

A Research on Vocational Training Right for Social Integration

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This research analyzed on how Korea's laws are defining an individual's vocational training right, and how the regulations related to the actual vocational training right are managed. It also analyzed on how the foreign vocational training rights are defined, and reviewed on how those rights have been realized throughout vocational training policies and programs in other countries. Throughout those analysis, the research proposed a direction of legal/systematic adjustment in terms of social integration to improve the vocational training right.

Same as the general education, vocational training plays an important role in improving the social equity, and the training that specifically targets those from the vulnerable groups needs to be improved. Reality, however, is that those from vulnerable groups tend to go through some difficulties participating in the training, and such difficulties are shown to vary among different vulnerable groups. For employees, aspects that need to be improved from the currently operating training environment are: providing relevant training programs to their occupation; adjusting the training programs'schedule so that it does not interfere with their working hours; providing consultation on the training programs; and supporting company's substitute labor force. For the low-income groups, physically disabled, marriage immigrants and expatriates from North Korea, what appeared to be in need of support were a training course directly related to their occupation, information about the training, and individual supports.

There are, in fact, some cases of paid-training leave in Korea that are stated in convention or recommendations of ILO as a measure of vindicating the individual vocational training right. Those are, however, not of obligatory

procedure but optional choices made based on the companies' intent, not being mindful of the rights of their employees, but instead merely posing as part of the training prepared by their employers. For the training for the unemployed, although a training course which an individual may select and apply for is being in progress, several problematic facts have been pointed out: there have not been a sufficient pool of information or opportunities for consultation that allows individuals to employ their right; and general consciousness on accountability regarding such right has not been firmly established yet.

In comparison of the cases of vocational training right management among different countries, France's national policy that guarantees the vocational training right for all employees makes the country highly competent. Germany also practices the same, except the fact that the management is not run by the federal government, but based on either provincial laws or agreement between labor and management. Japan, much like Korea, supports employees' self-directed vocational skills development, by supporting employees with training costs based on the Employment Insurance Law as well as employers with Job Skills Development Funds based on Job Skills Development Law. European countries, on the other hand, are currently on the move of implementing policies related to training leave, while each country managing them according to its conditional status.

At the end of the research, the followings have been suggested as measures of improvement. First, legal improvement. In the view of strengthening the opportunity or right for the vocational skills development, vocational training for the employees of large companies is also required, since they may need means of developing their vocational skills sets for purposes other than that of the company's interest, especially when the continuing vocational skills development is concerned. Also, a modification in current policies that promotes participation in training among those with unpaid leave should be considered, because the vocational training for employees is inaccessible to some due to not just economical cause but conflict in schedule as well, a change in policy such as an extended training leave period should be considered in loading off some burden of those with not enough time to spare. As for the long-term plans, previously-ratified ILO agreement on the vocational training right should be reviewed in order to raise awareness on the vocational training right among social and business circles. Also, acknowledging a training leave as a legitimate

type of official leave in employment standard laws deserves as another positive solution. Second, current policies need to be revamped in order to extend and support opportunities for training of vulnerable social class and employees of the vulnerable group. For vocational training of the vulnerable groups, one-stop system needs to be established as early as the job-seeking stage in order to resolve the redundancy of programs conflicting at the Job Center. In doing so, preparing labor force for service in consultation and job placement as well as continuously strengthening their skill sets need to be promoted. Within the training process, participant's hardships deriving from personal situations, languages and cultural understanding are rather more evident than the nature of training per se. Therefore, services supporting dissolution of training-hazardous elements through the case control-type training consultation by the training agency or job center are required. Range of vocational training for the vulnerable groups, though it may be restrictive, needs to be expanded as well. As manifest from the latest cases, educational programs in humanity designed for the vulnerable groups to raise their interest in education and training may prove a tremendous success. Furthermore, through the hobby/ethics-wise approach, people may make easier transition to participating in the vocational training programs.