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Analysis of National Education Plan Implementation for Lifelong Education Promotion Basic Plan and Career Education Internalization Support Plan

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Abstract

This study examines the meaning of the national education plan promotion background, focusing on the 5th Lifelong Education Promotion Basic Plan (2023-2027) and the 3rd 2023 Career Education Internalization Support Plan (2023-2027). The purpose of this study is to present future directions for lifelong education and career education. The research results indicate that The 5th Lifelong Education Promotion Basic Plan (2023-2027) and the 3rd 2023 Career Education Internalization Support Plan (2023-2027) have both been established to cope with the future social and educational environment; thus, it is necessary to realize them. For this purpose, concrete policy alternatives have been prepared. In modern society, it is vital for the state to promote basic plans related to education, particularly for developing and improving the education system. In this respect, when suggesting the direction of lifelong and career education, first, policies for social development and strengthening competitiveness are important. Second, policies are needed that respond to changes in jobs and occupations. Third, lifelong and career education are essential to ensure social inclusion and fairness. Fourth, lifelong and career education are vital in nurturing human resources for sustainable development.

Keywords: Lifelong education, vocational education, career education, educational policy, national education plan

1. INTRODUCTION

Lifelong education and career education are expected to play a critical role in the future of society. Jobs and social requirements are rapidly shifting due to technological and social development derived from the 4th industrial revolution and changes in the economic structure. Accordingly, the need for individuals to acquire new skills and knowledge, adjust their career paths, and continuously develop is increasing. Continuing education is a process that supports individuals in continuously updating and developing their knowledge and skills throughout their lives. It allows people to gain knowledge in a new field or upgrade existing skills for better job opportunities. Continuing education is essential in maintaining economic stability while pursuing a better quality of life [1]. Career education refers to the process by which individuals select and develop appropriate careers based on their interests and abilities. However, the concept of traditional careers is changing as various jobs appear and disappear. Accordingly, individuals should build a successful career by identifying their strengths and interests and choosing a career path that suits them. Thus, career education promotes individual self-realization and contributes to society, providing opportunities to explore and develop

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various career options and paths [2].

The importance of lifelong and career education is expected to be revealed in the coming years for the following reasons. First, technological changes will increase the need for education. In the future, technologies such as artificial intelligence, automation, and big data analysis tools are expected to continue to develop. As a result, existing jobs may disappear or be transformed, and new jobs will emerge. Continuing education can help individuals learn and apply the new skills and knowledge needed to respond to these changes [3]. Second, education is needed to support economic stability. Fluctuations in the economic structure and changes in the job market may force individuals to explore different job opportunities to maintain their economic security. Continuing education can enable them to transition to a new field or upgrade existing skills to maintain an economically stable life. Third, education is essential for self-realization and satisfaction. Individuals feel greater satisfaction and self-realization when they can choose and grow in a job based on their interests and passions. Thus, career education meets these individual needs and provides opportunities for more meaningful careers. Fourth, education is vital to support social contributions. In the future, positive social change and sustainable development will emerge as important issues. Through lifelong and career education, people can contribute to society in various fields, seeking creative solutions to collaborate for a better future. For this reason, lifelong and career education are expected to play a critical role in society in the coming years. Individuals can build an adaptable and successful life through continuous learning and development while exercising their abilities and interests [3].

Research related to lifelong education promotion plans is being conducted in various forms. These include the evaluation of lifelong education policy in Korea [4], a comparative study of a lifelong education promotion basic plan [5], a keyword network analysis of trends in lifelong education research based on major periods of lifelong education policy [6], an analysis of lifelong education based on strategic thinking, policy analysis, and implications, focusing on the post-revision of the Lifelong Education Act [7], research on directions in improving the lifelong education promotion system [8], an analysis of the importance and execution level of the 4th Lifelong Education Promotion Basic Plan [9], and a study of the Comprehensive Lifelong Education Promotion Plan. Furthermore, research exists on the future directions of lifelong education for the underprivileged [10] through an analysis of policy importance for establishing a basic plan for lifelong education promotion using the AHP technique [11] and a study on changes in lifelong education policies in universities and communities [12].

Research related to career education includes a study on the career decision level of middle school students [13], an analysis of the operational status of career education in middle school [14], an examination of career and vocational textbooks in middle school based on a lifelong education perspective [15], and an analysis of the labor market performance of vocational high school graduates. Focusing on career guidance and employment support [16], the research includes a study of the educational needs of secondary career teachers in preparation for the 4th industrial revolution era [17]. However, few studies exist that are related to the career education plans announced by the Ministry of Education. These plans focus on policy research to establish the 3rd 5-Year Basic Plan for Career Education [18].

This study examines the background of the promotion of national education plans, focusing on the 5th Lifelong Education Promotion Basic Plan (2023-2027) and the 3rd 2023 Career Education Internalization Support Plan (2023-2027). This study's purpose is to present future directions for lifelong and career education.

2. Research Method

This study presents the direction of lifelong and career education by analyzing the Lifelong Education Promotion Basic Plan and Career Education Internalization Support Plan through a literature review and theoretical analysis, including reviewing various sources such as Ministry of Education data and papers. To this end, academic databases (foreign sources include Education Resources, Science Direct, ERIC, etc., and domestic sources include RISS, KCI, DBPIA, and KISS) were used to collect and analyze data. From this, 58 papers were collected on promoting lifelong education and internalizing career education. The papers used in this study are shown in Table 1.

Table 1. Papers and Books Used

division		number of searches	number of uses
lifelong education promotion	paper	28	25(89%)
career education internalization	paper	30	28(93%)

3. Background Analysis of the National Education Plans

Article 1 of the Lifelong Education Act presents the purpose of lifelong education. It stipulates the responsibilities of the state and local governments in promoting lifelong education as defined in the Constitution and the Framework Act on Education. The act also identifies basic matters regarding the lifelong education system and its operation to support citizens' education throughout their lives. It aims to contribute to improving the quality of life and the pursuit of happiness of all citizens by guaranteeing the right to receive an education. On December 28, 2022 (Wednesday), the Lifelong Learning Policy Division of the Lifelong Vocational Education Bureau of the Ministry of Education announced the "Lifelong Learning Promotion Plan (2023-2027)," which presents the basic direction and core tasks of the five-year lifelong learning policy. The lifelong learning promotion plan is a basic plan for lifelong education promotion defined in Article 9, Paragraph 1 of the Lifelong Education Act. The first plan was a five-year lifelong learning promotion plan covering 2002 to 2006. This was the first time the Lifelong Learning Policy Division of the Lifelong Vocational Education Bureau of the Ministry of Education and Human Resources Development announced a comprehensive plan for lifelong learning promotion to implement the National Human Resources Development Basic Plan [19]. The second plan covered 2008 to 2012 and established a basic process for promoting lifelong education. The third plan spanned 2013 to 2017 and promoted lifelong education to build a national lifelong learning system in the era of 100 years old. The fourth plan ran from 2018 to 2022. Finally, the current fifth plan has been established for promoting lifelong education. As such, the lifelong education promotion basic plan presents a statutory basic process that the Ministry of Education must establish every five years in accordance with Article 9, Paragraph 1 of the Lifelong Education Act.

The vision of the 5th Lifelong Education Promotion Basic Plan (2023-2027) is a lifelong learning society where everyone can continue to take a leap forward and enjoy together. The policy goals are to promote lifelong learning to improve the quality of life for all citizens, build a lifelong learning society with the state, local governments, and the private sector, and prepare a digitally-based customized lifelong learning environment. The three policy keywords are sustainability (the continuous growth of people and policies), opportunity (the expansion of practical opportunities and opportunities for national and local governments to progress), and linkage (links with various learning experiences and links between the state, local governments, and the private sector). The expected outcomes are economic jobs: productivity improvement, satisfaction with happiness: improvement in quality of life, national integration: resolving polarization, and regional vitality: regional learning activities [19].

Information on career education is provided in the Career Education Act. According to Article 5, Paragraph 1 of this act, the state and local governments must prepare necessary policies to activate career education suitable for students' developmental stage and aptitude. Regarding career education, the Ministry of Education first established the 2010-2013 comprehensive career education plan and then implemented the 2016-2020 five-year career education basic plan. The third five-year basic plan for career education was announced in April 2023 for the period of 2023 to 2027. The 1st Career Education Comprehensive Plan was prepared jointly by the Ministry of Education, the Ministry of Health and Welfare, and the Ministry of Employment and Labor,

specifying the 'career education goals and achievement standards (2012)' for career education in schools, and implementing career counseling in middle and high schools. Career guidance counselors were assigned to 5,298 schools (95.3%). This contributed to broadening the base of career education by linking career experience with the school curriculum [20]. The 2nd Five-Year Basic Plan for Career Education expands on the 1st Career Education Comprehensive Plan to broaden the scope of career education from elementary school to university, including those subject to social consideration and parents, to strengthen career experience and education. A full-fledged career education system was prepared by assigning policy tasks for the established school curriculum [21]. The 3rd Five-Year Basic Plan for Career Education was prepared to supplement the deficiencies in the first two plans [22].

The 3rd Five-Year Career Education Basic Plan (2023-2027) aims to support future talent development through personalized career education. The background of the national education plan is shown in Table 2.

Table 2. Background of the National Education Plan [19][22]

The 5th Lifelong Education Promotion Basic Plan (2023-2027)	The 3rd 2023 Career Education Internalization Support Plan (2023-2027)
Now is the time for a new educational paradigm	This plan addresses social changes, such as digital transformation and rapid technological development
The times demand a paradigm shift in education toward lifelong learning.	There is a need to improve school career education according to changes in the education charter
There is a need for a major shift in lifelong learning policies	There is a growing demand for entrepreneurship as the world changes

The background of the 5th Lifelong Education Basic Plan is as follows. First, this plan is critical because a new educational paradigm is needed. Korea's education system is a form of investment focusing on a unilinear growth path that starts with kindergarten and ends with university. Looking at the proportion of the Ministry of Education's budget by sector in 2022, 79.1% was allocated to kindergarten, elementary school, middle school, and high school, 13.9% to university, and 0.1% to lifelong education. Our society has formed the belief that life will be stable if we complete the growth path that takes place early in life. The Korean government, parents, and students make considerable investments in education from ages 12 to 20 but stop investing from age 26 when they enter society. However, due to the increasing uncertainty of the future, we face an era in which a stable life cannot be guaranteed just by successfully completing the growth path in the early stages of life. This is because learning is constantly needed resulting from the explosive increase in knowledge due to technological innovations such as digital transformation and artificial intelligence (AI). Now, we need an educational paradigm in which life and learning are united, moving away from the idea of 'finishing education' at the beginning of adult life. In particular, it is time for a circular education system where citizens can continue utilizing excellent educational institutions, such as universities, as needed. Due to technological innovation and increasing uncertainty about the future, society emphasizes the importance of lifelong learning for capacity development more than ever. Recently, 'active learning' has emerged as a core competency for the future, and companies are also paying keen attention to capacity building through lifelong learning, focusing on 'up-skilling and re-skilling' as keywords. Second, it is necessary to change Korea's lifelong learning policy. So far,

this policy has been mainly used to supplement academic ability or learning in leisure time for those who deviated from their growth path in the early stages of life. Examples of this policy's use include the Academic Credit Bank System, finding employment first and then advancing, and various lifelong learning programs for welfare. As a result, lifelong learning has been perceived as an optional form of education that supplements formal education or is not essential. However, it is now necessary to redefine the lifelong learning policy as an essential reeducation/improvement policy to help cope with future uncertainties in the age of technological innovation. A quality-of-life improvement policy should also be established to support people in realizing their values and enjoying spiritual enrichment [19][22].

The background of the 2023 Career Education Substantialization Support Plan is as follows. First, its purpose is to cope with social changes such as digital transformation and rapid technological development. Strengthening career development capabilities has become necessary so that people can understand the new world of work following rapid technological development and design career paths using their initiative. In addition, as the 4th industrial revolution is in full swing, student demand* for jobs in new industries such as robotics engineering has increased; thus, it is necessary to expand career education to these new industries. Second, it is essential to improve career education in schools according to changes in the educational charter. The school career education system must change in preparation for the introduction of career-linked education according to the revised curriculum in 2022 and the full implementation of the high school credit system. In addition, as career education linked to general subjects increases, it is necessary to strengthen teacher capacity so that all teachers can provide career education. Third, the demand for entrepreneurship has increased due to global changes. It is necessary to expand not only traditional vocational and career education but also entrepreneurship cultivation education so that students can adapt to new changes and take the initiative. Thus, it is essential to promote the creation of an education ecosystem for fostering entrepreneurship in the local community for more professional and sustainable entrepreneurship education.

The common background of the national education policy is as follows. The 5th Lifelong Education Promotion Basic Plan (2023-2027) and the 2023 Career Education Internalization Support Plan (2023-2027) were established to address the need for a new educational paradigm. The promotion responds to social changes such as digital transformation and rapid technological development, and both plans address changes in the social environment. The characteristics of the 21st-century social environment are experiencing diverse and complex changes. First, these changes derive from the digital revolution and technology development. The 21st century has been a period of explosive development, and the spread of information and technology has been prevalent due to the digital revolution. Technology such as the Internet, smartphones, artificial intelligence, and big data analysis tools greatly impact society, the economy, and culture. Second, the environment has changed due to internationalization and connectivity. Internationalization has made moving and exchanging people, ideas, capital, and goods easier across national borders. As a result, cultures and customs tend to intersect and mix. Third, these changes stem from the importance of sustainable development. Sustainable development is increasingly important due to climate change, environmental issues, and resource depletion. Efforts are being made to find and implement sustainable solutions in all aspects of society and the economy. Fourth, the 21st-century social environment is shifting due to respect for social diversity and human rights. Awareness of social diversity and human rights issues is increasing regarding race, gender, sexual orientation, and disabilities. Accordingly, there is a demand for fairer and more equal treatment in society. Fifth, changes in the labor market have impacted the social environment. Advances in automation and artificial intelligence are transforming the labor market. In some sectors, jobs are disappearing or transforming while new jobs and skills are emerging. Sixth, the shifting environment results from an increased emphasis on addressing information floods and information verification. With the emergence of Chat GPT and the spread of the Internet and social media, the availability of information has massively increased, and the reliability and verification of information have become more important. Seventh, rapid change and uncertainty have transformed the social environment, especially technological and social change. Responding to this requires flexible and adaptive thinking and coping skills. Eighth, the increased use of social networks and online communication has caused environmental shifts. Social media and online platforms have changed communication between individuals and groups and are reshaping the form and nature of social networks. Ninth, society is characterized by an increased interest in health and well-being. Due to increasing awareness,

more attention is being paid to physical and mental health. Tenth, changes in politics and social movements are impacting the social environment. The use of digital tools in political participation and social movements is expanding. Through this, citizens' voices are more pronounced, and the role of leading social change is increasing. These characteristics have a complex effect on each other and can help predict and prepare for the future social environment. The above two national education policies are considered beneficial because they are being established to actively cope with these changes in the social environment.

Furthermore, in the case of the 5th Lifelong Education Promotion Basic Plan (2023-2027), the educational paradigm shift to lifelong learning addresses current societal needs, and the promotion of the 2023 Career Education Internalization Support Plan (2023-2027) is based on changes in the education charter. These changes respond to the need to internalize career education in schools. Both plans address changes in the educational environment, which is changing due to technological development and social transformation. The main characteristics of the 21st-century educational environment are as follows. First, digitization and technology integration result from advances in information and communication technologies, which have digitized education and facilitated learning through online platforms and tools. As learning using mobile devices, the Internet, and social media has become commonplace, students are in an environment where they can learn anytime, anywhere. Second, individualized learning is characteristic of this environment. Personalized education is emphasized according to students' learning levels, interests, and learning styles. Systems that design and support the optimal learning path by diagnosing and evaluating students using technology are being developed. Third, cooperative learning and project-based learning are educational methods that emphasize problem-solving skills, creativity, and cooperative skills. Students can learn and develop social skills by solving real-world problems through group projects, discussions, and collaboration. Fourth, everyone is a teacher and a learner; thus, instead of the traditional teacher-centered education model, students become both learners and teachers. Students are exposed to various teachers and learning environments through online resources, competency-based education, and tutoring platforms. Fifth, global education and cultural diversity are characteristics of the 21st-century educational environment. Due to the Internet and international exchanges, students are exposed to various cultures and educational systems, growing into global citizens. International exchange, language learning, and cultural understanding are important parts of the curriculum. Sixth, problem-oriented learning and critical thinking emphasize teaching students to develop problem-solving and critical thinking skills rather than memorizing answers. A learner-centered approach encourages students to discover knowledge, ask questions, and learn for themselves. Seventh, continuous capacity development is essential in lifelong learning, and continuous competency development is emphasized to respond to the changing social and industrial landscape. Students acquire new skills and knowledge and develop the ability to adapt and grow in a changing environment. These features make 21st-century education a more flexible and personalized experience and play an important role in preparing students for the future. The above two national education policies are considered beneficial because they have been established to actively cope with these educational changes.

Finally, the 5th Lifelong Education Promotion Basic Plan (2023-2027) is based on the need for a major change in lifelong learning policy, and the 2023 Career Education Internalization Support Plan (2023-2027) derives from the demand for entrepreneurship due to global changes. There are several important considerations for establishing lifelong and career education policies. First, flexibility and individualization are essential. Lifelong education and career education policies should have a structure that can flexibly respond to the diverse needs of learners. It is necessary to provide a customized learning path considering individual capabilities, interests, and experiences and to support the growth of individual learners through continuous evaluation and adjustment. Second, it is important to establish a linked education system by ensuring a coherent educational pathway by integrating education within schools and lifelong learning.

4. Conclusions and suggestions

As lifelong education and career education have been introduced as a focus of national education policy,

public support is expanding more than ever. This study examines the background of promoting national education plans, focusing on the 5th Lifelong Education Promotion Basic Plan (2023-2027) and the 3rd 2023 Career Education Internalization Support Plan (2023-2027). Its purpose is to present the future directions of lifelong and career education. The research results indicate that The 5th Lifelong Education Promotion Basic Plan (2023-2027) and the 3rd 2023 Career Education Internalization Support Plan (2023-2027) have both been established to cope with the future social and educational environment; thus, it is necessary to realize them. For this purpose, concrete policy alternatives have been prepared. In modern society, the state must promote basic plans related to education. These initiatives are also important for developing and improving the education system. In this respect, policies for social development and strengthening competitiveness are vital for the direction of lifelong and career education. Furthermore, policies to respond to changes in jobs and occupations are needed. Additionally, lifelong and career education are important to ensure social inclusion and fairness. Finally, lifelong and career education are essential in nurturing human resources for sustainable development.

Modern society is evolving rapidly. Occupations are constantly transforming due to the emergence of new technology and industries, as well as changes in the labor market, requiring new skills and knowledge. Continuing education enables individuals to maintain and develop their capacities to respond and adapt to these changes. In the future, people will likely not maintain one job throughout life, so the ability to explore various career paths and switch occupations as needed is important. Continuing education supports the continuous improvement of knowledge and skills to create new employment opportunities and gain better jobs. As job requirements change, continuing education helps maintain and enhance professionalism. Individuals can strengthen their expertise by developing new competencies and acquiring the skills required for a job. Thus, lifelong education and career education are closely related to the development of individuals and society, and continuous learning and competency development are critical. Therefore, it is important that lifelong education policies and vocational education policies develop organic relationships with each other.

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