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As main teaching and learning methods in the subject of home science, discussion, field study, experiments/practice, roleplaying, and problem solving may be applied.

Major evaluation methods of environmental education in the subject of home science are portfolio, observation, self-evaluation report, experiments/practice, and discussion.

What authors should keep in mind when writing home science textbooks regarding environmental education are that, first, it should be composed of integrated learning activities; second, an environmental mentality should be presented in each area of home science; third, symbolic illustrations, photos, and statistical data should be provided; and fourth, contents for individual learning should consider each student's capabilities.(yslee@krivet.re.kr)

## **A Comprehensive Plan for Vocational Education and Training through Lifelong Learning(I)**

**RR 00-32**

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### **I . Overview**

This study presents a comprehensive plan for vocational education and

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training through lifelong learning that will be helpful in creating highly skilled workers, and in supporting effective human resources development. In order to achieve this purpose, the first year of this study identified the current operational conditions of vocational education and training through lifelong learning, in accordance with legislations and regulations. Moreover, this study analyzes the needs and perceptions of the related groups.

In order to fulfill the purposes of the study, the following set of objectives was established. First, the concepts and areas of vocational education and training through lifelong learning were created, the principles and foundations were identified, and the roles and functions of institutions were investigated. Second, the operational conditions of legislation and regulations that are related to vocational education and training through lifelong learning were identified. Third, the perceptions and needs of vocational education and training of learners, ordinary people, and administrators were analyzed. Finally, specific plans and future directions to enhance vocational education and training through lifelong learning were provided.

Research methods adopted in this study were a literature review, comparative analysis on the related contents, expert committee meetings, a questionnaire survey, and an interview.

## II. The operational conditions in vocational education and training through lifelong learning in Korea

### 1. The laws and regulations

The related laws and regulations consist of 59 acts; 8 from the Ministry of Education, 12 from the Ministry of Labor, 1 from the Ministry of Education and the Ministry of Labor, and 38 from other related areas. First, according to

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these acts, contents are very descriptive and the specific guide for successful implementation is not indicated. Second, even though several types of councils are organized and operated, the roles and activities among councils are not clear. Therefore, councils do not take responsibility for anything. Third, vocational education and training at the national level can not be promoted because the vocational contents of each organization are different. Moreover, there is no system to control and manage the plans and process of implementation. Finally, complicated laws are bringing about confusion in the implementation of consistent vocational education and training.

## **2. The operational conditions of vocational education and training through lifelong learning**

The following were the main characteristics and problems of the operational conditions of vocational education and training through lifelong learning. First, vocational education and training projects, which were stipulated in laws, are not being conducted systematically. Second, networking systems among departments are not working. For example, the overlapping investment among departments to effect the same vocational education contents, various selections of institutions and standards of accreditation, and different financial and administrative support. Therefore, the market of vocational education and training is too complicated. Third, the consistent operational systems and cooperative systems between the central department and the local autonomous entity were not established. Fourth, the vocational educational needs of the handicapped, elderly people, and disadvantaged people are not being seriously considered. Fifth, the professionalism to development and implementation of vocational education and training programs is deficient. Sixth, the disadvantaged can not achieve successful goals through vocational education

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and training, if they can not be guaranteed the minimum living expenses. Lastly, the market for private vocational education and training was confused by direct intervention of the government after the economic crisis.

### III. Needs analysis for vocational education and training through lifelong learning

#### 1. The recognition and needs of ordinary people and learners

Among ordinary people, 42.6% of the respondents recognized vocational education and training needs, 20.3% of the respondents had experienced attending vocational education and training in the past three years. The reasons why ordinary people participated in vocational education and training were 'to improve job competency in the company (44.3%),' 'to get a job (29.1%),' 'to enjoy learning itself (12.3%).' The findings reveal that the majority of ordinary people who participated in vocational education and training wanted to improve their job competency. On the other hand, 56.7% of learners attended the vocational program in order to get a job. The next higher ranked reasons were 'to enjoy learning itself (13.8%),' and 'to improve job competency within the company (13.0%).'

Both ordinary people and learners participated the most in IT programs and service areas. Acquiring information about participating in programs was achieved through informal routes, such as the workplace, public institutions, and people who are nearby.

Respondents reported that they needed over three months of learning time for vocational education and training. Moreover, the three most preferred methodologies in education and training were (a) hands-on experience, (b) work-based experience and field trips, and (c) Internet and correspondence courses.

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Most of the respondents indicated the following four barriers to participating in vocational education and training. First, programs were not offered at convenient times for participants. Second, the places where vocational courses were being offered were too far away. Third, making time to participate in vocational education and training was difficult. Lastly, information about vocational education and training was lacking.

While the majority of the respondents were satisfied with vocational education and training programs, they were not highly satisfy with services and delivery systems that happened in the process of operation.

Learners pointed out the following roles of government in order to support vocational education and training through lifelong learning. First, social recognition for the results of enrollment in vocational programs should be enhanced. Second, the quality of vocational institutions should be better controlled. Third, professional lecturers and staffs for vocational education and training should be well trained. Lastly, various vocational programs should be offered and operated at flexible times for easier access.

## **2. The recognition and needs of institutional administrators**

The majority of highly ranked participants at vocational institutions were 'the unemployed,' 'the graduated students,' 'housekeepers and women,' and 'white-collar workers.'

The methods of public relation used to recruit learners were 'newspapers, local press and magazines (33.3%),' 'posters, placards, and leaflets (24.3%),' and 'PC and the Internet (23.5%).' About half of vocational institutions had difficulties recruiting learners.

Most institutions developed and implemented vocational programs on their own. In developing programs, institutions measured and considered the

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educational needs and satisfaction of the learners, but they only reflected the needs and wants of business to a very small degree.

Institutional administrators reported that the reasons why learners dropped out vocational programs were 'difficulty making time because of busy lives in the workplace (29.5%),' 'lack of confidence and learning ability (20.0%),' and 'the personal difficulties (14.5%).'

Institutional administrators reported the following barriers in operating vocational education and training: 'difficulties in recruiting learners (43.3%),' 'financial problems (21.2%),' and 'the lack of facilities and equipment (13.6%).' On the other hand, the barriers in operating vocational programs were 'financial problem (53.6%),' 'facilities and equipment (33.2%),' 'PR for vocational education and training programs (28.4%),' and 'lack of practical performance based on the workplace (22.1%).'

Institutional administrators stressed the important role of government in enhancing personal capabilities in vocational education and training through lifelong learning. The majority roles were 'social recognition for the results of enrollment in vocational education and training programs (78.0%),' 'financial support for vocational education and training (77.1%),' 'enlargement of educational opportunities in offering information and guiding vocational education and training (75.7%),' 'enhancement of PR and advertisement in vocational education and training needs (69.4%),' and 'strength of quality control in vocational education and training (67.4%).'

#### IV. Future directions

Both national long-term and short-term visions should be established and operated in to carry out systematic policies for vocational education and training through lifelong learning for all citizens.

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The system of offering information about career and employment should be strengthened in order to offer educational opportunities to participate in vocational education and training through lifelong learning.

Educational conditions and systems should be improved for all citizens who want to participate in highly-qualified vocational education and training programs at any time and at any place.

The control system for assessing quality at the national level should be improved and operated in order to evaluate the results of performance and accountability of vocational education and training through lifelong learning.

Both the assessment and career management systems should be improved and operated in order for personal performance results through vocational education and training to be recognized by society.

Government accountability should be strengthened in order for all citizens to realize vocational capabilities throughout their lifetimes. Moreover, in order to achieve this goal, financial and administrative support should be increased.(leejp@krivet.re.kr)

## **A Plan for the Efficient Operation of Vocational Home Economics Curriculum at the Business High School**

**RR 00-33**

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### **I . Overview**

This study analyzes the operating conditions of the special vocational home