

A Study of the Issues and Proposed Solutions for the Operation of the Gyeonggi-Do Career Center: Focusing on the Ordinances

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Received: September 25, 2022

Accepted: October 19, 2022

Online Published: December 30, 2022

doi:10.5430/jct.v12n1p50

URL: <https://doi.org/10.5430/jct.v12n1p50>

Abstract

The purpose of this study is to identify the heads of the Gyeonggi Career Experience Support Center's perceptions of the operation of the center and to suggest policy directions for qualitative growth and performance enhancement of the center. A total of 10 participants, including 2 Gyeonggi scholars in charge of career pathways and 8 leaders of the Gyeonggi career experience support center, participated in the first Delphi test and the second and third in-depth interviews. As a result of the first Delphi survey, in-depth interviews were conducted by nomadizing them into an organization, work, qualification, training, and others. First, the organization cited the stability of status, the size of the organization of qualified employees, and the standardized center assessment index as a result of the in-depth interview. Second, the division of tasks based on significance and the usage of the Base Center were discussed since it is difficult to complete all of the tasks specified in the ordinance. Third, qualification and training refer to the expansion of qualifications and periodic training of center members. Fourth, others referred to the revision of ordinances, consulting, and establishment of a career education center.

In conclusion, it was first suggested to ensure the homogeneity of the organizational structure and human resources throughout 31 career experience support centers in Gyeonggi-do. Second, it was advised that the center employees broaden their credentials and offer training to develop their skills in order to obtain expertise in accordance with the expansion of the center's activity. Lastly, a proposal was made to construct the Gyeonggi Jinro Education Center as the control tower for the administrative and financial support of 31 centers in Gyeonggi-do.

Keywords: the career education act, career experience, career experience support center

1. Introduction

1.1 Necessity and Purposes of Research

Heads of wide-area autonomous communities and superintendents of education were recently elected in 17 cities and provinces as Korea held the 8th local election nationwide on June 1. On March 9, the 20th presidential election was held, and Yoon Suk-yeol, the candidate, won. The content unanimously argued by all the candidates of the president, the heads of the wide-area autonomous communities, and the superintendents of education is expanded administrative and financial support for career and going to college.

Korean career education was now established as the national level policy beyond individuals and schools. Moreover, the level of career education in Korea has remained unchanged since teachers first began consulting with students and their parents ten years ago. That is, the schools and teachers were individually responsible for students' career education and there was no recognition of national responsibility in the past.

However in 2001, the First National Human Resources Development Council made the statement that "the state should support students' careers," and seizing the chance, it established administrative and financial support as well as discussions on career education. After 15 years, the Career Education Act was enacted on May 20, 2015 and it took effect on December 23 of the same year. The enactment of the Career Education Act means that 'career legally guarantees the right to be educated as students' basic right' and the state is responsible for career education.' That is, all students are educated according to their aptitudes and talents, foster the capability of career development to be able to adapt activities to the rapidly changing occupational world, and contribute to the happiness of individuals' lives (Jeong,

2020). Second, legal bases of sustainable operation and support of career education were prepared. Due to this, career classes, career experience, career counseling, career personality, and aptitude test, etc. were operated in elementary, middle, and high schools and colleges, and career counseling teachers' legal positions and bases for placement were prepared (Park, 2017). Third, career education means to be done at a national level, not the individual unit.

The importance of 'career experience' has been emphasized since the Career Education Act was enacted in 2015. Based on this, it was quantitatively expanded according to local governments' support and local business expansion. In order to support the expansion of career experience, the Ministry of Education made efforts by connecting it to local governments. Moreover, as the Park Geun-hye administration introduced the free-semester system, which values students' involvement in classrooms and various experiences, career experience also expanded.

As the free-semester system expanded into the free school year system, career experience by school came into great demand. Due to the limited amount of information available in schools on career experience, a comprehensive support network connecting career centers that can systematically support these communities was developed. As the career centers which had begun with 67 centers in 2015 were largely expanded into 231 ones in December 2021 (Park, 2021) due to this request, the operating system of career experience seems to take quantitative shape. However, while the policy rapidly expanded, the qualitative expansion in the sum of its function, manpower, and budget was insufficient.

As the current free school year system of the 1st year of middle school was abolished and reduced to the free school year system of the 1st semester of the 1st year in the '2022 amended curriculum' announced by Yoo Eun-hae, the Minister of Education, in November 2021. instead, she announced to ensure internal stability of career education by operating the 2nd semester of the 6th year of elementary school, the 2nd semester of the 3rd year of middle school, and the 2nd semester of the 3rd year of high school as 'the career-related system' in the period of changing school classes. Therefore, there is a big change in students' career education now and discussion and research are needed.

This study aims to present policy direction for growing the career experience support center (Hereafter, the career center and the head of the center)' qualitative growth and improving their results by diagnosing their problems and presenting their solution plans through analyses of the current status of and in-depth interviews of the Gyeonggi-do Career Experience Support Center.

1.2 Research Content

For the contents of the study, everything ranging from the establishment of career centers to their roles and work was done by ordinances. The Career Education Act and the career-related acts of the career experience center were the main focus of the study on the awareness of the centers. Second, it analyzes the awareness of operation of the Gyeonggi-do Career Experience Support Center. Third, it presents improvement plans for operating the Gyeonggi-do Career Experience Support Center.

2. Theoretical Background

2.1 Ordinances

First, it tries to examine ordinances related to the career center. The legal bases of the career center can be found in Articles 16 and 18 of the Career Education Act. Additionally, the Gyeonggi-do Career Experience Support Center's installation and operation are governed by laws that are presented in the center's ordinances. The ordinances and regulations of the career center were active by focusing on the free semester system, the first priority policy of education in the Park, Geun-hye government. The core of the free semester system is career experience and the ordinances were amended as a method to support this and the regulations got to be again utilized.

Table 1. Relevant Ordinances**Career Education Act**

[Came into effect on March 23, 2021.] [Act No. 17954, March 23, 2021. Amendment by the other act]

Article 16 (Regional career education center) ① In connection with the National Career Education Center, a superintendent of education may, establish and manage a regional career education center or designate and manage an exclusive agency that provides career information; vocational personality and aptitude test and vocational guidance counseling; develops and disseminates contents of career education; and manages and provides support for, vocational experience, etc., suitable to the relevant regional circumstances. ② Matters necessary for the organization and management of a regional career education center and designation, etc. of an exclusive agency under paragraph (1), shall be prescribed by a municipal ordinance.

Article 18 (Support for Vocational Experience) ① The State and a local government may provide administrative and financial support to corporations, institutions, organizations, etc. that provide schools and students with the vocational experience to enable such students to experience various vocations (hereinafter referred to as "vocational experience providers"). ② The State and a local government shall establish a system to seek vocational experience providers and to provide information thereon.

Ordinance of the installation and operation of the Gyeonggi-do Career Experience Support Center

[Came into effect on October 21, 2014.] [The Gyeonggi-do Ordinance No.4797 was enacted on October 21, 2014.]

Article 1 (Purpose) The purpose of this ordinance is to contribute to students' establishment of their career plans and improvement of right work ethic by installing the career and vocational experience support center of the Gyeonggido Office of Education which belongs to the education superintendent of Gyeonggi-do and deciding the details required for its operation to support their career education and vocational experience.

Article 2 (Definition) The definitions of the terms used in this ordinance shall be as follows:

1. The term "career education" means all the activities related to a career including providing students with career classes, career personality, pitude tests, career counseling, and career information to make them make adventurous career plans based on understanding their vocational world;
2. The term "vocational experience" means all the vocational experience activities through which students visit job sites to talk with workers therein, field trips, or experience, and activities of participating in vocational education programs conducted in and out of schools, such as career camps and special lectures on careers;

Article 3 (Installation and operation of the center) ① The Gyeonggi Provincial Office of Education (hereinafter referred to as the "Superintendent of Education") has the Gyeonggi Provincial Office of Education's Career Career Experience Support Center (hereinafter referred to as the "Provincial Center"), and each regional Office of Education Support Center (hereinafter referred to as the "Regional Center") can be placed ② The center shall have one center director who is in charge of center affairs, and the center head directs and supervises the staff members of the center. ③ The center may have career education support personnel and vocational experienced support personnel.

Article 4 (Duties of Centers) "Provincial Centers" and "Regional Centers" carry out the following projects.

1. Overall management as an organization dedicated to career education and vocational experience support in the region
2. Support for the establishment and utilization of a local job experience center database
3. The role of a hub that organically connects schools with career education and vocational experiences operated by youth training facilities.
4. Operation and support of career education and job experience programs in the region
5. Collection and provision of career education and job experience information
6. Establishment of a cooperative network for career education and job experience support with local educational institutions and private organizations
7. Career education and job experience support during the free semester
8. Visiting career counseling, career experience guide
9. Other projects deemed necessary by the superintendent and superintendent of education for career education and job experience support.

Source: Korea Law Information Center (2022)

2.2 Career Experience and the Current Status

2.2.1 Career Experience

According to the Career Education Act, the term "career experience (vocational experience)" means vocational experience through which students visit job sites to talk with workers therein, field trips, or experience, and activities of participating in vocational education programs conducted in and out of schools, such as career camps and special lectures on careers. However, the terms in juvenile career experience have been used in various ways and vocational education, career education, and career guidance are used as career experience activities. Therefore, the exact definition of the term career experience is required. Thus vocational education which is expanded and used can be defined as 'workers' education or human education related to jobs'. Moreover vocational education' can be defined as "education to get a job as intentional, formal, non-formal education or prepare it to develop its ability" (Lee, 2006). 'career guidance' in school education refers to a systematic program designed for increasing knowledge of individuals' egos, jobs, training routes, lifestyles, labor markets' tendency, the ability to get a job, and the career decision-making process by counselors and teachers as a part of career education" (Lee, 2006).

2.2.2 Career Experience Support Center

Building environments that use various sources of communities in career experience education and their cooperative system, which allows public and private organizations and individuals to actively participate in the creation of a career experience ecosystem, was becoming more and more important for diversity and continuity of career experience. (Kim, et al., 2018). Accordingly, offices of education, local governments, and the relevant organizations built the career experience support center by cooperating with one another to support students' career experience education in communities (Kim, 2018). The career experience support center plays the role in finding experience centers by connecting them to offices of education and local governments and supporting students to design and grow through career experience.

Local governments (City, county, and borough)		Policy consultation ↔			Office of Education	
Public organization	↔ ↘	Career experience support group			↗ ↔	Principal group
Regional business owner	↔	Policy proposal	↑ ↓	Information on experience centers	↔	Career teacher council
civic groups	↔	Career experience support center			↔	School parent council
		Find experience centers and support matching	↑ ↓	Difficulties and policy proposal		
Experience center (Workplace)		Matching the experience center ↔			Unit school	

Figure 1. A Model of Operation of the Career Center

The main functions of career experience support centers was designed to find experience centers and connect them to schools in the initial stage. But the career centers' roles and functions were quantitatively and qualitatively expanded into management and education of career volunteer workers and institutional certification in various ways. The major roles of the career centers are as follows:

Table 2. Major Roles of the Career Center

Role	Description
Find and manage experience centers	Find experience centers in communities and inspect and manage the quality of operational programs of the experience centers registered in Kkumgil and the safety of the facilities.
Support connecting experience centers to schools	When schools provide career experience, guide appropriate experience centers and programs and support them to make it smoothly arranged.
Career experience program consulting	Do systematic consulting ranging from planning and implementation to follow-up management to be effective career experience programs to meet the characteristics of the experience centers.
Operate career experience (education) programs	Develop students' capabilities to design their careers and support school parents to strengthen their capabilities to counsel their children's careers by operating specialized career experience (education) programs for each center.
Operate and manage experience support manpower (volunteer workers).	Support special lectures on career, counseling, assisting events, and guiding students by operating career experience support volunteers.
Screen certification of the career experience center which donates education	Find organization subject to certification, screen 1st document screening, arrange the actual inspection in the field, and manage certification agencies.

Source: Jang, H. J. (2019)

2.2.3 Current Status of the Gyeonggi Career Center

According to regional characteristics, the career center can be divided into direct management and consignment depending on the organization in charge of the operation. In addition, consignment and direct management are divided into direct management by local governments, consignment, direct management by the Office of Education, and consignment. According to data from the Ministry of Education in 2019, out of 228 career centers, 143 were commissioned, 66 were directly managed by the education office, and 21 directly managed by local governments.

Table 3. Current Status of Operation of the National Career Centers

City and province	Number of basic local governments	Number of offices of education	Operating form			Total
			Consigned operation	Direct management of offices of education	Direct management by local governments	
Seoul	25	11	20	0	5	25
Busan	16	5	13	5	1	19
Daegu	8	4	0	4	0	4
Incheon	10	5	7	0	6	13
Gwangju	5	2	3	1	1	5
Daejeon	5	2	4	0	0	4
Ulsan	5	2	5	0	0	5
Sejong	1	1	0	1	0	1
Gyeonggi	31	25	23	0	8	31
Gangwon	18	17	15	0	3	18
Chungbuk	11	10	10	0	0	10
Chungnam	15	14	14	0	0	14
Jeonbuk	14	14	5	9	0	14
Jeonnam	22	22	10	12	0	22
Gyeonggbuk	23	23	6	17	0	23
Gyeongnam	18	18	4	14	0	18
Jeju	2	2	2	2	0	2
Total	229	177	143	66	21	228

Source: Ministry of Education (2019)

In the Gyeonggi Provincial Office of Education, the career center was established in cooperation with the local government and the Office of Education for free semester system and career experience. Also, according to local conditions, the career center was operated by being divided into commissioned by the education office, commissioned by local governments, directly managed by the education office, and directly managed by local governments. 31 centers are operated in various ways, including 5 commissioned by the Office of Education, 2 directly managed by the Education Support Office, 9 commissioned by local governments, and 15 directly managed by local governments. The diversity of career center operations is directly related to the identity and work of the employees. Consignment is a two-year contract employment, and employees who are directly controlled by local governments and educational institutions are considered civil servants. The center has a minimum of 2 and a maximum of 15 people.

Table 4. Current Status of Operation of the Gyeonggi-do Office of Education

No.	Classification	Center name	Current status of persons in charge of work (Number of members)				Operating form
			Head of the center (a)	Team leader (b)	Team leader (Action officer) (c)	Total (a+b+c)	
1	Gapyeong	Gapyeong career experience support center	1	1	1	3	Direct management by the office of education
2	Goyang	Goyang teenager career center	1	2	4	7	Direct management by the local government
3	Gwangmyeong	Gwangmyeong teenager career support center	1	2	1	4	Direct management by local government
4	Gwangju	Gwangju career experience support center	1	-	3	4	Consignment by office of education
5	Hanam	Hanam career experience support center	1	2	-	3	Consignment by office of education
6	Guri	Guri career experience support center	1	1	1	3	Direct management by local government
7	Namyangju	Namyangju talent training support center	1	-	3	4	Direct management by local government
8	Gunpo	Social value innovation center	1	3	8	12	Consignment by local government
9	Uiwang	Uiwang career support center	1	2	3	6	Consignment by local government
10	Kimpo	Kimpor career experience support center	1	2	5	8	Consignment by local government
11	Dongducheon	Dongducheon career experience support center	-	1	1	2	Direct management by office of education
12	Yangju	Yangju career experience support center	-	1	1	2	Direct management by local government
13	Bucheon	Bucheon Ssiatgil Center	1	1	5	7	Direct management by local government
14	Seongnam	Seongnam career experience support center	1	-	2	3	Consignment by local government

15	Suwon	Suwon career experience support center	1	3	11	15	Direct management by local government
16	Siheung	Siheung career experience support center	-	1	2	3	Direct management by local government
17	Ansan	Ansan teenager career experience support center	1	1	3	5	Consignment by local government
18	Inseong	Inseong future education support center	-	1	3	4	Direct management by local government
19	Anyang	Anyang future talent education center	1	1	5	7	Direct management by local government
20	Yangpyeong	Yangpyeong career experience support center	1	1	2	4	Consignment by office of education
21	Yeoju	Yeoju teenager career consultation support center	1	-	1	2	Direct management by local government
22	Yeoncheon	Yeoncheon career experience support center	1	-	1	2	Consignment by office of education
23	Yongin	Yongin future education center	1	-	4	5	Consignment by local government
24	Uijeongbu	Uijeongbu career experience support center	1	1	3	5	Direct management by local government
25	Ichoen	Ichoen career experience support center	1	-	2	3	Consignment by office of education
26	Paju	Paju career experience support center	1	2	1	4	Consignment by local government
27	Pyeongtaek	Pyeongtaek creativity education center	1	1	3	5	Direct management by local government
28	Pocheon	Dalkkum Co., Ltd.	1	1	1	3	Consignment by local government
29	Gwacheon	Gwacheon career experience support center	1	1	1	3	Consignment by local government
30	Hwaseong	Hwaseong free school year system support center	1	1	6	8	Direct management by local government
31	Osan	Osan career experience support center	1	1	3	5	Direct management by local government
	Total		22	29	76	127	31

Source: Gyeonggi-do Office of Education (2022)

2.3 Analysis of the Precedent Studies and Implications

The analysis of precedent studies on career centers is as follows: Park, Cheon-soo et al. (2021, 2019) presented cooperation among village communities, promotion of the centers, the establishment of a school cooperation system, and programs for strengthening the capabilities of members for the result evaluation and revitalization of the career

centers in '2020 Career Center Revitalization' and 'Operation Plans for Evaluating Results of Career Experience Support Centers'. In "Development of Result Assessment Criteria for Career Experience Support Centers," Jang, Hyejeong (2020) established 54 different types of result evaluations and an evaluation form for the centers and provided ideas for enhancing their operational outcomes and future operation. Jeong (2021) presented the diversity and expandability of the career centers, not limited to the current status of career centers and career education in 'an Analysis on the Current Status of Operation of Career Experience Support Centers'. Jeong (2020) conducted an in-depth interview with hands-on workers in the centers in 'a Phenomenological Study on Hands-on Workers' operating experience in the Career Vocational Experience Support Centers' and organized practical dilemmas of the site Kkumgil regarding the operation of the centers, the burden of the career programs, and concerns about the direction of the free school year system. Park (2014) presented the contents and examples of regional career centers which provide programs for students in 'A Case of Operating Dreaming Tree of the Geumcheon Career Vocational Experience Center'.

The implications drawn from the analysis of precedent studies are as follows. First, the regional career centers perform specialized functions for the career education of local students. Hence there have been many theses on development plans and improvement plans for making them faithful to the roles of career education. Second, there were theses on the development of customized criteria for evaluating career centers' results in order to improve their role in career education and improve their results. Third, numerous theses put forth the argument that career centers go beyond career education by presenting their expandability, direction, and projects and plans for future expansion.

3. Research Method

3.1 Selection of Subjects of the Survey and Research Participants

This study was conducted targeting 20 people with more than 2 years of experience among 31 heads of the career centers in Gyeonggi-do. Three in-depth interviews were conducted with 20 heads of the career centers and interviewees were selected by a theoretical sampling method to analyze the content. The first in-depth interview was held on October 18, 2021, and the purpose, process, and method of the study were explained to the research participants. In the first in-depth interview, the research participants were allowed to freely describe problems and improvement plans of the career centers as they came to mind, and a schedule of two weeks was given from October 18 to 29, 2021. Two weeks later, 20 research participants filled out and submitted a questionnaire by e-mail.

Table 5. Status of Research Participants

No.	Participant	Gender	Career	Position
1	Participant 1	Female	3	Head of the career center
2	Participant 2	Female	4	Head of the career center
3	Participant 3	Female	4	Head of the career center
4	Participant 4	Female	4	Head of the career center
5	Participant 5	Female	5	Head of the career center
6	Participant 6	Female	4	Head of the career center
7	Participant 7	Male	1	Head of the career center
8	Participant 8	Male	2	Head of the career center
9	Participant 9	Male	2	Head of the career center
10	Participant 10	Male	2	Head of the career center
11	Participant 11	Female	3	Head of the career center
12	Participant 12	Female	4	Head of the career center
13	Participant 13	Female	2	Head of the career center
14	Participant 14	Female	3	Head of the career center
15	Participant 15	Female	8	Head of the career center
16	Participant 16	Female	3	Head of the career center
17	Participant 17	Female	4	Head of the career center
18	Participant 18	Female	3	Head of the career center
19	Participant 19	Female	4	Head of the career center
20	Participant 20	Female	4	Head of the career center

As a result of analyzing questionnaires of the first in-depth interview, the center organization, center work, qualifications and training of the center members, and others were classified into four categories. Focusing on the classified contents, the second (November 20) and third (December 18) in-depth interviews were conducted with all 20 participants. The theoretical sampling method is the method that researchers conduct interviews based on the research contents and intentionally extract appropriate statements from the participants. For this, the researcher informed the heads of the career centers of the purpose of the study and the contents of the study, and asked for their cooperation. The subjects of the in-depth interviews were selected from the heads of the career centers and the school inspectors from the offices of education in Gyeonggi-do.

3.2 Data Collection and Analysis

In order to conduct this study, the researcher conducted three in-depth interviews three times from September to November 2021. In the first in-depth interview, the subjects filled out the questionnaire of the in-depth interview. In the second and third in-depth interviews, the in-depth interview was conducted focusing on the contents of the first in-depth interview were organized and classified. The in-depth interview was arranged for 30 minutes. The contents organized through the 1st to 3rd interviews were analyzed by classifying them into four categories: organization, work, qualifications and training, and others.

3.3 Research Method

First, the current status of the website and the analysis of internal data. Data related to the websites and internal data of the Ministry of Education, the Gyeonggi-do Office of Education, and the National Career Experience Support Center of the Korea Research Institute for Vocational Education and Training were found and analyzed.

Second, a literature analysis. Recent cases and ordinances were analyzed by the relevant theses and ordinances in the Research Information Sharing Service (RISS) and the Korean Law Information Center.

Third, in-depth interviews were conducted and analyzed with total of employees who had worked for more than 2 years as the heads of the career centers.

4. Research Result

The researcher reorganized the results by focusing on the three in-depth interviews. As the reorganized result, the contents were organized into four categories. The four categories divided into the organization, work, qualifications/training, and others are as follows. In addition, the research results were analyzed by focusing on the contents of the in-depth interviews and the law (The Career Education Act).

4.1 Organization

As for the center organization, the heads of the centers regarded securing averageness and uniformity as important for equal development of the 31 career centers in Gyeonggi-do because they have been operated in too many different ways.

[Content of in-depth interviews]

Kim, the head of the center, "Since Gyeonggi-do has so many different operating entities for the Career Center, I think it is most urgent to secure the uniformity of the 31 centers."

[Content of the ordinance]

Article 3 (Establishment and operation of centers) 1) The Superintendent of the Gyeonggi-do Office of Education (hereinafter, referred to as the "Superintendent of Education") may have the Gyeonggi-do Office of Education Career Experience Support Center (hereinafter referred to as the "Provincial Center") under the jurisdiction of the Gyeonggi-do Office of Education and the career vocational experience support center by the regional office of education support (hereinafter referred to as "regional centers"). 2) A center shall have a head who generalizes the work of the center and the head of the center shall direct and supervise employees who belong to the center.

Article 7 (Entrustment of center work) 1) Superintendents of Education and local education officers may, if necessary, entrust the centers' work to public and private organizations or their organizations or individuals. 2) When the superintendents of Education and local education officers entrust the centers' work to the private organizations, they shall follow [the Ordinance on Entrustment of the affairs of the Superintendent of the Gyeonggi-do Office of Education]. 3) The centers may have career education support manpower and

vocational experience support manpower.

For the career centers which were first operated in 2015, 31 centers have been currently operated in Gyeonggi-do. As confirmed in <Table 4>, the 31 career centers in Gyeonggi-do have different organizational types and sizes. They have been operated in various ways including 4 organizational forms of direct management and entrustment by local governments and direct management and entrustment by offices of education and ranging from the centers with two employees of the team leader and member to the centers with 15 employees. These organizations and manpower management have several problems.

First, the diversity of organizational operation is particularly the instability of work due to direct management and entrustment. Direct management by local governments or offices of education |civil servants or stable status of employees in foundations. Most of the employees by entrustment are contract workers. In order to become institutions with public confidence having business continuity and stability, countermeasures are needed.

Second, as the Korea Research Institute for Vocational Education and Training has not yet released the 2021 data, examining the data on the current status of career centers in 2020, 231 career centers are being operated as of the previous year, and 31 career centers are currently being done in Gyeonggi-do. Currently, 127 people are working at the 31 career centers, with an average of 4 people working at each career center. However, among the 31 career centers, 12 centers are being operated on a small scale having less than 4 people on average, that is 38%. In this situation, the staff in the small-sized career centers are overloaded with the centers' unique tasks, functions, and roles, and furthermore, it cannot help lead to a decline in educational services for students and communities.

Third, there is the ambiguity in organizational evaluation. Examining the contents which have been described so far, the career centers were based on diversity in organization and manpower. In this diversity, there is a limit to the evaluation of the centers with common standards. In order to overcome these limitations, a standardized evaluation index of career centers that appropriately combines quantitative and qualitative considerations for direct management, entrustment, and human resources with each other should be developed.

4.2 Work

The scale of the career centers varies from 1 to 10 employees or more. However, because the contents of work are similar, the workload is inevitably excessive in areas with small-sized members in the centers. Accordingly, in-depth interviews were presented.

[Content of in-depth interviews]

Lee, the head of the center said, “If you look at work of the career centers in the Act, it is too wide. All the contents of the Act are presented in job assignment. small-sized centers with one or two members have too much work for its members. Therefore, it would be good to designate and operate the base center that simplifies career work and provides practical support according to the size of centers.”

[Content of the ordinance]

Article 4 (Work of the centers) “The provincial center” and “the regional centers” shall implement the following:

- 1. General management as the dedicated organization for career education and vocational experience support in the region**
- 2. Support for the establishment and utilization of databases of vocational experience centers in the region**
- 3. The roles of the hub that organically connects schools to career education and vocational experience are operated by youth training facilities.**
- 4. Operation and support of career education and vocational experience programs in the region**
- 5. Collection and provision of career education and vocational experience information**
- 6. Establishment of the cooperative network for supporting career education and vocational experience with educational institutions and private organizations in the region**
- 7. Support for career education and vocational experience during the free semester**
- 8. Guidance for visiting career counseling and career experience centers**
- 9. Other projects are deemed necessary by the superintendents of education and local education officers for**

supporting career education and vocational experience.

The specific duties of the career centers according to the regulations of the ordinance are as follows.

First, it is classified according to the importance of work. According to the Ordinance of the Gyeonggi-do Career Center <Article 4 Work of the centers>, nine major tasks of the career centers are listed. Suwon, which has a human structure of 15 team leaders and team members, is able to do this task, but the career center, which is run by one team leader and one team member, is busy attempting to imitate it. In order to improve this situation, it is necessary to make efforts to simplify the work of small-sized career centers by separating the main tasks from other tasks among the ordinance tasks. Career centers with small-sized team members are inevitably linked to a decline in local educational services.

Second, the utilization of base centers. Currently, the Gyeonggi-do Career Center is operating the base centers by grouping regions into bases. However, it is not practical to operate them. In this situation, it is necessary to increase the budget for the base centers to support the small-sized career centers around the existing ones and implement a structure so that they can collaborate with one another. With this small-scale collaboration and consideration, the small-sized career centers will be able to provide better educational services for local students and teachers.

4.3 Qualification and Training

The career centers have been operated focusing on career experience in the free semester system. Therefore, most of the programs were aimed at students. Therefore, the members were selected mainly from those who possessed the qualifications of youth counselors and youth counselors. However, as the work of the career centers has gradually expanded, the tasks that require professionalism in other fields than for teenagers, such as career teacher training, parent training, career planning, and program design, have tended to continue to increase.

[Content of in-depth interviews]

P the head of the center said, “In order to secure professionalism of the career centers, work was expanded from youth-centered center activities in the past to teacher training and parent training in the present. Therefore, I think that there is a need to expand the qualifications of members in the centers such as teacher qualifications and teacher experience. In addition, training is insufficient, and continuous training is needed to secure the expertise of members in the centers.”

[Content of the ordinance]

Article 4 (Work of the centers) “The provincial center” and “the regional centers” shall implement the following:

- 1. General management as the dedicated organization for career education and vocational experience support in the region**
- 2. Support for the establishment and utilization of databases of vocational experience centers in the region**

First, it is qualifications for members of the career centers. The first of the major tasks of the career centers stipulated in the Gyeonggi Ordinance is the management of career education and vocational experience support organizations. Starting with the free school year system for middle school students, finding and managing experience centers has been recognized as the centers' main task. Therefore, due to the nature of the members in the centers having a lot of contact with students, staff with qualifications of youth instructors and youth counselors were selected as the members. However, the research participants agreed on the need to train career teachers and design career experience programs, so that teachers' qualifications and qualifications for education majors need to be expanded.

Second, it is training for capacity building of the members in the centers. Career center programs must be designed and modified in line with changes in public education such as the revised curriculum and high school credit system. And these educational changes should be recognized and led by the members of the career centers rather than career teachers, parents, and students. But now, they are not. For the career centers, training support from the offices of education and support for the conditions for self-education should be done. In addition, the employees in the career centers who received educational support should present career information and direction to career teachers, parents, and students. For this purpose, it is essential to conduct training for strengthening the capabilities of the employees of the career centers.

4.4 Others

Most of the subjects of the study suggested consulting, revision of ordinances, and establishment of a career education center for the positive change of the Gyeonggi Career Center.

First, it is an amendment to the ordinance. Most of the subjects of the study proposed to secure the uniformity of the center by revising the ordinance after collecting the problems. Since the organizational form, human structure, and work form are different, the ordinance should be revised to create a minimum unified center and work structure in order to unify and secure uniformity. For this, specific alternatives were presented through the revision of the ordinances on organization and work.

The second is consulting. Because the organizational form is different and the work type is different, the unified evaluation rules have limitations. Therefore, in the direction of filling in the gaps, an evaluation that secures uniformity by presenting a consulting evaluation was proposed. In order to demand improvement of the quality of the career centers by supplementing manpower and specializing in work, a change in the evaluation direction was required in the direction of supplementing the insufficient parts through consulting rather than simple evaluation.

Third, the establishment of the Gyeonggi-do Career Education Center. Currently, the center-related work of the Gyeonggi-do Office of Education is planned and operated by one scholar.

The single scholar is in charge of administrative and financial support and management of 31 cities and counties, offices of education, and entrusted institutions in Gyeonggi-do. It proposed to establish the Gyeonggi Career Education Center, the control tower institution that supports the operation of the career centers and supports their quantitative and qualitative growth. Therefore, it proposed to secure the professionalism of the career centers.

5. Conclusion and Proposal

By concentrating on the in-depth interviews, this study examined the perspectives of the heads of career centers and school inspectors in charge of careers. Based on the research results, it is organized into four categories: organization, work, qualification and training, and others. Centering on these research results, the heads of the career centers discussed the difficulties of their operation and suggested major points of discussion and improvement plans for the study.

First, the Gyeonggi-do Career Center is currently organized and operated in connection with 31 local governments, provincial offices of education, and offices of education support. However, there are differences in the organizational forms of the career centers and the number of human resources by region, and the educational services provided vary greatly depending on the region. Therefore, administrative and financial support from the provincial offices of education and local governments to ensure unity and uniformity of the 31 career centers is required.

Second, the qualifications and training for the members in the career centers. In the past, students served as the subjects for the career centers' primary tasks, which included locating and registering job experience in order to prepare for middle school's free semester system and to match the Kkumgil website. Therefore, the qualifications of the members in the centers were limited to youth instructors and youth counseling qualifications. The growth of the centers' work, including career teacher education and career program design, has necessitated the need for additional requirements for teachers' qualifications and education majors. In addition, since research and education for parents and career teachers need to be planned, periodic training of the members in the career centers is required.

Third, establishment and evaluation of institutions to ensure uniformity of the 31 career centers in Gyeonggi-do. Currently, it is difficult to plan and manage the 31 career centers by one superintendent of the Gyeonggi-do Office of Education. Under these circumstances, uniformity and quality improvement of career centers cannot be guaranteed. Therefore, it is necessary to establish the career education center, and the control tower institution to ensure the uniformity of the career centers and to provide consulting and management of the career centers through the career education center in order to supplement the administrative and financial support and deficiencies of the career centers. In addition, the researcher believes that all these activities will contribute to the educational growth of students in career design in Gyeonggi-do.

Also, the study was done to analyze the perception of the 20 heads of the career centers regarding the operation of the career centers in Gyeonggi-do and has a limit to generalizing the result of the study nationally.

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