

한옥 시공인력 양성을 위한 기초연구

A Basic Study for the Training of Hanok Construction workers

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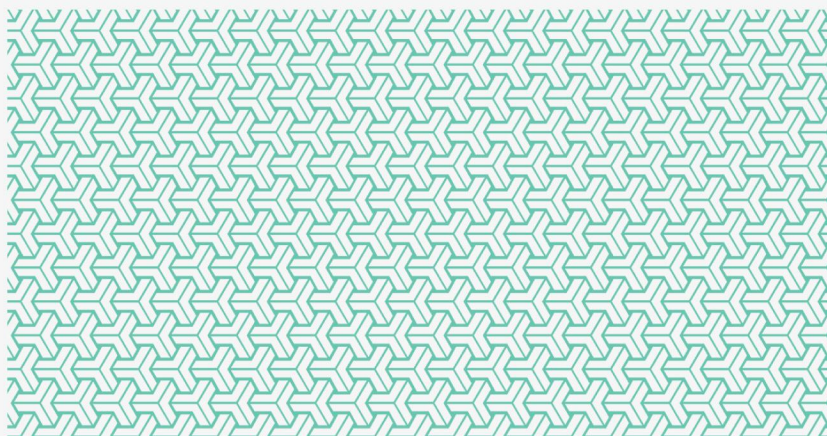
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Summary



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Since the mid 2000s, as the social interest in Hanok has increased, various attempts have been made to establish an institutional framework for the preservation and promotion of Hanok at the central government.

As the "Act on the Promotion of Building Properties such as Hanok" was enacted in June 2015, institutional support was provided for the training of Hanok design and construction manpower to promote the Hanok industry under Article 29 of the Act. However, the results of related projects are insignificant.

The Ministry of Land, Infrastructure and Transport(MOLIT) has been supporting traditional Hanok design and construction manpower re-training through the Hanok specialist training program since 2011. However, as of 2018, Hanok Design Camp for university students is unique.

Therefore, it is hard to say that the legal system for training hanok construction worker has been settled as an effective supporting means since the enactment of the law, and it is time to make efforts to improve the effectiveness of the legal system.

On the other hand, in response to various attempts by the central government, it was expected that the increase of the demand of the hanok would lead the activation of the hanok industry. However, the size of the hanok market is still small. The main reason for the small size of the hanok market is that it is difficult to guarantee the expertise of the hanok architecture technology because the hanok construction industry is not registered as a specialized construction business. In addition, the main factor that is difficult to guarantee the expertise of the hanok architecture technology is that the hanok construction manpower development system is not built up properly. Until now, the hanok construction manpower training system has been constructed naturally through apprenticeship training at the private level. This method should be improved for promotion of hanok industry through systematic transfer of hanok architecture technology, expansion of hanok spread, modernization of hanok.

In order to promote the development of the hanok industry, it is necessary to build a virtuous cycle system of the hanok architecture industry so that high-quality hanok construction worker can be fostered and good quality hanok can be produced through high quality hanok building technology education. In this study, we tried to grasp the status and problems of hanok

construction worker education based on interviews with related personnel of hanok educational institutions and field visits, and sought for institutional support for hanok construction worker training.

Chapter 1 introduces the background and purpose of the research, the scope and method of the research, and related literature including the previous research.

In Chapter 2, the implications for training and supporting hanok construction manpower were investigated by analyzing the related laws and systems of government departments related to hanok construction manpower support.

'Korea Forest Service(KFS)', 'Ministry of Employment and Labor(MoEL)', 'Ministry of Agriculture, Food and Rural Affairs(MoAFR)' have designated specific schools, institutions, etc. as specialist training institutes based on related laws and regulations, thereby providing a specific implementation system to support some or all of the expenses for education and training. On the other hand, "Act on the Promotion of Building Properties such as Hanok" stipulated institution designation and certification as a support system for hanok specialists. However, it is pointed out that a detailed description of the concept of designation and authentication is needed and a specific implementation system for institution designation and certification is needed.

In Chapter 3, problems were identified based on the operational and educational status of 17 existing hanok education institutions.

As a result, the major problems in education of Hanok construction worker are 1) instability of institutional operation due to financial difficulties, 2) deterioration of education quality due to lack of National Competency Standards (NCS), 3) Unstable employment due to Short-term manpower supply-oriented production methods and unreasonable treatment

In Chapter 4, the implications were derived from the case of Japan(Kyoto Architectural College, Kanazawa Institute of Traditional Crafts). They taught theory and practice comprehensively over a period of two to three years, from the foundation to the finish.

In the case of Kyoto Architectural College, a private investment organization, it was merited to be granted the qualification to take various qualification examinations for architecture when the curriculum was completed. In the case of

Kanazawa Institute of Traditional Crafts, which is a publicly funded institution, it has the conditions to continuously cultivate the traditional architectural manpower in accordance with the educational philosophy by operating the substantial curriculum through full support of the city.

It is suggested that institutional support for financial management may be needed for the improvement of the curriculum in order to provide high quality hanok construction worker education.

In Chapter 5, the institutional support direction for cultivating the hanok construction worker was discussed. The contents are as follows.

First, in order to efficiently support the training of hanok construction manpower based on "Act on the Promotion of Building Properties such as Hanok", it is necessary to establish a concrete institutional support system and the regulations on the post management of the support should be closely examined. In addition, in order to improve the fact that the correlation between 'designation' and 'excellent institution certification' for the hanok expert training institute is unclear, the institution 'designation' precedes the 'excellent institution accreditation'.

Second, it is necessary to level the curriculum to train hanok construction manpower. Since the existing hanok professional workforce training is related to the reeducation project for the existing major field personnel, the goal and development direction of the new hanok construction worker education may be different. In order to establish institutional support system for the training of hanok construction manpower in future, it is necessary to plan the leveling of the curriculum for the education demanders who want to receive new hanok construction education first.

Third, it is necessary to develop the NCS in the hanok area in order to link with existing governmental law system of other departments. It is important to develop NCS that is divided into processes in the field of hanok of emphasizing education. This can be a practical alternative as a way to improve the quality of hanok construction education while embracing realistic requirements such as education period and financial support prescribed in the existing vocational competency development project.

Keywords :

Hanok, Hanok Education, Hanok Construction, Hanok Construction workers