

Abstract

Introduction

Recently in the field of ODA, the focus of a project has shifted from hardware of construction and equipments to software of technology, experience and know-how. There is also a paradigm shift to categorizing ODA strategy by the area of support and by the region. It is necessary to build a supporting system responding to these shifts with systematization of ODA strategy in vocational training and segmentation of contents based on the aim to increase aid effectiveness.

The object of this study is to provide information for efficient implementation of vocational training project through analysis of vocational training data, development of vocational training contents(reconstitution and reorganization of existing vocational training components), and application of newly developed contents in countries receiving both grants and loans or countries where vocational training is designated as the core area of cooperation.

Development of vocational training contents

The operational definition of ODA in vocational training contents can be actualization of vocational training components or the context of the project. In setting up the operational definition, it is most important to take into consideration the situation of the labor market, industry structure, and vocational training status of the recipient countries through demand-driven and comprehensive manner.

Vocational training system-policy, delivery of vocational training management-

service, and vocational training system support are selected as the final ODA contents in vocational training. These selections are based on the necessity of a logical structure to form a whole vocational training framework, linkage between contents and program type, and application of specific module based on the country's features.

Details of ODA contents in vocational training

ODA contents are subdivided into vocational training system-policy, finance, cultivation and capacity building of training teachers, skill standards, curriculum development, evaluation and accreditation of vocational institutions, career guidance, vocational training facilities, labor market information system, and industry-academia cooperation.

Plans for the project includes the title, goal, scale-period, methodology in project development, compliance with policy, government participation, role of related countries, output, performance index, and follow-up.

Application of ODA contents in vocational training: Sri Lanka and Ethiopia

For application of ODA in vocational training, Sri Lanka in Asia and Ethiopia in Africa were selected taking into account characteristics of the region, integrated support of loan and grant, and whether vocational education and training(VET) is the core area of cooperation.

Supporting vocational training in Sri Lanka could include integration of loan and grant, advanced technology to develop good quality manpower without university education, provision of software and technology to respond to future demand, investigation and analysis of training teachers, development of customized vocational training, strategic selection of industries to support, support in various vocational training institutions under ministries excluding ministry of youth affairs.

Supporting vocational training in Ethiopia include grant, increasing internal stability of TVET system, establishment of training system, analysis of TVET organizations and governance, curriculum development based on National Occupational Standards, organization of TVET Leaders and Teachers' Qualification Framework, and establishment of TVET institute model.

Integrated promotion strategy fro ODA in vocational training

Integrated promotion strategy of ODA in vocational training can succeed with participation of ODA relevant vocational training institutions to cooperate in achieving aid effectiveness and efficiency of propulsion system. To accomplish this, organization of a council when implementing vocational training projects(both loan projects and grant projects), vocational information system establishment-sharing-application(including material and personnel support), development and enhancement of vocational training institutions, demand-friendly support taking into account of the local demand and situation.

The following are this study's findings in detail. As integrated strategy for ODA in vocational training, this study proposes systemized implementation of the project, specialized support for each vocational training, differentiation based on the demand of the recipient country. For systemized implementation, promotion of module for each content, management of consultative council and support of software are advised. For specialized support for each vocational training, systematic search of contents with advantages and expansion of vocational training area are required. For differentiation based on the demand of the receipient country, integration of grant projects and loan projects, increase of policy consulting and provision of system with good performance.