

Korea Research Institute for  
Vocational Education and Training

**KRIVET**



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Korea Research Institute for  
Vocational Education and Training

**KRIVET**

**KRIVET** Korea Research Institute for  
Vocational Education & Training

## The Objective for the Establishment of KRIVET

- Korea Research Institute for Vocational Education and Training (KRIVET) proposes vocational education and training as well as policy alternatives for the labor market and efficiently supports government projects.
- KRIVET was established in 1997 to contribute to the revitalization of technical and vocational education and training (TVET) and the improvement of all citizens' vocational skills by efficiently carrying out research projects on the development of vocational skills through studies on the TVET policies and qualification systems and the development and distribution of TVET programs.



## Vision and Goals of KRIVET

- Vision: Research Institute Realizing a Stable Life for All Individuals
- Goal: Activate Technical and Vocational Education and Training through Research on Vocational Competency and Develop the Capacity of Citizens

Objectives		Strategies	
Enhancing policy research for digital and green transition and resolving social inequity	Researching vocational competencies and job responding to the digital and green transition	Researching social policies for human-centered innovation and resolution of inequity	
Building a flexible and stable system for lifelong education	Innovating lifelong learning and vocational education to connect work, learning, and life	Enhancing the support system for a lifelong career development	Building the foundation for balanced local development
Improving research outcomes based on the research network	Expanding the global network	Improving research outcomes by strengthening the connection among divisions and staff	Strengthening the effectiveness of policy by disseminating research outcomes
Shaping a pleasant workplace for all staff and families	Encouraging an organizational culture of mutual respect and realization of social values	Improving life satisfaction through 'work-life balance.'	

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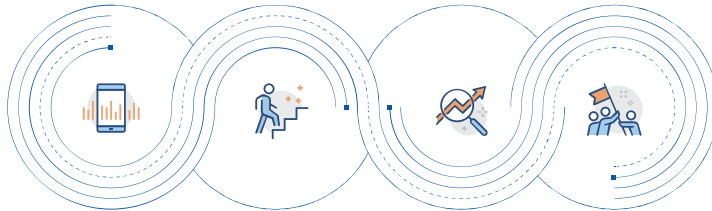
## Mid to Long-term Development Goals for KRIVET

A Research institution that leads the social-economic paradigm

# KRIVET

A Research institution that proposes investment strategies for national human resources

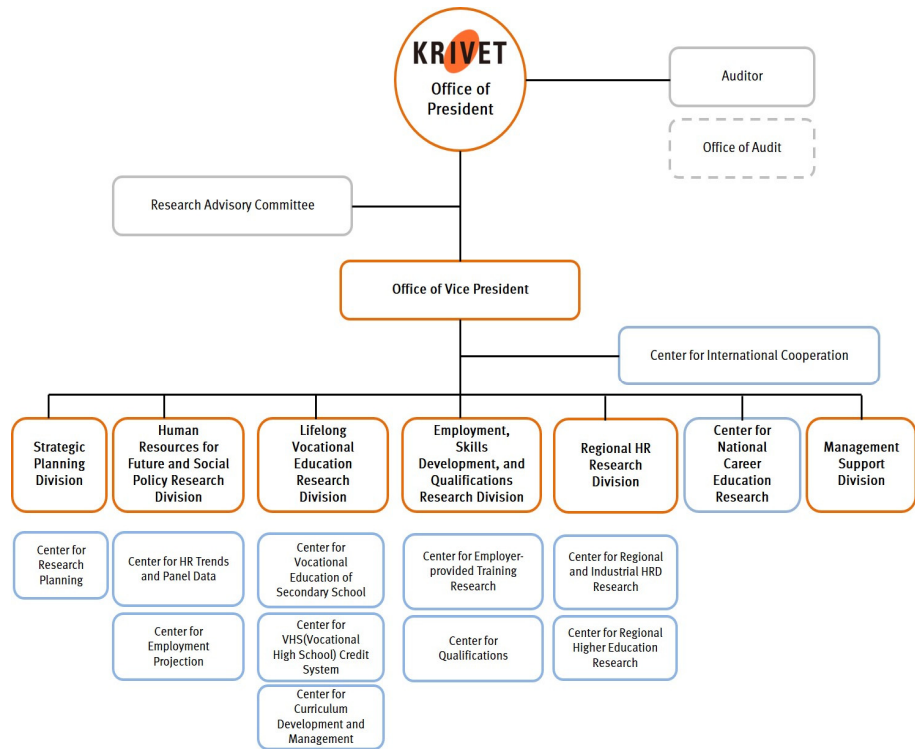
A Research institution that makes citizens happy through participation and communication



## Support for Achieving Government Projects related to TVET

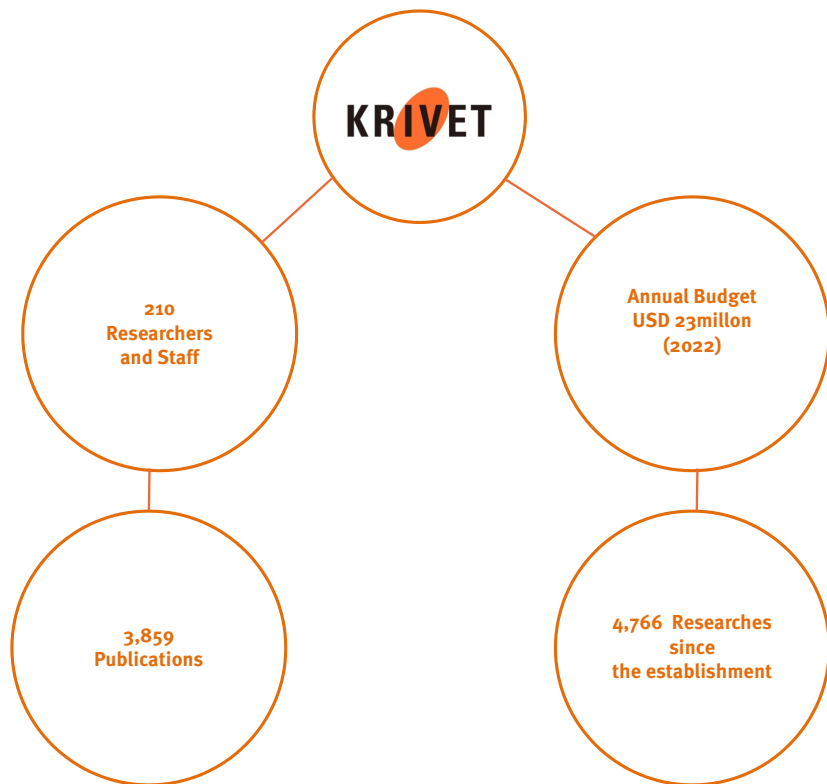
- KRIVET conducts research to effectively support the achievement of government projects.
- KRIVET develops the competency of all citizens through creative education to lifelong education and technical and vocational education and training (TVET).
  - Creative education to prepare for future industries
  - Cooperation between the community and universities to develop local talent
  - Strengthen lifelong education and TVET to develop the competency of all citizens
- KRIVET, in the era of rapid change, resolves problems in ‘university-local government-industry’ cooperation and in job searching for incumbents and job seekers in response to industrial conversion and strengthens lifelong education and TVET for all citizens.

# KRIVET Organization Chart



Source: KRIVET-Organizational Map

# Brief Information of KRIVET



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**Human Resources  
for Future and Social Policy  
Research Division**



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## Korean Education & Employment Panel (KEEP)

- The Korean Education & Employment Panel (KEEP) survey is officially approved by Korea National Statistical Office (approval number: 389002).
- The KEEP survey is a longitudinal research study that extracts representative samples from among the population aged 15 to 18 and traces them for over ten years to observe educational development and employment outcomes.
- The panel survey is a public project collecting detailed information on socio-economic background, education, and work experience to identify how Korean youths are successfully entering the labor market.
- It is a valuable database contributing to the establishment of public policies and academic studies on the education system and labor market, enabling the next generation to have a better career-developing environment.

## Human Capital Corporate Panel (HCCP)

- The Human Capital Corporate Panel (HCCP) survey is officially approved by Korea National Statistical Office (approval number: 389003).
- The HCCP survey was initiated in 2005 to understand the quantitative and qualitative level of resources in Korean companies as well as how and what kind of data these companies accumulate with regard to their human resources.
- HCCP 1st WAVE started the first year survey in 2005, conducted the follow-up survey every other year.
- Since then, this survey has been performed every other year as a mid- and long-term panel survey intended to track the same companies.



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## Research on Human Resources Projection

- The Center for Employment Projection conducts investigation, analysis, and research on (1) the mismatch between the supply and demand of HR in relation to industrialization and digitalization in the new technology sector and (2) the proficiency to allow workers to carry out their work in an optimal manner.
- The center plays a supporting role in discovering government policies by identifying what leads the proficiency demand-supply dynamics in relation to automation technology that impacts the increasing flexibility of the labor market, the increasing complexity in tasks, and the nature of worker's tasks.
- Information on the labor market in the new technology sector and on careers and employments: Skill mismatch
  - Impact on new work methods in the new technology sector: Up-skill & Re-skill

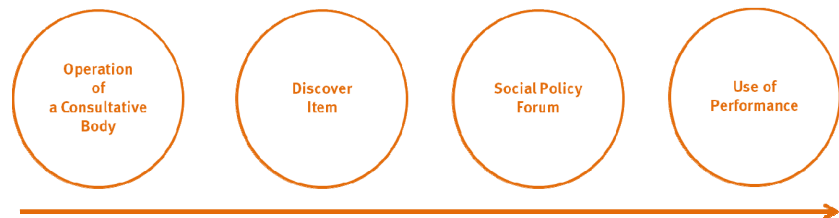
## Industry- Academia Cooperation (IAC) Research

- The division continuously researches for human resources development through Industry-Academia Cooperation (IAC) and for cooperation system between local colleges and corporates.
- The division researches on hindrance factors and solutions, establishment of community colleges centered around IAC, IAC e-learning, and support policies for IAC in order to vitalize IAC.
- The division proposes up-to-date IAC strategies by researching on best practices from overseas, systemization of vocational education based on IAC, and specialization of local universities in order to strengthen Korea's IAC competence.

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## Research on Establishment of Social Policy Cooperation Network

- The division conducts research on establishment of a cooperation network that comprehensively analyses general issues in Korea in various aspects.
- The social policy cooperation network establishes governance for operation of social policies with the Deputy Prime Minister of Social Affairs (Minister of Education).
- The division develops cooperation system with governments and research institutions and deals with general issues that Korea faces. Promotion Plan for Social Policy Cooperation Network



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**Lifelong  
Vocational Education  
Research Division**



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## Research on Meister High School

- The Lifelong Vocational Education Research Division executes projects that foster 50 Korean Meister High Schools as part of the "High School Diversification 300 Project" in 2008.
- The division conducts research on the development of curriculum, teaching, and learning methods of Meister High School that are tailored to industrial demands related to various industries.
- In addition, the division supports monitoring and performance management of Meister High Schools by establishing an industry-academia-integrated system.
- The division at KRIVET conducts a follow-up survey on the labor market transition of Meister High School graduates to enhance the effectiveness of Meister High School's operation.

## Research on the Industry-Academia-Integrated Apprenticeship Schools

- The division has conducted policy research related to industry-academia-integrated apprenticeship schools since 2015 to achieve the policy goal of strengthening field-oriented vocational education.
- The division conducts monitoring, survey of related parties, interviews with graduates, and performance evaluations of apprenticeship schools to improve the quality of apprenticeship schools.
- The division contributes to developing apprenticeship school policies, including operating models, curriculum guidelines, and postgraduate job competency of school graduates.

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## Research on the Vocational High School Credit System

- The vocational high school (VHS) credit system provides opportunities for students to systematically prepare for their post-graduation career by organizing and operating a customized curriculum that meets their desired career path.
- The Center for VHS Credit System develops the operation model of high school credit system, and suggests system improvement that considers the subject characteristics of vocational high schools.
- The center supports the establishment of the VHS credit system by
  - analyzing the operation status of the system
  - monitoring and consulting vocational high schools
  - strengthening teacher's understanding of and competency in the system
  - developing promotional materials for the system

## Research on the Development and Operation of Curriculum, and NCS Learning Module

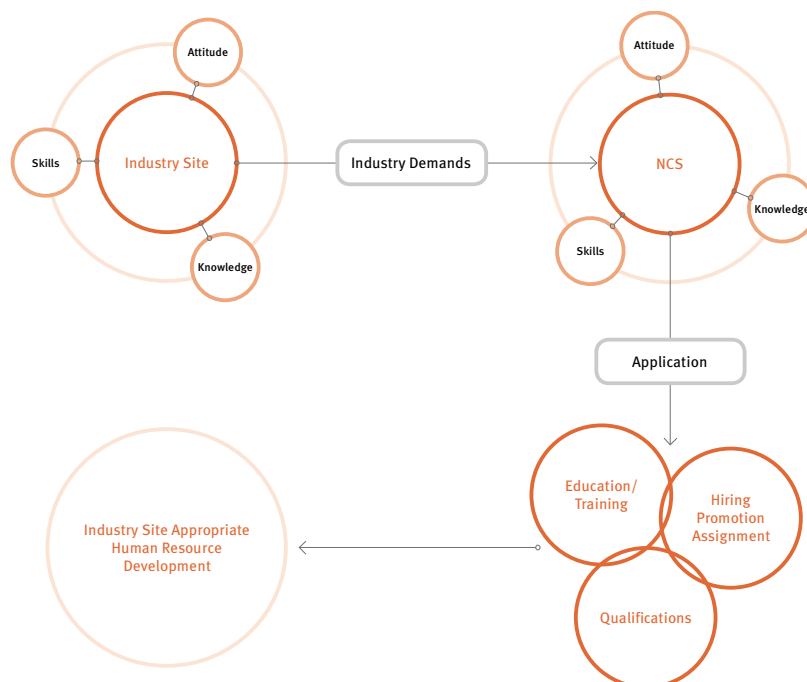
- The Center for Curriculum Development and Management develops the vocational high school curriculum, achievement standards, and teaching and learning materials at the national level in response to changes in lifelong vocational education.
- The center develops various lifelong vocational education programs and courses for adult learners.
- The center conducts research on the development and utilization of National Competency Standards (NCS) learning modules for curriculum operation based on the NCS.
- The NCS learning module is used as a recognized subject textbook for vocational high schools, and the module supports the organization and operation of a standardized curriculum centered on capacity.
- The differentiated experience at the center leads to international cooperation for curriculum development.
  - 1) Laos Vocational Training Curriculum Development Training
  - 2) Pakistan Vocational Training Curriculum Development Training

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## National Competency Standards(NCS)

- National Competency Standards (NCS) is a nationally recognized standard of competency and skillsets (knowledge, skills, attitude) required on the industry site.
  - NCS referenced the Korean Employment Classification of Occupations (KECO) to create a composition of major categories (24), intermediate categories (81), minor categories (269), and detailed categories (1,064).
  - Competency units are NCS sub-units, composed of competency unit elements (performance criteria, knowledge and skills, attitude), applicable range and working situations, evaluation guidelines, and basic vocational competency.
  - NCS consists of 8 level system providing standards for competency units and competency unit elements.

NCS Concept Map



Source: [www.ncs.go.kr](http://www.ncs.go.kr)

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**Employment, Skills Development,  
and Qualifications Research  
Division**



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## Research on the Skills Development System

- The Employment, Skills Development, and Qualifications Research Division seeks to reorganize the skills development system to cope with changes in population, industry, and employment structure from digitalization.
- To cope with the population cliff era, the division conducts research on the specialization of highly-skilled professionals through developing individual vocational skills and promoting women's participation in economic activities.
- The division contributes to the development of individuals who can respond to the future society by designing and realizing ideal future talents and skills development.

## Research on Workplace Training

- The Center for Employer-provided Training Research conducts research on the workplace training, employer-provided training, a Korean apprenticeship system, to ease skills mismatch in the labor market and aid students' transition to the labor market after graduation.
- Through the operation of the center, various research projects are carried out to support the overall performance management of the workplace training system.
  - A survey on the status of workplace training
  - Performance diagnosis of workplace training
  - Establishment and operation of workplace training development council
- The center strives to improve the performance of the workplace training system.
  - Performance evaluation and consulting of the joint workplace training center support team
  - Deriving occupations suitable for workplace training qualifications



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## Research on the National and Private Qualification Systems

- The Center for Qualifications conducts research on national and private qualification systems for systematic TVET and capacity development.
- The center derives various achievements from international comparative research and to domestic qualification system research.
  - (Example of international comparative research)
    1. Comparative research on the vocational training system and technical qualification system between Korea and South Africa
    2. Comparative research on the qualification system between Korea and France

## Research on the Korean Qualifications Framework (KQF)

- The center has begun its research on introducing the Korean Qualifications Framework (KQF) in order to realize a skills-oriented society.
- The KQF is a system of levels that connects education level, qualifications, site experience, and education/training completion results, based on the NCS.
- The center conducts pre-research on the design of the KQF system, plans for legislation adjustments, and application approach and executes the KQF establishment project.

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## **Remote and Blended Training Research**

- The division conducts research and projects on remote and blended training to respond to the increasing demand for remote training due to COVID-19.
- The division conducts research on the systematic improvement and development plan of STEP (Smart Training Education Platform), Korea's representative remote and blended training platform.
- The division contributes to establishing future adaptive smart training vocational training system, and to supporting and reforming the vocational training system through research on remote and blended training.

## **Research on the Effectiveness of Virtual Training**

- The division conducts research on the effectiveness of virtual training to cope with the diversifying non-face-to-face training methods such as virtual classes and virtual vocational training for post-COVID-19.
- The research suggests the direction of development of non-face-to-face education and training using Edu-Tech (education-technology) from a future perspective of education.
- In addition, the division reviews the possibility and improvement of non-face-to-face education and training with suggestions of implications for on- and offline education and training methods.

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## Research on Digital Transformation and Skills Development

- The division studies the human resource training and career transformation support systems according to digital transformation.
- In addition, the division studies the effects of digital transformation on the labor market and social inequality in multiple dimensions. This research contributes to the improvement of skills development in order to solve inequality issues in the digital transformation era.
- The division studies and suggests integrated measures to minimize social inequality, from training human resources to career transformation that can successfully respond to digital transition.

## Research on the Employment Safety

- The division conducts research on employment safety for realizing stability in all citizens' lives.
- Korea's employment safety includes all types of laborers (unemployed, job seekers, daily laborers, one-person companies, etc.).
- Through the research, the division contributes to improving employment safety and promoting employment for all citizens.

## Research on the Employment Safety

### Employment Safety Net System for Job Seekers and the Unemployed (Sample)

System	Support Objective	Target Subject
Allowance for Job-seekers Extension Benefits	Livelihood stabilization and re-employment support during the job searching period for insurance policy holders in between jobs who have the willingness and competency to work	Someone who has been employed for over 180 days during the 18 months leading up to the unemployment date, and was involuntarily dismissed for business management reasons; capable of regularly finding employment and actively seeking re-employment
Unemployment Credit Support	To strengthen elderly income of the unemployed, a portion of national pension service payment is contributed during the unemployment allowance receiving period and this period counted as the pension subscription period	Current or previous National Pension Service member that is between 18 and 60 years of age and is a beneficiary of unemployment allowance
Employment Promotion Allowances	Avoid long-term unemployment and encourage re-employment by providing incentives such as early re-employment allowance, skills development allowance, intra-regional employment activity compensation, relocation compensation	Beneficiary of Unemployment Allowance

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**Regional HR  
Research Division**

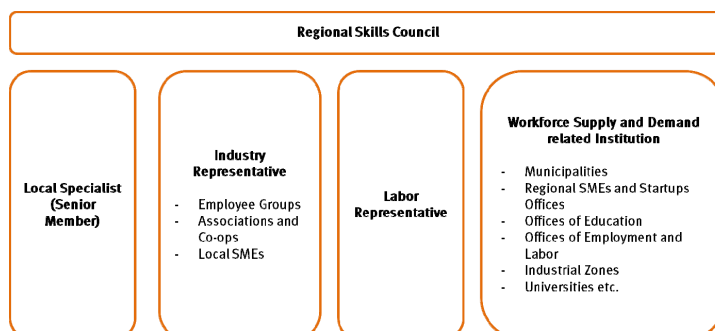


## Research on Regional and Industrial Human Resource Development

- The Center for Regional and Industrial HRD Research investigates the following fields:
  - Establishment and improvement of policies related to regional and industrial HRD
  - Diagnostic evaluation, capacity development, and performance management of the Regional and Industrial HRD Committee
  - Data management and analysis related to regional and industrial HRD
  - HRD for new industries and technologies

## Regional Skills Council (RSC)

- Regional Skills Council (RSC) is a consultative body consisting of private sector specialists, industry, labor, and workforce supply and demand institution to cultivate human resources that meet local and industry demands by:
  - Surveying the local workforce with the education/training demands
  - Establishing basic plan for the local workforce development
  - Connecting and evaluating local workforce development programs
  - Assessing and selecting collective training centers and partner training institutions



Source: [www.rsc-hrd.net/contents/main/](http://www.rsc-hrd.net/contents/main/)

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## Industrial Skills Council (ISC)

- Industrial Skills Councils (ISC) is consultative body formed to resolve the mismatch between education fields and industrial sites, including industry-driven human resource development.
  - ISC's operations can be categorized into 4 functions:
    - 1) Survey and research workforce demand in respective industries
    - 2) Develop, improve, and expand NCS in respective industries
    - 3) Develop and enhance NCS qualifications in respective industries
    - 4) Develop and provide operational support for Work-Study Dual System within respective industries

## Research on Capacity Building of Regional Universities

- The Center for Regional Higher Education Research
  - Studies how to strengthen the competitiveness of local universities to cope with the weakening of regional competitiveness derived from low birth rates and increasing aging population
  - Identifies crises in local universities and builds regional, industrial, and academic cooperative governance through region-industry-academia links and job creation for graduates from local universities
  - Forms a virtuous cycle in which strengthening the competitive edge of local universities leads to balanced regional development, fostering of local talent, and revitalization of the local economy

## Regional Innovation System & Education (RISE)

- The Regional Innovation System & Education (RISE) aims to centralize the hub for the regional development of universities and foster local universities with a high level of competitiveness.
- By establishing the system (divided into the development, employment, and settlement) of regional human resources, the RISE focuses on strengthening industry-academic cooperation, supporting the start-ups centered in local universities, and increasing the recruitment of residential international students with outstanding performance.
- About five local governments (cities and provinces) will be selected as the pilot areas for RISE from 2023 to 2024. Then the initiative will be expanded and implemented throughout all regions by 2025.
- The Ministry of Education (MoE) will focus on supporting and strengthening the regional policies at the government-wide level.

### Objectives and Features of RISE

Objectives	Centralizing the Hub for the Regional Development of Universities	Fostering Local Universities with High Level of Competitiveness
Finance	<ul style="list-style-type: none"> <li>• More than 50% of the budget supporting university finance proposed by the Ministry of Education will be led by local governments from 2025.</li> <li>• Increase cooperation between projects supporting university finance among government departments.</li> </ul>	
Regional University	<ul style="list-style-type: none"> <li>• Promote strategic support for universities in terms of regional development.</li> <li>• Foster global universities to enhance regional competitiveness of education.</li> </ul>	
Regulations & Rights	<ul style="list-style-type: none"> <li>• Select the regions specialized in higher education innovation from 2023 to 2024.</li> <li>• Promote the regulatory reform actively.</li> </ul>	
Systematic Approach	<ul style="list-style-type: none"> <li>• Operate the responsible divisions and corporations for supporting universities and Regional Higher Education Council.</li> <li>• Administer the Higher Education Finance Committee.</li> <li>• Revise the Act on the Development of Local Universities and Colleges and Regional Human Resources.</li> </ul>	

Reference: Ministry of Education



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**Center for National Career  
Education Research**



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## Research on Career Development Policies

- The Center for National Career Education Research conducts research and projects on career education policies and system operations for the career development of young people and adults as well as school-aged youth.
- The center also researches and supports career education at the national level designated as the Center of National Career Education by the Ministry of Education in accordance with Article 15 of the Career Education Act.
- The center investigates and analyzes the current status of career education in elementary, middle, high school, and universities.
- It also provides training to career guidance experts and supports cooperation among career education officials from Ministry of Education, Provincial Offices of Education, and specialized institutions.

## Research on Career Curriculum

- The center conducts research on the development and direction of the career curriculum in line with amendments in the national curriculum.
- The research includes career curriculum of elementary, middle, and high schools (Meister high schools, specialized high schools, and general high schools), colleges and universities.
- The 4th Industrial Revolution and digital transition suggest a new direction for career curriculum research.

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## Operation of CareerNet and Development of Career Education Contents

- The Center operates CareerNet, a national public service that provides a career information network.
- CareerNet provides career information and services to support career design and career selection for elementary, middle, and high school students, teenagers, college and university students, and adults.
- It also provides career services such as job information, department information, career psychology test, career counseling, career videos, and career education materials, and information linkage and Open API (Application Programming Interface) services.
- CareerNet assists citizens in improving career development capabilities by providing customized information through career psychology tests, job information, and career counseling.
- In line with the digital transformation, the center will also develop virtual-experience contents for career education using metaverse platforms for students.

## Research on Local Community Career Education

- To provide community-based education, the center carries out research projects to lay the foundation for a linkage and cooperation system with local governments, provincial offices of education, public institutions, and universities.
- The center carries out various support projects to strengthen the capabilities of the career experience support centers established across the country. The projects include the training of professional and consulting the operation of the career experience support centers.
- It also develops a local career education operation model and expands career education opportunities in local communities by discovering and distributing best practices for career education and career experience cooperation, as well as implementing competitions.

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## International Cooperation for TVET



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## Global HR Forum

- KRIVET conducts various international cooperation projects to share Korea's TVET development experiences with developing countries.

### ◀Representative International Cooperation Projects at KRIVET▶

- **Global HR Forum**
  - KRIVET, together with the Korean Ministry of Education and Korea Economic Daily, annually has hosted the Global HR Forum since 2006.
  - Notable keynote speakers include Ban Ki-moon (8th UN Secretary - General), Bill Gates (Chairman of Microsoft), and Bill Clinton (Former President of the U.S.).

### Topics and Objectives of the Global HR Forum (over the past three years)

Year	Topics	Objectives
2022	The Next: Talent in the Era of Grand Transition	To discuss the prospects of next-generation talent in the era of Grand Transition and solutions to foster global talent in leading-edge fields such as next-generation semiconductors, artificial intelligence, and the metaverse.
2021	Digital Transformation, ESG, and Sustainable Future	To examine digital transformation, ESG, and the qualifications of talents required for a sustainable future, educational revolution, work ethics, and human resource development strategies in the post-pandemic era.
2020	AI & Human: How Can We Coexist?	To discuss the ways to coexist between humans and artificial intelligence(AI) in the age of AI. To debate on human resource development, education, and HR trends of enterprises in order to take the lead in the era of AI.

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## UNESCO Regional Center Project

- UNESCO Regional Center Project
  - KRIVET was designated as the UNESCO Regional Center of Excellence in Technical and Vocational Education and Training in 2002 and nominated as the UNESCO-UNEVOC East and Southeast Asia Cluster Coordinating Centre in 2012.
  - KRIVET has been hosting network consolidation workshops to strengthen the global cooperation network of vocational education and training in the East and Southeast Asian region.

## ASEAN-ROK TVET Mobility Program

- Enhancing the competitiveness of ASEAN Human Resources through responsive TVET curriculum supported by involvement of industries and labor market
  - As a part of the ASEAN-ROK TVET Mobility program, the project promotes cooperation among ASEAN member states and helps them share best practices for TVET.

Summary of the ASEAN-ROK TVET Mobility program

Description	Name	Primary contents	Executing institution
Component 1	TVET landscape in ASEAN member states(MSs)	Analysis of labor market demand and proficiency gap in ASEAN MSs	KRIVET
Component 2	TVET mobility program tool development and execution	Development of student-teacher exchange program for vocational training	Korea Chamber of Commerce and Industry (KCCI) & KOREATECH
Component 3	National qualification Framework (NQF) and quality administration (QA) evaluation & validation in CLMV Countries	Verification for qualification and quality management system in 4 countries in the Mekong River region	HRD Korea

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## PIAAC

- **The Programme for the International Assessment of Adult Competencies (PIAAC)**
  - This study conducted to derive systematic implications for adult education and training.
  - It compares and analyzes the job competency of adults by gender, age, and occupation.
  - It also researches the methods to improve basic vocational skills through correlation analysis between job ability and education, training, wages, employment period, and employment status.

## BIBB Joint Research

- **The Fourth Industrial Revolution and Changes in Laborers' Job Skills (KRIVET-BIBB Collaborative Task)**
  - This study is an international research project undertaken by KRIVET in South Korea and BIBB in Germany from 2018 to 2021.
  - It researches on establishing vocational training system suitable for the digital era by examining and comparing vocational skills with job requirements (Occupational task requirements) in South Korea and Germany.

## BEAR Project

- **Better Education for Africa Rise (BEAR) Project**
  - The BEAR I project is an ODA(Official Development Assistance) project for TVET to strengthen the capabilities of five South African countries (Botswana, the Democratic Republic of the Congo, Malawi, Namibia, and Zambia).
  - After the BEAR I Project, Development of Entrepreneurship Framework and Training Manuals in 5 BEAR II project countries was conducted. It is an ODA project for TVET for entrepreneurship, education policy, and curriculum development in five East African countries (Ethiopia, Kenya, Madagascar, Uganda, and Tanzania) that participated in the BEAR II project.

## Korea-Indonesia Joint Research

- **2022 Korea-Indonesia Cooperation for Making Indonesia 4.0: A Study on the Introduction of ICT-based Practice Enterprise in Indonesia I**
  - This project is conducted to achieve the Making Indonesia 4.0 policy goals and to share Korea's experience in TVET development in the ICT field.

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## Sharing Information on TVET





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## Publications

- KRIVET publishes the KRIVET e-Focus quarterly to share the latest research trends related to TVET.
- Representative publication of the KRIVET
  - KRIVET Research
  - Human Resources Development Indicators in Korea
  - Apprenticeship in Korea
  - Meister High School System in Korea
- Various publications and research materials from KRIVET can be found on the website.
  - Website: <https://www.krivet.re.kr/eng/eu/index.jsp>

## Visit us at KRIVET

- KRIVET continues to actively interact with international organizations, government departments, educational institutions, and academic experts.
- TVET experts from more than 250 governments, international organizations, and TVET institutions around the world visit KRIVET to establish international cooperation partnerships.
- If you want to visit KRIVET, please contact us at [cic@krivet.re.kr](mailto:cic@krivet.re.kr)

**KRIVET**