
A Comparison of VET-related Laws and Systems

RR 00-16

Yeong-Ho Choi
Sun-Yee Hong
Hye-Won Ko

Vocational education and training in the United Kingdom has traditionally been regarded as the responsibility of employers and labor. Nevertheless, after the Industrial Training Act(1964), this was transformed into a tripartite system. In 1995, the DfEE was created, and now Blair's Labor Government stresses 'Welfare-to-Work,' a continuation of the effort to decentralize vocational education and training systems. The focus of vocational education and training policy, these days, is to activate the training market, which is lead by employers and labor.

Vocational education in Britain is classified into pre-16-year-old compulsory secondary education and post-16-year-old compulsory secondary education. At this level, vocational education is provided by comprehensive schools, technical colleges, and city technical colleges. Post-compulsory secondary education is accomplished in sixth-form colleges and institutes of further education. Many institutes classified as the further education college provide post-16-year-old students with general education as well as vocational education.

To promote lifelong education, the British government published the green paper, the Learning Age, in 1998, which includes new ideas in lifelong learning, such as UFI(University for Industry) and ILA(Individual Learning

Accounts). Ufi is intended to meet a wide range learning demands, and includes 'Learning Direct' to offer useful learning information. In addition, these programs, IIP(Investors in People), promotes to the training and human development by employers.

Incorporated into the vocational education system is initial training, which is for young people aged 16 to 19 years, except high school students and those who take training of NVQ higher than 3 level. For these youngsters, there are WBTYP(work based training for young people) programs, such as Modern Apprenticeship, the National Traineeship, and Youth Training. Financing for Modern Apprenticeship is provided by TEC according to the industry and training form, and the qualification ranking is around 900 NVQs.

Continuing training, however, is for those who are employed, with the except of 16 to 19 year olds enrolled in initial training. Continuing training includes workplace training, work based training for adults, and open learning, all of which are provided by companies, private training organizations, and further education institutions. Financing for continuing training is provided employers and businesses.

Training for the unemployed is provided by the government. Moreover, after 1997, the Labor government launched a New Deal program for unemployed people between 25 and 63 years of age. Financial support for training the unemployed comes from governmental agencies, such as DfEE, and from special taxes on businesses.

United Kingdom has introduced such a diverse set of laws and systems addressing vocational education and training, that it has guaranteed the development of VET. For example, the Further Education and Higher Education Act(1992), including the establishment of FEFC, was enacted to expand further education. According to the Learning and Skills Act(2000),

LSC(Learning and Study Councils) are to be created that will administrate the comprehensive provision of education and training.

Vocational training, however, is governed Industrial Training Act(1964) and the Employment and Training Act(1973). By the Employment Act(1988), the MSC(Manpower Service Commission) became the Training Commission, which was later abolished and replaced with the TEC by the Employment Act(1989). Recently, vocational training is also expected to be widened by the Learning and Skills Act(2000).(yhchoi@hucc.hanshin.ac.kr)

The Impact of Overeducating on the Korean Labor Market

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*Jooseop Kim
Sang-Jun Lee*

This study analyzes the status of overeducation, verifies the social inefficiency of job mismatching. In addition, policy suggestions are offered, based on the analysis of this study.

In this study, three different methods were adopted. First, we used objective methods to grasp the status of job mismatching. We merged the "Occupational Workers Survey" with the "Occupational Dictionary" by occupation group, so that we could ascertain information on the degree of job match in Korea. Second, we performed a firm survey to investigate corporate behavior regarding overeducated workers. Third, we performed an empirical study to verify the impact of overeducation on the Korean labor market.

Employment elasticity by school attainment shows that more educated