

Abstract

After Macao was handed over to China in 1999, the Macao SAR had invested a large amount of money in the development of vocational training and stimulated a significant growth in the number of participants in public vocational training. However people still had different opinions about the effectiveness of the vocational training. The objective of this study is to assess the quality of the public vocational training in Macao. Base on the Layer Model which proposed by the European Center for the Development of Vocational Training (CEDEFOP), this study attempts to investigate and analyze Macao's public vocational training from five aspects: policy and implementation, institution, course program, teacher/trainer and Student/pupil/trainee. Following conclusions and recommendations were derived from this study:

Conclusions:

1. The policy and implementation of the public vocational training can fulfill the training needs of the society; also there is an adequate balance among training provisions. However, an incentive mechanism to effectively promote continuing education needs to be built.
2. Institutions have achieved the desired results of training plans and provided adequate number of training courses. However, a motivational system for

staff and a quality assurance scheme are yet to be built by institutions offering vocational training.

3. Not only had the contents and methods of these training courses appropriately designed, they had also met the training needs of the workforce. However, there is still a lack of system to evaluate the trainees' satisfaction.
4. Teachers had adequate professional skills and qualifications, but the evaluation system of teacher performance were only made by the institutions themselves.
5. Students were adequately prepared for the professional qualifications needed and strongly motivated to participate in the training courses, and training courses can meet students' needs for employment.

Suggestions:

1. To establish a systematic mechanism for reviewing the vocational training policy and the effectiveness of outcomes;
2. To expedite the establishment and implementation of a "skill evaluation system";
3. To establish a systematic mechanism for assessing vocational training institutions and courses;
4. To motivate teachers to stay informed of new skills and knowledge;

5. To establish a trainee-feedback system

Keywords: vocational training, quality assessment