the job market.	2(0.7)	2(0.5)	4(0.6)
⑤ I have little confidence in writing resume and self-introduction letter.	117(40.8)	194(45.3)	311(43.5)
⑥ I have no opportunities to practice job interview.	119(41.5)	204(47.7)	323(45.2)
total number of respondents	287(100.0)	428(100.0)	715(100.0)

Note: multiple choice distribution

Source: Shin Seon-Mee, et al. (2007). Development of survey tools on female undergraduates' perception of employment, the Ministry of Education and Human Resources

According to a survey on undergraduates' desired jobs (based on job categories set forth in KECO, male students in 2-year colleges suggested 103 desired jobs while females mentioned only 85 jobs. Among 4-year university students, males suggested 96 desired jobs which compared to 80 jobs mentioned by female students (Shin Seon-Mee, et al., 2008). Females in 2-year colleges showed a strong preference of female-dominant vocations where 70% of current job holders are women, such as kindergarten teacher, social welfare worker and nutritionist. Female students who desired such jobs outnumbered those who actually landed them, which indicates stiff competition among female graduates. Female students in 4-year universities showed a stronger preference of male-dominant vocations than female-dominant ones but a high percentage of females still had the perception that women have little access to such jobs.

C. Career Development Services Required by Female Students

According to a survey by Shin Seon-Mee, et al. (2008), 37.0% of females in 2-year colleges and 41.8% of females in 4-year universities thought “I received no support” from school on their job preparation.

In the survey, respondents were asked what type of support should be provided from school; ① Classes for job preparation should be included in school curriculum, ② More job fairs held by companies ③ More job counseling by the school ④ More information on job opportunities ⑤ More internship programs at companies ⑥ (Guiding) professors’ advice for job preparation ⑦ Support for student clubs relating to employment. The survey result shows, ‘more information on job opportunities’ was chosen by the most respondents as ‘most needed support,’ followed by ‘more internship programs at companies’ and ‘more job counseling by the school’ in that order. In most categories, female students demanded more support than males and particularly female seniors showed the highest demand in all of the 7 categories (Shin Seon-Mee, et al., 2007).

In addition, 77.3% of female students in 2-year colleges and 82.8% of those in 4-year universities said they had experiences of collecting information on desired or interested jobs. 54.5% of female students in 2-year colleges and 64.9% of those in 4-year universities said it was difficult for them to gather job information. Those who had taken career education courses for female students at 4-year universities (73.0%) mentioned more difficulties than those who did not take such courses (63.0%) (Shin Seon-Mee, et al., 2007).



II

Background of the Launch of the Career Development Centers for Female University Students

1. Continuous Improvement in
Women's Educational Level 15
2. Low Utilization of Female
Workforce in the Labor Market 17



The career development center for female university students was introduced in 2003 for the purpose of helping female university students to have a gender perspective and make systematic efforts to explore career options and design career path in early years in school, thereby making a smooth transition to the job market. The Ministry of Gender Equality (later renamed as the Ministry of Gender Equality and Family) supported the establishment and operation of the career development center for female university students in 5 women's universities and has continuously supported the establishment of the centers in other universities to date. The idea of the career development center for female university students was conceived under the social background back in 2003, that youth's unemployment was a serious social issue due to the deterioration of the labor market and particularly female graduates' employment rate stayed too low despite increasing percentage of female students in universities. The drive for the establishment of the career development centers can be explained in more details as follows.

1. Continuous Improvement in Women's Educational Level

A. Women's High Enrollment Rate in School

In Korea, women's educational level has continued to improve over the years. Women's high school enrollment rate reached almost the same level as men's by the 1990s, and has hovered around 90% since 2000. Accordingly, women's enrollment rate in higher educational institutions has also continued to increase. In 2000, 46.1% of women in school age received higher education and the ratio jumped to over 60% since 2005. In 2012, 68.5% of women went to high school, which was only 3% lower than 71.5% of men.

〈Table II-1〉 Trend of women's school enrollment rate

unit: %

	High school		Higher educational institution	
	Female	Male	Female	Male
1997	85.2	85.7	40.9	49.5
2000	89.4	89.5	46.1	54.2
2005	92.7	91.7	61.1	64.9
2010	92.7	92.1	68.5	71.5
2012	92.6	92.6	67.2	69.3

Source: Korea Educational Development Institute, education DB

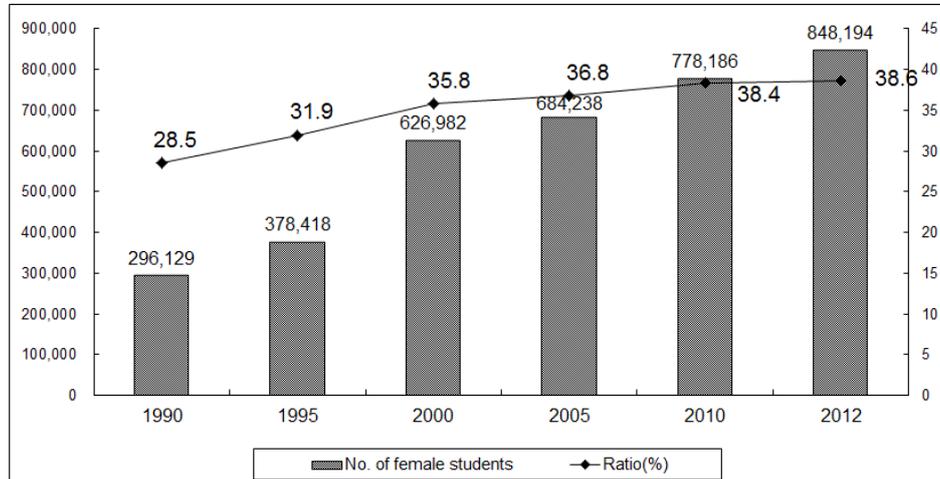
B. Increased Number & Ratio of Female Students in University

The number of female students in 4-year universities has continued to increase, from 296,000 in 1990 to 627,000 in 2000, and further to 848,000 in 2012. The ratio of females hovered around 30% in 1995 and rose to 38.5% in 2012.

〈Table II-2〉 Number of female students in 4-year universities

unit: people, %

	No. of universities	No. of undergraduates	No. of female undergraduates	Ratio
1990	96	1040,166	296,129	28.5
1995	122	1187,735	378,418	31.9
2000	153	1729,638	626,982	35.8
2005	166	1859,639	684,238	36.8
2010	172	2028,841	778,186	38.4
2012	182	2199,491	848,194	38.6



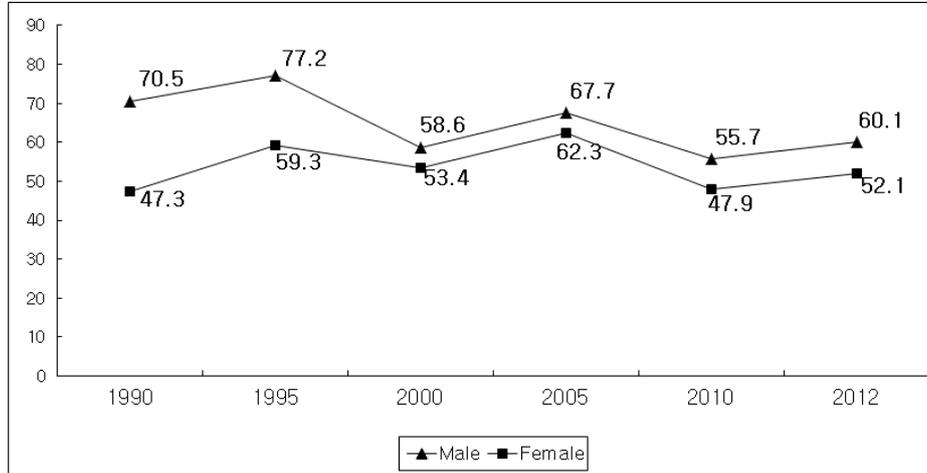
Source: Korea Educational Development Institute, education DB

[Figure II -1] The number and ratio of female students in 4-year universities

2. Low Utilization of Female Workforce in the Labor Market

A. Low Employment Rate of Fresh Graduates

While an increasing number of women went to universities, the employment ratio of female graduates remained lower than that of males. In 1980, the gap of employment rate between male and female graduates was 26.9% but it has gradually narrowed to 23.2% in 1990 and further down to 4~5% in 2005. In the wake of the Asian financial crisis in 1998 and the global financial crisis in 2008, youth's employment rate remained stagnant for both male and female graduates. And the gender gap in employment rate has remained almost the same over the past 10 years. According to a study on youth's employment rates calculated based on health insurance subscription, men's employment rate was 60.1%, which was approximately 8% higher than 52.1% of women. (Korea Educational Development Institute, Statistics DB, 2010)



Source: Statistics Korea (yearly trend), 「Research of economically active population」 reanalysis of raw data

[Figure II-2] Employment rates of male and female graduates fresh out of school

Challenges facing female graduates who seek employment were closely tied with the dual structure of the labor market and discriminatory employment practices, direct or indirect, which were prevalent in the labor market. A greater problem was the fact that the gender gap in the employment rates between male and female graduates fresh out of school did not narrow down in the following years. According to the analysis of 4-year university graduates' panel data in 2005 by Korea Employment Information Service, the number of men who could not land a job 4 years after graduation decreased from 29,931 to 22,591, while that of women increased from 41,755 to 44,255. The ratio of women rose from 16.1% to 17.1% as opposed to men from 12.3% to 9.3%. This is a clear indication that female graduates fresh out of school still faced no fewer challenges in entering the labor market over the years.

<Table II-3> Yearly trend in the number and ratio of unemployed graduates
unit: people, %

Year	Period after graduation	Male		Female	
		People	%	People	%
2006	1.5 - 2 years	29,931	12.3	41,755	16.1
2007	2.5 - 3 years	25,780	10.6	42,075	16.3
2008	3.5 - 4 years	22,591	9.3	44,255	17.1

Note: unemployed people = total number of graduates - employed people-people who went to graduate schools-people on temporary leave - people waiting for job placement /in 2005 the number of graduates: 244,069 men, 258,694 women

Source: Korea Employment Information Service. Re-analysis of raw data on university graduates' movement route (Have you been working during the past week?)

B. Disadvantages Women Face in the Labor Market

The low employment rate of fresh female graduates dragged down the overall ratio of women engaged in economic activities. In the following table, the main target of analysis is young women in the age group of 20~29 years. According to <Table II-4>, economic activities participation by female graduates (including graduates from 2-year colleges) in their 20s¹⁾ did not show any considerable difference during 2005~2010. The ratio of employed graduates slightly decreased from 71.8% in 2005 to 70.7% in 2010. Their ratio to economically non-active population increased from 24% to 24.4% during the same period, indicating a slight increase in the absolute number of female graduates who were economically non-active.

Male graduates' participation in economic activities declined from 84.2% in 2005 to 81.3% in 2008, and rebounded in 2009. Female graduates posted 76% in 2005 and showed a gradual improvement thereafter in spite of the financial crisis. Then again, women's rate of participation in economic activities dropped

1) Unless otherwise mentioned, the analysis result of the economically active population was confined to people in their 20s who received higher education in 2-year colleges or above.

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0.8% to 75.6% in 2010. Which means, the gender gap in economic activity participation slightly narrowed in 2008 and then expanded to 7.9% in 2010. Such a trend indicates the necessity to encourage women to make active efforts to seek employment.

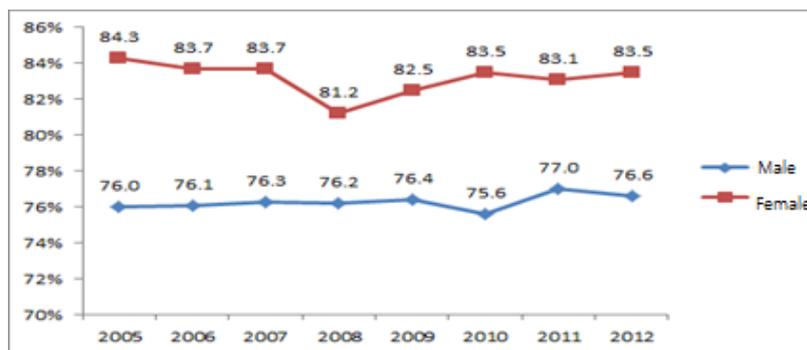
〈Table II-4〉 Yearly trend of economic activities participation by college/university graduates in their 20s

unit: 1,000 people, %

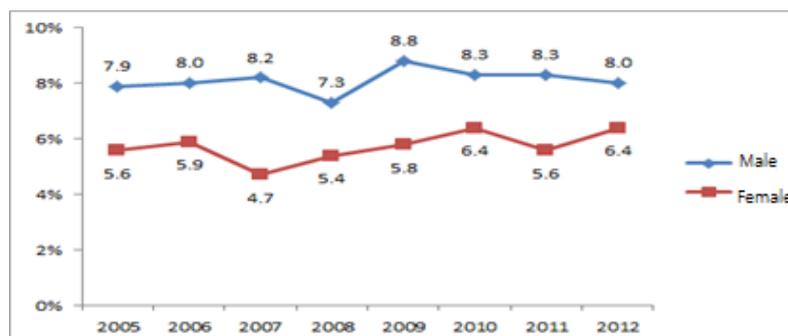
		2005	2006	2007	2008	2009	2010	2011	2012
Female	Employed	1,286 (71.8)	1,331 (71.6)	1,338 (72.7)	1,339 (72.1)	1,312 (72.0)	1,295 (70.7)	1,287 (72.7)	1,292 (71.8)
	Unemployed	76 (4.2)	83 (4.5)	66 (3.6)	76 (4.1)	80 (4.4)	89 (4.9)	77 (4.3)	88 (4.9)
	Economically inactive	430 (24.0)	443 (23.9)	437 (23.7)	443 (23.8)	431 (23.6)	447 (24.4)	407 (23.0)	421 (23.4)
	Total population	1,792 (100)	1,858 (100)	1,841 (100)	1,858 (100)	1,822 (100)	1,832 (100)	1,771 (100)	1,800 (100)
	Participation in economic activity	76.0	76.1	76.3	76.2	76.4	75.6	77.0	76.6
	Unemployment rate	5.6	5.9	4.7	5.4	5.8	6.4	5.6	6.4
Male	Employed	841 (77.6)	840 (77.0)	901 (76.8)	896 (75.3)	885 (75.3)	858 (76.5)	891 (76.1)	885 (76.7)
	Economically inactive	72 (6.7)	73 (6.7)	80 (6.9)	71 (5.9)	85 (7.2)	78 (7.0)	81 (6.9)	77 (6.7)
	Economically inactive	170 (15.7)	178 (16.3)	191 (16.3)	224 (18.8)	206 (17.5)	185 (16.5)	198 (16.9)	191 (16.5)
	Total population	1,084 (100)	1,091 (100)	1,172 (100)	1,190 (100)	1,176 (100)	1,121 (100)	1,170 (100)	1,153 (100)
	Participation in economic activity	84.3	83.7	83.7	81.2	82.5	83.5	83.1	83.5
	Unemployment rate	7.9	8.0	8.2	7.3	8.8	8.3	8.3	8.0

Source: Statistics Korea (yearly trend), 「Research on economically active population」 (2-year college and above)

The unemployment rates of both men and women did not show any considerable change during 2005~2010. Gender gap in unemployment rate widened in 2007, narrowed in 2008 and then widened again in 2009. Such fluctuations dovetailed with the outbreak of the financial crises, indicating close relationships between youth's unemployment and the financial crises. Young males' unemployment rate swung up and down throughout the period but young women's unemployment rate consistently increased. This means, while an increasing number of young women sought employment, their employment status was not stable and hence many of them could not retain jobs or land new jobs again.



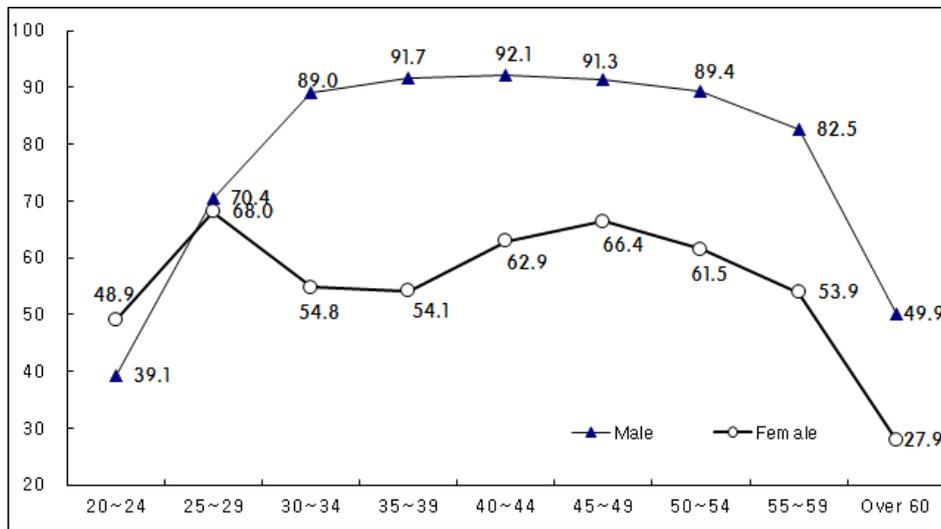
[Figure II-3] Economic activity participation by young university graduates in their 20s: trend comparison by gender



[Figure II-4] Unemployment rate of young university graduates in their 20s: trend comparison by gender

C. Loss of Human Resources Caused by Women’s Career Discontinuity

One noticeable characteristic of Korean women’s participation in economic activities is that even if female university graduates managed to enter the labor market and participate in economic activities, many of them dropped out well before retirement age. The main reason is that many women who get married, pregnant and give a birth in their early 30s left the labor market, which pushed down women’s employment rate. That is, women could not continue to work due to marriage, pregnancy, child birth or child rearing, which resulted in the loss of human resources. As shown in [Figure II-5], the employment curve reaches a peak in late 20s and significantly declines starting early 30s, and then rebounds in the 40s. This is called the “M-curve” which is a phenomenon seen only in Korea and Japan among the OECD countries.

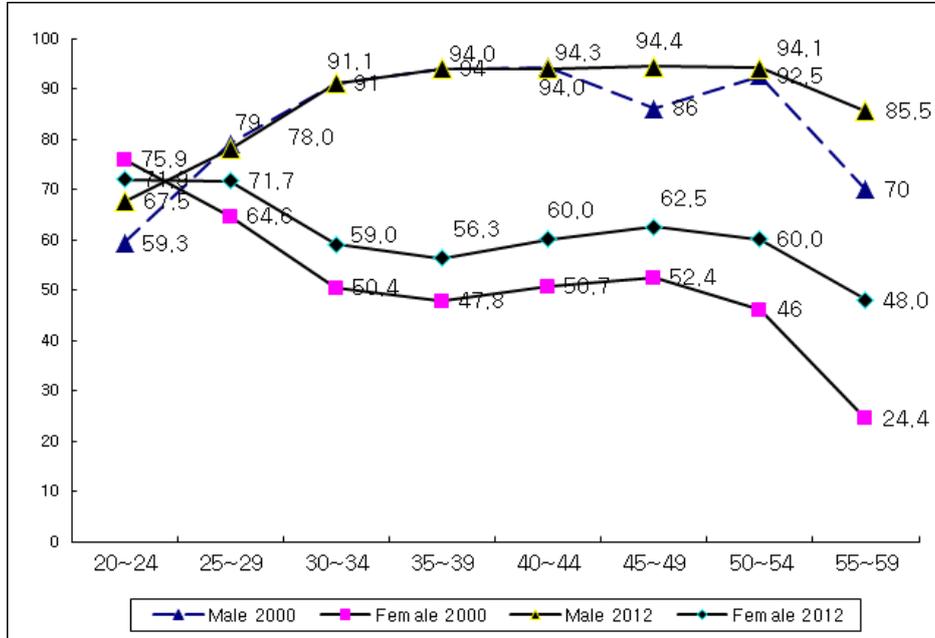


source: Statistics Korea (yearly trend), 『Research on economically active population』: re-analysis of raw data

[Figure II-5] Trend of employment rate by gender and age (2010)

However, career discontinuity takes a bit different form among university graduates. As opposed to the M-curve witnessed among female workers in general, female graduates showed a L-curve because once they leave the labor market it becomes very difficult to come back and their employment rate does not significantly increase in their 40s or even later. In [Figure II-6] below, the employment rate of female graduates posted an overall improvement between 2001 and 2011, but the L-curve did not disappear, which indicates that career discontinuity was not resolved. Even though an increasing number of women receive high education and enter the labor market, many of them end up leaving jobs, leading to the huge loss of human resources, due to weakened professionalism and difficult balance between work and life.

In an effort to address the problem, the government has made massive investments in order to formulate family-friendly corporate culture and construct more infrastructures for child-rearing support, thus preventing the career discontinuity of women. In this context, the career development center for female university students focuses on programs to help prevent women's career discontinuity which help female students be aware of such risks in planning on lifetime career path and enhance their professionalism so as to prevent the loss of their human resources.



Source: Korea Statistics Office, Analysis of raw data on the economically active population
[Figure II -6] Employment rate of university graduates by gender and age



III

Implementation System and Organization of the Career Development Centers for Female University Students

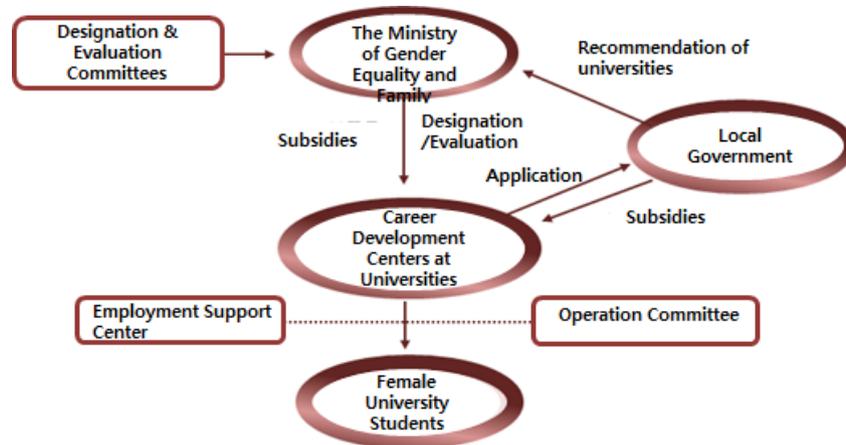
- | | |
|-------------------------------|----|
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1. Implementation System

Currently, the career development center for female university students is operated through three-way cooperation among the Ministry of Gender Equality and Family, the local government and the university. In the beginning of every year, the Ministry of Gender Equality and Family announces a public notice on this project and universities submit business proposals. The local government of the city or province where the universities are located reviews the business plans and recommend candidates to the Ministry. The candidates are then reviewed again by the designation committee appointed by the Ministry and finally beneficiary universities to receive government subsidies are decided.

Once chosen, universities receive financial support from the Ministry of Gender Equality and Family and the local government, and also allocate their internal budget to match 60% of government subsidies, all of which are spent as an annual operating budget of the career development center. The operation committee consisting of professors is established within the center in order to promote cooperation among related organizations within the university and seek advice on the programs and operation of the center. In addition, the employment support department is established in order to support students on job search. The members of the employment support department are mainly the representatives of companies, officials of employment service institutions, experts and the head of the employment support center of the university.



[Figure III-1] Implementation system of the career development center for female university students

2. Organization and Workforce

A. Status within the University

In a move to enhance the status of the career development center for female university students within the university, the Ministry of Gender Equality and Family demanded the center should be named as the “career development center for female university students” as mandatory and be granted the status of an independent and official organization, as a condition to receive government subsidies. Accordingly, universities were required to revise school regulations and organizational structure to include the establishment of the career development center for female university students and to set forth its functions. In addition, the head of the center should be granted an official position and be allowed to attend the academic board as a regular member. The Ministry also recommended regular employee status for full-time Ph.D researchers and independent budget execution by the center. The reason why it demanded the head of the center be granted an official position and allowed to participate in the academic board as

a regular member was to facilitate coordination between the center and relevant organizations within the university and assure a system where the center can actively participate in decision-making by the university relating to the center.

Such demands were perceived by universities as difficult tasks to accommodate, during the pilot project period (2003-2005). In particular, national and public universities held a very negative stance on such demands as the revision of school regulations and organizational structure, the head of the center attending the academic board and regular employee status of full-time researchers. Over time, however, more and more universities established the career development center for female university students on their own and so did their demand for financial support from the Ministry of Gender Equality and Family. As a result, many universities willingly complied with the demands of the Ministry. Currently, most of the career development centers for female university students financially supported by the Ministry of Gender Equality and Family hold the status of an official organization within the universities.

The career development center for female university students should secure its own space apart from the employment support department or the female students support department, and be furnished with necessary facilities and equipment (computer, printer, office furniture, telephone, fax, etc.). It would be even better if the center is located next to related organizations such as the employment support department, the student counseling department and the female students support department for closer coordination.

B. Workforce

The career development center for female university students shall have 1 director (head) and 1 standing, full-time researcher. The director of the center shall be a professor (assistant professor or above) and, in particular, shall be granted an official position and allowed to participate in the academic board as a regular member. The reason that the director of the center shall have the status of an assistant professor

or above was because, that way, he/she can exercise leadership by sharing information on various activities and programs for students and cooperating with other officials within the university. In that sense, the Ministry recommends that the director of the center should be a professor who demonstrates a strong drive, teaches a major related to career development or has practical work experience in this area.

The center is also required to hire a standing, full-time researcher. In most universities, a full-time researcher is hired under a one-year employment contract and his/her salary is paid mostly out of university budget. Recommended qualification of the researcher is a Ph.D degree (including students in doctoral program) or practical work experience in the areas related to career development. The full-time researcher is the core workforce to establish business plans and operate programs at the center and therefore the successful operation of the center hinges on finding a qualified researcher who has sufficient expertise. Other than the full-time researcher, most of the centers hire 2~3 more people as researcher and assisting staff to implement programs.

〈Table III-1〉 Qualifications and roles of the director of the center and the full-time researcher

	Qualifications	Roles
Director	<ul style="list-style-type: none"> • Professor at the university (assistant prof. or above) 	<ul style="list-style-type: none"> • Supervise overall administrative management as the head of the center • Enhance the status of the center (secure budget from university, suggest necessary systems, issues, etc.)
Full-time researcher	<ul style="list-style-type: none"> • Ph.D degree holder in gender equality (women's studies, sociology, business administration, education, etc.) - including ABD (all but dissertation) • At least 3 years of work experience in related areas (education, employment, counseling, etc.), certified license preferred 	<ul style="list-style-type: none"> • Manage all working-level tasks of the center (planning, execution, evaluation) • Develop/operate programs and provide career counseling • Establish/operate employment arrangement system (workforce/materials) • Publicize the center and cooperate with related offices within the university • Arrange employment

Source: the Ministry of Gender Equality and Family. Project announcement in 2012



C. Advisory Organizations

1) Operation Committee

The career development center for female university students shall establish an operation committee, which consists of CEO-level officials, key position holders and the heads of related organizations within the university. The committee is charged with consolidating the status of the female university students career development center within the university, facilitate cooperation with related offices, explore directions of program development and the center's growth, collaborate for employment support and external cooperation.

2) Employment Support Department

The career development center for female university students shall establish the employment support department in order to support female students on job search. It should be composed of staff who can make practical contributions to finding employers and making recommendation on students, such as officials from the academia, local industries and local governments or private employment consultants. It is recommendable that the respective roles of each member be set forth in detail. In case the center plans to provide education & training programs aimed at employment, those who can support the employment of female trainees or unemployed women who take the programs are usually included as members of the department.





IV

Development of the Career Development Centers for Female University Students

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1. Pilot Operation Period (2003–2005)

When the Ministry of Gender Equality and Family started to support the career development center for female university students in 2003, it made a decision to support 5 co-ed universities for 3 years. The decision was made at the first meeting held to devise the business model of the career development center for female university students, and the Ministry chose to exclude women's universities (7 women's universities back in 2003) from financial beneficiaries on the ground that female students in co-ed universities are more likely to face disadvantages in information sharing and access to various support programs due to male-dominant culture within the universities compared with those in women's universities. The ministry also reckoned support should be given for at least 3 years to the same universities so that the career development centers can take root as an established organization within the universities and reap meaningful achievement. Accordingly, 5 universities received financial support and operated the career development centers during the first 3 years of pilot operation period from 2003 to 2005. Based on the result of the pilot operation and responses from the participant universities, the government was going to make a decision on the expansion of the project.

A. Objectives and Characteristics

During the pilot operation period, the main purpose of the project was to come up with an exemplary operational model of the career development center to facilitate female students' transition to the labor market and effectively tap into their human resources, and set the foundation for its expansion going forward.

Another important purpose was to establish a university model operating the "career development center for female university students" tailored to making the most of female workforce as one of key growth drivers of national

competitiveness. Back then, the development and utilization of human resources was one of the top-priority tasks of the government, which rendered greater importance on the cultivation and utilization of female workforce and consequently financial support for the career development center. The government sought to enhance female students' leadership and job competency through the female university students career development centers, thereby promoting the utilization of female workforce.

This project also sought to share problems of the existing gender-neutral employment support programs which disregarded the gender gap in career development and impediments facing women in the labor market and also to form a consensus on the necessity of gender-sensitive programs. The operation of the career development center for female university students was believed to help enhance the awareness and culture of gender equality within universities, which remained rather low back then.

B. Beneficiary Universities and Amount of Subsidies

During the pilot operation period, each career development center received approximately 80 million won from the government. As a condition for government subsidies, the universities were demanded to allocate an internal budget to the centers matching a certain proportion to the amount of government subsidies. With that, the actual operating cost of the centers exceeded 100 million won. Some universities invested more than 100 million won on its own. During the pilot operation period, the users of the career development center jumped from 10,207 in 2003 to 14,650 in 2005. The number of programs also increased from 84 in 2003 to 108 in 2005.

〈Table IV-1〉 Beneficiary universities of subsidies in 2003~2005

Year	No. of universities	No. of programs	No. of users
2003	5	84	10,207
2004	5	100	15,656
2005	5	108	14,650

C. Operation of Programs

During the pilot operation period, the government did not unilaterally demand which programs should be implemented by the recipient universities. Since the project was only at its infancy, the government believed in the virtue of diverse programs derived from various ideas of universities. Therefore, the Ministry of Gender Equality and Family suggested only guidelines and the universities freely submitted business plans of their own. Shown below is the set of guidelines suggested by the Ministry as it sought to collect business plans from universities.

- Provide 1:1 career counseling by experts to all students (1st~4th year)
- Introduce classes relating to career development and grant credit: aimed to enhance female students' leadership and competencies such as professionalism, career options, strategy/preparation for employment, practical work on employment, business start-up, etc.
- Survey female students' needs and provide services customized to their needs (classified by group, grade, etc.) including the development of educational manuals
- Introduce license · graduation certification systems on foreign language competency, information utilization ability and social adaptation ability
- Industry-academia cooperation program: to help students gain job-related knowledge and abilities through field practice and on-site training at

companies which is necessary for career planning and understanding companies' needs

- Internship programs at government organizations and private companies in order to gain field practices and experience
- Leadership training: to enhance female students' future vision, expertise and work competencies and strengthen the self-motivation, responsibility and leadership required by society
- Establish the homepage of the 'center': to provide various information including job opportunities, promising jobs for female workers, etc. in a systematic manner so as to let female students better informed of changes in employment structure
- Establish DB: regional, sectoral databases of alumnae and database of relevant social educational institutions

Universities developed and implemented programs in accordance with the guidelines. Following are major programs implemented by the 5 universities subsidized by the government back in 2005.

<Table IV-2> Programs implemented by the career development centers for female college students in 2005

	Univ. A	Univ. B	Univ. C	Univ. D	Univ. E
Self-understanding	- individual counseling, group counseling - personality/vocation aptitude test	- career, vocation aptitude test	- MBTI, job fitness test, leaning type test - freshmen orientation	- counseling, personality/ aptitude test	- psychology test(MBTI, aptitude)
Understanding of jobs	- alumnae meetings mentoring	- cyber mentoring - special lectures by alumnae	- mentoring - alumnae meetings	- meetings with female alumnae	- women and jobs(2 credits) - mentoring(1:1)

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	Univ. A	Univ. B	Univ. C	Univ. D	Univ. E
	<ul style="list-style-type: none"> - job fair/SMEs' briefing sessions - job festivals on new vocations for females 	<ul style="list-style-type: none"> - meetings with politicians /business leaders in Gyeonggi-do 	<ul style="list-style-type: none"> - studies on female alumnae's jobs - meetings with female alumnae/ professors - meetings with female graduate students 	<ul style="list-style-type: none"> - meetings with CEOs - job fair - new vocation forum for women 	<ul style="list-style-type: none"> - individual consulting - meetings with business leaders
Decision making		<ul style="list-style-type: none"> - career search workshop 			
On-site experience	<ul style="list-style-type: none"> - internship in China and the Philippines - internship at local councils 	<ul style="list-style-type: none"> - visit to international organizations and companies - overseas volunteering (Nepal) - volunteering at female scientists contest - short-term internship (summer vacation) - volunteering at the global forum of female leaders - internship at local councils 	<ul style="list-style-type: none"> - internship in civic groups (cultivation of activists) - overseas internship programs - internship at provincial councils 	<ul style="list-style-type: none"> - semester internship (SMEs in Daejeon, large companies, local councils) - visits to IT companies - visits to industrial sites 	<ul style="list-style-type: none"> - internship in Australia - IT internship - internship at the Ministry of Labor
Competency development program	<ul style="list-style-type: none"> - special lecture on leadership - leadership camp - license/ foreign language study club 	<ul style="list-style-type: none"> - leadership camp - club activities - female students' participation in mock international conference 	<ul style="list-style-type: none"> - license(PC, OA,information) - organization reinforcement training - employment clubs 	<ul style="list-style-type: none"> - employment club activities - female leadership development - Industrial engineer information processing 	<ul style="list-style-type: none"> - female and Internet technology (2 credits) - manners and service (1 credit)

	Univ. A	Univ. B	Univ. C	Univ. D	Univ. E
	<ul style="list-style-type: none"> - power point/ presentation - clubs by major/vocation - business start-up school - trade expert course - convention planner course 	<ul style="list-style-type: none"> - future global female leaders development camp - government officials test preparation - expert course (planning secretary, PR, advertisement) 	<ul style="list-style-type: none"> - future female leaders camp development of experts (taste, 멋 female university students) - business start-up program for female students - narrator of eco-cultural tourism - sommelier course - scenarist course - digital image editor 	<ul style="list-style-type: none"> - project planning/ design expert - IT expert - information protection expert - study clubs - web masters - bio-venture marketer - edu-care 	<ul style="list-style-type: none"> - special lecture of female leaders - clubs by major/vocation - information processor (2 credits) - female researchers development program - public workers' test (grade 7) - information processor license - Samsung SDS IT Zone
Working-level	<ul style="list-style-type: none"> - employment strategy camp (required) - resume/ interview clinic - special lecture on image making 	<ul style="list-style-type: none"> - employment strategy camp (required) - 1:1 counseling for employment preparation 	<ul style="list-style-type: none"> - employment strategy camp(required) - interview clinic 	<ul style="list-style-type: none"> - employment strategy camp (required) - interview clinic 	<ul style="list-style-type: none"> - employment strategy camp (required) - interview clinic
Others (comprehensive)	<ul style="list-style-type: none"> - successful employment of female university students (2 credits) - CAP of the Ministry of Labor 	<ul style="list-style-type: none"> - female university students career development (1credit- 2 hours) - CAP of the Ministry of Labor - female festival (career search/experience/counseling) 	<ul style="list-style-type: none"> - successful vocations for women (2 credits) 	<ul style="list-style-type: none"> - women and successful strategy for employment (3 credits) - New Women-CNU (summer semester) 	<ul style="list-style-type: none"> - practical work competency and leadership (2 credits) - career development program for female students in engineering school

2. Foundation-building Period (2006-2008) : Expansion of the Centers and Promotion of Expertise

A. Objectives and Characteristics

The foundation-building period is aimed to build upon the achievements from the pilot operation period (2003-2005), consolidate the foundation for the project and further expand the centers. During the pilot operation period, universities were allowed to bring up various ideas and freely implement programs of their own. Whereas in the foundation-building period, the Ministry of Gender Equality and Family developed a standard operational framework to be followed by the universities as guidelines. Allowing the centers to develop and operate programs of their own contributed to the greater diversity of programs in the first phase, but on the downside they lacked systematic structures and showed considerable discrepancy in quality. As a result, the government came to a decision to adopt a standard approach in the following, foundation-building phase.

The purpose of the career development center was originally tied to helping female students to nurture basic competencies for career development. However, the focus shifted to quantitative outcomes such as employment rate as youth's unemployment became a serious issue drawing more attention from society. To that end, the career development centers for female university students were encouraged to strengthen ties with local companies so as to support female students to land jobs at small/medium-sized companies. By adding such a function to the centers, the government sought to cultivate them into a major institution responsible for the development of well-educated female workforce.

B. Beneficiary Universities and Amount of Subsidies

After the pilot operation period ended in 2006, the government decided to

grant subsidies to more universities and chose 12 universities, taking into consideration a balance in regional distribution. Recipient universities were to be selected through open competition every year. From 2007, 6 universities which were rated as ‘outstanding’ in evaluation would continue to receive subsidies, and the other 6 universities would be newly selected through open competition among new applicants which submitted business plans. As the number of recipient universities was to increase, the government divided the national territory into 4 zones (Seoul & Kyeonggi Province, Chungcheong & Gangwon Province, Jeolla Province & Jeju island, Gyeongsang Province) and assured a balanced geographical distribution among recipients.

In each of the selected universities, the career development center received 75 million won from the government (27 million won for labor cost, 42 million won for program implementation and 6 million won for basic operation cost) and the university itself invested a matching amount in the operation of the center.

〈Table IV-3〉 Beneficiary universities of subsidies in 2006–2008

Year	No. of universities	No. of programs	No. of users
2006	12	300	40,951
2007	12	272	44,659
2008	12	297	53,133

C. Operation of Programs: Development and Distribution of a Standard Model

In this phase, a standard model was developed for programs operation and was distributed to the universities. The key feature of the standard model was to provide one-stop services to all students, whereby all female students in the 1st~4th year could use services relating to career development. Also developed

was a model to engage both the students who have either high or low career maturity. According to the model, the career development center would provide career development programs for female students in the 1st~2nd year or those who have yet to decide career path after graduation, and provide employment support programs for female students in the 3rd~4th year or those who already decided their career path.

The career development program, the former, consists of activities to let students understand themselves, explore career options, get trained & practice on career decision-making, etc. and provides consulting on decision making, so that they can choose an appropriate career option, set up short/long-term objectives, and finally establish and execute strategies to achieve the objectives.

The employment support program, the latter, includes activities to let students develop competencies and gain work experiences necessary to achieve the career goals they have set so as to land the jobs they desired. The competency development activities focus on training for specific job competencies. For instance, female students were trained to cultivate job competencies required of certain vocations that are preferred by female students or offer positive prospects for women, such as trade expert, convention planner, government worker, advertisement & PR expert, culture & ecosystem experience tourism narrator, sommelier, scenarist, digital image editor, information protection expert, project planning & design expert, bio-venture marketer, researcher, etc. Such activities gave female students who did not want jobs irrelevant to their school majors the opportunities to improve vocational competencies required for employment. (Shin Seon-Mee, et al., 2009: 17)

The on-site experience program lets female students have a deep understanding of various vocations. Particularly, on-site experience related to the jobs they desire could help them develop required job competencies and get ready for employment. Good examples are internship programs, (overseas) volunteering, tour to companies and industrial sites, etc.

There is also the “gender perspective enhancement” program which is designed to reinforce female students’ awareness of gender equality. It aims to let female students develop career from a gender perspective. Such attitudes as limiting the scope of desired vocations mindful of one’s identity as woman, having a distorted perception of vocations, being passive in career decision-making and planning, and having gender-biased prejudice in one’s attitude and perspective as an aspiring employee, etc. form impediments to career development. The gender perspective enhancement program helps female students to overcome such impediments and work on career development with an active, forward-looking attitude from the perspective of gender equality. (Shin Seon-Mee, et al., 2009: 19) It is the most basic program among the programs provided by the career development centers for female university students, and the manuals for instructors were also developed.

The career development center also provides a program to arrange employment in a bid to reinforce its function to facilitate female students’ employment. To that end, the center established the database of companies so as to provide information on both job opportunities and job seekers, and identifies and recommends prospective job opportunities in the local community through the employment support department. The database of companies includes information on the companies which previously hired female graduates from the university concerned and companies recommended by the employment support department, so that female students can be well informed of potential employers. The employment support department is charged with identifying promising job opportunities in the local community and recommend female students to potential employers.

During the development of the standard model, a priority was given to the ‘one-on-one employment management program.’ The purpose of this program is to let female students who take the program land their desired jobs. To that end, the university provides them with information, counseling, education ·



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training and monitoring so as to facilitate their employment. Female students who take part in this program can use various services provided by the center, thereby work on career development and prepare for employment in a more systematic way.

〈Table IV-4〉 Standard program model for the career development centers for female university students

Phase	Area	Program	Major activities	Grade
enhanced gender perspective				
Career Development	Career Search	self-understanding understanding of jobs	<ul style="list-style-type: none"> • aptitude test • individual counseling • career search • professionalism 	all grades freshman
	Career Plan	career decision	<ul style="list-style-type: none"> • regular curriculum • career coaching • mentoring by major/ desired job(on-line/off-line mentoring) • information on career options 	freshman
Employment Support	Employment Preparation	competency development	<ul style="list-style-type: none"> • career development counseling plan • make a career plan • team projects • guidance by researchers at the center • career development network-building 	sophomore
		on-site experience	<ul style="list-style-type: none"> • clubs by major/job • foreign language and license • internship • volunteering • visits to companies 	junior
	Employment Support	employment practice	<ul style="list-style-type: none"> • internship for female students • participation in various internships • internship at civic groups and companies • enhanced understanding of companies and information gathering 	junior
		vocational training	<ul style="list-style-type: none"> • mock interview, resume/self-introduction letter writing • presentation, communication skills • strategic local industries with solid local demand link between vocational training and employment 	senior
		link to employment	<ul style="list-style-type: none"> • information on job opportunities and job seekers • employment support team consisting of business leaders, schools and local officials in order to identify potential employers and support students' employment 	senior
		intensive, one-on-one employment management: to provide support over the full employment cycle, including information provision, academic planning, career management, employment arrangement, etc.		all grades

Source: Shin Seon-Mee, Oh Eunjin et al.(2005)

3. Scale-up period (2009~Present) : **Diversification of Implementation System**

A. Objectives and Characteristics

The purpose of this project has remained the same since 2009: provision of career development services tailored to female students and support their employment. One major feature of the way the project was implemented during the scale-up period was that the government sought to increase the number of universities to take part in the project and diversify the implementation system of the project. First of all, the number of participant universities was substantially increased during the period. Previously, the universities which received government subsidies were demanded to establish the career development center for female university students within the university. Since 2011, however, the government chose to give subsidies to either the career development center or a specific career development program in universities.

As for the implementation system, previously the Ministry of Gender Equality and Family was the sole government organization to designate beneficiaries and grant subsidies. But, in the scale-up period, the Ministry of Education took part in the project implementation in joint with the Ministry of Gender Equality and Family since 2010. This is because the Ministry of Education is the most relevant ministry to universities and as such has considerable influence on university students' employment. It was regrettable, however, that the role of the Ministry of Education was limited to the designation and evaluation of universities along with the Ministry of Gender Equality and Family but granted no financial support.

A major change in the implementation system came in 2011 when local governments also began to provide financial support and take part in the designation process of recipient universities. Previously, the career development centers were subsidized only by the central government but since 2011 local

governments also provided a matching fund to subsidize the operation of the centers. Such a change was driven by the stance of the central government which sought to increase the number of recipient universities while available financial resources were limited. It also sought to induce local governments' engagement in the project. That way, it was expected that the issue of female university students' employment could draw greater attention from across regions.

B. Beneficiary Universities and Amount of Subsidies

The Ministry of Gender Equality and Family increased the number of recipient universities to 19 during 2009~2010. Yet, it was difficult to expand subsidies accordingly and as a result the amount of subsidies granted to each center plunged to 40% or 40 million won (labor cost: 20 million won, program implementation: 20 million won) (joint project budget by region: 30 million won). In the designation of recipient universities, geographical distribution was also taken into consideration, same as before.

Many universities across the country sought to receive government support for the career development center for female university students. Since 2011, the government provided subsidies in two categories--either the career development center for female university students or individual career development programs — so that more universities could receive subsidies and provide career development services to a greater number of female students. And yet, the number of universities that the government could subsidize was quite limited and since 2012 the Ministry of Gender Equality and Family slashed the number of career development centers to whom relatively more subsidies were granted down to 12~17, and a majority of universities received subsidies on individual programs.

〈Table IV-5〉 Beneficiary universities of subsidies in 2009-2011

Year	No. of centers (no. of programs)	No. of programs	No. of users
2009	20	286	50,925
2010	19	306	48,008
2011	25(7)	367	67,593
2012	12(33)	329	53,265
2013 (target)	17(23)	401	51,611

C. Operation of Programs:

Development and Dissemination of a Specialized Model

During this period, programs implemented by the centers went through changes. In the past, the employment support centers of universities played only a minor role as they provided general services for both male and female students. However, the Ministry of Education and the Ministry of Labor began to take aggressive measures to strengthen the employment supporting function of universities in the late 2000s in a bid to address youth's unemployment issue. As a result, some of the functions overlapped between the general employment support centers and the development centers for female university students career.

Such turn of event necessitated the modification of the standard program model in favor of more specialization, and accordingly new program guidelines were distributed as shown below. The new, specialized program model was designed to avoid functional redundancy and so divide roles between the career development center for female students and related organizations (e.g. the employment support center) within universities, while making sure organic collaboration between the two sides so that students can pursue career development in a more effective manner.

For instance, the career development centers for female students would not

conduct the same career diagnoses nor provide general lectures on employment as they were already provided by the employment support centers. Instead, they would focus more on coaching for individual students and job competency improvement programs. To that end, the career development centers were encouraged to develop programs satisfying the demands of not only female students but also companies which hire female workforce.

In addition, the specialized program model pursued to raise the expertise of programs, compared with the previous standard model. Rather than programs to accommodate a large number of students en masse, it recommended more specialized programs customized to individual students, particular groups of students or unemployed female graduates. One of the characteristics of the specialized program model was to give universities the freedom to provide career development and employment support services also to female highschool students and graduates in the local community. With that, the career development centers for female students were no longer confined to female university students but became accessible also to well-educated unemployed women (university graduates), female students in junior high/high schools and their parents.

〈Table IV-6〉 Specialized program model for the career development center for female university students

	Program	Main activities
Female university students (undergraduates)	① gender awareness reinforcement program	<ul style="list-style-type: none"> - assess gender sensitivity and break stereotype - gender-based training on career choice and planning - gender-based training on organizational/social life - gender-based training on work-life balance
	② individual career development program	<ul style="list-style-type: none"> - program centered on career education courses (curriculum and counseling + small group activity and information provision) - programs centered on counseling (assess experience and ability of career development → set career development goals and make a counseling plan → provide counseling and information → verify the achievement of goals)

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	Program	Main activities
	③ vocational competency training program	<ul style="list-style-type: none"> - work skills required of fresh female university graduates in private companies (work-related knowledge, general office work skills, skills specific to certain jobs) - e.g. training programs to improve ability to enhance the satisfaction of retailer companies, financial expert's work skills, staff at hotel · exhibition · convention agencies and accounting staff, etc.
	④ career discontinuity prevention program	<ul style="list-style-type: none"> - lifetime planning, comparison of career pattern between men and women - career discontinuity and changes in women's life - ability, attitude and knowledge for work-life balance - better responsiveness to the future
Well-educated women in local community (graduates)	⑤ employment support tailored to local community	<ul style="list-style-type: none"> - identify promising jobs for women in strategic local industries and provide customized job opportunities through training - e.g. career consultant course, legal affairs management course, publication design course, fashion IT course, horticulture therapist course, etc.
	⑥ career coaching program for well-educated women in local community	<ul style="list-style-type: none"> - career coaching for well-educated women in 20s~40s in local communities - motivation for employment, self-understanding, career information search, employment planning and execution, career management, etc.
Female middle/high school students & parents	⑦ career education program for female middle/high school students and parents	<ul style="list-style-type: none"> - mentoring program between female university students and female highschool students - psychology test workshop for female students(middle/highschool) and parents - visits to university departments by female students (middle/highschool) and parents

Source: Shin Seon-Mee, et al. (2009)





V

Achievements and Future Tasks

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I. Achievements

The achievements of the career development centers and programs operation can be divided into quantitative and qualitative ones. On the quantitative aspect, the number of participant universities, students and programs increased. On the qualitative aspect, there were changes in the mindset and attitude of stake-holders, and there were also external implications.

A. Performances

1) Increase in Participant Universities and Programs

At the outset of the project, only a few universities installed the career development center for female college students, but over the years a growing number of universities opted to follow suit as they came to pay more attention to female workforce and female graduates' unemployment became a pressing concern. In the first year, the female college students career development center was installed in 5 universities but the number went up to 12 by 2008 and further to 25 by 2010. Starting 2011, government subsidies were granted to universities based on two categories; either the career development center for female college students or career development programs, which was a move to induce more universities to participate in the project. A total of 45 universities joined in 2012 and then 40 universities in 2013. As such, programs to support female students with career development and employment were widely embraced among universities.

〈Table V-1〉 Operational status of the female college students career development centers

Year	No. of centers (no. of programs)	No. of programs	No. of users	Ratio of users to female students (%)
2003	5	84	10,207	34.4
2004	5	100	15,656	51.5
2005	5	108	14,650	44.4
2006	12	300	40,951	51
2007	12	272	44,659	62
2008	12	297	53,133	74
2009	20	286	50,925	43.7
2010	19	306	48,008	45.4
2011	25(7)	367	67,593	45
2012	12(33)	329	53,265	45.4
2013 (target)	17(23)	401	51,611	-

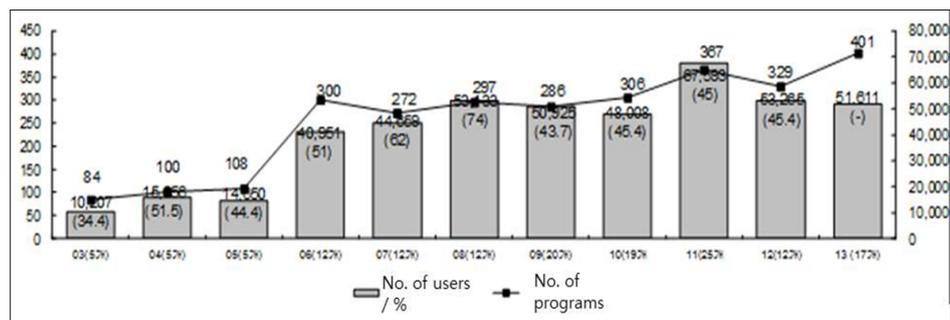
As more and more universities participated in the project, the number of programs for female college students' career development has also increased, from 84 in 2003 to 100 in 2004 and then 108 in 2005. Which means, 5 universities conducted 17~20 programs per center during the pilot test period. Back then, the career development centers were staffed with only 3~4 people including full-time researchers and the sheer number of diverse programs indicates how aggressively the centers have participated in the project.

After the number of recipient universities was increased to 12 in 2006, approximately 300 programs were implemented, or 25 programs per center on average. The reason there was a big increase in the number of programs was because the government held open competition to select recipient universities since 2006 and because more diverse programs to accommodate more students with limited budget were proposed by candidate universities amid stiff competition. After that, the government induced to increase participant students particularly centered on key programs of each development center. Hence, there was a slight

drop in the number of programs implemented since 2007. When government subsidies were divided between universities designated for the center and programs starting in 2011, the number of programs drastically declined to 367. This year, a little more than 400 programs are currently underway.

Some of the programs were short-term or one-off programs for a large number of female students and others went on several months for small groups. The former could engage a greater number of students but may not have been effective in helping to improve career development abilities of individual students. And yet, they proved to be a useful tool to draw female students' attention to other programs provided by the centers and let female students who take programs at the career development centers have various experiences of career development. (Shin Seon-Mee et al., 2010)

“Customized employment support program” was an education and training program designed to improve work competences and was a long-term program for a small number of female students. As the program needs sizable workforce and budget to implement, compared to the number of students to benefit, it is important to make thorough plans and preparations so as to achieve its goals.



Source: the Ministry of Gender Equality and Family (internal source)

[Figure V-1] The number of female students who used the career development centers for female college students

2) Number of Participating Students

After the establishment of the career development centers for female university students, there was a rapid increase in the number of female students that received various services. As shown in [Figure -1], when the career development centers for female university students were first established in 2003, approximately 10,000 female students took programs, which accounted for 34.4% of all female students of the 5 universities subsidized by the government. In 2004 and 2005, approximately 15,000 female students took part in the career development centers for female university students in the 5 universities.

Since 2006, 12 universities established the career development centers and the number of female students to take programs jumped to over 40,000 or 51.0% of all female students in the 12 universities combined. In 2008, more than 50,000 female students took part in the centers and their ratio to all female students peaked at 74%. After that, the percentage declined to 44~45% because the career development centers for female university students shifted from general programs for the many to specialized programs for the few. If more universities join the project going forward, the number of beneficiary students is expected to increase.

B. Change in Participating Students' Awareness and Career Development Readiness

The ultimate purpose of the career development centers for female university students is to let female students prepare for lifetime career and career development based on professionalism and the awareness of gender equality. Therefore, the accomplishment of the centers can be measured also by how much female students' awareness and career development readiness improved through the programs, in addition to quantitative results such as the number of participant students and programs. In that context, change in female students'

gender equality awareness and career development readiness was included in the evaluation criteria of the centers in 2011, going beyond simply satisfaction rate survey on program participants.

1) Change in the Awareness of Gender Equality

The most basic one among the programs implemented by the female university students career development centers is the gender awareness reinforcement program, which is designed to enable female students to work on career development from the gender perspective. The purpose of this program is to let students get a firm grasp of the cause and result of sexual discrimination and inequality in various aspects including socio-cultural and socio-economic structures, and also to change their perspective and attitude about sexual, psychological and vocational differences. In other words, the program aimed to help female students who confine themselves to only a limited range of jobs just because they are women, have a distorted perspective about jobs, are passive in career decision-making and planning or have a gender-biased attitude and value system as an aspiring worker, so that they can work on career development with a proactive and forward-looking attitude and from the gender perspective. To that end, the program includes small group discussions, special lectures and group activities. Some programs engage even male students so as to enhance mutual understanding and relationship-building skills between men and women.

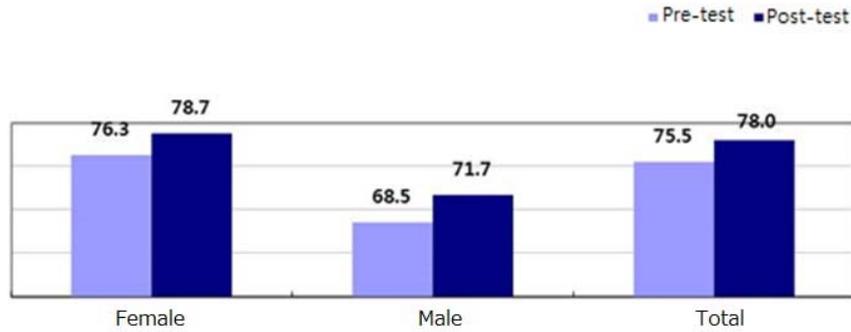
The effectiveness of the gender awareness reinforcement program is measured by two rounds of tests which compare participant students' gender awareness before and after the program. The testing tool is made up of questions relevant to students extracted from questions developed by Ahn Sang-su, et al. in "Research on gender perspective criteria (2009)." Students take the test two times, before and after the program (pre-test & post-test), so as to compare how their gender awareness has changed through the program.

〈Table V-2〉 Questionnaire to Measure the Awareness on Gender Equality

Questionnaire
1) Women tend to have less aptitude for mathematics and sciences than men
2) Women tend to be less professional than men.
3) It is better to have a male leader in a department which consists of male and female members.
4) Politics is a field for men but not for women.
5) Men had better avoid having jobs in the field which is traditionally considered to be women's including nursery science, domestic science, etc.
6) Women are allowed to work outside to the extent that they can fulfill their duties of household chores.
7) Women tend to be poor at leading their staffs compared to men.
8) Receptionist and guides are jobs more fit for women than men.
9) I agree to the idea that female students should be taught mechanics in schools.
10) Men tend to be good at planning with more initiative and drive compared to women.
11) Male teachers are more qualified for administrative leadership in schools than men.
12) I agree that women can also be engaged in a job such as heavy equipment operation which is traditionally considered to be men's job.

Note: On five-point scales from "I strongly agree." to "I strongly disagree."

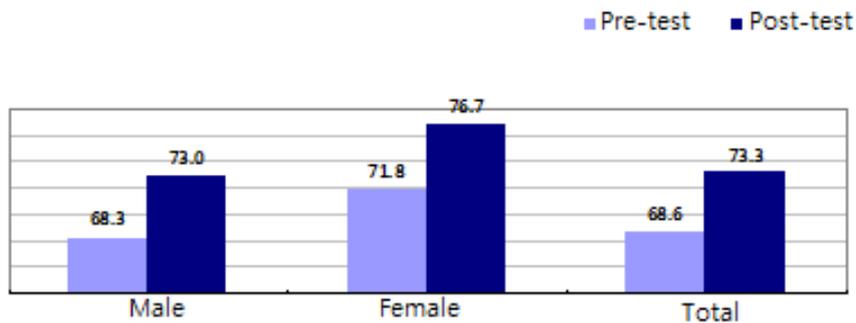
[Figure V-2] shows the result of tests on students who took the program in 2011. The average test score of both men and women went up from 75.7 in pre-test to 78 in post-test. Female students rose from 76.3 to 78.7, increased by 2.4 points. Male students showed greater enhancement of gender awareness than female counterparts, up 3.2 points from 68.5 to 71.7. This shows the fact that the gender awareness reinforcement program did contribute to raising female students' gender awareness and may have even greater impact on male students as they tend to have relatively fewer opportunities to receive such education.



[Figure V-2] Change in gender awareness of participant students

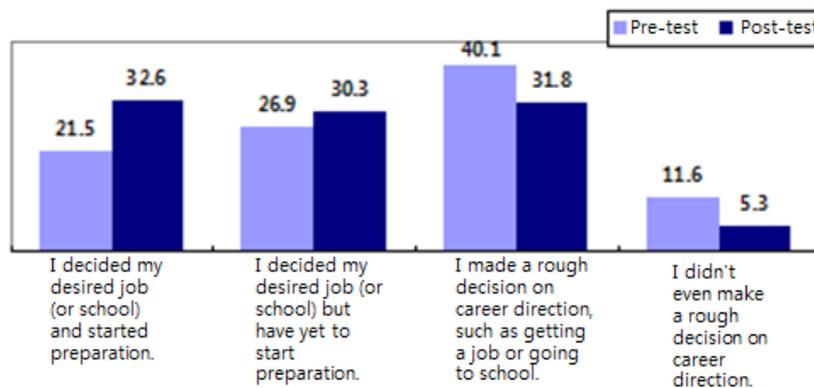
2) Change in Readiness for Career Development

Another way of measuring the effectiveness of the program is to compare how student's readiness for career development has changed after the program. The career development readiness test consists of questions relevant to students extracted from questions developed by previous researches. Students take the test two times, before and after the program, and based on the test results their preparedness for career development is put to a comparison. Test results show that female students' readiness improved from 68.3 to 73, up 4.7 points, and male students went up from 71.8 to 76.7, increased by 5.1 points.



[Figure V-3] Change in career development readiness

One of the question categories in the test is “level of career decision.” In the pre-test, only 21.5% of students responded “very positive” or “positive” to the question of “Did you already decide your desired job (or school) and start preparation?” The ratio jumped as much as 11.5% to 32.6% in the post-test. By contrast, the ratio of students who responded “I made only a rough decision, either getting a job or going to school” decreased from 40.1% in the pre-test to 31.8% in the post-test, down by 8.1%. In addition, the ratio of students who said “I haven’t even decided a rough direction yet” reduced from 11.6% to 5.3%, down 6.3%. Such results revealed the fact that various programs implemented by the female students career development centers did have positive influence on students’ career development and professionalism.

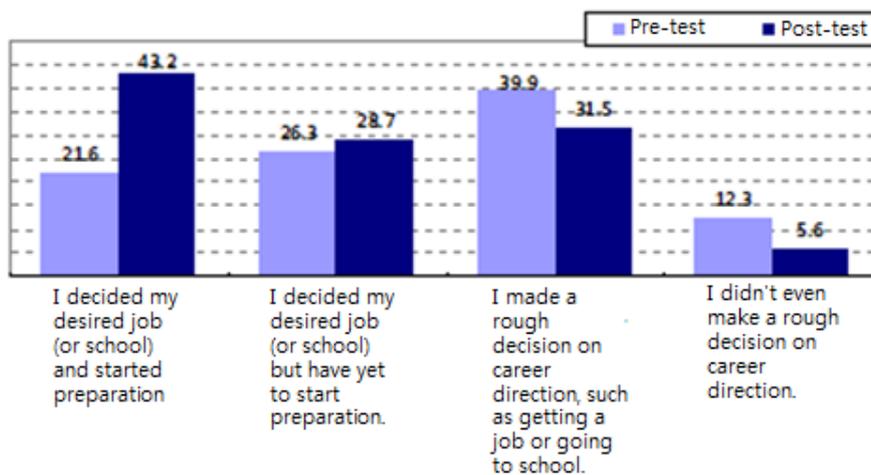


[Figure V-4] Change in female students' career decision level

The female university students career development centers continuously provide counseling and coaching to individual students for a certain period of time. Before the program, students are measured on the level of the career decision they make and their capabilities. Then, the program sets up career development plans tailored to individual students and, as necessary, arrange competency enhancement programs to them and provide continuous counseling and coaching. Career coaching programs for individual students cost a great

deal of time and effort but are highly recommended as they bring about substantial improvement in students.

As shown in [Figure V-5], students who continuously received one-on-one career coaching (at least 30 hours) showed greater improvement in career development readiness. The ratio of female students who responded “I decided my desired job (or school) and started preparation” jumped from 21.6% in the pre-test to 43.2% in the post-test, increased by 11.6%. Such a result showed the fact that career coaching customized to individual students is much more effective than short-term programs usually designed for a big audience.



[Figure V-5] Level of career decision of female students who participated in customized career development program

C. Cultivation of Female Workforce with Gender Awareness

One of the accomplishments of this project is that female workforce who has gender awareness was produced through the female university students career development centers across the country over the past 10 years. While it is a intangible effect which is difficult to quantify, it is indeed a meaningful

accomplishment in the aspect of infrastructure for policies on gender equality. The female university students career development center is different from general employment support organizations in the point that its program operation and business objective are closely tied to the gender-sensitive perspective.

In other words, the purpose of this project was to ensure that at least those students who take programs at the female university students career development center should have basic awareness and attitude about gender issues of Korean society and be able to have clear professionalism and design their lifetime career.

Accordingly, the directors (female professors) and full-time researchers of the centers become more interested in and aware of gender issues. Before they were charged with the career development center, they did not have much interest in issues relating to the career and employment of female students, even those from their own university. Working for the centers, they learn about the activities of other universities and challenges facing female students, thereby come to see a close link between female students' career and employment and gender issues.

Production of local workforce with an enhanced awareness of gender issues is a significant accomplishment in the perspective of overall gender policy infrastructure, because the successful implementation of various government policies to develop and utilize female workforce requires many actors who share the purpose of such policies and implement them at a regional level. For instance, female professors who have been involved in the female students career development centers also take part in advisory or operational committees for various regional projects to develop female workforce. In addition, female researchers who gain experience at the centers would join other institutions related to female workforce development. Therefore, it would be necessary that the accomplishments of this project should be assessed for various impacts it had on both female students and professors/researchers.

2. Next Steps

A. Reinforce Rationale to Justify Services Customized to Female University Students

Recently, universities reinforced their function to support graduates' employment and accordingly the quality of services they provide has rapidly improved, including career education, counseling, employment skills training, information provision on career and job opportunities, etc. Such services are not differentiated between male students vs. female students and therefore there should be a justification of why the government and universities should provide services customized to female students.

When the female students career development centers were first established back in 2003, few universities staffed the centers with expert researchers (Ph.D researcher) and provided comprehensive services for career development and employment. The employment support centers operated in most universities provided information on job opportunities and special lectures, and developed potential employers, but they were not able to provide systematic support along the phases of career development. Therefore, it was easily justified that systematic support should be given to female students who face disadvantages in transition to the job market so that then can develop abilities relating to career development and employment as early as the 1st year in university.

However, things have changed since youth's unemployment became a serious social issue after the 2008 financial crisis and the Ministry of Labor and the Ministry of Education began to increase financial support to ensure university graduates' smooth transition from school to the labor market. Graduates' employment record became a major criteria in university evaluation by the Ministry of Education. Accordingly, universities hired researchers (professor-level) for the employment support centers (Comprehensive Workforce Development Center, etc.) in order to tighten the link between university curriculums and

students' preparation for career development and employment, and to put in place a system to enable more systematic career development of individual students.

Under the circumstances, the employment support centers benchmarked the programs of the female university students career development centers and, as such, universities took a more active role in providing services to students on their own or with support from the government (the Ministry of Labor, the Ministry of Education and Human Resources, etc.). It became necessary that the female university students career development centers should find which factors and capabilities the female students of their universities lack, and provide services to improve them as a way of their differentiation from the employment support centers. In other words, they needed to suspend common services for both male and female students, which may overlap with those of the employment support centers, and instead focus more on developing programs to improve female students' weakness factors and promote their employment by related institutions or companies.

B. Enhance Job Security of Staff and Program Quality

Based on their accomplishments made over the years, the female university students career development centers have consolidated their status as a major mechanism of the Ministry of Gender Equality and Family to support well-educated women with early career development and smooth transition/retention in the labor market. For further development of the centers and their activities, it is critical to ensure the job security of staff and improved program quality at the centers, which requires financial support from the government more than anything. In addition, the centers should be staffed with full-time workers in order to develop and implement more systematic programs. In reality, the centers usually have only 1~2 full-time workers. The high turnover rate of full-time researchers and inexperience of newly established centers result in the lack of expertise in the development and operation of programs. Therefore, it is necessary to list up and

widely disseminate past programs which complied the overall policy direction and purpose of the Ministry of Gender Equality and Family, and which were operated based on systematic development process and proved for effectiveness.

C. Expand the Center's Function to Serve Well-educated Female Workers in Local Communities

While the role of the female university students career development center is to facilitate the utilization of female graduates from university, it is necessary to expand the scope of the center's function going forward, so that it can also serve well-educated female workforce in the local communities who could not find jobs after graduation or are in the situation of career discontinuity.

At a regional level, the employment support centers of the Ministry of Labor and the female workforce development centers of local governments are providing women with various services to facilitate their employment. Yet, few of them provide services specifically tailored to well-educated young women, fresh graduates from school or those in their 30s. While there are female workforce development centers, women's foundations and women's development centers at a regional level, their main customer is middle-aged women placed under career discontinuity.

Therefore, the female university students career development center may be able to contribute more to utilizing well-educated female workforce if it provides services to assist well-educated women without jobs or under career discontinuity in local communities. In that regard, it is worth consideration to develop the female university students career development center into the 'regional women's career development center (tentative name)' in the long term. To that end, an assessment of demand for well-educated female workforce in the local communities and the accumulation of experts by the center should come first.

D. Establish a Collaboration Framework Among Ministries to Disseminate the Accomplishments of the Center

The Ministry of Gender Equality and Family publishes a booklet to publicize the objective of this project and widely share best practices. In addition, it holds an annual symposium involving universities to encourage information sharing among them. The purpose of the symposium is to share information on the operational status of each university's programs and knowhow and to explore ways of further development. It is participated by not only universities financially supported by the Ministry of Gender Equality and Family but also female university students career development centers independently established by universities on their own

The best practices include exemplary cases of the structure and operation of the center, employment support programs, regular curriculum on women's employment, etc. Awards are conferred at the 'female university students on-line employment contest' and meetings are organized to share the comments and expectations of HR officials from the companies which hired students who completed programs of the career development centers. More recently, mentoring programs involving female leaders in various sectors were implemented for the purpose of cultivating global female leaders.

As shown above, it is critical to share information and disseminate accomplishments. More than anything, however, a framework of substantial collaboration with relevant ministries, particularly the Ministry of Education, should be put in place for further development of this project. It is worth notice that this project successfully rooted down in the early stage because the Ministry of Education put priority on human resources development (its name was also the Ministry of Education and Human Resources back then) and accordingly a consensus was easily formed on the importance of developing the human resources of women. After that, however, such momentum weakened and so did the interest



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from the Ministry of Education. It is regretful that the Ministry of Gender Equality and Family and local government are the major driver of the project and the Ministry of Education plays only a minor role. Therefore, how to promote collaboration among relevant ministries will be a decisive factor to the success of this project going forward.



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