
qualification system, and actively participate in developing the human resources they require. Industry should provide vocational training for employees to develop their competencies. Moreover, the results of educational activities and qualifications should be considered when deciding staffing and selection for training. Industry should implement the qualification systems of companies in order to develop the human resources that companies require. (leejp@krivet.re.kr)

The Qualification Systems of France and those of Korea

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This research represents the first instance of close collaboration between the vocational education and training research institutes of Korea and France, and examines the differences between the qualification systems of the two countries.

At the surface, the qualification systems of the two countries have definite commonalities and differences. Beneath the surface, however, the differences between the two systems are superficial, and can be explained in relation to social and cultural institutions.

It can be said that the simplest of the social and cultural differences between Korea and France lie in the opposition of the social security system and the family security system. This opposition, therefore, lies at the basic level of the qualification system. The middle level consists of the performance of mediating

roles, such as the conflict between education-centralism and industry-centralism, conflict and the agreement between labor and management, confliction between the guarantee of individual rights and the improvement of the productivity, opposition between learning and job experience, and opposition between upward decisions and downward control. The question as to how the three levels relate to each other in the complex structure, provides a basis for analysis and explanation.

The Surface Level	Qualification System
The Middle Level	Education-Centralism, Industry-Centralism
	Conflict and Agreement between Labor and Management
	Guarantee of the Right of the Individual and the Productivity
	Learning and Job Experience
	Upward Decision and Downward Control

The Basic Level	Social Security System and Family Security System

[figure 1] The frame of the question: A complex structure with three levels

The Surface Level: the *recherché* cannot help taking notice of only one of a number of phenomena in society, and this activity causes the subject, in this case the very object of the research, to rise to the surface, where society can then reconstruct it.

The Middle Level: provides the basic elements that constitute the phenomenon of the surface level. There is so much flexibility here that it requires continuous monitoring throughout the research process.

The Basic Level: establishes the limitations on the application of the elements that constitute the phenomenon at the surface level; it does not, however, directly exert any strong influences on the surface.

With the goal of this research in mind, the following six concrete questions are raised. First, which tendency does each of the two countries exhibit, 'Education-Centralism' or 'Industry-Centralism'? Second, how is the conflict or agreement system between labor and management reconciled by the qualification system? Third, which devices and ideas provide for the individual rights brought forth in the qualification systems of the two countries? Fourth, to what extent have the two countries incorporated job experience into their qualification systems? Fifth, who establishes qualifications and determines their conditions? How are these accomplished? Sixth, which is the qualification system more closely connected to, the social security system or the family security system?

As a result, the qualification systems of Korea and France can be characterized as follows:

First, the qualification systems are centered on education and industry

Second, the qualification systems are based on the labor-management agreement or are led by a group of experts.

Third, both countries possess a qualification-oriented qualification system and an ability-oriented qualification system.

Fourth, the qualification systems make allowances for academic degrees.

Fifth, both are researching the social value job experience and construction of its constitution.

Sixth, the qualification contract has special labor provisions for juveniles entering the job market.

Seventh, the qualification-creation course results from the labor-management agreement and is led by the government.

Lastly, both include qualification and research systems for vocational education and training.(tjpark@krivet.re.kr)