
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

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I . Overview

This study analyzes the operating conditions of the special vocational home

economics curriculum of business high schools (recipients of financial support since 1998), and studies the actual achievements and demands of the schools to present an effective operation plan. Therefore, this study was conducted with its focus on presenting a systematic educational process development model and case, in order to propose a detailed operation and support plan.

The following steps were taken to reach the objectives of this study. First, examining domestic and overseas resources and current status, the background and current operational condition, in which the special household curriculum was used, were analyzed. Second, a research analysis was performed on student and teacher satisfaction levels and demands, based on data from the operation status analysis. Third, existing research was studied to determine the various special curriculum education process models. Thereafter, an adoptable model was developed and presented. Fourth, an efficient operation plan for the business high school special vocational home economics curriculum was presented, based on the analysis results of each problem studied for the research.

II. The background in which the special vocational home economics curriculum was adopted

The objective of the special curriculum is to assist students who experience difficulties adjusting to school due to negligent study habits, motives for enrollment in the business high school that do not reflect student interests, etc. By assisting these students in adjusting to the school environment, the special curriculum can help decrease dropout rates. The Ministry of Education, in an effort to provide new educational opportunities for this group of students, began providing financial support for facilities and equipment, and

commissioned each individual city/province to establish its own detailed operation plan.

The special vocational home economics curriculum may be established without support for special external facilities, and consists of courses that teach skills in trades demanded by the quickly changing society, such as cooking, confectionery, cosmetics, apparel, etc. These courses of study are already in operation at many business high schools, along with the business major curricula, providing high levels of student satisfaction with regard to the ability to select from various areas of study. Therefore, the business high schools' special vocational home economics curriculum was established, similar to that of Japan's "comprehensive major," in order to provide flexibility that allows students to select from various future careers and trades.

III. Operational conditions of the special vocational home economics curriculum at the business high school

1. Operational conditions of the special vocational home economics curriculum

According to the Ministry of Education and the city/province education departments, 47 schools in 10 cities/provinces operate 72 special vocational home economics curriculum courses. Thirty-five schools have submitted a detailed operations plan, and some schools have stopped providing the courses due to insufficient enrollment rates.

According to the operation plans submitted, the various objectives behind providing the special courses were "provision of various learning activities to nurture growth in student interests and special abilities," "assistance for

students to obtain various certificates of qualification as well as prepare them for further education or employment and extend opportunities for the future," "reform various problems, such as negligent study habits and inability to adjust to the school environment," etc.

The special courses mainly consist of "job training courses relative to earning qualifications for employment or further education in the respective field," "special abilities courses and extra curriculum activities geared towards development of various student interests and talents," and "continuing education courses for teachers and local residents."

Some 35 newly established schools operate 50 special courses, and the most common courses offered were in the areas of cosmetics and confectionery. Currently, each school offers the special education curricula regardless of grade level, and an average 11% of the student body participates in these courses.

The majority of schools that offer the special curriculum assign their practical training division, etc. to oversee operations, instead of maintaining a separate department for these courses. These schools cite securing teachers, diversified operation periods, financial burden for students to supplement operational costs, lack of a systematic educational procedure, etc. as the main obstacles in operating these types of special courses.

According to research, benefits obtained through the special courses are "ability to reform students' inability to adjust to the school environment by allowing early discovery of their aptitude and, thereby, enhancing their capacity to develop their future," "ability to expand further education and/or employment opportunities by assisting students in obtaining qualification certificates," "ability to assist students in establishing sound moral, as well as occupational, values through various voluntary activities, etc.," "strengthening of the school's role in the local community by opening its doors to the public,"

etc. The research results indicate that these positive results allow the provision of various learning experiences for students, maximize use of school facilities, and promote individual schools, thereby assisting in new student recruitment.

2. Level of satisfaction and demands for the operation of the special vocational home economics curriculum

The majority of students participating in the special curriculum select courses according to "areas of interest," "relativity to obtaining certificates of qualification," "aptitude," etc. These students also cited that participation in the curriculum leads to "discovery of an area relative to one's aptitude," "acquisition of desired certification," "newfound confidence in school life," etc.

Students were highly satisfied with "teachers," "practical training space," "facilities and equipment," etc. In contrast, they were dissatisfied with "study components and scale," "weekly class time," and "periods of operation." There were differences in level of satisfaction according to student location (school location), grade level, class time, and area of major. The research corresponds with this data, and indicates that students demand adjustments in class times, reforms in educational methods, new teaching materials, etc.

On average, teachers indicated lower levels of satisfaction towards the special curriculum as compared to students. They seem to be satisfied with "facilities and equipment," "practical training space," etc. but dissatisfied with "class time schedules," "financial benefits," "procurement of operational costs," etc. This seems to be a reflection of the reality of decreased student participation due to impractical class schedules, and the lack of consideration for teachers in charge of operating the curriculum due to a reliance on outside trainers to teach the courses.

Teachers also indicated the need for "financial support (for experiments,

practical training, teacher salary, etc.)" as the most necessary change. Additionally, they demand "priority for teachers to obtain training in areas outside of their majors," "development and distribution of teaching aids and education methods," etc.

IV. Education process development model and reality for the operation of the special vocational home economics curriculum

Since most of the special curricula operate in schools focused on job training, they must provide a more systematic and useful job education process. Accordingly, this research presents a special curriculum education process development model, based on job education process development theories and models. The 9-stage model fulfills student demands and has the capacity to nurture the manpower required by the industrial society.

A participant school was selected and the education process development case, according to the developed model, for a confectionery course, was presented at each stage.

V. The special vocational home economics curriculum operation and support plan

Based on the above-mentioned research, the following are the various plans for the efficient operation of the special curriculum. The proposed plans consist of operative plans for the educational process, teaching staff security, and aspects of enhanced specialization, and plans for the administrative/financial support aspects of education.

1. The education process operation aspect

First, the educational process of the special curriculum must be selected according to student interests/demands, characteristics particular to the school's location, relative industry demands, etc.

Second, the vocational home economics curriculum must be recognized as an elective or new course (major) to be operated within the formal education process.

Third, an operation system must be established in which professional cooperation may be obtained in curriculum selection, educational process development/operation, etc.

Fourth, an educational research group must be organized among schools participating in the special curriculum and supported by each city/province education department to increase understanding about the special curriculum, and allow cooperation and information exchange among participating schools.

Fifth, the benefits of operating the special curriculum should be promoted internally and externally in order to present successful cases to those schools intending to establish a special curriculum at their school.

Sixth, the special vocational home economics curriculum educational process must be diversified and offered to students in other schools according to achievement and results.

Seventh, students subject to the special curriculum must be diversified in order to rationally maintain acquired facilities and equipment. The special curriculum must be able to take on the role of a local job education center in order to increase operational ease and widen areas of application.

2. The teaching staff and quality enhancement aspect

First, various training opportunities must be offered, such as training besides

the teacher's specialization, onsite industry training, etc.

Second, various manpower resources, such as industry leaders and job training organization instructors, must be utilized in order to increase class effectiveness in the event that the regular teacher is unable to conduct the practical training and theory classes, and team teaching between outside instructors and teachers, etc. should be adopted.

3. The administrative/financial support aspect

First, the Ministry of Education must evaluate the quantitative and qualitative aspects of observance, achievement, etc. of special curriculum support policies and reflect these results in the financial support and evaluation of each city/province education department. Additionally, if results of the evaluations deem it necessary to terminate support for a particular school, a plan for transfer, utilization, etc. of facilities and equipment must be established.

Second, sufficient review and cooperation between the Ministry of Education, each local education department, and individual schools must be established when selecting a school in which a special education curriculum will be installed and supported through budget allocations. The area of support must also be extended from mere facilities and equipment oriented support to support for practical training costs, teacher salaries, management costs, etc. Guidelines must be established to secure an operation for special curricula within the standard education budget.

Third, the Ministry of Education and each city/province education department must extend training opportunities relative to the courses offered in each school in areas such as cooking, cosmetics, and apparel, in order to heighten the quality of education and enhance teacher qualifications.

Fourth, when courses are taken for purposes of acquiring qualification certificates, considering class time, costs, etc., administrative measures must be established to support recognition of these courses.(mhjang@krivet.re.kr)

Human Resources Development through Cyber Education

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This study presents a comprehensive and inclusive understanding of cyber learning and education, mainly for human resources development. Research in this area has been focused on technology and new media as a hardware, which facilitates advances in both the quantity and quality of education in certain extents. However, those progressions are limited within technology perse, overlooking issues related to the total quality of educational systems and to the psychological barriers that users might experience in cyber space. This study investigates technological problems as a barrier to human resources development by looking more closely at educational policies and systems, and tries to suggest more accessible and effective ways to overcome these problems. In addition, it continues to search for ways to manage better quality education programs by examining the present status of cyber education, connected to program development, and design detailed teaching methods that can overcome the psychological needs and difficulties of the users. All these issues are exemplified and reaffirmed by the cases practiced in many