

**01-28**

Improving the linkage between  
Education & Training and labor market

**01-28**

Improving the linkage between  
Education & Training and labor market

:  
:

21

가

가

가

,

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,

,

,

,

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가

,

.

3

가

가

가,

,

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.

.

【           】

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21

" 가 가

"

가,

,

가

OECD

20

461

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,

-

가

,

,

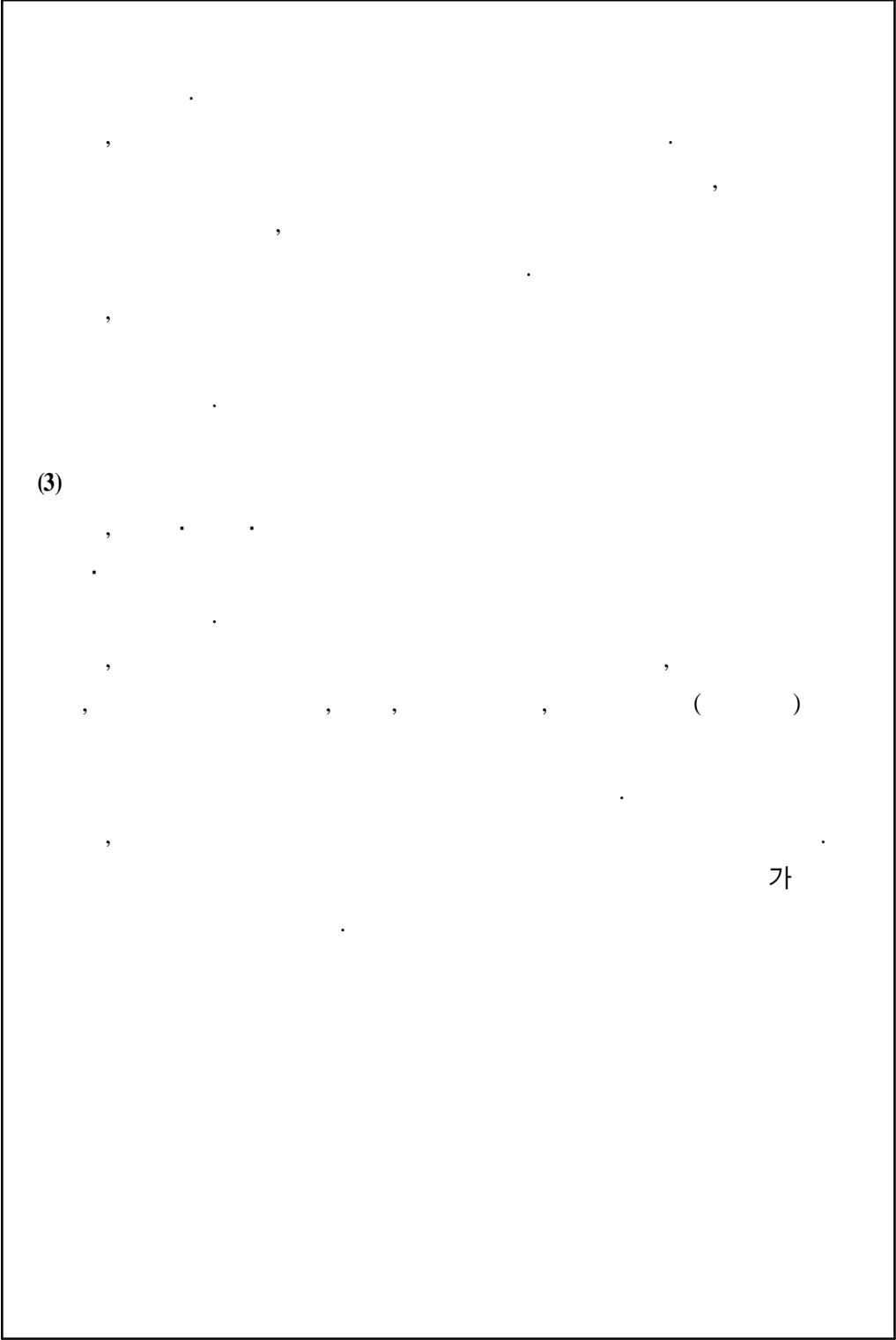
(safety

net) 5가

	(differentiation) (specialization),	(standardization) (stratification)
	( )	
	4	
	가	
		가
		4가

가 ;  
 ( ) 가 ,  
 ( ) 가 .  
 가 , ,  
 가 가 가 .  
 가 가 4 가 ,  
 가 가 가 .  
 가 가 ,  
 가 가 가 가 .  
 , 2,1 ,  
 가 1/3 .  
 .  
 , 3가 .  
 (1) , .  
 .  
 .  
 , .  
 6

company) (group  
( ) 가  
가  
(pathways)  
가  
(2)  
ladder 가  
가  
가 (Entrepreneurship)



(3)

가





·	.....	1
1.	.....	1
2.	.....	3
3.	.....	4
4.	.....	8
·		11
1.	.....	11
2.	, , .....	12
3.	.....	17
4.	.....	21
·	.....	25
1. 가	.....	25
2.	.....	30
3.	.....	38
4.	.....	49
5.	.....	58
·	.....	63
1.	.....	63

2.	.....	67
3.	.....	70
4.	.....	80
5. 4	.....	86
6.	.....	90
.	:	
	.....	95
1.	.....	95
2.	.....	102
3.	가 .....	105
4.	.....	113
5.	.....	118
6.	.....	123
7.	.....	124
8.	.....	127
.	.....	129
1.	.....	129
2.	.....	131
3.	.....	135
4.	.....	139
.	.....	149
1.	.....	149

2.	.....	153
	.....	155
<b>ABSTRACT</b>	.....	159
	.....	165

< -1>	.....	7
< -1> OECD	.....	14
< -2>	(1990 1998 ) .....	15
< -1>	가 ..	27
< -2> OECD	.....	29
< -3>	(2000 4-6 ) .....	40
< -4>	(15-24 ) .....	40
< -5>	.....	41
< -6>	(1994) .....	53
< -7>	.....	56
< -1>	.....	64
< -2>	( ) .....	75
< -3>	.....	76
< -4>	.....	93
< -1> 3	.....	95
< -2>	.....	96
< -3>	가 .....	98
< -4>	가 .....	98
< -5>	가 .....	99
< -6>	가 .....	100
< -7> 4	가 .....	101
< -8>	..	102
< -9>	....	103
< -10>	.....	104
< -11>	.....	104
< -12> 4	...	104

< -13>		.....	109
< -14>		.....	113
< -15>		.....	114
< -16>		.....	115
< -17>	( )	.....	116
< -18>		.....	117
< -19>		.....	118
< -20>		.....	119
< -21>	/	.....	119
< -22>	( )	.....	120
< -23>	( )	.....	121
< -24>		.....	122
< -25>		.....	122
< -26>		.....	123
< -27>		.....	124
< -28>		.....	124
< -29>	- , ( )	....	125
< -30>	-4 ( )	....	126

[ - 1]	.	.....	20
[ - 1]		.....	33
[ - 2]		.....	35
[ - 3]		.....	52
[ - 1]		.....	106
[ - 2]		.....	106
[ - 3]		.....	107
[ - 4]		.....	108
[ - 5] 4		.....	108
[ - 6]	가 -	.....	110
[ - 7]	가 -	.....	110
[ - 8]	가 -	.....	111
[ - 9]	가 -	.....	111
[ -10]	가 - 4	.....	112
[ - 1]		.....	147

•

# 1.

21 " (economic performance) " 가 가 (Ashton & Green, 1996). , (linkage)

2001 4 OECD 가 가 가 , , , , , (OECD, 2001b). , 가, . 2001 1 15 -24 11.3% 4.1% 가 , OECD 가 , OECD



( , 2000),

가

가

50%

가

가

, 가, (Ryan, 1996; Joyce & Neumark, 2000; NCVER, 1998, 1999),

( , 1999, 2000, OECD, 2000),

가

(Hannan, Raffé and Smyth, 1997),

(Rosenbaum, 1999)

(institutional approach)

가

2.

2  
3  
4  
5  
6

3.

가.

OECD, ILO

2001. 8. 13- 8.24

20

(

1).

( 1

):

( )

( ; matching fund,

1) )

가:

1)

, , 가, ,  
 , . :  
 , , , 가(  
 ), , ( 1  
 ): , ( ), , ( ;  
 matching fund, , ,  
 ), 가 :  
 , , , .  
 .  
 .  
 . ( 2).  
 , 가 .  
 , .

---

가?  
 가? 가( , )?  
 가? 가?  
 가 가? 가?  
 가 ( , ,  
 ) .

가  
 가  
 2·1  
 2001 9 10  
 500  
 가  
 461  
 461 108 (23.4%), 93  
 (20.2%), 52 (11.3%), 165 (35.8%),  
 38 (8.2%), 5 (1.1%) 2/3  
 , 50  
 142 (30.8%), 50-99 103 (22.3%), 100-299  
 128 (27.8%), 300 88 (19.1%)  
 2) 139 (28.4%), 243 (52.7%),  
 79 (17.1%)  
 < -1>

2)

(1999)

< -1>

	50	50-99	100-299	300
	134 (100.0)	103 (100.0)	136 (100.0)	88 (100.0)
	30.6	29.1	31.6	28.4
1) , ,	1.5	-	6.6	1.1
2) , ,	9.7	10.7	11.0	6.8
3) , , ,	19.4	18.4	14.0	20.5
	48.5	58.2	51.5	54.5
4) , , , 1 , , , ,	32.1	33.0	30.9	22.7
5) , , 가 , ,	16.4	25.2	20.6	31.8
	20.9	12.7	16.9	17.0
6)	9.0	1.0	4.4	6.8
7)	1.5	1.9	1.5	-
8)	6.7	4.9	4.4	9.1
9)	2.2	-	2.2	-
10)	1.5	4.9	4.4	1.1

3 가

가  
가

가 가  
, 'OECD 가  
( 3 ).

**4.**

(School to Work)  
'Work to School'  
1  
, 4 , 1  
5  
4

(safety-net)  
5 가  
( 30  
)

가가

가





1.

Kim, 2000).

(Ashton & Green, 1996;

( )

(alliance),

“school to career”

(linkage), “school to work”,

가

가

가 . 가

가 .

(upper secondary general education)

, , ( , , )  
) , 가 , , , ,  
, ,

(Ryan, 1996).

(employability)

(connection)

2. , ,

1990

21

가

( , 2001).

가

가

가 (CEDEFOP, 1999).

1994

(School to Work Opportunity Act)

가

4가

가

(DfEE, 2001).

1990 가

가(OECD, 2000)

가

가

가

OECD 가 1990 5.5 1996 7.4 1.9 가

( -1).

(  
 ).  
 , 1980 1990  
 가 ( -2). ,  
 가 .  
 , 가

< -1> OECD

( : )

	1990(A)	1996(B)	(B-A)
	4.7	6.4	1.7
	5.2	6.8	1.6
	5.0	8.3	3.3
	5.0	8.7	3.7
	2.7	7.6	4.9
	5.0	6.0	1.0
	2.9	5.0	2.1
	4.4	5.0	0.6
	6.5	7.7	1.2
	5.4	7.2	1.8
	5.5	7.2	1.7
	8.2	8.5	0.3
	5.0	6.2	1.2
	8.0	11.3	3.3
	7.1	7.4	0.4
	7.5	9.6	2.1
	<b>5.5</b>	<b>7.4</b>	1.9

: OECD(2000b), From Initial Education to Working Life, Table 3.3.

: (length of transition) 15-16

50%가

< -2>

(1990 1998 )

( : %)

	1990(A)	1998(B)	(B-A)
	41.7	64.6	22.9
	-	5.6	-
	64.6	71.1	6.5
	-	8.1	-
	30.7	56.3	25.6
	30.7	56.3	25.6
가	-	5.3	-
	65.2	69.3	4.1
	5.3	8.1	2.8
	42.2	65.6	23.4
	47.2	49.7	2.5
	33.0	53.8	20.8
	62.4	67.1	4.7
	24.0	29.9	5.9
	23.4	22.2	-1.2
	4.2	10.0	5.8
	7.1	14.1	7.0
	5.2	9.8	4.6
	69.8	84.5	14.7
	43.1	62.9	19.8
	-	34.9	-
	8.7	14.5	5.8

: OECD(2000), From Initial Education to Working Life, Table 4.3.

: “—”

5가

(linkage)

가

가

가 30

1997	5,153	(24.4%)	2000	4,510	(21.4%)
2001	1	15	-29	8.6%	(422)
4.1%	2		2000	334	

1,054

13 가 , 가 5

IT

( ) 9.3

OECD 7.4

가

1997

가

가

IT

( ) 3) 가

---

3) 가 , , 가

가  
 , 가  
 , 가  
 IMF  
 가  
 .4)  
 1997 IMF

### 3.

1980  
 가  
 가  
 , , - 가 ( , 1996).  
 80  
 가

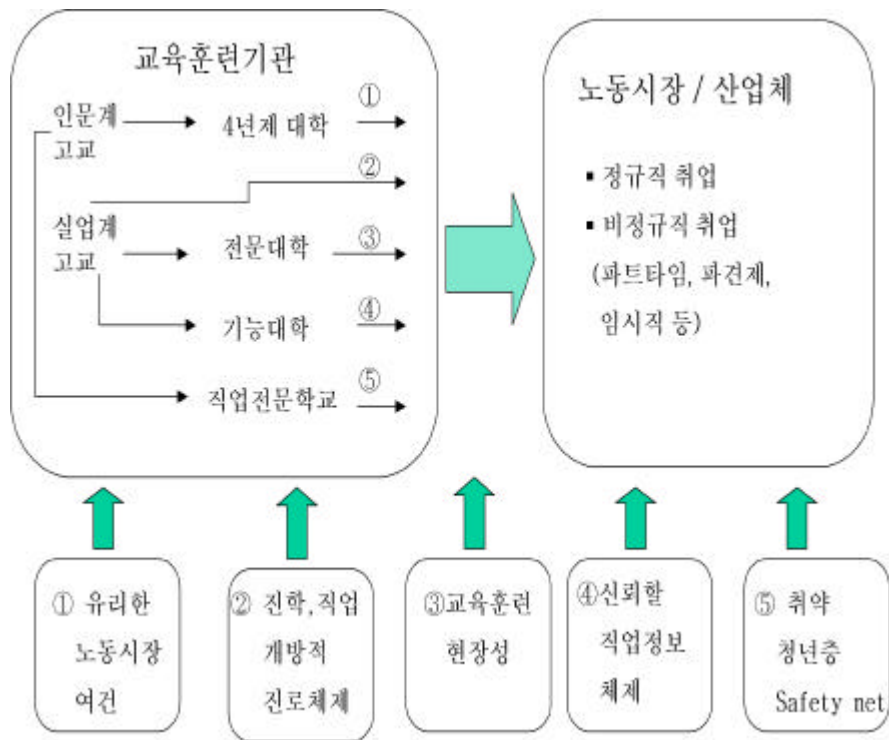
---

4) 1997 ( ) , (30.5%)/  
 (18.6%)/ (21.9%)/ (22.3%), (25%)( : , 2001, KLI  
 , 2000) 가 가  
 가



IMF  
 가  
 가 ,  
 가  
 가 1991  
 가  
 14.4% 1998 23.5% 가  
 가  
 가 가  
 , 가  
 job skill  
 ,  
 . [ -1]  
 , . ( ),  
 , (safety net)  
 , 가  
 가, 가 가  
 ,  
 ,  
 . 가 ,





[ -1] . 6)

가 가  
 ,  
 가 . 가  
 가 가 . 가  
 ,  
 ,

6) OECD(2000), *From initial education to working life: making transitions work*

.  
,  
가 . , (safety net)

**4.**

가  
, .

(school to work transition)

,  
. ,  
,  
. ,  
,  
.

(Ryan, 1996).

가

( . 2001).<sup>7)</sup>

2 가

49%

59%

10%p

가

35%

55%

36%

60%

52%

79%

50%

56%

가

55%

50%

67% 58%

가

Heijke & Ramaekers(1999)

(the

stylizing facts)

7)

403

( : (2001),

& Karoly, 1995).

(Klerman



•

# 1. 가

가

가

가

가

가,

가,

(delivery)

가

가

가

(differentiation)

(standardization),

(specialization),

(stratification) 가 가

.8) 가

(Hannan, Damian, David Raffé & Emer Smyth, 1997).

(strong and direct shared inter linkage)

가

8)

“

”

“

”

가

(Allmendinger, 1989)



가

(collinear linkage)

( )

가

( )

(school placement function)

가

가

3/4

가

가

가

가

가

( )

1999).

( )

( )  
 )  
 .  
 , ,  
 가 ,  
 -  
 .  
 ( : 2.1 , , )

가 , ,  
 .  
 가 < -1> .

	high		low	
	high	low	high	low
a) ( )				
c) ,				
d)				
b)				
e)				

OECD(2000)  
 (general education pathways),

(school-based vocational pathways), (apprenticeship-type vocational pathways) 가 .

가 ( -2).  
 , ' ' . 50%  
 (94%), (94%), (68%), (80%),  
 (74%), (62%), (64%), (61%), (88%)  
 , (58%) .  
 , ' ' . 50%  
 가 20%  
 , (65%), (82%), (47%), (43%), 가  
 (68%), (72%), (69%), (60%), (33%) .  
 , ' ' . 50%  
 , (52%) (60%)가 .

1990  
 가 가 .  
 가 . < -2>  
 (60%) 가 ,  
 (94%) (94%) 가 (82%)  
 가 .  
 (48%) (47%) .  
 (12%) 가 (88%) 가  
 . 가 .  
 1980 20% 33%

OECD

(Hannan, Damian, David Raffe & Emer Smyth, 1997; , 1999)

< -2> OECD

( : %)

	94	2	3
	22	37	41
	94	5	1
	18	82	-
	42	14	44
	48	47	5
가	32	68	-
	74	26	*
	48	27	25
	64	32	4
	40	60	-
	31	9	60
	43	33	24
	88	12	×
	32	65	3
	46	43	11
	24	24	52
	68	32	×
	80	15	5
	28	72	*
	58	42	*
	30	47	23
	62	30	8
	31	69	-
	61	37	2

: OECD(2000b), From Initial Education to Working Life, Table 2.2.

: “ — ” , “ \* ” 가 , “ x ” 0.

), ( ) 3  
,

2.

가.

가 , ,  
가  
가 ,  
(school district)

, Tech Prep

. 1980

2 2

. 1980 2+2 (Tech Prep)

, 1990 Perkins II Title III Tech

Prep Tech Prep . Tech

Prep

,

,

,

,

. Tech Prep 가 4

2

,

. OJT

.

.

.

. 1980

, 2

4 . 16

,

가

,

(cooperative education program)

, 2, 3

2 가 . 4

,

가 .

1 , ,  
가

(Higher Education Act) Perkins II

TJTC(Targeted Jobs Tax Credit)

(school-to-work apprenticeship program)

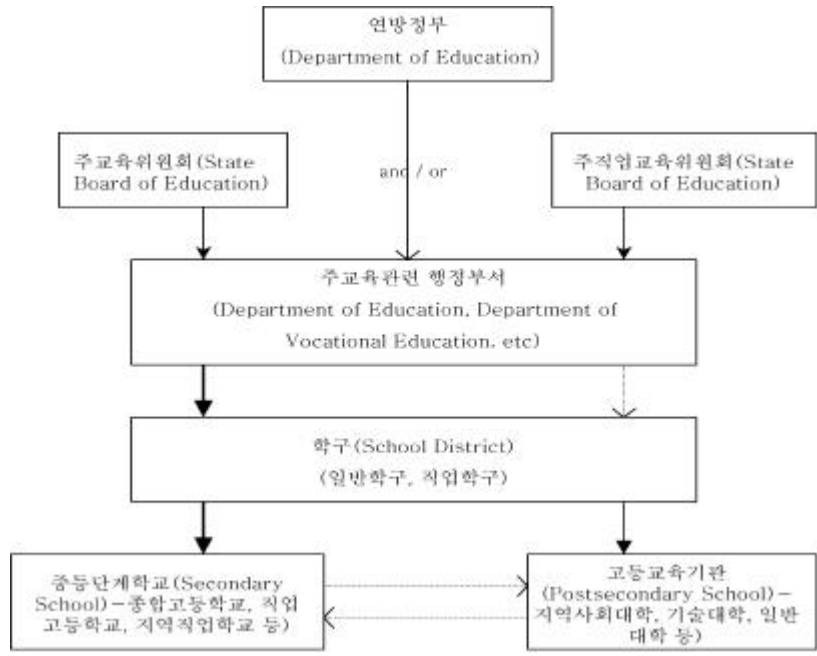
3

2-4 가 .

(school-based enterprise program)

(career academy program) .  
(school within school) 3-4 ,

1 가 . 3



[ -1]

JTPA(Job Training Partnership Act)  
 Workforce Investment System  
 (Workforce Investment Act of 1998) 2000 7  
 21

JTPA , ,  
 (dislocated workers), ,



On-Stop

Delivery System  
가

14-21

System  
Board

( 가

5

Workforce Investment  
State Workforce Investment  
Strategic Plan

Workforce Investment System

)

21

(

15

21

(Twenty-First Century

Workforce Commission)

6

가

가

( -2).

1:  
2: JPTA 2000 7 WIA

[ -2]

.  
(Education and Jobs for Youth 14 to 21)

(

),

,

,

( : Work  
 Incentive Jobs ) ,  
 (Self-Employment Assistance),  
 (Re-Employment Bonuses) .  
 , GED(General Equivalency Diplomas)  
 ( ) ,  
 15% .

, CET(Center for Employment and Training) . 1968  
 CET 3-6  
 , 3 25  
 . CET  
 , , ,  
 , ,  
 . CET

, 가  
 가

1993 1995  
 5.6% , 1998 2 4.6%  
 610 .  
 1992 가 , 가  
 ,  
 94 .  
 2000 5 , 4.9% 0.34%  
 . 73 12 .  
 , , 16-19  
 1985 18.6% , 1990 15.5% 1995  
 17.3% , 1998 14.6%  
 , . 20-24  
 1980 11% , 1990  
 8-9% , 1996 9.3%  
 1998 7.9% 1999 , 16  
 , 16-19 .  
 , 16-19  
 (16-24 ) 47.1%(15,644 ) ,  
 52.7% , 11.1% , 20-24  
 52.9%(17,593 ) 77.5% 가 7.9%

1994  
 STWOA (School-to-Work Opportunities Act) . 4  
 가

가 . STWOA -  
(school-based learning),  
(work-based learning),

(connecting activities) .

(U.S Department of Labor, Evaluation the Net Impact of  
School-to-work: proceedings of a Round table(1997)).

3.

가.

가

.  
 1960 70  
 . 1964  
 1950 60  
 1970 80  
 가  
 . 1997 가  
 가  
 가  
 , 가  
 (continuing training) 가  
 (Work-based training for Adults) .

, 2000 4-6 가 84.6%,  
 가 72.9%, 가 79.0% . ILO  
 6.0%, 4.8%, 5.5% (Office  
 for National Statistics, Labour Force Survey).  
 가 ,

가 가 (DfEE, 1996).

< -3> (2000 4-6 )

16 ( )*	22,762	23,831	46,593
( )	16,381	13,171	29,552
( )	15,395	12,535	27,930
ILO ( )	986	636	1,622
(%)	84.6	72.9	79.0
ILO (%)	6.0	4.8	5.5

: \* 16-64 , 16-50 .  
: Office for National Statistics. *Labour Force Survey*.

1999 15 24 12.3%

2 .

< -4> (15-24 )

( : %)

	1990	1996	1997	1998	1999
	10.1	14.7	13.5	12.3	12.3
	6.8	8.2	7.1	6.2	6.1
OECD	11.6	13.9	13.4	12.7	11.8
	6.0	7.3	7.0	6.9	6.4

: OECD. *Employment Outlook*. 2000.

16-24  
 2000 33% (Office  
 for National Statistics, Labour Force Survey.)

< -5>

( : %)

가		6 ( )	6 ( )	
	6.1	24.5	37.7	1995
	15.5	<b>48.7</b>	63.1	
	12.1	10.7	19.0	

: O'Higgins. *The challenge of youth unemployment*. 1999.

가 ,  
 ,  
 1997 20.3%  
 ,  
 가  
 . OECD 가  
 1995 6  
 48.7% 가 ,



.  
 가 liberal  
 가 . 가  
 Workfare Edufare가  
 -  
 . 가 ,  
 가  
 16  
 ,  
 16 16-17 18-24 가  
 . , 16-17  
 ,  
 18-24  
 targeting  
 ,  
 가

1)

가) 9-16

9)

'10

'10

가

2

, 16

98%가

14-16

(TEC)<sup>10)</sup>

Key Stage 4<sup>11)</sup>

가

1998 9

2

) 14-17

(New Start)

1997 9

9) 2001 4  
Service  
가

13-19  
Connexions Service

Career Services  
13 19

가 Connexions

가  
(Youth Service)

가

16

10) 2001 4  
11) 14-16

LSC(Learning and Skill Councils)

10

11

가 14-17

) 16-19

(Investment in Young People)

가

2 level

1997 12

2)

가)

(ES)

(Benefits

Agency)

(Single Work-Focused Gateway)

가가

가

, 가

가

1997 7

1998 1

4

. 2000

가

6 18-24 12)

1998 6

25 2

1998 11 28

1998 10

가 5 3

가

1997 David Blunkett

1930

3

Welfare to Work Strategy 가

6

가

가

가

---

12) (unemployment benefit) (Income Support)

4 , ,  
 . 가  
 , (independent careers) .  
 4 가 4가 , 6  
 , , 6  
 6 .  
 (Follow-through) 가  
 (Follow-through)  
 .  
 가 가  
 가 3  
 )  
 가 (National Traineeships) 가 ,  
 가  
 (Modern Apprenticeship) , 1995  
 , 16 24  
 (technician), supervisory (craft)  
 ,  
 NVQ 3

,  
 .( 1  
 40 .) NVQ 3  
 3/4 81 가 . 가  
 가 engineering manufacturing .  
 가 (National Traineeships) 1997 9 ,  
 가 3 NVQ 2  
 , 46 .  
 , 가  
 , .  
 16-18 , ,  
 가 , , NVQ  
 가 , .( .  
 가 )  
 .  
 NVQ 2 .  
 .  
 가  
 NVQ 2 3 .  
 ) (Work-based training for adults)  
 1997 3 .  
 , 25-63 TfW(Training for Work)가 WBTA .  
 . 1991-92  
 31% 1996-97 45% 가  
 .  
 가 60%가

가

WBTA 6

25-63

, 2

(Regional Development Agency)가 WBTA

가

WBTA

. 6  
18-24

가

가

가

)

가

가

가

가

가

3가

GCSE

GCE A level

GNVQs

NVQs

가

1992

GNVQs

가

가

1996

Dearing

4.

가.

1 2 , 1 12 Higher secondary school(Gymnasium), Intermediate secondary school (Realschule), Lower secondary school(Hauptschule)

가

. 2

16

가,

가

Realschule

가

. Gymnasium( )

7



Gymnasium

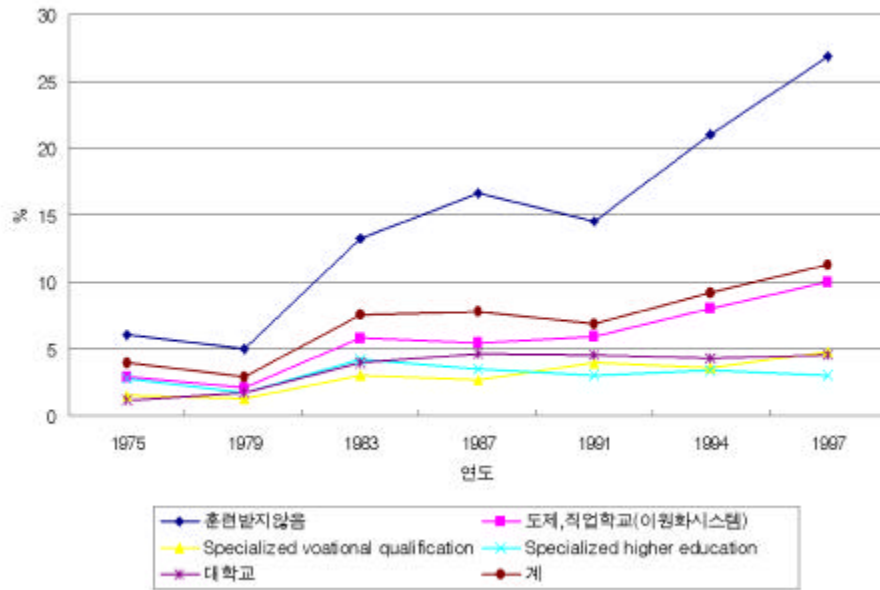
. 16 가 , .  
 (3 1 ) .  
 Hauptschule 1990 87%  
 59% , 14% , 14%  
 2% 9% 가  
 1% 1-2  
 380 가  
 500  
 80% , 10 56%  
 1/7 .

Gymnasium Realschule , , ,  
 3 . Gymnasium 가  
 가  
 33%, 38%  
 , 가 41%, 48%  
 2/3 .  
 , 2% . 1990 4%

) ( , ,  
 12% .13) ,  
 16 ,  
 ,  
 < -3> 1975  
 가  
 , 1990  
 , ,  
 ,  
 가  
 ,  
 , 1980  
 가 44%가  
 , 19%가 '90  
 33% 31%  
 ,  
 가 ,  
 가  
 가  
 가  
 ,  
 (W. - D. Greinert, 1993).

---

13) 가 가 Gymnasium 15%  
 1970 79.7%가  
 Hauptschule , 1990 43.7%



[ -3]

, 1994 20  
 78.3%가 . 20-25  
 49.5% ( -6).  
 20 19.4%, 20-25  
 23.6% .  
 , 1991  
 14.4% , 4.4% . ,  
 가  
 . 1994  
 22

15.5%

< -6>

(1994)

		20 : 75,857 20-25 : 249,738	20 : 37,727 20-25 : 142,479	20 : 38,130 20-25 : 107,259
20		78.3	83.3	73.4
		23.8	29.7	18.0
		19.2	15.9	22.4
		2.8	0.8	4.2
20-25		49.5	52.2	45.0
		13.0	15.4	9.7
		45.7	45.3	46.3
		4.1	2.2	6.7

: [ -1]

가  
가 1991  
98,100 1995 165,900  
( )  
(K. Schober,  
1995). 1996 178,700  
가 145,000  
1998 120,000  
(K. Schögen/ H. Tuschke, 1999).

1993  
. 1997  
449,127  
, 가 54.2%가  
. , ,  
84.2%  
80.5%, 가 69.9% , .  
23.3% .  
101,053 , 49%가  
. . 81.2%, 가  
69.2% , . 5.0%  
. , (9 ) 45.5%  
(500 ) 63.5% 가  
(10  
-50 ) (500 ) 55% , 50 -500  
40.8% .

1)

:

1-2

가 ,

가 . , , ,  
 . ,  
 , 가 . .  
 .

2)

1990

14)

< 5 >

가 .  
가 ,

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14) Gymnasium 가 가 : 1978 21%, 1993 31%, 1999 29%

< -7 >

1		1.5	93.5
2		1.5	94.3
3		1.8	85.9
4		2.1	71.2
5		2.2	68.5
6	,	2.2	64.0
7	A-level	2.7	41.9
8		2.8	38.0
9		2.9	32.2
10		3.0	27.1
11		3.3	14.0

: Rauner(1999). p. 262

3)

1990 , 가  
 .  
 ( : ( ),  
 : BIBB 2000 , 2000).  
 ,  
 , 가  
 가 . ,  
 “ ”  
 (1998 ) . 12 .  
 , , ,  
 , 가  
 , , ,

가

가

4)

가

(vocational preparation schemes) (1995 19,100 ).

2-12

12

(social support service course)

가 (special programme)(1995 , 88,090 ) , (vocational training support scheme)

(1996 61,000 )

(inter-company training centers)

가

(1996 20,000 ).

가

1994

(limited employment contracts),





Delivery System . One-Stop  
 One-Stop Center ,  
 Site . ,  
 ,  
 가 . ,  
 가 가 . 3 가  
 , Tech-Prep .  
 ,  
 ,  
 ,  
 ,  
 가 .  
 가  
 ,  
 . (GNVQs)  
 , 가  
 , - (at-risk  
 group) 가 .15)  
 가

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15) 가  
 가 .

가 . 가

.16)

가

가

, 380

가

90

가

가

가

가  
가

가

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16)



가

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20 , , , , 4

가 . 2 .

**1.**

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5		-
( )		- .
21		-
		-
(		-
. )		

: (2001).

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12 ( 5 , 2 , 3 , 2 )

1994 3 4

1 10 ( 4 , . 2 ,

. 2 , 2 )

가 .

가

「 . 22 42 」

가

, 가 , 가

1924 , 1977

1978 , 2001 3

30 , , 1,183 , , 94 4

가 가

. 1998

95%

60%



가

가

77

1994

2 · 1

21

60

12

141

6

11

120

, 1994

가

가

6

34

953

83

가

가

가

11

가

9  
70-80 . . . . . 22% 60  
54%가

가

가

70 . . . . . 60

**2.**

1987  
1999 , , ) , 1 (253  
)  
, ( )  
, ,  
(1 )  
(1-2 ) (2 ),  
(  
가 ,  
) .

. , 가  
 . , 129  
 152  
 , 가 가 .  
 , 가 ( ),  
 , 가 100  
 (2001 ) . 가 25 421  
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 , ,  
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 가 , 가 , 가  
 1 - 3 ,  
 1 - 3 , 2  
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 , 가 가  
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 가 .  
 가 .

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 가 ,  
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 ( 1-3 , 12 ).  
 ( )  
 가 가  
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 가  
 가 . 가 가  
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 가 , 가 , 가  
 , 가  
 . 3D  
 ( )가 .

3.

가 .  
1 가 .  
가 . 가 .

4 5 가

2001

50

10

가



.  
 .  
 80-90% .  
 , .  
 가 .  
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 가 .  
 3-6 . IT  
 ( , 가 ) 가  
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 가 , 가 . ,  
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 ' ' .  
 가 . ,  
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 가 . ,  
 가 .  
 , 가 .  
 , , ,  
 , 가 .  
 , , ,

2

가 2·3 1  
가

가

가

가

가



가

2000

63

가( )

가

2000

45

32

44

38

CEO

( )  
 1,437 , 2001 5,670  
 , , ,  
 10 ( 60 ) , 가  
 .  
 가

< -2> ( )

	∴ ∴ 4	
	∴ 3	
	3 47	- - -
	5 2 3	- ,
	2,520,000 2	-
	3 13	30% (63 ) 21%
	2 , 2 8	
	5 가 (5,000 )	-
	,	-5 7
	∴ ∴	-

< -3>

	▪	-		
		-	,	
	▪	-		
		-	.	
		-	.	17,000
	▪	-		
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		-		
		-	가	
		-		
	▪	-		
		-		
	▪	-		
		-		15,000
		-		
	▪	-	.	
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		-		
		-		

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( )  
1983 1992  
, 1997 , 2001 ISO 9001  
23 80  
3 , 2001  
20 3 ,  
( ) , 가

2  
가  
(1-2 ) ,  
가 (2001 127 270 ) ,

가

가

가

가

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4.

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1171 , 57 .

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,

. 2001 8

가

가

, , 8

(Technician)

,

가

, ,

, , , ,

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. 2000

가 146 ,

(10 / 66 / 10 ), ( ) 3,294  
 . 10 가 ( : 4, /  
 : 6) . 2000 36 .  
 가 2 .  
 OSG( ) , 246  
 . 2 60  
 , , 가  
 . ,  
 2000 OSG( ) 12 .  
 , 가 ,  
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 OSG( ) 2~3 →  
 1 → 1~2 → ,  
 Recall ( ) ,  
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 . 가



. 2000  
( ) 5

가 .

IMF

가 .

가 ,

3

3

가

, . . .  
( )

(TRITAS: Triangle of Technology Assistance

for SMEs )

( )

가

가

1999 11 , 2000 15

, 2001 23

( : )

200 Set

667%

1 30 Set

300%

(4-1988-037830-1)

1999 20 , 2000

20 , 2001 22

가

2001 3

2000

가

“

”

, . . . 가  
( ) . . .

FDM RP

Machining Center, 3

가 가 .

, 가 . , ,

, 566 가  
가 . ,

, 14 1

, . ,  
(14 ), 2. 1 , 3. 1  
, 4. , 5.

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 , S/ W 7 ,  
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 , ( ) ,  
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 1. , 2.  
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 , 5. , 6.  
 , 가 , 7. , 8.  
 ( ) , 9.  
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 가 . ,  
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( )  
,

#### 5. 4

20% , 80% ( )

6

가 가  
가 (6  
)

가 ,

. 1996 - 2001 1 42 가

가 . 가

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,  
. 17 가 ( )  
, 4  
. ,  
,  
( )

2000

17)

가 가 )  
가

, 50

1

2

, 1

17)

:

2000

5  
45 3

4  
82

( )

220  
840

가  
가  
50 ( : 2001. 7. 2- 7.21)  
1  
135 ( : 2001. 7. 2- 7.21)

가 ,

가

가  
C&C Enterprise

2001

가

가

2000  
가

. 2000 9 18 (8 , 9 , 1,575 )

(Assistance  
Coordination)

/

C&C Enterprise( ) IT  
( )

7

1



,  
.  
가 가 ,  
4

, 가

, 가 ,  
.

**6.**

,  
가 가 .  
가 가 .  
가 가  
( )  
, 가





< -4>

4	( )	ATS		, OJT 가
	( )			
	( )	C & C Enterprise		
	( )		.	
	( )		.	
	( )	OSG	.	,
	( )		.	
	( )			
	( )		2·1	.
	( )		.	
	( )			
	( )		.	

:

가



1.

가

가

가

3 5

가

(97.2%),

(95.9%), 4

(92.4%)

가

(28.0%)

(21.7%)

( -1).

< -1> 3

( : )

		50	50-99	100-299	300			
	461	134	103	136	88	139	243	79
	442	125	102	130	85	133	238	71
	129	34	28	45	22	50	65	14
	448	129	100	131	88	132	240	76
	100	22	24	31	23	36	52	12
4	426	114	94	130	88	126	225	75

가 가 가 , , 11  
 가 .  
 4가  
 ( -2).  
 (29.0%), (25.1%), (14.7%)  
 (37.2%), (17.8%), (17.1%)  
 (37.1%), (20.3%), (17.6%)  
 (40.0%) (23.0%),  
 (14.0%) , 4 (41.8%), (18.8%),  
 (16.0%)

< -2>

( : %, )

					4
	100.0	100.0	100.0	100.0	100.0
	(442)	(129)	(448)	(100)	(426)
	25.1	37.2	37.1	40.0	41.8
,	7.7	2.3	6.7	2.0	10.6
	0.9	0.8	0.2	1.0	0.2
	-	-	0.2	-	6.1
,	2.5	5.4	1.1	2.0	0.2
	14.7	17.8	12.7	23.0	1.6
	1.8	2.3	2.0	4.0	1.6
가	2.0	0.8	0.2	-	0.2
	1.6	-	-	1.0	-
	29.0	17.1	17.6	11.0	16.0
	12.7	15.5	20.3	14.0	18.8
	2.0	0.8	1.8	2.0	2.8

4 가

가 , 가  
가 , 가 .  
, 가  
가 가  
가 가  
가 가  
가  
. < - 3, 4, 5, 6, 7 >  
. 가  
(66.7%), 가  
가 ,  
가 가 (82.7%),  
(32.4%), ( )  
가 (57.7%)  
, 가 가  
(50.4%), ,  
(21.7%)가 .  
300 가 ,  
300 , ,  
(31.8%).  
가 .



< -3>

가

( : %, )

		50	50-99	100-299	300			
	100.0 (442)	100.0 (125)	100.0 (102)	100.0 (130)	100.0 (85)	100.0 (133)	100.0 (238)	100.0 (71)
	66.7	67.2	72.5	72.3	50.6	82.7	68.1	32.4
( )	26.5	23.2	19.6	23.1	44.7	9.8	26.5	57.7
가	0.2	-	-	0.8	-	-	0.4	-
	0.2	0.8	-	-	-	-	0.4	-
	6.3	8.8	7.8	3.9	4.7	7.5	4.6	9.9

< -4>

가

( : %, )

		50	50-99	100-299	300			
	100.0 (129)	100.0 (34)	100.0 (28)	100.0 (45)	100.0 (22)	100.0 (50)	100.0 (65)	100.0 (14)
	50.4	50.0	57.1	55.6	31.8	54.0	49.2	42.9
	0.8	-	3.6	-	-	-	1.5	-
	21.7	17.6	28.6	15.6	31.8	30.0	16.9	14.3
	9.3	11.8	3.6	13.3	4.5	8.0	12.3	-
	3.1	2.9	-	-	13.6	2.0	1.5	14.3
( )	0.8	-	-	2.2	-	-	1.5	-
	0.8	-	-	-	4.5	-	1.5	-
	1.6	2.9	-	-	4.5	-	3.1	-
	1.6	2.9	-	2.2	-	-	3.1	-
	0.8	-	-	2.2	-	-	-	7.1
	2.3	-	-	4.4	4.5	-	3.1	7.1
	0.8	-	-	-	4.5	-	-	7.1
	6.2	11.7	7.1	4.4	-	6.0	6.2	7.1

가 가  
(42.6%), , (15.8%), , (15.2%)  
가 . 300  
, ,  
가 12.1%, 15.8% .  
, ,  
가 가 (38.2%)

< -5> 가 ( : %, )

		50	50-99	100-299	300			
	100.0 (448)	100.0 (129)	100.0 (100)	100.0 (131)	100.0 (88)	100.0 (132)	100.0 (240)	100.0 (76)
	1.1	2.3	-	0.8	1.1	2.3	0.4	1.3
	1.6	-	2.0	1.5	3.4	0.8	2.1	1.3
	15.2	14.7	11.0	16.0	19.3	9.1	16.7	21.1
	12.1	12.4	16.0	12.2	6.8	12.1	15.8	-
	42.6	41.1	45.0	45.0	38.6	56.8	41.7	21.1
	15.8	17.8	10.0	14.5	21.6	14.4	9.6	38.2
가	0.4	0.8	1.0	-	-	-	0.8	-
	1.1	1.6	-	1.5	1.1	0.8	0.8	2.6
	2.2	2.3	1.0	3.8	1.1	-	4.2	-
	0.4	-	1.0	-	1.1	-	0.4	1.3
	7.4	7.0	13.0	4.6	5.7	3.8	7.5	13.2

가 가  
(40.0%), , , (24.0%) .  
300 , ,  
, 300 .

< -6>

가

( : %, )

		50	50-99	100-299	300			
	100.0 (100)	100.0 (22)	100.0 (24)	100.0 (31)	100.0 (23)	100.0 (36)	100.0 (52)	100.0 (12)
	40.0	18.2	50.0	51.6	34.8	41.7	38.5	41.7
	2.0	9.1	-	-	-	2.8	1.9	-
	24.0	22.7	12.5	25.8	34.8	30.6	19.2	25.0
	10.0	18.2	8.3	6.5	8.7	11.1	11.5	-
	10.0	18.2	12.5	3.2	8.7	13.9	3.8	25.0
( )	2.0	4.5	-	3.2	-	-	3.8	-
	1.0	4.5	-	-	-	-	1.9	-
	8.0	4.5	12.5	6.5	8.7	-	15.4	-
	3.0	-	4.2	3.2	4.3	-	3.8	8.3

4

가

가

가

(38.5%)

,

(28.4%),

,

(7.7%),

(5.9%),

(4.5%),

,

(2.6%),

(2.3%)

가

,

가

,

가

< -7> 4

가

( : %, )

		50	50-99	100-299	300			
	100.0 (426)	100.0 (114)	100.0 (94)	100.0 (130)	100.0 (88)	100.0 (126)	100.0 (225)	100.0 (75)
	2.3	5.3	1.1	1.5	1.1	0.8	3.1	2.7
	4.5	3.5	4.3	5.4	4.5	0.8	5.8	6.7
.	2.6	3.5	3.2	2.3	1.1	0.8	3.6	2.7
.	28.4	28.9	29.8	25.4	30.7	19.0	33.8	28.0
	5.9	6.1	5.3	5.4	6.8	8.7	4.9	4.0
.	7.7	13.2	3.2	8.5	4.5	5.6	2.7	26.7
	38.5	28.1	43.6	42.3	40.9	55.6	35.1	20.0
	0.9	-	1.1	1.5	1.1	-	1.8	-
.	0.2	-	-	-	1.1	-	0.4	-
가	0.2	0.9	-	-	-	0.8	-	-
/ . .	1.4	1.8	-	2.3	1.1	3.2	0.4	1.3
. .	0.2	0.9	-	-	-	-	0.4	-
. .	7.0	7.9	8.5	5.4	6.8	4.8	8.0	8.0

,  
,  
,  
가

(leader manpower) , ,  
(body manpower) .



< -9>

( : %, )

		50	50-99	100-299	300			
	100.0 (129)	100.0 (34)	100.0 (28)	100.0 (45)	100.0 (22)	100.0 (50)	100.0 (65)	100.0 (14)
	61.2	47.1	67.9	60.0	77.3	54.0	66.2	64.3
	31.8	38.2	28.6	35.6	18.2	42.0	26.2	21.4
	7.0	14.7	3.6	4.4	4.5	4.0	7.7	14.3

: < -8>

, , 가 .  
 , 가 .  
 가 .  
 4 ,  
 가 . ' , , ,  
 , , ,  
 ,  
 가 .

< -10>

( : %, )

		50	50-99	100-299	300			
	100.0 (448)	100.0 (129)	100.0 (100)	100.0 (131)	100.0 (88)	100.0 (132)	100.0 (240)	100.0 (76)
	64.3	51.2	62.0	70.2	77.3	60.6	63.3	73.7
	29.2	38.8	29.0	27.5	18.2	34.1	30.8	15.8
	5.8	8.5	8.0	2.3	4.5	4.5	5.0	10.5

: < -8>

< -11>

( : %, )

		50	50-99	100-299	300			
	100.0 (100)	100.0 (22)	100.0 (24)	100.0 (31)	100.0 (23)	100.0 (36)	100.0 (52)	100.0 (12)
	71.0	50.0	66.7	74.2	91.3	63.9	76.9	66.7
	22.0	40.9	20.8	22.6	4.3	33.3	17.3	8.3
	7.0	9.1	12.5	3.2	4.3	2.8	5.8	25.0

: < -8>

< -12> 4

( : %, )

		50	50-99	100-299	300			
	100.0 (426)	100.0 (114)	100.0 (94)	100.0 (130)	100.0 (88)	100.0 (126)	100.0 (225)	100.0 (75)
	64.1	50.0	67.0	66.9	75.0	56.3	64.9	74.7
	28.6	36.8	28.7	26.2	21.6	37.3	28.0	16.0
	6.6	10.5	4.3	6.9	3.4	5.6	6.2	9.3

: < -8>

가? , ' (69.2%)<sup>19)</sup> 가  
 ' (44.9%), ' (30.4%), ' (31.2%)  
 가

### 3. 가

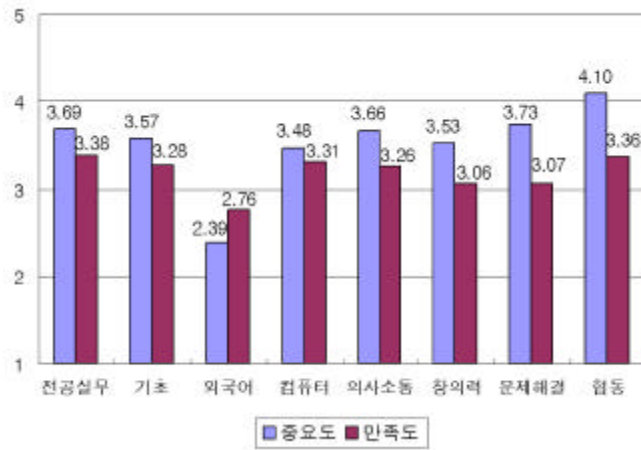
[ -1, 2, 3, 4, 5] ,  
 , , , , , , , ,  
 8 가  
 가 ,  
 4 ,  
 1 ,  
 가 ,  
 가 , 4 , , , , ,

---

<sup>19)</sup> (%) 100% , 3D

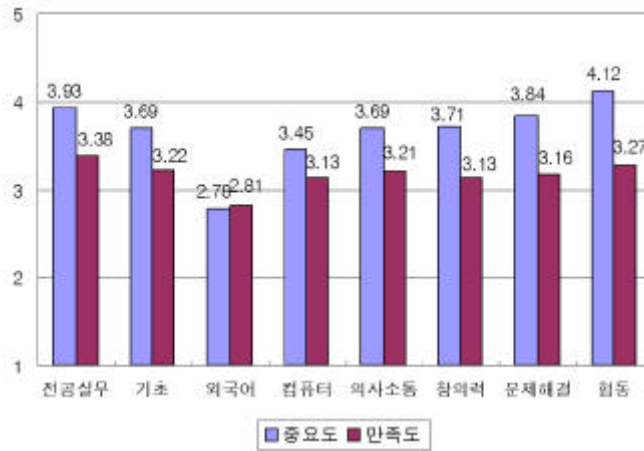


가 가 ,  
 가 .



[ -1]

: 1 . 5 ( : 3 )



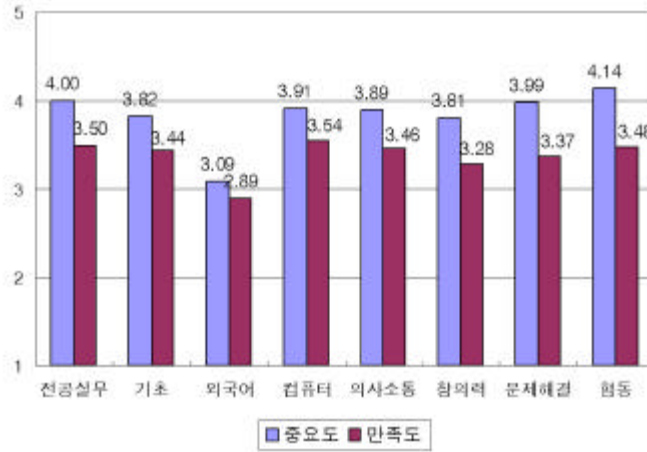
[ -2]

: 1 . 5 ( : 3 )

가 가

가

가



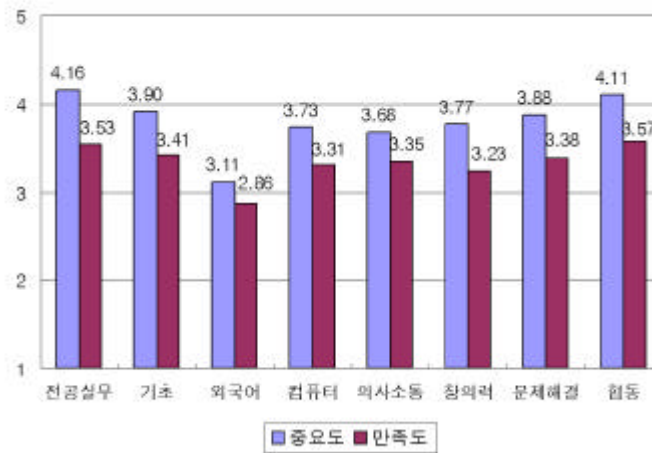
[ -3]

: 1 . 5 ( : 3 )

가

가

가



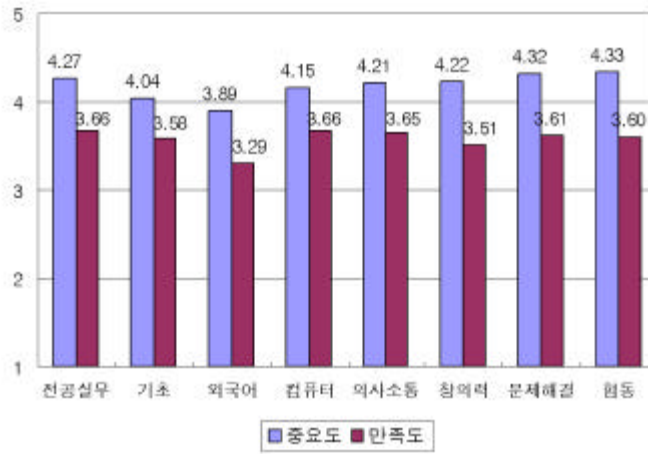
[ -4]

: 1 . 5 ( : 3 )

4

가 가

,  
가



[ -5] 4

: 1 . 5 ( : 3 )

가

( )

가

( )

가

가

< -13>

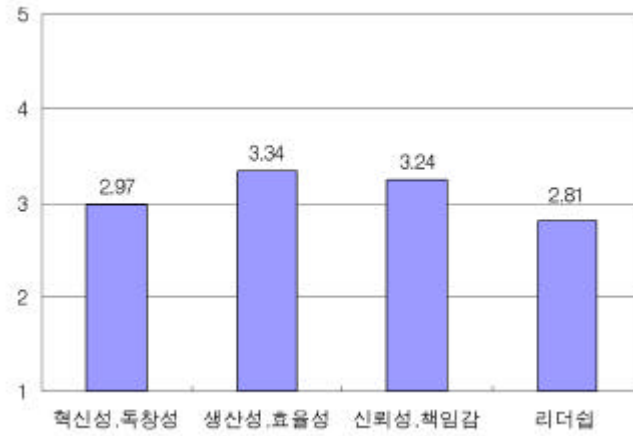
가  
 가 6  
 ( 57.2%, 55.1%,  
 60.1%, 64.0%, 4 57.5% ).

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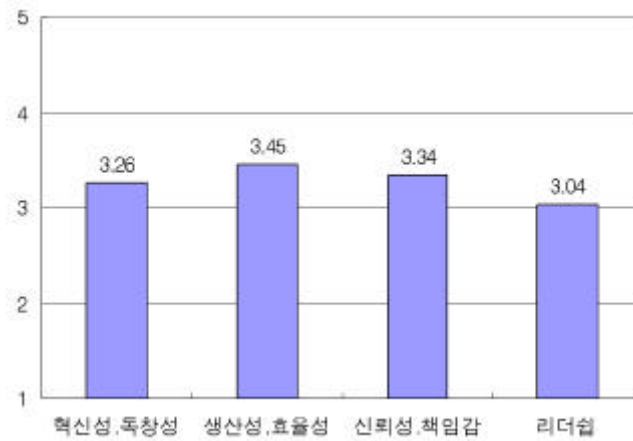
( : %, )

					4
	100.0 (442)	100.0 (129)	100.0 (448)	100.0 (100)	100.0 (426)
3	21.7	19.4	19.9	17.0	22.8
4-6	35.5	35.7	40.2	47.0	34.7
7-12	28.5	27.1	27.0	21.0	28.2
13-24	9.0	11.6	9.6	8.0	10.6
25-36	3.8	3.9	2.2	4.0	2.3
37	1.5	2.4	1.1	3.0	1.4

가? 가, [ -6, 7, 8, 9, 10] . (3.34 ), (3.24 )  
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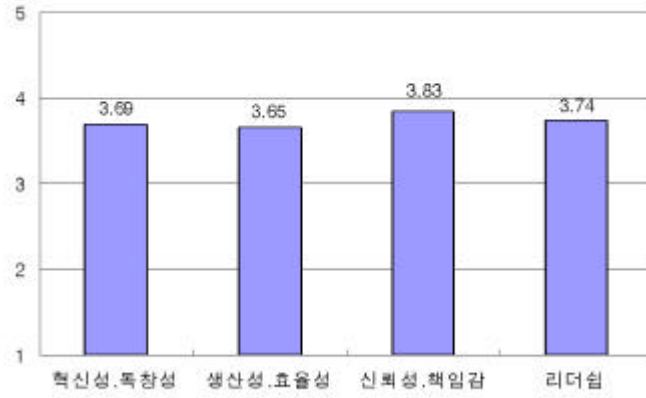
[ -6] 가 -  
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[ -7] 가 -  
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가  
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[ -10] 가 - 4  
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( : %, )

					4
	100.0 (442)	100.0 (129)	100.0 (448)	100.0 (100)	100.0 (426)
	31.0	17.1	20.1	9.0	23.7
	46.8	55.0	50.0	51.0	40.4
	12.4	20.2	21.9	27.0	21.8
	0.7	2.3	2.5	6.0	4.5
	0.9	5.4	5.6	7.0	9.6

(31.0%)

20)

가

가

가



4 (23.7%) 가 , ' , 4 가 , 4 가 .

< -15>

32.4%, 41.7%, 55.6% , 4 (41.1%) (30.0%) 가 , 4 가 ,

< -15>

( : %, )

					4
	100.0	100.0	100.0	100.0	100.0
	(442)	(129)	(448)	(100)	(426)
가	29.2	41.1	15.0	30.0	4.9
	32.4	24.8	41.7	25.0	55.6
	21.0	17.8	30.1	28.0	23.2
	17.4	16.3	13.2	17.0	16.2

< -15>

가 가 .

가 (38.9%), 가 (18.3%), 1/3

가 . 가 44.0%가

1/3  
 가 (36.2%),  
 4  
 ( 17.4% , 4 27.9% ).  
 가 ,  
 가 가 .

< -16>

( : %, )

					4
	100.0 (442)	100.0 (129)	100.0 (448)	100.0 (100)	100.0 (426)
	38.9	23.3	17.4	12.0	27.9
	27.6	26.4	36.2	27.0	22.5
	18.3	37.2	29.7	44.0	26.1
	2.3	2.3	4.2	4.0	6.3
	12.9	10.9	12.5	13.0	17.1

< -17>

가 .  
 ,  
 (39.1%),  
 가 (32.4%). , ,  
 가  
 ( 43.4%, 41.7%, 40.0%). 4 ,

(23.9%),  
(33.1%), (16.7%)

가

< -17> ( )  
( : %, )

					4
	100.0 (442)	100.0 (129)	100.0 (448)	100.0 (100)	100.0 (426)
	39.1	19.4	22.1	13.0	23.9
	32.4	43.4	41.7	40.0	33.1
	7.2	18.6	14.1	20.0	16.7
	21.3	18.6	22.1	27.0	26.3

< -18>

가

가 가 (

39.8%, 42.6%, 38.8%,  
37.0%, 4 31.0% ).

(33.0%) 가

가

(21.0% 29.3%)

20%

< -18>

( : %, )

					4
	100.0 (442)	100.0 (129)	100.0 (448)	100.0 (100)	100.0 (426)
	20.6	14.0	13.4	9.0	17.1
	39.8	42.6	38.8	37.0	31.0
	14.0	20.9	23.0	33.0	22.5
	25.6	22.5	24.8	21.0	29.3

< -19> 가 가

가 가 가 가

가 가 가 가

41.9%, 49.6%, 38.0%, 45.5%, 4

43.3% (36.0%). 가

3 가

< -19>

( : %, )

					4
	100.0 (442)	100.0 (129)	100.0 (448)	100.0 (100)	100.0 (426)
가	26.7	20.9	17.0	12.0	16.9
가	45.5	41.9	49.6	38.0	43.4
가	18.8	24.8	25.2	36.0	27.9
	9.0	12.4	8.3	14.0	11.7

5.

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27.5%

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300

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( : %, )

		50	50-99	100-299	300			
	100.0 (461)	100.0 (134)	100.0 (103)	100.0 (136)	100.0 (88)	100.0 (139)	100.0 (243)	100.0 (79)
	8.9	7.5	4.9	13.2	9.1	12.2	7.8	6.3
	2.6	2.2	1.9	3.7	2.3	5.0	1.6	1.3
	8.2	6.0	8.7	6.6	13.6	8.6	7.8	8.9
	3.5	3.7	4.9	3.7	1.1	3.6	3.7	2.5
4	12.1	9.0	12.6	12.5	15.9	13.7	10.7	13.9
	72.5	79.1	69.9	68.4	71.6	64.0	75.7	77.2

가 , 가  
 가 27.6% , 가  
 가 , 300  
 가 ( -21).

< -21>

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( : %, )

		50	50-99	100-299	300			
	100.0 (127)	100.0 (28)	100.0 (31)	100.0 (43)	100.0 (25)	100.0 (50)	100.0 (59)	100.0 (18)
	35.4	53.6	29.0	34.9	24.0	32.0	35.6	44.4
	35.4	28.6	48.4	39.5	20.0	36.0	42.4	11.1
	27.6	17.9	22.6	20.9	56.0	30.0	22.0	38.9
	1.6	-	-	4.7	-	2.0	-	5.6

< -22> 가

가 47.2%, (45.7%), 가  
(OJT ) (43.3%)

< -22> ( )  
( : %, )

	100.0
	(127)
	45.7
가 (OJT )	43.3
	14.2
,	7.9
	47.2
,	27.6
	6.3

가 가.

< -23> . < -22>

, 2 · 1 가 가  
(52.8%), , (31.5%),  
(17.3%), , (17.3%)

< -23>

( )

( : %, )

	100.0
	(127)
, 2 · 1	52.8
,	11.8
	17.3
( )	3.9
	0.8
,	5.5
,	31.5
,	17.3
,	7.1
	8.7
	7.1

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39.9%, '

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40.1%, '

가

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44.0%, '

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41.9%

가

가 가

'

가

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가 65.5%

( -25).

'

가

'

, 50-99

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< -24>

( : %, )

			가	
	100.0 (461)	100.0 (461)	100.0 (461)	100.0 (461)
	39.9	40.1	44.0	41.9
	42.7	43.4	41.4	43.0
	14.8	14.1	12.1	12.8
	2.6	2.4	2.4	2.4

< -25>

( : %, )

		50	50-99	100-299	300			
	100.0 (461)	100.0 (134)	100.0 (103)	100.0 (136)	100.0 (88)	100.0 (139)	100.0 (243)	100.0 (79)
	26.2	31.3	29.1	22.8	20.5	20.9	24.7	40.5
	39.3	39.6	30.1	43.4	43.2	40.3	42.8	26.6
가	34.5	29.1	40.8	33.8	36.4	38.8	32.5	32.9

6.

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	214 (48.4)	71 (55.0)	239 (53.3)	56 (56.0)	254 (59.6)

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 (44.5%),

( 50.5%, 53.5%, 54.4% 57.1%)( -27).

가  
 (83.9%),  
 (66.2%)( -28).

< -27>

( : %, )

					4
	100.0	100.0	100.0	100.0	100.0
	(214)	(71)	(239)	(56)	(254)
	50.5	53.5	54.4	57.1	42.9
	42.1	36.6	37.7	37.5	44.5
	5.6	2.8	6.3	3.6	11.0
	1.8	7.0	1.6	1.8	1.6

< -28>

( : %, )

					4
	100.0	100.0	100.0	100.0	100.0
	(214)	(71)	(239)	(56)	(254)
	72.4	66.2	76.2	83.9	79.1
	25.7	29.6	20.9	14.3	17.7
	1.4	2.8	2.1	1.8	2.4
	0.5	1.4	0.8	-	0.8

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21)

가 (1999). 21

, p. 87-88



, 50  
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가 가

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		50	50-99	100-299	300			
( )	2.82	2.98	2.73	2.82	2.67	2.82	2.88	2.64
,	2.73	2.90	2.75	2.62	2.61	2.79	2.75	2.56
	2.40	2.60	2.33	2.28	2.37	2.55	2.39	2.17
	3.92	3.85	3.90	3.87	4.14	3.84	3.92	4.07
, , ,	3.53	3.67	3.38	3.43	3.64	3.32	3.47	4.05
	3.57	3.66	3.63	3.57	3.39	3.44	3.45	4.16
( ) ,	3.65	3.60	3.52	3.71	3.79	3.32	3.66	4.18
	3.69	3.64	3.58	3.70	3.91	3.52	3.77	3.78
,	3.80	3.75	3.85	3.71	3.94	3.55	3.82	4.14
	3.26	3.35	3.18	3.22	3.26	3.16	3.06	3.99
	3.03	3.06	3.05	3.08	2.87	2.90	2.80	3.94
,	2.87	3.10	2.81	2.86	2.64	3.02	2.55	3.61

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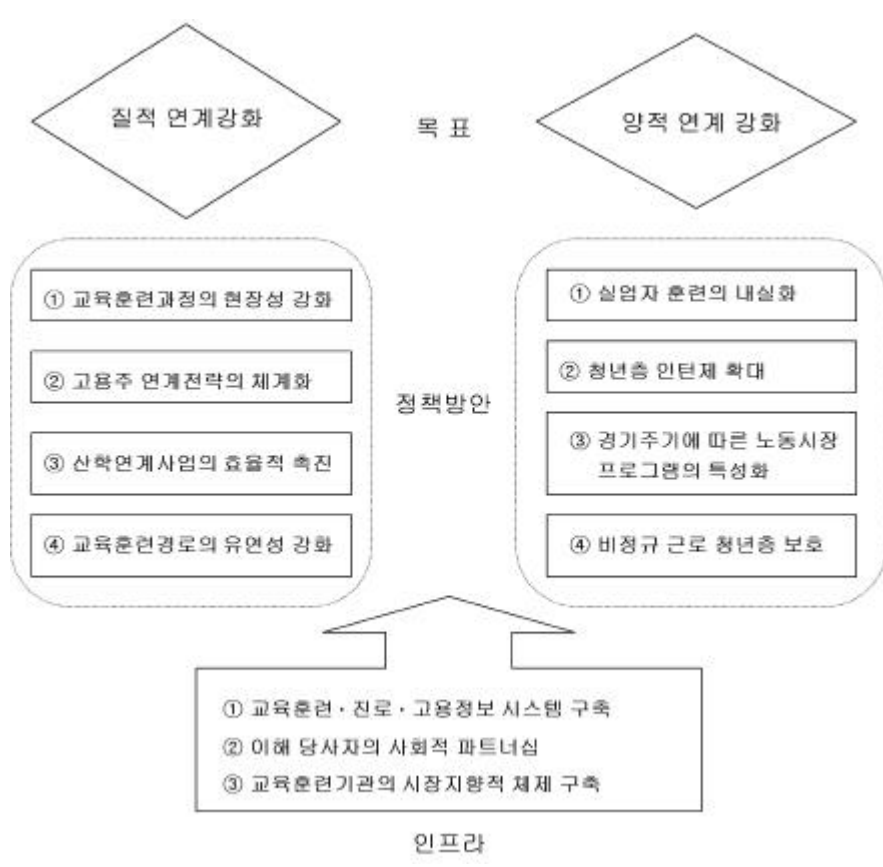


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## **ABSTRACT**

# **Improving the linkage between Education & Training and Labor Market**

Korea Research Institute for Vocational Education and Training

Research-in-charge: Young-Sun Ra

Research staff: Nam-chul Lee

Hye-won Ko

### **. Study Overview**

As we enter the knowledge-based society of the 21st century, the issue of "how to improve economic performance through education and training" is emerging as the key initiative for the development of human resources for the nation. In the labor market, however, unemployment is rising among the youth and the unbalance in the demand and supply of required skills is intensifying, failing to improve insufficient linkage between the labor market and the human resources development both quantitatively and qualitatively. Viewing these conditions as an issue, this study intends to provide policy plans to strengthen the alignment between the education and training and the labor market.

The study has surveyed previous studies made in the European countries on how to integrate education and training with the labor market, and OECD research data to inspect and analyze patterns of linkage adopted by the advanced countries to align education and training with the labor market. To learn the business alignment conditions between the industry and the academy, about 20 of education and training institutions as well as their aligned industries have been visited for a research. Also, interviews are made with 461 businesses that have recently recruited graduates of diverse education and training institutions as their new employees, to find out how they are satisfied with the education and training and what their manpower demand is.

## **. Key Findings**

First, the linkage of education and training with the labor market is not something to be adjusted just one time based on business conditions or the function of the labor market. Rather, institutional aspects such as the education and training system, the practice of employment custom, and the network between the schools and the corporations play an important role. Specifically, five systemic elements that are related to the linkage: the labor market conditions; open career programs toward education and vocation; practicality of the education and training; credibility of vocational information; and the safety net for the vulnerable youth.

Second, based on the degree of differentiation and standardization in the education and training system, and the degree of specialization and stratification of jobs in the labor market, the linkage can be characterized into several types: 'loose linkage and general educational pathways' of the U.S.; 'mid-level linkage and vocational school-oriented pathways' of Britain; and 'strong linkage and apprenticeship system pathways' of Germany. Korea shows high differentiation superficially but low specificity in terms of vocation, indicating weak linkage of education and training with the labor market.

Third, the following characteristics have been found in the business alignment between the education and training institutions and the industries: Education and training institutions tend to participate in the business alignment to obtain sites for field training, while industries want the alignment to obtain sufficient manpower and for PR purposes.; Such active approach of education and training institutions but inactive response of industries are believed to be yet building a basis for an activate industry-academy cooperation.

Fourth, industries' satisfaction on the graduates of various education and training institutions, as well as their participation in linkage programs are surveyed and analyzed to develop implications. Overall, regarding new employee recruitment strategy, all education and training institutions are found to value employee's major subject, personality, work experience,

and possession of a license. Regardless of the types of education and training institutions and the industries, the human resources required by the industries are found to be mechanical and engineering resources. More than half of the industries that hire the graduates reply that the new recruits are deployed in job positions that match with their majored areas. Especially, the job-matching rate is high in large corporations as they have diverse range and scope of jobs. Asked about the core qualifications the graduates must have, all education and training institutions reply cooperation competency (teamwork) and work experience in one's majored area as the number one answer. Especially, the gap between the level of importance and satisfaction is very high regarding the cooperation competency (teamwork), indicating that the job structure in industries is rapidly shifting to team-oriented work. The more educational background a graduate has, the wider scope of key competences an industry tends to expect, including communications, creativity, and problem-solving. Also, the higher a graduate's educational background, the higher an industry's satisfaction, indicating that industries' demand for people with high education is increasing.

## **. Policy Plans**

### **(1) How to strengthen qualitative linkage to address unbalance in skill supply and improve industries' satisfaction**

First, strengthen the alignment of education and training curriculum with industries's needs. Specifically, make speedy and continuous effort to revise and maintain most up-to-date educational curriculum, based on the prospect of future human resources demand. To incorporate work experience into education and training curriculum, Korea can either adopt and modify Germany's dual program system or introduce a sandwich program system which consolidates short-term on-the-job training at an aligned business with the school education. To strengthen the role of instructors as the facilitator to integrate the education and training with the labor market and as the vocational advisor, support should be provided to them for training in diverse industries. Also, the student internship system should be rolled out to the entire education and



training institutions, on-the-job training should be conducted for at least six months, and a credits recognition system should be adopted.

Second, develop a strategy to systematically integrate education and training curriculum with employers. First of all, it should be promoted to the employers that their participation in the education and training curriculum is beneficial. A phased strategy should be developed to approach and attract employers to the negotiation table. The key in the approach is to focus on local industry. Establishing a training group company which integrates education and training institutions with the employer group would be helpful.

Third, facilitate business alignment between the education and training institutions and the industries. For this, an intermediary body should be installed to coordinate opinions and exchange information in relation with the alignment programs between the education and training institutions and the industries. Separate budget should be set within education and training institutions to enable efficient management and operation of on-the-job training. For industries that participate in the industry-academy integration program, incentives should be provided, such as employment industry, worker's accident compensation insurance, or tax exemption benefits. In many cases, education and training institutions do not have information on the industries, or vice versa. Therefore, it is required to build information infrastructure to enable credible information distribution.

Fourth, strengthen the flexibility in the education and training pathways. For this, the following examples that center on foreign examples can be benchmarked: Build a specialized education system in vocational secondary schools, and integrate it with colleges or universities.; Modularize the curriculum of education and training institutions so that credits can be recognized and linkage can be strengthened among them.

## **(2) How to strengthen quantitative linkage to address unemployment among the youth**

First, provide substantial vocational training for the unemployed. For this, programs should be developed and implemented to convert the major subject areas of the unemployed young who experience skill gap. A training ladder should be developed from low to advanced levels to provide an institutionalized system where the participation of the

unemployed in the vocation training can lead to sustained employment and career development.

Second, expand the internship for the youth to create jobs. Especially, the internship-based job creation should be expanded in the public sector during economic recession. Entrepreneurship should be strengthened focusing on industries that are specialized for the youth. For those youths who have little education or skill level, more job opportunities should be created in areas related to social welfare and public service.

Third, develop specialized labor market programs according to the economic cycle. During the period of economic upturn, job-seeking activities should be supported to facilitate fast job finding. During the downturn period, support should be provided for vocational training and employment subsidy should be expanded for temporary internship-based jobs for the youth, in order to generate conditions for them to enter the labor market by leveraging policies.

Fourth, provide protection to the youth who work in part-time jobs. It should be implemented as part of the unemployment solution plan for the youth who are being frequently dropped out from the labor market due to insufficient job openings and low skill levels.

### **(3) How to build the infrastructure to strengthen linkage of education and training with the labor market**

First, build a system to provide accurate and comprehensive information on education, career and employment, arrange employment, and provide counseling service.

Second, build a social partnership system between those that are related to the linkage of education and training with the labor market - namely, the government, providers of public education and training, providers of private education and training, corporations, employer's group, and the worker's group (labor union).

Third, education and training institutions should revise their curriculum to respond to the needs of the industries, and organize the evaluation system, in order to strengthen the competitiveness.



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