

The current state of vocational training at our public corporation

. The flow of vocational competency development training for the disabled

- The establishment of a public vocational training institute

- Encountering the International Year of Disabled Person in 1981, the government started examining the establishment of a vocational training institute for the disabled, and in 1990, with the enactment of the ‘Employment Promotion Law for the Disabled’, the ‘Korea Employment Promotion Agency for the Disabled (KEPAD)’ was founded. Ever since establishing the first public vocational training institute for the disabled, ‘Ilsan Vocational Training Institute for the Disabled’, in 1991, currently 5 training institutes (Ilsan, Pusan, Daejeon, Jeonnam, Daegu) are being operated.
- Also, the Employment Development Institute was launched as a research institute of rehabilitation programs, service delivering systems, rehabilitation foundation research, rehabilitation policy system, clinical investigation, vocational rehabilitation human resource education, vocational skills development model development etc. to contribute to the advance in vocational rehabilitation business, and in 2000.
 - In July 2004, the vocational training course has been closed down.

<Subsidiary Training Institutes>

(March 31, 2005)

Classification	Training Staff (persons)			Location	Remarks
	Over 3 months		Under 3 months		
	Training	Special	Special		
Ilsan Vocational Competency Development Center	405			Ilsan-gu, Goyang-si, Gyeonggi-do	1991. 3. 4. Transferred from Human Resources Development Service of Korea ('92.1.1)
	145	75	185		
Busan Vocational Competency Development Center	297			Gijang-gun, Busan	Opened 2000.9.27
	110	60	127		
Daejeon Vocational Competency Development Center	216			Daedeok-gu, Daejeon	Opened 2000.3.30
	75	45	96		
Jeonnam Vocational Competency Development Center	216			Hampyeong-gun, Jeollanam-do	Opened 2002.9.26
	75	45	96		
Daegu Vocational Competency Development Center	266			Dalseo-gu, Daegu	Opened 2002.10.2
	95	55	116		

- **A change in the vocational training system for the disabled**

- 1. The need for change**

- Ever since taking our first step in vocational training for the disabled in 1991, the subjects of our public corporation's vocational training have diversified in type of disability, and the degree of disability has become more serious every year.
 - The ratio of serious cases in our public corporation's center is 1992(39%) / 1995(51%) / 2000(58%) / 2002(72%) / 2003(68.9%) / 2004(65.6%)
 - The reorganization of disability type and degree is [Welfare Law for the Disabled] From 5 disability types (retardation, visual, hearing, language, mental retardation), to 10 types in 2000 with the addition of brain disease, development, mental, height, kidney, and to 15 types in 2003 with the addition of respiratory organs, liver, facial, ostomy, and epilepsy.
- The trainees show significant personal differences in type and degree of disability, cause and time of disability occurrence, level of education, and learning competencies, and these substantial differences make it difficult to achieve the training objectives, which were set on the premise that the group is of the same kind.
- To overcome this problem, the teachers have tried various methods to achieve the education and training objective considering personal differences, such as holding after-school classes for students with serious physical disabilities and students with learning disabilities, or forming small groups according to their competencies and differentiating their training objectives. However, there inevitably is a limit to accomplishing the education and training objective, taking into account the differences in disabilities and level of intelligence.
- With the goal of preparing human resources, vocational training should flexibly adjust to the drastic changes in business environment where, with the quick development of information technology and the growth of knowledge-based business, the ratio of traditional manufacturing industries is decreasing, and manufacturing related services such as S/W industry, advertisement, and engineering are increasing.
- As a result, we are continuously searching for training system plans to correspond to these changes.

2. Yearly Changes in the Training System

- According to the timing of key changes

Year	1991 ~	2000 ~	2004 ~
Name of Organization	Vocational Training Institute		Vocational Competency Development Center
Training Objectives	Training skilled human resources		Training skilled human resources and vocational rehabilitation education
Registration and Completion	Regularly	On occasion	
Subject Area	Nationwide	Regionally	
Training Period	1 year course	3 months ~ 2 years course	
Operating Unit	Small groups	Individually	
Targets	Mostly Mild disabilities	Mild → Severe	Mostly Serious disabilities
Training Areas	Key industries, and technological occupations	Primarily IT occupations	
Educational Training System	By the course of study		By team
Management of Business	Education and Training		Education, Training, and External supporting work
Number of Training Institutes	1	6 (3 institutes in 2003/ 2 institutes in 2002)	5 (1 institute closed)
school affairs Operating Systems	Individual Networks	Computerization (Completed in '02)	Synthesized Management System
System Changes	Curriculum modification	Expanding regional institutes, and trained occupations	Extensive structure reorganization

3. Modification to Vocational Competency Development Center System (July, 2004)

- Modification from Vocational Training Institutes focused on training skills to a Vocational Competency Development Center which offers various training and rehabilitation services
- Cessation of the curriculum management system → Operation of the training team system with flexibility in altering occupations

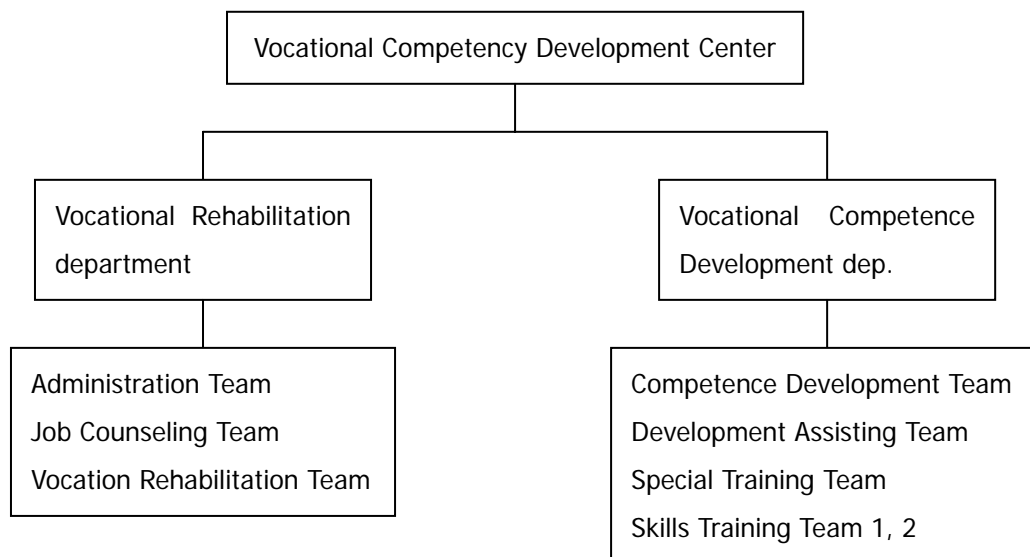
Before Modification		After Modification		
Ilsan Vocational Training Institute	Computer-based Applied Machinery	Ilsan Vocational Competency Development Center	Skill Training Team 1	Mechanics, Design field
	Electronics and Telecommunications		Skill Training Team 2	Electronics, Technology field
	Fashion Design		Skill Training Team 3	Printed media field
	Printed Media		Special Training Team	Visual Disability
	Manufactured Goods Applied Modeling		Employment Program for the Seriously Disabled	
	Jewelry Design			
	Information Technology			
Pusan Vocational Training Institute	Computer-based Applied Machinery	Pusan Vocational Competency Development Center	Skill Training Team 1	Mechanics, Electronics, Food Service Industry field
	Information Electronics		Skill Training Team 2	Architecture, Design field
	Computer-based Applied Architectural Design		Special Training Team	Mentally disabled
	Printed Media		Employment Program for the Seriously Disabled	
	Computerized Industrial Design			
	Confectionary, Bakery			
	Practical Operations			

Daejeon Vocational Training Institute	Electronics and Telecommunications		Daejeon Vocational Competency Development Center	Skill Training Team 1	Information technology, Design field	
	IT field	Information Processing		Skill Training Team 2	Electronics, Food Service Industry field	
		Computerized Industrial Design		Special Training Team	Auditory Disability	
	Jewelry Design			Employment Program for the Seriously Disabled		
	Confectionary, Bakery					
	Practical Operations					
	Jeonnam Vocational Training Institute	Computer-based Applied Machinery		Jeonnam Vocational Competency Development Center	Skill Training Team 1	Mechanics, Information Technology field
Electronics and Telecommunications		Skill Training Team 2	Design, Animation field			
Computer Design		Graphic	Special Training Team		Brain Illness Disability	
Computer Animation		Employment Program for the Seriously Disabled				
Telemarketing						
Practical Operations						
Daegu Vocational Training Institute		Electronics and Telecommunications			Daegu Vocational Competency Development Center	Skill Training Team 1
	Information Technology		Skill Training Team 2	Clothing Design field		
	Fashion Design	Graphic	Special Training Team	Visually Disabled		
	Computer Design		Employment Program for the Seriously Disabled			
	Starting Business					
	Practical Operations					

. The Vocational competency development training business

- Management of the vocational competency development center of our public corporation

1. Organization of the Center



2. Allocation of Duties

<Vocational Rehabilitation Department >

○ Administration Team

- Establishment of business plan & budget framing / Accounting, inspection analysis, & closing accounts / Management, control and preservation of documents / Management of seals and registration / HR and services / Management of facilities and assisting cafeteria duties / Security and night duty / Emergency plans, and management of civil defense and reserved army duties / General functions / Financial managements, construction, and repair / Operation of the center's target management system / Other duties which do not apply to a certain team

○ Job Counseling Team

- Newcomer's counseling, evaluation of vocational competence, job searching, evaluation of work environment / Establishment of newcomer's vocational rehabilitation plan / Selecting students and course of studies / Vocational rehabilitation counseling and career path guiding / Research on vocational competency evaluating models / Gathering and analyzing student recruitment information / Job placement and follow-up services / Operating work clinics

- Vocation Rehabilitation Team
 - Employment program for the seriously disabled, including on-the-job work training / Physical ability improvement program / Offer social abilities training / Support work-assisting tools / Advertising / Operate public health center and physical therapy center / Manage social workers / Other duties relating student vocational rehabilitation

<Vocational Competence Development Department >

- Competence Development Team
 - Establishing training plan and budget framing / Registration, issuing transcripts / Improving teachers' competence / Newcomer's admission and completion management / Examination of skills qualifications / Collecting data and information on vocational training / Short-term training and entrusted training / Analyzing results of education and training / Job training for the humanities and social science department (government service preparation class, business starting class etc.) / Promoting customized training (Business management, data collection etc) / Applying for local and nationwide skills contests / Organizing skills contests for the mentally retarded / Other duties which do not apply to a certain team

- Development Assisting Team
 - Supporting the development of textbooks and teaching methods for different disability types / Training teachers for regional vocational training institutes / Establishing a network of local community vocational training institutes (public, corporate, private, Ministry of Health and Welfare adaptation training, special school majoring course) and joint assessment / Supporting public, corporate, and private vocational training schools, Ministry of Health and Welfare adaptation training centers, and special school majoring courses (training expenses, training software, and hardware) / Assisting self vocational competence development training expenses / Handling student guidance and difficulties consultation / Operating and leading student council / Management of living area and libraries / Supervising rewards, punishments and outside guidance of students / Organizing student athletic games, utilizing leisure time

- Special Training Team
 - Operating vocational training for specific disability types / Developing training methods and preparing manuals for specific disability types / Managing training facilities and equipment within the team, supplying and managing materials / Job placement and

follow-up services for students within the team / Other educational training and management of students within the team

○ Skills Training Team

- Operating vocational training for each team / Examining the supply and demand of the training fields of each team and establishing the training plan / Managing the training facilities and equipment of each team / Supplying and managing training facilities, equipment and material for each team / Job placement and follow-up services for the students of each team / Other educational training and management of students within each team

3. Education Training Programs within the Center

○ The vocational education-training program for the disabled of our public corporation is flexibly managed, keeping up with the changing environment. It is more flexible than public vocational training for general people in areas such as training courses, training contents, training methods etc. as can be seen below.

- Receive applications and complete courses on demand, allowing the disabled to enroll at all times.
- Diversifying job options by continuously developing training methods for various occupational categories
- Applying variable training periods for each individual and course
- Offering a range of training systems (customized training, on-the-job training, ordered training, specialized training etc)
- Operating contract teachers due to reorganization in jobs

○ Educational Training Course

Course	Department	Field
Training Course	Professional Skills	By professional field Specialized training for each disability type (visual, mental, hearing, brain damage)
	Humanities & Social Science	Government service preparation class, business starting class
Special Course	Skills	Reemployment training for job-converters
	Rehabilitation Program	Employment programs for the seriously disabled, Improve understanding of the disabled, Work experience, Enhance physical conditions, Assess professionalism

4. Promoting Individualized Education·Training

- Establishing a flexible vocational training system
 - Current training methods should be transformed in order to acknowledge personal differences of the disabled students and offer individualized job training and vocational rehabilitation education service. The focus of training should be on the students, encouraging voluntary involvement of the learner in all training courses, while the teacher's role is limited to guiding the students. That is, only flexible vocational training systems can make individualized training possible.

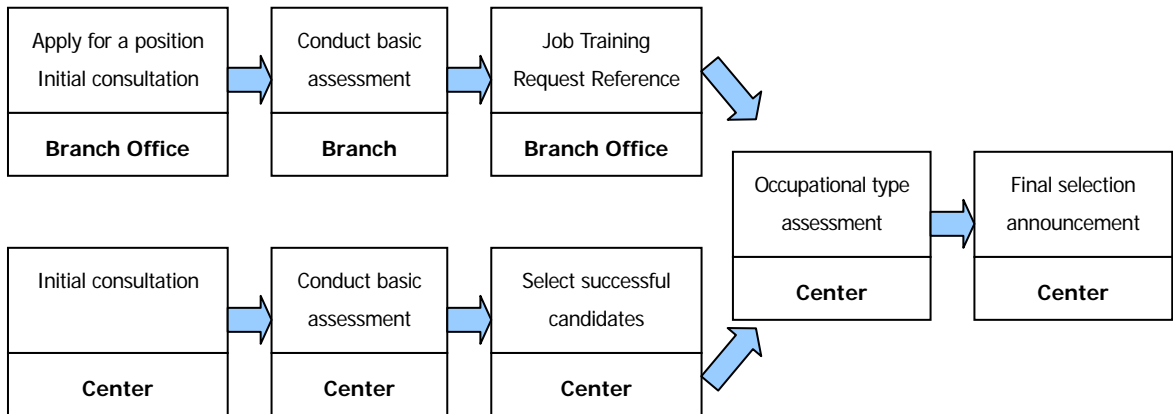
- Dealing with the increase in seriously disabled trainees
 - As the range of subjects for service was expanded from the mildly disabled to the seriously disabled, the level of disability is getting critical and the understanding ability is lowering. For most of these seriously disabled trainees it is inefficient for both students and teachers to continue the current uniform training method, and is more difficult to achieve the training purpose through these methods. So, it is necessary to develop supporting items such as training methods, supplementary teaching materials, vocational rehabilitation programs for individuals.

- The need to enhance competitiveness of the disabled trainees
 - Because the current industrial society is undergoing substantial changes, jobs requiring simple skills are vanishing, and the demand for human resources with more complex skills is increasing. Therefore, the educational training material should be continuously modified to correspond to the changes in the workplace.

- Increasing the teachers' role in individualized education·training
 - The success and failure of individualized educational training for disabled students depend greatly on the teacher's role. The teacher's performance and will power in planning and executing training is undeniably a conclusive factor in educational training.

5. Professional Job Assessment

○ Selection and Assessment Process



○ Purpose

- To understand vocational aptitude and interest by using various assessment tools and tests, and to find an appropriate occupation which would lead to successful job rehabilitation.

○ Target

- Disabled people who would like to know their vocational competence and potential
- Disabled people who wish to discover an appropriate occupation
- Disabled people who want to know their learning capabilities or require job training
- Disabled people who need help in making career decisions

○ Contents

- Psychological Assessment: Evaluate general psychological and social characteristics, such as understanding capability, personality, vocational aptitude, vocational interests, social adaptability, job readiness etc., by using various tests
- Work Assessment: Evaluate working skills, performance abilities, and working attitudes using various work assessment tools, and present working environments necessary for operation efficiency
- Physical Capabilities Assessment: Evaluate physical capacities necessary for employment, such as eyesight, muscular strength, working posture etc.
- Vocational Aptitude Testing: By performing various physical and written tests using MVE, TAP etc., present appropriate occupation considering job interests

- **Management of the vocational training system for the disabled at our public corporation**

- 1. Improving the quality of vocational competency development service**

- Strengthen vocational competency development service for the seriously disabled, which other public or private vocational training institutes have difficulty offering
 - Appoint specialized disability types for each center and develop appropriate training models
 - Visual (Ilsan 15 persons, Daegu 15 persons), Hearing (Daejeon 10 persons), Brain Damage (Jeonnam 10 persons), Mental Disabilities (Pusan 10 persons)
- By using an agreement for employment promotion of the disabled, carry out customized training as a contract with company for beforehand employment
 - Increase the ratio of customized training over 10% each year from 3% in 2004, to 20% in 2005, and to 40% by 2007
- Operate various vocational rehabilitation programs necessary for vocational competency development of the disabled, such as professional vocational skills assessment, job preparation, work experience, job conversion prevention, improvement of physical capabilities etc.

- 2. Increasing number of service**

- Increase staff supplying vocational competency development services to satisfy demands
 - '04, 5 schools, 920 employees ⇒ '05, 5 centers, 1400 employees (Increase: 480)

- 3. Activating vocational training by diversifying business funds**

- Operate reemployment process of jobless disabled people (Utilize Employment Insurance Funds)
- Operate information technology training course for the disabled (Utilize Information Promotion Funds)

- 4. Supporting expenses for self-vocational competency development training**

- Support training expenses so that disabled people, who cannot attend existing vocational training institutes, develop vocational skills through training institutes within their communities
- Expand institutes and funds which support self-vocational competency development
 - Increase support range to general private institutes based on the 『Law on Establishing and Managing Educational Institutions』

- Increase support range to include cyber vocational trainees (charged)
- Grant 1million won as training fee once a year, and 50,000 won per month for food and transportation expenses

5. Building and operating a network of regional vocational training institutes

- By forming a network of local vocational training institutes (118 institutes in 5 zones), improve the quality of vocational competency development service through allotting tasks
 - Public Corporation Subsidiary School (carry out the center role of regional vocational training for the disabled)
- Offer various training opportunities to the disabled by sponsoring vocational training expenses for the disabled to other training institutes
 - ① Public Vocational Training Institutes for general people
 - Focus on training the mildly disabled into professional-skilled workers
 - Expand public vocational training institutes by applying the 5% employment obligation of the disabled
 - ② Private Training Institutes
 - Focus on providing the aged and female disabled basic skills training
 - ③ Corporate Rehabilitation Training Center
 - Concentrating on training corporate disabled workers into professionally skilled workers, reemployment (return to work)
 - ④ Special School Majoring Course
 - Improve working habitude and provide working skills training to the mentally retarded, developmental disability(autism)
 - ⑤ Adaptation Training Institutes
 - Training associated with employment agreement of the seriously disabled

. The future of vocational competency development training policies

- 『The 2nd 5year Plan of Employment Promotion for the Disabled(2003~2007)』

[A Business promoted by the Ministry of Health and Welfare,
the Ministry of Labor, and the Ministry of Education and Human Resources Development]

Training high value-adding disabled workers
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1. Diversification of working fields for the disabled

- Discover new jobs in the information·knowledge industry and niche labor markets, and develop·propagate related training programs
 - While expanding knowledge-based occupations, also continue the development of jobs in traditional industries
 - Publication and circulation of pamphlets offering occupation types appropriate for the disabled and training information
- Increase employment opportunities for the disabled by researching and developing technical devices and training equipment for each disability type

2. Support customized vocational training

- In order to run educational training corresponding to the requests of specific companies, utilize customized training, cooperative system training, on-the-job training, and project courses
- Systemize customized training as the scale of training systems or training institutes, not on an individual basis

3. Introduce training methods matching the characteristics of each disabled person

- Promote self-vocational competency development through exploiting the vocational training card system, cyber job-training, and private education and training systems
- Encourage vocational training for IT related information industries by establishing home and remote education·training systems, and home visiting training methods

4. Support vocational training for adolescent·highly-educated disabled people

- Connect and systemize career-planning instructions for disabled students at special schools and general schools
- Organize internships for highly educated job seekers to increase work experience and enhance job adaptability

5. Reinforcing job training at vocational rehabilitation institutes and special education institutes

- Specialize in providing training services for the seriously disabled who have difficulty in joining the competitive workforce in reality
- Emerge from isolated training systems by establishing connections with vocational training institutes for the non-disabled
 - Activate information exchange between training institutes: cross training, regular meetings etc.

6. Strengthen vocational training for the disabled in public vocational training institutes

- Increase public vocational training institutes applying to the 5% employment obligation of the disabled
 - Currently 15 public training institutes → 52 public training institutes
- Encourage installing training equipment and facilities for the disabled at public training institutes
 - Support installation and lead to operating training courses for the disabled
- Develop and propagate occupations and training programs apposite for disabled women, and increase the women percentage at vocational training institutes for the disabled