Implementation Tasks for Changing into the Credit System at Vocational High Schools

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1. Purpose of study

In recent years, secondary vocational education has experienced ups and downs, driven by rapid changes in the industry sector and labor market.

As rapid technological changes, the government has made efforts to change into the credit system so that it could successfully make the school-to-work transition by improving demand-driven secondary vocational education, and emphasize the learning right of vocational high schools in order to solve the TVET Divide issues in Korea.

The purpose of this study is to make the operation models for the credit-based vocational school system, and to analyze the students and their parents’ needs for credit system, and to draw the agenda and implementation tasks in order to change the unit system into credit system at vocational high schools.

2. Study methodology

The methodologies used in this study involve literature reviews, school field visits and interviews, surveys for vocational students, their parents, teachers and local vocational education supervisor of local education authority, and case study about high schools managed the credit system.

3. Policy suggestions for operation the credit system at vocational high schools

The main goals of this policy is to establish the credit system of high schools in order that all students have a opportunity to participate the vocational education programs they want to.

Based the analysis result of stakeholder’s need, and best practice of credit school system
at secondary education level, the policy proposals for operating the credit system at vocational high schools are presented as below.

First, MOE try to establish the implementation infra in terms of regulations to curriculum, schools organization, consulting system for students. Second, Policy maker and education supervisor will be consider the quality of vocational education even though increasing the students’ right to select the subject or courses. Third, regarding the rapid change of job structure and demand of students and companies, it was changed the flexible school system at vocational high schools.

Second, the consulting system will be established that it could be selected systematically and rationally the subjects and courses by vocational high school students, especially who want to participate the advance courses in their schools or outside their schools.

Third, MOE and school supervisor of local education authority will try to assist that vocational high schools could be developed and opened the various job(qualification)-based programs that students can participate.

Fourth, regarding the vocational high school students’ characteristics, it should be emphasized the importance of academic learning assistance system including core competency, civil ability, fundamental academic competency, etc. In order to enhancing the students’ learning competency, it would be consider the establishment of new learning assistance system for vocational high school students and re-completion system the courses they failed for and unsuccessful applicant.