

02-19

02-19

⋮
⋮

가,

,

가

,

가

,

.

가

가

[]

1.

가.

가

가

가

, 가

(,

, ,)

가

, 가

가

2.

ILO

가

3.

(LMCP)

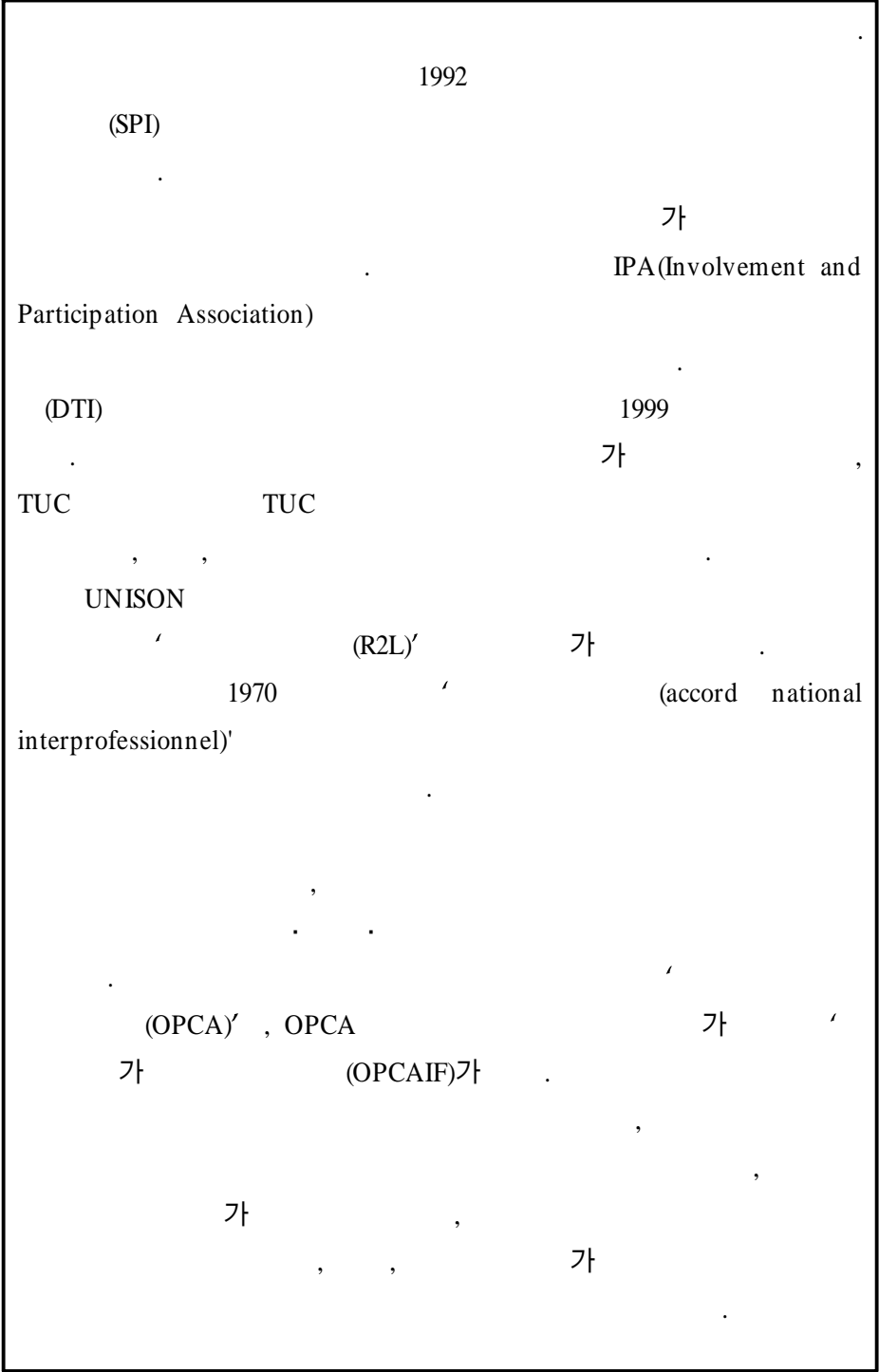
(WRTP)

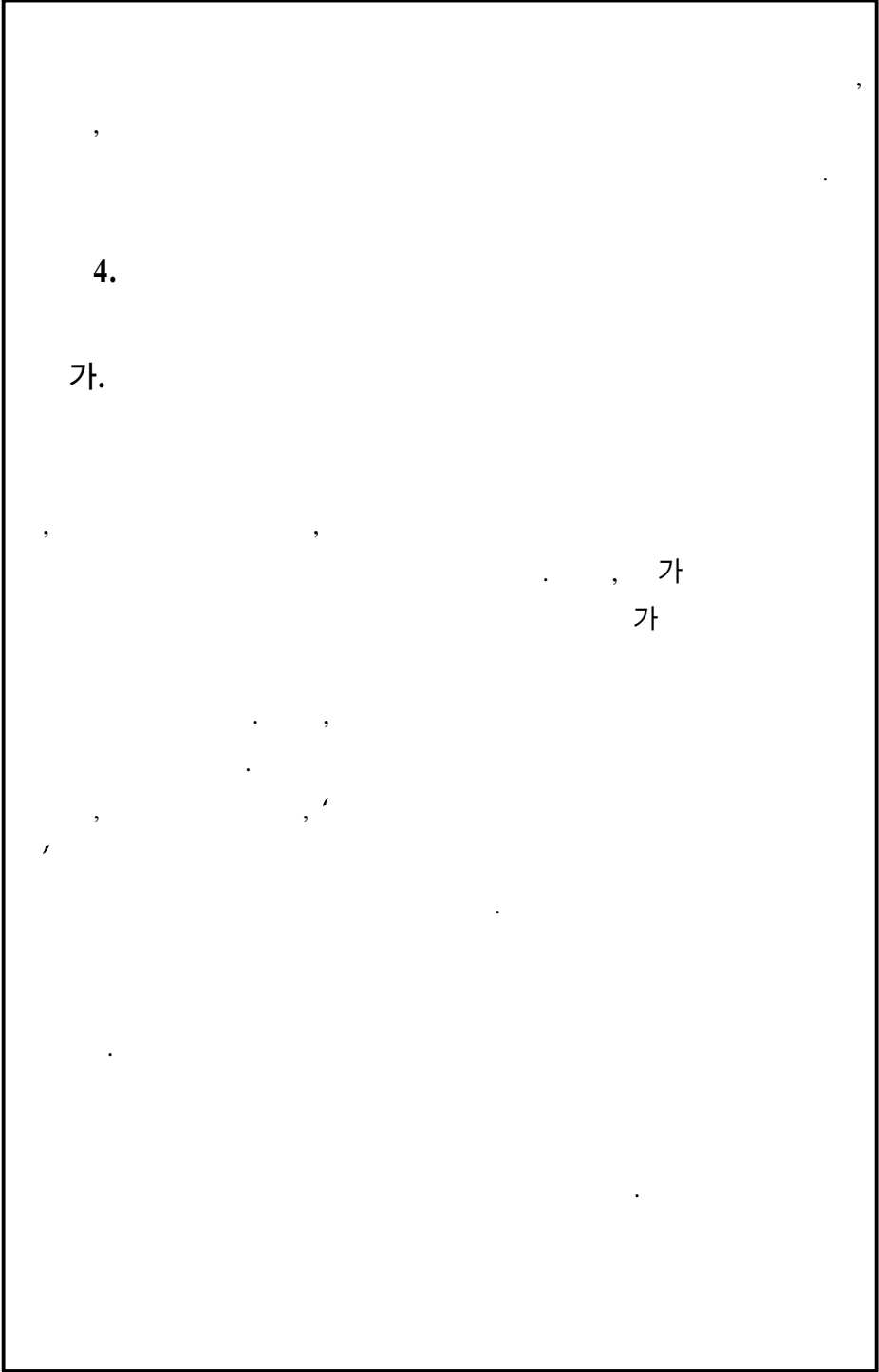
1991

(FMCS)가

(LMPP)

가





5.

가.

(가)

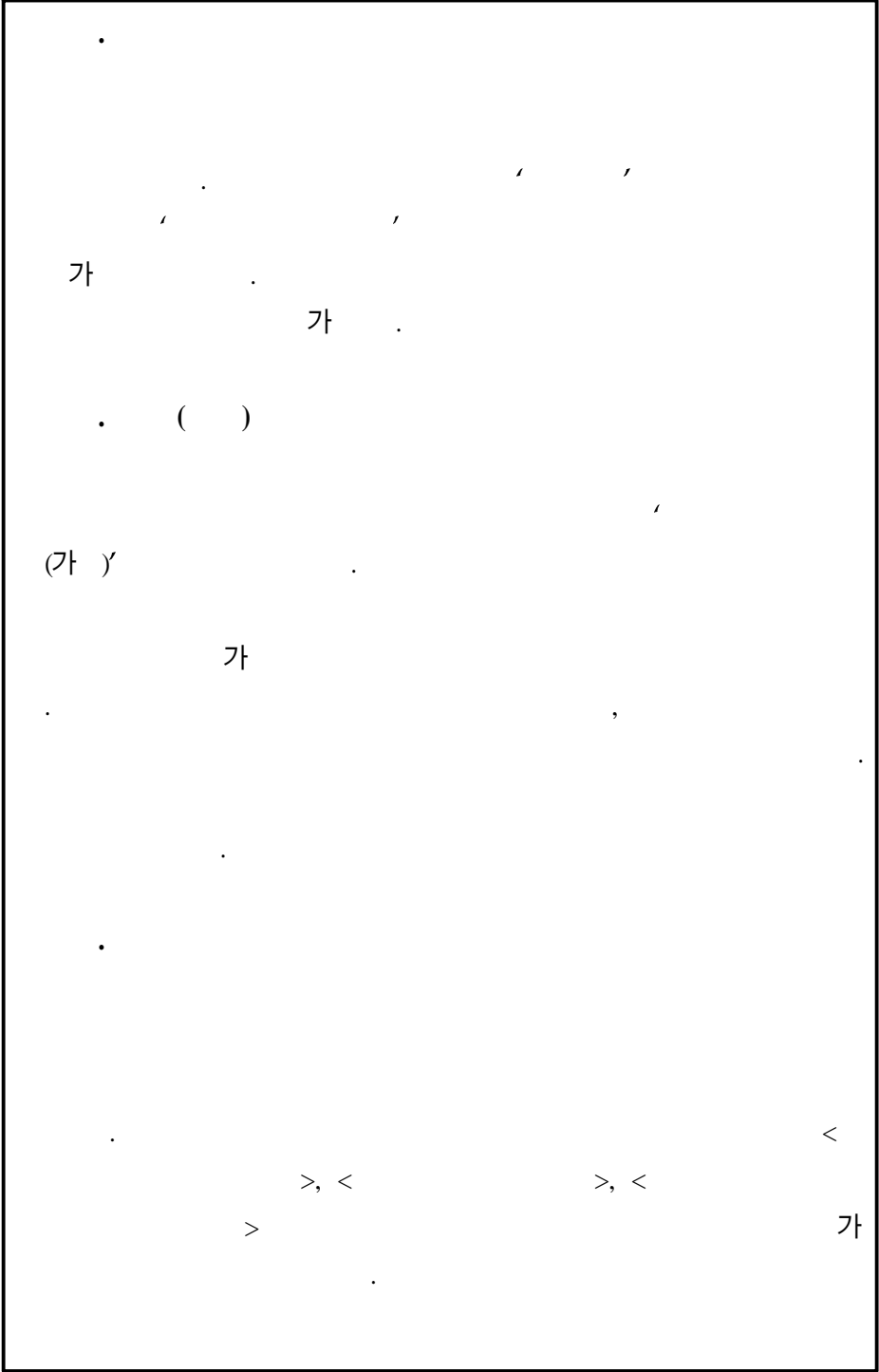
가

가 , 가
가 ,
가

가

가

가



.	.....	1
1.	.....	1
가.	.....	1
.	.....	3
.	.....	3
2.	.....	5
3.	.....	5
가.	1	5
.	.....	6
.	.....	6
.	가	7
.	.....	8
1.	.....	8
2.	.....	12
가.	.....	12
.	.....	15
.	.....	19
3.	.....	22
.	.....	25
1.	.....	25
2.	.....	27
가.	.....	27
.	1 : .....	... 29

.	2 :	..	32
.	.....		37
3.	.....		39
가.	.....		39
.	1 :	(LMPP)	41
.	2 : SPI	.....	42
.	.....		47
.	.....		51
4.	.....		52
가.	.....		52
.	1 : IPA	.....	54
.	2 :	(DTI)	56
.	3 :	.....	58
.	.....		67
5.	.....		69
가.		69
.	1 :	69
.	2 :	(OPCA)	72
.		77
6.		79
.		85
1.		85
가.		85
.		88
2.		94
가. 가		95
.		97
.		111

.	...	126
1.	126
2.	127
가.	:	
	129
. 가	132
.	:	
	137
.	:	
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< -2> 가	12
< -3>	14
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< -1>	26
< -2> 가	26
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< -2>	92
< -3>	93
< -4>	() ..	96
< -5>	() ..	99
< -6> 3	109
< -7>	112
< -8>	115
< -9>	117
< -10>	119
< -11>	123

< -1>		131
< -2>	1	134
< -3>		135
< -4>		136
< -5>		138
< -6>		150

[	-1]	SPI	.....	44
[	-2]	TUC	.....	60
[	-1]		.....	121
[	-1]		.....	128
[	-2]		.....	143

•

1.

가.

21

가

가

IMF

(employment)'

' 가 (employability)'

(High-Performance Work System)', '(Core Competency)',

(Strategic Human Resource Management)', '

. 1995

1999

가

가

「

」

1995 1.5%, 1998 1.2%, 2000 1.4%

가

가

가 (, 2002).

가

(ILO, 1998; APEC, 2000).

2001 7

가

가

2001

49 가 46 (IMD, 2001)

“3 (, ,), 3 (, , ,

(, 2002)”

가

(, 2001)

가

가?

가

가

가

,

,

(, 2001; , 1999).

•

,

가, ,

•

○

1985

1999

"Human

Resource Development(HRD)"

가

,

,

○ (participation) (cooperation)

가

가 (, 2000).

○ (social partnership)

가

19 20
(ILO, 1998).

(zero-sum game)

가

가

(positive-sum

game)

가

.
 - : , , , ,
 (), 가, (15)
 - :
 .
 .
 .
 .
 .
 .
 .
 .
 가
 3
 .
 - : 3 8
 - :

.
 -
 . 2000 , 2001 가
 가 ()
 .
 ()
 .
 -
 .

•
1.

21

가

가

가

dialogue)

가

(social

가

가

가

(social dialogue)

가

가
 (ILO)¹⁾ 2000
 「 5 :
 (ILO, 2000),
 1998 ILO (Training Policies and
 Systems Branch) 「 가 (Strategic
 Training Partnerships between the State and Enterprises)」
 14

가
 (relevance),

ILO 가
 가 (further
 training), (

1) ILO 1975 142 150
 142 가
 150
 1998

< -1>

	· (,)
	· , , , 가
	· · · ·
	· : 가/ / · : / · : -
	· ·
	· · ·
	· . , · · · · 가 , · 가
	· 가 · · ·

가 < -2>

< -2> 가

가	
가 (low-income countries)	가
가 (middle-income countries)	.
가 (rapid growing economies)	가 가

: Ayse G. Mitchell(1998).

2.

가.

, . ILO
 , , 가
 , , , ,
 , , , ,
 , .
 < -3>
 . ,

가
(alternative training)
가 가

<ul style="list-style-type: none"> · , , · · / · , , · 	<ul style="list-style-type: none"> · , 가 ,
<ul style="list-style-type: none"> · · · · 	<ul style="list-style-type: none"> · ,
<ul style="list-style-type: none"> · · · · 	<ul style="list-style-type: none"> · ,
	<ul style="list-style-type: none"> ·
	<ul style="list-style-type: none"> ·
	<ul style="list-style-type: none"> ·
<ul style="list-style-type: none"> · / , , 	<ul style="list-style-type: none"> · 가 , , , , ·

: Ayse G. Mitchell(1998). Strategic Training Partnerships between the State and Enterprises. Training Policies and Systems Branch..Geneva, ILO.

가

가
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가
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, , ,
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< -4> .

< -4>

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1) , ,

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2)

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가 ,

가

3)

가 , , ,

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가 가

가 .

가 .

4) 가

가

가

,

가

가

,

가

2)

가

가

5)

가

가

2)

(Australia national Training Authority)

(National Training Board)

가

가

가
(UNICE) 1996 「
(position paper)

가

가

가

가

가

가

가

가 , 가

가

가

(the Canadian Task Force on Transition into

(ILO, 1998).

Employment)

가 () (visible minorities)

(ILO, 1998).

2) (SMEs)

가 가 .

가

가

가 .

(off-the-job training)

가

가

가

4)

3.

ILO

가

가

가 가

4)

(1979 1991

900,000)

가

가

(Small Firms Training Challenge)

(ILO, 1998)

가
가

가
가 ,

가 ?

가

가 가

가

(< -6>).

가

가

• ▪ ▪

1.

가
,

가

(, 1999; , 1999)가
가 ,

· , , ,
<

-1> .5)

5) 가 가() .
가 가 .

< -1>

가				
가	·	· LMCP : Labor-Management Cooperation Program		·
		·	SPI()	
			LMPP()	
	IPA			

가 ,
(),
·
· 가 ,
< -2> .

< -2> 가

가				
		·	·	

2.

가.

2000 6 21
 「 21 (Strategies for Building
 America's 21st Century Workforce)」
 21 가 가
 .
 21
 “21 가 : (, ,),
 , , , ”
 가 . 21
 , , , , , ,
 , , , , , , 가
 21
 (,
 , 2001).
 ,
 . 가 .
 가 , . / /
 /

'21 :
, ,
. 21
, 가 ,
. .
. School-to-work
Work-to-Work

(, 2001).
가

21

가

가

가

가

가 가

.6)

6) 가

(WIA)
2000 7

(JOBS)
JTPA

가 가

가

(LMCP)

1 :

(LMCP: Labor-Management Cooperation Program)' 1978 1981

(Federal Mediation and Conciliation Services: FMCS)

가

가

QWL

1980

가

1978

가

가

< -3> 1999 FMCS

1)	
()	- 48,548 - 4
/ (AFSCME) 1655 ()	- 50,000 -
/ 6-0238 ()	- 50,000 -
Cascade General and Metal Trades Council()	- 28,438 -
()	- 100,000 - 가 (CWA)
2)	
/ (,)	- 60,291 -
	- 76,559 -
	- 91,948 -

()

3)	
	- 100,000
(,)	-
/	- 94,146
HERE 54	-
()	- 99,810
	-
()	- 56,613
	-
4)	
	- 100,000
(,)	- 6 25
()	- 99,725
	-
()	- 24,470
	-
/	- 53,524
(SEIU) 200C	-
()	- 100,000
	-

: (2000). . 2.

. **2 :**

7)

1)

1970 80 ,

7) (1999)

1/4

가

1975

1995

26.7%

15.5%

17%

28.2%

가

가

가

가,

Wisconsin Strategy)⁸⁾ COWS(The Center on COWS

가

가

AFL-CIO(American Federation of Labor- Congress of Industrial Organizations:)

8)

가

가

< -4>

< -4>

	(,)
	,
	,
	,
	,

가

()

가

2)

(WRTP)

1992

(Wisconsin

Regional Training Partnership: WRTP)

46

5

COWS

가

40

가

10

(WRTP)

가

(Jobs with a Future)

(Milwaukee Job Initiative)

-5>

<

< -5>

()

		· - -		
		· :		
		· ()	30	가 \$9-11/
		·	(20,000)	
	가가 \$150,000	·	2000 (1995)	\$6
	(75%) : \$787,000	·	825 (1995)	\$7-11
	(10-20%) : \$2-300,000	· ()	270 (1995)	\$8

: (1999).

·

(WRTP)

, 가

가

가

가

.

· ,

1996

2000

가

가

가

가

가

가

가

가

가

가

가

가

가

가

가

3.

가.

(HRDC:

Human Resource Development Canada)

(, 2000).

가, 가 (Council of Ministers of Education Canada) .

(School Net) 가
, (Social Science & Humanities Research Council: SSHRC)가

, 가
(Workplace-based Training)

(Youth Employment Initiatives) ,
, ,
(National Labor Market Innovations: NLMI)

, 가 (Prior Learning Assessment and Recognition: PLAR)
가
가 . 가

, .
. . 가 .

The Read Seal and Apprenticeship Program

가
, (Federal Mediation and Conciliation Service: FMCS) (LMPP)

(SPI: Sectoral Partnership Initiative)

가

1 :

(LMPP)

1980

가

가

가

1980

가

1991

(FMCS)가

(Labor-Management Partnerships Program: LMPP)

(

, 2002).

가

가

가
가
50 : 50
(LMPP) 1992 1997
10 , 15
24 , 50%
(, 2002).

2 : SPI

1) (SPI: Sectoral Partnership Initiative)
1989 (the new Labour Force
Development Strategy)

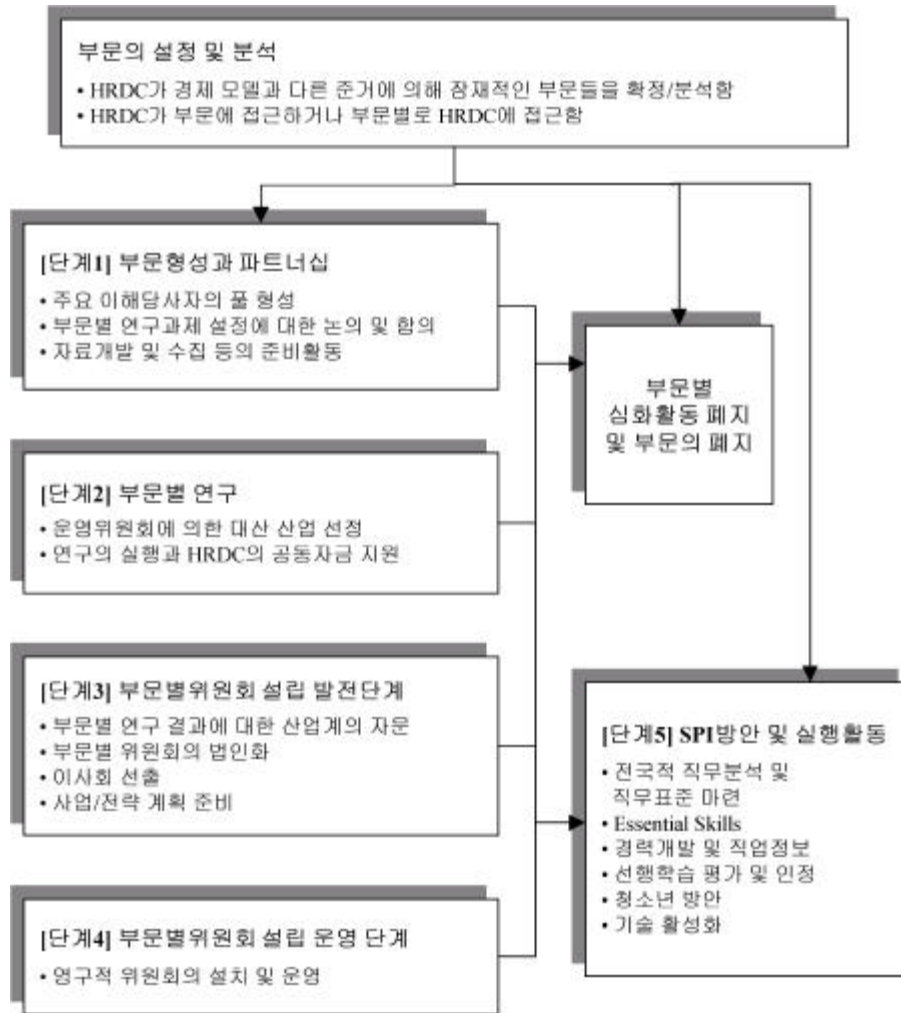
1992 (SPI)
가

SPI
가
가
SPI
가

(Farah, 1999).

가
[-1] .9) (SPI)

9)



[-1] SPI

: Zeniab Farah(1999). The Sectoral Approach: Sectoral Partnerships Initiative.

2) SPI

56,000 (46%가) 1,100

가

(one job) 1.65 가 .
 10 ,
 NAFTA 가
 (process technologies)
 ,
 1/3 10 200
 , (high skilled
 jobs)
 가 .10)

(The Textile
 Human Resources Council: THRC)가 1994 , 가
 , , ,
 (THRC)

(THRC) 1996 ,
 (occupational skill needs)
 ,
 ,
 . THRC

10) , CEGEP 3
 가 가 가 가 .
 ,
 (technical school)

THRC (the Textile Workplace Competencies project) (Textile Machine Specialists) (the National Textile Week)¹¹⁾, THRC 가 THRC 3 가 THRC가

11) (TMIP)

SPI

THRC

(champions)

1) CLC(Canada Labor Confederation :)

(LMPP)

(SPI)

가

(CLC) 1990

가

76

2,500,000

35%

65%

10

CLC

10

가

(, 2000).
 (CLC, 1999b), 1996
 (the National Training Act) ,
 , 가 .
 (Mulronev Conservatives)
 10 20
 , (tuition costs)
 가 , ,
 , 가
 가 가
 가
 , 가 .
 (the Consolidated Revenue Fund) 가
 1993 22 1996 11 ,
 4 40 (<
 -5>).

< -5>

:

1990	918	334	1252
1993	611	1475	2086
1998	150	743	803
1999	100	600	700

: HRDC Workload report, UI (CLC, 1999b) .

가 가 가
 가,

가 (non-UI claimants)

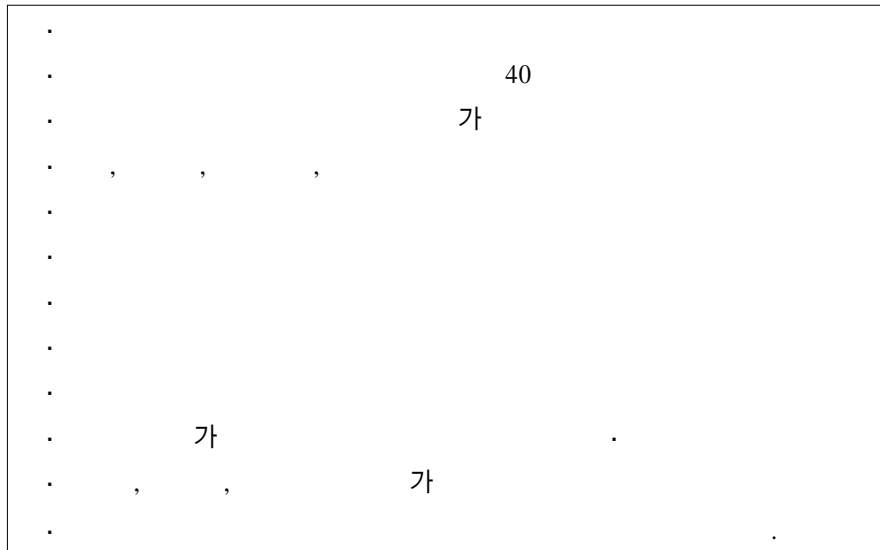
/ , ,
,

,

1992

(< -6>).

< -6>



가 (CLC) HRDC 2

, , , (2000 3 31

). CLC

,

,

. 가 ,

CLC 1998 1
Coordinator) 1 CLC 4 (a National Training

가

(roundtables) 1998

(, , , ,)

3 3 5

(adjustment)

가

(Protocol)¹²⁾

(CLC, 1999a).

12) Protocol

가

.
,
,
,
.

가 .

4.

가.

. 가 가 가 ,
, 가 , 가 가 (The
Learning Age)'
1998 ' ,
.

(Ufl) ,

가

(Career Development Loan)

(Better Basic Skills) 16

(Learning Partnership), 가
(The Demonstration Outreach
Projects)

2001 6
(Department for Education and Skills: DES)
(Department for Work, Family and Pensions)

DfEE

(DES)

가 가

가

가

(APEC, 1998).

1 : IPA

1990

가 가 ,

가,

. 1996

(EC)

Association) . IPA

IPA(Involvement and Participation

가

IPA

가

2

<

(Towards Industrial Partnership)>

1992

IPA

(IPA, 2002).

IPA

, 가

500

70

IPA 500

1997

가

<

>

<

>

4

가

< >

(benchmarks)¹³⁾

'Partnership-at-work'

< -6>

< -6>

()

가

() DTI() IPA()가

()

-
-
- IPA (partnership at work) 가
-
-
-

○EU 가

○가

: <http://www.partnership-at-work.com/ipapart.html>

13) 80

. 2 : (DTI)

(DTI) (Partnership with
people) ,
(Partnership at Work Fund) 1999 (
, 2000). , TUC
,
가
가
< -7> .

< -7> 2000 DTI가

		- 1996 IIP
	(Lawson Mardon Star Limited)	- , 가 (NVQs) ,
	/ ISS	- , ,
	/ Vertex Data Science	- Vertex Data Science 3,200
	/ (EWS)	- 1999
	/ ()	- , ,

()

		- STUC 가 5
	(STUC)	- 가 - .
(Manufacturing the Learning link)	HJ	- HJ TUC Wigon Borough Partnership , , .
가	/ (Maternity Alliance)/ New ways to work	- 가

: Department of Trade & Industry.(2001). Partnership at work third round winners. Available: [http:// www.dti.uk/ partnershipfund/](http://www.dti.uk/partnershipfund/)

3 :

TUC¹⁴⁾가

UNISON

(R2L)

14) (TUC) Trade Union Congress , 1868 70 , (general union), (occupational union) 가 . TUC

1) : TUC

TUC

TUC

(TUC Partnership Institute)

TUC

(The TUC Partnership Institute, 2002).

TUC

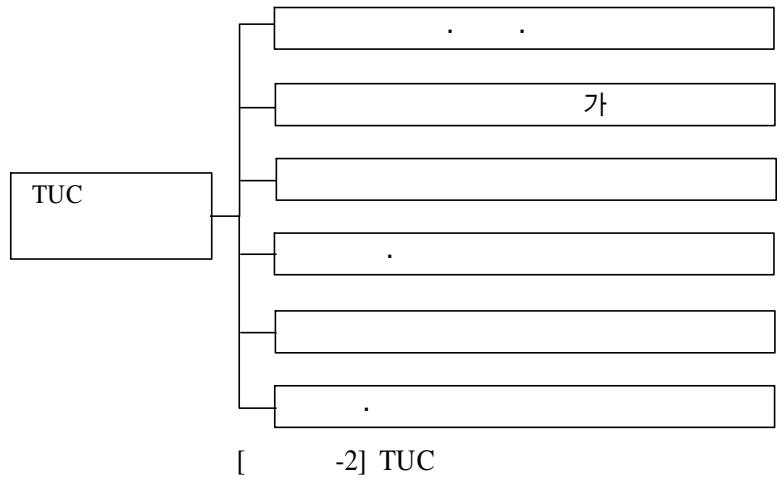
TUC

가

TUC

가

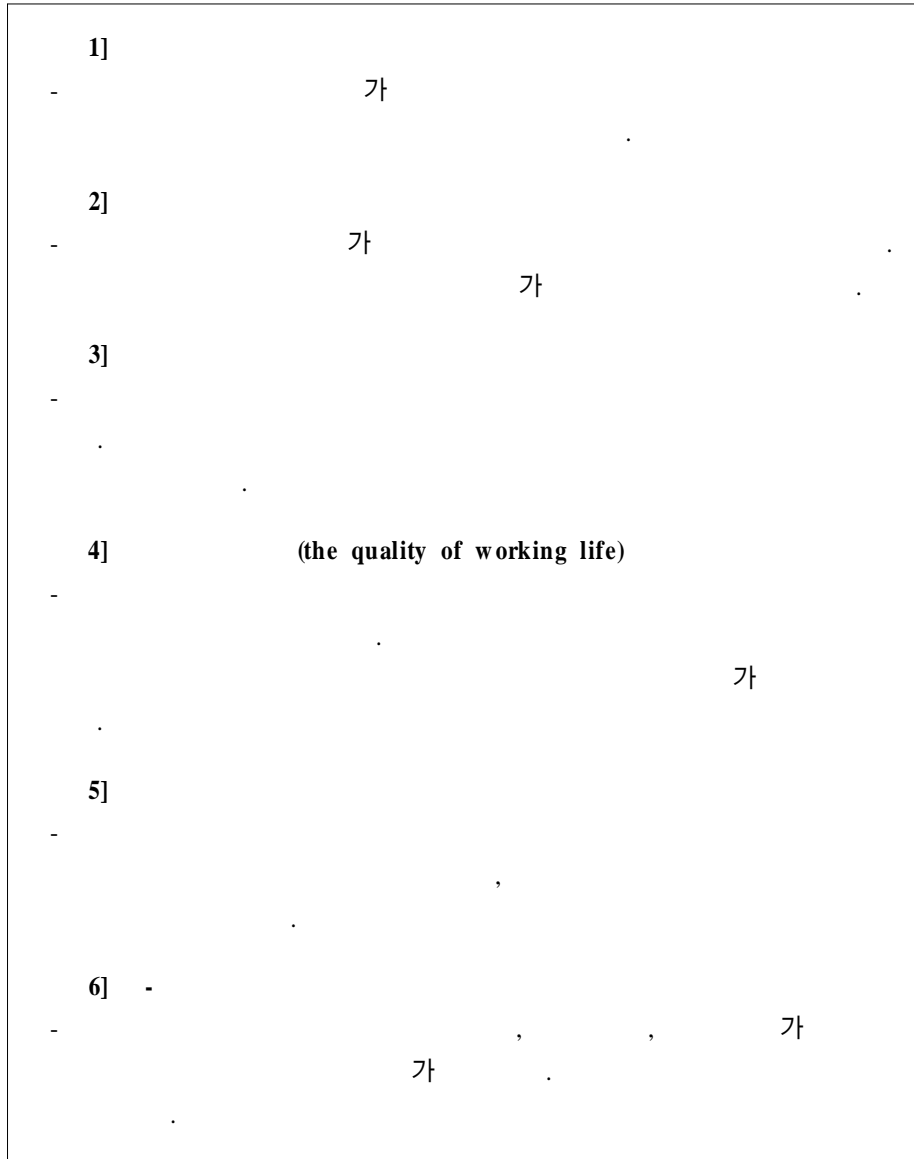
가



TUC 1997

(< -8>).
가

< -8> TUC 가



: TUC ([http:// www.tuc.org.uk/ pi](http://www.tuc.org.uk/pi))

TUC
(Exploring Partnership Workshops) ,

가

가 , TUC

TUC가 TUC

가
TUC가

2) : UNISON R2L

UNISON¹⁵⁾ (R2L)
. UNISON 140
, 16)

15) UNISON

13 가

16) UNISON

(85) , 가 90

NHS(National Health Service), (11,000), Vertex , 가

UNISON 1993 NALGO, COHSE, NUPE¹⁷⁾가
, NALGO
, NUPE , COHSE
NUPE . UNISON
1994 가
(the National Open
College Federation) UNISON
가
UNISON
(R2L) NUPE가 1989
(the West Midlands) (WEA)
. UNISON
UNISON
1995 (north London local authority)

1

, Passenger Transport Executives(PTE) British Waterways
Sixth Form College ,

17) NALGO(National and Local Government Officers), COHSE(Confederation of Health Service Employees), NUPE(National Union of Public Employees)

(health trusts) , NHS
 , 6000 .
 10 가 , 1
 (Munro and Rainbird, 2000).

(FEFC) . UNISON
 R2L ,
 - 가 .
 UNISON
 (housing association)
 (subcontractors)

. Helen Kennedy 19) ,
 80% , 42% , 76%
 1 , 78% 35 , 91% 16

18) (R2L) ,
 , 10 180 (2/3).
 (, ,), (, ,)
), (, ,)

19) Munro and Rainbird(2000) pp. 9 10 .

, 60%
 가 가
 23% R2L
 가 25%
 14% (workplace representatives) , 9%
 가 ,
 가

3)

,
 가
 (Union Learning Fund)
 ,
 ,
 가

700 , 2001 2002 300
 , 5
 2001 . 2001 3 ,
 25,000 , 14,000
 가 , 3,250 가
 (). 66 가
 , 160
 ,

(, 2001).
 (learning representative)

, 가
 , 가
 .
 가
 , 10 16 2 221 가 50
 가
 . TUC 가
 TUC
 , .
 , .
 가 ,
 30%
 가
 . TUC
 TUC
 . TUC
 ,

(1 75), , 1 5
 5 , 30 373.88 ,
 8
 5 374 , 8
 598
 가
 가
 가 가
 가 가
 가 가
 TUC 1998 (Workplace Employee Relations
 Survey: WERS)

가
, , ,
가 . 가
, 가 가 , , 가
가

(The TUC Partnership Institute, 2002; , 2001).

IPA

, , , ,
, ,
가 가
가
, 가
. WERS

()

50

가

가

5. 20)

가.

(formation professionnelle)

(Centre Inffo, 1999: 27).

1970 7

(accord national interprofessionnel)

(), 가

1971 7 16 (, loi

Delors)

가 가

(Vincent, 1998)²¹).

가

가

가

1 :

20)

21) (1999)

(Liaisons sociales, 2001b).

(Association de gestion des fonds en alternance, AGEFAL) 1986. 12. 22. 1986 12 30

가 ,
() OPCA

(contrat d'insertion en alternance)

(Groupe technique paritaire)

OPCA

(Liaisons sociales, 2001b).

(Commissions paritaires nationales de l'emploi, CPNE) 1969. 2. 10. (ANI)

(Certificats de qualification professionnelle)

(Centre Inffo, 1999: 35).

2)

(CPNE) 1969. 2. 10.

(Commissions interprofessionnelles régionales, COPIRE)가

CPNE

가

CPNE가

가 CPNE

CPNE

· ·
· , 가 ,
CPNE , 가
· , 가 ,
· OPCA
· OPCA
(, 1999:58).

· **2 :** **(OPCA)**

() ,
· 가
· (Organismes Paritaires Collecteurs
Agrés: OPCA)가 OPCA
가 가 (Organismes Paritaires
Agrés Chargés du Financement des Congés Individuels de Formation:
OPCAIF)가 . 2001 4 가
98 가 . (Liaisons Sociales, 2001a).

1) OPCA

1971 7 가
가
· ·
· (fonds d'assurance formation,
FAF), (association pour la formation, APF), 가
(fonds pour la gestion du congé individuel de formation, Fongecif)

1990

가

가 . 1993 12 20 5

가

1 (180)

(Centre info, 1999:33). 1994 7 5

OPCA

1990 255 1995 98

OPCA 가 ,

OPCA

OPCA

OPCA OPCA

(Bernard Brunhes, 2001).

2) OPCA

OPCA

가 (

, L.961-9).

가 (Entreprise & Carrières, 2001 4.21)

, OPCA . 10 가

OPCA 가 10

OPCA 가

OPCA

. 가 OPCA , ,

OPCA
() 1 가 . OPCA
, ,
, , ,
,
(mutualisation) (plan de formation)
가 OPCA
가
가(congé individuel de formation)
,
(CEDEFOP, 1999).
, . OPCA
(Conseil de gestion) OPCA
, ,
région) (, R.964-1-9). (prefet de OPCA
가
OPCA 가
OPCA 가 (Liaisons Sociales, 2001 3).

3) OPCA

OPCA OPCA
가
, ,

가, OPCA
 가
 OPCA
 가

4) 가 (OPCAIF)
 OPCAIF OPCA 가
 가
 OPCA가 가
 OPCA,
 (FONGECIF)
 (SNCF), (RATP) 가
 AGECIF
 OPCAIF 가 가 가 (congé
 de bilan de compétence)²²⁾ 가
 . 1991

7 3
 가 가
 가 (COPCAif)가
 가 가

22) 가 가 가
 가 가

5) OPCA

OPCA(OPCAIF)
 18% . < -9> 1999 2000

< -9> (10)
 (: , %)

	1999()		2000()	
()	971	13.4	989	13.6
(, 가)	1,373	19.0	1,364	18.8
	2,231	30.8	2,207	30.5
.	181	2.5	184	2.5
	1,451	20.0	1,464	20.2
OPCA	1,003	13.8	1,015	14.0
가	337	4.7	335	4.6
	112	1.5	114	1.65
	870	12.0	881	12.2
	170	2.3	158	2.2
	7,247	100.0	7,247	100.0
	161		146	
가	7,086		7,101	

: Cereq, déclaration fiscales des employeur n°24-83, Centreinfo, info flash, 2002.1 , p10

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(Lindeperg, 1999; pp 39-44).
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, 가 (3)
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(validation des acquis de l'experience, VAE)

23).

23) , 가
((DGEFP) Mme. Gauvin , 2002. 7. 9).

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(Claude Dubar, 2000; 112).

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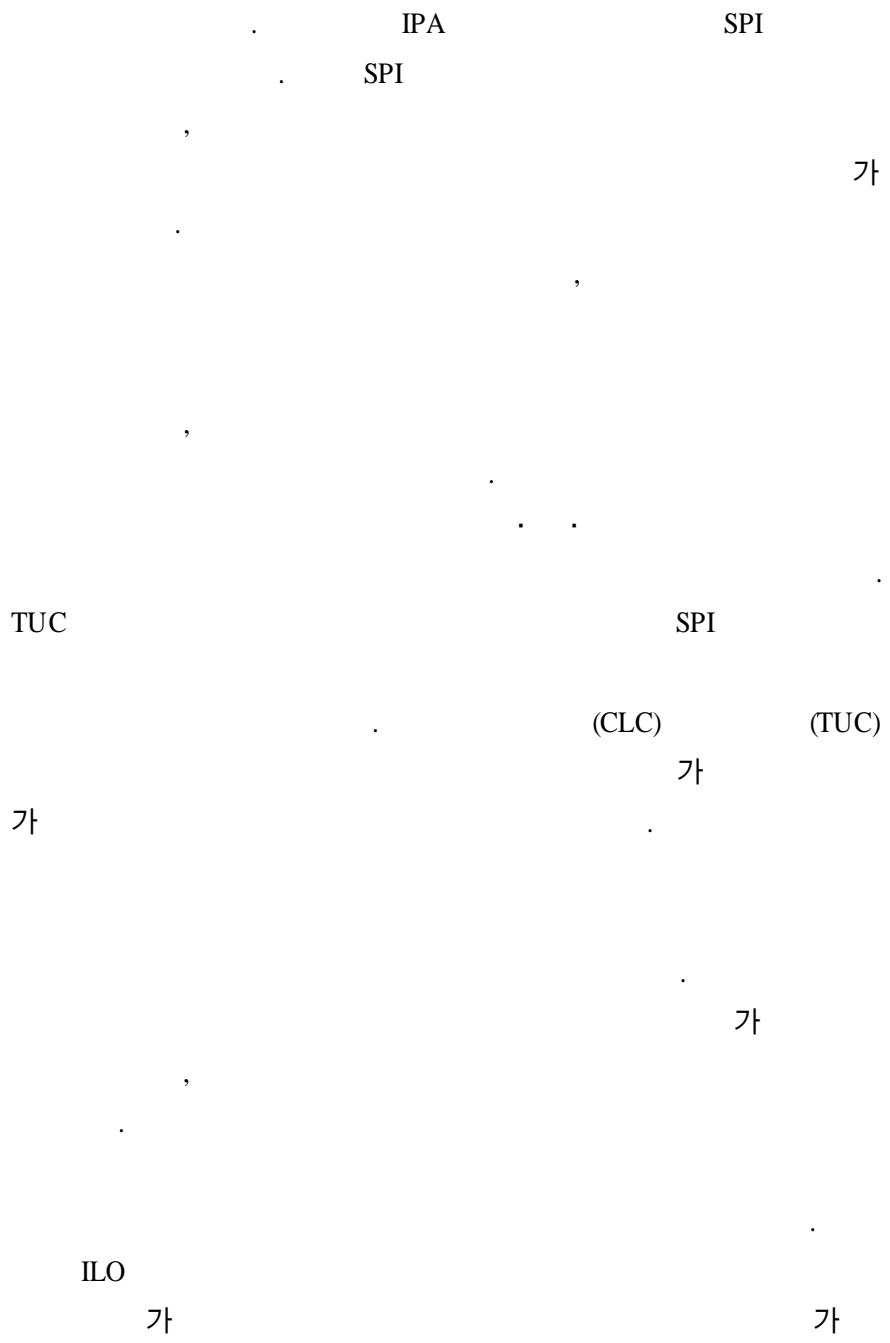
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(45 , 50)

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2. (70)% .

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가

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10 15 30 40 가 .

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가
2001 3 2
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IMF 2002 10

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, 30 1
가

가 .

가

1999 가

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2000 8 가

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100 , 2000 8-10

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(3)

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	. :20 . : 6 . : 5	. : 30 40 . : 2	. : 23 . : 18
	. . (2000)	. - . ()	. () : 5,00 . : 468
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가
가 , 80%
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(4)

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40 50%

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1%

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1)
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(, 1998).

< -7>

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	1998		1999		2000		2001	
	1,088	6,428	1,189	8,048	1,516	7,629	1,871	7,186
	679	573	795	1,063	1,239	1,751	1,626	2,271
○ 가	667	404	781	828	1,220	1,405	1,555	1,704
○ 가	-	-	-	-	-	-	9	101
○ 가	-	-	-	-	-	-	40	35
○ 가	12	169	14	235	19	346	22	431

:

(1998 : 2 , 1999 : 51 , 2000 : 252)

: (2002).

2001 7 가

()

가 가 .

가 27) 가

가 가 . 가
가 (, 2002)
가

가 , 가 .
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1999). (, 1990; , 1998;
, 2002) 1987

27) , , , , LG , , , ,
, SDI, , , , , .

57.0% 10% 1989 47.1% 1995
2000 1989
44.9%
1996 10%
20% (, 2001, p.286).

가

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(, 1999) 가

28), 29)

가

28)

29)

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가

< -8 >

	1989	1995	2000
	100.0	100.0	100.0
	52.9	43.0	55.1
	47.1	57.0	44.9
	(100.0)	(100.0)	(100.0)
• ()	(51.3)	(33.5)	(40.9)
•	(32.7)	(25.2)	(25.5)
•	(72.3)	(43.4)	(56.1)
•	-	(21.5)	(23.7)
•	-	(31.4)	(37.4)
•	-	(18.6)	(20.2)
•	-	(3.9)	(2.1)
•	-	(10.1)	(9.8)
•	-	(28.1)	(13.6)
•	-	-	(0.3)
•	(10.9)	-	(6.8)
•	-	(14.5)	(16.0)
•	(19.1)	(6.6)	-

: 100%
 : (1990), (1998), (2001).

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 . 2001 12
 29,896 29,348 98.2% .

30)

2001 ' '
 ' ' . 2000 ,

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 가

가 (, 2000;
 p.90). ' ,

30)

									(SD)	
	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
	18 (6.3)	99 (18.0)	61 (21.2)	186 (33.8)	83 (28.8)	156 (28.3)	126 (43.8)	110 (20.0)	90 (.94)	1.50 (1.01)
	33 (11.2)	139 (25.1)	110 (37.4)	238 (43.0)	56 (19.0)	97 (17.5)	95 (32.3)	79 (14.3)	1.28 (1.04)	1.79 (.98)
	30 (12.2)	104 (23.6)	53 (21.5)	129 (29.3)	32 (13.0)	60 (13.6)	131 (53.3)	147 (33.4)	.93 (1.11)	1.43 (1.18)
	41 (13.6)	158 (28.5)	134 (44.4)	280 (50.5)	52 (17.2)	85 (15.3)	75 (24.8)	32 (5.8)	1.47 (1.01)	2.02 (.82)
	20 (7.6)	185 (39.2)	60 (22.7)	185 (39.2)	23 (8.7)	57 (12.1)	161 (61.0)	108 (22.9)	.77 (1.04)	1.68 (1.09)

: ' (3), ' (2), ' (1), ' (0)

가

: (2000), (2001).

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가

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(, 2000; ,

2001).

가

(2001)

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가 (, 2001)

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가 12.0%,

가 25.6%

(, 2001).

가

39%,

16.3% (, 2001)

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’ , ’		
’ , 2001	600	39.0%
’ , 2001	50 1003	14.4%
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2) :

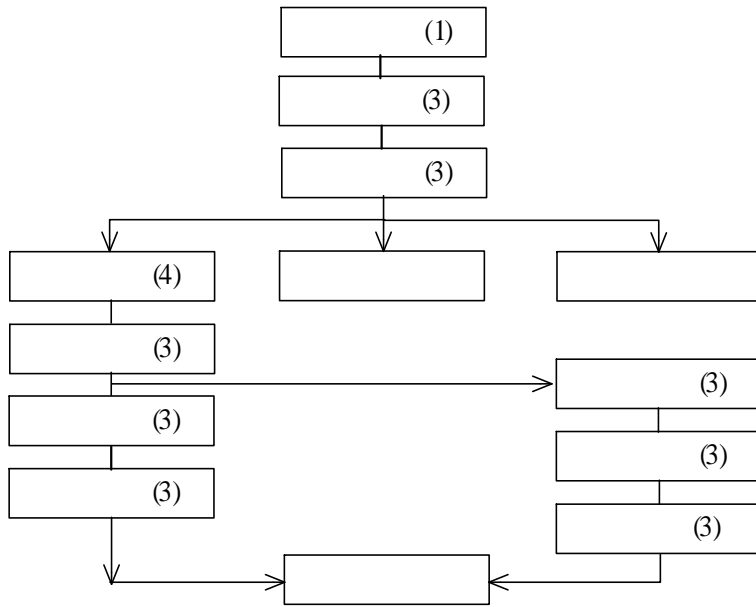
1970 3 ,
1993
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 44 104 ,
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가 60% 가

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ization)

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(high performance organ-
5
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'93.2	Steering Committee()	• ,
'93.4 '94.10	Design Team()	• , Mission, High Involvement Team , Process Boundary, , , , , / , , ,
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'94.12		• 가 가 가 , 가 • 4

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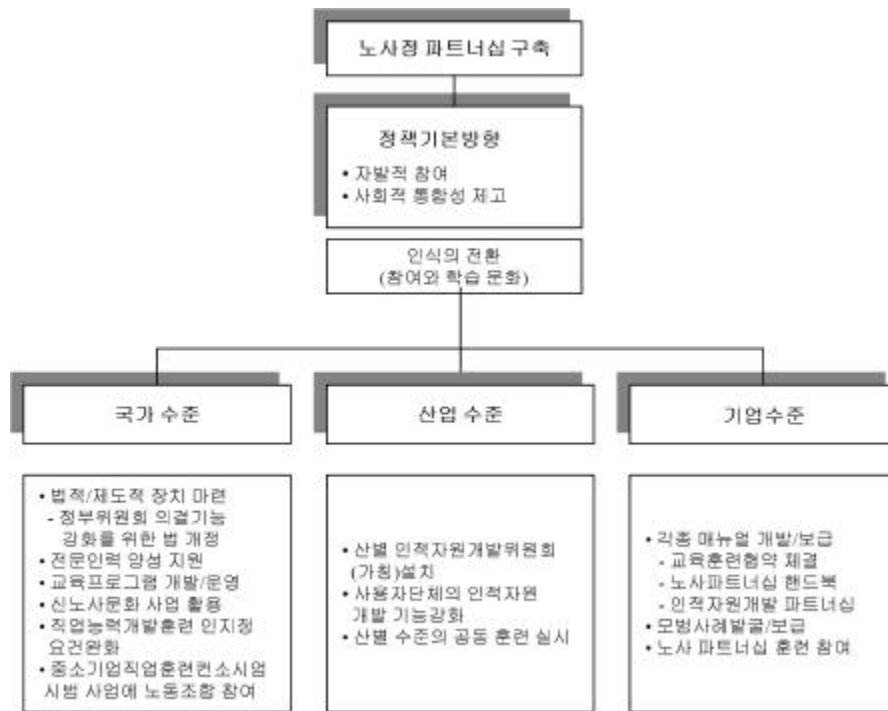
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(ILO, 1998).

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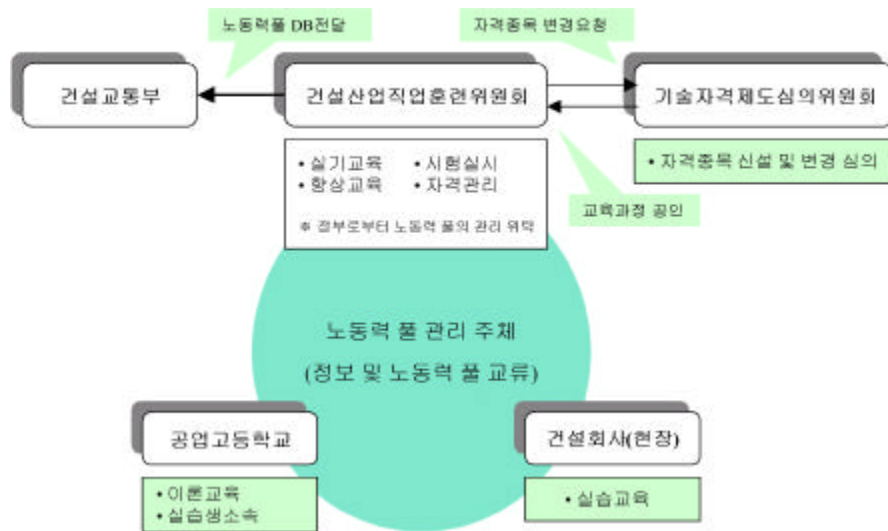
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38) Practical Guide (<http://www.dti.gov.uk/pwp>)
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. Krivet-ILO

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』, 2001 4 , 52-55.

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(2001). 21 APEC 가 HRD

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(2001). 1987

- (2000).
- (2001).
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ABSTRACT

A study on the Tripartite Partnership for Workers' Vocational Competency Development

Korea Research Institute for Vocational Education and Training

Research-in-Charge : Youmi Son

Researcher: Euikyoo Lee

1. Overview

This paper aims at developing the tripartite partnership among the government, labor union and employers' union in Korea. Recently, stake-holders' concerns on vocational competency development are getting higher, along with by the trend of globalization and the increased labor market flexibility. Many countries put priorities on HRD policies, perceiving the significance of competency improvement and the employment security of workers.

The Korean government has been also developing various initiatives to support vocational training, seeking a possibility to build training partnerships of workers, employers, and the government. But there seem to be many difficulties in creating the participatory VET system in workplaces. The reasons are; firstly, the social partners' concern on this matter is still weak, and secondly, the national tripartite commission isn't actually working. Moreover, the perspective of employers' unions are significantly different from that of trade unions. There exists the lack of participatory systems of training in enterprises and industries,too.

Consequently, this study aims to explore more detailed initiatives to activate the tripartite partnership for workers' vocational competency development. It begins with case studies on the advanced countries such as the U.S., Canada, Britain, France, etc., in order to draw some implication, then, figure out problems by analyzing Korean conditions. Research methodology such as analyses on local and international literature, interviews with specialists, inspection of enterprises and industries were utilized.

2. The meaning of strategic training partnership and its enhancing factors

ILO adopts the concept of strategic training partnership to emphasize the importance of the partnership. The overall objective of public/private training partnership can be defined as mobilizing collective efforts to enhance the relevance, effectiveness, efficiency, equity and sustainability of training and to forge optimal responses to address the skill requirements of individuals, enterprises, communities and the objectives of the national development. Strategic training partnership may occur at many levels and its scope ranges from the shaping of national training policies, legislation and systems to enterprise donations of materials or advice to local training institutions.

One of the most important factors in enhancing public/private training partnerships is to create the culture of learning and participation and to support them to play the complementary roles. Employers' involvement will encourage the learning culture in enterprises and adapt themselves to the swiftly changing economic circumstances. Workers also can manage self-learning and invest in personal growth. In this environment, government is able to assume the role of a catalyst, a

promoter, a supporter, a motivator, a financier and a regulator, providing the whole policy framework for training.

3. Foreign partnership initiatives

Foreign partnership initiatives of the U.S., Canada, Britain, and France were studied in order to explore the possibility of strategic training partnerships in Korea.

Two initiatives were analysed in the U.S., the Labor-Management Cooperation Program (LMCP) funded by the FMCS and regional training partnerships in Wisconsin.

Canada has carried out the LMPP Program administered by the FMCS, similarly to the LMCP in the U.S. Another training partnership is Sectoral Partnership Initiative (SPI). SPI since 1992 was very successful because it set up and abided by key principles.

In the case of the UK, was introduced the multi-partite industrial relation model prevailed in EU members states. One of partnership measures is IPA (Involvement and Participation Association) that supports companies to enhance their workers participation. Second is the Partnership Fund Program operated by DTI since 1999. Among unions, TUC established the TUC Partnership Institute to provide with services for partnership and UNISON also provides with the Return to Learn (R2L) program. Moreover, the federal government established Union Learning Fund to enhance trade unions learning activities.

In France, training related partnerships have been built in two ways; one way is to set up the right direction through the collective bargaining, and another is the joint-control over the VET system. The representative measures are OPCA (organismes paritaires collecteurs agréés) and OPCAIF that are partnership funds for training and for personal training leaves

respectively.

The findings from analysis of foreign initiatives are as follows. First, partnership approach to VET is becoming almost universal trend all over the world. Second, the most important factor of successful partnerships is to cultivate a culture of learning and participation throughout the society. Thirdly, the role of government is prior to the other partners, and then, in terms of partnership success, early phases are very important to explore common grounds among stakeholders. Finally, trade union or workers organisations weaker than other partners at the moment shouldn't be ignored and have to be involved.

4. The current training partnerships in Korea

< Institutions and policies >

The partnership for workers' vocational competency development in Korea are regulated by the Act on the Establishment and Operation of the Tripartite Commission, the Basic Employment Policy Act, the Vocational Training Promotion Act, the Act Concerning the Promotion of Worker Participation and Cooperation, and the Employment Insurance Act. Some features of labor-management participation in those laws are the followings; in the national level, multi-partite committees have the limited rights to discuss or consult, rather than to decide; in the industry (and sectoral) level, there is operating no bilateral participation system; in the enterprise level, despite the regulation that 'training plan and skill development scheme shall be sought by the resolution of Labor-Management Council', this loses effect with no penalty for violating it.

It's just recent that participatory vocational competency development is dealt with in training policies, and it's involved as a social agenda in

the tripartite commission right after the economic crisis in 1997.

< The current state of labor-management participation >

There are few cases of labor-management partnerships for training because we don't have enough experiences of partnership throughout the Korean history.

In the national level, training partnership measures are some government committees regulated by laws and tripartite commissions, but they aren't completely functioning. In the industrial level, KFIU Union shows an outstanding case, in which it tried to conclude a collective agreement of education and training. KFCITU has also important cases to deliver their own training programs. KFIU, the first union's initiative for training in the industry level, emphasizes on the necessity to enhance their expertise in training. KFCITU, however, shows the possibility and impact of sectoral participatory training system. In the enterprise level, two ways of participation are both collective agreement and labor-management council. The rate of collective agreements having training regulations is only 44.9% in 2000, and the regulations simply refers to the employer's duty of education and training.

Other research on labor-management councils state that discussion on the basic plan for training in the councils is lingering between 'report' and 'consultation', and that with no penalty, employers can carry out unilateral training plan. Findings of the case study of Yuhan Kimberly co(Daejoen plant) reveals that the successful factors of training partnership in an enterprise are the CEO's highly developed recognition of VET, practical procedure to guarantee union's participation, and the improvement of the link between training and job.

5. The basis of tripartite partnership for vocational competency development

< The change of view among partners >

The starting point of training partnership is to have shared vision among stakeholders. While management should accept trade union as a partner to improve training, trade unions should take a initiative of policies for skill formation. Tripartite seminars, and the distribution of good practices or data on training partnership will be helpful.

<The reform of laws and institutions>

The reform of laws will make it possible that some government committees actively intervene the procedure of policy creation, implementation, and evaluation, and that true participation in the enterprise level is guaranteed. Another option is to use the area of workers' competency development in New Labor-Management Culture Initiatives.

<Support to raise the learning specialists>

Successful partnerships are on the conditions of shared vision by stakeholders and their expertise. 'Learning representatives' of trade union and 'vocational competency development instructors' of company may be forced to be installed by government support.

<Composition of industrial committees for vocational competency development>

This study suggests that the vocational competency development committee be established as a partnership institute. An approach in phases will be desirable because industrial partners are not existing at the

moment. It is also desirable that the government takes initiatives of preparation until the establishment of these committees. This study demonstrates the could-be example of the committee in construction industry.

<Partnership promotion initiatives in enterprises>

One way to promote partnerships in enterprises is to make it a legal requirement to consult and agree with unions for vocational competency development training under the Employment Insurance. Incentives can be given to those company abided by this rule. With those systematic support, some kind of manuals can be developed and disseminated to workplaces, for example, the Manual for collective agreement of education and training, a labor-management partnership Handbook and so on.

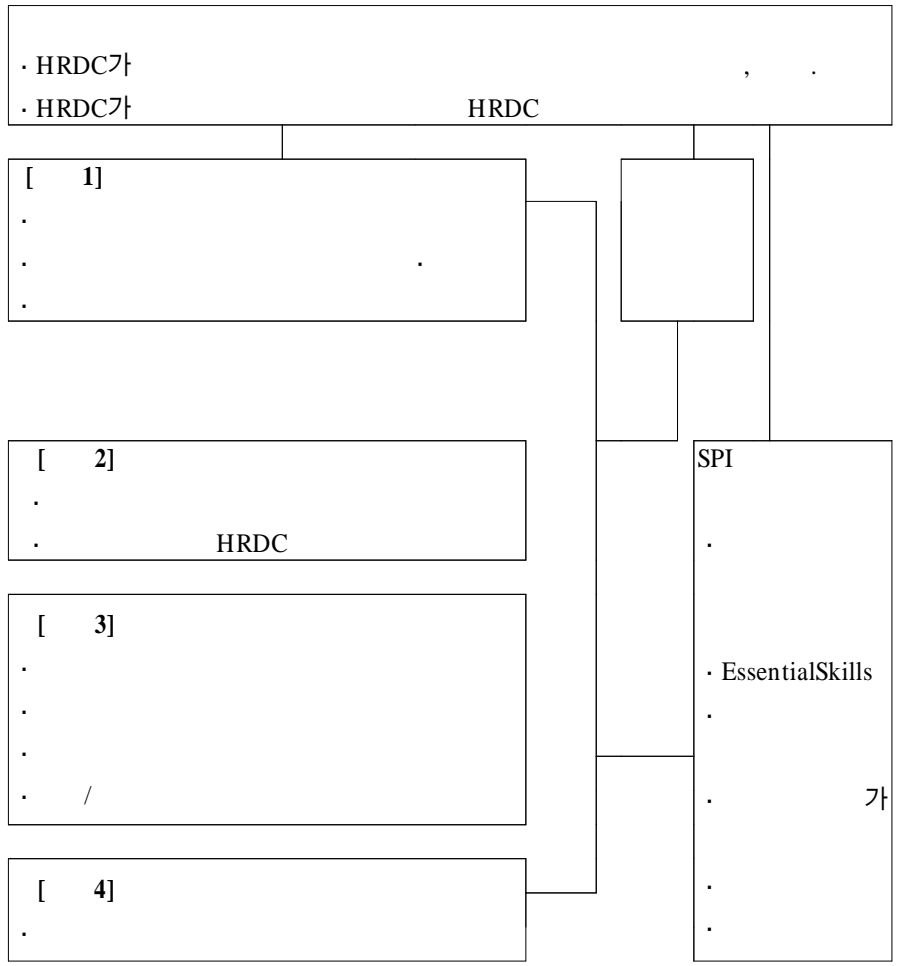
*KFIU(Korea Financial Industry Union)

*KFCITU(Korean Federation of Construction Industry Trade Unions)

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40) SPI The Canadian Case Studies/ The Sectoral Approach: A Sectoral Partnerships Initiative by Zeinab, Farah. Human Resources Partnerships Directorate, HRDC ..

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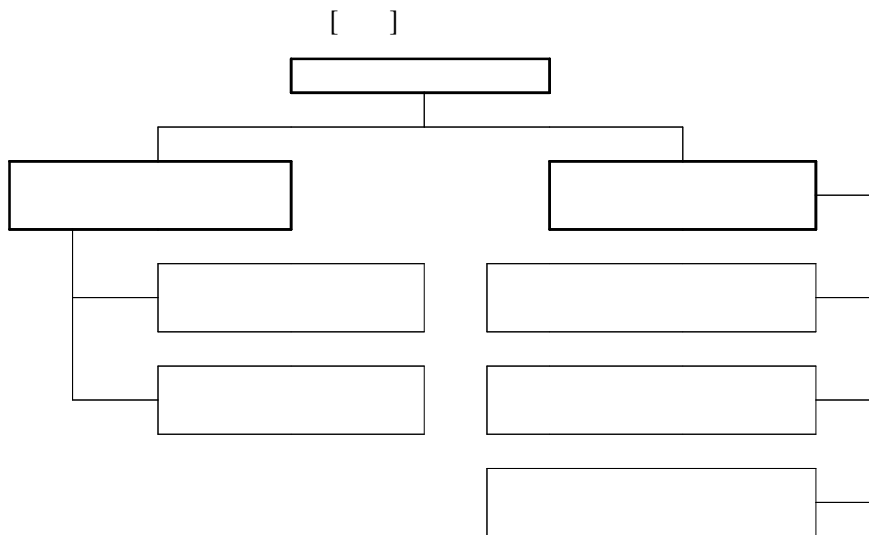
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41) (DTI) practical Guide(<http://www.dti.gov.uk/pwp/>)

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42) Flo Frank and Anne Smith(2000), THE PARTNERSHIP HANDBOOK, HRDC .

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