

Strategies and Challenges of Vocational in Korea: Focused on Meister High School

Namchul Lee. Ph.D in Economics

Director, Center for International
Cooperation

Korea Research Institute Vocational
Education Training(KRIVET)



Contents

- I. Current of Korea Economy
- II. Vocational Education in Korea
- III. Meister High School
- IV. Policy Suggestions and Conclusions

I. Current of Korea Economy

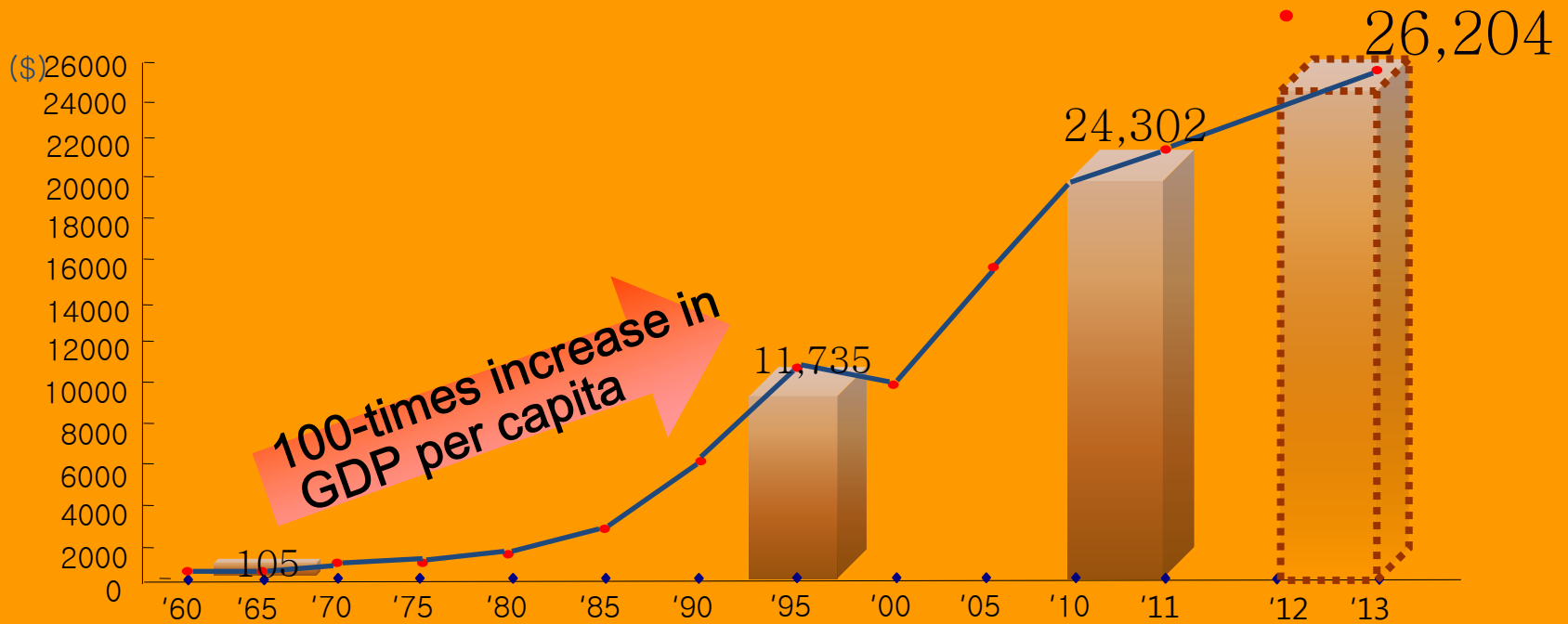
<Table 1> Economic Indicators, 1970-2014

	1970	1980	1990	1997	2000	2015
Population (Millions)	32.0	38.0	43.0	46.0	47.0	51.431
GDP per capita (US\$)	408 (1962: 239)	1,704	6,516	12,132 (1998: 8,055)	11,948	27,195
Unemployment rate (%)	4.4	5.2	2.4	2.6	4.1	3.6
Labor force (Millions)	10	14	19	21	22	26.91
Labor force Participation rate (%)	47.6	59.0	60.0	62.2	60.7	62.6

Source: World Bank and Korean National Statistical Office (Various years).

Notes: 1) population aged 15 and over, 2) () rates.

[Figure I] Economic Growth('60-'13)
(GDP per Capita)



<Table 2> Economy, Industry, Education (`60s ~ present)

	1960s ~ mid-1970s
Economy	❖ Take-off & export-driven in '60s; export acceleration in early '70s
Major Industry/ Exports	❖ Light manufacturing goods (clothing, textile, shoes, etc) ❖ Electronic goods (television, radios)
General Education	❖ Expansion of primary & lower secondary education ❖ School equalization policy
VET/HE	❖ Emphasis on VET(late '60s) ❖ Separate VET track ❖ Limited access to university education

mid-1970s ~ 1980s

Economy

- ❖ Structural adjustments in late '70s: from imitation to innovation in '80s

Major Industry/
Exports

- ❖ Heavy & Chemical industry
- ❖ Iron industry, shipyard, precision manufacture

General
Education

- ❖ Expansion of upper secondary education

VET/HE

- ❖ Strengthening Junior College & Open University
- ❖ Expansion of HE (Graduation enrollment quota)

1990s through the present

Economy

- ❖ National competitiveness in early '90s; Knowledge-based economy in mid-'90s

Major Industry/
Exports

- ❖ Semiconductor, Information & communication technology
- ❖ Computer, Cellular phone, Memory chips

General
Education

- ❖ Establish life-long learning infra-structure
- ❖ Promote deregulation & diversity

VET/HE

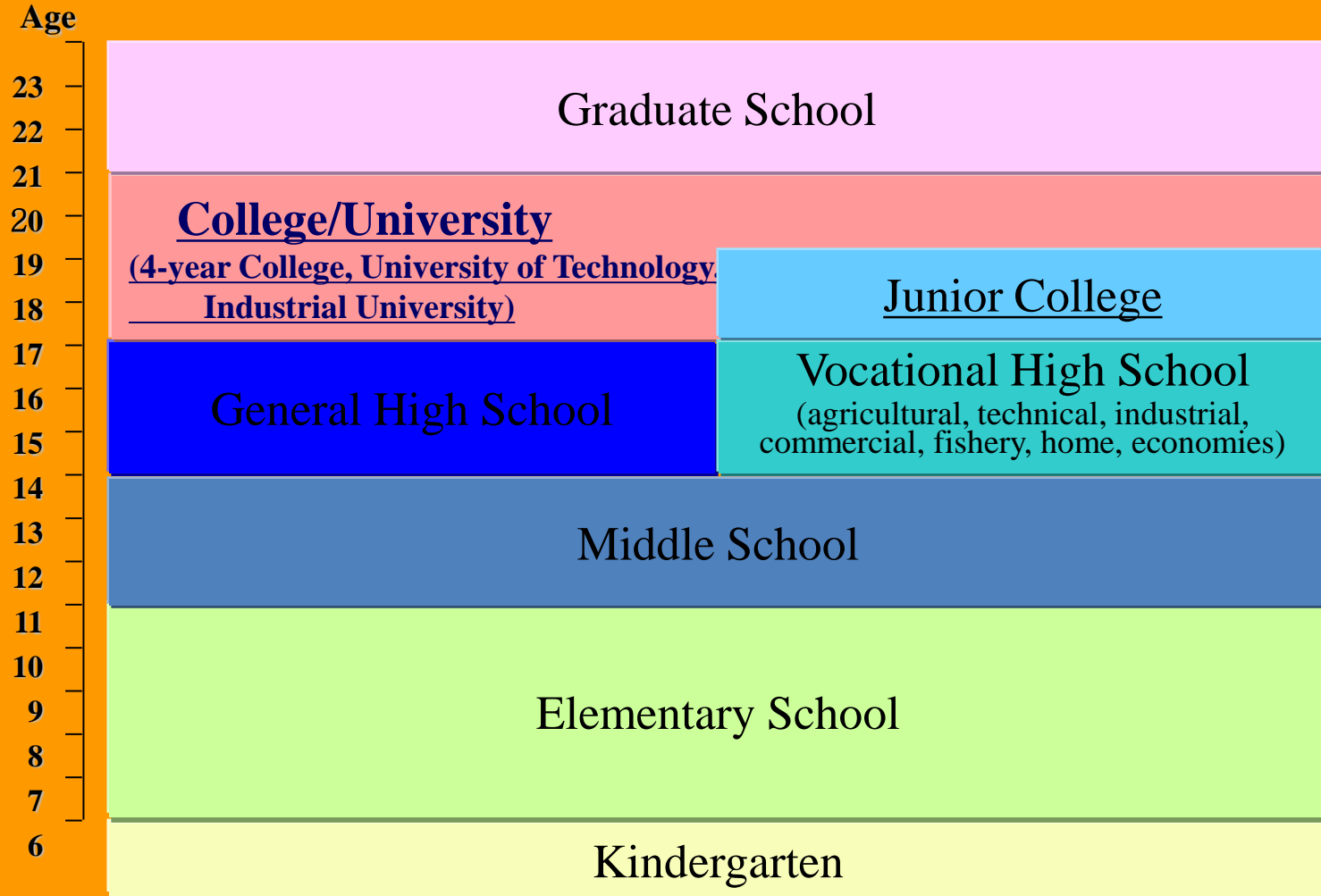
- ❖ Curriculum integration & School diversification
- ❖ Employment Insurance system
- ❖ Meister High School, Specialized High School
- ❖ Cyber university, credit bank system, etc.

II. Vocational Education in Korea

<Table 3> Korea's VET Scheme

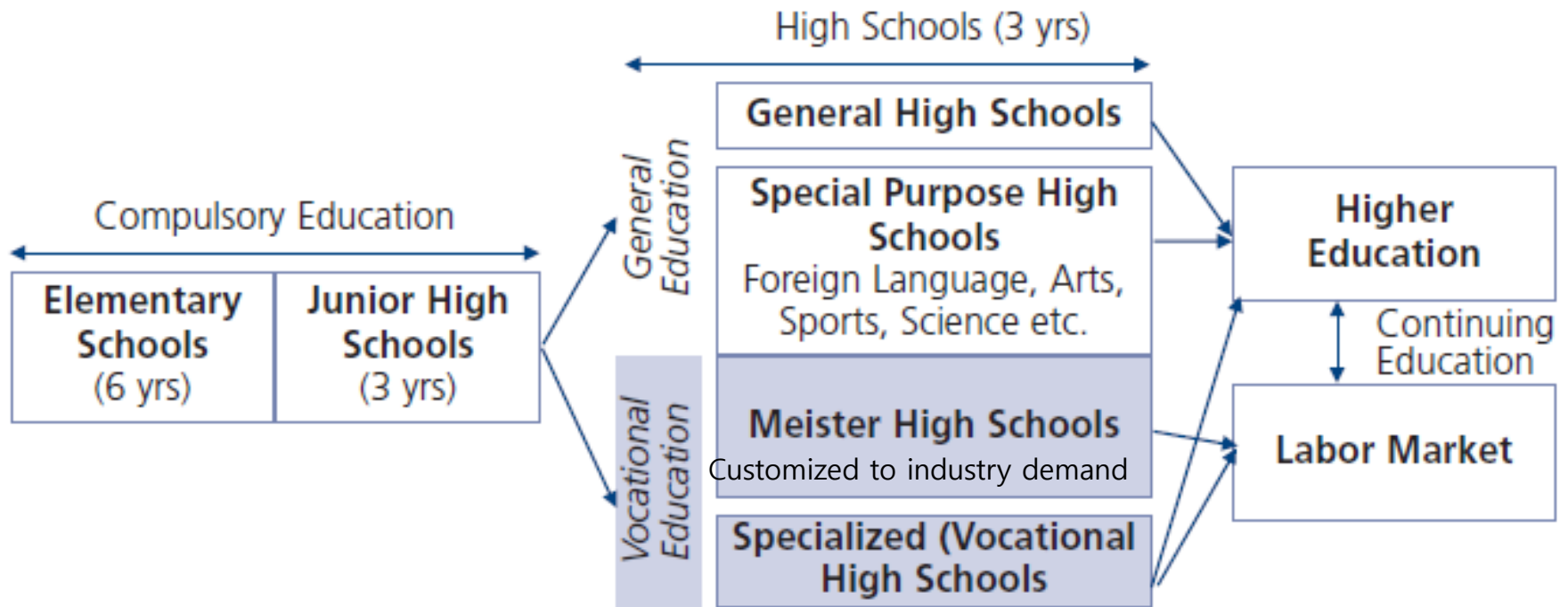
	Vocational education	Vocational training
Ministry concerned	Ministry of Education	Ministry of Employment and Labor
Implementing institutions	Vocational high schools Junior colleges Open colleges	Public vocational training institutes In-plant vocational training institutes Authorized vocational training institutes Authorized vocational training courses
	Life-long education institutes	Authorized vocational courses offered by life-long education institutes

[Figure 2] Formal Education System



Korean Vocational Education System

Korean Education System



Korean Vocational Education System

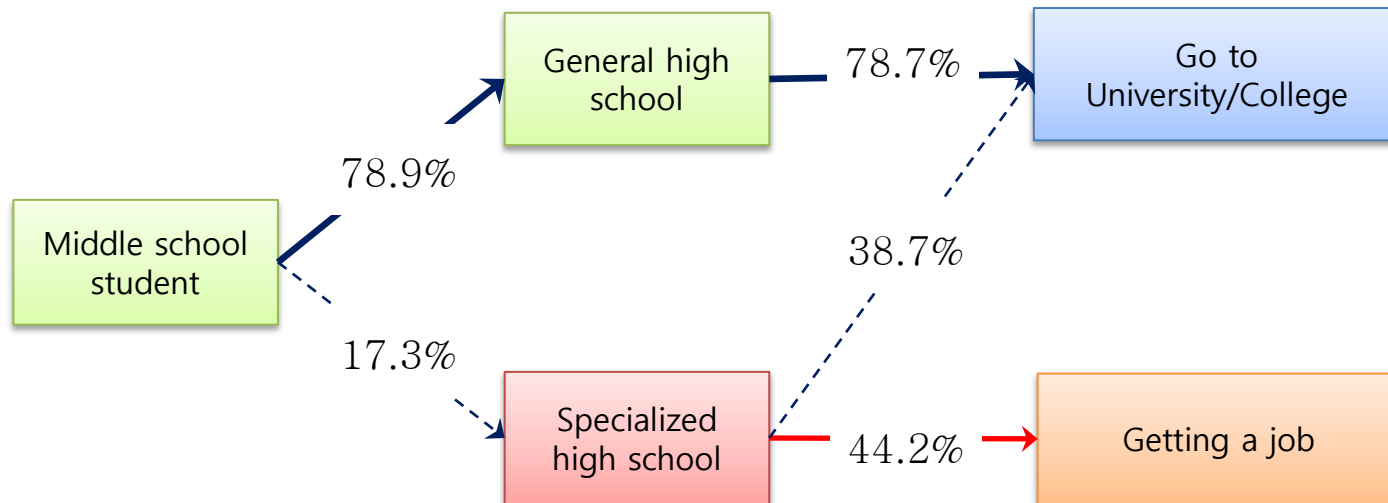
Types of High Schools

- **General high schools**
 - Students study liberal arts.
 - 90% of students aim to go to university.
 - Tight education schedule which runs from 8 am to 9 pm is provided.
- **Specialized (vocational) high schools**
 - Most representative vocational training school in secondary education
 - Specialized high school provides industry-specific education(machine, electronics, agriculture, housework, etc.)
 - Compared to meister high school, the share of industry-academia cooperation and after-school education is small.
 - 30~40% of students get a job after graduation and others go to college or university.
- **Special purpose high schools**
 - Schools that provide specialized education focusing on science, foreign language, art or sports.
 - **Meister high school is included in special purpose high school category.**
***Meister high schools : 100% of students aim to get a job after graduation and very intensive vocational training is provided.**

★High school selection method : students apply for high school of their preference→ students are selected according to screening procedure including grade.

Korean Vocational Education System

Career path of students after graduating middle school (2014)



Enrollment Rate(2016)

- Elementary: 98.1%
- Elementary → Middle School: 94.9%
- Middle School → High School: 94.1%
- High School → University:70.7%(2012:71.3%)

Vocational Education:

- Control by Ministry of Education
- Formal Education

Vocational Training:

- Control by Ministry of Employment and Labor
- Informal Education

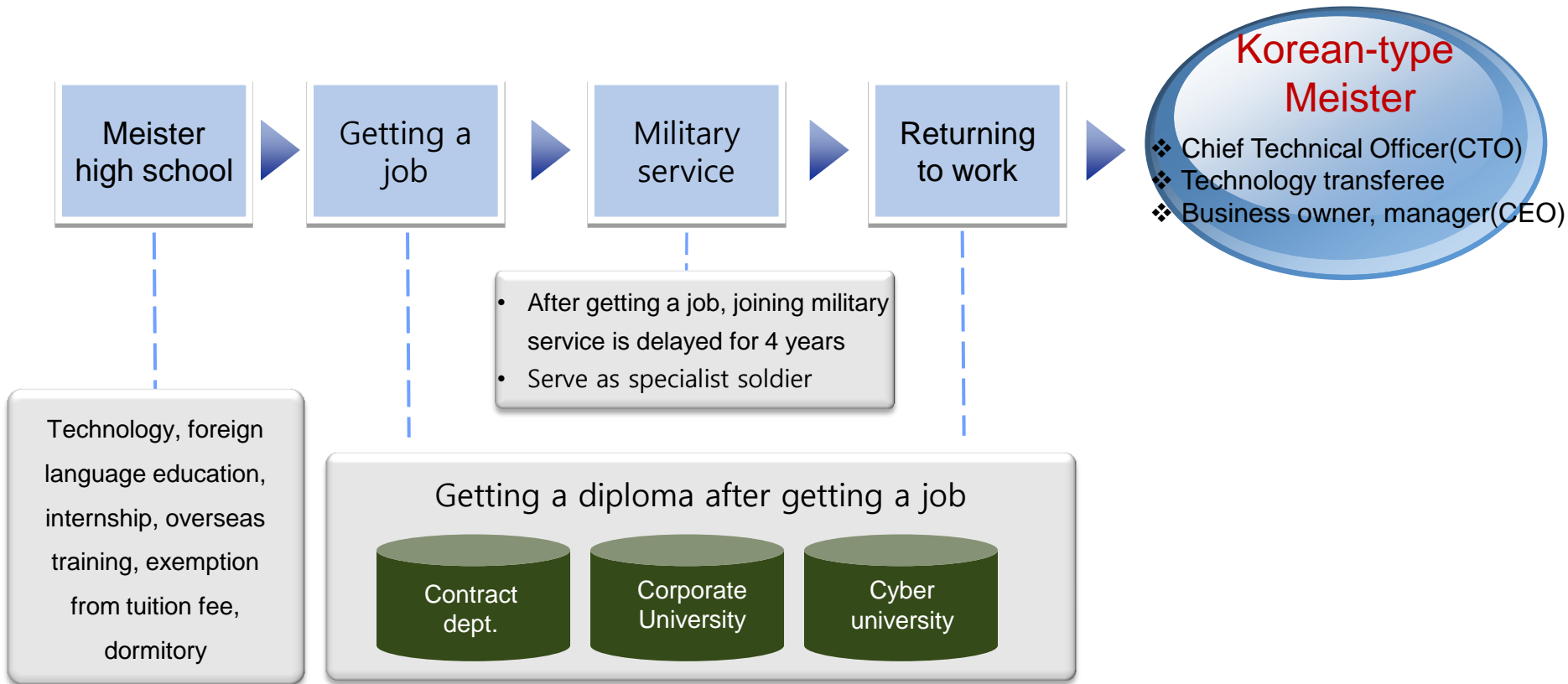
III. Meister High School

- Implemented since 2010 as a national agenda of the previous government to resolve the problems of existing vocational high schools (eg. negative image of TVET, poor career prospect, and etc.).
- High schools that provide tailored curricula directly responding to the demands of industry for the development of professional vocational education (Article 91 (2) of the “Enforcement Decree of the Elementary and Secondary Education Act).
- Some of the existing vocational high schools have been converted to Meister High Schools (targeting 50 Meister High Schools.

Concept of Meister High School

What is Meister High School?(high school that customizing industrial demand)

High school that nurtures young meister where student can develop career as the school is linked with specialized industrial needs of promising field.



Policy to Nurture Korean-type Meister High School(2008)

Policy Overview

- Core vocational education policy pursued by the current government
- Strengthening national-level support to establish meister high school as model to increase the employment of graduates from secondary vocational education schools.

Strategy

① Establish Career Path of Meister High School

- Improved the way to perform military service
(4-year delay in joining the military service after employment)
- Expanded opportunities for them to **obtain diploma** through continuous education
(special admission, contract dept. corporate university)
- Promoted going overseas

② Education Regulatory Reform

- Liberalized educational curriculum and textbook
- Recruited principal among CEOs (Open recruitment)
- Secured **meister faculty**(expansion of adjunct faculty members for both industry and academia)

③ National Support and Cultivation

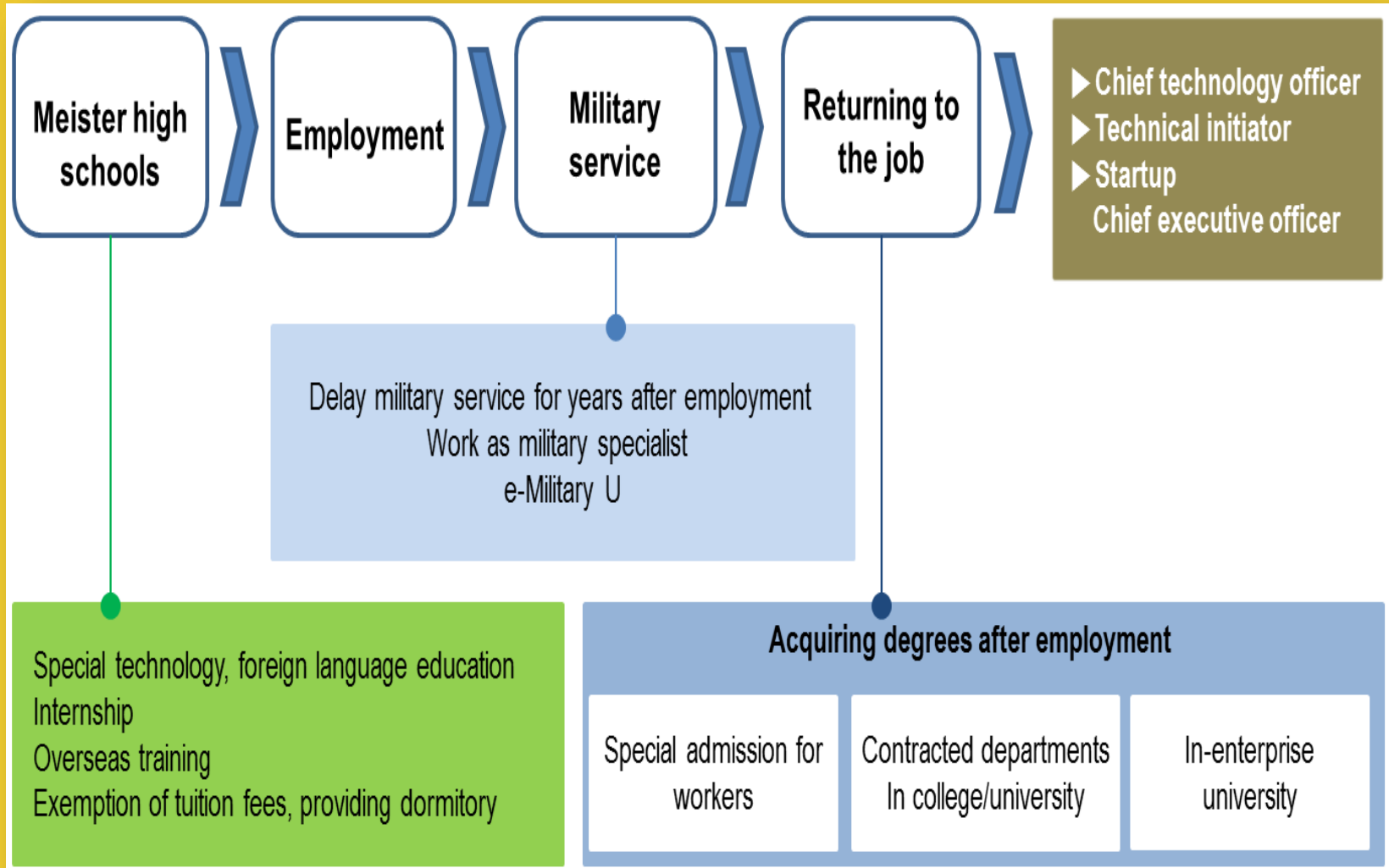
- Supported tuition fee exemption for student and provided scholarship.
- Supported overseas vocational training(studying abroad)
- Expanded facility including dormitory and laboratory.

Current Status of Meister High School Selection

Number of school and student

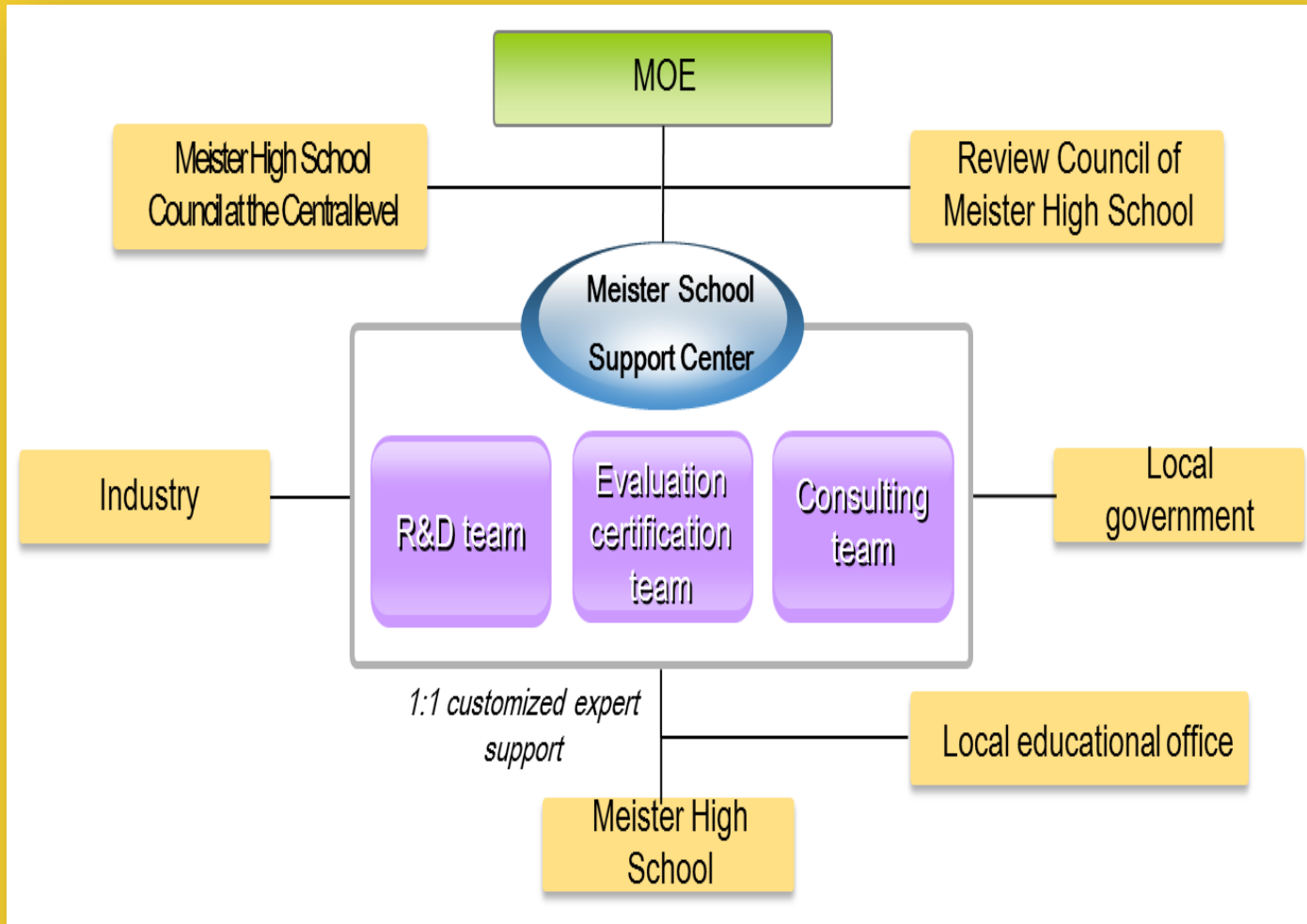
Type	Opening Year	No. of School	Establishment Type			No. of Student
			National	Public	Private	
1,2 nd Meister High School	Mar. 2010	21	3	15	3	3,560
3,4 th Meister High School	Mar. 2012	7	3	4	-	830
5,6 th Meister High School	Mar. 2013	7	-	6	1	780
7 th Meister High School	Mar. 2014	2	-	2	-	120
8,9 th Meister High School	Mar.2015	5	-	4	1	520
10 th Meister High School	Mar.2016	2	-	2	-	140
total		44	6	33	5	5,950

2) Career Path for Meister High School Graduates



3) Role of Center for Meister High Schools (KRIVET)

- Organization



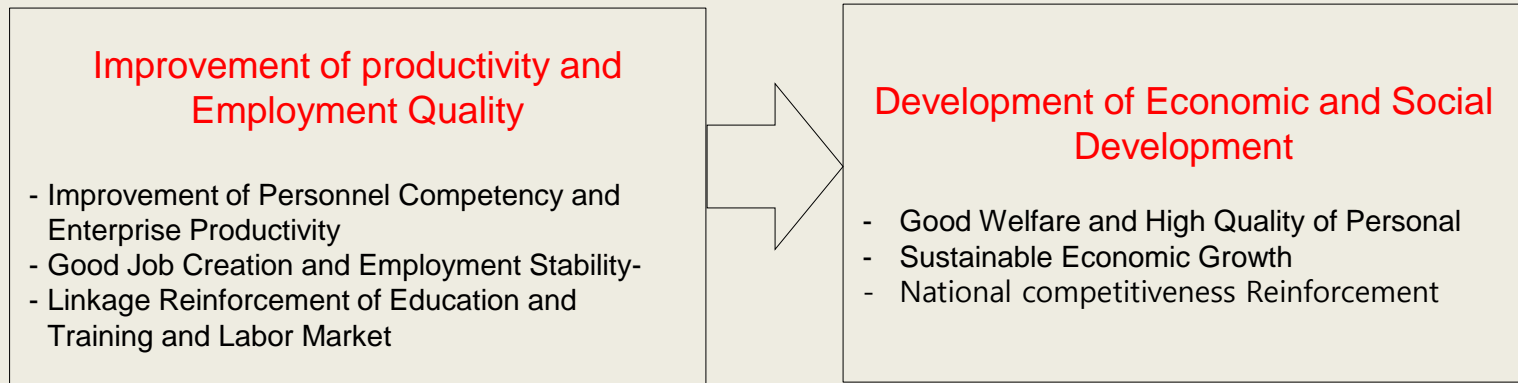
<Table 6> show that the achievements by Meister HS

Classification	Results
Restructuring curriculum towards industry demands	<ul style="list-style-type: none"> • Curriculum development based on <ul style="list-style-type: none"> - Analysis on restructuring curriculum and departments - NCS based learning modules - Analysis of the status of industry and labor demands - Job analysis by the industry experts
Establish culture where high school graduates get a decent job	<ul style="list-style-type: none"> • Industry-school cooperation: 3,054 agreements signed (as of Aug 2014) <ul style="list-style-type: none"> - 83 per school on average • Change of perception for high school graduates/TVET graduates <ul style="list-style-type: none"> - TVET graduates can succeed in technology and engineering field. • Different ministries support the implementation of meister high school policy <ul style="list-style-type: none"> - screening applicants for meister high schools - opening and operation of meister high schools
Diversification of supporting ministries	<p>(Small and Medium Business Administration, Ministry of Land, Infrastructure, and Transport, Ministry of Oceans and Fisheries, Ministry of Agriculture, Food and Rural Affairs, Ministry of Trade, Industry and Energy, Ministry of Science, ICT and Future Planning)</p>
Tangible Outcome of Meister High School Graduates	<ul style="list-style-type: none"> • Most graduates of Meister High school get a job right after graduation.
Highlighted as a new vocational education model	<ul style="list-style-type: none"> • Curriculum development and operation that meet the needs of industrial demand, establishment of cooperative network between industry and academia and various after school activities. • Established as a benchmarking case in specialized high schools and colleges

<Table 7> Graduation and Employment in Meister HS

Year of Graduation	Employment rate of the Graduates
2013	90.3%
2014	91.4%
2015	90.5%

IV. Policy Suggestions and Conclusions



Policy of Skills

- Skill Formation(Reinforcement of Education/Training and Lifelong Learning)
- Smooth Job Openings and Job Hunting: Response to Skill Imbalance
- Analysis of Skill Needs
- System Preparation for Skill Market Transaction invigoration: High Human Resources or Skill Development of High Valued Service sector - Qualification System

Policy Suggestions and Conclusions

- Education and training by human capital contract**
- Restructuring of the skill development system of workers**
- Introduction of job search period(Gap Year) policy**
 - University entrants can choose a job experience period for a year, and the experience can be linked to strong student loan system
- Establishment of the skill development system in service factors**
 - The expansion into skill development in service factors from the existing manufacturing industry-centered skill development.
 - Especially, characteristic skill development such as skill development in high value added service factors and self-employed business skill development

Policy Suggestions and Conclusions

Re-establishment of recognizing results of the learning system in service-related factors

- Establishment of the qualification and certification system by typical characters of skills
- Establishment of the certification system for e-learning and connection between a learning result of high educated persons and the qualification system

Skill for Innovation

- Innovation : Core of Economic Growth
- Importance of creative power and entrepreneurship : involving formal education curriculum, supporting SME's OJT, and supporting budget of university

- TVET must not merely be part of compiling resume qualifications.
- Rather, there should be a process that can efficiently and effectively provide opportunities to acquire skills that will enhance a worker's productivity.
- There is demand for improvements in the quality of vocational education and training to resolve mismatches between job competency and education.
- We must promote the fostering of human resources that meet the demands of industry and business by expanding the TVET system to resolve such mismatches.
- At the same time, we need to expand job placement matching services, while improving their efficiency to reduce the time required for job placement searches.

-Leading sustainable growth by nurturing highly skilled technology experts that can create high value-add products.

-Therefore, HRD should resolve this mismatch of skills and labor supply and its programs should relate to labor market demands, HRD for improvement of quality, relevant education in the global environment, definition of distinct identity and a role of TVET institution. (End)

Thank you !
nclee@krivet.re.kr

Thank you!



감사합니다.
nclee@kriet.re.kr