

## ACTA SESION EXTRAORDINARIA 4805

*Acta de la Sesión Extraordinaria número cuatro mil ochocientos cinco, celebrada por la Junta Directiva del Instituto Nacional de Aprendizaje, en el Hotel Wyndham a las diecisiete horas del nueve de agosto del dos mil diecisiete, con la asistencia de los siguientes Directores: Sr. Minor Rodríguez Rodríguez, Presidente Ejecutivo: Sr. Carlos Humberto Montero Jiménez, Vicepresidente; Sr. Luis Fernando Monge Rojas; Sr. Walter Ruiz Valverde; Sr. Tyronne Esna Montero. Ausentes: Sra. Vanessa Gibson Forbes; Pbro. Claudio María Solano Cerdas; Sra. Alicia Vargas Porras, Viceministra de Educación y Sr. Juan Alfaro López, Viceministro de Trabajo y Seguridad Social, por motivos laborales. Por la Administración; Sr. Durman Esquivel Esquivel, Gerente General y Subgerente Administrativo. Por la Asesoría Legal: Sr. Ricardo Arroyo Yannarella. Por la Secretaría Técnica; Sr Bernardo Benavides Benavides, Secretario Técnico.*

### ARTÍCULO PRIMERO:

#### Presentación del Orden del Día

El señor Presidente, somete a consideración de la Junta Directiva el Orden del Día y no se tienen modificaciones al mismo, por lo que se aprueba de la siguiente manera:

1. Presentación del Orden del Día.

2.- Atención de la Misión de los Representantes de HRD de Corea, Sr. Kim, Un Duck y Sra. Misook Lee.

**ARTICULO SEGUNDO:**

**Atención de la Misión de los Representantes de HRD de Corea.**

El señor Presidente, menciona que esta Sesión Extraordinaria, tiene como objetivo principal, recibir a los señores representantes de HRD, de Corea, Sr. Kim, Un Duck y Sra. Misook Lee, quienes desean saludar y realizar una presentación a los miembros de la Junta Directiva.

Ingresan al Salón los señores Kim, Un Duck y Misook Lee, representantes de HRD, Corea.

El señor Presidente, da la bienvenida a los señores Kim, Un Duck y Misook Lee, representantes de HRD Corea y seguidamente procede a presentar a los señores Miembros de Junta Directiva.

Señala que desea resaltar la colaboración de Corea del Sur, en Proyectos como La Marina de San Carlos y Guácimo de Limón.

Asimismo, debe decir que el interés de HRD Corea es ofrecer capacitación, cerrar la brecha entre empleabilidad, capacitación y desarrollo de PYMES, y continuar con otros proyectos, como desarrollar un centro de capacitación, para que docentes de otros países de la región, puedan recibir capacitación en una sede en Costa Rica.

El señor Kim, Un Duck, Director del Instituto Global para la Transferencia de Habilidades, menciona que tienen relación cercana con el INA desde 2014, e inclusive Invitaron a cuatro docentes ticos, para capacitarse de cara a la competencia de World Skills. Asimismo, hay proyectos que el Gobierno de Corea quiere continuar con Costa Rica.

El señor Presidente, le da las gracias al señor Kim, Un Duck y acota que hace un año se recibió al señor Park, con quien se firmó un Memorándum de Entendimiento.

Los Directores Ruiz Valverde y Esna Montero, resaltan el espíritu de colaboración entre Costa Rica y Corea, y reconocen la ayuda en capacitación técnica y el apoyo en la realización de proyectos bilaterales, de impacto incluso en la región.

Asimismo, destacan también el apoyo técnico, en momentos en que Costa Rica, de reciente ingreso en World Skills, requiere de insumos y capacitación, en destrezas para una mejor participación en estas competiciones.

El señor Vicepresidente Montero Jiménez y el señor Director Monge Rojas, se unen a estas manifestaciones y adicionalmente desean a la delegación de HRD, una feliz estadía, formulando votos para que este espíritu de colaboración se mantenga por mucho tiempo.

El señor Presidente, consulta la opinión de los representantes de Corea, sobre la organización de la reunión de CINTERFOR.

El señor Kim, Un Duck, opina que ha tenido una excelente organización y espera que, así como hace varios años Corea era un país pobre, Costa Rica llegue a ser a mediano plazo, un país desarrollado.

Añade que, para el próximo año, se invitará a alumnos involucrados en World Skills y se realizarán visitas de cooperación técnica.

Se procede con la presentación:



### 1 HRD Korea Performance at a Glance

Field	Project	Project Type	Duration	Budget (Thousand USD)	Ordering Organization	Notes	
Qualification System	Establishment of Vietnam National Technology Qualification System Competence Improvement Project	Dispatch of Experts, Invitational Trainings	'11-'13	921,629	KDICA	Completed	
	Tashkent, Uzbekistan Vocational Training Center Establishment Project	Establishment/Management of Vocational Training Center	'8-'12	584,070	KDICA		
Vocational Training	Assistance in Establishment of Rwanda Integrated Technology Training Center	Establishment/Management of Vocational Training Center	'10-'12	800,000	KDICA		
	Consulting for Cameroon Advanced Vocational Training Center Establishment	Establishment/Management of Vocational Training Center	'10-'15	3,086,000	Export-Import Bank		
	Management of Vocational Training Center in Bagram, Afghanistan (PMO)	Management of Training Center	'11-'12/ '13-'14/ '16-'15	2,101,320/ 5,394,320/ 2,363,511	KDICA		
	Consulting for Expansion of Nicaragua Vocational Training Center into 9 Centers	Establishment/Management of Vocational Training Center	'12-'15	1,492,572	Export-Import Bank		
	Establishment of Uganda Vocational Training Center	Establishment/Management of Vocational Training Center	'12-'16	1,016,406	KDICA		
	Consulting for Establishment of Azerbaijani Vocational Training Center	Establishment/Management of Vocational Training Center	'15-'18	2,100,000	Export-Import Bank		In Progress
	Project for Vietnam Vocational Colleges	Management of Vocational Training Center	'16.5 - '16.11	1,095,000	KDICA		Completed
	Korea-Iraq Vocational Training Center	Management of Vocational Training Center	'16-'19	1,484,000	KDICA		In Progress
Skills Competition	Namibia National Skills Competition	Skills competition	'15-'16	360,000	UNESCO	Completed	

### 1 HRD Korea Performance at a Glance

Invitation Training / Workshop in 2016

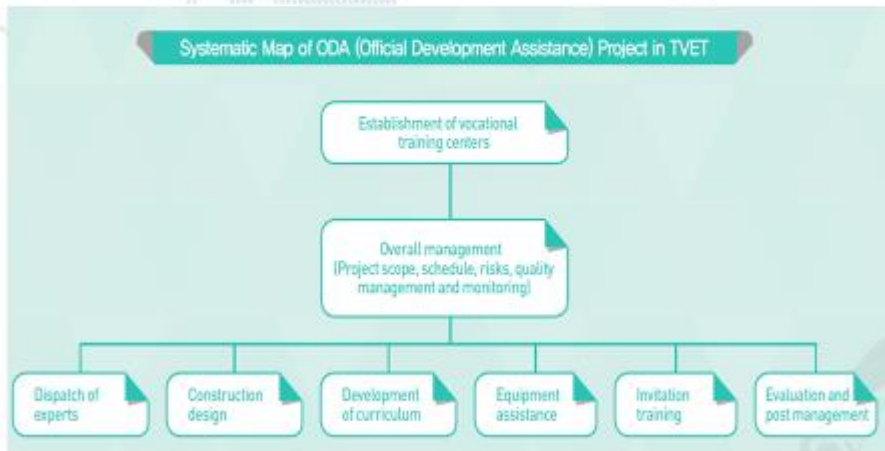
Number	Training/Workshop	Date	Number of Participants
Total			557 People
1	Training for Namibia Skills Competition Experts	1.26-2.5	27
2	Special training for TVET in Azerbaijan	2.5	13
3	Training for Namibia Skills Competition Officials	3.28-4.3	37
4	Workshop for ITEC Masterplan in Egypt	4.16-4.22	55
5	Invitation training for officials from Ministry of Education of Azerbaijan	4.25-4.30	3
6	Teachers' training for Ministry of Education of Azerbaijan	5.10-5.11 / 5.12-5.13	34
7	KDICA Global Training for TVET	5.1-5.28	10
8	Training for Namibia Skills Competition Officials	5.18-5.20	44
9	Training for Namibia Skills Competition Officials	6.27-7.1	25
10	Invitation Training for teachers of Egypt ITEC Masterplan	7.9-9.7	30
11	Invitation Training for high-officials of Egypt ITEC Masterplan	7.9-7.23	10
12	Training for Namibia Skills Competition Officials	7.25-7.29	14
13	Training for Namibia Skills Competition Officials	8.22-8.25	28
14	Training for Teachers from Malaysian Ministry of Education	8.9-8.22	5
15	Workshop for Vietnam vocational colleges	5.1-11.30	100
16	Invitation training for Myanmar government officials	9.4-9.8	5
17	Invitation training for Colombo Plan Staff College for Technician Education	10.2-10.9	35
18	ILD TVET training for Asian Countries	10.5-10.4	53
19	Invitation training for Myanmar officials	10.31-11.4	8

**2 Package of International Cooperation**



**2 Package of International Cooperation**

**Technical and Vocational Education and Training**



**2 Package of International Cooperation**

• Establishment of vocational training centers •



On-site workshop on establishment of Azerbaijani vocational training center



On-site meeting on establishment of Cameroon vocational training center



Installation of equipment for Cameroon vocational training center



Completed Cameroon vocational training center



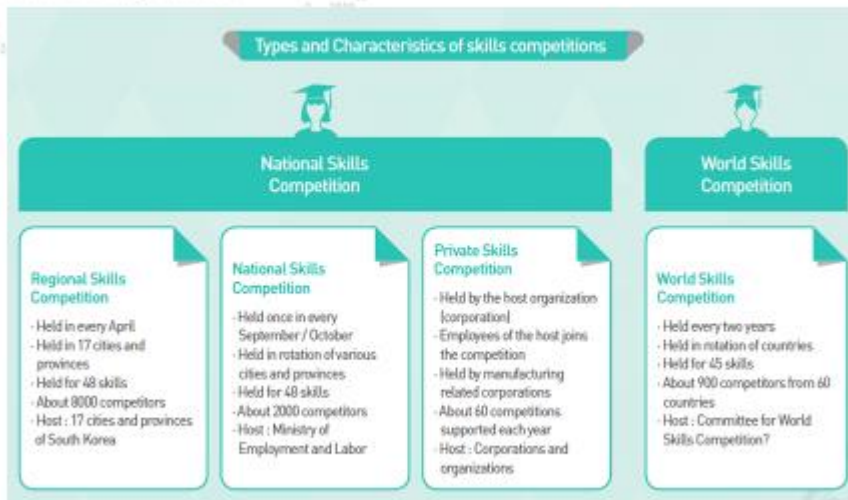
Training for Egyptian ITEC policy makers



Dispatch of experts for establishment of Uganda vocational training center

**2 Package of International Cooperation**

**Skills Competition**



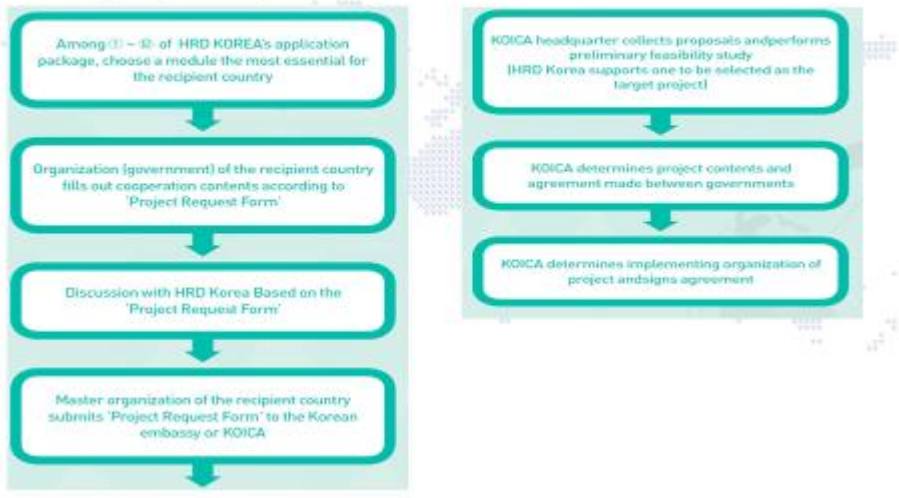
**2 Package of International Cooperation**

• Namibia skills competition and Invitation training for Mongolia •



**3 ODA(Official Development Assistants)**

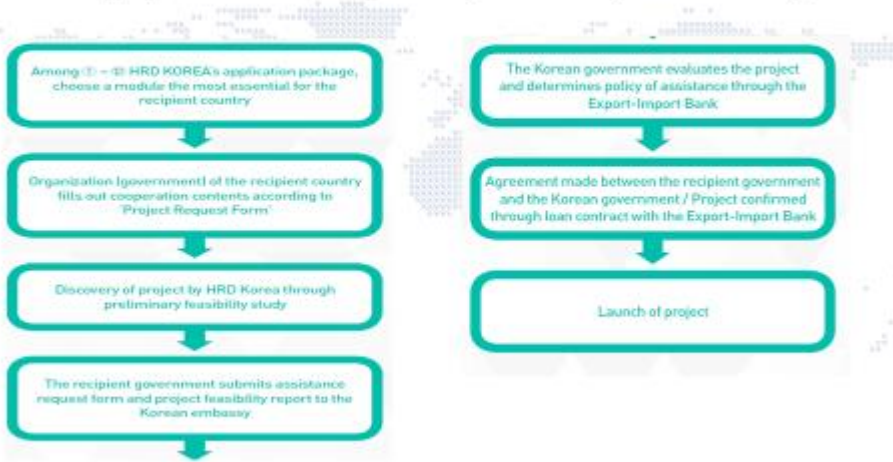
**Grant Type (KOICA)**





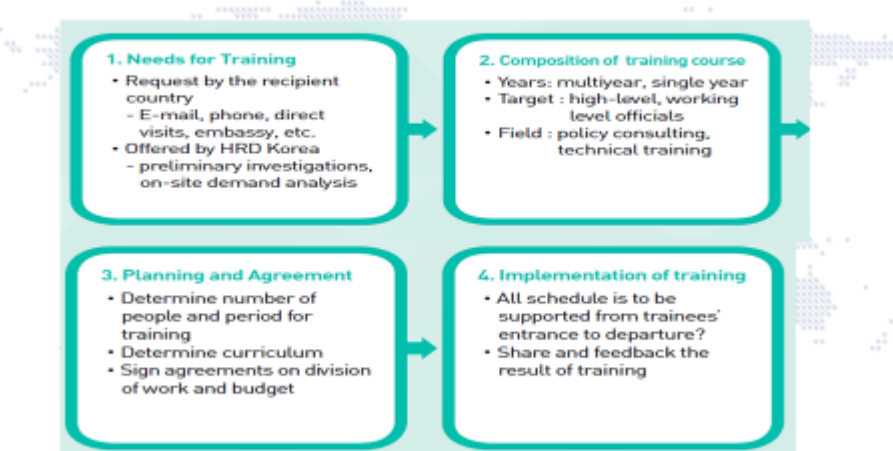
**3 ODA(Official Development Assistants)**

**Loan Type (EDCF-Economic Development Cooperation Fund)**



**4 Customized Training Program / Experts Dispatch**

**Fund : a recipient country**





◻ Web Design ◻ Welding ◻◻ Web Design ◻◻ Refrigeration ◻◻◻ Electricity

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# Thank you

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## Korea's approach to bridging the gap between TVET and employability

### Contents

- I.** Introduction of HRD Korea and GIFTS
- II.** Background
- III.** Policy Measures for the gap
  - Competency Oriented Society
  - NCS(National Competency Standards)
  - Work-Learning Dual System

## Introduction of HRD Korea

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### 1. Overview of HRD Korea

- Government funded-organization under MOEL
- 1,342 employees(as of March, 2017)
- 1 billion USD of annual budget
- Organizational Structure
  - Headquarters
  - 2 affiliated-institute(including GIFTS)
  - 6 regional offices and 18 local offices
  - 16 EPS\* Centers(Overseas)
  - \* Employment Permit System
- Main business
  - Competency Development
  - Competency Assessment
  - Advanced Skills Promotion
  - Global Employment
  - International Cooperation



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HRD KOREA <sup>3</sup>

## Introduction of HRD Korea

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### 2. Overview of GIFTS(Global Institute for Transferring Skills)

- Location : Incheon
- Opening : March 25, 2013
- Area : 14,242m<sup>2</sup>
- Size : 5-story building, accommodates up to 200 people at a time
- Trade : 42 training skills
- Main business
  - Skills Promotion Support
  - Advanced Skills Transferring
  - Skills Competition
  - Global Networking
  - K-HRD Export



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## Korea's approach to bridging the gap between TVET and employability

**Contents**

**I.** Introduction of HRD Korea and GIFTS

**II.** **Background**

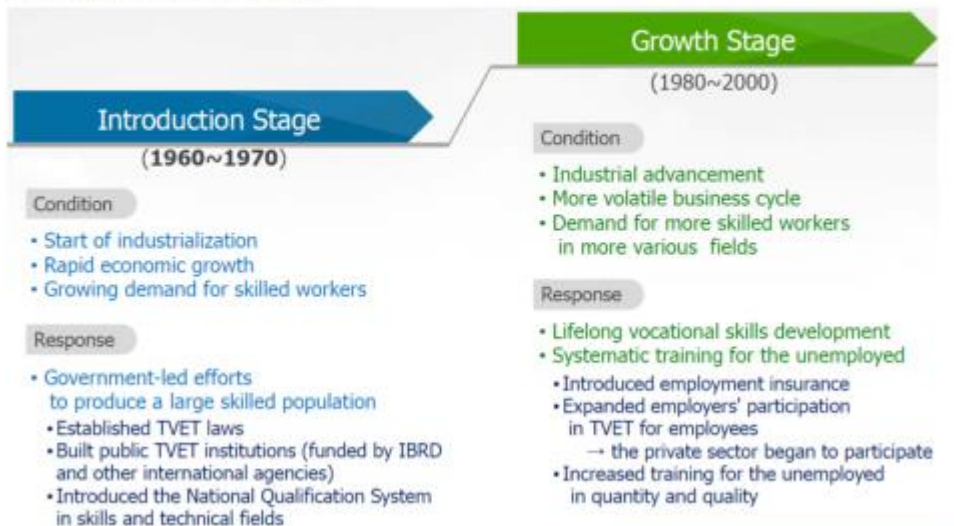
**III.** Policy Measures for the gap

- Competency Oriented Society
- NCS(National Competency Standards)
- Work-Learning Dual System

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### Factors of the Korean Economic Growth – TVET Policies

#### Changes in TVET Policies



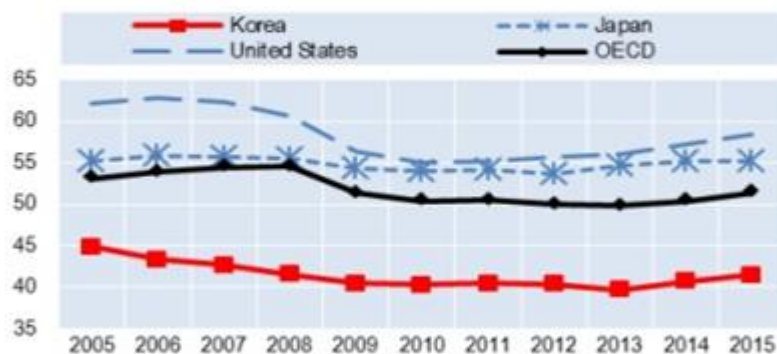
## Problems - Mismatch between labor market and TVET

- **Severe Global Competition, Rapid changes in technology, Low Growth rate, Low employment rate, and skills mismatch**
- **Mismatch between labor supply and demand**
  - ✓ High unemployment rate of college graduates vs Labor shortage in SMEs
    - The unemployment rate for youth aged 15 to 29 was 10.9%, and the number of unemployed who have more than college graduates has reached 609,000. (Statistics Korea, April 2017).
    - The shortage rate in Small-and-medium-sized manufacturing industry was 9.6%, indicating a chronic shortage of manpower(KBIZ, 2013 SMEs Manpower Survey)
  - ✓ It takes 56.1 days and 3,500 USD average to re-educate the new employee (Korea Chamber of Commerce, 2011)
  - ✓ Total cost for the new employee before engaging in the actual work estimates 52,604 USD (Korea Employers Federation, 2008)

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## Problems - Low youth employment rate

Korea's youth employment rate is 41.5%, 10%p lower than OECD average(51.4%) as of 2015, according to the OECD



[Figure 1.2]

Source: Society at a Glance 2016 – A Spotlight on Youth, OECD

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## Korea's approach to bridging the gap between TVET and employability

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### Competency Oriented Society

- Great change to competency oriented society with several governmental projects
  - *Development and use National Competency Standards*
  - *TVET and Qualification Systems based on NCS*
  - *Work-Learning Dual System based on NCS*







## NCS Sample

NCS Example – Welding		
Large Category	Material	
Medium Category	Metal Material	
Minor Category	Welding	
Name of Qualification	Manual Welding (CO2 Welding)_L4	
Level	4	
	Unit of Competency	Element
Core	Apply Occupational Health and Safety in shielded metal arc welding	Understand welding safety regulation
		Check welding surroundings in the workplace
		Check welding safety gear
		Check safety
		Check material of safety and health
Elective	Build up bead in shielded metal arc welding	Set up welding condition
		Weld straight bead
		Weld weaving

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## Range of NCS use



Carrying out the project for NCS package development from 2009 to spread NCS utilization

Division	NCS Package Contents		
Industry	Career development path, self-assessment tools, checklist for recruitment, placement, and promotion, Job description	TVET	Training standards
		Qualification	Testing Standards

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## Utilizing NCS in TVET

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### Reforming school education based on NCS

- Supporting development of NCS-based learning modules
- Test operating an NCS-based specialized high school: Chungnam Technical High School, Gwangju Technical High School, Yang Young Digital High School
- Specialized business for junior college: 84 NCS-based colleges(as of June 2016)

### Development of Learning Modules based on NCS

- NCS-based Learning Modules(8,530 textbooks for 847 sub-divided categories) have been developed by MOE

### Public & Private In-service training based on NCS

- 230 public institutions and 1,890 private corporations have received NCS consulting(as of 2017) to implement in-service training and to employ workers based on NCS

## Utilizing NCS for Qualification

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### Improving qualification types and assessment methods

- Redesign National Technical Qualification types
- Reforming NCS-based Testing standards
- Reorganizing assessment methods based on industrial sites
- Reforming and supplementing NCS-based questions
- 615 Qualifications based on NCS have been developed

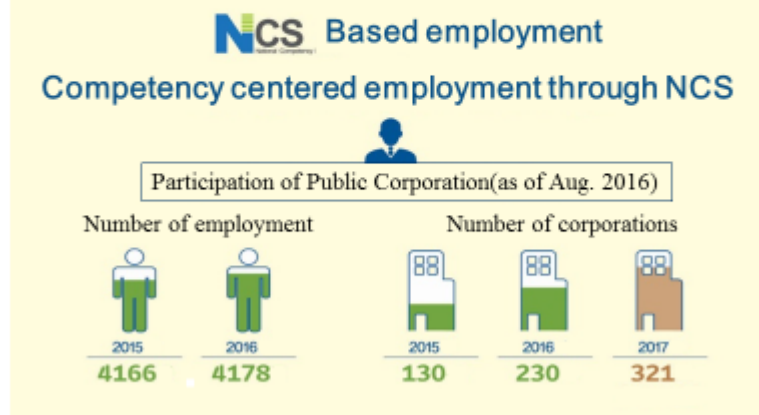
### Establishing National Qualification Framework(NQF)

- Presenting equalization for mutual connection with job education and training, qualifications and on-site experiences
- Implementing detailed tasks by the basic plan for establishing NQF

## NCS-based Employment

### Competency centered employment through NCS

- All public institutions employ their workers through NCS after receiving NCS consulting
- Number of Certified NCS consultants: 1,810 (as of March 2017)



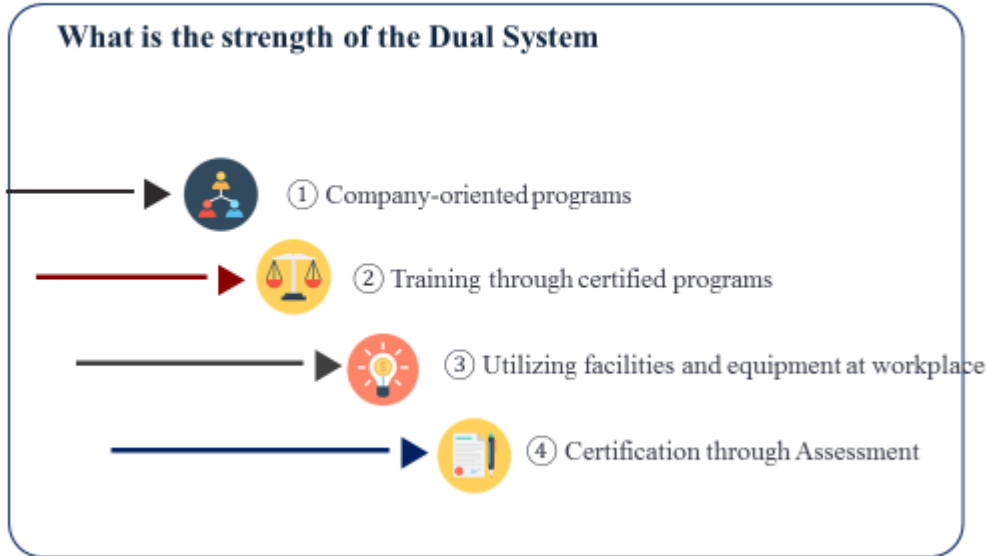
## Utilizing NCS at Workplaces: Work-Learning Dual System

### Overview

## A new paradigm of TVET “Apprenticeship customized for Korea”



**Work-Learning Dual System - Characteristic**



**Work-Learning Dual System - Comparison**

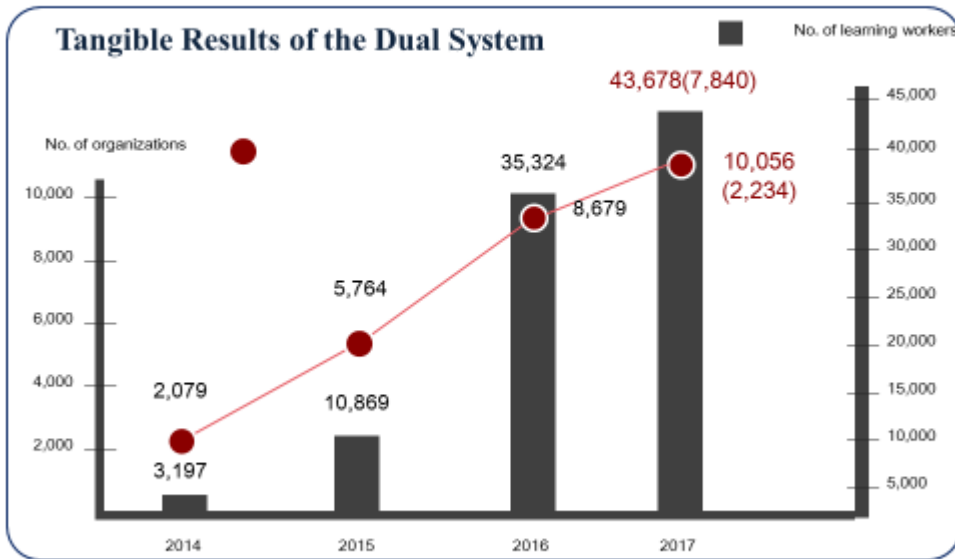
**System Comparison between Korea and Germany**

Classification		Korea	Germany
Education	Regular Education	▲	○
	Target	Youth 15 years or older	Youth around 16 years who are in secondary education phase
	Period	1 ~ 4 years	3 ~ 3.5 years
Employment	Legal Status	Workers	Trainees protected by labor law
Government support	Training Cost	Supported by Employment Insurance Fund	On Company
	Certification	○	○

**Work-Learning Dual System - Types**

	Employee Level	Student Level		
		Industry linked Apprenticeship School	Uni-Tech	IPP(Industry Professional Practice)
Operation	A worker employed by the company, work and learn at the same time	Link between regular high school education and training by the corporations Guarantee employment after graduation	Link between regular high school education, regular college education, corporations Guarantee employment after graduation	Training system which ties expected university graduates(by hiring) and corporations
Target	New employee worked less than one year	first year students of the specialized high school (from the second semester)	Second year students of the specialized high school	Third and fourth year students of university
Period	1-4 years	1.5-2.5 years	3.5-4 years	1-1.5 years (From beginning of senior year in college – 6 months after graduating from college)

**Outcome – Dual System**



## Outcome – Dual System

### Tangible Results of the Dual System



91.1% of learning workers are regular workers



Level of corporate satisfaction 4.1 out of 5(KRIVET, 2016)



The average earning of learning workers is 1.3 times as much as minimum wage



Productivity per person is 17,120 USD, higher than others(12,041USD/person)



Presidential award for Job Creation(HRD Korea, 2016)



OECD's recommendation – Expand the Work-Study Dual System, using NCS (OECD Economic Survey on Korea, 2016)

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## Call for Participation-Quality Apprenticeship Workshop in Korea



한국산업인력공단  
HUMAN RESOURCE DEVELOPMENT SERVICE OF KOREA

### CARTA DE INVITACIÓN de HRD Korea y OIT CINTERFOR



#### HRDKorea y OIT CINTERFOR Taller sobre

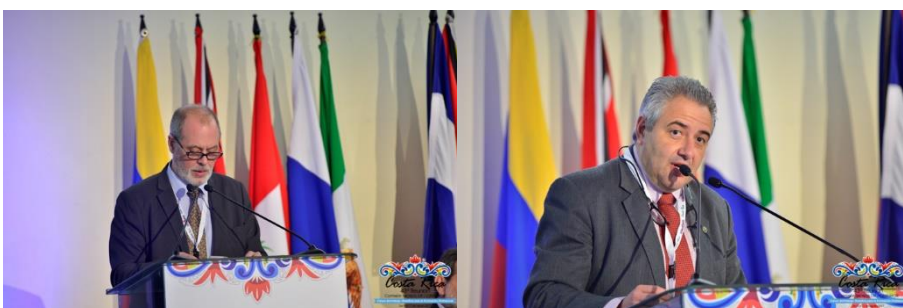
Aprendizaje de calidad: una estrategia para promover el trabajo decente para los jóvenes y mejorar la productividad en las PYME.

**20-23 de septiembre de 2017, Seúl, República de Corea**

Sra. Misook LEE, coordinadora del programa HRDKorea  
([mslee@hrdkorea.or.kr](mailto:mslee@hrdkorea.or.kr)) **by no later than August 25, 2017**

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El señor Presidente, agradece a los representantes de HRD, Corea, por su presencia en esta Sesión de Junta Directiva. Se retiran del Salón de Sesiones.

Al ser las veinte horas con quince minutos, finaliza la Sesión.

APROBADA EN LA SESIÓN 4806