

2007-

UNESCO Regional Center Project (2007):
2007 KRIVET TVET and
HRD Training Program for
Experts

Chang-Won Jang · Janette Han · Kate Kim

 한국직업능력개발원

FOREWORD

The technological advances in today's fast-evolving knowledge-based society are generating an ever-increasing demand for human resources capable of utilizing and innovating new technologies. The development of highly skilled human resources, which can be achieved through effective technical and vocational education and training(TVET), has thus become major national policy concerns in countries throughout the globe. Many countries, especially countries in their developing stages, are in urgent need for a benchmark in their quest to establish or make structural changes in their HRD and TVET systems.

Since its establishment in 1997, Korea Research Institute for Vocational Education and Training(KRIVET) has played a central role in finding creative solutions to Korea's HRD and TVET issues through its policy research on national HRD and VET. As a government-funded research institute, KRIVET is dedicated to conducting research to aid the planning and implementation of HRD policies, curriculum programs, VET infrastructure, qualification system, and education and training program development. KRIVET also provides career counseling services both off-line and on-line.

The diversity of roles and activities performed by KRIVET as well as its accumulated expertise in providing consultancy services to countries in the Asia-Pacific region make the institution an ideal provider of training for senior officials, leaders and policymakers serving in the field

of HRD and/or TVET in countries with increasing demand for TVET. Since 2002, KRIVET has assisted countries in their pursuit for a successful and stable system of TVET through its annual UNESCO Regional Center of Excellence in TVET Training Programs.

Won-Duck Lee, Ph.D.
President KRIVET

TABLE OF CONTENTS

Chapter 1 Background

Section 1: Program Background · 1

Section 2: Program Objectives · 2

Chapter 2 Program Outline

Section 1: Program Title · 3

Section 2: Methodology of Needs Assessment Survey · 3

Section 3: Program Preparation · 4

Chapter 3 Program Contents

Section 1: Composition of Program · 5

Section 2: Lectures · 7

Section 3: Site Visits · 9

Section 4: Project Proposals · 10

Chapter 4 Program Results

Section 1: Program Evaluation by Participants · 27

Section 2: Improvement Plans · 29

<Appendix 1> List of Participants · 33

<Appendix 2> List of Lecturers · 33

<Appendix 3> Program Survey · 34

<Appendix 4> Certificate of Completion · 36

<LIST OF TABLES>

<Table IV-1> Overall Evaluation of Lectures · 27

<Table IV-2> Evaluation of Lectures · 28

<Table IV-3> Evaluation of Site Visits · 29

【Executive Summary】

Since 2002, the Korea Research Institute for Vocational Education and Training has been conducting the annual HRD and TVET Training Program for Experts as part of its UNESCO Regional Center of Excellence in TVET Project. Through close cooperation with international organizations such as UNESCO, OECD and ILO, Korea Research Institute for Vocational Education and Training (KRIVET) has made continuous efforts for international exchange of knowledge and expertise in TVET and HRD.

In 2000, KRIVET was designated to serve as an Asia-Pacific region UNESCO Regional Center of Excellence in TVET. To fulfill this role, KRIVET is always endeavoring to develop new and effective initiatives to foster the development of TVET in the region.

The annual UNESCO Regional Center of Excellence in TVET Training Program is one initiative that was launched in 2002 by KRIVET. This year, 10 experts from 10 countries were selected to take part in the 6th annual training program for experts that was held from May 28 to June 1.

The 5-day training program consisted of 6 lectures, which gave the participants a general introduction to TVET and HRD in Korea. The lectures were delivered by research fellows at KRIVET.

At the end of the program, participants evaluated the program by filling out written questionnaires. Based on the results of the evaluation, we have prepared improvement plans for future training programs.

Chapter 1 Background

Section 1 Program Background

- To act as an UNESCO Regional Center for Excellence in TVET, KRIVET needs to carry out international projects in the field of HRD and TVET and establish the foundation for international cooperation projects.
- By inviting HRD and TVET experts from the Asia-Pacific region and giving them opportunities to learn more about Korea's advanced systems and KRIVET's roles and functions, KRIVET needs to develop and maintain a network of contacts that can be utilized in future regional center projects.
- Since 2002, KRIVET has been conducting the annual HRD and TVET Training Program for Experts as part of its UNESCO Regional Center of Excellence in TVET project. The 2007 training program was the 6th annual training program for experts.

Section 2 Program Objectives

- The objectives of the training program are:
 - To provide an opportunity for participants to learn from Korea's experience of developing TVET and HRD sectors at various stages of the nation's economic growth.
 - To provide an opportunity for exchange of ideas, knowledge and experience among participants to stimulate innovative thinking in regards to TVET and HRD.
 - To foster networking among participants and program organizers for a lasting international partnership.

Chapter 2 Program Outline

Section 1 Program Title

- 2007 KRIVET TVET and HRD Training Program for Experts

Section 2 Methodology of Needs Assessment Survey

- Sent out a pre-program questionnaire to more than 70 organizations in 54 member states via fax and e-mail. A total of 29 organizations responded to the questionnaire.

Section 3 Program Preparation

- Planning of program contents
 - Selected lecture topics and site visitations upon analysis of questionnaire results.

- Applicant selection process
 - Sent out program booklets with application forms to UNESCO member countries via postal mail, e-mail, and fax.

 - Eligibility of applicants: Experts in the Asia-Pacific region with at least 7 years of experience who is capable of applying or utilizing the outcomes of the training program for the development of TVET and/or HRD in his/her country.

 - Required application documents: application form, resume, recommendation letter, coverletter, copy of passport.

 - Received 16 applications from 11 countries between April 1~ May 15.

 - 10 participants representing 10 countries were selected as final participants.

Chapter 3 Program Contents

Section 1 Composition of the Program

- The 5 day-long training program was held from May 28(Mon) to June 1(Fri).
 - Six lectures
 - Three site visits
 - Country Reports by Participants
 - Project Proposals by Participants
 - Cultural Activities

Program Timetable

Day ONE - May 28(Mon)

Time	Program	Moderator/ Resource Person
09:30~09:40	Registration	Organizing Staff
09:40~10:00	Orientation	Organizing Staff
10:00~12:00	Lecture 1: IT HRD in Korea under Socio-Economic and Technological change	Dr. Gue-Hee Hwang
12:30~13:30	Lunch	
13:30~15:30	Lecture 2: Vocational Education and Training Policy in Korea	Dr. Mee-Souk Kim
15:30~18:00	Country Reports and Discussion Session I	
18:00~	Welcoming Dinner	KRIVET President

Day TWO - May 29(Tue)

Time	Program	Moderator/ Resource Person
09:00~11:00	Lecture 3: Vocational Qualification System in Korea	Dr. Jeong-Youn Cho
11:00~13:00	Country Reports and Discussion Session II	
13:00~14:00	Lunch	
14:00~17:00	Site Visit 1: Seoul Hoseo Institute of Technology	Organizing Staff
17:00~	Back to hotel	

Day THREE - May 30(Wed)

Time	Program	Moderator/ Resource Person
09:30~11:30	Lecture 4: VET Curriculum Development	Dr. Sun-Tae Kim
11:30~12:30	Lunch	
12:30~14:30	Lecture 5: e-Learning System in Korea	Dr. Hea-Jung Chang
14:30~18:00	Site Visit 2: Private Enterprise (TBA)	Organizing Staff
18:00~	Back to hotel	

Day FOUR – May 31(Thurs)

Time	Program	Moderator/ Resource Person
09:30~11:30	Lecture 6: Career Guidance in Korea	Dr. Ji-Yeon Lee
11:30~12:30	Country Reports and Discussion Session III	
12:30~14:00	Lunch	
14:00~17:00	Site Visit 3: Korea Animation High School	Organizing Staff
17:00~	Back to hotel and preparation for action plans	

Day FIVE – June 1(Fri)

Time	Program	Moderator/ Resource Person
09:00~10:20	Presentation of action plans by participants	
10:20~11:30	Wrap-up Session	
11:30~12:00	Program evaluation and ceremony of completion	Organizing Staff
12:00~13:30	Lunch	
13:30~17:00	Korea Folk Village	Designated Guide
17:00~18:00	Korea Folk Village Restaurant	
18:00~	Farewell Dinner	

Section 2 Lectures

□ **Lecture 1:** Socio-Economic Changes in TVET and the Labor Market / Dr. Gue-Hee HWANG (KRIVET)

- Discussion of transition from manual skill-based to knowledge-based economy
- IT HRD policy in Korea
- Co-ordination among business, university, and government

Lecture 2: Vocational Education and Training Policy in Korea/
Dr. Mee-souk KIM (KRIVET)

- General instruction of vocational education and training in Korea
- Management of TVET institutions

Lecture 3: Vocational Qualification System in Korea /
Dr. Jeong-Youn CHO (KRIVET)

- Fundamental points in designing a qualification system
- Overview of Korean National Technical Qualification Act

Lecture 4: VET Curriculum Development /
Dr. Sun Tae KIM (KRIVET)

- Concept of curriculum in vocational and technical education
- Method and process of curriculum design

Lecture 5: e-Learning System in Korea /
Dr. Hea-Jung CHANG (KRIVET)

- Recent situation of e-Learning in Korea
- Introduction of blended learning

Lecture 6: Career Guidance in Lifelong Learning Society /
Dr. Ji-Yeon LEE (KRIVET)

- Career guidance in Korean schools and career guidance for adults

- Lifelong career guidance and its challenges

Section 3 Site Visits

Korea Polytechnic College II (Hwaseong Campus)

- Purpose of Visit: To learn about the school's curriculum and its balance between theory and practice.
- About the school
 - 40 years history and tradition
 - High employment rate in major-related fields
 - 15 departments including IT, Design and Automotives etc.
 - Practical computer training in preparation for globalization and information
 - Differentiated curriculums for multi-technician training through diverse mixed technologies
 - A growth engine specialization college

Samsung Electronics

- Purpose of Visit: To learn about the importance of TVET by visiting a company that boasts world-class technology in electronics
- About Samsung Electronics:

- Strives to contribute to the society by producing the best products and services with its outstanding human resource and technology
- Ranked number one in the world for many of its product lines, including semiconductors and television

Gyeonggi Mec. Tec. High School

- Purpose of Visit: To learn about the school's curriculum and its balance between theory and practice.
- About the school
 - Technical high school with five academic departments, including department of electronics and department of mechatronics
 - Student-to-faculty ratio of 11 to 1, with 1,616 students and 143 faculty members
 - Equipped with lab facilities where students gain hands-on experiences
 - Operates internship programs which allow students to spend a semester working at a company for credit

Section 4 Project Proposals

Bhutan

- Program 1
 - Action: Setup career guidance in the institute

- Target: Samthang Vocational Training Institute
- Budget: \$1,500
- Purpose: Cost of equipment

- Program 2
 - Action: Train career guidance councilors
 - Target: Faculties of Samthang Vocational Training Institute
 - Budget: \$1,500
 - Purpose: DSA and travels

- Program 3
 - Action: Setup linkages with industries
 - Target: Principals of Samthang Vocational Training Institute
 - Budget: \$2,500
 - Purpose: DSA, Travel and refreshment during meeting

Jordan

- ETF objectives for Jordan: To prepare the ground for comprehensive VET reform and future sector support for EC intervention in the framework of ENPI assistance

- Project 1
 - Title: Facility to respond to EC requests
 - Objective: To support the HRD field in Jordan
 - Expected Outcomes:
 - Relevant assistance opportunities for education and training in Jordan identified and designed in the context of ENPI and national sector policy strategy needs

- Analysis and relevant information provided as input to EU programming and in contribution to the definition and monitoring of EU external policies
- Capacities at policy-making and middle management levels improved in order to design a comprehensive sector programme
- MoL capacities enhanced for successful implementation of sector programme, particularly in regard to governance issues
- Achievement Indicators:
 - National policy document in the VET/labour market field make reference to the findings and recommendations of the ETF report on TVET and are based on methodological tools provided through ETF technical assistance
 - EC decision to launch the identification of a VET SPSP to be funded under the ENPI Donor assistance programming papers make reference to ETF reports
- Source of Verification:
 - National policy documents in the VET/labour market field Donor
 - Programming documents
 - ETF mission reports
 - ETF quarterly reports
- Yearly Outputs:
 - ETF workshops to discuss TVET reform strategy paper, log-frame, action plan and activity
 - Annual ETF seminar providing a unique agora for discussing achievements in the sector
 - Continuous support to the MoL to build leadership for reform implementation

- Input provided on state of implementation of ENP action plan on TVET-related issues
- Project Duration: 2007
- Project 2
 - Title: Entrepreneurship learning and skills development
 - Objective: To support the EC in the implementation of the Euro-Med Charter for Enterprise
 - Expected Outcomes:
 - Data on progress and status in line with the objectives of the Charter in Jordan that enable comparisons with countries in the MEDA region
 - Development of synergies between the Charter and the MEDA-ETE
 - Dissemination and exchange of experiences on entrepreneurship skills development between Charter and MEDA regional project participants
 - Achievement Indicators:
 - Contribution to the working group on entrepreneurship
 - Monitoring of indicators of the Charter developed and put in place
 - Participation in mission organised by Enterprise and Industry DG
 - Source of Verification:
 - Enterprise and Industry DG
 - National coordinators for implementation of the Charter
 - Progress reports
 - Mission reports

- Yearly Outputs:
 - Progress report 2008
 - Report by the working group on entrepreneurship
- Project Duration: 2007 and 2008

○ Project 3

- Title: MEDA-ETE
- Objective:
 - Enhancement of national capacities on specific issues linked to education and training
 - Consolidation of a permanent observatory network with full participation of the Jordan observatory function network
 - Provision of relevant information and analysis on issues relevant to education and training reform in Jordan (in particular apprenticeship and quality)
 - Enhancement of the dissemination and exchange of experiences on issues related to education and training reform between EU member states, partner countries and donors
- Achievement Indications:
 - Project forum organised each year
 - Events organised for each component
 - Annual work plan and six monthly progress reports from CEI
- Sources of Verification:
 - European Commission
 - National authorities in MEDA countries
 - Mission reports
 - Progress report
- Yearly Outputs:

- Annual project forum
 - Yearly work plan
 - Six monthly progress reports
 - Project Duration: 2007~2010
- Project 4
- Title: NQF
 - Objective: To design specific country tailor-made initiatives in Jordan through working groups consisting of policy stakeholders
 - Expected Outcomes:
 - Design of a national NQF strategy for Jordan in the context of the modernization process improved policy and implementation capacities in Jordan through peer-learning activities and the implementation of pilot experiences with sector
 - Framework dissemination and networking activities to expose Jordan to EU member state and other partner country good practices, including the impact of financing on qualifications development and the role of the European Qualification Framework
 - Achievement Indicators:
 - A national strategy for NQF development agreed and integrated in the overall reform process
 - Policy-maker and major stakeholder participation in peer review activities
 - Major stakeholder participation in the final dissemination event
 - Source of Verification:
 - A national strategy for NQF
 - Peer review reports

- Expert reports
- Project Duration: 2007~2009

- Project 5
 - Title: HRD of ENPI networks
 - Objective:
 - To reinforce national institutional capacities in Jordan for the collection, processing and analysis of relevant information on education, training and employment issues for informed decision-making
 - To reinforce regional exchanges on experiences of sector policy development and implementation
 - Expected Outcomes:
 - Capacity building activities for the Jordan OF network participants
 - Improved regional exchanges of experiences
 - Implementation of pilot analysis
 - Strengthening of policy formulation and the implementation capacities of national stakeholders in overall or specific reform issues
 - Dissemination and networking activities to expose national stakeholders to EU policies and other partner country experiences on education and training sector reform
 - Achievement Indicators:
 - Jordanian Human Resources Information system fully included in the TVET sector governance organization chart
 - Decision-makers trained to use the TVET indicators
 - Conditions for contribution of private and public sector to

- implement labour market needs analysis in place
- Selected stakeholder participation in network activities and provision of relevant input when requested
- New networks fully operational in an integrated manner at the national and regional levels, in coordination with the other ETF networks.
- Source of Verification:
 - Yearly reports based on the analysis of key indicators widely disseminated
 - TVET indicators used to develop stakeholder strategies
 - ETF quarterly reports
 - Project plan for 2008
- Yearly Outputs
 - Yearly ETF seminar providing a unique agora forum for discussing achievements in the sector
 - Production of a full set of TVET indicators
 - Production of an analytical report on TVET status based on the set of indicators by the end of 2007
 - Preparation of a handbook to develop labour market needs analysis and a pilot report
 - Preparation of a concept note and work plan
- Project Duration: 2007~2013

Laos

- Project Title: Supporting Employability of trained workforce
- Objectives:
 - Support the government in its HRD planning process making education systems more efficient

- Tracks and analyzing the development, determining future workforce training need and identifying the availability of adequately trained personnel
- Respective studies are available to serve policy making systems development and serve public and private institutions for determining appropriate HRD concept

- Organization:
 - Technical Vocational Training division, Ministry of Education, Lao PDR(MOE)
 - Labour Department, Ministry of Labour, Lao PDR(MOL)
 - Vocational Education Development and Research Center(VEDRC)

- Project Duration:
 - Short-term activities(July 2007~December 2007)
 - Medium and long-term activities(January 2008~December 2010)

- Short-term activities
 - Enterprise Baseline Study(EBS)
 - National Training Needs Analysis(NTNA)
 - National Baseline Tracer Study(NBTS)
 - Supporting Labour Market Information System

- Medium and long-term activities
 - Elaborating employment relevant Support Systems(e.g. network systems that provides employment, education and training services)

- Budget:
 - Enterprise Baseline Study(EBS) US\$ 8,000
 - National Training Needs Analysis(NTNA) US\$ 8,000
 - National Baseline Tracer Study(NBTS) US\$ 8,000
 - Supporting Labour Market Information System US\$ 16,000
 - Elaborating employment relevant support system US\$ 200,000

Topic	Amount
Enterprise Baseline Study (EBS)	US\$ 8,000
National Training Needs Analysis (NTNA)	US\$ 8,000
National Baseline Tracer Study (NBTS)	US\$ 8,000
Supporting Labour Market Information System	US\$ 16,000
Elaborating employment relevant support system	US\$ 200,000
Total	US\$ 240,000

Maldives

- Title: Technical & Vocational Education Training in the Maldives
- Objectives: To draw up and action plan for improving the 'Technical & Vocational Education Training in the Maldives', after utilizing what I learnt from KRIVET's TVET Training Program.

How I Can Utilize What I Learnt from the KRIVET Training Program

- Organize a feedback session of this training program with the colleagues and the TVET stakeholders at home
- The views, suggestions and issues raised in the Training Program will be shared and discussed in order to bring necessary changes and amendments to the existing country program

- Study the existing curriculum framework in the light of the training program and provide a status report on the existing curriculum framework with recommendations
- Suggest means to plan for the revision of secondary school curriculum to allow for greater awareness of subjects which can prepare students for particular skills and vocations and for optional subjects which could become precursors for skill training courses
- Plan for a public awareness campaign to promote the advantages of skills training in vocational occupations and to prepare secondary students and their parents to the advantages of skilled and technical work
- Provide guidelines on international best practices including the South Korean experience and propose means to develop internationally benchmarked qualifications
- Plan to establish links with overseas institutions which can provide guidance on the Technical & Vocational Education programs and quality control procedures.
- Recommend means to establish a supporting infrastructure to efficiently implement and maintain the ongoing operation of the qualifications and the quality assurance of the programs
- Plan for meeting of experts/professionals; exchange programs among technicians and fellowships for teachers and sharing of experiences and best practices including research and developments to foster the development of TVET and to stimulate innovative thinking in regards to TVET & HRD
- Plan to develop a model school to establish best practice to create focus base of expertise in TVET

- Develop a more detailed implementation plan for MOE approval

□ Philippines

- Title: E-Learning Content Design Management Training Program for Trainers

- Introduction:

The Philippines and the rest of the world are now faced with the challenges of producing lifelong learners needed in a lifelong learning society. In an era of knowledge-based economy it is no longer enough for citizens to go school to learn and after sometimes graduate and work. What is needed today is for citizens to be able to succeed in whatever learning environment to compliment success in school, in the workplace and in society in general.

Certainly the era of information society requires citizens to respond appropriately by making themselves competent at using advance technology not only to their individual advantage but also for the overall success of their families, nations, and the world. They have to consider that educational systems have to be designed in a manner that it can integrate the use advanced technology in the acquisition and use of knowledge.

E-learning is one system that has become popular in today's society. From its flexibility to the efficiency of its strategies more and more people come to accept and understand its importance and relevance in today's world. In the Philippines, where younger generations are becoming less interested in formal learning methods, it is of significance to introduce the use of e-learning to

attract more learners. It is urgent importance therefore, that expertise should be developed among Filipinos in order to design and manage e-learning systems compatible with what Filipinos need. Thus, this proposed training on e-learning content design management for trainers in the Philippines.

- Purpose of the Project:
 - Train pool of trainers in content design management of e-learning systems
 - Improve content designs of e-learning materials
 - Popularize use of e-learning as an alternative lifelong learning method
 - Motivate learning institutions to develop 2-learning systems
 - Establish linkage with Korea in the development and advancement of e-learning systems

- Training Design:

This proposed training will utilize innovative, participatory and learner-centered methods.

 - Presentation
 - Case analysis
 - Peer learning
 - Reflective thinking and vision group discussions

- Budgetary Requirements:
 - Accommodation and token for speakers
 - Meals for participants and training staff
 - Supplies and materials

- Documentation and communications
- Contingency

- Requirements for Participants:

The participants should have basic knowledge and expertise in e-learning applied to Philippine situation and should be of position of influence in their respective institutions and of good health.

They have to submit an application form and a 300-word essay explaining the need for them to attend the training and what they expect to learn from the training.

Participants will be responsible for their own accommodations and transportation costs.

- Evaluation:

The participants of the training are expected to evaluate the training, participate actively in all sessions and activities, present cases, and prepare action plans.

Samoa

- Purpose: Establishing an effective career guidance service for students of the National University of Samoa

- Objective:

The career guidance service center will help students develop self-actualization and motivation enable them to realize their dreams and contributing to productivity in the workplace.

○ Outcome:

A specialist center where staff and students engaged in programs and activities that will enhance the confidence of students make informed decisions about their career paths in the workplace.

○ Strategies:

	Actions	Responsibility
1	Develop Center's mission and policies	Vice Chancellor
2	Develop program(literature review, existing programs in other countries)	Director Research Program developing expert
3	Determine level of resources(human, material, equipment)	Director of Financial Services Director of Physical Facilities Director of Personnel
4	Determine Budget	Finance Committee
5	Presentation of program for university council approval	Vice Chancellor
6	Implementation	Deputy vice Chancellor

Thailand

○ Title: Development of Service Provider for Small and Medium Enterprise

○ Organization:

- Office of Vocational Education Commission, Ministry of Education
- Office of Small and Medium Enterprises Promotion, Ministry of Commerce
- Kasetsart University

○ Duration: May 2007~September 2007

○ Background:

Small and Medium Enterprises(SME) becomes a mechanism that play an important role to national social and economic bycreating job, generating income and expanding the prosperity to regional area. Development of SME becomes the significant policy of the country, which provides powerful and sustainable development of the basis economy and community-based economy. One of a crucial strategy to promote and develop SME is to produce and develop new generation entrepreneurs, who have potential to step into entrepreneurship community and to be driving force of national economy. To become entrepreneur, they need advice from expert to build up entrepreneurship skill in order to compete at international level.

The Office of Vocational Education, VEC, is the key organization that provides and develops human resources in vocational education to be an important part of business enterprises and become entrepreneur. VEC together with the Office of Small and Medium Enterprises Promotion realize that it is important to produce and develop service providers, manager of Vocational Incubation Center and vocational entrepreneurial advisor. These service providers should register to Office of the Small and Medium Enterprises Promotion and will be developed to become a driving force mechanism of national economy.

○ Objectives:

- To produce and develop manager of Vocational Incubation Center and Vocational Entrepreneurial advisor to become a Service Provider

- To develop curriculum for Service Provider training
- To upgrade manager of Vocational Incubation Center and Vocational Entrepreneurial advisor by registering service provider with Office of the Small and Medium Enterprises Promotion
- Target: Cultivate 400 manager of Vocational Incubation Center and vocational entrepreneur advisor in one
- Output / Outcome
 - Upgrade at least 40 managers of Vocational Incubation Center and Vocational Entrepreneur advisors to be able to register with Office on the Small and Medium Enterprises Promotion
 - Provide two training programs for new service providers
 - Produce and develop 400 managers of Vocational Incubation Center and Vocational Entrepreneur advisors
- Budget:

No.	Topic	Total
1	Select Vocational Incubation Center and Vocational Entrepreneur advisor from provinces(3days)	US\$ 50,000
2	Working Group Meeting (5regions)	US\$ 34,000
3	Developing training curriculum, implementation manual, working group meeting	US\$ 37,000
4	Training Service Provider	US\$ 473,000
5	Local field trip	US\$ 318,000
6	Selecting the Best Practice Service Provider <ul style="list-style-type: none"> - Regional level - National level 	US\$ 52,000 US\$ 33,000
7	International field trip	US\$ 73,600
8	Research and project assessment	US\$ 50,000
9	Public Relations and training document, manual, and media production	US\$ 50,000
	TOTAL	US\$ 1,170,600

Chapter 4

Program Results

Section 1 Program Evaluation by Participants

Lectures

- Ten participants evaluated each lecture by each category on a scale of 1~5(unsatisfactory, poor, fair, good, excellent).

Table IV-1. Overall Evaluation of Lectures

Evaluation Category	Average
Lecture preparation (material, quality, etc.)	4.68
Quality of lecture content (relevancy, usefulness, etc.)	4.57
Delivery of content and pace of lecture	4.47
Easiness to comprehend materials	4.68
Level of trainee involvement (rapport, participation, Q&A sessions, etc.)	4.53
Material difficulty level	4.72
Total Average	4.61

- Table IV-1 is an evaluation of all lectures by category. As shown on Table IV-1, material difficulty level(4.72) received the highest points while delivery of content and pace of lecture(4.47) received the lowest points.

Table IV-2. Evaluation of Lectures

Lecture Topic	Average
Socio-Economic Changes in TVET and the Labor Market	4.52
Vocational Education and Training Policy in Korea	4.60
Vocational Qualification System in Korea	4.53
VET Curriculum Development	4.65
e-Learning System in Korea	4.48
Career Guidance in Lifelong Learning Society	4.87
Total Average	4.61

- Table IV-2 is an evaluation of each lecture. As shown on Table IV-2, the total average of all lectures is 4.61. Lecture topic Career Guidance in Lifelong Learning Society received the highest points. Some of the lectures received points lower than average and needs to improve its content and method of delivery.

Site Visits

- Nine participants evaluated each visitation sites by each category on a scale of 1~5(not helpful at all, somewhat helpful, neutral, helpful, very helpfal).

Table IV-3. Evaluation of Site Visits

Program	Average
Korea Polytechnic College II	4.90
Samsung Electronics PR Center	4.50
Gyeonggi Mec-Tec. High School	4.70
Total Average	4.70

- Table IV-3 is an evaluation of site visits. As shown on Table IV-3>, program participants showed relatively high satisfaction for visit to Korea Polytechnic College II

Section 2 Improvement Plans

Customization of training program

- To provide a more efficient training program, the agenda must meet the specific needs of trainees. This year's program was targeted toward providing theoretical and basic background knowledge on Korea's VET and HRD system and in future programs it should be more focused on in-depth training in specific fields.
- Systematic and in-depth research on VET is necessary for the development and operation of a more effective training program.

Need to increase the pool of lecturers

- For efficient operation of the program, it is necessary to secure a larger pool of in-house and outside lecturers.
- It is especially important to increase the number of lecturers fluent in English. for the trainees to better understand the lessons.

Selecting visitation sites

- It is necessary to select suitable organizations or enterprises to visit by conducting pre-program surveys on prospective participants.

Linking the training program to actual results

- KRIVET should form close international cooperative networks with participants' countries in order to link program results with actual projects to aid the development and implementation of VET and HRD systems in developing countries.

Increase active participation of trainees

- Need to allot more time for group activities, such as discussion and brainstorming of case studies.
- Need to allot more time for country report and project proposal presentations.

<Appendix>

<Appendix 1> List of Participants

<Appendix 2> List of Lectures

<Appendix 3> Program Survey

<Appendix 4> Certificate of Completion

<Appendix 1> List of Participants

Name	Country	Affiliation/Title	E-mail
Sangay Wangchuk	Bhutan	Samthang Vocational Training Institute Department of Human Resources / Vice President	sangwangvti@druknet.bt
Phearin Bun	Cambodia	National Polytechnic Institute of Cambodia / President	seyhuy@yahoo.com
Shibin Liu	China	Continuing and Adult Education College, Qufu Normal University / Vice-President	lsb58@126.com
Murad Alkurdi	Jordan	Vocational Training Corporation	mkurdi@vtc.gov.jo
Nouphanh Outsa	Laos	Vocational Training Division, Ministry of Education / Head	nouphanoutsa@yahoo.com
Mohamed Rasheed Yoosuf	Maldives	Centre for Continuing Education, Ministry of Education / Principal	rasheed@moe.gov.mv
Ricky III Abalena	Philippines	Communications and International Education Department of Samarkland Region / Director	ricjour@yahoo.com
Magele Mauiliu Magele	Samoa	National University of Samoa / Vice chancellor & President	m.magele@nus.edu.ws
Surat Chanyeam	Thailand	Bureau of Cooperation, Office of the Vocational Education Commission(OVEC), Ministry of Education / Director	chanyeam1@yahoo.com
Murodullo Kholmukhamedov	Uzbekistan	Secondary Specialized & Vocational Education, Department of Samarkland Region, Uzbekistan / Head	barkamol@rol.uz

<Appendix 2> List of Lectures

Lecturer	Affiliation	E-mail
Dr. Gue-Hee HWANG	KRIVET	g.hwang@krivet.re.kr
Dr. Mee-Souk KIM	KRIVET	mskim66@krivet.re.kr
Dr. Jeong-Yoon CHO	KRIVET	joycho@krivet.re.kr
Dr. Sun-Tae KIM	KRIVET	stkim@krivet.re.kr
Dr. Hea-Jung CHANG	KRIVET	hjchang@krivet.re.kr
Dr. Ji-Yeon LEE	KRIVET	catslee@krivet.re.kr

<Appendix 3> Program Survey

2007 Training Program Questionnaire: Lecture Evaluation

※ Please circle the number corresponding to your assessment of each item as follows:

1	2	3	4	5
unsatisfactory	poor	fair	good	excellent

Lecture:

Lecturer:

a. lecture preparation(material, quality, etc.)

1	2	3	4	5
---	---	---	---	---

b. quality of lecture content(relevancy, usefulness, etc.)

1	2	3	4	5
---	---	---	---	---

c. delivery of content and pace of lecture

1	2	3	4	5
---	---	---	---	---

d. easiness to comprehend materials

1	2	3	4	5
---	---	---	---	---

e. level of trainee involvement(rapport, participation, Q & A session, etc.)

1	2	3	4	5
---	---	---	---	---

f. material difficulty level

1	2	3	4	5
---	---	---	---	---

g. overall evaluation of the session and any other comment

2007 Training Program Questionnaire: Site Visit Evaluation

※ Please circle the number corresponding to your assessment of each site visit as follows:

1	2	3	4	5
not helpful at all	somewhat helpful	neutral	helpful	very helpful

Site visit 1

Korea Polytechnic College II(Hwaseong)

1	2	3	4	5
---	---	---	---	---

Site visit 2

Samsung Electronics PR Center

1	2	3	4	5
---	---	---	---	---

Site visit 3

Gyeonggi Mec. Tec. High School

1	2	3	4	5
---	---	---	---	---

<Appendix 4> Certificate of Completion

CERTIFICATE OF COMPLETION

Awarded to

Participant in

**The UNESCO Regional Center Project 2007
KRIVET TVET & HRD Training Program for Experts**

May 28 ~ June 1, 2007

In acknowledgement of attendance and participation in the
The UNESCO Regional Center Project 2007
KRIVET TVET & HRD Training Program for Experts

Won-Duck LEE, Ph.D.
President of KRIVET

SUMMARY

UNESCO Regional Center Project(2007): 2007 KRIVET TVET and HRD Training Program for Experts

Chang-Won Jang, Janette Han, Kate Kim

Since 2002, the Korea Research Institute for Vocational Education and Training has been conducting the annual HRD and TVET Training Program for Experts as part of its UNESCO Regional Center of Excellence in TVET project. For this year's program, held between May 28~June 1, we received 16 applications from 11 countries. Ten applicants from ten countries were selected as final participants to take part in the program.

The training program was composed of six lectures, three site visits, country reports and project proposals by participants, and cultural activities. KRIVET researchers served as lecturers for the program.

At the end of the program, the participants presented project proposals reflecting on what they learned from the program. It is now KRIVET's challenge to assist participant countries realize their action plans through the provision of consulting services.

■ 저자 약력

- 장창원
 - 한국직업능력개발원 연구위원
- 한정임
 - 한국직업능력개발원 연구원
- 김소연
 - 한국직업능력개발원 전문원

UNESCO Regional Center Project(2007)
- 2007 KRIVET TVET and HRD Training Program for Experts -

- | | |
|-----------|--|
| · 발행연월일 | 2007년 12월 30일 인쇄
2007년 12월 31일 발행 |
| · 발 행 인 | 이 원 덕 |
| · 발 행 처 | 한국직업능력개발원
135-949, 서울특별시 강남구 청담2동 15-1
홈페이지: http://www.krivet.re.kr
전 화: (02)3485-5000, 5100
팩 스: (02)3485-5200 |
| · 인 쇄 처 | 문중인쇄(주) (02)503-7764~5 |
| · 등 록 일 자 | 1998년 6월 11일 |
| · 등 록 번 호 | 제16-1681호 |

©한국직업능력개발원

<비매품>