

2014 Modularization of Korea's Development Experience: Vocational Training of Persons with Disabilities in Korea

2014

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Vocational Training of Persons with Disabilities in Korea

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 Ministry of
Employment and Labor

Korea Employment Agency
for the Disabled
Employment Development Institute





Preface

The study of Korea's economic and social transformation offers a unique window of opportunity to better understand the factors that drive development. Within about one generation, Korea transformed itself from an aid-recipient basket-case to a donor country with fast-paced, sustained economic growth. What makes Korea's experience even more remarkable is that the fruits of Korea's rapid growth were relatively widely shared.

In 2004, the Korean Ministry of Strategy and Finance (MOSF) and the Korea Development Institute (KDI) launched the Knowledge Sharing Program (KSP) to assist partner countries in the developing world by sharing Korea's development experience. To provide a rigorous foundation for the knowledge exchange engagements, the KDI School has accumulated case studies through the KSP Modularization Program since 2010. During the first four years, the Modularization Program has amassed 119 case studies, carefully documenting noteworthy innovations in policy and implementation in a wide range of areas including economic policy, administration-ICT, agricultural policy, health and medicine, industrial development, human resources, land development, and environment. Individually, the case studies convey practical knowhow and insights in an easily accessible format; collectively, they illustrate how Korea was able to kick-start and sustain economic growth for shared prosperity.

Building on the success during the past four years, we are pleased to present an additional installment of 19 new case studies completed through the 2014 Modularization Program. As an economy develops, new challenges arise. Technological innovations create a wealth of new opportunities and risks. Environmental degradation and climate change pose serious threats to the global economy, especially to the citizens of the countries most vulnerable to the impacts of climate change. The new case studies continue the tradition in the Modularization Program by illustrating how different agents in the Korean society including the government, the corporations, and the civil society organizations, worked together to find creative solutions to challenges to shared prosperity. The efforts delineated include overcoming barriers between government agencies; taking advantage of new opportunities opened up through ICT; government investment in infrastructure; creative collaboration between the government and civil society; and painstaking efforts to optimize

management of public programs and their operation. A notable innovation this year is the development of two “teaching cases”, optimized for interactive classroom use: Localizing E-Government in Korea and Korea’s Volume-based Waste Fee System.

I would like to express my gratitude to all those involved in the project this year. First and foremost, I would like to thank the Ministry of Strategy and Finance for the continued support for the Modularization Program. Heartfelt appreciation is due to the contributing researchers and their institutions for their dedication in research, to the former public officials and senior practitioners for their keen insight and wisdom they so graciously shared as advisors and reviewers, and also to the KSP Executive Committee for their expert oversight over the program. Last but not least, I am thankful to each and every member of the Development Research Team for the sincere efforts to bring the research to successful fruition, and to Professor Taejong Kim for his stewardship.

As always, the views and opinions expressed by the authors in the body of work presented here do not necessarily represent those of the KDI School of Public Policy and Management.

December 2014

Joon-Kyung Kim

President

KDI School of Public Policy and Management



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Summary

This report is created to provide help for cooperating countries to develop and implement policy for vocational training for persons with disabilities by presenting the history and experience in the field of Korean vocational training for disabled persons from its introduction to present.

The Korean government established the Korea Employment Agency for the Disabled (KEAD) in 1991 following the introduction of the Quota System for the Employment of the Disabled in 1990 to improve weak human resources services for persons with disabilities. The government has been implementing vocational training programs for this population mainly in the Vocational Ability Development Centers of KEAD, and thanks to a series of policy changes, the program has shown positive effects.

When the achievements of the vocational training program are assessed by each achievement objective, the following can be found: The objective of strengthening demand-based vocational training indicates that more than 90% of the trainees who had completed the training were employed, a very high percentage. The ratio of employment by companies with more than 50 full-time employees, an indicator of a good workplace, also keeps rising. To foster skilled manpower demanded by companies, the NCS-based training system has been introduced. With regard to reinforcing training for the severely disabled, the participation rate has been increasing recently and their satisfaction level is quite high. Also, to overcome the difficulties caused by disabilities in participating in the training program, specialized training by type of disability is now practiced. In expanding vocational competency development training, the rate of getting a job in comprehensive training which supports training expenses is on the rise. For accessibility, the number of

local training centers is being increased. Finally, the indicators that present effectiveness of training such as possibility of getting a job, wage income and job satisfaction, are positive. Customized training, on which KEAD's capability is especially focused, shows a higher employment rate than general training.

The disabled population of Korea is 2.15 million as of 2013 and it is clear that the disabled are aging and their disabilities become more severe with age. In terms of economic activity of the disabled, their employment rate and economic activity participation rate is lower and their unemployment rate is twice higher than the general population. Also, there are many people with disabilities who look for jobs in the labor market but companies say there are not enough disabled people appropriately trained for employment. Against this backdrop, the Korean government is actively intervening in these matters.

The "Principle of Obligatory Employment of the Disabled Legislation" of ILO 1923, enforces government's social responsibility and obligation to serve persons with disabilities and insists that the government acknowledge the economic value of disabled people. Following the recommendation of the ILO, the Korean government has implemented obligatory employment of the disabled. Vocational training of disabled persons has been developing continuously through many changes through the present time as a central part of the employment policy for the disabled.

The grounds for implementing vocational training for the disabled is found in the "Employment Promotion of Disabled Persons Act" of 1990 and revised later in 2000 as the "Employment Promotion and Vocational Rehabilitation of Disabled Persons." The strategy for promotion and detailed action plan of the vocational training is handled in mid-to long-term project plans and five promotion plans for employment of the disabled. Currently, five Vocational Competency Development Centers for the Disabled are operating and expanding the opportunities of comprehensive training for disabled people by supporting training costs at private and public training institutes. The budget for the vocational training program mainly comes from "contributory charges" collected from business owners.

Based on the comprehensive analysis of vocational training for the disabled, the strong points of Korea's program are suggested as follows:

First, based on the Quota System for the Employment of the Disabled, the system of vocational training was established in a short period of time. The vocational training system includes not only physical factors such as training centers, facilities, equipment, manpower and budget, but also software such as legal foundation, job regulation, training methods, and training support programs.

Second, the government's and public organizations' mid- to long-term plan including a five-year plan for promoting employment of the disabled has successfully created and sustained vocational training programs for Korea's disabled people. At present, the 4th five-year plan for promoting employment of the disabled (2013~2017) is being implemented and vocational training under the plan is the major policy implementation part in the plan.

Third, the vocational training program costs tens of billions of Won and its budget is covered by the Quota Levy System for Employment of the Disabled. This system, in every country that implements a quota system for the employment of the disabled, helps secure the budget for vocational training for the disabled in a stable way.

Fourth, the Korean government moved its focus from general training to customized training, reflecting the demand from companies and the disabled. Of great importance, customized training produces excellent employment outcomes.

Fifth, KEAD is raising the ratio of the severely disabled in job training institutes exclusively for the disabled and implementing various programs to support the training of the severely disabled. Also the Agency is responding to the various training demands of people with disabilities by intensifying specialized training by type of disabilities.

Sixth, Korea is expanding training opportunities for the disabled by financially supporting the training cost of other training organizations run by the public and private sectors other than the job training centers for the disabled. Also by improving accessibility of the severely disabled people who lack mobility, they are able to take the training courses.

Seventh, Korea improves the social perception of disability by hosting a Vocational Skill Contest of the Disabled every year and by publicizing the excellence of the skilled manpower of the disabled.

Based on the research, the country's experience in vocational training for the disabled suggests that developing countries may benefit from following the lessons learned in Korea, in particular, adopting an effective quota system for employment of the disabled, creating government-oriented mid- to long-term plans, securing budget through a contributory charge system, establishing training systems that meet the demand of companies and the disabled, and improving social perceptions on the manpower of the disabled.

2014 Modularization of Korea's Development Experience
Vocational Training of Persons with Disabilities in Korea

Chapter 1

Objectives and Achievements

1. Purpose and Objective
2. Assessment of Achievements

Objectives and Achievements

1. Purpose and Objective

1.1. Purpose of Program

With the introduction of Quota Employment System for the Disabled in 1990, KEAD was established and vocational training for the disabled began in full scale. The “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act,” which is the legal foundation of Quota System for the Employment of the Disabled, seeks promotion of employment and job rehabilitation for disabled citizens so that people with disabilities can work and enjoy a standard of living that they can afford. Article 12 of the Act stipulates that the State should provide vocational skill development training programs for disabled persons to help them have a working life suited to their expectations, aptitude, and abilities. Therefore, vocational skill development training has the following purposes that accord with the philosophy of the Act: Vocational skill development training programs for the disabled should increase employment and promote job security of the disabled by fostering skilled manpower that corresponds with the demand of companies and the disabled citizens themselves.

Figure 1-1 | View of Korea Employment Agency for the Disabled
(<http://www.kead.or.kr>)



1.2. Objectives of Program

When we look into the internal and external environment of vocational training for the disabled, we often hear internal voices saying that severely disabled-centered employment services and customer-oriented job training are needed; we also hear voices insisting that businesses and public agencies need the skilled manpower of the disabled. Meanwhile, the government is focusing on a program called “Government 3.0,” that features transparency, information sharing, communication and cooperation, a 70% employment rate and job creation.

Reflecting current conditions, the objectives of the program include strengthening demand-oriented vocational training, reinforcing vocational training for the severely disabled and expanding competency development of the disabled, as shown in <Table 1-1>. The achievements cannot be measured quantitatively, so non-metric indicators are suggested.

The index of achievement to assess the objective of strengthening demand-oriented vocational training is the rate of employment in companies (with more than 50 regular employees) upon which are imposed an employment quota, and the rate of employment among trainees who completed training. The achievement index to assess the objective of

reinforcing vocational training for the severely disabled is their rate of participation in the training and the degree of satisfaction expressed by trainees. The achievement index for expanding competency development of the disabled is the employment rate among trainees who received their training from other institutes. Non-metric indices are creation of NCS (the National Competency Standard)-based vocational training system, intensification of training support and increasing accessibility to training for the severely disabled.

Getting a job, along with wage and job satisfaction, are the indicators measuring effectiveness—the extent to which the program is properly implemented to meet its objectives.

Table 1-1 | Achievement Objectives and Achievement Indices

Achievement Objective / Effectiveness	Achievement Indices
Demand-oriented Vocational Training	Rate of getting a job by trainees who completed training; Rate of getting a job in a workplace with an employment obligation (more than 50 full-time employees); Building NCS (National Competency Standard)-based vocational training system
Reinforcing Vocational Training for the Severely Disabled	Rate of participation in the training by the severely disabled; Satisfaction of training in vocational competency development centers; Intensifying training support for the severely disabled (non-metric)
Expanding Vocational Competency Development of the Disabled	Rate of getting a job by trainees of other training institutes Increasing accessibility to training (non-metric)
Employment and Economic Effect	Getting a job; Wage; Job satisfaction

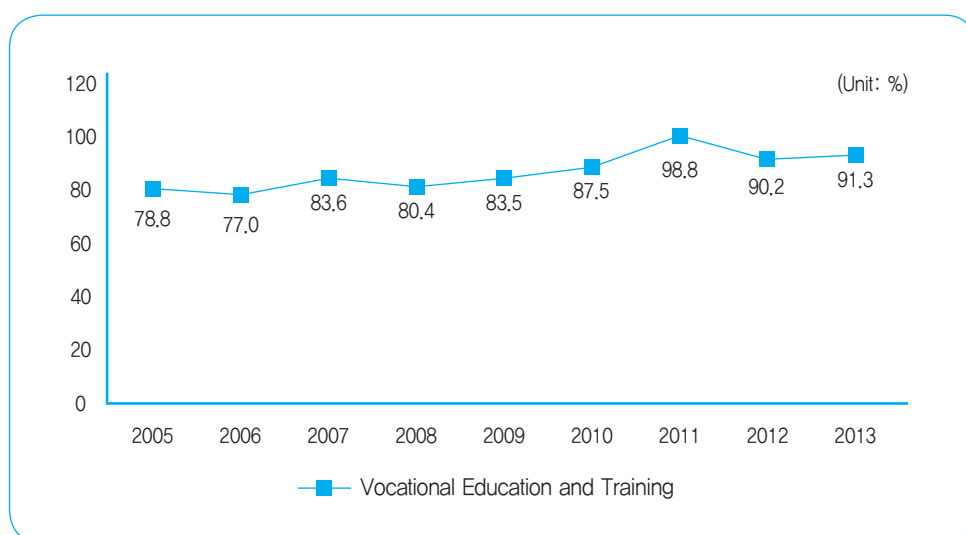
2. Assessment of Achievements

2.1. Strengthening Demand-based Vocational Training

2.1.1. Employment Rate of the Trainees Who Completes Training

The employment rate of the trainees who took training in one of KEAD's Vocational Competency Development Centers presented in [Figure 1-2]. The employment rate has risen from 78.8% in 2005 to 90.2% in 2012, and to 91.3% in 2013. The employment rate of the past 3 years is more than 90%, a very high rate.

Figure 1-2 | Trend of Employment Rate of Vocational Competency Development Center (for the disabled) (2005~2013)

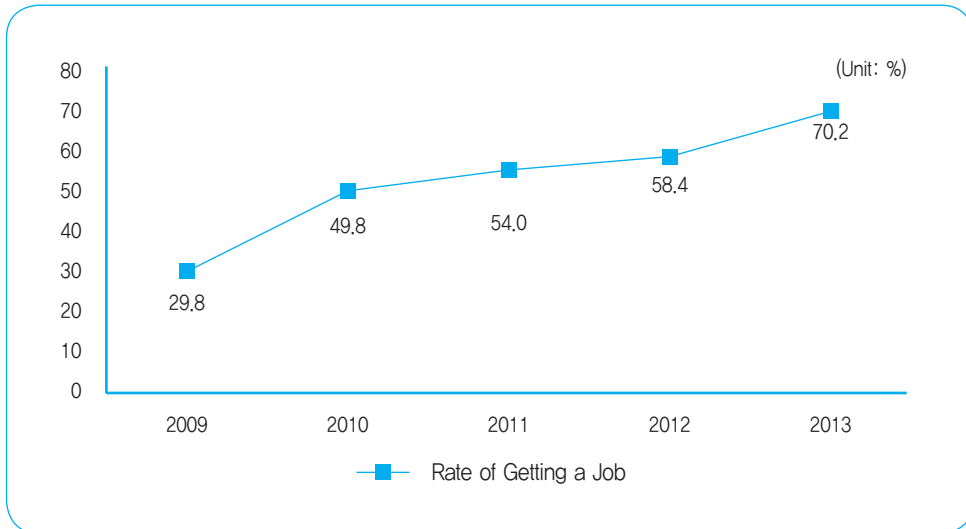


Source: KEAD Program Implementation Condition (2005~2013).

2.1.2. Rate of Getting a Job in Workplaces with an Employment Quota

The rate that trainees of Vocational Competency Development Centers run by KEAD get jobs in workplaces with an employment quota (which has more than 50 regular employees) is shown in [Figure 1-3]. The rate keeps increasing, from 29.8% in 2009, 49.8% in 2010, 54% in 2011, 58.4% in 2012 and 70.2% in 2013, indicating that the quality of the jobs for those people completed training is improving.

Figure 1-3 | Rate of Getting a Job in Workplaces with Employment Obligation (2009~2013)



Source: KEAD administration DB (2009~2013).

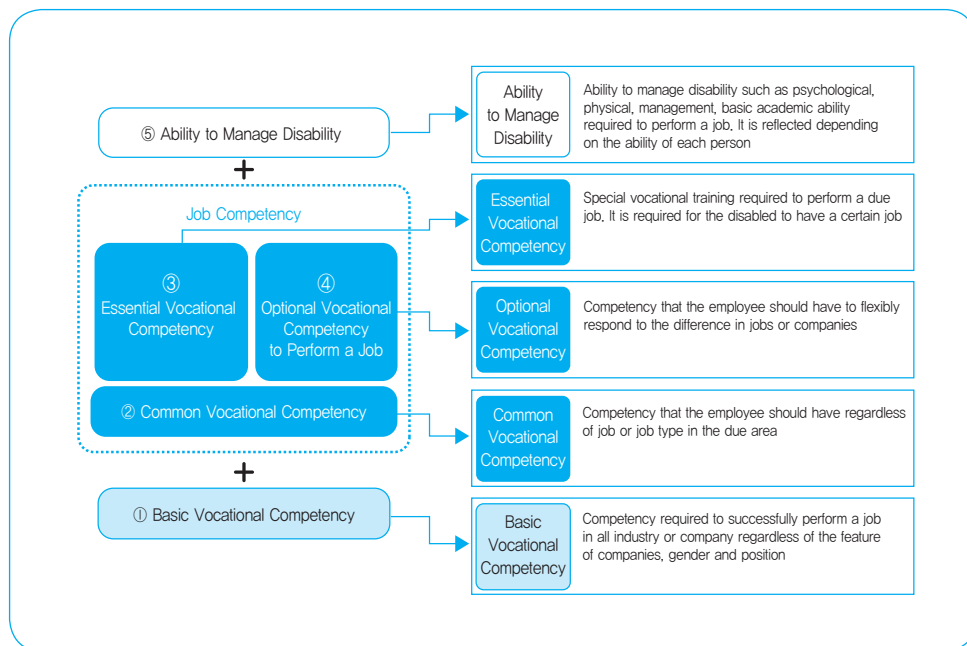
2.1.3. Building NCS (National Competency Standard) Based a Vocational Training System

The study guide for vocational training which reflects the features of disability is insufficient, so KEAD established the NCS-based vocational training system for the disabled. NCS is the National Competency Standard, in which knowledge, skills and culture required by industry is systematized by each industry and level. The progress of the NCS-based vocational training system construction can be divided into three stages. In the first stage (2011), a detailed training standard for each type of job was prepared; during the second stage (2012), standards for facilities and equipment for each type of job were established. In the third stage (2013), plans for education and training operations and study guides for 60 types of jobs were published as an e-book, maximizing its utility.

“Vocational Competency Development Training System for the Disabled” was created in the same way with the establishment of a system for the non-disabled based on “Notification of Standard of Training for Job Competency Development,” but supplemented with the addition of a job rehabilitation program which is necessary for the disabled. However, in the NCS-based vocational competency development training system, disability management competency, which is different from that of the non-disabled, is added from the planning

stage of detailed training by each type of job. The “Vocational Competency Unit” -centered field work part (vocational training for those with intellectual disabilities and autism) and web-accessible jobs (job training for the visually disabled) which are operated only for the vocational competency development training for the disabled, comprise the system. The NCS-based vocational training system appears in [Figure 1-4].

Figure 1-4 | NCS Based Vocational Training System for the Disabled



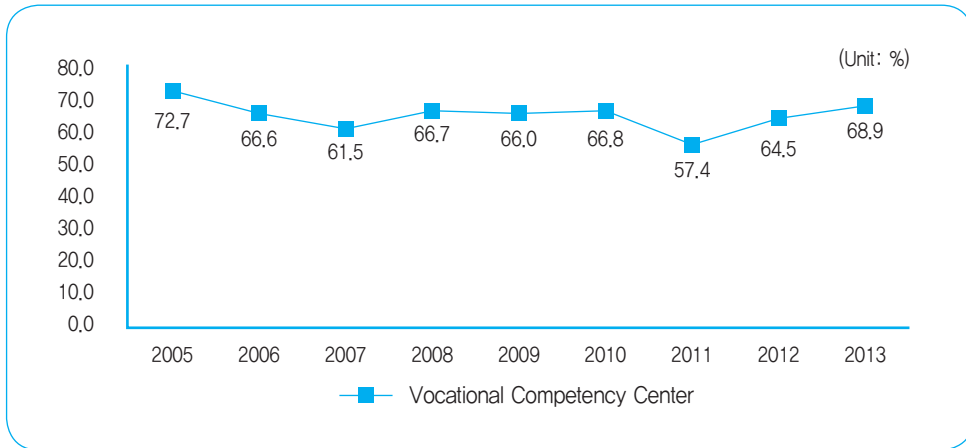
Source: KEAD internal data.

2.2. Concretizing Vocational Training for the Severely Disabled

2.2.1. Ratio of the Severely Disabled Among Trainees

The ratio of the severely disabled among trainees is presented in [Figure 1-5]. Among the trainees who have completed training, the severely disabled were 72.7% in 2005, 66.5% in 2006, 61.5% in 2007, 66.7% in 2008, 66.0% in 2009, 66.8% in 2010, 57.4% in 2011, 64.5% in 2012 and 68.9% in 2013. Considering that the ratio of the severely disabled in the overall disabled population is 32.6% (as of 2013) the average 65.7% participation rate is notably high.

Figure 1-5 | The Ratio of the Severely Disabled among Disabled Trainees who Completed Training (2005~2013)



Source: KEAD Administration DB (2005~2013).

2.2.2. Customer Satisfaction

The satisfaction of trainees in Vocational Competency Development Centers is suggested in [Figure 1-6]. The satisfaction credit of trainees is 83.6 in 2009, 83.8 in 2010, 88.7 in 2011, 84.3 in 2012 and 84.4 in 2013. The average of the past five years is 85.0, which means that the trainees are fairly satisfied.

Figure 1-6 | Satisfaction of Trainees (2009~2013)



Source: Customer satisfaction survey on public organizations (2009~2013).

2.2.3. Intensifying Training Support for the Severely Disabled

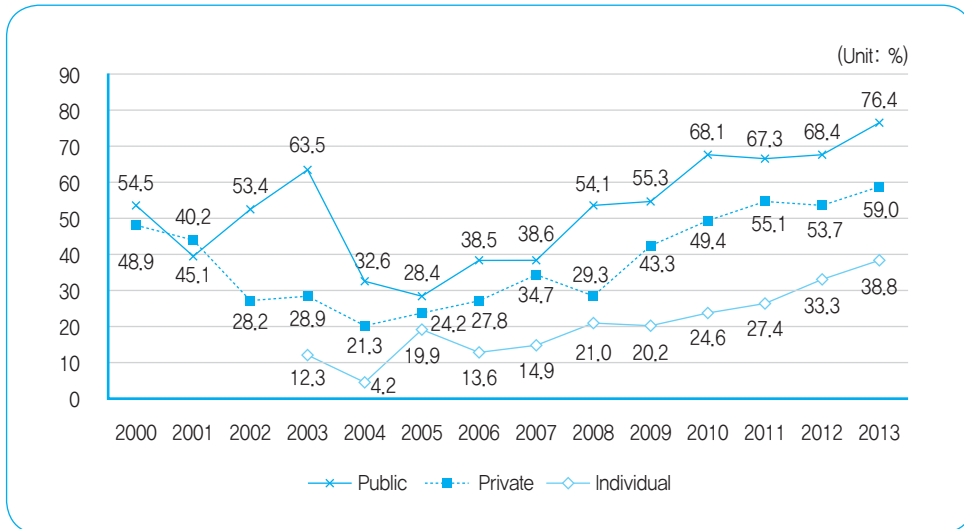
To provide more effective vocational training for the severely disabled who have special difficulties in getting a job, KEAD specialized each Vocational Competency Development Center for a particular disability: Ilsan center for hearing impairment; Busan for mental disorders; Daegu for visual impairment; Daejeon for intellectual disability; Jeonnam for disability caused by brain lesion; and enabled them to develop training methods, guides and aids for each type of disability. In addition, KEAD has developed and provided five kinds of support programs for general training to minimize obstacles that people with disabilities face. The Agency also conducted a vocational training implementation program which is a re-assessment process to provide opportunities for the severely disabled who failed in selection assessment to join a training program. As a result of such efforts, the participation of the severely disabled has gradually increased in recent years.

2.3. Expansion of Developing the Capabilities of the Disabled

2.3.1. Rate Employment Job by Trainees of Other Training Organizations

To assess whether the disabled are provided with various opportunities for vocational training, we looked in to the getting-a-job rate of trainees of other training institutes that receive financial support. The result appears in [Figure 1-7]. As of 2013, in the case of individual training expense support, the getting-a-job rate is 38.8%, the rate of private training institutes is 59.0% and the public training institutes (Korea Polytechnics) rate is 76.4% showing that the public institutes do best of all. Private organizations come next and individual training is the last. The annual getting-a-job rate shows continuous increase from all three types of training. Based on these figures, we estimate that the result of the policy to expand the opportunities for vocational training for the disabled is positive.

Figure 1-7 | Rate of Getting a Job by Trainees of Other Training Organizations (2000~2013)



Source: KEAD Administration DB (2000~2013).

2.3.2. Strengthened Accessibility to Training

KEAD plans to establish demand-based training centers in metropolitan areas in 2014 to overcome adverse accessibility exacerbated by geographical limits and will gradually expand training centers reflecting the demand for training in the long term. Also, in an effort to promote accessibility through cooperation between organizations, customized courses are operated in connection with Korea Polytechnics, and a vocational competency development center for the developmentally disabled has been co-established with Seoul Metropolitan Office of Education. In addition, e-learning content and web-applications are developed for the severely disabled who lack mobility to take training courses whenever or wherever they may be offered.

2.4. Assessment of Effectiveness

The result of an assessment on effectiveness of vocational competency development of the disabled is as follows: The disabled who received vocational training are 2.6 times more likely to get a job than those who are not trained (Jun et al., 2011). The data used for the analysis were based on 227,364 job seekers registered in KEAD's employment data system for three years. The Logit method which controls for the variable of time was used for this analysis. The employment effectiveness by training type shows that the disabled who received customized training are 5.1% more likely to be employed than those who received general training (Nam & Lee, 2013). The data used in this analysis are based on three years and 3,737 trainees who finished training and registered in KEAD's LMS (Learning Management System), and are analyzed with Propensity Score Weighted Least Squares to control training-type selection bias.

With regard to the wage-income effect, average wages of the disabled who received vocational training are 13.2% higher than those who have not received vocational training. Also, job satisfaction—a marker of successful employment—of those who received vocational training is 13.2% higher than those who are not trained (Lee, 2008). For the analysis, the “Survey on the Disabled Laborers 2005” was utilized and analyzed with Heckman 2-Stage Estimations to be free from selection bias.

Considering those research results, the vocational competency development program for the disabled is estimated to have contributed successfully to the employment of disabled people.

2014 Modularization of Korea's Development Experience
Vocational Training of Persons with Disabilities in Korea

Chapter 2

Background of Introducing Vocational Training for Persons with Disabilities

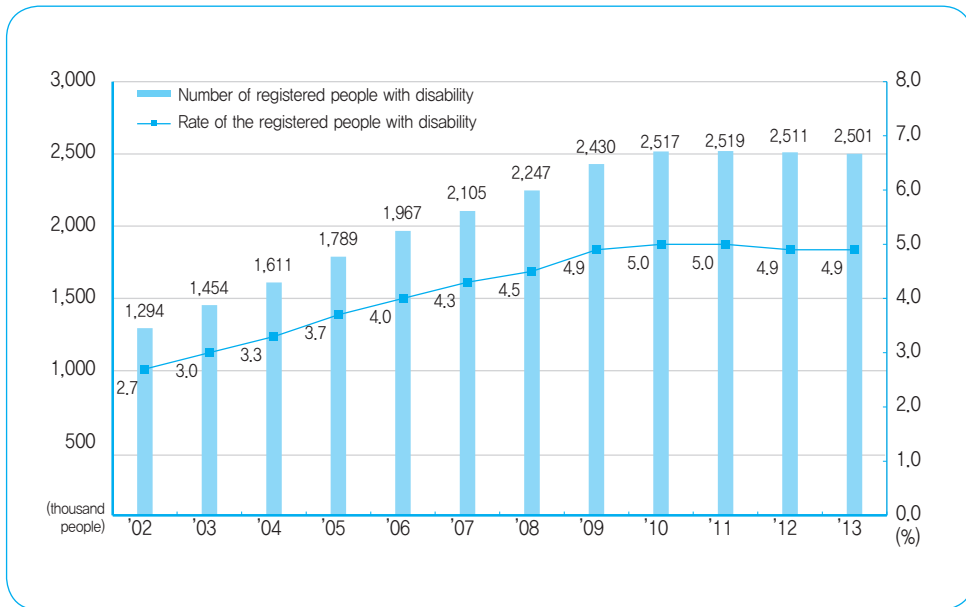
1. Background of Introduction
2. Major Reasons and Causes of Introduction
3. Major Policy Making Process
4. Overseas Cases

Background of Introducing Vocational Training for Persons with Disabilities

1. Background of Introduction

[Figure 2-1] shows that the disabled population of Korea consists of 2.15 million who are registered as of 2013, which is 4.9% of the total population. The number of the disabled and the ratio of the disabled population keep increasing but the increase has been stagnant for the past few years. According to the survey of disabled persons by the Korea Institute for Health and Social Affairs (KIHASA) (2011), 90.5% of the causes of disability are acquired after diseases and accidents. Looking into the major features of the disabled population, we find that the degree of disability becomes severe and the people are aging as the severely disabled are 32.6% of the total, and people over 50 years old comprise 72.2% of the total disabled population.

Figure 2-1 | Disabled Population

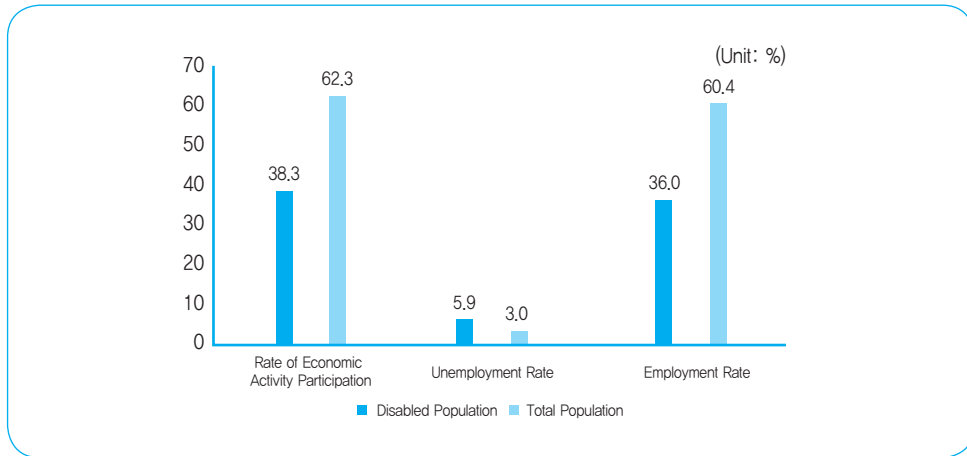


Source: Ministry of Health and Wealth.

KEAD's survey on economic activity of the disabled (2013) indicates that the number of registered disabled persons over 15 years old is 2,457,626 and 38.5% of them are engaged in economic activity either by employment or unemployment. The number of the employed is 885,025, indicating a 36% employment rate and the number of unemployed is 55,354, which is a 5.9% rate of unemployment. The labor force participation rate and employment rate of the disabled are remarkably lower and the unemployment rate is twice higher than those of the total population.

Meanwhile, 90.5% of the unemployed hope to have paid jobs and 265,170 or 17.5% of those who are not engaged in economic activity wish to have jobs in the future.

Figure 2-2 | Labor Force Participation Comparison Between the Disabled and Total Population (population over 15 years old)



Note: 1) Labor force participation rate=(economically active population/population over 15 years old)×100

2) Unemployment rate=(number of the unemployed/ economically active population)×100

3) Employment rate=(number of the employed/population over 15 years old)×100

Source: Economically Active Population Survey (Statistics Korea, 2013), survey on economic activity of the disabled (KEAD, 2013).

According to KEAD’s survey on economic activity of the disabled, the reasons that some companies do not employ people with disabilities although they are willing to do so, are “because there is no appropriate disabled human resources apparatus for jobs(47.7%)” and “because there are no disabled applicants (25.4%).” These results indicate that an employment policy that enables the supply of disabled workers to meet the demand of companies is urgently required.

With regard to the demand and supply within the labor market for the disabled, it is true that there are many job seekers but not enough appropriately trained people who can perform the jobs that companies demand. In this circumstance, raising and providing a skilled labor force among the disabled that meets the companies’ demand is in line with government-level human resources development.

Table 2-1 | Reasons that Companies Intend to Employ the Disabled but Do Not

(Unit: %)

	Total	Obligation	
		Non-obligatory (less than 50 full-time employees)	Obligatory (More than 50 full-time employees)
Did Not Recruit at All	16.5	16.9	6.4
Not Aware How to Recruit the Disabled	3.9	4.0	1.1
There were No Appropriate Disabled People	47.7	46.8	76.3
There were No Disabled Applicants	25.3	25.6	16.0
Temporarily Not Employed but will soon be Employed	5.4	5.5	0.1
Others	1.2	1.2	0.1
Total	100.0	100.0	100.0

Source: Companies' employment of the disabled (KEAD, 2013).

2. Major Reasons and Causes of Introduction

A vocational competency development program for the disabled had been implemented in a variety of forms before the advent of the Quota System for the Employment of the Disabled such as welfare centers for the disabled run by the Ministry of Health and Wealth, “vocational rehabilitation training” operated by vocational rehabilitation institutes, “vocational education” conducted by special schools of the Ministry of Education and “vocational training” by public or authorized vocational training institutes of the Ministry of Employment and Labor. Although there is a rehabilitation training system for those disabled by industrial disasters and disabled veterans, the program can be categorized by the three types mentioned above. However, as these training programs had limited resources and limited eligible trainees, they could not meet the training demand of the disabled.

Vocational Training for the Disabled before the Introduction of Quota System for the Employment of the Disabled:

- In 1962: The training supported by “Veterans Benefit and Compensation Act,” “Veterans Benefit Appointment Act” and “Benefit Recipient Veterans Vocational Rehabilitation Act” were enacted for disabled veterans and represent the very beginning of vocational training for the disabled.
- In 1963: “Enforcement Decree of the Industrial Accident Compensation and Protection Act” was enacted as a provision for a vocational rehabilitation service to those disabled by industrial disaster
- In 1981: After the enactment of “Welfare Act for Physically and Mentally Disabled,” vocational training for the disabled was conducted in welfare centers in large cities as a part of the vocational rehabilitation education.
- In 1984, 450 vocational trainees in social welfare centers supported by the Ministry of Social Welfare were employed.
- In 1985: Six training organizations under the Human Resources Development Service of Korea provided vocational training for 30 people with mild disabilities and in 1986, “Basic Vocational Training Act” was implemented to employ the disabled.

Vocational training for the disabled was implemented in full scale with the introduction of the Quota System for the Employment of the Disabled. In this regard we looked into the background of the introduction of the quota system. Internationally, employment policy for people with disabilities began as a protection measure for the people who became disabled in doing meritorious deeds that contributed to the nation; the policy was developed in a direction to expand the number of recipients eligible for the services.

In Korea, employment policy for the disabled also developed from the protective measures for the people who contributed to the nation as soldiers and police and the number of beneficiaries of the policy was thus expanded. Through the enactment of the “Veterans Benefit Act” in 1950, the “Police Benefit Act” in 1951 and the “Veteran Benefit Recipient Employment Act” in 1961, programs of employment protection and vocational rehabilitation for those thus eligible were initiated. With the enactment of the “Enforcement Decree of the Industrial Accident Compensation and Protection Act” in 1963, vocational rehabilitation policy for the disabled in industrial workplaces was implemented. As the “Special Education Promotion Act” was established, policy for people with disabilities other than soldiers took shape.

As the international trend of policy for the disabled changed to highlight the importance of economic activity and labor rights of the disabled after the 1980s, the Korean government started to establish policies in line with the trend. The UN designated 1981 “the Year of the Disabled” and adopted WPA (World Programme of Action Concerning Disabled Persons)

for realization of the rights of the disabled and proclaimed the years from 1983 to 1992 as the “Decade of Disabled Persons.” The ILO adopted the “Vocational Rehabilitation and Employment (Disabled Persons) Convention 1983” and Korea now entered a new stage of welfare provision for the disabled by establishment of the “Welfare Act for Physically and Mentally Disabled” in 1981 and designation of a “Day for Persons with Disabilities.”

In 1982 for the first time in Korea, employment promotion, job development and support for employment for the disabled were legislated in the “Employment Security Act.” Despite the development in the policy for the disabled, the actual effect of the institution was so weak that the demand for guarantees for the social participation and labor rights of the disabled was high. Due to lack of specific details and effectiveness in the “Welfare Act for Physically and Mentally Disabled” and the “Employment Security Act,” related people requested enactment of more comprehensive and enforceable employment-related special acts as in other countries.

In 1984 Assemblyman Jeong-hoon Jeong and 30 others drafted the “Employment Promotion Act for the Physically and Mentally Disabled,” but it was tabled due to expiry of the National Assembly term. In December 1987 just before the opening of Seoul Paralympics 1988, employment of the disabled became a part of the presidential election campaign promises and the basis for the current employment policy which focuses on obligatory employment. The Council of Organizations of Disabled People and people from related fields cooperated and formed a joint committee for action for the establishment of the Employment Promotion Act for the Disabled. The council and its supporters created and operated the Welfare Committee for Disabled from September 15, 1988 to August 28, 1989. In December 1988, a bill to establish obligatory employment of the disabled was brought to the National Assembly by four ruling and opposition parties and through revision and unification of the four separate bills, the “Employment Promotion of Disabled Persons Act” was passed (Sim, et al., 2012).

The “principle of compulsory employment of the disabled legislation” of ILO 1923, enforces the government’s social responsibility and obligation for people with disabilities and insists that the government should acknowledge the economic value of those people. According to the recommendation of ILO, the Korean government has implemented a compulsory employment system for the disabled. Vocational training of persons with disabilities keeps developing with many changes through the present as a core part of the employment policy for the disabled.

Since its introduction in 1991, the obligatory employment system keeps changing. Description of and major changes in the system are noted in <Table 2-2>. To make the compulsory employment system effective, Korea has been implementing the Contributory Charge System since 1991, mandating the employment of the disabled. As the Contributory Charge System is the main financial source of employment promotion programs for the disabled, it is very important. The description and major changes to the Contributory Charge System are suggested in <Table 2-2>.

Table 2-2 | Quota System for the Employment of the Disabled in Korea

Program Outline	Program
<ul style="list-style-type: none"> • Imposing Obligation of Employing a Certain Ratio of the Disabled to Business Owners '91~ 	<p>A. Quota System for the Employment of the Disabled</p> <ul style="list-style-type: none"> ○ Levy the obligation of employing a certain ratio of disabled employees to public organizations and private companies with 50 or more employees and governmental and administrative organizations ○ For effective implementation of obligatory employment, it is stipulated that companies and organizations have to submit "report on the plan and current status of the disabled employment" and those with more than 100 employees have to pay the contributory charges and the list of companies that do not employ the mandated number of disabled will be disclosed <p>B. Business owners' obligation of employing the disabled</p> <ul style="list-style-type: none"> ○ Owners of businesses with more than 50 employees have to employ more than 2.5% (round off to the nearest whole number) of the total employees from among the disabled <p>C. "Special Act to Promote Obligatory Employment Rate of the Disabled by Public Institutions</p> <ul style="list-style-type: none"> ○ The obligatory employment rate for public institutions is 3% of full-time laborers under the "Act on the Management of Public Institutions" and local public enterprises under "Local Public Enterprises Act" <p>D. Obligatory Employment of Disabled Persons by the State and Local Governments</p> <ul style="list-style-type: none"> ○ The head of the state and local governments should employ at least more than 3% (round up to the nearest whole number) of their prescribed number of public officials from the disabled ○ (other than public officials) In the case that the head of state and local government employs other than public officials, they shall apply the regulation of employment obligation of the disabled and contributory charge system to the employed disabled (obligatory employment rate: 2.7%)

Program Outline	Program
<ul style="list-style-type: none"> • Imposing obligation of employing a certain ratio of the disabled to business owners '91- 	<p>E. Double counting of the severely disabled ('10~)</p> <ul style="list-style-type: none"> ○ Employment of the severely disabled persons is calculated as employing twice of the disabled (However, when the working hours per a month is less than 60 hours, the number is counted as it is) <p>F. Method of calculating full time employees</p> <ul style="list-style-type: none"> ○ Employee who works more than 60 hours and 16 days per month under "Labor Standards Act" (excluding the severely disabled) is a full-time employee <p>G. Formulation of employment plan for disabled persons</p> <ul style="list-style-type: none"> ○ The Minister of Employment and Labor may order business owners of the company with more than 50 employees to submit employment status report on previous year and plan for the pertinent year by January 31 and the status report for the first half of pertinent year (as of June) by July 31 <p>H. Reflecting the performance of employing the disabled to public sector assessment</p> <ul style="list-style-type: none"> ○ Government Performance Evaluation (Office for Government Policy Coordination): It is reflected on the implementation management of special policy (1~3 points) ○ Policy Evaluation on local government (Ministry of Security and Public Administration): The ratio of the disabled officials and newly employed disabled is reflected to the balanced performance index (8.4 out of 100) ○ Management evaluation on state owned company and quasi government agency (Ministry of Strategy and Finance): It is reflect to the detail evaluation of recommended policy for the government (0.3~0.5 points) ○ Management evaluation on local public enterprise (Ministry of Security and Public Administration): It is reflected to the evaluation of local public enterprises (1.5~10 points) <p>I. Reflect to the evaluation by Office of Education (Ministry of Education)</p> <ul style="list-style-type: none"> ○ Employment of persons with disability is reflected to the evaluation index to connect to financial support (0.4~2 points)

Program Outline	Program																
	<p>【Relevant Statute】 Relevant Statute</p> <ul style="list-style-type: none"> 「Employment Promotion and Vocational Rehabilitation of Disabled Persons Act」 																
	<p>【Process details】</p>																
	<table border="1"> <thead> <tr> <th data-bbox="422 459 518 496">Year</th> <th data-bbox="518 459 1189 496">Changes in System</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 496 518 730">1991</td> <td data-bbox="518 496 1189 730"> <ul style="list-style-type: none"> Obligation of making efforts to employ 2% of total government officials from the disabled and obligation of 2% classified recruitment of the disabled were levied and exceptional jobs were acknowledged Obligatory employment of 2% of the employees was levied on the companies with more than 300 full-time employees (But, 1% in 1991 and 1.6% in 1992) </td> </tr> <tr> <td data-bbox="422 730 518 807">2000</td> <td data-bbox="518 730 1189 807"> <ul style="list-style-type: none"> In government, effort regulation changed to obligation regulation </td> </tr> <tr> <td data-bbox="422 807 518 852">2004</td> <td data-bbox="518 807 1189 852"> <ul style="list-style-type: none"> Expansion to private sector (300 employees→50 employees). </td> </tr> <tr> <td data-bbox="422 852 518 958">2005</td> <td data-bbox="518 852 1189 958"> <ul style="list-style-type: none"> 1/2 of basic contributory charge for employing the disabled less than 1% was added and 1/2 of the charge for employing the severely disabled was deducted </td> </tr> <tr> <td data-bbox="422 958 518 1228">2006</td> <td data-bbox="518 958 1189 1228"> <ul style="list-style-type: none"> Government sector: the range of exceptional application was reduced Private sector: the rate of exceptional application by type of business is abolished * Charge was reduced depending on type of businesses between 2006~2010 Those subject to the contributory charges were expanded to 200~299 employees </td> </tr> <tr> <td data-bbox="422 1228 518 1306">2007</td> <td data-bbox="518 1228 1189 1306"> <ul style="list-style-type: none"> Companies subject to the contributory charge is expanded to the those with 100~199 employees </td> </tr> <tr> <td data-bbox="422 1306 518 1499">2009</td> <td data-bbox="518 1306 1189 1499"> <ul style="list-style-type: none"> Obligatory employment rate of the government sector increased from 2% to 5% - Classified recruitment: 3% of new employment should be the disabled (When the number of disabled officials are less than 3% of TO, 6% is applied) </td> </tr> </tbody> </table>	Year	Changes in System	1991	<ul style="list-style-type: none"> Obligation of making efforts to employ 2% of total government officials from the disabled and obligation of 2% classified recruitment of the disabled were levied and exceptional jobs were acknowledged Obligatory employment of 2% of the employees was levied on the companies with more than 300 full-time employees (But, 1% in 1991 and 1.6% in 1992) 	2000	<ul style="list-style-type: none"> In government, effort regulation changed to obligation regulation 	2004	<ul style="list-style-type: none"> Expansion to private sector (300 employees→50 employees). 	2005	<ul style="list-style-type: none"> 1/2 of basic contributory charge for employing the disabled less than 1% was added and 1/2 of the charge for employing the severely disabled was deducted 	2006	<ul style="list-style-type: none"> Government sector: the range of exceptional application was reduced Private sector: the rate of exceptional application by type of business is abolished * Charge was reduced depending on type of businesses between 2006~2010 Those subject to the contributory charges were expanded to 200~299 employees 	2007	<ul style="list-style-type: none"> Companies subject to the contributory charge is expanded to the those with 100~199 employees 	2009	<ul style="list-style-type: none"> Obligatory employment rate of the government sector increased from 2% to 5% - Classified recruitment: 3% of new employment should be the disabled (When the number of disabled officials are less than 3% of TO, 6% is applied)
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Program Outline	Program	
	Year	Changes in System
	2010	<ul style="list-style-type: none"> ○ Quota on public enterprises and quasi-government institutions increased to 3% ○ Quota on private companies and other government organizations was gradually raised to 2.7% * 2.3% in 2010, 2.5% in 2013 and 2.7% in 2014 ○ Introducing double count system for the severely disabled ○ In the case of employing other than public officials of the state or local government, obligatory employment rate and the contributory charge system is applied (the same with the obligation for private enterprises) ○ Basic contributory charge is raised from 510,000 to 530,000 Won
	2011	<ul style="list-style-type: none"> ○ For the companies that do not employ the disabled, contributory charge of minimum wage is levied * Public institutions and companies with more than 300 employees from July, 2011 and companies with more than 200 employees from Jan.1,2012, and companies with more than 100 employees from Jan.1,2013 ○ Exceptions on classified recruitment of teachers is abolished (Implemented from 2015) * From 2015, 3% of newly employed teachers should be employed from the disabled (when it does not meet the quota,6% is applied) ○ Statutory foundation for supporter of disabled laborer was laid. For disabled small business owners, assistive technology device is provided and the report day of contributory charge and employment was moved to end of January ○ Basic charge increased: 530,000 → 560,000 Won
	2012	<ul style="list-style-type: none"> ○ From Jan.1, 2012 quota on private enterprises and other public institutions increased from 2.3% to 2.5%. ○ Increase in basic charge: 560,000 → 590,000 Won * When less than 1/2 of quota is met, 50% added 885,000 Won, when quota is not met at all in a company with more than 200 employees, monthly minimum wage of 957,000 Won is levied

Program Outline	Program	
	Year	Changes in System
	2013	<ul style="list-style-type: none"> ○ Increase in basic charge: 590,000 → 626,000 Won * When less than 1/2 of quota is met, 50% added 939,000 Won, when more than 1/2 but less than 3/4 of quota is met, 25% added 782,500 Won and in a company with more than 100 employees, monthly minimum wage of 1,015,740 Won is levied
	2014	<ul style="list-style-type: none"> ○ Increase in basic charge: 626,000 → 670,000 Won ○ Quota on private enterprises increased from 2.5% to 2.7%. ○ Quota on other public institutes and local public enterprises increased from 2.5% to 3% ** When less than 1/2 of quota is met, 50% added 1,005,000 Won, when more than 1/2 but less than 3/4 of quota is met, 25% added 837,500 Won and in a company with more than 100 employees, monthly minimum wage of 1,088,890 Won is levied

Source: KEAD (2013).

Table 2-3 | Contributory Charge System

Program Outline	Program
<ul style="list-style-type: none"> • Levy Contributory Charge on Business Owners for Unmet Quota '91 ~ 	<p>A. Objective</p> <ul style="list-style-type: none"> ○ For effective obligatory employment system and for adjustment of the economic burden, business owners who employ the disabled and who do not, the program is implemented from '91 <p>B. Subject to the contributory charges</p> <ul style="list-style-type: none"> ○ Among owners or representatives of state and local government, public organization and private enterprise with more than 100 full-time employees, those who employ less than the quota * '14: 3% for state enterprises, quasi-government organization, other public organization and local governments and 2.7% for Non-government official and private companies <p>C. Calculation of the charge</p> <ul style="list-style-type: none"> ○ When the number of employed persons with disability is less than the quota, unmet number of quota multiplies with basic charge (per month) and the amount is levied as contributory charge <div style="border: 1px solid black; padding: 5px;"> <p>▲ Contributory charge for not employing the disabled (annual total) = unmet number of quota x basic charge amount/person</p> </div>

Program Outline	Program										
<ul style="list-style-type: none"> Levy Contributory Charge on Business Owners for Unmet Quota '91 ~ 	<p>D. Determining basic penalty</p> <ul style="list-style-type: none"> Based on the average amount of monthly additional cost* caused from employment of the disabled, the Minister of Employment and Labor determines and notifies the amount of charge which is more than 60% of minimum wage * Cost of facility and equipment maintenance, cost of employ management of the disabled and additional cost caused to employ persons with disabilities Depending on the employment rate, the charge can be added within the scope of 1/2 of basic charge and in the case that no disabled persons were employed, minimum wage is levied <p style="text-align: center;"><2014 Basic Contributory Charge Amount></p> <table border="1" data-bbox="425 710 1188 1124"> <thead> <tr> <th data-bbox="425 710 745 757">Standard of Calculation</th> <th data-bbox="745 710 1188 757">Charge (per one unmet quota)</th> </tr> </thead> <tbody> <tr> <td data-bbox="425 757 745 834">Employ 3/4~100% of quota</td> <td data-bbox="745 757 1188 834">Basic charge amount (670,000 Won/month)</td> </tr> <tr> <td data-bbox="425 834 745 942">Employ 1/2~3/4 of quota</td> <td data-bbox="745 834 1188 942">Basic charge amount +1/4 (basic charge amount) (837,500 Won/month)</td> </tr> <tr> <td data-bbox="425 942 745 1051">Employ less than 1/2 of quota~1 person</td> <td data-bbox="745 942 1188 1051">Basic charge amount +1/2 (basic charge amount) (1,005,000 Won/month)</td> </tr> <tr> <td data-bbox="425 1051 745 1124">Employ no disabled persons</td> <td data-bbox="745 1051 1188 1124">Minimum wage amount (Won 1,088,890 Won/month)</td> </tr> </tbody> </table> <p>* The 3-stage charging system was improved to 4 stages to levy more penalties for less employment of the disabled. ('13)</p> <p>E. Notification process</p> <ul style="list-style-type: none"> Notified after the review of Penalty Management Deliberation Committee (Ministry of Strategy and Finance) and Employment Policy Deliberation Committee (Professional Committee of Promoting Employment of the Disabled) 	Standard of Calculation	Charge (per one unmet quota)	Employ 3/4~100% of quota	Basic charge amount (670,000 Won/month)	Employ 1/2~3/4 of quota	Basic charge amount +1/4 (basic charge amount) (837,500 Won/month)	Employ less than 1/2 of quota~1 person	Basic charge amount +1/2 (basic charge amount) (1,005,000 Won/month)	Employ no disabled persons	Minimum wage amount (Won 1,088,890 Won/month)
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Employ no disabled persons	Minimum wage amount (Won 1,088,890 Won/month)										
	<p>【Relevant Statute】</p> <ul style="list-style-type: none"> Article 33 of the "Employment Promotion and Vocational Rehabilitation of Disabled Persons Act" and Article 36 of Enforcement Decree of the same Act 										
	<p>【Process Details】</p> <ul style="list-style-type: none"> 1991 -Obligation of making efforts to employ 2% of total government officials from the disabled was imposed and quota of 2% was levied on owners of business with more than 300 full-time employees (1% in 1991, 1.6% in 1992) 2000 -Effort regulation changed to obligation regulation in the government sector 										

Program Outline	Program
	<ul style="list-style-type: none"> • 2004 -Expanded to private sector (300 employees → 50 employees). • 2005 -Introduction of additional point system in employment rate. <ul style="list-style-type: none"> - Charge for employing less than 1% of the disabled increased by 1/2 and the charge for employing the severely disabled decreased by 1/2 • 2006 -Those subject to the contributory charge is expanded (from more than 300 to more than 200 employees) <ul style="list-style-type: none"> - Government sector: the range of exceptional application was reduced - Private sector: Rate of exceptional application by type of businesses is abolished and Special Act for imposing contributory charge is applied * 2006~2010 -Contributory charge reduction by business type - Those subject to the contributory charge is expanded to those with 200~299 employees • 2007 -Those subject to the contributory charge are expanded to include those with 100~199 employees • Quota on Public enterprises and quasi-government institutions increased to 3% (by 2012, 1/2 of the charge for the difference from quota rate of 3% is reduced) • Quota on private companies and other government organizations increased to 2.7% gradually. (* 2.3% in 2010,2.5% in 2013 and 2.7% in 2014) <ul style="list-style-type: none"> - Introducing double-count system for the severely disabled (Double count for those who work more than 16 days and 60 hours per month and single count for those who work less than 60 hours per month) - Contributory charge reduction system for the severely disabled was abolished - In the case of employing other than public officials of the state or local government, obligatory employment rate and contributory charge is applied. (The same as the obligation for private enterprises) - Special lift of the charge imposed on the owner of business with more than 200 and less than 300 employees is terminated • For the companies that do not employ the disabled, the charge of minimum wage is imposed and increased by stages <ul style="list-style-type: none"> * (July 2011) -Public institutions and companies with more than 300 employees → (Jan.1, 2012) Companies with more than 200 employees → (Jan.1, 2013) -Companies with more than 100 employees - Due month of payment of the charge and employment plan report is consolidated and moved to January

Program Outline	Program
	<ul style="list-style-type: none"> • From Jan.1, 2012 quota on private enterprises and other public institutions and state and local government increased (from 2.3% to 2.5%) • 2013 3-staged charge system changed to 4 stage system (25% addition section is newly created) • 2014 Quota on other public institutions and local state enterprises increased to 3%

Source: KEAD (2013).

3. Major Policy Making Process

To understand the policy-making process regarding the vocational training program for the disabled, we reviewed the policy-making process for employment of the disabled. The policy-making, implementation and evaluation process is depicted in [Figure 2-3]. Our focus included the target of the policy, policy vehicles and delivery system.

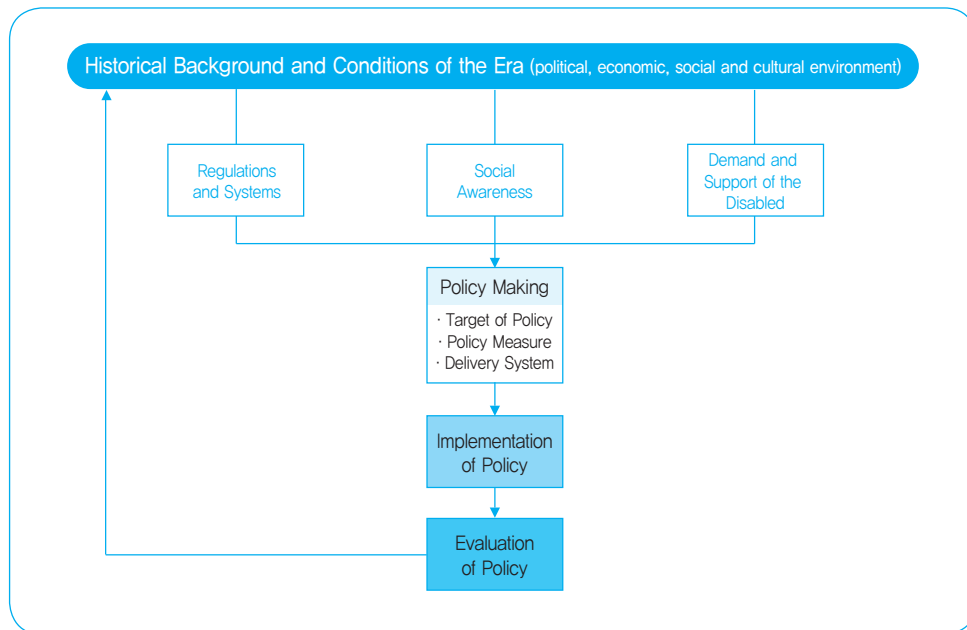
Clarifying the target of the employment policy for the disabled is very important as it can increase the possibility of successful implementation. The target of the employment policy is legally registered persons with disability and disabled veterans. As the fact that the target of the obligatory employment system is persons with mild disability is raised as a problem, the government revised the entire body of employment-related laws in 2000 to expand the employment of the severely disabled. This change also affected the vocational training program.

The vehicles to promote employment of disabled persons are the employment quota system, securing financial sources, and provision of employment services. In the process of introducing the employment quota system, the state and local governments became the target of the obligatory employment system. Before the revision of the law, the regulation of the state and local government was non-mandatory but it became so and the role of employing the disabled was strengthened. Financial sources came from the contributory charges paid by private enterprises. The revised Act regulates government's contribution or donation but still, the contributory charge rate in financial sources is very high. Employment services for the disabled including as provided by the law, vocational training, support for employment of the severely disabled and support for getting a job (job placement, job evaluation, guide to adaptation, etc.) is continuously implemented.

KEAD, which was established by the enactment of the “Employment Promotion of Disabled Persons Act” under the Ministry of Employment and Labor, is in charge of delivery and implementation of employment policy for the disabled. As job-rehabilitation for persons with severe disability became an issue in the 1990s, change of the Ministries concerned with employment policy for the disabled from Labor Ministry to Health and Welfare Ministry was raised as an issue and enactment of the “Vocational Rehabilitation Act for the Persons with Disability” became an issue as well. Ultimately, employment is handled by the Ministry of Labor and instead of enactment of a new law, the existing Act was revised as the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act.” Now, to deliver employment service, competitive employment is handled by the Ministry of Employment and Labor and its implementation is managed by KEAD. Meanwhile, protective employment of the severely disabled is mainly handled by the Ministry of Health and Welfare and related service is provided by vocational rehabilitation institutes.

The biggest issues policy-makers face in the vocational training program are meeting the demand of companies and expanding vocational training to people with severe disabilities and those whose disabilities make employment difficult.

Figure 2-3 | Employment Policy Making for the Disabled



Source: Jeong (1999).

4. Overseas Cases

We looked at the features of vocational training for the disabled in Korea, Germany and Japan, which all have a Contributory Charge System. The relevant laws of vocational training for the disabled are as follows: Book 9 of the German Social Code stipulates provision of officially authorized job training to disabled persons according to standards spelled out in the “Vocational Training Act” and the “Vocational Education Act.” Japan’s “Employment Promotion of Disabled Persons Act” provides for vocational training for the disabled, regulates commissioning of management of two vocational competency development schools for the elderly and disabled to employment supporting institutes and also regulates and applies the details of the “Promotion of Vocational Competency Development Act.”

In Korea, based on the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act,” the “Act on the Development of Workplace Skills of Workers” is applied in carrying out vocational training for the disabled (Lee, et al., 2008). Depending on the country, the legal foundation of vocational training for the disabled varies, but all three countries apply the ordinary “Vocational Training Act” for the implementation of vocational training for the disabled.

Each country’s organizations in charge of each job in vocational training are as follows: In Japan, an organization under direct control of the government takes charge of implementation. It means that the Employment Capability Development Organization of the Ministry of Health, Labour and Welfare manages vocational training for the disabled as well as ordinary vocational training organizations, and commissions training under the Employment Supportive Organization for the Elderly and the Disabled or to the prefectures of Japan. As the central government directly controls the entire vocational training system, it is the most centralized. Compared to Japan, in Korea and Germany the government plans and manages but the implementation is commissioned to other organizations. In all three countries, other public organizations implement the programs, for which they receive financial support.

With regard to financial support methods, Japan uses general accounting and Germany uses general accounting and contributory charge as financial sources. Korea finances vocational training for the disabled from the contributory charges made to companies for not employing the disabled.

The three countries all have in common that their vocational training is conducted by active intervention of public institutions.

Table 2-4 | Organization Handling Vocational Training for the Disabled and Their Function

		Organization and Budget			
		Germany	Japan		Korea
Function	Creation of Basic Plans	Central government (Federal Employment Agency)	Central government (Ministry of Health, Labour and Welfare)	Local government (Ministry of Education)	Central government (MOEL)
	Creation and Management of Implementation Plan	Central government	Organization under direct control of the government (Employment, Capability Development Organization, etc.)	Prefecture of Japan Local Government	KEAD
	Implementation	Public Institution, Private Institution	Organization under direct control of the government 13 national	Public Institution, Prefecture JEED	Public Institution, Private Institution
	Financial Source	General accounting, contributory charge	General accounting,		Contributory charge

Source: Lee et al., (2008).

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Chapter 3

Process and System of Implementation

1. Enactment and Revision of Employment Promotion and Vocational Rehabilitation of Disabled Persons Act
2. The Mid-to Long-Term Plan of the Program
3. Organization and Management Systems
4. Methods of Financing

Process and System of Implementation

1. Enactment and Revision of Employment Promotion and Vocational Rehabilitation of Disabled Persons Act

1.1. Before Enactment

The policy supporting vocational training for persons with disabilities became active after passage of the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act.” Vocational training for the disabled before the enactment was conducted for protection and welfare mostly in and around welfare institutes for the disabled in the country.

In 1981, the International Year of Disabled Persons, with the enactment of the “Welfare Act for the Physically and Mentally Disabled,” the government established policy for vocational rehabilitation of disabled persons and ordinary people. Details of vocational training for the disabled before the enactment of the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act” was stated in the “Welfare Act for Physically and Mentally Disabled.” To promote the employment of the physically and mentally disabled, the “Welfare Act for the Physically and Mentally Disabled” specifies ① development and distribution of proper job types for the physically and mentally disabled; ② provision of aptitude tests and job guides; and ③ training to help those with mental and physical disability adapt to working environments and functions.

Also, rehabilitation centers and labor facilities for physically and mentally disabled persons are included in welfare facilities so that people with disabilities may receive vocational rehabilitation. Rehabilitation facilities for each type of disability, including physical disability, visual impairment, hearing and language dysfunction and mental weakness are designated for counselling, treatment or training necessary for rehabilitation of disabled people. Labor facilities for physically and mentally disabled people provide necessary training by accommodating those people who have difficulties in getting a job or in general life-skills.

However, as the “Welfare Act for Physically and Mentally Disabled” targeted promotion of welfare for the disabled, there was no specific regulation on working life through vocational training. The “Employment Promotion of Disabled Persons Act” defines “vocational rehabilitation” as disabled people’s independence through working life.

1.2. Enactment of Employment Promotion and Vocational Rehabilitation of Disabled Persons Act

The enactment of the “Employment Promotion of Disabled Persons Act,” and the founding of KEAD, began with a proposal and a review report by a special committee in a provisional session of the National Assembly in February 1989. It passed eight rounds of screening in the Legislative Subcommittee of the Labor Committee of the Assembly; all the bills submitted by four ruling and opposition parties were discarded on December 6, and a revised single bill passed deliberation of the Labor Committee of the National Assembly and approval of the Legislation and Judiciary Committee, and finally the “Employment Promotion of Disabled Persons Act” (Act No.4219) was enacted and proclaimed on January 13, 1990.

In large, the “Employment Promotion of Disabled Persons Act” deals with the “Framework Act of Employment of Persons with Disabilities” and the “Employment Promotion of Disabled Persons Fund Act.” Separate enactment can make actual jobs easy but legislation takes too long and there can be problems if the enactment of one act is delayed due to prolonged screening in the National Assembly or later when the revision is delayed. Considering these issues, a consolidated single act was passed (KEAD, 2010).

The “Employment Promotion of Disabled Persons Act” suggests the purpose of vocational training for the disabled by employing measures such as vocational guidance, training, and job placement, prescribed by the law. At the time of passage, the act consisted of six chapters, sixty-five articles and four addenda. Chapter 1 is general provisions that

state purpose, definitions, responsibilities of the state and local governments, business proprietors' responsibility, self-reliance efforts of disabled persons, basic plans for employment promotion, vocational guidance, vocational training, and guidance for adjustment after employment (Furnishing of Data to Business Proprietors and Employment Guidance).

Chapter 2 is about ground rules for establishment and management of KEAD that includes establishment of the Agency, legal status, place of business, registration of incorporation, articles of incorporation, appointment and dismissal of officers, officers "term of office, officers" duties, disqualification of officers, restriction on concurrent offices of officers and employees, board of directors, appointment and dismissal of employees, affiliated organizations, free lease of State property, borrowing of funds, the agency's accounting, plan for program approval, submission of settlement of accounts, appropriation of surplus earnings, guidance for and supervision over business affairs, prohibition of use of similar name and application mutatis mutandis of civil acts. Chapter 3 includes basic rules of employment promotion for the disabled such as obligatory employment of disabled persons by the state and local governments, obligatory employment of disabled persons by business proprietors, establishment of plans for employment of disabled persons by business proprietors, payment of subsidies, payment of contributory charges, (collection of surcharges and overdue charges, notice, payment demand and disposition on default, priority of collections, service of documents, extinctive prescription, interruption of prescription and disposal of deficits). Chapter 4 is about funds for employment promotion, establishment of funds, financial resources, purpose of use, operation and management, accounting authorities and opening of fund accounts. There are supplementary rules in Chapter 5, and penal provisions in Chapter 6.

Vocational training for the disabled in Article 8 covers the following issues: ① The Minister of Labor shall take measures to conduct vocational training for the disabled for smooth promotion of employment of the disabled. ② The Minister of Labor shall whenever deemed necessary to help disabled persons to have a professional life, implement vocational adjustment training programs for their adaptation to an occupational environment and may grant a subsidy, as training allowance in this case. ③ Institutions responsible for vocational training and adjustment training and other necessary matters shall be prescribed by Presidential Decree. Matters related to vocational training centers for the disabled are prescribed in Article 12 (Establishment of Korea Employment Promotion Agency for the Disabled). Article 49 (Purpose of Use of Fund) articulates that the fund may be used as

a subsidy for the institutions that provide education and training for the disabled. Based on relevant rules, KEAD overtook Ilsan Vocational Competency Development Center and began full-scale vocational training for the disabled in 1992.

1.3. Revisions to “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act”

After the “Employment Promotion of Disabled Persons Act” started to be enforced on January 1, 1991, it was revised for introduction of a new system and improvement of the existing system. With the revision of its full text, the title changed to the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act” and vocational training-related concepts were specified. Paragraph 6 of Article 2 (definition), states that "workplace skill development training" means training defined in subparagraph 1 of Article 2 of the Act on the Development of Workplace Skills of Workers. “Workplace skill development training institution" under Paragraph 7 means an establishment defined in Article 2.2 of Act on the Promotion of Vocational Training of Workers.

Also, vocational training and vocational adjustment training are separately regulated. Matters related to vocational adjustment training are stipulated in Article 10 (Vocational Adjustment Training) and existing vocational training is stipulated in Article 11 (Workplace Skill Development Training). Regarding vocational adjustment training, ① the Minister of Labor and the Minister of Health and Welfare may, whenever deemed necessary to help disabled persons to have a professional life suited to their expectations, aptitude, abilities, etc., implement vocational adjustment training programs for their adaptation to an occupational environment. ② The Minister of Labor and the Minister of Health and Welfare may prescribe separate guidelines for the vocational adaptation training programs under paragraph (1), if deemed necessary for the efficient implementation of such programs. ③ To help disabled persons develop and improve their occupational abilities, the Minister of Labor and the Minister of Health and Welfare may grant a loan or subsidy for the expenses (including training expenses) incurred to any person who establishes and operates a facility or training program for vocational adjustment. ④ The Minister of Labor and the Minister of Health and Welfare may grant a subsidy, as training allowance, to the disabled persons who take a vocational adjustment training course at a vocational adjustment facility. ⑤ Necessary matters concerning the guidelines for loans and subsidies, the guidelines for the payment of training allowances, etc. under paragraphs (3) and (4), etc. shall be prescribed by Presidential Decree.

In the revised Act, it is emphasized that workplace skill development training should be carried out to provide a professional life suited to the disabled person’s expectations, aptitude and abilities. Also for improved workplace skill development, not only payment of training allowance but also granting a loan or subsidy for the expenses incurred to any person who establishes and operates a facility or training program for vocational adjustment is allowed.

2. The Mid-to Long-Term Plan of the Program

2.1. The Beginning of the Support Program for the Vocational Competency Development and Expansion of Employment Base (1990~1998)

Vocational competency development programs before the establishment of KEAD were “vocational rehabilitation training” by welfare centers or vocational rehabilitation facilities for the disabled under the Ministry of Health and Wealth. “Vocational education” was conducted by special schools under the Ministry of Education and “vocational training” by public or authorized vocational training institutes under the Ministry of Employment and Labor, and served as a rehabilitation training system for those disabled by industrial disaster and disabled veterans. Later in 1992 with the opening of Ilsan Specialized Vocational School, which is designed for vocational training for the disabled, vocational training by expert faculty using a systematic training curriculum began.

Table 3-1 | History of Vocational Competency Development Program of KEAD (1992~2013)

Year	History
1992	• Acquisition (Human Resources Development Service of Korea) and management of Ilsan Specialized Vocational School
1996	• Beginning subsidization of private training institutions for training cost
1997	• Announcement of the expansion plan of public vocational training institution in 5 areas through the first 5-year Plan for welfare development of the disabled
2000	• Opening of Daejeon Specialized Vocational School (March), Busan Specialized Vocational School (September)
2002	• Opening of Daegu Specialized Vocational School, Jeonnam Specialized Vocational School (September)

Year	History
2004	<ul style="list-style-type: none"> • Reformation of "Specialized Vocational School" which focuses on skill training to "vocational competency development center" that provides comprehensive service (November) • Customized training in connection with companies
2005	<ul style="list-style-type: none"> • Implementation of Specialized vocational training by type of disability (4 types of visual and hearing impairment, brain lesions, mental disability)
2008	<ul style="list-style-type: none"> • Expansion of Specialized vocational training by type of disability (intellectual disability is added, two types per a center)
2010	<ul style="list-style-type: none"> • Change of name to "Vocational Competency Development Center"
2012	<ul style="list-style-type: none"> • Skill training support program is operated for the trainees
2013	<ul style="list-style-type: none"> • Operating "preparation course for vocational training" to provide opportunities to the severely disabled to join trainings.

Source: KEAD (2010).

The plan for the establishment of Ilsan Specialized Vocational School was created in 1981, the International Year of Disabled Persons, and in 1986, the Human Resources Development Service of Korea (then Korea Vocational Training Management Corporation) made training plans and in October of the same year, according to the President's order to establish training centers, establishment of Ilsan Vocational Center for the Physically Disabled was authorized on December 31. In October 1989, the name changed to Ilsan Vocational Training Center for the Disabled and it was opened on March 4, 1991 and recognized as the only Korean vocational training institution for the disabled; it had an initial enrolment of 157 trainees in 7 divisions.

With its establishment, KEAD acquired Ilsan Specialized Vocational School on January 1, 1992 and changed the name to Ilsan Vocational Training Center to promote employment and vocational rehabilitation for the disabled. On July 1, 1994, the name changed to Ilsan Specialized Vocational School (hereinafter Ilsan School) again. There were 45 faculty, 210 students, two sections (administration/education and training), three departments and seven divisions. The administration section was in charge of management of the school and in education and training sessions, there were departments of educational affairs, life guidance and vocational rehabilitation. In training sessions, there were seven divisions including computer-aided mechanics, electronics, fashion design, printing media, interior craft, jewelry craft and multimedia. Each division has 2~3 types of jobs and 19 small training groups.

Figure 3-1 | Ilsan Vocational Competency Development Center (Former Ilsan Vocational Training Center)(<https://campus.kead.or.kr/ilsan/main.do>)



Source: KEAD internal data.

Besides the regular one-year training course, short-term courses during vacation were operated since 1994. New trainees were recruited from mid-December to mid-February and based on preliminary assessment, results of job assessments and observations during the assessment period, the final list of trainees were determined. Trainees eligible for the course should be age between 15~34, persons with visual, hearing or physical disabilities who can take vocational education and training and manage personal matters, but there were no academic restraints. There were two types of assessment, preliminary assessment and vocational assessment, and in the preliminary assessment there were document reviews, basic motion tests, interviews, screening for epidemic disease, and assessment of the physical condition of ability required to handle personal matters and in vocational assessment. There were basic knowledge (Korean, Mathematics) tests, thorough physical examinations and standard job assessments by each division.

Curriculum required 1,884 hours of theory and practice classes per year. Also from May, depending on personal ability and aptitude, standard criteria of each type of training, characteristics of disability, expectations of trainees, and characteristics of each job, 19 groups were created by each major. There were small groups of universal machine, CAM, CAD, electronic device, computer application device (electronic), interior props, fashion design, traditional fashion (fashion design), photo engraving, computer aided type

setting, electronic phototype process (printing media), wooden sculpture, craft equipment, lacquerware inlaid with mother-of-pearl, application design (interior craft), cast process, gold and silver craft (jewelry craft), programming and multimedia .

Ilsan Vocational Competency Development Center also provided sociability training such as special activities, community boot camp, society adjustment training and invited lecturers for vocational education and training courses, and the program supported the trainees to apply for skill examinations through National Technical Qualification Testing as well.

The center had supported trainees to apply for a total of sixteen jobs and earn certificates, including five in computer-aided mechanics such as lathe certification, two in electronics including electronic devices, two in fashion design including Western clothes, two in photo engraving in the printing media division, three certificates including wood craft in the interior crafts division, a certificate for jewelry processes in the jewelry craft division and a certificate for controlling information devices in the multimedia division .

Meanwhile, the process of achieving employment consisted of three stages: field practice, getting a job and guidance after employment. From October, teachers of each division sought out companies for field practice and in early December trainees were provided with practice opportunities depending on the job description and trainee characteristics. At the time when the field practice ended, if trainees could adjust to the workplace, the trainee received the job and if trainees could not adjust to the workplace, job placement was given again. For those who got a job, guidance after employment was given every May. The difficulties and required job competency in the field found in the employed trainees were reflected to the next training courses.

In 1995, as policy interest was focused on promoting employment for the disabled, analysis of the program and comprehensive measures were required. In fact, since 1991, KEAD's second year, employment quotas for the disabled had been implemented but due to negative perception of employing the disabled and avoidance by business owners, more owners preferred paying contributory charges, which led to little increase in the employment of the disabled. Meanwhile the fund for promoting employment of the disabled accumulated considerably. The growing fund led to requirements for change in the employment promotion program for the disabled. To meet the requirement, KEAD created and submitted a "Mid-term Plan to Promote Employment of the Disabled," which focused on actual benefits to the disabled and the business owners who employed them. Based on the plan, the Ministry of Labor created a Mid-term Plan to Promote Employment of the Disabled and announced it on July 2. It focused on the expansion of training programs

for the disabled, and in the end, a plan for establishing Vocational Rehabilitation Centers (the present Employment Development Institute) and a budget for establishing the Busan Specialized Vocational School were approved.

Thanks to the revision of the Act and Enforcement Decree, more specific measures to activate the promotion of employment programs for the disabled were created. The Ministry of Labor reported “measures to Activate the Promotion of Employment of the Disabled” to the Cabinet meeting and announced it based on the revision which was made through screening of the National Assembly and discussion on the fund management plan (budget) in the Ministry of Finance and Economy in September 1995. The plan contained measures to secure registered job-seekers with disabilities, to introduce an annexed employment system with vocational rehabilitation facilities, and to increase subsidies and incentives for business owners who over-employ the disabled. The main contents of the vocational competency development program for the disabled included ① establishment and management of vocational rehabilitation centers; ② expansion of special vocational schools (by area and by city); ③ special schools for strengthening vocational training functions; ④ activation of vocational training in public specialized vocational schools; and ⑤ supporting and raising welfare facilities for the disabled to the level of authorized vocational training centers (cost of improving training facility and equipment, subsidy for training, benefit for qualification), etc.

2.2. Expansion of Vocational Training Facilities by Area and by Type of Disabilities (1998~2002)

To meet the increasing demand and desire for vocational rehabilitation of the disabled, vocational training facilities by each type of disability in each area were expanded as a part of a five-year plan for the promotion of employment of the disabled. In January, 2000 with the opening of the Employment Development Institute, specialized vocational schools opened in Daejeon and Busan and in Daegu and Jeonnam in 2002. In 2003 a network-building program between areas became regularized, including establishment of specialized vocational schools for the visually and mentally disabled.

Based on the first five-year plan for the promotion of employment of the disabled, KEAD pushed for nation-wide expansion of training facilities for the disabled which were greatly insufficient compared to the demand. Measures for establishment by area and type of disability were created, establishment of training facilities in the Employment Development Institute to be opened in 2000 were pushed to raise 120 skilled workers every year, and establishment of Daejeon and Busan specialized vocational schools was in full swing, to be

opened in March and September. Also by propelling establishment of specialized vocational schools in Daegu and Jeonnam, which could be opened in 2002, the nation-wide foundation to raise professional skilled human resources among the disabled was laid.

Figure 3-2 | Daejeon Vocational Competency Development Center (Former Daejeon Specialized Vocational School)(<http://campus.kead.or.kr/daejeon/main.do>)



Source: KEAD internal data.

Figure 3-3 | Busan Vocational Competency Development Center (Former Busan Specialized Vocational School)



Source: KEAD internal data.

Plans to establish specialized vocational schools to cater to the needs of particular types of disabilities such as for the visually disabled (which began in 1998) and for the mentally disabled (from 2000) were accelerated. That such schools would be opened in the Metropolitan area was pushed for gradually. As the new specialized vocational schools were intended to provide basic training for the severely disabled and include personalized training programs according to type of disabilities, unlike the existing schools, there were more expectations that the schools would play a role of catalyst in activating the employment of the severely disabled who were excluded from the training until then.

On March 3, 2000, Daejeon Specialized Vocational School hosted an opening ceremony and started its rehabilitation training service. Daejeon School, which was opened after the first school in Metropolitan area, greatly contributed to increasing skilled manpower from the central area of Korea which was short of vocational training institutes for the disabled. Curriculum included five courses in electronic data processing, data processing, computer industrial design, jewelry craft and baking and simple skills training courses for the mentally disabled. Total enrollment of the students was 150 including 90 trainees for before-job course and 60 for advanced training courses. These programs featured developed educational and training systems with customized training for each person.

Daejeon School recruited its first 94 students and hosted an inauguration ceremony on March 13, 2000. Trainees went through an assessment process for the division to which they applied, chose their major division depending on their potential and aptitude, and started training. One-year vocational training for the mentally disabled was opened and vocational skill training and job adjustment training such as car-washing, assisting in restaurants, and simple assembly skills were provided to lead to employment. Daejeon School received an ISO certificate for the first time in Korea in November 2001 as a vocational training institute for the disabled, signifying the excellence of its management and quality assurance systems in accordance with international standards in overall academic administration as well as progress in its development of vocational training education.

Following Daejeon School, Busan Specialized Vocational School was opened on September 27, 2000. KEAD's third vocational training institute, the Busan School had seven divisions including electronics, industrial design, CAM, electronic publishing, and

baking, which accommodated 20 severely disabled trainees per division making 140 in total. Also, the school provided customer-oriented education and training systems such as non-scheduled admission and graduation based on each student's particular level and type of disability. Moreover, special advanced courses in skill improvement training for sixty trainees were operated at the same time. The establishment of close cooperation with industry generated several beneficial effects, including systematization of sociability training, improved evaluation methods, annexed program operations, central management of council operations, specialization training programs for the mentally disabled, new job development and management and provision of working aids for the personalized disabilities ,and more.

In 2002, as Daegu and Jeonnam Specialized Vocational Schools opened and recruited their first trainees, vocational competency development training systems by provinces, which KEAD had pushed for, were put into shape. Daegu Specialized Vocational School, established on July 30 and opened on October 2, was the first public specialized vocational school for the disabled in Daegu, Gyeongbuk area. It accommodated 150 trainees and had five courses and six divisions including four state-of-the-art divisions such as telecommunication business start-up and practical tasks, reflecting, the particular features demanded by disabled people in the region. In 2003, lectures on how to start a business on limited capital and preparation courses for the government-official examination were opened to build closer relations with the local society.

Jeonnam Special Vocational School accommodated 90 trainees and had three courses, six divisions and a special course to improve the sensibilities of residents. Like Daegu School, Jeonnam School provided customer-oriented education and training systems, and incorporated nonscheduled admission and graduation based on personal characteristics of disability, contributing to promotion of employment, stable working life and development of local industry. As well, the schools in each area are equipped with convenience facilities to make movement and activities of the disabled easy, helping them to overcome inconveniences in education and training. All the main gates featured automatic doors, and elevators were equipped with audio announcements for each floor and braille boards for the visually disabled. Provisions for emergency call devices signaling their location were put in place.

Figure 3-4 | Daegu Vocational Competency Development Center (Former Daegu Special Vocational School)(<http://campus.kead.or.kr/daegu/main.do>)



Source: KEAD internal data.

Figure 3-5 | Jeonnam Vocational Competency Development Center (Former Jeonnam Special Vocational School)(<https://campus.kead.or.kr/jeonnam/main.do>)



Source: KEAD internal data.

2.3. Strengthening Training in Vocational Competency Development Centers (2003~2007)

2.3.1. Strengthening Vocational Competency Development Training

KEAD's vocational training systems for the disabled adopted big changes around 2005. In November 2004, skill training-oriented specialized vocational schools were reformed to comprehensive vocational competency development centers and the role and function of training systems were re-established to foster customized human resources for the disabled. Therefore, the system was expanded to include rehabilitation services and supported training systems, specialization training by type of disabilities, job training for the whole-body disabled and customized training.

Also, operation of specialized vocational competency assessments and various vocational rehabilitation programs were carried out in full scale and at the same time the role as a "center" that activates the connection between supporting organizations based on the training networks between provinces was enlarged. The schools raised the ratio of customized training and made efforts to systemize services and strengthen follow-up management for stronger customized training.

Based on the efforts, a 1:1 exclusive teacher system was operated, follow-up guidance was strengthened, commissioned research was conducted to investigate the effectiveness of specialized training, plans to develop proper job type by type of disabilities was implemented, overseas training to foster specialization training experts was conducted, staff participated in global conferences, and a double-major system was introduced.

In 2005 a memorandum of exchange was made with PEN-International, an organization for international exchange of NTID (National Technical Institute for the Deaf) at Rochester Institute of Technology in the U.S., to introduce advanced training techniques for the hearing impaired. By 2007 eight people were sent in two deployments to the institute and were trained in training and counseling methods. Ilsan Center was designated and operated as a test center for NTID.

As there were various efforts to change the school into a specialized vocational competency development center, customer satisfaction (PCSI) was improved. Various consumer-oriented vocational rehabilitation services, activated local networks, operation of specialized programs and establishment of new programs drew a good reaction. The improved performance of KEAD vocational competency centers can be seen from the

number of trainees, which was 641 in 2004 and 841 in 2005. The employment rate also increased from 77% in 2006 to 83.5% in 2009 and the satisfaction of the trainees also improved.

2.3.2. Active Company-oriented Customized Training

Thanks to the reformation of the vocational competency development training system, there was an outstanding expansion of customized training related to the campaign of “reducing companies with less than 1% of employment rate of the disabled” and an agreement to promote employment of the disabled made with large companies to create a disabled-friendly workplace. KEAD had already established customized training courses to increase human resources in the Employment Development Institute to meet corporations’ request and pushed for customized training in connection with companies in all the centers.

Five competency development institutes were thus designated for customized training as their core competency task of 2005. To increase the rate of customized training from 6.5% to 38.6%, they focused their efforts on employment-related company-friendly job competency development. Customized training gained attention as it is corporation-friendly and enables the disabled to work in more stable workplaces, leading to motivation for stable life and self-realization. In sum, the changes achieved by customized training produced new knowledge and technology exchange through academic-industrial cooperation, promotion of technology and productivity through fostering the human resources that companies demand. Training that fits the level of education and technology that companies require and reduction of time and cost incurred during field education or re-education was significantly improved.

KEAD made proposals to major companies for increased awareness, implementation, and activation of customized training. As a result, in 2005 a total of 116 trainees were employed by five companies including Hyosung Tele-service and CJ Telenix. In June 2005, an agreement to promote employment of the disabled was made with Samsung Electronics and through discussion on customized training with KEAD, customized training for 117 people in mechanics, CAD/CAM, OA, electronic circuit design was provided. In the following year, customized training in connection with large companies like Samsung SDS and LG Philips LCD, SMP job-customized training was conducted and the ratio of customized training rose to 54.1% and 328 out of 420 were employed. In 2007 144 trainees underwent customized training for Samsung affiliates like Samsung SDI, and Samsung Techwin. Training was expanded and customized for companies with more than 300 employees such as Eagon, Amkor Technology, YG-1 and Fairchild Korea.

KEAD suggested a model of customized training for large companies by creating and disseminating a manual on the process for Samsung Electronics. To find other companies that might benefit from customized training, KEAD conducted such training with 105 companies, allocating a target number depending on the size of companies. At the same time, it found 46 new types of jobs including mechanic field mock-up, visual disability and DID expert agent through its research efforts.

Figure 3-6 | Examination for Samsung Electronics-customized Training



Source: KEAD internal data.

2.3.3. Expansion of Specialization Training that Considers Type of Disability and Personal Characteristics

Specialized training that considers type of disability was introduced to help the severely disabled who cannot be provided with service from public and private training institutes to raise them as competitive manpower through development of duties which are appropriate for each characteristic of disability

Therefore, each competency development institute like Ilsan Institute for Visual Disability (administration and information management, etc.), Busan Institute for Mental Disability (mechanics, electronics, Korean paper art), Daejeon Institute for Hearing Disability (baking, electronics), Jeonnam for Brain Disability (web design, massage

business start-up, etc.) Daegu Institute for Visual Disability (franchise massage business) provided specialized services. Each center established specialized training teams to activate specialized training for each type of disability with associations of each type of disability and related departments of colleges to make joint plans for training, and started to carry out specialized training by each center. In 2005 when the specialized training started, 29 trainees out of 30 people who completed training among the 54 trainees (15 from Ilsan and 10 from each center) of specialized training were employed.

In 2006, specialization training was expanded and five institutes provided services to 101 people with four types of disability and 76 of them were employed, showing quantitative and qualitative growth of specialized training. In order to widely apply the achievement of the specialization training, KEAD created and distributed manuals for specialization training and expanded the number of trainees for specialization service to 120 in 2007.

Ilsan Competency Development Institute opened an IT education center for the disabled (supported by SK C&C) and with the support of assistive technology devices led specialization training and specialization programs for the visually disabled to customer service areas such as administration and information management, which are based on computer capability. Thus Ilsan Center expanded the job area of the visually disabled from the limited massage business to customer service and the information community, expanding ordinary employment. From 2007 the center received education training experience from NTID and accelerated hearing-specialized education, too.

Daejeon Competency Development Institute specialized in supporting the hearing disabled and from 2005 provided specialized training, considering each person's characteristics of disability. Any person with hearing disability over degree-3 could now apply for the training and the job area was divided into baking and electronics.

Jeonnam Competency Development Institute conducted a brain disability specialized training program for the severely disabled by forming a specialized team. By developing appropriate job types through personalized training systems and education training methods, more specialized training for persons with brain disability who have much less vocational and physical capability was provided.

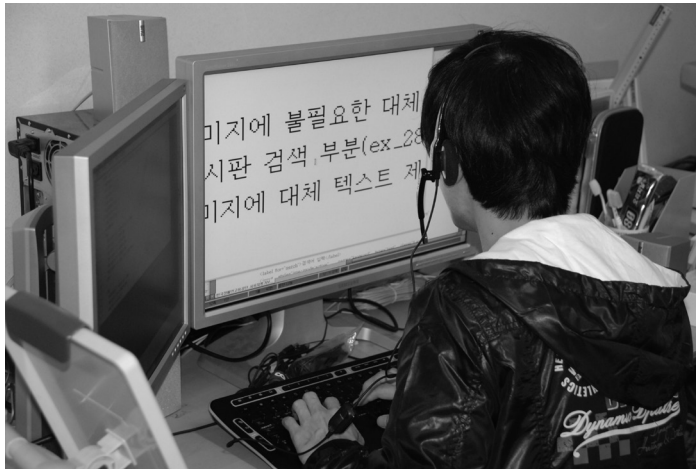
Daegu Competency Development Institute made a new trial of “franchise massage shop start up” based on a specialized program of the visually disabled's start-up. Unlike the administration field of Ilsan Development Institute, it concentrated on creation of new job-models for masseurs as most of the visually disabled are working in that capacity.

Figure 3-7 | Specialization Training of the Hearing Disabled



Source: KEAD internal data.

Figure 3-8 | Specialization Training of the Visual Disabled



Source: KEAD internal data.

2.3.4 Cyber Vocational Training Service

To increase accessibility to training for the disabled, KEAD strengthened and expanded cyber vocational training from 2006 in consideration of the geographic position of competency development institutes which are located far from city center, which caused difficulties for the disabled to participate in training. Internet centers of branch institutes which are in the center of cities were changed to training centers, and the accessibility to the training for the disabled was promoted with flexible management that considers the demand of customers; other efforts were made to systemize cyber vocational training programs.

Therefore, the Employment Development Center moved cyber examination courses for government officials, which were operated in all five institutes, to Jeonnam Institute to expand the recipients of this training and strengthen the course. Accordingly, the target recipient number increased from 80 to 300 and a web page was created for information exchange and Q&A. As a result, nine out of forty-five trainees who completed the course passed the examination in 2005 and thirty-five out of eighty-eight passed in the following year, raising the examination pass rate 20%.

In 2006, due to abolition of exceptions in the employment quota system for the public sector, an examination course for teachers was provided to the disabled who wished to be teachers and in the first year four out of twenty-six passed the examination. Also, for those who are currently working and cannot visit the institutes, cyber courses intended to help workers raise their job competency were expanded. Also other cyber vocational training course such as licensed real estate agent, house maintenance, language, and OA courses were provided.

KEAD formulated a plan to introduce Cyber Vocational Training Centers (tentative name) in 2007 to expand and activate cyber training and pushed for establishment of systems for their operation, which was gradually established.

Figure 3-9 | Web Page of KEAD Cyber Competency Development Center
(https://digital.kead.or.kr/jsp/EduMain.jsp)



Source: KEAD internal data.

2.3.5. Expansion of Infrastructure of Vocational Competency Development Training

Due to the trend that the type and degree of disability has become more various and severe, the Vocational Competency Development Center tried to expand infrastructure to provide vocational rehabilitation service that meets the demand of customers along with the existing skill training service. In 2006 a professional assessment system including job assessment in the competency center was introduced and the service was provided to 159 trainees through two kinds of professional assessment and the manual for operation of assessment was developed. Also based on the rehabilitation programs which were well operated in each institute, operation manuals for each program were developed for systematic service provision of rehabilitation programs so that every competency development center in the country could provide the same level rehabilitation service.

To support the working and daily life of the mentally disabled, a physical training program was operated in connection with local mental welfare centers and for the people with severe Down's syndrome who are living in social welfare centers. Physical ability

tests, vocational competency tests and basic physical fitness measurements were provided to suggest proper exercise methods and programs for each person. A job-searching course for the developmentally disabled was established to understand the success factors in vocational training programs and as a result, printing and postal service were designated as potential job types for the developmentally disabled and relevant field training was given to them.

For those with severe brain disability, reading training as a rehabilitation program and a career-guidance camp was run to expand job opportunities in the public sector. A Public-Industry-Academy cooperation program was expanded through corporate-funded training, as was a program to alleviate youth unemployment.

Meanwhile, as development of various rehabilitation programs that meet the demand of recipients were sought due to the increasing trend of severe disability, KEAD created six new programs including stress management programs and operated a total of nine rehabilitation programs in 2007. In 2006, 781 people and in 2007 920 people were provided with the service. In 2009 rehabilitation programs in the competency development centers were reestablished. Details of operations (content of program, time, methods and recipients) of seven rehabilitation programs by target recipients (job seekers and current workers) were standardized and through professional assessment training and rehabilitation programs, service methods for the trainees in competency development centers were revised.

To provide more options of training for the disabled, new job development including targeting niche markets was implemented in full scale. The newly developed jobs for females with disabilities included testing mobile devices, marine design, LIS creation, technical support and OCM (assist office work). For those with severe disability and the elderly, web-accessibility examinations, REVIT, Korea paper art interior design, mold design and process and apparel press training courses were established. Barista, a newly developed job in 2007, contributed to the expansion of participation in training for the disabled.

Many efforts were focused also on vocational competency evaluation services. To secure expertise and trust in vocational competency evaluation, standardized evaluation systems by each training component were established. Based on the standardized model of the electronics component, one standardization per competency development institute was implemented in every five institutes in 2007 and evaluation standardization of all training was completed in 2008. From 2009, the manual was revised and distributed to internal and external training institutes. Vocational competency evaluation manuals contain descriptions of relevant components, cognitive ability required in performing a job, and evaluation that can understand physical ability.

2.3.6 Improving Vocational Competency Development Training Networks

KEAD made various efforts through building of networks between training institutes, and the public and private sectors to support more effective vocational competency development training. The program began from public training institutes but the support was expanded to all training institutes in the nation in 2000, and in 2003, a 5% quota of trainees to be recruited from the disabled was levied.

To strengthen the network with public vocational training institutes, KEAD made an agreement with Korea Polytechnics and took joint steps to increase recruitment of trainees, competency development and employment rate by improving the convenience of the facilities, consulting and improvement of the environment. In the agreement were provisions that Korea Polytechnics actively make efforts to enroll 5% of their new students from the disabled and KEAD would transfer the technic of employing the disabled. KEAD implemented various programs such as education on improvement of recognition of the disabled for the faculty, development of jobs appropriate for the disabled and textbook and exchange of staff to expand recruitment of the disabled. Also for more solid training in private institutes and special schools, KEAD strengthened support and management of those training institutes and made support systems more reasonable.

Figure 3-10 | Exchange and Agreement between KEAD-Korea Polytechnics for Customized Training Cooperation



Source: KEAD internal data.

2.4. Recipient-centered Vocational Competency Development (2008~2012)

Targeting expansion of training opportunities to the students and rehabilitation service that fits the characteristics of each person and each type of disability, KEAD created and implemented a three-year plan in 2008. As the training for the severely disabled initiated by the policy order of the government changed from obligatory to optional, the training for the severely disabled was weakened and therefore KEAD implemented the plan mainly for the severely disabled who have difficulties in getting vocational training. Also through in-advance contracts with companies, KEAD expanded customized training for immediate application of competency in various industrial fields. In addition, the agency conducted specialized training by type of disabilities to provide optimized competency development service depending on the type of disability.

In 2008, KEAD raised the target of customized training to 60% and strategically focused on operations of customized training councils of each province. The agency created the brand of “Shared Customized Training” in connection with CSR and connected it with stability of subsidiary-type standard workplaces at the beginning stage of the operation to supply good manpower. It also standardized customized training in the five institutes and included actual field work in a curriculum through job analysis of the related companies. Overseas training of teachers for their expertise and cooperation with overseas institutes for introducing advanced systems was also reinforced. KEAD operated 130 customized training courses in connection with 183 companies including such large corporations as SLS Heavy Industry (vessel welding, 20 trained, 19 employed), Samsung Electro Mechanics (electricity electronics, 21 trained, all employed), Poswith (IT office, 13 trained, all employed), and Hanamicron (semiconductor packaging, 13 trained, 11 employed). In 2009, the connection rate of “Shared Customized Training” rose to 70.3% and the rate of employment maintenance of the people who completed the training increased from 69.2% from the previous year to 74.4%, and the employment rate of those who completed training increased to 86.3%. All these gains were possible due to continuous expansion and strengthening of “Shared Customized Training.” Customized training for Canon Korea Business Solutions and LG Display that utilizes internal network of Competency Development Center-branch-HQ-Employment Development Institutes and targets niche markets (e.g., KBS mall job training and others) of severely disabled females who used to be excluded from customized training, improved the achievement. At the same time, customized training areas that utilize

other resources such as welding vessels, job-customized training in connection with Korea Polytechnics, office administration customized training in connection with Chungnam Human Resource Development Institute, were also expanded greatly.

Regarding specialized training by type of disabilities, KEAD conducted hearing disability training in connection with NTID of Rochester Institute of Technology as a model case and in 2008 all development institutes conducted two specialized trainings by type of disabilities. Busan Competency Development Center started with computer-aided mechanic jobs and expanded to eight types of job-customized training including mental disability training. In 2008 “specialized training“ for the brain disabled was expanded to the area of vocational competency development training for the severely disabled. Specialized training for the brain disabled, which is run in the form of an exclusive class of management information and digital visual design, is constructing an optimized operation program for the brain disabled based on various experiences intended to provide quality content. Based on it, finding model cases of specialized training, development and distribution of specialized textbooks and appropriate types of jobs were strengthened. Daejeon Competency Development Center added specialized training courses for the mentally disabled persons and expanded the area of vocational competency development training for the severely disabled. Daejeon Center pursues diversification of job development based on continuous job analysis and makes efforts to promote expertise of its teachers. Jeonnam Competency Development Center introduced specialized training courses for amputees and keeps developing job types that can evolve even after employment. Daegu Competency Development Center is conducting two types of specialized training to accommodate those with spinal cord disability, plus expanding vocational competency development for the severely disabled.

In 2009, a digital form class guide was created renewing online management systems. It enabled information sharing and updates between teachers by unifying the form of class guide which was different between each center and job type. Accordingly, educational and training content which was mainly text was converted to e-book format with modular multimedia technology. Each page was constructed as a module and sign language was inserted, creating a disability-friendly screen. Also “KEAD Digital Competency Development Center” was opened for cyber training and started to create training content that is not duplicated with that of existing cyber training operation institutes. As a result, KEAD obtained free support from the Human Resources Development Service of Korea and created cyber training environments for the people with visual and hearing disability who had less accessibility to cyber training (97 online contents, 606 movie clips), saving 4.7 billion Won of content development cost.

In 2010, the network operation plan for vocational competency development training for the disabled was renewed as the investigation report on operation of employment network program for the disabled of 2009 pointed out that actual activities of the competency development center in the network were insufficient due to unclear division of roles and jobs, although branches had active networks with relevant organizations to conduct joint programs, support service adjustment and for service-connected employment. It was revealed that the competency development center had structural problems because its network organizations are limited to 4th-tier organizations (public and private training institutes, special schools and female human resource development centers) and other relevant organizations have duplicated treaty and management with 15 branches.

Vocational training network operation plans focused on the clarification of the role of employment networks for the disabled. The main point of the plan was, as a part of employment network of the disabled, to create a vocational training network and to let the competency development department manage and operates it.

The vocational training development center allowed centers to exchange knowledge and information and support based on the vocational network system of provinces and construction of cooperative relations that match the features of competence development centers. With all these, the employment network for the disabled clearly has two roles in employment networks between branches and in training networks between competency development centers.

Vocational training network specified each staff member's job, designated support staff and hosted network discussion meetings and created implementation plans for the future. Also for those who are not employed after training in training organizations of the network, employment support services are to be implemented based on the network connection program. As of March 2010, the network is connected with 71 organizations including 35 public vocational training institutes (35 including Korea Polytechnics and 8 including Korcham Human Resources Development Center) and 28 private vocational training institutes.

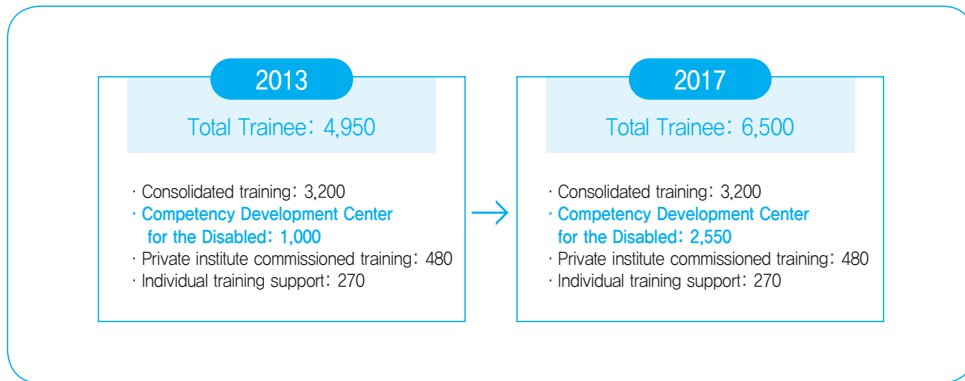
2.5. Expanding and Strengthening Vocational Competency Development of the Disabled (2013~2017)

KEAD seeks to strengthen demand-based vocational training to foster skilled human resources via vocational competency development and to expand competency development opportunities for the disabled

To strengthen demand-based vocational training, operation of vocational training and fostering skilled resources based on training demand is required. Also by building NCS-based vocational training systems, the needs and applications within various industrial fields should be extended. For stronger vocational training and increased participation of the severely disabled, training support programs should be operated, jobs that can be performed by the severely disabled should be developed, and efforts to raise the satisfaction of trainees must be made.

Also, to expand the opportunities for developing the competency of the disabled, establishment of demand-based training centers is needed, as is cooperation to raise skilled manpower among the disabled. Measures to raise employment rates of private training institutes and accessibility to vocational training by the visual and hearing disabled through developing disability-friendly e-learning content should be examined. To these ends, KEAD plans to increase the training faculty to 6,500, which is 80% of the training demand projected by 2017; this should mainly occur by establishing vocational competency centers in metropolitan areas. Due to the deterioration of Ilsan Vocational Competency Development Center, a new dormitory will be established to prevent possible accidents that can be caused due to frequent renovation, discomforts in using the dormitory and to meet the demand of training.

Figure 3-11 | Expansion of Training Demand of the Disabled



Source: KEAD internal data.

For stronger vocational competency development for the disabled, first, demand-oriented training courses will be provided and customized training courses will be established based on a demand survey.

Second, as a measure to expand training participation among the disabled, a plan to connect training and employment, providing information on the necessity of training, easing training cost and expanding U-learning is being formulated. For this purpose, training of the disabled (HRD-Net) and employment support (Work-Net) information is connected, training of the participants is expanded and appropriate training service depending on career, qualification and academic level of the disabled is provided.

The point that the employee-seeking companies' major difficulty is insufficient vocational competency of the disabled will be emphasized for the job-seekers with disabilities and to encourage their participation in training, successful employment package services, counseling on unemployment benefits and information on job placement will be provided. To encourage their participation in training, a "tomorrow learning card system" for the disabled and training cost burden exemption for the participants will be implemented. To allow access to online training regardless of the type of disabilities, e-learning content and mobile app development will be expanded. For the expansion of companies' demand-based customized training, the plan of securing training centers in industrial complexes and establishing training centers in the central part of cities is under consideration.

Third, support for the expansion of specialized training by type and level of disability is planned to be strengthened. The recruitment of trainees in specialized training in KEAD's Vocational Competency Development Centers will be increased for the severely disabled who want to have a job (615 people in 2011 → 1000 people in 2017). Based on companies' training demand by type of jobs, specialized training by type of jobs will be established and companies with training demand will be actively found and company-connected specialized training will be expanded. Also by providing sign language interpretation during training and by expansion of convenience facilities, difficulties that the severely disabled had to face while participating in training will be reduced.

For the last, training teachers' expertise will be promoted by increasing lectures by industry field experts.

3. Organization and Management Systems

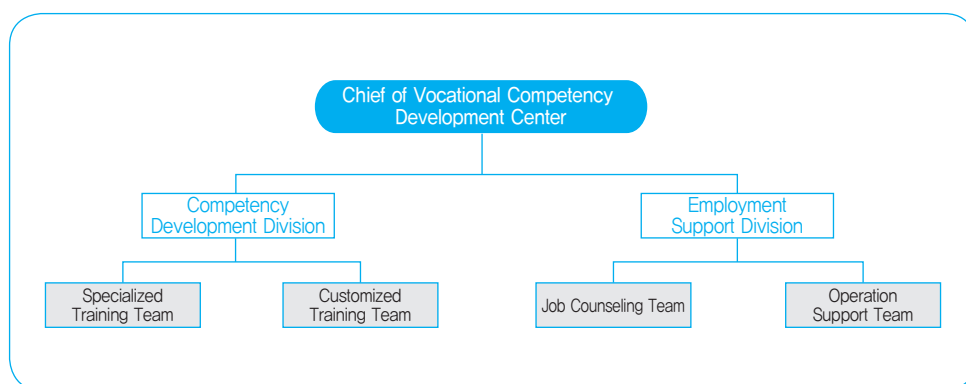
3.1. Organization

Through competency development centers run directly by KEAD, various vocational competency development programs are promoted and vocational rehabilitation service is provided. The overall task of vocational training for the disabled is handled by the competency development bureau which has planning and operations departments. The planning department is in charge of making and adjusting vocational competency development program plans, improving institutions, surveying training demand, assessing program and management achievement, development and distribution of job types for training, budgeting, development of curriculum standards and equipment, support for private and public training institutes and individual vocational competency development, vocational skill contests for the disabled (local, national and international) and support for awardees. The operation department directs vocational competency development training, supplying training facilities and equipment, development and distribution of training and education methods, building network operations, international cooperation, cyber vocational competency development training, PR and cooperation with Korea Polytechnics for vocational competency development training.

Unlike the HQ, vocational competency development institutes are organized centered on vocational training courses. In the case of Ilsan Competency Development Institute, under the chief of the institute, there are a competency development division and an employment support division. The competency development division provides living guides to the

students who take a training course and operates the training course. The employment support division consists of a job counseling team and an operation support team. The job counseling team promotes the program of the vocational competency development institute, recruits trainees and assesses and counsels the students. The operation support team handles budgeting for the operation of the institute, accounting and maintenance of the facilities.

Figure 3-12 | Organization of Vocational Competency Development Center



Source: KEAD internal data.

3.2. Operation System

The job-seeking disabled over 15 years old can enroll in KEAD’s Vocational Competency Development Center. Female and the severely disabled persons can be preferentially selected for training. Curriculum is divided into general training, special training and advanced training. General training consists of general, specialized, and customized courses.

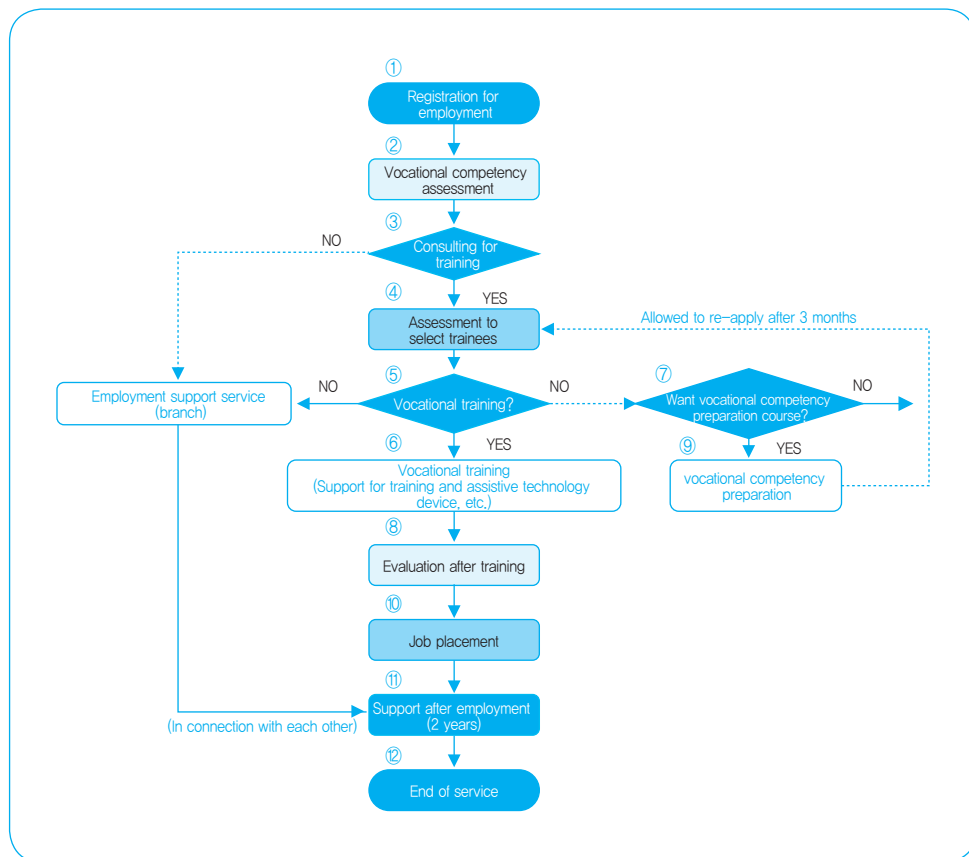
For the trainees, preparation expense for the training (one time, 40,000 Won), subsidy for household (for household owner, 70,000 Won/month), family allowance (30,000 Won per person of the household, maximum three people), allowance for training participation (for who is not household owner, 50,000 Won/month), transportation expense (50,000 Won per month), food expense (60,000 Won per month) are provided.

Beside the Vocational Competency Development Center, KEAD financially supports training cost for commissioned training and individual training. Commissioned training consists of public organizations (Korea Polytechnics) and private training institutes. Together with Korea Polytechnics, two-year education training courses and customized

training courses are operated. In the 16 campuses of Korea Polytechnics, duty-and skill (which are required by companies)-centered customized training is carried out for those job seeking people with disabilities to lead them to employment.

Other than that, KEAD supports private vocational training institute, commissioned training and individual training for promotion of accessibility. The agency preferentially selects institutes that can provide vocational training for the severely disabled and financially supports those individual trainees, within the limit of 1 million Won per person.

Figure 3-13 | Vocational Training Service System of the Disabled



Source: KEAD (2013).

Table 3-2 | Curriculum of Vocational Competency Development Program of the Disabled

Training		Training Period	Training
Vocational Competency Development Training	General Training	General Course	Basic training for the disabled for performing duties
		Specialized Course	1~24 months Specialized vocational training for the persons with severe visual/hearing/brain, mental/intelligent disability that considers characteristics of disability
		Customized Course	12 months Vocational training to perform duties demanded by companies
	Advanced Course (Current workers' competency development training)		Less than 3 months Training that improves performance of the working disabled in workplace
	Specialized Course (government, public sector training)		1~24 months Cyber training through Digital Competency Development Institute of KEAD for the examination preparation courses for government officers and teachers
Other Training Support Service	Job Experience Course for the severely disabled		Less than 2 weeks Job experience chance is provided such as basic skill, possible employment area and introduction to certificate by each training course
	Support Program for General Training		Manual applied Health management, promotion of mental cognitive rehabilitation and physical ability
	Preparation Course for Vocational Training		Less than 3 months Training preparation to promote basic studying ability to join general course of the severely disabled

Source: KEAD (2013).

4. Methods of Financing

KEAD's budget consists of a fund for the disabled and an employment insurance fund. The fund for the disabled includes business expenses (incentive for employment of the disabled, funded business expense, vocational business expense), fund operation cost, government internal expenditure and spare fund operation. The employment insurance fund consists of budget for employment facilities and equipment support for the disabled and loans toward the cost for employment equipment installation budget.

However, the ratio of contributory charge among “fund for employment promotion of the disabled and vocational rehabilitation” is high, which means it has a structural problem that if the employment of the disabled increases through various programs such as development of vocational competency and support for employment, the financial status can be threatened. Therefore, from 2010, through a restructuring program and diversifying financial sources including increased quota of employment of the disabled and increased basic contributory charge amount, financial earnings and expenses were in the black. However, there are various threats to financial sustainability such as payback of the Fund for Management of Public Funds, increased expense of business such as employment promotion of the disabled, and vocational rehabilitation due to increased disabled population. It is time to make sustainable efforts to diversify and stabilize funds for employment promotion and vocational rehabilitation.

Table 3-3 | KEAD’s Budget

(Unit: million Won)

Year	Total	Fund for the Disabled*	Employment Insurance Fund
'12	425,827	416,888	8,939
'13	494,433	472,433	22,000
'14	532,263	528,843	3,420

Note: * Government internal income of 33 billion Won is included (transferred amount in general accounting 25 billion, transferred amount in insurance fund 8 billion).

Source: KEAD internal data.

Measures to fund business expenses from the employment insurance fund and to strengthen the vocational competency development program are reviewed. Also, support of general accounting for infrastructure cost such as KEAD’s operating cost is expanded. Measures to utilize various financial sources such as using the industrial accident compensation insurance fund for supporting vocational training for the disabled by industrial disaster are considered.

Table 3-4 | Budget for Vocational Competency Development Program for the Disabled

(Unit: million Won)

Program	'10		'11		'12		'13	
	Budget	Amount Executed	Budget	Amount Executed	Budget	Amount Executed	Budget	Amount Executed
Operating Vocational Competency Development Centers	8,844	8,823	9,493	9,486	9,818	9,818	12,434	12,434
Korea Polytechnics Customized Training							384	384
Support for Vocational Competency Development	3,031	3,031	3,079	3,079	2,925	2,925	3,171	3,171
Vocational Skill Contest	2,366	2,366	2,366	2,366	2,745	2,745	2,888	2,888
International Vocational Skill Contest	845	845	3,390	3,390	639	639	773	773
Improve Recognition on the Disabled	541	541	536	535	559	559	503	503
Campaign to Promote Employment of the Disabled	69	37	70	66	69	68	149	149

Source: KEAD internal data.

2014 Modularization of Korea's Development Experience
Vocational Training of Persons with Disabilities in Korea

Chapter 4

Details and Implementation

1. Operation of Vocational Competency Development Centers for the Disabled
2. Supporting other Training Institutes

Details and Implementation

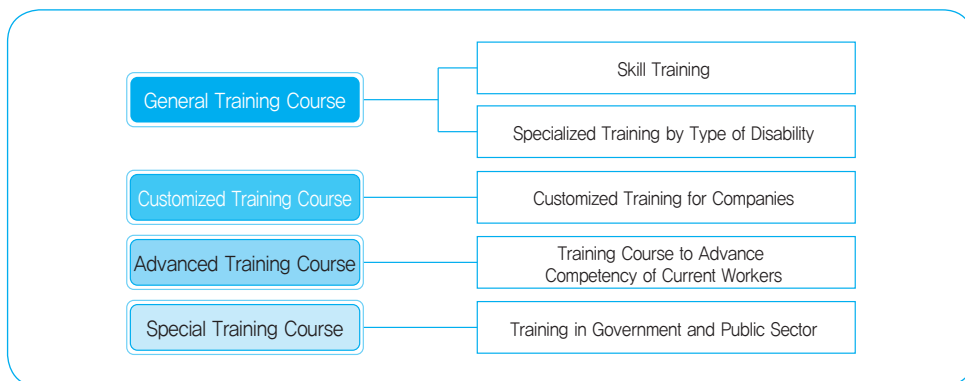
1. Operation of Vocational Competency Development Centers for the Disabled

1.1. General Training Course

1.1.1. Skill Training

KEAD’s Training of Vocational Competency Development Center offers public training of the disabled with courses of general training, customized training, advanced training, special training and general training, divided into “skill training” and “specialized training by type of disability.”

Figure 4-1 | Kinds of Vocational Competency Development Training



“Skill training” consists of general training based on the standard training curriculum of KEAD’s Vocational Competency Development Center. The target recipient should fall under “Enforcement Decree of Employment Promotion and Vocational Rehabilitation of Disabled Persons Act,” and should be over 15 years of age. However, the disabled person who falls under any of the following stipulations is excluded from training. The regulation of paragraphs 3 through 6 does not apply to customized training, cyber training and special training courses.

- ① Those who receive training expense support under other Acts.
- ② When the person is enrolled in high school or higher level school at the time of entrance. However, graduate-to-be college students (including graduate school) at the time of starting training or those who study in night college (including Korea National Open University), night graduate school or cyber college are an exception and for a graduate-to-be high school is acknowledged only when the principal of the high school so authorizes.
- ③ Those who completed or dropped out of a general training course in less than one year.
- ④ Those who completed training with the support of KEAD under “Regulation on supporting vocational competency development training for the disabled” in less than one year.
- ⑤ Those who dropped out in the middle of supported vocational training without proper reasons in less than one year.
- ⑥ Those who completed a general training course can enter the same training division again after 3 years from completion.

Meanwhile, the target recipient of customized training should be, according to the “regulation on management of matters regarding KEAD’s Vocational Competency Development Center,” over 15 years old, a registered job-seeking person with disability, and appropriate for the job and employment requirements of companies. However the disabled who fall under any of the following are excluded from the target of customized training. The period of customized training is flexible depending on the demand of business owners within one year.

-
- ① Those who receive training expense support under other Acts.
 - ② Those who are to be dropped out in the middle due to employment or treatment.
 - ③ When the person is enrolled in high school or higher level school at the time of entrance. However graduate-to-be college students (including graduate school) at the time of the start of training or students in night college (including Korea National Open University), night graduate school or cyber college, are an exception and a graduate-to-be in high school is acknowledged only when the principal of the high school so authorizes.
 - ④ Those who are enrolled in Competency Development Center for other customized training courses of another business entity on the day that recruitment for customized training is announced.

Non-scheduled recruitment of trainees is a principle of recruitment. However, to raise efficiency of work, there can be specified recruitment period and trainees must be selected through proper evaluation. The development center selects trainees through screening based on selection evaluation results. The valid period of acceptance is six months from the date of final evaluation and the result can be applied to the case of entering other KEAD vocational competency development centers. However, when the major is different, there will be re-evaluation for the applied major and based on the result, final decision will be made. Entrance is on demand any time during a year.

When a student joins a training course, type of job should be decided immediately and a personalized training plan should be created. When a personalized plan is formulated the training content should follow detailed training standard of each job but additional curriculum can be added or deleted depending on the characteristics of each trainee. In order to enforce adjustment to the job field and to connect to a job, field training can be provided within 30/100 of training time.

When a trainee has completed 80 /100 of planned time and number of courses, the trainee may be regarded as “having completed the course” through screening by the operations committee of the vocational competency development center. However, in the case of customized training, when the training ends, without separate screening for completion, but with the result report on customized training the trainee will be regarded as having completed the course. Despite the paragraph, if a student who had taken more than 140 hours of training or more than one month of training gets a job and submits an employment report, the student may be regarded as having completed the course without screening by the operation committee.

Host departments and employment connection departments of job-supporting divisions should provide employment counselling for the trainee and record the level of major and training achievement, desired occupational category, level of wage and other employment conditions and employment related desires in KEAD's employment system.

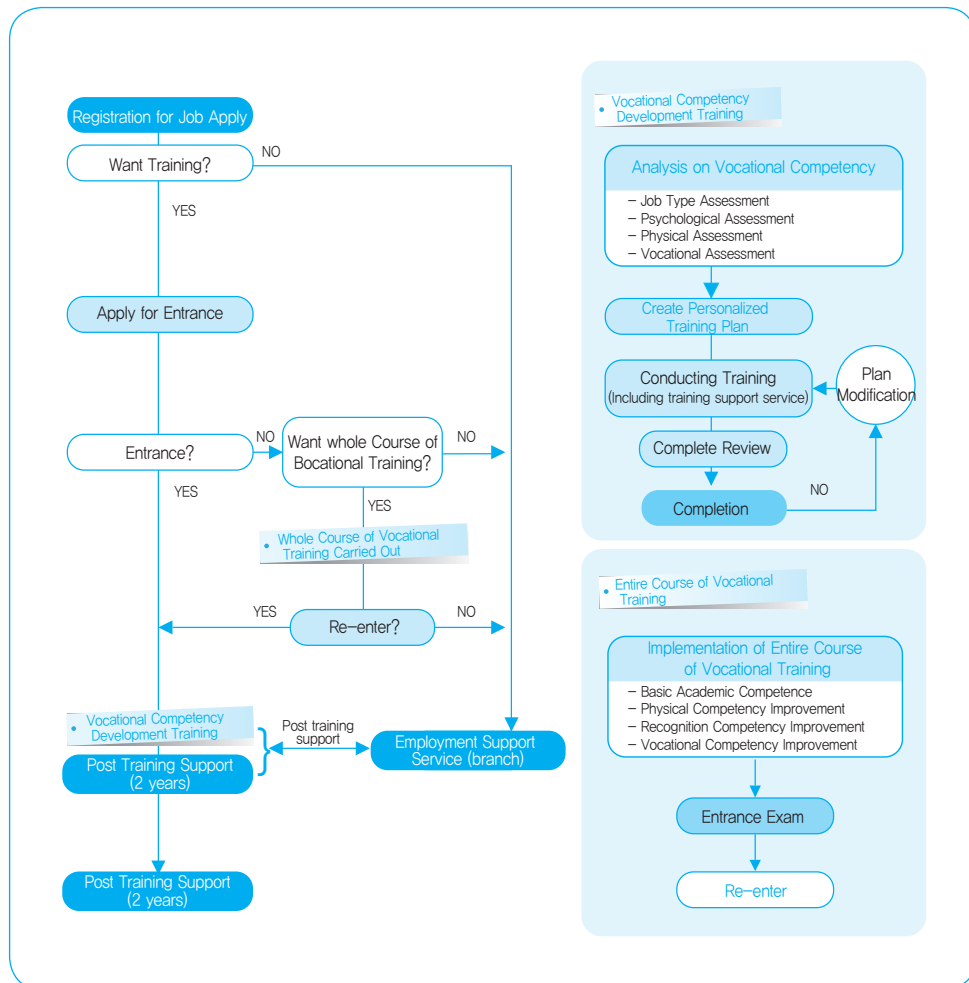
The Chief of the Vocational Competency Development Center should make efforts for the trainees who completed the training to obtain a job in a short time, closely cooperating with the KEAD branch manager. The employment connection department of the job-supporting division should help trainees who wish to have a job to obtain one through cooperation with the training host department. When matching a job, description of a company, working conditions, and job description should be given to the trainee and when the trainee is employed, the training-hosting department or employment connection department of the job-supporting division should receive an employment report from the company and record job counselling and job placement matters in the employment system of the disabled. Employment connection departments of job-supporting divisions should note the confirmed employment to the relevant branch.

For promotion of adjustment in an industrial field, an adjustment guide is given after employment and the result is reflected in the training course the following year to promote the effectiveness of training. The adjustment guide given after employment includes adjustment, job satisfaction, working condition satisfaction including wages, working environment, working conditions, evaluation of the business owner and difficulties experienced by the worker.

For the trainees who completed a general training course, two years of support are provided from the day of completion and for the trainees who completed customized training, three months of support are provided but for those who were employed, an adjustment guide for more than one time per quarter and for those who were not employed yet, job counselling for more than three times per quarter shall be given. However, for those who completed cyber training the period of adjustment guide can be given for a flexible time period within the scope that the trainee can settle in the workplace stably. The training hosting department should notify the reasons and other matters of unemployment of the trainees to the employment connection department of the job-supporting division. When there is a reason for unemployment of trainees who completed training, the training hosting department should submit unemployment papers to the employment connection department. The employment connection department of the job-supporting division should make cooperative efforts with branches to provide continuous service to trainees who are not yet employed.

The recruiting and training process of KEAD's Vocational Competency Development Center is depicted in [Figure 4-2].

Figure 4-2 | Recruiting and Training Process of Vocational Competency Development



Source: KEAD (2013).

The training period of a general training course is one month or standard time of 140 hours within 2 years. The period of a special training course can be determined depending on the area and the features of the vocational competency development center by the Chief of the center. The training category should be acknowledged as a proper job category to

develop or promote vocational competency of the disabled and training categories and curriculum should follow KEAD's detailed training standards and should revise details of the training standards every three years reflecting the change in industry technology.

<Table 4-1>, <Table 4-2> and <Table 4-3> show training category and performance of five Vocational Competency Development Centers of KEAD.

Figure 4-3 | Jewelry Processing



Source: KEAD internal data.

Figure 4-4 | Baking Praining



Source: KEAD internal data.

Figure 4-5 | Mechanics Training



Source: KEAD internal data.

Figure 4-6 | Design Sector Training



Source: KEAD internal data.

Figure 4-7 | Barista Training



Source: KEAD internal data.

Figure 4-8 | Job Practice Training for the Intellectually Disabled



Source: KEAD internal data.

Table 4-1 | Training Category of each Vocational Competency Development Center

	Training Category	Training by Occupation Type			
		Computer aided machine	Computer aided machine	Computer aided machine design	-
	Electronics	Electronic device	Electronic control design	Electric electronic assembly	LED lighting device
	IT	Software development	Software quality management	-	-
	Design	Web contents design	Product application modeling	-	-
	Field work	Manufacturing technology	-	-	-
Ilsan	Jewelry craft	Jewelry processing	Wax modeling	Jewelry CAD	-
	Printing publishing media	Electronic publishing	-	-	-
	IT convergence	Digital hybrid	-	-	-
	Other category	Web standard development	Nail art	Telemarketing manager	-
	Computer aided machine	Computer aided machine	Computer aided machine design	Machine design	-
	Electronics	Electronic device	Electric electronic assembly	Electronic control design	Electronic circuit CAD
Busan	IT	Information management	Software development	-	-
	Design	Visual design	Web contents design	-	-
	Field work	Manufacturing technology	-	-	-
	Architecture	Architecture design	Interior architecture	-	-
	Food service	Food application barista	Food application baking	-	-
	System control	System control		-	-

	Training Category	Training by Occupation Type			
Daegu	Computer aided machine	Computer aided machine	Computer aided machine design	-	-
	Electronics	Electronic device		-	-
	IT	Information management	Software development	Smartphone app development	-
	Design	Web contents design	Visual design	-	-
	Field work	Manufacturing technology	-	-	-
	Fashion	Western style fashion design	Traditional fashion design	Fashion design	Fashion making
Daejeon	Other category	Management accounting	Telemarketing manager	Web standard development	Web call marketer
	Computer aided machine	Computer aided machine	Computer aided machine design	-	-
	Electronics	Electronic device	Electric electronic assembly	Electronic control design	Electronic circuit CAD
	IT	Information management	Software development	-	-
	Design	Visual design	Web contents design	Graphic artwork	-
	Field work	Manufacturing technology	Product assembly	-	-
Jeonnam	Food service	Food application baking	Baking master		-
	Computer aided machine	Computer aided machine	Computer aided machine design	Mold design	-
	Electronics	Electronic device	-	-	-
	IT	Information management	Software development	IT application	-
	Design	Visual design	Web contents design	Smart graphic	-
	Field work	Manufacturing technology	-	-	-

Source: KEAD (2013).

Table 4-2 | Skill Training Status of Vocational Competency Development Center

(Unit: person)

		2010	2011	2012
Total		483	539	398
Ilsan	Sub Total	185	172	110
	Mechine	21	23	18
	Electronic	52	31	19
	Design	24	34	14
	Craft	18	24	17
	Printing Media	26	32	22
	Fashion Design	-	-	-
	IT	44	28	14
	Other	-	-	6
Busan	Sub Total	90	111	96
	Machine	19	15	15
	Electronic	18	25	19
	Food	14	27	17
	Architecture	8	8	7
	Design	31	8	11
	Printing Media	-	-	-
	IT	-	28	27
	New Job Category Operation	-	-	-
Daegu	Sub Total	82	90	84
	Electronic	20	22	16
	IT	15	18	15
	Fashion Design	15	20	13
	design	16	14	19
	Machine	16	16	18
	Other	-	-	3
	New Job	-	-	-
Daejeon	Sub Total	66	91	54
	IT	22	32	13
	Electronic	24	23	9
	Craft	-	-	-

		2010	2011	2012
Total		483	539	398
Daejeon	Design	13	14	10
	Food Service	7	14	10
	Machine	-	8	10
	Other	-	-	2
	New Job	-	-	-
Sub Total		60	75	54
Jeonnam	Machine	25	17	11
	IT	14	25	18
	Design	15	19	16
	Animation	6	2	-
	Electronic	-	12	9
	Telemarketing	-	-	-
	New Job Category Operation	-	-	-

Note: based on number of trainees who completes training.

Source: KEAD (2013).

Table 4-3 | Training Performance of each Vocational Competency Development Center

(as of 2012, Unit: person)

Distinction	Skill, Customized, Specialized Training			
	Skill Training	Customized Training	Specialized Training	Total
2012				
Ilsan	110	270	93	473
Busan	96	174	79	349
Daegu	84	156	70	310
Daejeon	54	127	48	229
Jeonnam	54	112	49	215
Total	398	839	339	1,576

Distinction	Skill, Customized, Specialized Training			
	Skill Training	Customized Training	Specialized Training	Total
2011				
Ilsan	70	233	18	321
Busan	39	143	21	203
Daegu	27	149	15	191
Daejeon	29	122	22	173
Jeonnam	19	103	25	147
Total	184	750	101	1,035
2010				
Ilsan	71	233	41	345
Busan	51	157	27	235
Daegu	26	142	36	204
Daejeon	26	138	17	181
Jeonnam	25	107	29	161
Total	199	777	150	1,126

Note: Specialized training by type of disability is conducted in all 5 vocational competency development centers. New job of vocational competency development center varies every year.

Source: KEAD (2013).

1.1.2. Specialized Training by Type of Disability

Specialized training by type of disability, (“specialized training” hereafter), which began in 2005, means professional vocational competency development training that considers features of disability for those who experience difficulties entering the job market.

“Specialized training” provides systematic vocational education and training, considering each person’s characteristics and ability, intended to develop the trainee’s own strong points. It includes training in etiquette and information education and training to strengthen personal competence. It is provided in a convenient, non-lecture environment at five Vocational Competency Development Centers where specialized training for those with visual, hearing, mental, brain and intellectual disability is conducted.

In 2004 KEAD changed the name of the “Specialized Vocational School of the Disabled” to the “Vocational Competency Development Center of the Disabled,” and refocused from a skilled manpower-training center to providing comprehensive services. In the process

of changing its organization to “center,” the necessity to develop and provide vocational training services for the severely disabled was raised and KEAD tried to strengthen job security and employment by giving differentiated vocational training to the severely disabled and by introducing “specialized training.”

Later in the five centers, a specialized task force by type of disability was created, including operation of a specialization team. Considering the capability of the five centers, five types of disability were selected. Regarding the target recipients, visual, hearing, brain and mental disability, all of which cause relatively lower employment rate, were selected. With the introduction of the hearing specialized education system from Rochester Institute of Technology’s NTID, the hearing specialization was additionally designated as a target to meet the higher education demand of the hearing disabled. Currently each of the five Vocational Competency Development Centers focuses on a particular type of disability: Daegu specializes in visual disability, Ilsan in hearing disability, Busan in mental disabilities, Jeonnam in brain disabilities, and Daejeon in intellectual (autism) disability.

The specialized training targets the severely disabled who are registered according to disability grade criteria under the “Enforcement Decree of Act on Welfare of Persons with Disability” and the Enforcement Rule of the same Act. If the cause of disability is estimated as cerebral palsy, traumatic brain injury, stroke or other organic lesion of brain, they can be selected to receive specialized training for the brain disabled with a doctor’s medical certificate. Such training can be restricted to those recommended by a case manager from a mental health-related organization (psychosocial rehabilitation center, mental health center, or day hospital, among others).

A Vocational Competency Development Center makes detailed operation plans for its own specialized training every January. Curriculum for specialized training follows training time formation of an annual vocational competency development implementation plan but for trainees in these programs, support as in <Table 4-4> can be added to the curriculum. There should be a balance of each type of disability but the proportion of specialized training for one type of disability should not exceed 60% of total trainees.

Table 4-4 | Support for Specialized Training by Each Type of Disability

	Hearing	Visual	Brain	Mental	Intellectual (autism)
Common	- General training support program - Assistive technology device is supported (including education on how to use)				
Improvement of Training Environment	Bulletin board, notice facility stenography service, etc.	Brail textbook, electronic textbook, etc.	-	Individual trainee case management	-
Program	Deaf culture identity, communication technic training, etc.	Mobility training, weak eyesight rehabilitation training, etc.	Strengthening sports ability, work skill training, recognition rehabilitation training, etc.	Management of drug, symptom and personal matters, art treatment, music treatment, etc.	Hygiene management Financial management, interpersonal skill training
Supporting People	Sign language interpreter is allocated	-	-	In connection with mental health related organization	-

Note: KEAD (2013).

Specialized trainee selection evaluation is based on the “manual of entrance selection evaluation” and for those trainees who have the type of disability subject to specialized training, purpose, method and features of specialized training should be explained in advance depending on the type of disability. For specialized training, a personal training plan should be created and implemented based on training category under detailed training guide by type and with the addition of general training support program or specialized training by type of disability program. For specialized training, exclusive classes should be created but a consolidated class can be operated for efficiency. However, for main disability type per each Vocational Competency Development Center, more than one training category should be run in an exclusive class to play a central role in specialized training by type of disability. The main specialized training by type of disability operated by five Vocational Competency Development Centers is as follows:

a. Specialized Training for the Visually Disabled

To foster experts who can effectively deliver information to those information-alienated and professional officer workers who can actively play a role in delivering rights and information by educating planning administrators, web-accessibility educators and operators of visual assistance technology devices. Also after completion of training those people can work in companies dealing with web-accessibility, SI (a company that consults development of information systems and designs, develops, operating, maintains, manages it) or work as an office clerk of a customer consulting company, lecturer of assistive technology or informatization, online consultant (booking and ticketing), hospital coordinator, or who someone who makes announcement calls. Admissible trainees are those who have grade 1~3 visual disability.

b. Specialized Training for Hearing Disability

Specialized training for hearing disability provides adequate education on personality and sociability to the hearing disabled to create expert technicians in high tech machinery and to help them have stable jobs. Hearing counsellors are appointed for them for counseling, community camp, extraordinary activities and sociability training is provided. Sign language interpreters are appointed, hearing aid devices are provided and sign language textbooks are produced so that the hearing-disabled have no inconvenience in taking lectures. Training offers opportunities for the trainees to enter various fields of new products or product modeling, reverse engineering, equipment designing, automobile-related molding, aviation, semiconductors or companies that use CAD/CAM. Admissible trainees are those who have grade 1~2 hearing disability.

c. Specialized Training for Mental Disability

Training enables mentally disabled individuals to live economically and socially independently in their local community by providing professional vocational skills that match their aptitude and capability. Through four weeks of a basic training course, trainees are assessed regarding their application, vocational skill, job, emotions and recognition. After the course, through a discussion with guardians, specific direction for further training is determined. Based on their vocational aptitude and the industrial structure of the local community, training for simple manufacturing, e.g., assembly and packing, and service related fields like car washing, street cleaning, assisting in food service, or assistant nursing is provided. Training in skills for adjusting to a job is emphasized and a wide range of skill training is provided depending on the aptitude of each person. Those who are eligible for admission should have conditions manageable by drug therapy and they should be able

to live collective life, be registered to day hospital or adult day care center and have a higher than 80% attendance rate, be recommended by a case manager of the organization, and should pass a basic assessment and be selected for the major through 2~3 weeks of a professional job category course.

d. Specialized Training for Brain Disability

Training aims to enable individuals with mental disability to live independently in their local community economically and socially by acquiring professional vocational skills that match his/her aptitude and capability. Various vocational training courses such as visual design and software quality assurance are opened. Admissible trainees are those who have brain disability of grade 1~3.

e. Specialized Training for Intellectual Disability

To improve life habits, job performance and work attitude and to enable them to maintain a stable work life, rehabilitation and customized training service is provided.

Training in service jobs, assembly and packaging is conducted. After completion, trainees can get a job in service areas including assisting in food service, car washes, street cleaning and assistant nursing. Those eligible for admission should be persons with intellectual or autism disability. The curriculum includes office administration, information management and customer service-centered training. Curriculum of specialized training for hearing impairment focuses on CAD, CAM, CNC lathe, express processing and curriculum for specialized training for the mental disability focuses on CNC lathe, CNC MCT, general-purpose electronics, Web development, media publishing and editing, architecture drafting, baking. The specialized training for persons with brain disability includes internet programming, Web design, product & mechanical design, while the training for intellectual disability has a product assembly and manufacturing technology-centered curriculum. <Table 4-5> shows yearly performance of specialized training conducted in five Vocational Competency Development Centers.

Table 4-5 | Performance of Specialized Training in Vocational Competency Development Centers

(Unit: person, %)

Year	Specialized Training		
	Number of Trainees Who Completed Course	Number of Employed	Employment Rate
2012	339	293	86.4
2011	381	378	99.2
2010	341	288	84.5

Note: Based on number of trainees completed training.
Source: KEAD (2013).

1.2. Customized Training

“Customized course” means vocational competency development training conducted to have the trainees acquire job-performing ability demanded by companies. For “Customized training,” trainees are recruited to meet the actual demand of companies. A Vocational Competency Development Center makes a contract with a business owner/group on job category, training level and methods; the conducts training; and the contracted owner/group preferentially employs trainees who have completed the training.

“Customized training” was introduced in 2002 and was fully implemented in 2005. It was introduced because there was a limit in then-existing vocational training to satisfy various vocational desires of the disabled.

“Customized training” is similar to order-based training. The whole process from its curriculum design, to trainee selection, training and employment, is connected with companies and as it is closely related to actual performance of duties, trainees adjust to the workplace smoothly, leading to higher satisfaction of companies and the disabled.

Customized training emphasizes target-orientation, actual duty-orientation, and strong adjustment. “Target-oriented” means training should focus on the duties that a company demands and “actual duty-oriented” means training should focus on the skills that can be utilized in the workplace and “strong adjustment” means strengthened adjustment and improved productivity. The effect expected from customized training is as follows:

- Improving technical skills and productivity by raising manpower which company demands.
- Time and cost reduction for field adjustment by field duty-centered training.
- Chances to experience duties in advance and to be evaluated before employment are provided thanks to the participation of the contracted companies in training and evaluation.
- Increased effectiveness of training thanks to the participation of companies in training and evaluation.
- As employment is guaranteed, the effectiveness increases as trainees have more motivation in shortening the training period.
- Due to good adjustment and lower employee turnover rate, companies have less HR burden and employment of the disabled is stabilized.
- Expanded job creation and job categories for the disabled.

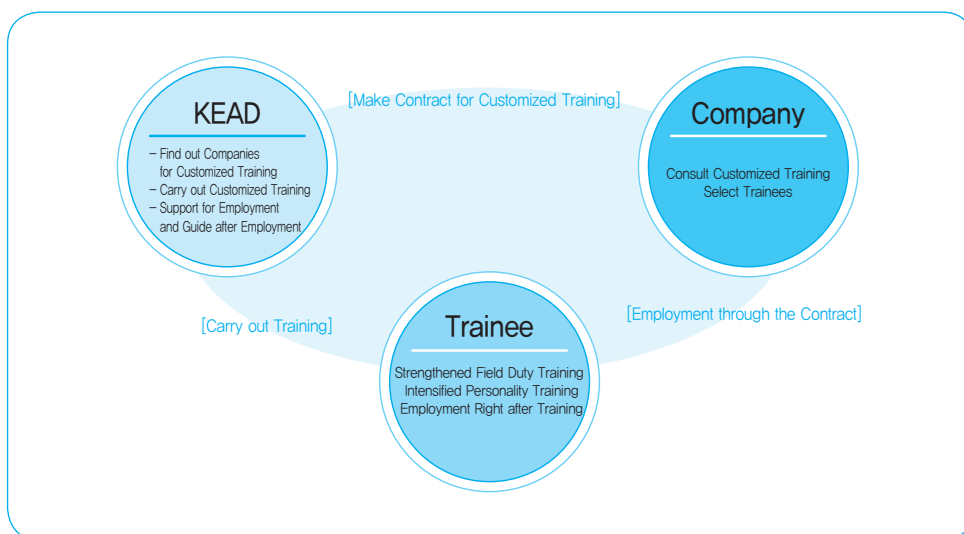
Figure 4-9 | Opening Customized Training Course with Saramin Inc.



Source: KEAD internal data.

The period of customized training can be flexible depending on the demand of business owners. It requires a minimum of three days and eighteen hours within one year. Companies participating in customized training should buy employment insurance. Vocational Competency Development Centers and their branches take charge of finding companies for customized training and analysis of duties. The training takes place in a Vocational Competency Development Center or field training place and depending on contents of training, workplaces can also be used. For the trainees' participation in customized training, an allowance may be provided. The amount for the trainees who take more than one month or 140 hours, 30,000~70,000 Won in various allowances is provided according to an established payment standard.

Figure 4-10 | Customized Training System



Source: KEAD Web-site (<http://www.kead.or.kr>).

The process of customized training is as follows:

First, a contract is made with the company that will hire the trained disabled person on general matters like required duties, method of training, and period of training.

At the duty analysis stage, teachers and field workers analyze the details of contracted duties and discuss training subjects, expectation levels and how to evaluate.

At the recruitment and selection stage, trainees are evaluated for selection and an interview is conducted based on the contract and other discussed matters.

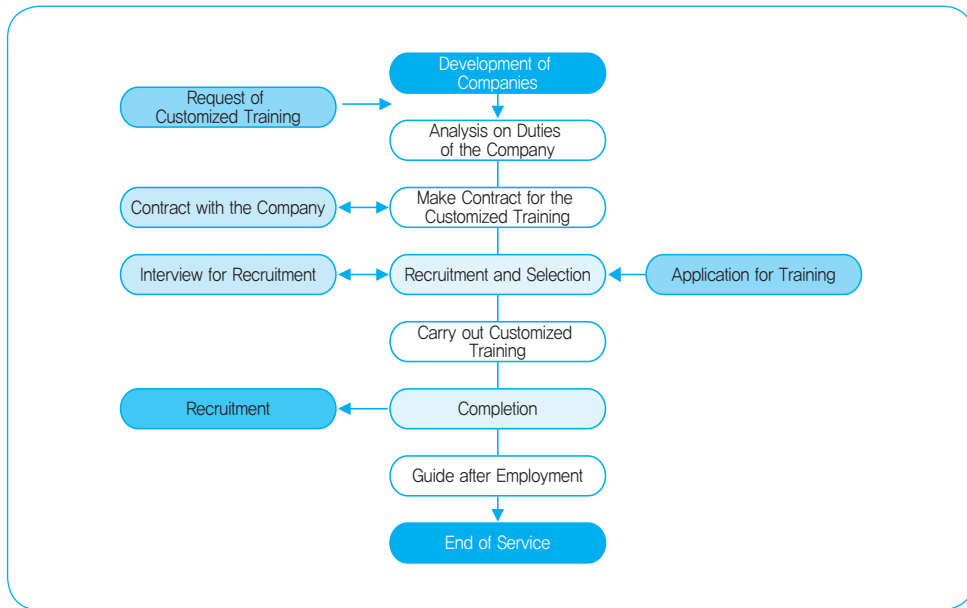
When the contracted training is conducted, a training plan is created based on the contract and duty analysis. Training is provided and if necessary there can be discussion with field workers of the linked company.

On the completion and evaluation stage, the company and Vocational Competency Development Center evaluate the duty-performing competency and confirm the final employment target, and for those who failed to complete training, next steps are discussed. If necessary, training can be extended or the contract can be made again. When the training ends, trainees are employed by the contracted company.

At the adjustment guidance stage, adjustment and duty performance will be examined for a certain period and field guidance will occur at the same time.

In the case that performance of duties is almost impossible due to maladjustment or lack of skill, re-call training will be done if necessary. The diagram below depicts the process of customized training.

Figure 4-11 | Process of Customized Training



Source: KEAD Web-site (<http://www.kead.or.kr>).

The performance of customized training in KEAD's five Vocational Competency Development Centers is as follows: the number of trainees who completed courses was 750 in 2010; 777 in 2011; and 839 in 2012. The number of the employed was 694 in 2010, 775 in 2011, and 814 in 2012. <Table 4-6> shows performance of customized training in Vocational Competency Development Center by year. Detailed analysis on the performance of customized training will be dealt with in Chapter 4.

Table 4-6 | Customized Training in Vocational Competency Development Center

(Unit: person, %)

Year	Customized Training		
	Number of Trainees Who Completed Course	Number of Employed	Number of Trainees Who Completed Course
2012	839	814	97.0
2011	777	775	99.7
2010	750	694	92.5

Note: Based on number of trainees completed training.

Source: KEAD (2013).

When we look into the type of jobs provided through customized training, we find that the Ilsan Vocational Competency Development Center focuses on the IT sector such as machinery, electronics, design, craft and printing media; the Busan center focuses on machinery, electronics, food service, architecture and design; the Daejeon center concentrates on food service, electronics, and design; the Daegu center concentrates on electronics, IT, fashion design, design and massage; and Jeonnam center focuses on machinery, IT, design and animation. <Table 4-7> shows customized training by job type and its courses conducted by the five Vocational Competency Development Centers.

Table 4-7 | Customized Training by Job Type and Its Courses

Center	Job Type	Course
Ilsan Vocational Competency Development Center	Machinery, electronics, design, craft and printing media	Precious metals processing, craft and surface treatment, Jewelry CAD, 3D design, cutting tool processing, customer agent, programming, web design, product application modeling, performance, exhibition, office administration, providing online information, care assistants, catering assistants, manufacturing / packaging, connector labeling, cell phone packaging, advertisement printing, screen printing, electronic prepress, bookbinding, special printing, semiconductor equipment operation and inspection, electronic circuit design, Surface Mount Technology (SMT), mobile phone assembly and inspection, chassis assembly, cutting tool processing, CNC lathes, machinery equipment, elevator equipment maintenance, industrial mold modeling, electronic publishing, consumer electronics assembly and inspection, CAM, etc.

Center	Job Type	Course
Busan Vocational Competency Development Center	Machinery, electronics, food service, architecture and design	Steel structure design, mechanical design, sheet metal CAD design, Auto CAD, CNC lathe, advertise material production, output construction, advertisement publication design, web development, web programming, print publishing, interactive design, electronic publishing, design and prepress of calendar, packaging and machinery facilities, physical therapy assistants, food service industry, marine electrical control, circuit design, electronic CAD, auto parts assembly and packaging, crop packaging, bakery manufacturing, paper cup manufacturing, street cleaning, architecture, etc.
Daejeon Vocational Competency Development Center	IT, design, electronics, food service	Circuit design, semiconductor production / inspection jobs, electronics, DB Management, Bakery and confectionery, 3D content creation, complaints and promotion, web programming, computer shorthand, digital comics production, web marketing, flower sweets manufacturing, semiconductor packaging, electricity electronics, circuit design and assembly / packaging, machine shorthand, office administration, lighting equipment assembly, etc.
Daegu Vocational Competency Development Center	Electronics, IT, fashion design, design	Advertisement publication design, web design, image editing, sewing, electricity, electronics, applied chemistry, information processing, simple assembly / packaging, pharmacy NCA, hanbok, confectionery · baking, graphic design, massage, CAD / CAM, fashion, automotive parts inspection, office administration, etc.
Jeonnam Vocational Competency Development Center	Machinery, IT, design, animation	Machinery, CAD / CAM, advertisement design, cartoon design, web design, information technology, landscape management, food production, cleaning, packaging, sewing, electricity electronics, animation, embedded systems, ceramics manufacturing, tele-marketing, digital media, electronic information, electronic circuit design, laundry assistance, textile manufacturing, etc.

Source: KEAD (2013).

1.3. Supporting Services for General Training Course

Training support services can be defined as a professional activity for intervention in medical, physical, psycho-social and vocational aspects of trainees to enable them interact efficiently and functionally with the society by having a job with expert skills gained through skill training courses.

In vocational rehabilitation courses, there are largely two types of training – vocational and work adjustment training. Vocational training fosters skills required in certain type of jobs. The representative example is the general training of the Vocational Competency Development Center. On the other hand, work adjustment training is a professional intervention to remove psychological and social features that come from disability and that can negatively affect job skills and vocational rehabilitation courses which are for promotion of smooth adjustment to jobs, social unification and participation.

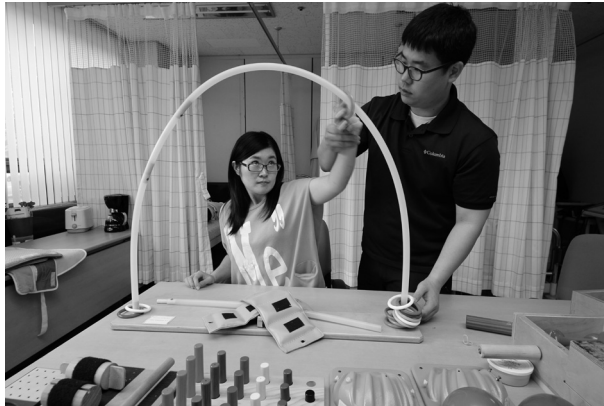
KEAD’s Vocational Competency Development Center started employment programs for the severely disabled, changing-job-prevention programs, physical capacity promotion programs, job experience courses for the severely disabled, professionalized evaluation and recognition improvement courses from 2005, and is recently expanding to various programs such as health management, rehabilitation exercise, anger management, self-dignity improvement , art treatment and language treatment.

Figure 4-12 | Music Therapy



Source: KEAD internal data.

Figure 4-13 | Work Therapy



Source: KEAD internal data.

Figure 4-14 | Physical Capacity Promotion Program



Source: KEAD internal data.

Table 4-8 | Physical Capacity Promotion Program

Program	Physical Capacity Promotion Program	
Definition	Program that enables trainees safely perform duties by promoting physical function, exercising to supplement lacking physical capability, providing duty assisting device or changing working environment in which duty is performed	
Participant	All type of disability including intellectual (autism) disability and physical disability	
Operator	Physical therapist, occupational therapist, physical education teachers, speech therapists (appoint outside experts)	
Operation Time	2~3 per week	
Program Module	① Activities of Daily Living (ADL) Training (occupational therapy)	<ul style="list-style-type: none"> ○ Personal ADL training required in performing jobs independently like eating, personal treatment, managing appearance (in connection with assistive technology device support)
	② Balanced posture, gait (Physical, occupational therapy)	<ul style="list-style-type: none"> ○ Training that strengthens weakened strength and balance of the body due to disability ○ Training of pain management and vocational life and education for back pain prevention and proper posture ○ Alleviate disorders
	③ Speaking training (Speech Therapy)	<ul style="list-style-type: none"> ○ Develop remaining language function and the route of information in hearing ○ Muscle exercise or naming objects for correct pronunciation to improve communication skill
	④ Function of hand improving training	<ul style="list-style-type: none"> ○ Functional work assessment, craftwork therapy ○ Improvement of basic vocational competency through upper limb function training such as agility of fingers, strength of hands and fingers, coordination capability of both hands
	⑤ Fitness promotion training (rehabilitation)	<ul style="list-style-type: none"> ○ Basic fitness and strengthening exercise ○ Exercise program including physical fitness test, exercise prescription and stretching (Relieve muscle tension, in-water rehabilitation) ○ Rehabilitation exercise program (Improvement of joint motion range, muscle endurance and gait pattern, etc.)
	⑥ Assistive technology devices necessity assessment	<ul style="list-style-type: none"> ○ Measure restricted functional factors like visual, hearing, language and hand functions and select necessary assistive technology device ○ Based on measured functional level and personal desire, assistive technology device is selected among ADL (eating, personal treatment, etc.), office work, working activity, leisure

Program	Physical Capacity Promotion Program	
Program Module	⑦ Assistive technology devices suitability Assessment	○ Assess whether the selected assistive technology device is adequate for an individual. After actual application assessment, necessity of device replacement is checked, too
	⑧ Development of Assistive technology devices	○ When customized assistive technology device is required, assistive technology device is developed in cooperation with labor supporting department (expertise team)
	⑨ Adjustment training for Assistive technology devices	○ Train to use the device efficiently and often check the usage of provided assistive technology device ○ Check the necessity of other devices
Performance Evaluation	<ul style="list-style-type: none"> • Use professional evaluation tools such as physical capability evaluation tools and hand function evaluation tools • Using check list, check ADL performance ability, quality of life and life satisfaction • Improvement in general training performance (maintaining posture, endurance, etc is evaluated by training teacher) 	
After Management	<ul style="list-style-type: none"> • Regular physical function test, customized physical capability improvement program is provided • During training period and assistive technology device is provided after employment (after training) 	
Resource to Utilize	<ul style="list-style-type: none"> • Assistive technology: labor supporting department of KEAD, Seoul assistive technology service center, Gyeonggi-do rehabilitation engineering center, Hanbeot A-Tech, Rehabilitation assistive technology center (Nazareth College) • Language therapy: Korea Association of Speech-Language Pathologists, Korea Language Therapy Clinical Research, Korea Intergrated Arts Therapy Association 	

Source: KEAD internal data.

Table 4-9 | Health Management Program

Program	Health Management Program
Definition	Program that helps manage their own health based on the advice of doctor or experts, take medicine regularly if necessary and properly eat and manage weight to maintain his/her disability and health by him/her self
Participant	All type of disability including mental disability, smokers and the obese
Operator	Health coordinator, part-time doctor (if necessary, appoint outside experts)
Operation Time	Once per week, or occasionally

Program	Health Management Program	
Program Module	① Health management program	<ul style="list-style-type: none"> ○ Measure personal BMR, basic fitness and nutrition and guide to healthy living habits ○ Education on health and basic medical knowledge ○ Customized program by disease and targets
	② Obesity management program	○ Based on BMR and degree of obesity, eating and exercise program for weight management is operated
	③ Non-smoking program	○ Support to stop smoking through counseling for no-smoking, behavior therapy, medicine therapy
	④ Medicine management	○ Knowing the status of disability and regularly take necessary medicine to alleviate symptoms
Performance Evaluation	BMI, blood sugar level, degree of disability symptom expression (mental disability), life satisfaction, etc.	
After Management	1:1 management of Health coordinator (maintain postplacement management system for 1 year)	
Resource to Utilize	Part-time doctor of local community (specialist of medicine and family practice)	

Source: KEAD internal data.

Table 4-10 | Cognitive Rehabilitation Program

Program	Cognitive Rehabilitation Program	
Definition	Training program of non-medicine therapy to maintain cognitive function of brain (memory, judgment, attention, calculation ability, space-time capability) all the time or for a certain period of time, self-esteem and psychological and physical health	
Participant	All types of disability including mental, brain (brain damage), intellectual disability	
Operator	Occupational therapist, outside expert (if necessary)	
Operation Time	3~4 times per week	
Program Module	① Attention	○ Training to concentrate or react to one or certain stimulation regardless of circumstances
Performance Evaluation	② Memory	○ Training to input and store necessary information including text, symbol and number and recall them

Program	Cognitive Rehabilitation Program	
Program Module Performance Evaluation	③ Meta-cognition and self-awareness	○ Understanding him/her self who performs task and the task itself and role of self-assessment, monitoring, adjustment and planning which is related to self-awareness
	④ Implementation	○ Process of setting a goal when there is a task, planing to achieve the goal, implementing the plan and assessing the result
	⑤ Other cognitive training	○ Problem solving ability, making orders, categorization, calculation, correcting errors, mental rotation, etc. Higher level cognitive competency training that helps academic skills or adjustment to work
Performance Evaluation	Cognitive function measurement and assessment tool	
After Management	Operate regular self-help meeting in connection with local community organization (day-hospital and rehabilitation center)	
Resource to Utilize	General Hospital (clinical psychologist), rehabilitation hospital, care hospital, public health center	

Source: KEAD internal data.

Table 4-11 | Psychological Rehabilitation Program

Program	Psychological Rehabilitation Program	
Definition	Program that helps to recover stability from unstable psychology caused by interpersonal maladjustment, stress, depression and anxiety	
Participant	All disability that has depression or psychological difficulties in adjustment or personal relationship	
Operator	Mental health therapist, outside expert (if necessary)	
Operation Time	1~2 times per week	
Program Module	① Training to maintain emotion	○ Training not to be agitated by emotions and maintaining it which was caused due to conflict, pressure, difficulty and confusion in personal relationship and training
	② Training to promote self-esteem	○ Acknowledging the value of his/her self and having positive self-image and dignity ○ Training to promote self-expression and self-worth ○ Understanding me & us in me, my strong points and my wish

Program	Psychological Rehabilitation Program	
Program Module	③ Positive psychological group program	<ul style="list-style-type: none"> ○ Program that helps Students of Vocational Competency Development Center to realize themselves by promoting psychological stability and adjustment competency ○ Investigating strong points, training to be positive, emotional intelligence (cultivation), positive talking, gratitude, forgiving, joy of immersion, change and choice, etc.
Performance Evaluation	Psychology assessment tool	
After Management	Operation of regular self-help meeting	
Resource to Utilize	Psychology counseling institute, general hospital (Clinical Psychological center), Psychotherapy research center, recreation therapy association, etc.	

Source: KEAD internal data.

Table 4-12 | Basic Academic Training Program

Program	Basic Academic Training Program	
Definition	Program of raising basic academic competency such as reading, writing and calculating to promote pre-employment training competency and understanding of curriculum	
Participant	Trainees with less academic competency (Training for intellectual disability and other disability is separately operated)	
Operator	Assessor, outside expert	
Operation Time	3-5 times per week	
Program Module	① Promotion of literacy, hearing competency	<ul style="list-style-type: none"> ○ Connecting life pictures and words, (basic knowledge, public transportation, family, means of transportation, work pictures, etc.) ○ Train to utilize literacy, understand the meaning of sentence and, write with correct grammar ○ Understanding other people listening to them
	② Promotion of numeracy	<ul style="list-style-type: none"> ○ Understanding numerical concepts, four basic fundamental arithmetic operations, calculating two-digit numbers and understanding statistical concepts such as percentage, average and probability
	③ Promotion of basic English	<ul style="list-style-type: none"> ○ Learning alphabets ○ Learning basic everyday English and common terms in major

Program	Basic Academic Training Program
Performance Evaluation	Academic achievement competency assessment tool
After Management	-
Resource to Utilize	-

Source: KEAD internal data.

Table 4-13 | Interpersonal Relationship Promotion Program

Program	Interpersonal Relationship Promotion Program.	
Definition	Sociability program that promotes self-esteem, interpersonal skills and communication skills	
Participant	Trainee of Vocational Competency Development Center	
Operator	Basic vocational competency teacher, outside expert (if necessary)	
Operation Time	2 times per month (2 hours per one time)	
Program Module	① Promoting self-esteem	○ To raise competency and attitude that enables to understand "me" more realistically, find out real me, adopt it and raise me as a valuable existence
	② Promoting interpersonal skills	○ To properly express one's emotion or thought in talking with colleagues
	③ Promoting stress management skill	○ To raise competency that can handle excessive stress using stress management skills
	④ Promoting communication skill	○ To make trainees look at their current communication habits with objectiveness through role playing in various situations of communication
Performance Evaluation	Satisfaction	
After Management	Operation of regular self-help meeting	
Resource to Utilize	Psychology research center, recreation therapy association, local community (Sociability training expert course)	

Source: KEAD internal data.

Table 4-14 | Simulated Work Program

Program	Simulated work (work experience) program	
Definition	Job-experiencing program that promotes job-adjustment through interpersonal skills and training for working attitude in actual workplace or similar environment	
Participant	All type of disability	
Operator	Mental health therapist	
Operation Time	1-5times per week (2 hours per one time)	
Program Module	① Building relationship with colleagues	<ul style="list-style-type: none"> ○ Tackling conflicts between colleagues or boss in vocational training or in workplace and having clear awareness of each role ○ Training for working-attitude such as maintaining motivation of working, following job regulations, sustaining work, working with colleagues, preparing before (after) work
	② Working life	<ul style="list-style-type: none"> ○ Strengthening work-adjustment through role playing in various situations (get-together, family events of others, club activities)in workplace
	③ Finding jobs	<ul style="list-style-type: none"> ○ Find out his/her own job suitability and promote understanding in real work lives to set realistic career direction ○ Before-employment skill training (practicing interview and making curriculum vitae)
Performance Evaluation	Field evaluation check-list	
Performance Evaluation	Regular management after employment	
After Management	Assessor of KEAD branch	

Source: KEAD internal data.

2. Supporting other Training Institutes

2.1. Current Status of Vocational Training Institutes

To meet various demands of the disabled and increase locational access, KEAD supports other training organizations. The organizations that provide vocational training for the disabled other than vocational training institutes run by KEAD appear in <Table 4-15>.

Table 4-15 | Other Training Organizations

	Name	
Total	71 organizations	
Public Vocational Training Organization	Sub total	34 organizations
	34 organizations	<ul style="list-style-type: none"> o Educational Foundation Korea Polytechnics - Korea Polytechnics I (Seoul Jeongsu, Seoul Gangseo, Seongnam, Jeju Campuses) - Korea Polytechnics II (Incheon, Nam Incheon, Hwaseong Campuses) - Korea Polytechnics III (Chuncheon, Wonju, Gangreung Campuses) - Korea Polytechnics IV (Daejeon, Cheongju, Asan, Hongseong, Chungju Campuses) - Korea Polytechnics V (Gwangju, Gimje, Mokpo, Iksan, Suncheon Campuses) - Korea Polytechnics VI (Daegu, Gumi, Dalseong, Pohang, Youngju Campuses) - Korea Polytechnics VII (Changweon, Busan, Ulsan, Dong Busan, Jinju Campuses) - Specialized Korea Polytechnic (Bio, Textile & Fashion, Aviation, Anseong Women's Campus)
Private Vocational Training Organization	Sub total	37 organizations
		<p>KyungilVocation School, Global Human Resource Development Institute, Design Educational Development Institute, Korea Blind Union, Management Technology Development Education Center, Korea Confectionery Baking Vocational Training Institute, KNT Vocational Training Institute, Geum Jeong Vocational Training Institute, Dasan Vocational Training School, Hyosung Vocational Training Institute, KyungSang Vocational School, Saegil Institute of Technology, Young Nam Human Resource Development Institute, Young Jin Industrial Vocational Training Institute, Yer Confectionery Baking Coffee Vocational Institute, Kyeongmoon Institute of Technology, Daesung Vocational Training Institute, Incheon Institute for Vocational Education, DaehwaVocational Competency Development Center, Hyerim Vocational Institute, Daesin Information Telecommunication Vocational Institute, Daejeon Information Vocational Education Institute Ulsan Vocational Competency Development Center, Korea Beauty Treatment Art Vocational School, Byuksan Vocational Training School, Samcheok Cooking Confectionery Baking Vocational School, Sokcho Vocational Training School, Chungju Vocational Training School, Seil Vocational Training School, Baekje Vocational Institute, Sungsim Vocational Training School, Joongang Vocational College, Namgang Technical College, Gumi Vocational Training School, Gimhae, Yangsan Mirae Vocational Training School, Jeju Space Vocational Training School</p>

Source: KEAD (2013).

2.2. Details of Support to Public Vocational Training Institutes

The purpose of support programs for public vocational training institutes is to promote employment and job security of the disabled by expanding comprehensive training opportunities and encouraging public vocational training institutes to select more than 5% of trainees from the disabled under the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act.” Trainees are provided with 40,000 Won for training preparation expense (1 time), 70,000 Won for household allowance, 30,000 Won for family allowance, 50,000 Won monthly as a training participation benefit, 50,000 Won for transportation, and 60,000 Won per month for food expense. Training teachers are provided with a teacher’s benefit of 20,000 Won per student (Max. 60,000 Won).

○ Support for Trainees

Training Preparation Expense	Household Allowance	Family Allowance	Training Participation Benefit	Transportation Fee	Food Expense
40,000 Won (1 time)	70,000/month (householder who has dependents)	30,000/month (per a dependent, Max. 3 persons)	50,000/month (Who does not receive family allowance)	50,000/month	60,000/month

Note: The trainees in 2-year multiple skill technician training courses are the target recipients. If the trainee receives a similar training benefit under other Act, the trainee is excluded from the support.

○ Support for Training Teachers

Teacher’ Benefit	Condition
20,000 Won per student (Max. 60,000 Won)	Teacher’s benefit is supported when the ratio of the disabled is over 5% of the relevant training course

Supporting to public vocational training institutes is in <Table 4-16>.

Table 4-16 | Current Status of Support to Public Vocational Training Institutes

(Unit: mil Won, person, %)

Year	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13
Supporting Amount	5	88	539	229	345	353	239	123	153	116	127	183	110	101	114	121	82	116
No. of Trainees	28	107	189	229	494	618	687	666	549	529	488	503	488	400	396	399	349	293
No. of Trainees Who Completed Training		4	39	18	202	249	292	334	236	243	251	224	236	185	183	159	174	103
Early Employed											14	12	8	3	5	0	13	3
Total Number of the Employed					110	100	156	212	77	82	102	91	132	104	128	107	128	81
Employment Rate					54.5	40.2	53.4	63.5	32.6	28.4	38.5	38.6	54.1	55.3	68.1	67.3	68.4	76.4

Note: 1) Number of trainees: trainees in training+ those who completed+ those who are employed early (From '07, the number of those employed early is included in the number of trainees).

2) Employment rate: number of employed (including those who are employed early) / number of trainees who completed training (including those who are employed early) × 100.

3) Employment rate is the ratio of those employed among the trainees who completed training. From '06 the number of those employed early is reflected in employment rate.

Source: KEAD (2013).

2.3. Details of Support to Private Training Institutes

The purpose of support to private training institutes is to provide opportunities for disabled persons to receive vocational competency development training in their local area to assist them in job-seeking or starting a business. Those private institutes are selected through public contests and they operate “classes for the disabled only.” Details of support show that trainees can receive 160,000 Won per month on average and the training institute can receive 470,000 Won per month, per trainee on average.

○ Support to Trainee: Average 160,000 Won per Month per one Trainee

Training Preparation Expense	Household Allowance	Family Allowance	Training Participation Benefit	Transportation Fee	Food Expense
40,000 Won (1 time)	70,000/month (householder who has dependents)	30,000/month (per a dependent, Max. 3 persons)	50,000/month (Who does not receive family allowance)	50,000/month	60,000/month

Support to private vocational training institutes is shown in <Table 4-17>.

Table 4-17 | Current Status of Support to Private Training Institutes

(Unit: mil Won, person, %)

Year	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13
Supporting Amount	1,040	767	1,057	1,387	1,516	2,291	2,025	2,047	2,745	2,302	2,607	2,546	2,634	2,744	2,613	2,643	2,607	2,853
No. of Trainees	145	152	235	305	681	832	785	819	795	681	702	703	636	1,031	806	934	1,003	984
No. of Trainees Who Completed Training			39	45	231	384	426	381	432	376	373	343	383	477	519	361	481	563
Total Number of the Employed					113	173	120	110	92	119	110	125	115	221	272	227	280	359

Source: KEAD (2013).

Figure 4-15 | Training in Private Training Institutes



Source: KEAD internal data.

2.4. Details of Support to Individual Vocational Competency Development Training

Support to individual vocational competency development training helps the job-seeking disabled to participate in various training courses in their living area. The amount of financial support is less than 1 million Won per person and actual tuition is paid. Target courses are the training courses acknowledged or designated under Article 24 of the “Act on the Development of Workplace Skills of Workers,” government commissioned training courses under Article 16 of the “Act on the Development of Workplace Skills of Workers” and the courses run by educational institutes established under the “Act on the Establishment, Operation of Private Teaching Institutes and Extracurricular Lessons” and those related to acquiring the State authorized license or qualification such as government official, government invested funded organization, public corporation, state-owned company, accountant, licensed real estate agent, patent attorney, etc. Support to private vocational training institutes is detailed in <Table 4-18>.

Table 4-18 | Current Status of Supporting to Individual Vocational Training

(Unit: mil Won, person, %)

Year	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13
Supporting Amount	26	72	11	55	66	140	141	120	148	269	303	308	228	199
No. of Trainees	37	83	21	86	115	213	231	232	258	363	398	433	311	263
No. of Trainees Who Completed Training		75	13	57	96	171	220	175	217	333	339	338	266	224
Total Number of the Employed				7	4	37	30	26	46	69	86	96	93	88

Source: KEAD (2013).

2014 Modularization of Korea's Development Experience
Vocational Training of Persons with Disabilities in Korea

Chapter 5

Analysis of Success Factors

1. Success Factors of the Program
2. Problems and Efforts for Improvement

Analysis of Success Factors

1. Success Factors of the Program

Here, post-1990 success factors of vocational training programs for the disabled by each period of time will be reviewed. First with the enactment of the “Employment Promotion of Disabled Persons Act,” the Korea Employment Agency for the Disabled (the Agency hereafter) was established to provide various supports to business owners and the disabled and to promote employment and vocational training for the disabled. Also, as a basic institution of employment policy for the disabled, a quota system for the employment of the disabled was operated through which business owners who did not fulfill the obligation of employment had to pay a contributory charge. The contributory charge later played a very important role in implementing employment policy for the disabled and it became major financial resource for the establishment of training facilities, procurement of training equipment and operation of training institutes.

Meanwhile, various “vocational skill contests for the disabled” were hosted and participation and all-around victory in international vocational skill contests for the disabled helped much in improving negative perceptions on the disabled and the skills they could develop. A “Vocational Skill Contest for the Disabled” was hosted by the “Korean Society for Rehabilitation of Persons with Disabilities” in the beginning but the contest started to be hosted by KEAD starting with the 9th contest in 1992 and the number of participants, type of jobs and prize scale started to expand. With the continuous expansion of vocational skill contests for the disabled and participation in international contests, numerous achievements were produced. In this regard, the expanded hosting of such contests and participation in international contests generated motivation for the disabled to achieve independence

through jobs by increasing vocational competency and to participate in vocational training. In addition, the expansion improved awareness of companies and society on vocational competency of the disabled, and ultimately made a great contribution in laying a foundation to expand employment of the disabled. The agency designated public and private training institutes and adjustment training institutes for the disabled and supported training costs from 1996. Through the support programs, opportunities for combined training with the non-disabled were provided, vocational training opportunities for the disabled were expanded using infrastructure of other training institutes, and the disabled could have training in many more fields.

The period 1998~2002 has significant meaning in the development of vocational training for the disabled in Korea. From 1998, relevant departments of the government created and implemented a five-year plan for the promotion of employment of the disabled that contains methods of strengthening vocational training and various implementations to expand employment of the disabled. It is estimated that conducting vocational training programs through state-led mid-to-long term plans laid an important basis for successful vocational training programs for the disabled in a short period. It will be reviewed later but there are representative mid-to-long term plans such as the “5-year plan for the promotion of employment of the disabled,” the “Comprehensive Measure to Support the Disabled” and the “Comprehensive Measure to Expand Employment of the Disabled.” During this period, vocational competency development centers exclusively for training the disabled were established in Daejeon, Busan, Daegu and Jeonnam and the establishment expanded the base of provincial training. Establishment and operation of professional training institutes exclusively for the disabled contributed in raising the level of vocational training by one notch. Meanwhile, from 1999, KEAD started to financially support tuition for the disabled who take a course to acquire a state license or qualification or preparation courses for government official examinations and in 2000, training expense was provided for those who take a training course in non-designated institutes. Through this program, KEAD could support the disabled to participate in vocational training according to their aptitude in their living areas and could meet the demand of the disabled on vocational training.

After 2003, “Vocational competency development training that meets the demand of companies and the disabled” and “support to public and private institutes and individual training” were implemented in full scale. These two support programs worked as a success factor in development of the vocational training for the disabled in Korea. Representative examples of “vocational competency development training that meets the demand of companies and the disabled” are “customized training” and “specialized training.”

“Customized training” recruits trainees according to the training demand of companies, provides training that the companies require and seeks preferential employment for the disabled who completed training. It was introduced in 2002 but started to be systematically implemented in 2005. “Specialized training” that started in 2005 is professionalized vocational training for the people with disabilities whose disability causes difficulties in employment. It is being conducted in five Vocational Competency Development Centers under the Agency for the people with visual, hearing, mental, brain and intellectual disability.

1.1. Conducting Programs through Formulation of the State’s Mid-to-long Term Plan

Korea formulates various mid-to-long term plans for expansion of employment of the disabled and makes policy efforts to implement them. Representative mid-to-long term plans are the “five-year plan for promotion of employment of the disabled” which is recreated and implemented every five years and the “Comprehensive measure to support the disabled” and “Comprehensive measure to expand employment of the disabled.”

Considering vocational training for the disabled-related matters among the main contents of each mid-to-long term plan, the first 5-year plan for promotion of employment of the disabled (1998~2002) set the policy goals for expansion of established vocational training institutes in provinces, activating vocational training for the disabled in public training institutes and expansion and strengthening of private vocational training institutes for the purpose of increasing skilled human resources among the disabled through diversification of supports to vocational training. The plans contains measures to designate, support and foster special schools that introduce an extra one-year curriculum in addition to three years of regular courses in each Si and Do, and by type of disabilities to vitalize vocational training in special schools (Ministry of Labor, 1997).

The second 5-year plan for promotion of employment of the disabled set policy targets of expanding and strengthening vocational training fields and strengthening customized vocational training, introducing training methods adequate for the needs of the disabled, strengthening vocational training for the youth and well-educated disabled and substantializing vocational training of public training institutes, vocational rehabilitation institutes, special education institutes for vocational training through which quality of employment can be improved (Ministry of Labor, 2003).

The objective of the third five-year plan for promotion of employment of the disabled was “sophistication of human resources” of the disabled. To expand the development of customer-oriented vocational competency, the plan set main tasks of provision of competency development services for each person, creation of a disabled-friendly educational environment and fostering company-friendly human resources. To enforce the foundation of vocational competency development services, strengthening vocational training for vocational rehabilitation facilities and vocational education in special education institutes, and constructing provincial vocational competency development networks were suggested as main tasks to perform (Ministry of Labor, 2008).

The objective of the fourth five-year plan for promotion of employment of the disabled which is currently implemented, is to expand and strengthen vocational competency development of the disabled through various support measures to expand supply of training and the disableds’ participation in training by understanding the demand for the disabled and creating customized training courses based on it. The plan also includes measures to promote expertise of training teachers and to expand specialized training by type of disability (relevant ministries, 2012).

Meanwhile, besides the five-year plan, the government has made and implemented comprehensive measures for employment of the disabled. The first “comprehensive measure for the employment of the disabled persons” which was announced in 2006 suggests constructing vocational education networks that link KEAD, special education institutes and welfare institutes to strengthen vocational competency development (together with relevant ministries, 2006). In “comprehensive measures for expanded employment of the disabled” which was announced in 2012, there were measures to “strengthen vocational education and transitional education for disabled students” and “specialized training by type of disabilities” to promote employment competency through strengthened vocational education and training (relevant ministries, 2012).

Other than the five-year plan which was made by relevant ministries together, a mid-term program plan made by the Ministry of Employment and Labor and KEAD also selects and suggests main strategic goals and tasks and the related organizations make various efforts to meet the goals. As reviewed above, it can be estimated that Korea successfully conducted vocational training programs for the disabled through State-led creation and implementation of mid-to long-term plans which were established by cooperation of relevant ministries.

1.2. Financing Vocational Training through Contributory Charges for Employment of the Disabled

An important factor in the smooth conduct of vocational training programs for the disabled is securing appropriate budget to conduct the program. An enormous budget is required to perform the vocational training program properly. In most of countries, the general account and various social insurance and contributory charges for the employment of the disabled paid by business owners are the main sources of budget for vocational training of the disabled. In Korea, the main financial source required in implementation of employment policy for the disabled and programs for vocational training for the disabled is contributory charges. A contributory charge is paid by a business owner who employs fewer disabled persons than the specified quota under the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act.” Korea has conducted various employment programs for the disabled creating a fund for employment promotion and vocational rehabilitation for the disabled which is financed by the contributory charges that business owners pay. Regarding the financial source for implementing employment policy for the disabled, the contributory charge is one of the financial sources of employment policy in other countries that implement a Quota System for the Employment of the Disabled, such as Japan, Germany, Austria and France. The biggest difference between those countries and Korea is the total amount of input and ratio of input of general accounting, social insurance and contributory charge. In those countries, amounts from the general account and social insurance are similar (Austria) or very high (Germany, France, Japan). Especially, in Germany and France, financing through the general account or social insurance significantly exceed the amount of financing from contributory charges (Nam, et al., 2010).

Against this backdrop, as the contributory charge covers a relatively large portion of the cost of the employment policy for the disabled, there are complaints on the level of the charge from companies and criticism on the small portion of the general account from the community of the disabled. However, although those problems are raised, it was possible to construct basic infrastructure of vocational training for the disabled and conduct business systematically in a relatively short period because of the strategy of creating financial sources based on the contributory charges. Later, it would be necessary to expand the total amount of funding from the general account and social insurance, including employment insurance, to implement employment policy for the disabled but in the situation that the financial source is not properly secured for the vocational training, it is notable that the vocational training program has been carried out through the “Fund for employment promotion and vocational rehabilitation.”

1.3. Establishment and Operation of Training Institutes Exclusively for the Disabled

Vocational training for the disabled can be categorized by type and method of training. Also it can be divided by exclusive training and consolidated training depending on joint training with the non-disabled. As the importance of vocational training for the disabled is emphasized, exclusive training which is only for the disabled is conducted in Vocational Competency Development Centers of the Agency. Consolidated training means that the non-disabled and the disabled are training together in the same environment and it is conducted in other public and private training institutes with the support of the Agency.

It is most desirable to conduct consolidated training that allows the non-disabled and the disabled be trained together. However, for those with severe disability or those with visual and hearing disability who need special facilities or equipment, consolidated training is difficult and exclusive vocational training should be provided. Also in Korea, the negative prejudice and stereotyping of the disabled is being improved little by little. It was not easy even for those with mild disability let alone the severely disabled, to be trained in ordinary training institutes. In these circumstances, Korea's establishment of training institutes exclusively for the disabled, and operated by state-led program has a significant meaning.

As stated above, systematic vocational training for the disabled, started with the opening of Ilsan Vocational Training School for the Disabled (Vocational Competency Development Center at present) in March 1991. Later the Korea Employment Agency for the Disabled, established in 1990 under the "Employment Promotion of Disabled Persons Act," acquired and operated the Ilsan school, setting a framework for a support system of vocational training for the disabled.

Although KEAD started to operate vocational training programs through the Ilsan school, the training facility for the disabled was absolutely and seriously insufficient. Therefore the Agency has made various efforts to expand new training facilities for the disabled and as a result, vocational training schools were established in Daejeon and Busan in 2000 and Jeonnam and Daegu in 2002, building basic infrastructure in each province. After that expansion, there was no more expansion of training facilities until September 29, 2014 when "Seoul Customized Training Center" was opened.

The government emphasized the importance of consolidated training, making it clear that training services for the disabled should be operated mainly in exclusive facilities and

training for those with mild disability should be provided in the ordinary facilities with the non-disabled, using training infrastructure for the non-disabled (Ministry of Labor, 2008). There is still the task to enforce consolidated training continuously but the achievement made through establishment and operation of exclusive training institutes also means a lot.

1.4. Expansion of Support to Public and Private Training Institutes and Individual Training

Along with the expansion of vocational training through Vocational Competency Development Centers, KEAD designated public and private training institutes and special school majors and adjustment training institutes for the disabled and started to support training costs for them in 1996. From 1998, the agency started to support tuition for those who take the courses for state license, qualification and government examinations. In 2000, the agency started to support training courses in non-designated institutions in which the disabled participate. Vocational training for the disabled in Korea is provided through exclusive training by five Vocational Competency Development Centers, public and private training institutes which are supported through the vocational competency development support program for the disabled and individual vocational competency development support programs. The public and private vocational training institutes and individual vocational competency development supporting program expanded vocational training opportunities for the disabled and contributed to their social integration through consolidated training. The support program not only provided the opportunities for the disabled to be integrated into the society but also contributed in part to satisfy various training demands that are not provided by training institutes. Also, it is a strong point for the training provider to maximize the use of limited infrastructure through allocation of duties between training institutes. Recently, as KEAD's Vocational Competency Development Centers are moving their direction of training to services for the severely disabled who need professional support, the importance of public and private training institutes as replacement training institutes for the mildly disabled are being emphasized more and more efforts for individual support programs should be made for sustainable development.

1.5. Implementing Vocational Competency Development Training that Meets the Demand of Companies and the Disabled

As the socio-economic environment changes, human resources that companies require and the demand of the disabled for vocational training also change.

In order to meet the demand of companies which like to employ the disabled and to meet the individual and various demands of the disabled, KEAD has introduced and operated “specialized training by type of disabilities” and “customized training” in addition to the existing general training which focuses on skill training. As reviewed above, “customized training” is similar to “order based training,” which increases field adjustability and the satisfaction of the companies and the disabled. Customized training, introduced in 2002 and implemented in full scale from 2005, is now operated in all five Vocational Competency Development Centers under KEAD. It is actively utilized in vocational training for the disabled as it allows provision of adequate human resources for the demand of the companies (Nam & Lee, 2013). Specialized training, implemented since 2005, provides systematic vocational education and training in consideration of capabilities and characteristics of each trainee, developing a trainee’s own strong points. These programs also offer etiquette education, information education and individual capability strengthening training. Training is provided in a trainee-friendly environment which does not cause inconvenience, and specialized training for those with visual, hearing, mental, brain and intellectual disability is provided in five Vocational Competency Development Centers. Through strengthened customized training and specialized training, reformation and improvement of training categories that meets the demand of industries, training methods, training facilities and equipment and promotion expertise of training teachers, KEAD is yielding achievements that meet the demand of industries, companies and the disabled.

1.6. Improvement of Recognition through “Vocational Skill Contests for the Disabled”

There are various causes of discrimination against the disabled, and most agree that wrong perceptions and prejudice are the main causes. Therefore, improving the public’s understanding on disability and the disabled is highly important to reduce discrimination, so a more systematic and comprehensive plan needs to be created at the state level. The perception of business owners and the attitude of colleagues have a powerful effect on employment of the disabled (Nam, 2011). In this regard, to reduce the negativity, Korea has required education on disability issues for business owners since 2008 through the

revision of the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act” in 2007. To encourage development of skills, to promote employment of the disabled and to improve perception on matters related to the disabled, KEAD hosts vocational skill contests for the disabled on both a localized and national basis every year and participates in the International Abilympics. Regarding the domestic contest, 3,104 people participated in 30 job categories in 2013 for the local Vocational Skill Contest of the Disabled. For the winners, prizes of 500,000 Won, 300,000 Won and 20,000 Won were awarded as gold, silver and bronze prize money respectively. The gold prize winner is given the right to participate in the international contest and the person is exempted from the performance test for certified technician. In the national Vocational Skill Contest of the Disabled, 36 job categories including 20 regular, 7 model and 9 leisure life, 328 people participated in 2013. For the prize winners, prize money of 12 million, 8 million, 4 million and 1.5 million Won were awarded to gold, silver, bronze and participation prize winners respectively and performance and written tests for the relevant certified technician jobs were exempted. Meanwhile, the International Abilympics is hosted every four years since the first contest in Japan in 1981. Korea, which has participated since the first Abilympics, did not miss the first place from the 2nd to 8th (79 participants) Abilympics. For the winners in the International Abilympics, prizes of 50 million, 25 million, and 17 million Won are awarded to gold, silver and bronze prize winners respectively. Also from the next year of the winning year, bounty for skill is provided within the limit of budget (once per year) for 20 years. Through continuous expansion of Vocational Skill Contests for the Disabled (number of job categories, participants and the scale of prizes) and domestic and international contests, many achievements were produced. The contest program has encouraged the disabled to advance their vocational skills, have jobs and live independently, and improved recognition by companies and the society on the vocational competency of the disabled have laid the foundation to expand the employment of the disabled.

Figure 5-1 | Opening Ceremony of the 8th International Abilympics in Seoul



Source: KEAD internal data.

Figure 5-2 | From National Vocational Skill Contest



Source: KEAD internal data.

2. Problems and Efforts for Improvement

Korea has implemented its vocational training program successfully both quantitatively and qualitatively in a relatively short period. However, despite these achievements, some problems have arisen in the process of implementation, and improvement is required. The main problem that needs to be addressed is insufficient opportunities of vocational training, unmet demand of the disabled and business owners for vocational training, weak connection between relevant organizations and vocational institutes and gaps between provinces. There are also problems of weak foundation of individualized training by capability, weak specialized training by type of disabilities, low customer satisfaction and that some training programs are not operated systematically. In this part, problems in training programs and policy efforts to address those problems will be examined. Despite continuous establishment of training institutes for the disabled, still the opportunities for the disabled are not sufficient. To expand the opportunities, KEAD needs to increase the number of trainees in the Vocational Competency Development Centers and expand the opportunity of direct training through stronger connections with public and private training institutions.

Even more urgent is building more vocational competency development centers for the disabled. Meanwhile, a “demand-based training center” (tentative name) is planned for the central area of Seoul in 2014. Second, with the fast-changing social environment, training programs for the disabled have made various efforts to meet the demand of the disabled and companies. As a result, the above-mentioned achievements were produced. However, companies still complain that “there are not enough people adequate for jobs” (Je-hoon Ko, etc., 2013), and there are not enough job-seeking disabled people who meet the demand of companies which are willing to employ the disabled. Also, training does not meet the individual demands of many of the disabled. To address these problems, the Ministry of Employment and Labor and KEAD try to understand the needs of customers through systematic surveys on training demands and companies and make efforts to reflect the results to the program. For companies, customized training to meet their particular needs will be strengthened to timely supply necessary manpower, and for the disabled, training institutes in each province and training categories will be expanded and more efforts will be made to expand the establishment and operation of training institutes for the hearing-impaired and disabled youth.

Third, although there have been meaningful achievements in raising and producing excellent skilled manpower required in the labor market, low efficiency of training and insufficient flexibility and specialized training for the severely disabled are rising as problems which can be addressed through strengthened training programs. In order to improve the efficiency of training, the period of specialized training is determined according to the characteristics of each course. Vocational competency training is conducted depending on the level of competency, expertise of training teachers is promoted for more flexible operation of training courses, and utilization of field expert-lecturers from outside is being expanded. Also various efforts are made to develop, provide and operate optimized training support programs based on accurate understanding of personal characteristics and potential of the persons with severe disability. Fourth, in order to address weak networks between organizations that provide vocational training to the disabled, provincial networks of vocational competency development have been created and are operating. To strengthen vocational training in special education organizations, various measures are implemented. For the creation of networks of vocational competency development, networks among Vocational Competency Development Centers, Korea Polytechnics, special schools, welfare centers for the disabled and private institutes are created, jobs for each disability type are developed and a vocational competency development program is developed and distributed to public and private vocational training institutes and special schools. To strengthen vocational education, the Ministry of Employment and Labor and the Ministry of Education together operate the “Work Together Center (support for students with disability).” Connecting employment, education and welfare service, the “Work Together Center” program, introduced in 2013, provides employment-centered comprehensive and customized service that goes well with the desire and competency of disabled students and encourages their entrance into the society (Eun-joo Yoo, 2013). This program supports disabled students’ transition from school to labor market which is the main objective of this program. The program provides career plan consulting (consulting in the beginning stage, vocational competency assessment, and individual career planning) to the students in high school or in major courses depending on their desire and competency, employment preparation program (program of strengthening job competency, job experience program, etc.) and an employment connection program (supported employment, test employment, vocational training, etc.) so that the students can join the workforce after graduation. At present, KEAD operates six “Work Together Centers” in the country to implement this program and needs to prepare various measures based on systematic evaluation of the program to implement it according to its original purpose.

2014 Modularization of Korea's Development Experience
Vocational Training of Persons with Disabilities in Korea

Chapter 6

Implications for Developing Countries

1. Excellence of Korean Vocational Training for Persons with Disabilities
2. Possible Applications for Developing Countries and Suggestions

Implications for Developing Countries

1. Excellence of Korean Vocational Training for Persons with Disabilities

The performance of Korean vocational training for the disabled is suggested in <Table 6-1>. When considering the performance by each objective, the target of strengthening demand-based vocational training shows a high employment rate of 90%. Employment by companies with more than 50 employees, an indication of a good workplace, keeps rising. To raise manpower that companies request, the NCS-based training system was created. As the satisfaction and participation rate keeps rising with regard to training for the severely disabled, it can be evaluated positively. To remove the difficulties in participating in training due to disability, specialized training by type of disabilities has been strengthened. For vocational competency development expansion employment of those trained in other institutes is rising. Regarding accessibility, training centers are established in each province considering the demand of training. Finally regarding effectiveness of training, probability of employment, wage income increase and job satisfaction show positive effects. Customized training, on which KEAD concentrates its capability, shows higher employment rates than general training.

Table 6-1 | Summary of Performance Result

Target/Effectiveness	Performance Index	Evaluation Result
Strengthening Demand Based Vocational Training	<ul style="list-style-type: none"> - Employment rate of trainees who completed training - Rate to be employed by company with employment quota (more than 50 full time employees) - Establishing NCS based vocational training system for the disabled (non-metrical) 	<ul style="list-style-type: none"> - Average employment rate of 90s% for the past consecutive 3 years - Increasing trend - Establishment of NCS based vocational training for the disabled
Strengthening Training for the Severely Disabled	<ul style="list-style-type: none"> - Participation rate of the severely disabled in training - Training satisfaction of Vocational Competency Development Center - Strengthening support training for the severely disabled (Non-metrical) 	<ul style="list-style-type: none"> - Compare with the proportion (32.6%) of the severely disabled among entire disabled population, more than twice (68.9%) participates in training - Training satisfaction is 85 points which is fine - Specialized by type of disabilities
Vocational Competency Development Expansion	<ul style="list-style-type: none"> - Employment of other training institutes - Increased accessibility to vocational training (Non-metrical) 	<ul style="list-style-type: none"> - Increasing trend - Expansion of training infrastructure and increasing accessibility
Employment and Economic Effect	<ul style="list-style-type: none"> - Employment - Wage - Job satisfaction 	<ul style="list-style-type: none"> - Trainees are 2.6 times more likely to get a job than those who are not trained and customized training shows 5.1% higher employment rate than general training - wage increase effect is 13.2% - Increase in job satisfaction is 7.4%

Source: KEAD (2013).

Based on the comprehensive evaluation, strong points of Korean vocational training for the disabled can be suggested as follows:

First, based on the Quota System for the Employment of the Disabled, the vocational training system for the disabled was established in a short period. In this system, there are

not only physical factors such as training centers, facilities, equipment, manpower, budget, etc., but also software such as legal grounds, job regulation, training methods, training support programs, etc. Second, creation of state-led mid-to long-term plans and five-year plans for promotion of employment for the disabled can sustainably maintain and develop vocational training programs for the disabled. At present, in Korea the 4th five-year plan for promotion of employment for the disabled ('13~'17) is being implemented and vocational training in the plan is included in main policy implementation. Third, every year tens of billions of Won are used to implement vocational training programs and the budget is covered by contributory charges for employment of the disabled. The contributory charge system is implemented in every country that enforces a quota system for the employment of the disabled. Thanks to the operation of the contributory charge system, the vocational training budget can be secured in a stable way.

Fourth, the employment rate of customized training is very high. Korea moved its focus from general training to customized training, reflecting the demand of companies and the disabled. Fifth, KEAD is expanding the participation rate of the severely disabled in exclusive training centers and implementing various programs to support training of the severely disabled. Also by strengthening specialized training by type of disabilities, the agency is responding to various training demands of the disabled. Sixth, Korea is expanding training opportunities for the disabled by financially supporting other training institutes run by the private and public sectors other than exclusive training centers. Also by increasing information accessibility, Korea enabled the severely disabled who have less mobility to take training. Seventh, Korea improves social recognition of the disabled by promoting the excellence of their skilled manpower through hosting the Vocational Skill Contest of the Disabled.

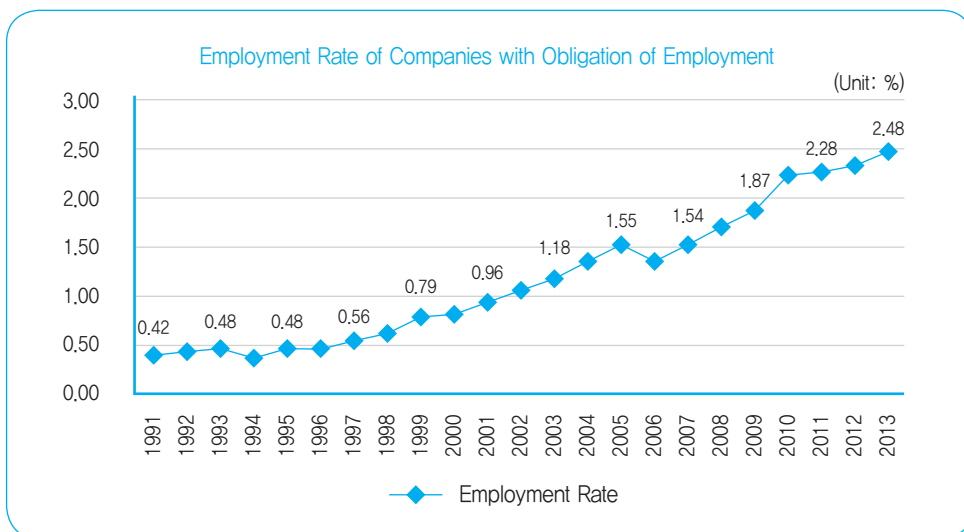
2. Possible Applications for Developing Countries and Suggestions

2.1. Vocational Training Systems for the Disabled through an Employment Quota System

Korea introduced its Quota System for the Employment of the Disabled with the enactment of the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act” in 1990. Before the introduction, the issue of employment of the disabled had been partly handled in the law related to the disabled but the system could not be established

properly. The rate of employment by companies with the obligation of employment is shown in [Figure 6-1]. The rate increased by six times from 0.42% in 1991 to 2.48 in 2013. This strong increase was due to the continuous change in quota system, which include increase in obligatory employment rates, adjustment of contributory charge, strengthened implementation of employment obligation, stronger incentives for business owners and improved perception of the disabled. The changes in the vocational training system are expanded infrastructure in vocational training, reformed training system, strengthened customized training, specialized training by type of disabilities and increased accessibility to training.

Figure 6-1 | The Employment Rate of Companies with the Obligation to Employ



Source: KEAD (2013).

Korea implements a non-discrimination policy along with the employment quota system. Meanwhile, countries like U.S., England and Australia are implementing non-discrimination policies and countries including Japan, Germany and France implement obligatory employment systems. With regard to employment, the quota system has precedence over non-discrimination policy and Korea has an obligatory employment system. Of course, as both systems have both strong and weak points, countries can choose depending on their social situation. Korea concentrated on national rehabilitation in the early 1950s after the Korean War and witnessed rapid economic development in the 1970s and 1980s. However, not much attention was paid to the welfare of the disabled who are the most

outstanding disadvantaged group. While the importance of employment of the disabled was acknowledged, it was not easy to find solutions. Therefore, the Korean government chose the Quota System for the Employment of the Disabled after gathering all the opinions from all walks of life including the disability-related people, academic fields, and political area, reflecting the social situation of the time. From the point of view of the experiences of the past 20 years, the quota system has been very positive. It is very clear that vocational training for the disabled based on the quota system has contributed to the promotion of employment of the disabled under the ideology of social integration.

In developing countries, the state tends to focus all its capacity on economic development. In this situation, the employment of the disabled can be pushed back in policy priority, as was the case in Korea. Therefore, if a country chooses to establish vocational training systems among its employment policies, implementation of an obligatory employment system can be considered. As such a system determines the obligatory employment rate considering the disabled population, various policies should be made and implemented to meet the employment goal. Vocational training must be the most representative employment policy area for the disabled. Korea could devise vocational training systems in a short period of 20 years, because it implemented employment policy for the disabled based on the quota system.

2.2. Government-led mid-to Long-term Plans should be Made

Korea constructed infrastructure to implement programs by introducing the obligatory employment system for the disabled in 1990 and establishment of the Korea Employment Agency for the Disabled. Later, to implement programs systematically, the government created mid-to long-term program plans. The employment promotion program plan for the disabled (1994~1997) contains support for welfare centers for the disabled and support for facility funds for business owners. In the announcement of employment measures for the disabled in 1995, strengthening connections between special education and vocational training was stated. Amending detailed program plans for the above mentioned measure, the “five-year plan for the development of welfare of the disabled” (1998~2002) was created. From the second five-year plan, provision for promotion of employment of the disabled was separately created and currently the 3rd plan 2008~2012 and the 4th (2013~2017) plans are being implemented. Through the plans, Korea is expanding infrastructure of vocational training for the disabled and strengthening the program at the same time. The Ministry of Employment and Labor is in charge of the plan, but as it is created jointly with other ministries, cooperation between ministries is required.

Government-led mid-to long-term planning is required for the development of policy for the disabled. The government in developing countries needs to create mid-to long-term development plans in joint efforts with ministries to achieve the goal of the relevant tasks. As Korea experienced, evaluation of implementation processes of the mid-to long-term plan is weak; therefore, it is necessary to consider the function of checking and evaluating in the planning stage.

2.3. Securing Budget through Contributory Charges

Most of the countries which implement an obligatory employment system set an obligatory employment rate, which if not reached, they collect contributory charges. The purpose of the contributory charge system is to equalize the economic burden of the companies that employ or do not employ the disabled and to encourage business owners to employ the disabled. Contributory charge systems vary depending on countries. For example, Germany sets the price of its contributory charge depending on the employment rate and France applies different standards depending on the size of companies. Korea imposes and collects additional charges on companies with low employment rate like Germany. Korea implements employment policies based on the contributory charges and the dependency on the charge is very high. Weak general accounting support and low employment rate and social insurance rate can be seen as weak points in operating the employment program for the disabled in a stable manner. However, as Korea has constantly changed the contributory system and the fund for employment promotion for the disabled is well stabilized, it is forecast that there will be no big problem in implementing the program. Taking the case of Korea, developing countries need to consider employment promotion programs for the disabled with the financial source of the contributory charge.

2.4. Building a Training System that Meets the Demand of Companies and the Disabled

Implementing employment policy for the last 20 years, Korea has achieved a major increase in employment. However, there has been no big improvement in employment of the severely disabled. Therefore, Korea revised the “Employment Promotion of Disabled Persons Act” to the “Employment Promotion and Vocational Rehabilitation of Disabled Persons Act” in 2000, laying the legal ground for strengthening employment promotion of the severely disabled. In vocational training, expanding training participation of the severely disabled and specialized training for those with visual, hearing, mental, intelligence and brain disability who face difficulties in getting a job has been strengthened. There are

demands from companies for manpower, and to meet the demand, the agency reduced the portion of general training and raised the portion of customized training from 2005. Through a national scale survey on the demand of companies and the disabled, Korea improves merits and demerits of training. Also reflecting the training demand, direction of program is determined to expand training facilities. Considering both companies and the disabled is very important in employment policy for the disabled. Therefore, in developing countries, it is necessary to understand that the consumer survey provides basic data for policy making. In the beginning stage, it can be said that general training-centered program operation is more stable. For customized training, checking the possibility through pilot programs is the first step and if the effectiveness is good enough, it is better to expand the customized training reflecting the demand of companies. There is a limit to satisfy the training demand only through exclusive training institutes for the disabled. In order to address the problem, Korea responds to various training demands of the disabled by financially supporting the private and public training institutes. Therefore, in developing countries, it is necessary to find methods to utilize various training resources in connection with the disabled other than exclusive training institutes.

2.5. Efforts to Improve Recognition of the Human Resources of the Disabled

Korea hosts a Vocational Skill Contest for the Disabled every year for the purpose of encouraging development of skills of the disabled and contributing to development of employment of the disabled through improvement of social perceptions on disabilities. The Vocational Skill Contest for the Disabled is divided into a contest for the intellectually disabled, local contests, national contests and the International Abilympics. The annual performance of the National Vocational Skill Contest shows gradual improvement of the perception on skilled people with disabilities. The job- maintaining rate of awardees of the vocational skill contest has exceeded its target. It has been revealed in many reports that negative perception of the disabled is a disincentive for their employment. Korea requires education on improving perception of the disabled in the workplace through its 2007 revision of related laws and develops various programs to improve the perception of the disabled such as the EDI behavior program and distributes them. The Vocational Skill Contest is in line with the activities to improve recognition of business owners and is also a nationwide PR activity. Developing countries need to consider hosting such vocational skills contests regularly. Further, when development of education programs for improvement of recognition on the disabled is required, benchmarking the EDI behavior program of Korea is recommended.

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