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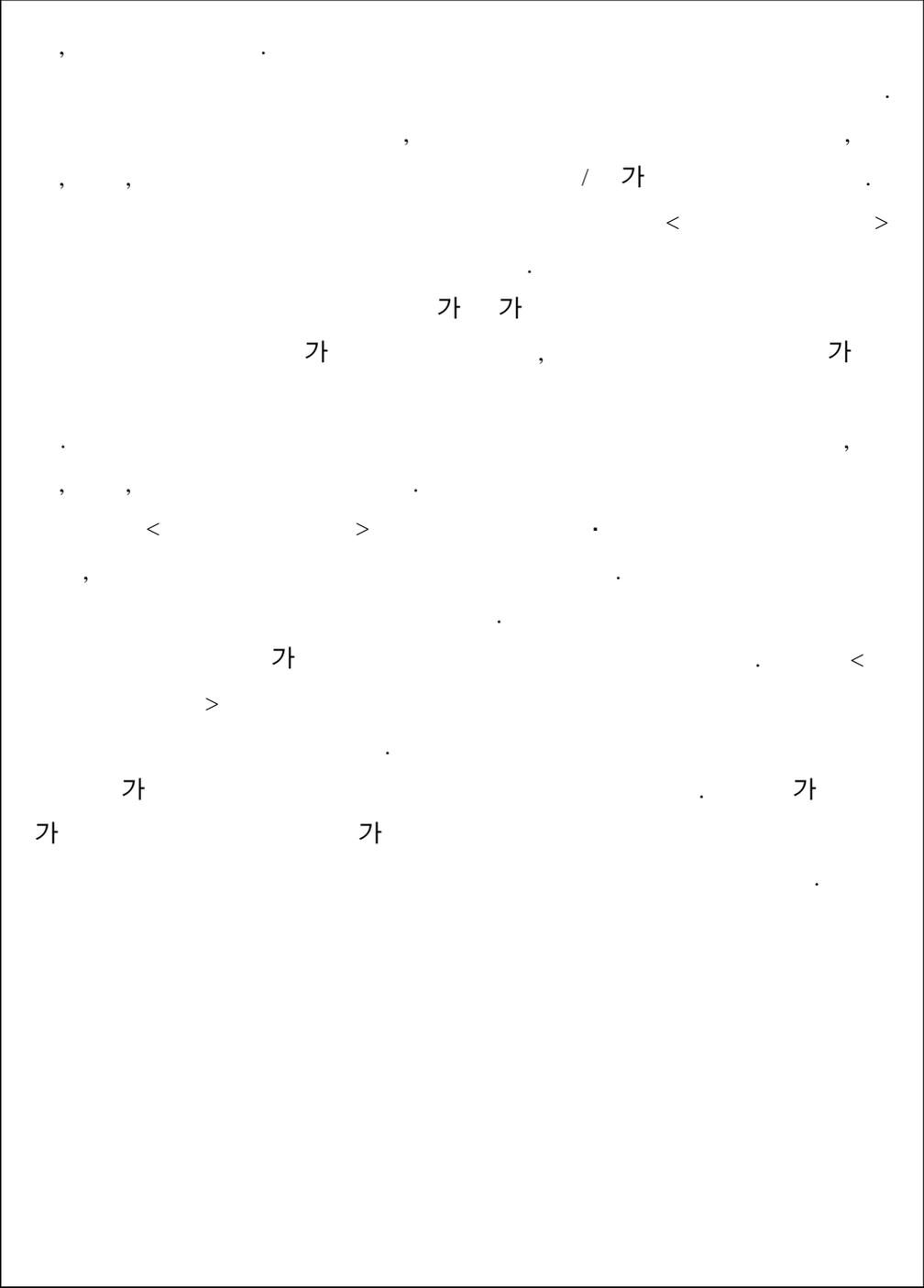
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1.	167
2.	168
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2	189

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< -13> OECD	(1997)	53
< -14> UNESCO	(1997)	54
< -15> ILO		55
< -16> ILO	(1997)	56
< -17> PLI		59
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Bauer(1966), Moore & Sheldon(1968), U.S. Department of Health, Education, and Welfare(1969), Carlisle(1972), Zapf(1987)

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Biderman(1966), Moser(1973), Hamburger(1974), UN(1975), OECD(1982)

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(Franchette, 1974)

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(Johnstone, 1981)

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(Carley, 1981)

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4) UN <The Level of Living Index>

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(Campbell &

Converse, 1972).

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(Andrews, 1981).

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(, 1991: 437-459).

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, 1995: 40-41).

(quantitative data)

(subjective feeling;)

OECD <The OECD List of Social Indicators>

(, 1995: 39-41).

가
가
가 (Moser, 1973)
가
(Land, 1983)
(social engineering) (social reporting)
(, 1995: 37-39; , 1997: 15-16).
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5)

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5) , MacRae(1985) U.S. Department of Health,
Education, and Welfare(1969)

6) , Biderman(1966), Moore & Sheldon(1968)

(Johnstone, 1981).

가 , (, 1988).
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Moser (1973)	(1) (social intelligence) (2) (social report) (3) (social change monitoring)
Franchette (1974)	(1) (2) (3)
Land (1975)	(1) (social reporting rationale) (2) (social change rationale) (3) (social policy rationale)
OECD (1976)	(1) (2) (3)
(1990)	(1) (2) (3) (4) 가 (5)
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: (1997: 15- 16)

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(, 1995: 24-25; , 1997: 22).

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가 , (Campbell & Converse, 1972).

(Parsons) 7) (Carlisle, 1972)

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가 (Carley, 1981).

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(Johnstone, 1981).

7) (System Theory)
 (Adaptation), (Goals attainment), (Integration), (Latent)
 (Parsons, 1951).

가
 (Carlisle, 1972).

(I.Q) ,

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Campbell & Converse (1972)	가	(1) (2)
Carlisle (1972)		(1) (2) (3) 가 (4)
Carley (1983)		(1) (2) (3) (4) (5)
Johnstone (1981)		(1) (2) (3)
		(1) (2) (3)

: (1997: 16-21)

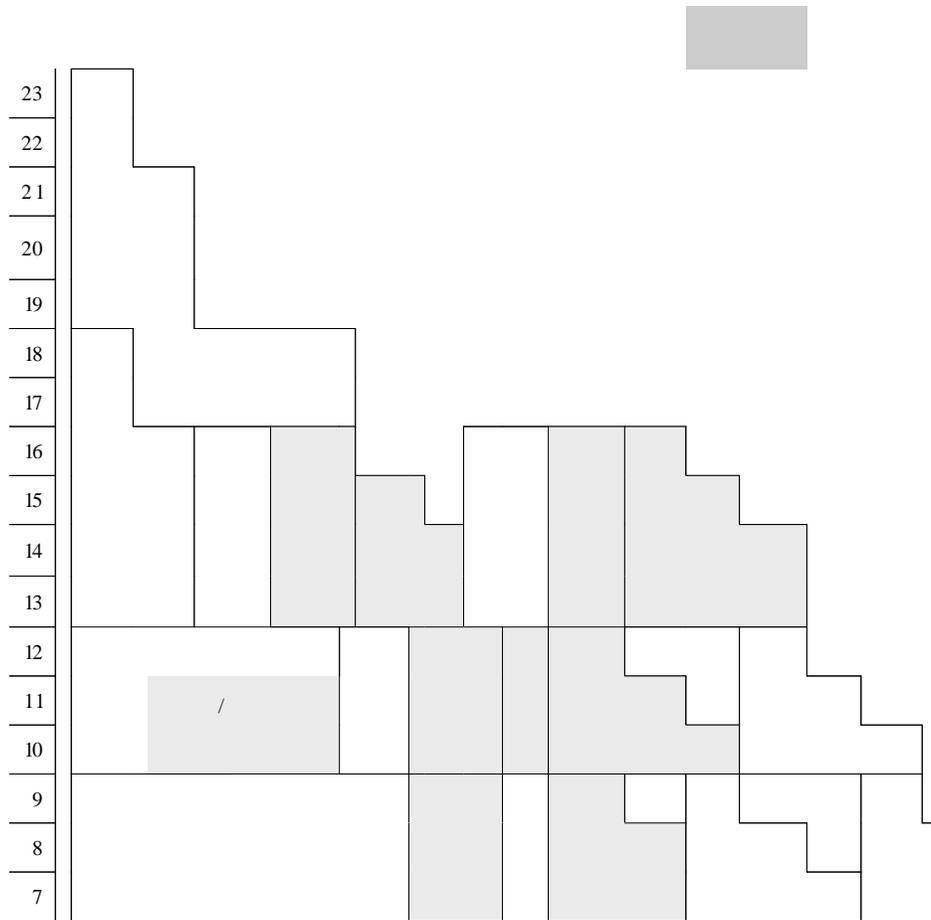
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: (1998), .

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(Human Capital Indicator)

(Quality of Life)

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: 1 「(1968), 「 : 2 「(1970), 「 : 3

10) (1996) , (1996) ,
(1994)
11) UNRISED(UN)
(The Level Living Index) 1954 「
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3 (UNRISED, 1966).

1973년 「OECD」가
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1. 가	1.	1.	1.	1.
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3.	2.	1)	3.	3.
4.	1)	2)	4.	4
5.	2)	3.	5.	5.
6.	3.	1)	6.	6.
7.	1)	2)		7.
8.	2)	3)	7.	
9.	4.	4)	8.	8.
	1)	5)	9.	9.
	2)	6)	10.	
	3)	4.		
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: (1977), .

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 1978 114 , 1979
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 468 (, 1989:

20-21).

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1978		1987		1995		1997	
1.	24	1.	24	1.	44	1.	18
				2. 가 ()	43	2. 가 ()	18
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3. .	18	3. .	45	4.	62	4.	39
4.	13	4.	28	5.	43	5.	37
5.	15	5.	35	6.	50	6.	26
6. .	13	6. .	42	7.	51	7.	23
				8.	28	8.	21
				()		()	
7.	24	7.	49	9. ()	31	9. ()	15
				10. ()	43	10. ()	17
		8. . 가		11. 가	34	11. 가	29
		()					
8.	10	9.	26	12.	55	12.	24
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(, 1995: 74-77).

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(1996)	(1997)	(1996)	(1997)	(1998)	(1997)
1.	1.	1.	1.	1.	1. 가
2. 가	2. 가	2.	2.	2.	2.
3.	3.	3.	3.		3.
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: (1997), 1997 .

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	가 , : GNP

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	GNP, GDP	1	GNP,
		가	가
		: 15	가
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: (1996), .

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57 , 27 , 65 , 11 , 14 ,
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「 (1996)」 < 1-48> <
 1-57> . (15 ,
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OECD , 1979 UNESCO . OECD,

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OECD		UN		ILO	
(1969)	(1982)	UNESCO (1997)	SSDS (1975)	(1992)	(1997)
1.	1.	1.	1.	1. ILO	1.
2.	2.	2.	·	2.	2.
	3.	3. 가	·		3.
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5.		7.	4. ·		7. 가
	6.	8.	·	5.	8.
6.	7.	9.	5.	6.	9.
7.	8.	10.	6. · 가		
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8.			8.		
			9. ·		
			10. ·		
			11. · ·		

: OECD(1976), *Mesuring Social Well-Being*.

OECD(1982), *The OECD List of Social Indicators*.

UNESCO(1975), *Toward a System of Soical and Demographic Statistics*.

UNESCO(1997), *97 Statistical Yearbook*.

ILO(1992), *World Labour Report*.

ILO(1997), *Yearbook of Labour Statistics*.

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1) OECD

가) OECD

1960 70 OECD

OECD

1973 「OECD」
 1976 「」
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 1976

9 (goal areas) 23
 (social concerns), 39 (sub-concerns)

< - 11> OECD

(Goal area)	(Social concerns)	(Sub-concerns)
2.	1. 가 2. 3. 4.	
3.	1. 2. 3.	가 가
4. 가	1. 가	가

: OECD(1976), *Measuring Social Well-Being*.

1982 OECD < -12>
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) **OECD (EAG)**
 OECD (Education at a glance) , ,
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 OECD < -13>
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< - 13> OECD (1997)

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: OECD(1997), *Education at a Glance*.

2) UNESCO

UNESCO , , 가 , , . , , , 10 , 가 , , . < -14> (24), , GNP , , ISCED(International Standard Classification of Education) , .

< - 14> UNESCO (1997)

1.	15	0 0 0
2.	24 15 가 가 1980 : GNP	0 0 0 0 0 0 0 0
3. 가	가	0 0
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	10 ISCED ISCED 50	0 0 0
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5.	R&D	0 0

: UNESCO(1997), *Statistical Yearbook*.

3) ILO

ILO (World Labour Report, 1992) ILO

ILO (, , ,),
 , , . , . ,
 5 (< -15>).

< - 15> ILO

	1. 가	0
	2. 가	0
	3. 가	0
2.	4. 가	0
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3.	1.	0
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	4. (, , , 가)	0

: ILO(1992), World Labour Report.

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< - 16 > ILO (1997)

1.	1- 1.	0
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	2- 6.	0
3.	3- 1.	0
	3- 2.	0
	3- 3.	0
	3- 4.	0
	3- 5.	0
4.	4- 1.	0
	4- 2.	0
5.	5- 1.	0
	5- 2.	0
6.	6- 1.	

: ILO(1997) *Yearbook of Labour Statistics*.

ILO (Yearbook of Labour Statistics, 1997)

9 31 (< -16 >).

4)

1969 「 (Social Report)」

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(NCES : National Center for Education Statistics)

Digest of Education Statistics(1997)

1 , 2 , 3 , 4
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GDP , ,
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가 , 가 , 가 가 .
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< - 17> PLI .

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1.	1. *	1. .	1. *
2. .	2. *	2. *	2. *
3. *	3. *	3. *	3. *
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 : 經濟企劃廳 國民生活審議會(1996), 新國民生活指標(PLI).

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(勞働大臣官房政策調査部 編, 1996).

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(object and scope) .16)

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(Allensworth, 1973: 177).

16)

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(Giddens and Turner, 1987).

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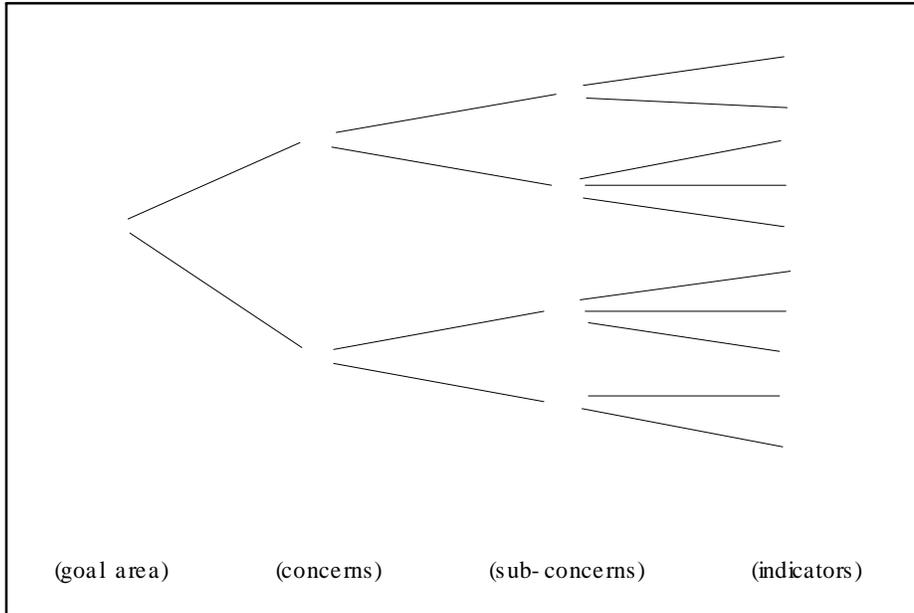
(1981) (1988) (Johnstone, 1981), (MacRae, 1985),

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(, 1990). , < -1>



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18) OECD 가 가 『OECD
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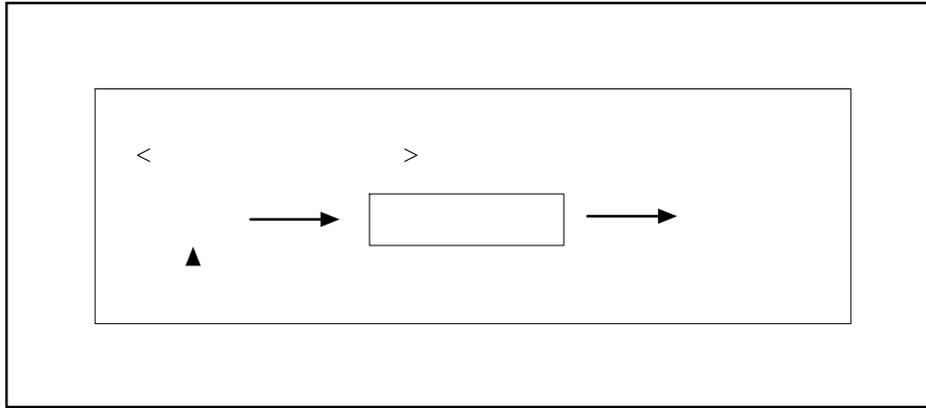
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21) (1985) , 가

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OECD Network-B
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27) 가

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26) OECD Network-B
OECD (INES: Indicators of Education Systems) Network
A(), B(
;), C() 가
가 B OECD
(Human Capital Indicator) , School to Work Transition

27) NCES가 1996 <Education in States and Nations-Indicators
Comparing U.S. States with Other Industrialized Countries in 1991> <Education
Indicators-An International Perspective>가

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: <Digest of Education Statistics>,
<Basic and Structural Data>
: OECD <Education at a Glance>,
UNESCO <Statistical Yearbook>,
<Education in States and Nations> <Education Indicators>

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Education at a Glance> OECD
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(Digest of Education Statistics, 1997)

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(Basic and Structural Data, 1996/97)

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. <Education at a Glance>, <International Assessment of Educational Progress(IAEP)>,

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6

. 1) (background), 2) (participation),
3) (processes and institutions), 4) (achievement and attainment),
5) (labor market outcomes), 6) (finance) .
(Education Indicators-An International Perspective) , ,

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(participation and student flows), 2) (achievement and attainment), 3) (education and labor market destinations),
4) (education institutions), 5) (contextual factors),
6) (societal support for education) .

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1. OECD, Education at a Glance
2. UNESCO, '97 Statistical Yearbook
3. Digest of Education Statistics
4. Education in States and Nations
5. Education Indicators
6. Basic and Structural Data
- 7.
- 8.
9. OECD 가
- 10.
11. OECD, Employment Outlook

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OECD, ILO, UNESCO

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		1-2-3.	3		
		1-2-4.	3		
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		1-3-5.	3		
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		3-5-2.	4		
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		4-1-2.	3		
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		4-3-2.	3		
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		5-1-2.	4		
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1-1-2-02.

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1-1-2-04.

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1-2-1.

1-2-1-01. 1 GNP, GDP GDP

- (1) 1 GNP: 가 . . .
가 (1) 가
가 (GNP) .
: /
- (2) GDP: 가 가가 .
- (3) GDP : GDP

: (/GDP) × 100
:

1-2-1-02. GDP

(+ +)가 .
: (/GDP) × 100
:

1-2-1-03. GNS

GNS(Gross National Satisfaction)

1-2-2.

1-2-2-01.

가
가 = (/ 가) × 100
:

1-2-2-02.

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(, /) × 100
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1-2-2-03.

(1-4 , 5-9 , 10-19 , 20-49 , 50-99 , 100-299 ,
300-499 , 500-999 , 1,000)
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1-2-3.

1-2-3-01.

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1-2-4.

1-2-4-01.

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1-2-4-02.

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(0 14 65)

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1-2-4-03.

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1-3-1.

1-3-1-01.

$$\begin{aligned} & \cdot \\ & : \quad = (\quad / \quad) \times 100 \\ & \quad = (\quad / \quad) \times 100 \\ & : \quad , \end{aligned}$$

1-3-1-02. ()

(1) : (,)

$$\cdot$$
$$: \{ \quad / (\quad + \quad) / 2 \} \times 100$$

(2) : (,)

$$: \{ \quad / (\quad + \quad) / 2 \} \times 100$$

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1-3-2.

1-3-2-01.

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1-3-2-02.

$$1 \quad 1$$

$$: \quad = \{ \quad / (\quad + \quad) / 2 \}$$

$$= \quad \times (7/30.4)$$

$$: \quad , \quad ;$$

1-3-2-03.

$$: \quad \text{GDP} /$$

$$:$$

1-3-2-04.

$$\text{가} \quad \text{가}$$

$$: (\quad / \quad) \times 100$$

$$:$$

1-3-3.

1-3-3-01.

$$:$$

$$: (\quad \cdot \quad / \quad) \times 100$$

$$: \quad ,$$

1-3-3-02.

$$\begin{aligned} & \text{가} \qquad \qquad \qquad \text{가} \qquad \qquad \qquad . \\ & : \qquad \qquad \qquad = (\qquad / \qquad) \times 100 \\ & \qquad \qquad \qquad = (\qquad / \qquad) \times 100 \\ & : \qquad \qquad \qquad , \end{aligned}$$

1-3-3-03.

$$\begin{aligned} & , \qquad \qquad \qquad , \qquad \qquad \qquad . \\ & : (\qquad \cdot \qquad \cdot \qquad / \qquad) \times 100 \\ & : \qquad \qquad \qquad , \end{aligned}$$

1-3-3-04.

$$\begin{aligned} & , \qquad \qquad \qquad , \\ & \qquad \qquad \qquad , \qquad \qquad \qquad , \\ & \text{가} \qquad \qquad \qquad . \\ & : \qquad \qquad \qquad = (\qquad / \qquad) \times 100 \\ & \qquad \qquad \qquad = (\qquad / \qquad) \times 100 \\ & \qquad \qquad \qquad = (\qquad / \qquad) \times 100 \\ & : \qquad \qquad \qquad , \end{aligned}$$

1-3-3-05.

$$\begin{aligned} & . \\ & : \qquad \qquad \qquad = (\qquad / \qquad) \times 100 \\ & \qquad \qquad \qquad = (\qquad / \qquad) \times 100 \\ & : \qquad \qquad \qquad - \qquad \qquad \qquad , \\ & \qquad \qquad \qquad - \end{aligned}$$

1-3-4.

1-3-4-01.

$$\begin{aligned} & \frac{10}{\dots} \dots, \dots, \\ & \dots \\ & : (\dots / \dots) \times 100 \\ & : \dots, \end{aligned}$$

1-3-4-02.

$$\begin{aligned} & : \dots = (\dots / \dots) \times 100 \\ & : \dots \end{aligned}$$

1-3-4-03.

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1-3-5.

1-3-5-01.

$$\begin{aligned} & \text{가} \dots, \dots, \dots \\ & : (\dots / \dots) \times 100 \\ & : \dots, \end{aligned}$$

1-3-5-02.

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2-3-2-05. (1)

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3-1-3-01.

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3-3-1-05.

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5 49 , 50 54 , 55 59 , 60 64 , 60
: 5 , 6 10 , 11 15 , 16 20 , 21 25 ,
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3-3-1-06.

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3-3-1-07.

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3-3-3-01.

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3-3-3-02.

$$\begin{aligned} & \text{. } \\ & : = (\text{ / }) \times 100 \\ & : \end{aligned}$$

3-3-3-03.

$$\begin{aligned} & \text{가 , } \\ & \text{, } \\ & : (\text{ / }) \times 100 \\ & : \end{aligned}$$

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3-4-3-03.

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3-4-3-04.

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3-4-4.

3-4-4-01.

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3-4-4-02.

가 . , ,
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3-5.

3-5-1.

3-5-1-01.

,

$$\text{ : (} \quad \quad \quad / \quad \quad \quad \text{)} \times 100$$

:

3-5-1-02.

,

$$\text{ : } \quad , \quad \quad \quad , \quad \quad \quad$$

3-5-1-03.

$$\text{ 1}$$
$$\text{ 1}$$

,

$$\text{ : } \quad \quad \quad / 1,000$$

:

3-5-1-04.

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$$\text{ : } \quad \quad \quad , \quad \quad \quad , \quad \quad \quad , \quad \quad \quad$$

, PC , . . .

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3-5-2.

3-5-2-01.

· 1

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3-5-2-02.

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: (/) × 100
:

3-5-2-03.

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3-5-2-04.

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3-5-3.

3-5-2-01.

$$\begin{aligned} & : \quad = (\quad / \quad) \times 100 \\ & \quad = (\quad / \quad) \\ & \quad \quad \quad \times 100 \\ & : \end{aligned}$$

3-5-3-02.

$$\begin{aligned} & / \quad / \\ & / \quad / \end{aligned}$$

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3-5-4.

3-5-4-01.

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4- 1.

4- 1- 1.

4-1-1-01.

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4-1-1-02.

가
: (/) × 100
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4-1-1-03.

가
: (/) × 100
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4- 1- 2.

4-1-2-01.

·
: (/) × 100
:
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-

4-1-2-02.

가

$$: (\quad / \quad) \times 100$$

: - ,
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4-1-2-03.

가

:

4-1-3.

4-1-3-01.

가

3

$$: [\quad / \{ \quad - (\quad + \quad) \}] \times 100$$

: - ,
-
-

4-1-3-02.

가

$$\begin{aligned} & \cdot \\ & : (\quad / \quad) \times 100 \\ & : \quad - \quad , \\ & \quad - \\ & \quad - \end{aligned}$$

4-1-3-03.

$$\begin{aligned} & \cdot \\ & : \quad , \quad , \quad \cdot \quad , \quad , \\ & \quad , \quad , \\ & : (\quad / \quad) \times 100 \\ & : \quad - \quad , \\ & \quad - \\ & \quad - \end{aligned}$$

4-1-3-04.

$$\begin{aligned} & \cdot \\ & : \quad , \quad , \quad , \quad , \quad 가 \\ & : (\quad / \quad) \times 100 \\ & : \quad - \\ & \quad - \\ & \quad - \end{aligned}$$

4-1-3-05.

.
: 1 17 , 18 26 , 27 35 , 36 44 ,
45 53 , 54
: (/) × 100
:
-
-
-

4-1-3-06.

.
: 0 3 , 3 6 , 6 12 , 12 18 , 18
: (/) × 100
:
-
-
-

4-1-3-07.

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4-1-3-08.

가

$$\begin{aligned} & : \{ \quad \quad \quad / (\quad \quad \quad \\ & \quad \quad \quad / \quad \quad \quad \\ & \quad \quad \quad) \} \times 100 \\ & : \quad \quad \quad - \quad \quad \quad \\ & \quad \quad \quad - \quad \quad \quad \\ & \quad \quad \quad - \quad \quad \quad \end{aligned}$$

4-2.

4-2-1.

4-2-1-01.

$$\begin{aligned} & : \quad \quad \quad = (\quad \quad \quad \\ & / \quad \quad \quad) \times 100 \\ & : \quad \quad \quad \end{aligned}$$

4-2-1-02.

$$\begin{aligned} & : \quad \quad \quad - \quad \quad \quad \\ & \quad \quad \quad - \quad \quad \quad \\ & \quad \quad \quad - \quad \quad \quad \end{aligned}$$

4-2-1-03.

(25%), , ,

:

4-3.

4-3-1.

4-3-1-01.

가

가

:

4-3-1-02.

가

가

:

(/) × 100

:

4-3-1-03.

가

:

4-3-1-04.

가
:

4-3-2.

4-3-2-01.

가
: (/) × 100
:

4-3-2-02. 가

, 가가
:
:

4-3-2-03.

가
: (가 /) × 100
:

4-4.

4-4-1.

4-4-1-01.

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4-4-2-02.

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: (/) × 100
: ,

4-3-2-03.

가
· ,
: = (/) × 100
= (/) × 100
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- ,

4-4-1-04.

$$: = \sum_{i=1}^n \frac{X_i}{(1+r)^2}$$

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4-4-1-05.

가
가

$$: \{ (\quad + \quad) / \quad \} \times 100$$

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4-4-1-06.

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4-4-1-07.

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4-4-1-08.

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4-4-2. 가

4-4-2-01.

: (/) × 100
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4-4-2-02.

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4-4-2-03.

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4-4-2-04.

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5- 1.

5- 1- 1.

5-1-1-01.

가 .
: NCES, Education in States and Nations
, OECD 가

5-1-1-02.

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가 6 21
. 6-11 ,
12-17 , 18-21 .
: OECD, Education at a Glance

5-1-1-03.

가 25 , ,
. .
: OECD, Education at a Glance

5- 1- 2.

5-1-2-01. 1

/ ()
가 1 (GNP) (GDP).
: NCES, Education in States and Nations
,

5-1-2-02.

가 가
 : 가 = (/ 가) × 100
 :

5-1-2-03.

가
 : NCES, Education Indicators
 OECD, Education at a Glance

5-1-2-04.

가 가
 : = (/) × 100
 : OECD, Education at a Glance

5- 1- 3.

5-1-3-01.

가
 : = (/) × 100
 : ,
 , OECD 가

5-1-3-02.

가 , .
: (. /) × 100
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5-1-3-03.

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가 , , .
: (/) × 100
: , OECD 가
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5-1-3-04.

가 .
:
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5-1-3-05.

가 .
: = × (7/30.4)
:
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5-1-3-06.

가 .

: GDP /
: NCES, Education Indicators

5-1-3-07.

가 25 64 , ,

: OECD, Education at a Glance

5-2.

5-2-1. /

5-2-1-01.

가 (4 21) 가 (4 5
, (6 11), (12 17), (18 21)
: (/) × 100

: FMESRT, Basic and Structural Data

5-2-1-02.

: (/) × 100

: NCES, Digest of Education Statistics

5-2-1-03. ()
가 18 29 가

: NCES, Education in States and Nations
NCES, Education Indicators

5-2-1-04.
가 25 64 1

: $(25 \text{ 64} \quad 1$
 $/ 25 \text{ 64} \quad) \times 100$

: OECD, Education at a Glance

5-2-2. /

5-2-2-05.

가

: UNESCO, Statistics Yearbook

5-2-2-06. GDP

가 GDP

: OECD, Employment Outlook

5-3.

5-3-1. /

5-3-1-01.

가

: UNESCO, Statistics Yearbook

5-3-1-02.

가

: UNESCO, Statistics Yearbook

5-4.

5-4-1.

5-4-1-01.

가

: UNESCO, Statistics Yearbook

5-4-1-02.

가

가

: (/)

× 100

: FMESRT, Basic and Structural Data

5-4-1-03.

가 .
: OECD, Education at a Glance
NCES, Education Indicators

5-4-1-04.

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/ 100,000
: OECD, Education at a Glance
NCES, Education Indicators

5-4-1-05.

가 .
: UNESCO, Statistics Yearbook

5-4-2.

5-4-2-01.

가 .
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: OECD, Education at a Glance
NCES, Education in States and Nations

5-4-3.

5-4-3-01. ()

가

: , OECD 가

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5-4-4.

5-4-4-01.

가

:
$$= \sum_{i=1}^n \frac{X_i}{(1+r)^2}$$

: OECD, Education at a Glance

5-4-4-02.

가

GDP,

UN

(Human Development Index: HDI)

가

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29)

가

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29)

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가. 1:

1.	1.	1-1-1-01		,	,	'98
		1-1-1-02		,		'98
	2.	1-1-2-01				'98
		1-1-2-02		,		'98
		1-1-2-03				'98
		1-1-2-04		,		
2.	1.	1-2-1-01	1 GNP, GDP GDP			'98
		1-2-1-02	GDP			'98
		1-2-1-03	GNS(Gross National Satisfaction)			
	2.	1-2-2-01	가	,		'98
		1-2-2-02				'98
		1-2-2-03				'98
	3.	1-2-3-01		,	,	'99
		1-2-3-02		,	,	'99
		1-2-3-03		,	,	'99
	4.	1-2-4-01		,	,	'98
		1-2-4-02				'99
		1-2-4-03				'98

3.	1.	1-3-1-01			'98
		1-3-1-02	()	'98
	2.	1-3-2-01		,	'98
		1-3-2-02			'98
		1-3-2-03			'98
		1-3-2-04		,	'99
	3.	1-3-3-01		,	'99
		1-3-3-02			'98
		1-3-3-03		,	'99
		1-3-3-04	,	,	'99
		1-3-3-05		,	'99
	4	1-3-4-01			'98
		1-3-4-02			'99
		1-3-4-03		,	'99
	5.	1-3-5-01		,	'98
		1-3-5-02			'99
		1-3-5-03			'99

4.	1.	1-4-1-01	()	,	,	,
		1-4-1-02		,	,	,
		1-4-1-03	()	,	,	,
	2.	1-4-2-01		,	,	,
		1-4-2-02		,	,	,
		1-4-2-03		,	,	,
	3.	1-4-3-01		,	,	,
		1-4-3-02		,	,	,
		1-4-3-03		,	,	,
	4.	1-4-4-01		,	,	,
		1-4-4-02		,	,	,
		1-4-4-03		,	,	,

. 2:

1.	/	1.	2-1-1-01		,	,	,	'98	
			2-1-1-02		,				
			2-1-1-03					'99	
			2-1-1-04					'98	
		2.	2-1-2-01		,			'98	
			2-1-2-02		,	,		'99	
		3.	2-1-3-01		,				
			2-1-3-02	/	,				
			2-1-3-03		,				
			2-1-3-04		,	,	,		
		2.	/	1.	2-2-1-01		,	,	'99
					2-2-1-02		,	,	'98
2-2-1-03					,	,	'99		
2-2-1-04	1				,	,	'98		
2.	2-2-2-01			,	,		'99		
	2-2-2-02			,	,		'99		
	2-2-2-03		()	,	,		'99		
	2-2-2-04		1	,	,		'99		

	3.	2-2-3-01 PC	PC 1		,	,	'99
		2-2-3-02			,	,	'99
3.	/	1.	2-3-1-01				'99
			2-3-1-02				'99
			2-3-1-03				'99
			2-3-1-04				
		2.	2-3-2-01				'98
			2-3-2-02				'98
			2-3-2-03				'98
			2-3-2-04				'98
		3.	2-3-3-01			,	'98
			2-3-3-02				'99
			2-3-3-03				'99
			2-3-3-04 1			,	'99
			2-3-3-05	(1)	,	'99
			2-3-3-06 가			,	
			2-3-3-07	1		,	'99
			2-3-3-08 1			,	'99
	4.	2-3-4-01		()		
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1.	1.	/	3-1-1-01		,	,	'98
			3-1-1-02		,	,	'98
			3-1-1-03		,	,	'98
			3-1-1-04				'99
	2.		3-1-2-01				'99
			3-1-2-02				'99
	3.		3-1-3-01				'99
			3-1-3-02	'2+1'			'99
			3-1-3-03				'99
			3-1-3-04				'99
			3-1-3-05				
	4.		3-1-4-01	,	,		'98
2.	/	1.	3-2-1-01		,	,	'98
			3-2-1-02	/	,	,	'99
			3-2-1-03				'98
			3-2-2-04				'99
	2.		3-2-2-01	.	:	/	
	3.		3-2-2-01		,		'99

3.	1.	3-3-1-01		, , , ,	'98	
		3-3-1-02		, , , ,	'98	
		3-3-1-03	1			'99
		3-3-1-04	1			'99
		3-3-1-05			,	'98
		3-3-1-06			, ,	'98
		3-3-1-07			, ,	
	2.	3-3-2-01			, ,	'99
		3-3-2-02			,	'99
		3-3-2-03			,	'99
	3.	3-3-3-01			, ,	'98
		3-3-3-02			,	
		3-3-3-03			,	'99
4.	1.	3-4-1-01		/	,	'98
		3-4-1-02			,	'99
		3-4-1-03	(가)		,	'99
		3-4-1-04	.		,	'98
	2.	3-4-2-01				
		3-4-2-01				

	3.	3-4-3-01		,	,	
		3-4-3-02		,	,	
		3-4-3-03		,	,	
		3-4-3-04		,	,	
	4.	3-4-4-01				
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5.	1.	3-5-1-01				'98
		3-5-1-02		,		'98
		3-5-1-03	1	,		'99
		3-5-1-04		,		
	2.	3-5-2-01		,		'99
		3-5-2-02	()	,		'99
		3-5-2-03		,		
		3-5-2-04		,		
	3.	3-5-3-01		,		'98
		3-5-3-02	/ /	,		
	4.	3-5-4-01		,	,	

. 4:

1.	1.	4-1-1-01	,	'98
		4-1-1-02		'99
		4-1-1-03		'99
	2.	4-1-2-01	,	'98
		4-1-2-02		'99
		4-1-2-03	,	'99
	3.	4-1-3-01	,	'98
		4-1-3-02	,	'98
		4-1-3-03	,	'99
		4-1-3-04	,	'99
		4-1-3-05	,	'99
		4-1-3-06	,	'99
		4-1-3-07	,	'99
		4-1-3-08	,	'99
2.	1.	4-2-1-01	,	'99
		4-2-1-02	,	'99
		4-2-1-03	,	'99

3.	1.	4-3-1-01	가	,	,	'98	
		4-3-1-02	가	,	,	'98	
		4-3-1-03		,	,	'98	
		4-3-1-04		,	,	'99	
	2.	4-3-2-01		,		'98	
		4-3-2-02	가	,		'99	
		4-3-2-03		,		'99	
	4.	1.	4-4-1-01		,	,	'98
			4-4-1-02		,		'99
			4-4-1-03		,		'99
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4-4-1-05			가	,	,	'99	
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2. 가		4-4-1-01		,	,	'99	
		4-4-2-02		,	,	'99	
		4-4-2-03		,	,		
		4-4-2-04				'99	

. 5:

1.	1.	5-1-1-01			가	'99
		5-1-1-02			가, ,	'98
		5-1-1-03			가,	'98
	2.	5-1-2-01	1	/ ()	가	'98
		5-1-2-02		가	가, ,	'98
		5-1-2-03			가,	'98
		5-4-1-04			가, ,	'99
	3.	5-1-3-01			가,	'98
		5-1-3-02			가, ,	'99
		5-1-3-03		()	가, , ,	'98
		5-1-3-04			가, ,	'99
		5-1-3-05			가,	'98
		5-1-3-06			가,	'98
		5-1-3-07		. .	가,	'99
2.	1. /	5-2-1-01			가, ,	'99
		5-2-1-02			가, ,	'99
		5-2-1-03		()	가,	'99
		5-2-1-04			가,	'98

	2.	/	5-2-2-01		가,		'99
			5-2-2-02 GDP		가		'99
3.	1.	/	5-3-1-01		가,	,	'99
			5-3-1-02		가,	,	'99
4.	1.		5-4-1-01		가,	,	
			5-4-1-02		가,	,	'99
			5-4-1-03		가,	,	'98
			5-4-1-04	() ()	가,		
			5-4-1-05		가,	,	'99
	2.		5-4-2-01		가,	,	'99
	3.		5-4-3-01	()	가		'98
	4.		5-4-4-01		가,		
			5-4-4-02		가		'99

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ILO, UNESCO

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ABSTRACT

A Basic Research for Vocational Education & Training Indicators

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	Oh, Min-Kyung

This study is a basic research to develop indicators for vocational education and training. Researchers have tried to develop the system and items of indicators to integrate vocational education and vocational training, to prepare the concepts and formula for each item, and to suggest the strategies for developing vocational education and training indicators.

To achieve these purposes, this study used several research methods. First, we reviewed literature about social indicators related to education and training. Second, we assessed needs and opinions of educators, researchers, and officials who worked in vocational education and training area. Third, we had a series of conferences with specialists

in this area such as professors, researchers, and officials from ministries.

The results of the study are summarized as follows;

First, we identified several general characteristics for vocational education and training indicators. The result implies that vocational education and training indicators should combine normative with descriptive natures, objective with subjective variables, evaluating with predictable functions, and time-serial with internationally comparable indicators.

Second, this study delimited vocational education and training area. It contained formal vocational education, vocational training, and other types of vocational education and training.

Third, we had several implications as results of analyses of existing indicators related with vocational education and training. First, the focus of social indicators moves from economic growth toward the quality of life. Second, the necessity to develop internationally comparable indicators is increasing. Third, it is necessary that indicators reflect social changes such as globalization, localization, and coming of information society.

Fourth, we examined international indicators published by OECD, ILO, UNESCO, German, Japan, and US. We conclude that rich data, reliability of the data, periodical surveys are important to develop indicators. In addition, vocational education and training indicators need to emphasize on the integration between education and labor markets.

Fifth, this study categorized vocational education and training indicators into environment, input, process, and result variables as system approach. Environment means political, economic, and socio-cultural surroundings around vocational education and training. It includes demographics, socio-economic structure, labor markets and vocational consciousness. Input is human and material resources for vocational education and training, which is consisted of opportunities, facilities, administration and financial resources. Process indicators include vocational education and training organizations, structure, students/ trainees, teachers/ trainers, learning process, and career guidance. Result is the output of transition from inputs and processes. It contains graduation, earning, qualification, and achievement. Finally, concerns for international comparison were included in vocational education and training indicators systems.

Finally, we selected 205 indicators into each concerns and sub-concerns. The table shows them.

<System of Vocational Education & Training Indicators>

Goal	Concerns	Sub-concerns	No. of indicators
1.Environment	1-1. Demographics	1-1-1. Census Population	2
		1-1-2. Population of Educational Attainment	4
	1-2. Socio-economic structure	1-2-1. Social Development	3
		1-2-2. Economically Active	3
		1-2-3. Economically Disadvantaged	3
		1-2-4. Aged Population	3
	1-3. Labor markets	1-3-1. Labor Mobility	2
		1-3-2. Working Conditions	4
		1-3-3. Labor Force	5
		1-3-4. Manpower Demand/ Supply	3
		1-3-5. Unemployment Rate	3
	1-4. Vocational consciousness	1-4-1. Vocational Preferences	3
		1-4-2. Career Information	3
		1-4-3. Work Satisfaction	3
1-4-4. Satisfaction of Vocational Training		3	
2.Input	2-1. Opportunities	2-1-1. Enrollment	4
		2-1-2. Adult Education	2
		2-1-3. Specialization Preference	4
	2-2. Facilities	2-2-1. Facilities	4
		2-2-2. Equipments	4
		2-2-3. Information Dissemination	2
	2-3. Administration/ Finance	2-3-1. Budget/ Expenditures	4
		2-3-2. Funding	4
2-3-3. Cost		8	
2-3-4. Government Subsidy		2	

Goal	Concerns	Sub-concerns	No. of indicators
3.Process	3-1. Structure	3-1-1. Institution/ Department	4
		3-1-2. Qualification Programs	2
		3-1-3. School & Industry Cooperation	5
		3-1-4. Training Term	1
	3-2. Students/ Trainees	3-2-1. Students	4
		3-2-2. Student Mobility	1
		3-2-3. Work Experience	1
	3-3. Teachers	3-3-1. Teachers/ Clerical Staff	7
		3-3-2. Training of Teachers	3
		3-3-3. Qualification of Teachers	3
	3-4. Learning process	3-4-1. Time of Learning Process	4
		3-4-2. Exchange of Learning Experience	2
		3-4-3. Satisfaction of Learning Process	4
		3-4-4. Opening New Business	4
	3-5. Career guidance	3-5-1. Job Information	4
		3-5-2. Career Choice	4
3-5-3. Job Guidance Facilities		2	
3-5-4. Satisfaction of Job Guidance		1	
4.Result	4-1. Graduation	4-1-1. Graduation	3
		4-1-2. Advancement Rate	3
		4-1-3. Employment	8
	4-2. Earning	4-2-1. Earning	3
	4-3. Qualification	4-3-1. Qualification Process	4
		4-3-2. Obtaining Qualification	3
	4-4. Achievement	4-4-1. Achievement	8
4-4-2. Assessment		4	
5.International Comparison	5-1. Environment	5-1-1. Demographics	3
		5-1-2. Socio-economic Structure	4
		5-1-3. Labor Markets	7
	5-2. Input	5-2-1. Opportunities	4
		5-2-2. Facilities	2
	5-3. Process	5-3-1. Students/ Teachers	2
	5-4. Result	5-4-1. Graduation	5
		5-4-2. Earning	1
5-4-3. Qualification		1	
5-4-4. Achievement		2	
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