Quality Assurance Mechanism in TVET: Organization, Standards & Criteria, Resources & Incentives, Recognition & Harmonization and Labor Mobility

Dr. Mohammad Naim Yaakub
Immediate Past President, APACC & Director General, CPSC (2011-2015)
1. International Accreditation: Mechanism of the Asia Pacific Accreditation and Certification Commission (APACC)

2. Standards and Criteria, Effectiveness, Resources, Incentives

3. Recognition (MRAs), Harmonization (AQRF) and Labor Mobility
Self-Study by Applicant Institution

Examination & Analysis by APACC on Self-Study of Applicant Institution

On-Site Visit by APACC on Applicant Institution

Evaluation & Feedback

Evaluation outcome

Pre-accreditation Process

Accreditation (on-site visit)

Certification
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Governance and Management</td>
<td>50</td>
</tr>
<tr>
<td>II. Teaching and Learning</td>
<td>120</td>
</tr>
<tr>
<td>III. Faculty and Staff</td>
<td>70</td>
</tr>
<tr>
<td>IV. Research and Development</td>
<td>50</td>
</tr>
<tr>
<td>V. Extension, Consultancy and Linkages</td>
<td>50</td>
</tr>
<tr>
<td>VI. Resources</td>
<td>110</td>
</tr>
<tr>
<td>VII. Support to Students</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>
The APACC Framework: Evaluation & Award System

- **BRONZE**
  - 301 to 400 points
  - Accredited for 2 years.
  - Barely meets threshold of standards with deficiencies which can be improved within 2 years

- **SILVER**
  - 401 to 450 points
  - Accredited for 3 years.
  - Meets standards substantially above the threshold with minor deficiencies which can be improved within 1-2 years

- **GOLD**
  - 451 to 500 points
  - Accredited for 4 years.
  - Meets standards substantially way above the threshold with minor deficiencies which can be improved within 6 months – 1 year
<table>
<thead>
<tr>
<th>Accreditation Award</th>
<th>No. of Accredited Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>7</td>
</tr>
<tr>
<td>Silver</td>
<td>8</td>
</tr>
<tr>
<td>Bronze</td>
<td>27</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

97 Institutions have applied but only 42 were evaluated and accredited
The TWC Faculty and Staff. Seated from left to right: Atty. Ted Pascua, Deputy Director for TESDA Field Operations; Engr. Md. Jahangir Alam, APACC Team Leader; Dr. Romulita Alto, Co-Accreditor; Ms. Ma. Clara Ignacio, TWC Center Chief; and Mr. Rae Echaveria, APACC Staff.
# QUALITY IMPROVEMENTS: RTC – Korea Philippines Vocational Training Center - Davao

## Recommendations from the 1st On Site Visit

- Continual preparation of non-print instructional material and teaching aids for different programme offerings is recommended. Inputs from industries concerning teaching and learning materials may also be solicited.

## Improvements observed during the Reaccreditation

- Revisions of training materials and syllabi are conducted every 2 years through industry forums where relevance of contents of different qualifications is deliberated upon, besides other partnership issues. (e.g. Sheet Metal Cladding NCIII)

## KPVTC may think of scholarship grants (for training or higher degree) to deserving instructors and staff, which may also serve as holding power of the institution.

- The institution provided a thesis grant to Engr. Constantino Panes to finish his Master’s degree. Engr. Panes also received a scholarship grant from TESDA and the Singapore Government.

## To inculcate research and development culture, an in-house training for both faculty and staff on research techniques and methods may be conducted.

- Significant improvements in quality and quantity are observed in pursuing R&D activities. (e.g. development of smoke house, ram pump, pick and place machine, and mini conveyor system in mechatronics)
### QUALITY IMPROVEMENTS: Puerto Princesa School of Arts and Trades (Bronze to Silver)

<table>
<thead>
<tr>
<th>Recommendations from the 1\textsuperscript{st} On Site Visit</th>
<th>Improvements observed during the Reaccreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement documentation and filing system.</td>
<td>Improvements were done in documentation whereby it has created four offices to plan, implement and monitor school programs, projects and activities. Procedure in the retention and disposal of documents was internalized.</td>
</tr>
<tr>
<td>Prepare master lists of record and documents.</td>
<td>Utilized a parcel of land for the construction of a 2-storey dormitory building donated by the Malampaya Foundation Incorporated (MFI). The construction amounted to more than Php.10 M to cater the 72 scholars of the MFI who will be trained in this institution.</td>
</tr>
<tr>
<td>Internalize “quality records-keeping” as part of daily tasks.</td>
<td></td>
</tr>
</tbody>
</table>

There are still some areas for expansion and is recommended to be used optimally as the present facilities. Further landscaping of school grounds is encouraged.
3 POLYTECHNICS GET GOLD AWARD

GLOBAL STANDARDS: Students will now be internationally recognised, says deputy education minister

The nil-nil running battle played out for 87 minutes but the final whistle arrived with the score unaltered at 0-0. Both sides showed determination and resilience, each attempting to break the deadlock with direct and long-range strikes.

The match ended in a draw, much to the disappointment of the home fans who expected a closer contest. Neither team could find the winning goal despite their persistent efforts.

The stalemate left the fans with a sense of frustration, as they had hoped for a more exciting encounter. The players, on the other hand, showed their sportsmanship by acknowledging the spectators for their support throughout the match.
Palace keen on talks with communist group

The government is interested in jumpstarting peace talks with the local communist group preferably without setting contentious preconditions.

Presidential Adviser on the Peace Process Teresita Deles made the remark after Luis Jalandoni, peace panel chairperson of the National Democratic Front of the Philippines, sought the release of imprisoned rebels as a condition to returning to the negotiating table.

"It is premature to talk about prisoner releases without a full appreciation of the context and parameters of the talks that are now being proposed," Deles said in a memo to Palace spokespersons.

"It is difficult to start with preconditions; what is more important to consider is where the talks will go," she added.

Deles maintained that the government is still searching for ways to pursue the peace talks with the Communist Party of the Philippines/New People's Army/National Democratic Front (CPP/NPA/NDF) "on the basis of a time-bound and doable agenda."

She said they look forward to meeting with Speaker Feliciano Belmonte Jr. to iron out details of his meeting with Jalandoni and Communist Party of the Philippines founder Jose Ma. Sison in the Netherlands last week.

Peace talks between the government and communist groups have stalled for years after the group insisted on the release of political prisoners. The group has continued to wage a communist rebellion for more than four decades despite attempts to push for peace talks by previous governments.

Teachers rekindle demand for salary increase

A group of teachers on Monday reiterated their demand for higher and more decent monthly wages by next year and cited the proposed national budget for 2016 which excludes a major increase in the average annual budget of the education sector.

The Teachers’ Dignity Coalition (TDC), a 30,000-strong group, said that while the recognitions of the increased salary rates, they prefer the P10,000 across the board increase under the "Additional Support and Compensation for Teachers in Basic Education" which has several versions now pending in Congress.

Public school teachers acknowledged the report that Malacaukai is giving the biggest chunk of the 2016 budget to the Department of Education (DepEd).

President Aquino has approved P3.032-trillion national budget for 2016 to be submitted to the executive to Congress for scrutiny.

The 2016 budget is 15.2 percent higher than the present one.

As mandated by the 1987 Constitution, the biggest chunk of the 2016 proposed budget will be given to Department of Education (DepEd) at P436.5 billion.

"It is but legal to give the highest budget priority to the DepEd because it is mandated by our constitution," said TDC National Chairperson Bong Basco.

One Time Medical Solution for Allergic Rhinitis Pharyngeal-Laryngeal Infections and Asthma

This medical association is led by an approximately 70 years old Chinese Doctor using Chinese Herbal Medicine for treatments of many different kinds of stubborn diseases, it uses Chinese techniques, traditional medical mystiques to create cream, tablet, medicinal formula for use to the following diseases:

1. Surface mounted solutions for the different body areas for treatment of nose allergic rhinitis, nose stuffiness, itching, sneezing, nose ulcers, runny nose, sinusitis, atrophic rhinitis, nasal polyps, nose bleeding.

2. Pharyngeal Laryngeal infections: swollen tonsils, difficulty in swallowing, Pharyngeal laryngeal cancer.

3. Asthma symptoms: fast breathing, sneezing, high blood pressure, seasonal source, Pasi & Slow Asthma: symptoms: respiratory disease, Pharyngeal laryngeal that leads to cough, asthma, many phlegm, pulmonary enlargement.

Surveys close to 90% success rate up to 98% NO RELAPSE.

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Tel. (02) 904-5746; 0005-2045161; 0933-0279008

MANILA WATER
39-T. Kingdom Ave. Quezon City

Invitation to Bid

Manila Bulletin

Tuesday, July 14, 2015
Association of APACC Accreditees (AAA)

Activities

1. **AAA TVET Experts Programme**: visit of TVET Experts to other AAA Member Institutions to exchange knowledge, experience and expertise.

2. **Cultural Programme**: inter-cultural learning opportunities among TVET students to develop adequate multicultural knowledge and understanding.

3. **Student Exchange Programme**: exchange of TVET students for at least one semester resulting from reciprocal sponsorship offered by AAA member institutions.
AAA Activities...continued 2/2

4. Collaborative Research

Research collaboration among TVET institutions, exchange of faculty members, staff, students, and research publications.

5. Information Networking

Facilitates information dissemination and collaboration
ASEAN MRA: OBJECTIVES

1. Facilitate mobility of practitioners within ASEAN

2. Exchange information and enhance cooperation in respect of mutual recognition of practitioners

3. Promote adoption of best practices on standards and qualifications

4. Provide opportunities for capacity building and training of practitioners
AEC Blueprint: Free Flow of Skilled Labor

- Facilitate the issuance of visa and employment passes for ASEAN professionals and skilled labor
- Working towards harmonisation & standardisation through MRAs (Mutual Recognition Arrangements)

MRAs enables the qualifications of services suppliers recognised by one ASEAN country to be mutually recognised by another ASEAN member

- 7 MRAs currently concluded

- Engineer
- Medical
- Nursing
- Land Survey
- Accounting
- Dental
- Architect

Source: Suphat Saquandeekul
Qualified Foreign Tourism Professionals (FTPs) can work in any ASEAN Member States (MS)

Might require additional qualifications such as English if this same skill is also required for local professionals.

Eligible for same pay and benefits opportunities as local counterparts.

FTPs need to obtain certification based on ASEAN Common Competency Standards for Tourism Professionals (ACCSTP).

ACCSTP sets minimum requirements of competency standards in the hotel and travel services agreed upon by member states.

Each MS will have a Tourism Professional Certification Board (TPCB), responsible for assessing and certifying FTPs.

Standards assessed are jointly agreed by ASEAN.

32 jobs from 6 labor division for which a FTP can earn certification.

Competency for each job can be learned in a classroom and/or on the job.

Supply and demand of jobs will be maintained by the TPCB in each MS on the ASEAN Tourism Professional Registration System (ATPRS).

Employers can post jobs and applicants can post their qualifications.

Example MRA for Tourism Professionals

Source: Mark Hefner, CitiLife, Chiangmai
MRA for Tourism Professionals: 6 labor divisions, 32 jobs

<table>
<thead>
<tr>
<th>Hotel Services</th>
<th>Travel Services</th>
<th>Travel Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Office Manager</td>
<td>Executive Housekeeper</td>
<td>F&amp;B Director</td>
</tr>
<tr>
<td>Front Office Supervisor</td>
<td>Laundry Manager</td>
<td>General Manager</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Floor Supervisor</td>
<td>Product Manager</td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>Laundry Attendant</td>
<td>Sales &amp; Marketing Manager</td>
</tr>
<tr>
<td>Bell Boy</td>
<td>Room Attendant</td>
<td>Credit Manager</td>
</tr>
<tr>
<td>Bell Boy</td>
<td>Commis Pastry</td>
<td>Ticketing Manager</td>
</tr>
<tr>
<td>Public Area Cleaner</td>
<td>Baker</td>
<td></td>
</tr>
</tbody>
</table>

- **Hotel Services**
  - **Front Office Manager**
    - Executive Housekeeper
  - **Front Office Supervisor**
    - Laundry Manager
  - **Receptionist**
    - Floor Supervisor
  - **Telephone Operator**
    - Laundry Attendant
  - **Bell Boy**
    - Room Attendant
  - **Public Area Cleaner**

- **Travel Agencies**
  - **Executive Chef**
  - Demi Chef
  - Commis Chef
  - Chef de Partie
  - Commis Pastry

- **Tour Operation**
  - F&B Outlet Manager
  - Head Waiter
  - Senior Travel Consultant
  - Bartender
  - Travel Consultant
  - Waiter
  - Tour Manager
  - Baker
  - Butcher
Qualifications Framework

- Generic guides pertaining to the characteristics of a national qualifications framework
- Underpinned by National QA systems
- Information Center
- Levels
- Learning outcomes
- Credits and student learning time

- Status of Qualifications Framework
  - Malaysia (MQF-2007)
  - Thai (TQF-2009)
  - Indonesia QF (IQF-2012)
  - Brunei NQF (BNQF 2012)
  - Philippines QF * PQF 2013
  - Vietnam - (work in progress)
  - Cambodia (work in progress)
  - Laos (work in progress)
  - Singapore (Workforce Skills)

Source: Pijano, C.
ASEAN Qualifications Reference Framework (AQRF)

- Comparability
- Benchmarking
- Concept of “best fit”

Source: Manzala, T.
ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)

Country (A) | AQRF | Country (B)
---|---|---
1 | 1 | 1
2 | 2 | 2
3 | 3 | 3
4 | 4 | 4
5 | 5 | 5
6 | 6 | 6
7 | 7 | 7
8 | 8 | 8

Qualifications (A) | Qualifications (B)
---|---
1 | 1
2 | 2
3 | 3
4 | 4
5 | 5
6 | 6
7 | 7
8 | 8

Source: Manzala, T.
Thank You
Making Skills Development Work for the Future

Asia-Pacific Conference on Education and Training 2015 (ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Asia-Pacific Conference on Education and Training (ACET 2015) 3-5 August 2015 Kuala Lumpur

“QUALITY ASSURANCE MECHANISM FOR TVET”

Zita Mohd Fahmi
(QA-C)
Malaysian Qualifications Agency
• TVET
  • (Malaysian references)
  ▪ TVET Systems
  ▪ Governance
  ▪ **Quality Assurance System**
  ▪ Regional Framework
Technical & Vocational Education and Training

✓ Definition
  ▪ Technical
  ▪ Vocational

✓ A range of learning experience relevant to the world of work

✓ TVET prepares “knowledge workers” for the 21st century – economic, social, political, sustainability addressing national and global challenges

✓ Calls for higher order skills and productivity

✓ Skilling, upskilling, reskilling and upgrading – youths, and mobilising workforce with flexible pathways-quality choices
TVET in Malaysia - key Players

✔ The challenge: TVET – to provide the right type of skilled workforce, timely, and for market needs

✔ TVET provisions in Malaysia-1000+ providers

<table>
<thead>
<tr>
<th>Formal TVET in Public &amp; Private education Institutions Schools to Universities</th>
<th>Skills Training Organisation Malaysian Skills Certification system/apprenticeship</th>
<th>Company – based training</th>
<th>Continuing education and Training</th>
</tr>
</thead>
</table>


b. Skill training providers offering skill training programmes (NOSS) offered by MOHR and other ministries are regulated and assured by Department of Skills Development, MOHR (NASDA Act 2006)

c. Other-certification bodies/professional bodies
Consolidation - TVET Governance & Quality Systems

TVET transformation agenda 2016-2020 11th MD to address issues

- Good governance
  - legal, policy, strategies (blue ocean strategies), regulations, access, equity, quality policies & implementing frameworks
  - Financing – differences- budgets, allowances and HRDF

- Industry partnership - Institutionalized industry bodies
  - competency /skills standards, demand/supply-skills gaps and data bases

- TVET institutions
  - quality / variety of training provisions and arrangements

- Quality Framework
  - Promotion, recognition-parity and mobility
Quality Assurance for TVET

i. What is your expectation of “Quality” in TVET? Fit for purpose-quality of outcomes?
   Employable, ready for work, job seekers or job creators
   Designed just for work/career only or with an opportunity for further education or both.
   Holistic, balanced, entrepreneurial and skilled

ii. With the various types and modes of TVET programmes, how are the TVET outcomes ‘assured’? What are the common mechanisms being deployed?

iii. TVET outcomes and quality indicators?
Quality Framework

• Quality assurance is part of a quality management system – planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide adequate demonstration that quality is being achieved, maintained and enhanced, and meets the specified standards of teaching, training, scholarship and research as well as student learning experience.

• In Malaysia, key components of the quality system in education and training generally are:

  i.  A national qualifications framework or sector based framework – qualifications standards.

  ii. External quality assurance body

     Quality assurance standards and procedures

  iii Institutions-Internal Quality Assurance systems

  iv. Qualified assessors

  v. Information systems
Evolution of Qualifications Framework-over 142 NQFs

- Secure qualifications standard through quality assurance mechanisms
- Promote better understanding, transparency and confidence:
  - levels of qualification, learning outcomes, credit, types of awards, relates to sectors, stakeholders—employers and education and training world
  - Knowledge, skill and competencies—specialized & transferable/transversal skills
  - Pathways and linkages
  - Parity & recognition
  - Lifelong learning
  - Social and economic functions

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills</th>
<th>TVET</th>
<th>Academi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Masters Postgrad ute Dip</td>
<td>Postgrad ute Cert</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Bachelor Graduat e Dip Graduat e Cert</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Advance d Diploma</td>
<td>Advance d Diploma</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Diploma</td>
<td>Diploma</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Certificate 3</td>
<td>Certificate 3</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Certificate 2</td>
<td>Certificate 2</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Certificate 1</td>
<td>Certificate 1</td>
</tr>
</tbody>
</table>
TVET Quality Assurance System

- QA sets a public confidence system
- Generic standards and procedures
  - Code of Practice for Programme Accreditation/ Code of Practice for Skill Accreditation
  - Contextualised by Programme Standards and Industry standards (NOSS developed by Dept of Skills Development)
  - ISO QMS/Regional QA frameworks
- Certification of competency of individuals
- Accreditation of programme and qualifications of institutions

<table>
<thead>
<tr>
<th>Institutional / organisation mission and goals</th>
<th>Learning outcomes, programme design and delivery (market needs analysis-employment needs)-industry led</th>
<th>Appropriate Student assessment system Variety management</th>
<th>Appropriate TVET qualified teaching staff-instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable / sustainable educational and training resources</td>
<td>Effective Programme Monitoring and review to ensure good TVET outcomes</td>
<td>Effective Institution / Programme management</td>
<td>Continual quality improvement</td>
</tr>
</tbody>
</table>
Quality Assurance Processes in formal TVET

- E.g. Programme (approval, accreditation and reaccreditation or validation)

- Internal Quality Assurance
  - Institutional operation
  - Programme delivery

- Approval
  - Programme submission
  - Assessment

- Accreditation
  - Recognition
  - Certification to graduates
  - Programme self assessment report
  - Assessment with site audit by peer experts

- Submission
  - Assessment
  - Outcomes and impact

- Reaccreditation /audit

- External Quality Assessment

- Reaccreditation /audit

- Submission
  - Assessment
  - Outcomes and impact

- Accreditation
  - Recognition
  - Certification to graduates
  - Programme self assessment report
  - Assessment with site audit by peer experts

- Approval
  - Programme submission
  - Assessment

- Internal Quality Assurance
  - Institutional operation
  - Programme delivery
Quality assurance processes – Organisation’s Internal Quality Systems (IQA)

- Importance of internal management system – includes assurances for quality of programmes and graduates
- Industry standards & feedbacks
- What are the quality indicators?
  - Exit level competency?
  - Innovations?
  - Workplace competency?
  - Community service?
  - Institutional quality level
  - Recognition?
  - Employers feedback?
  - Employment success?
Does regional frameworks promote labour mobility?

**Readiness of National systems**

- National policies
- National Qualifications Framework
- National Industry standards
- Robust quality assurance system
- Good information center
- National recognition policies
- Competent bodies

**ASEAN Framework**

- ASEAN Integration /Economic Agenda
- ASEAN Qualifications Reference Framework
- ASEAN Skills competency standards –economic sectors
- MRAS
- ASEAN Quality assurance Framework
- Guidelines for recognition?
Thank you

Terima Kasih

Zita @mqa.gov.my
www.mqa.gov.my
Making Skills Development Work For The Future
Asia-Pacific Conference on Education and Training 2015
(ACET 2015)
Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
ACET Conference: 
*Making Skills Development Work for the Future*

**Quality Assurance of Training Institutions in Korea**

Jisun Chung, Ph. D.
Korea Research Institute for Vocational Education and Training

August, 2015
- Contents -

I. Economic Development and Vocational Training

II. Financing Mechanism of VT: Employment Insurance Fund

III. Quality Assurance of VT Institutions

IV. Evaluation of VT
I. Economic Development and Vocational Training
1960s-1970s: Rapid growth of labor-intensive industries

- Public training institutions were set up, to train manpower for labor-intensive manufacturing light industries led by government.

- **Vocational Training Act in 1967**
  - Institutional mechanism needed to encourage employers to nurture skilled workers.

- **Compulsory Vocational Training System** in 1976
  - but, interrupted by lack of budget.
  - Public training institutes were expanded with support of international organizations and advanced countries.
1980s: Skilled workers needed for Technology-intensive Industry

- From simple skills manpower → to multi technical functional manpower training
- Supporting training facilities and equipment
- Training used to be for mainly manufacturing business, production workers centered →
1990s: Growth of Service Industry

- Imposing a training responsibility with support of training cost

- To for IT business, all the workers

- In foreign-exchange financial crisis (1997-1998), carrying out a massive scale training for the unemployed, performing a role as social safety net.
2000s: Lifelong Career Development

- Continuous support of skills development for all age groups (lifelong skills development)
- Expanding support to vulnerable social groups (small and medium-sized enterprises, temporary employee etc.)
- Public training institutions are Korea Polytechnics Colleges, and Korea University of Technology and Education.
The vocational skills development training is classified into

• according to training content and subjects
  - basic skills training
  - level-up training

• according to training methods
  - on-site training
  - remote training
  - blended training
# Classification of the Korean VTIs

<table>
<thead>
<tr>
<th>Classification</th>
<th>No.</th>
<th>VTIs/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,777</td>
<td></td>
</tr>
<tr>
<td><strong>Public VTIs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Public Org.</td>
<td>40</td>
<td>KOPO, Korea Tech, KEPAD</td>
</tr>
<tr>
<td>Local Govern.</td>
<td>8</td>
<td>Seoul, Other Provinces</td>
</tr>
<tr>
<td>Min. of Justice</td>
<td>31</td>
<td>Inmates’ Vocational Competency</td>
</tr>
<tr>
<td><strong>Private VTIs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total</td>
<td>2,698</td>
<td></td>
</tr>
<tr>
<td>Trg. Corporation</td>
<td>55</td>
<td>Non-profit Corporations</td>
</tr>
<tr>
<td>WRD Center</td>
<td>51</td>
<td>Women’s Vocational Competency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women Resources Development</td>
</tr>
<tr>
<td>MOEL Designated</td>
<td>823</td>
<td>Individual Designated VTIs, KCCI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Korea Chamber of Commerce and Industry)</td>
</tr>
<tr>
<td>Others</td>
<td>1,769</td>
<td>Companies or Associations, etc.</td>
</tr>
</tbody>
</table>
Changes in GDP per Capita

- **1965-1995**: 100-times increase in GDP per capita from around $100 (1965) to $10,000 (1995), in 30 years. Drastic development as shown in the graph.
- **1995-2010**: Increase two times in 15 years from $10,000 in 1995 to $21,529 in 2011.
II. Financing Mechanism of VT: Employment Insurance Fund
Employment Insurance

Employment Insurance funding project was introduced in 1995 by the Ministry of Employment and Labor as a social safety net.

• The EI is a comprehensive labor market policy and a social security system including employment security and vocational skills development programs.
Employment Insurance System:
Funding Policy to support Vocational Training

• Funding support for skills development of the employers, employees, job seekers, and the self-employed.

• Projects:
  - Employment stabilization program
  - Skills development program
  - Unemployment benefit program
Budget

• Budget of Employment Insurance Fund is about USD 7 trillion in 2013.
  - 76% of the budget is spent on the unemployment benefit;
  - 34% is on the vocational competency development program for employers and employees.

• Number of insured is 11,571,213 persons (2013).
  (about 44.7% of economically active population)

• Number of beneficiaries of vocational training is about 6.4 million persons in 2013.
III. Quality Assurance of VT Institutions
Quality Assurance System of Vocational Skills Development

• Roles of quality assure of training are assigned to
  - Planning: Ministry of Employment and Labor, Headquarter
  - Inspection: Local Labor Office
  - Monitoring: HRD Service of Korea, Headquarter
  - Approval: HRD Service of Korea, Local Offices
  - Evaluating institutions and courses: KSQA
    (Korean Skills Quality Authority,
     Korea University of Technology and Education)

• The core of the quality assurance of vocational training is focused on training courses and training institutions.
Evaluation of Skills Development

• **Ministry of Employment and Labor** sets up a plan for vocational skills development project

• **Local labor offices** are responsible for supervising a basic guidance, payment and issuing a card.

• **Human Resources Development Service of Korea (Headquarters)** takes roles of monitoring, final review for fund distribution of facilities and equipment, and curriculum evaluation of national key strategy vocational training.
• Local offices of Human Resources Development Service of Korea play roles of authorization of training and payment of expense.

• KSQA (Korean Skills Quality Authority) evaluates training institutes and curriculum.
  - added function: evaluates training performance and supervises illegal training from 2015.
IV. Evaluation of Vocational Training
The institute evaluation of vocational skills development is conducted in accordance with a “Workers, Vocational Skills Development Act” - Article 53 (rating for the training facilities of vocational skills development, etc.), and Section 611 (regulations concerning the assessment of vocational skills development training institutions) under the Ministry of Employment and Labor SOP(Standard Operating Procedure).
Annual Evaluation of Training

• The evaluation is consisted of
  - training programs
  - operating facilities and equipment
  - training instructors
  - adequacy and reliability of the infrastructure
  - sanitary level of training institutions
Purpose of Evaluation

- The purpose is to improve the quality of institutions using an evaluation criteria and result
  - to provide a wide range of information for consumer choice
  - to enforce a competition between training institutions
  - to improve the soundness of the training market through evaluation
  - to build a 'rating linkage support system' to provide a feedback for training operating policy
  - to enhance a policy efficiency
Evaluation Status in 2014

- Training institutions which do not meet a certain level of training assessment and evaluation results have been expelled since 2003.
  - according to the regulations on vocational skills development training on rating agencies (Department of Labor SOP No. 611, 07.12.2009) and Article 12 ‘to take advantage of the rating’

- Differential Funding Support

- Differential Inspection
  - evaluation results allows a differentiated administrative financial support to training institutions that is linked with training quality assurance
Result of Evaluation

• Evaluation of 1,127 institutions
  - A grade: 76, received an inspection
  - B grade: 413, annual inspection and supervision
  - C grade: 347
  - D grade: 183
  - E grade: 108

C, D, E grades: inspection more than once during a year
  * A, E: less than 10% each
  * B, C: more than 30% each
Benefit of Excellent Training Institutions

• Highest scoring institutions an A grade for two consecutive years are awarded and the excellent training institutions shall be exempt from the regular Inspection for one year.
• In case of the training institution applies an evaluation, the training institution is allowed to a grade though an evaluation.

• A waiver application and a training institution that does not apply to the evaluation get the lowest grade. - approximately 90% of evaluation target institutions apply the evaluation
Evaluation Application and Waiver

Evaluation application
- Granting a Grade

Evaluation waiver
- Granting the lowest rating

Not apply a evaluation
Evaluation Methods

Evaluation of vocational skills development training institutions is mainly divided into three sectors.

1. Evaluation of Training Competency
2. Satisfaction Survey of Users
3. Local Employment Labor Officer’s Evaluation
1. Evaluation of Training Competency: On-site

- The Evaluation committee of 'on-site evaluation' visit the target organization directly.
  - consists of 2 education and training professionals and 1 contents professional
- It takes approximately 1.5~2 hours
• The User Survey means a commissioning survey by the specialized agencies via telephone, e-mail and fax for a satisfaction rating of trainers.
3. Local Employment Labor Officer's Evaluation

- based on the inspection and supervision conducted at local employment and labor office
# Evaluation Criteria (2014)

<table>
<thead>
<tr>
<th>Evaluation Sectors</th>
<th>Evaluation Items</th>
<th>Details Evaluation Items</th>
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</thead>
<tbody>
<tr>
<td><strong>Ⅰ. Training Competency</strong>&lt;br&gt;(70points)</td>
<td>Vision and Strategies (15)</td>
<td>1.1 Vision of the Institution (6)&lt;br&gt;1.2 Leadership of CEO (3)&lt;br&gt;1.3 Finance and Organization (6)</td>
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<tr>
<td></td>
<td>Programs (25)</td>
<td>2.1 Development of Programs (10)&lt;br&gt;2.2 Management of Programs (5)&lt;br&gt;2.3 Governance of Programs (10)</td>
</tr>
<tr>
<td></td>
<td>Infrastructure (15)</td>
<td>3.1 Facility and Equipment (5)&lt;br&gt;3.2 Human Resources (10)</td>
</tr>
<tr>
<td></td>
<td>Support of Trainees (15)</td>
<td>4.1 Management of Trainees (10)&lt;br&gt;4.2 Support Career Development (5)</td>
</tr>
<tr>
<td><strong>Ⅱ. User Evaluation</strong>  &lt;br&gt;(20points)</td>
<td></td>
<td>· Satisfaction survey of trainees and industries, via telephone, e-mail, etc</td>
</tr>
<tr>
<td><strong>Ⅲ. Local employment Labor officer’s evaluation</strong> &lt;br&gt;(10points)</td>
<td></td>
<td>· Attendance management, training operation</td>
</tr>
</tbody>
</table>
Thank you!