

(李廷奎)*



(1945-1960), (1961-1980), (1981-1993),
(1994-)

가

2001

‘2001

.1)

OECD

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1) 1945 19 7,819 2000 372
3,364,549 55 430 가 (, 2000 :
584-585 ; Ministry of Education, 1999 : 34).

, 가 , . , , .

1. 가

가 , 가 , - .

(Manpower Requirement Approach) 가가

UNESCO, OECD, ILO

가 가

가 . 가

1960 .

가

(,

1974 : 59).

(1978) 「

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(.)

」, (1985) 「

」,

(1988) 「

」, (1991) 「

」, . (1995) 「

」, (1996) 「 (1996-2010)」,

(2000) 「

」 .

(Social Demand Approach)

가

가

(Campbell & Siegel, 1967;

Tuckman & Ford, 1972; Leslie & Brinkman, 1987; Heller, 1997)

가

(1993) 「 」 (1998) 「 」

(International Comparisons Approach)

Myers(1964)가 75 (Composit Index of Levels of human Resource Development) 가, 가, 가,

가 4 가

(1999) 「 」

가 , 가가

가

(, 1998 : 79). (2000a)

「2001

가

가가

가가

, 가 가

가

. Psacharopoulos(1985)

가

가

1960

1990

(, 1994).

가 , 가

(, 1982).

가

가 가가

(Becker, 1962, 1964 ;Schultz, 1963)

(Bendix, 1964) Archer(1982)

2.

가

(, 1974 ; , 1979 ; , 1984),

(, 1965, 1989 ;

1986 ; , 1993 ; , 1996 ; , 1999), 가

(, 1987 ; , 1988 ; , 1992).

가

가

가

가

가

가

가

가

, 가

(1992)

가

(1985)

(1945- 1960),

(1960- 1970),

(1970-)

(1986)

(1945- 1960),

(1961- 1980),

(1981-)

(1987)

(1945- 1954),

(1955- 1964),

(1965- 1980),

(1981-)

(1988)

(1945- 1960),

(1961- 1972),

(1973- 1980),

(1981- 1987)

(1993)

(1945- 1960), 1

(1961- 1972),

(1973- 1980),

(1981- 1984), 2

(1985-)

(1999)

(1948- 1960),

(1961- 1980),

(1981- 1988),

(1989- 1993),

(1994 -)

(1987) 1955

(1993 : 11- 12)

(1996 : 369)가

1945 1960 1, 2 , 1961
1980 3, 4 , 1981 1993 5, 6 , 1993

가

. , 1961 1980 1961

1980

1960

1980

1965

1969

1974

< 1 >

| | 1945 1, 2 | 1960 | 1970 3, 4 | 1980 | 1990 5, 6 | 2000 |
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| (1985) | | | | | | |
| (1986) | | | | | | |
| (1987) | | | | | | |
| (1988) | | | | | | |
| (1993) | 1 | | 2 | | | |
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1988

1994

(

, 1996 ; , 1999), 1994

(, 1999).

(1945- 1960),

(1961- 1980),

(1981- 1993),

(1994-)

< 2 >

< 2 >

| | | |
|---|------------|--|
| · | 1945- 1960 | <ul style="list-style-type: none"> · (1946) · (1949) · (1949) · (1950) · (1951) · (1952- 1955) · (1955) |
| · | 1961- 1980 | <ul style="list-style-type: none"> · (1961) · 가 . 가 (1961) · (1963) · (1965) · (1967) · (1969) · (1974) · (1979) |
| · | 1981- 1993 | <ul style="list-style-type: none"> · (1981) · · (1988) |
| · | 1994 - | <ul style="list-style-type: none"> · (1996) · (1997) · (1998) |

· , 1960 , 1960 , 1980 가 1960 . 가 1981 1990 , 1990

· 가 2000 .

. , , , , , , ,
. 40 50
, 60

70 가 가
, 80 .
가

. , 가 가
가 가 (, 1993). 90

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가 , 가 .

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가
2001

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1. 가
(12392 , 1988)

. 1997 12 (5439)
4 ()
(109 2, 56 5), 2)

2) (5439, 1997. 12. 13) 2 (), , . 2000

(56 , 59 ,) ,

1998

32

(, 1996 :

386-388).

가

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2. 2001

2001

가

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가

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() 161 , 19 ,

11 , 158 ,

1 ,

1 , 4 ,

17 (· , 2000 : 584-585).

가

.

가

Brain Korea(BK) 21

2001

(81440- 1262 : 2000. 7. 18)

가

3)

가

가

가

가

가

가

가

가

3)

28

1

1999

50%

5%

2001

60%

가

가

가

가

BK21

:

가

가

가

가

Dunn(1994)

가

가

가

가

가

가

가

가

가

(1990 : 36)

(1996 : 390- 96)가

가

4),

가

5),

가

가

4)

39.2%, 11.4%, 1990

47.2%, 8.3%, 1995

1970

40.2%, 9.6% , 1980

72.8%, 19.2%, 2000

83.9% 41.9%

(, 2000 : 28- 29).

5) 4

1970

9,349

26,304

, 1980

33,033 , 82,722 , 1990

48,216 , 148,181 , 1999

68,834 , 250,444

(,

1999 : 52).

1999 67,875

2000 67,594

281

243,365

246,816

3,451

가

가

4

1970

23,843 ,

11,810

1999

120,118

199,160

가

40%

「2001」

가 가 , 가 가 , 가 가 , 2000 가 (2000. 11. 6) 1 , 97 98 7,028 , 98 (2000) 1,019 가 가 가 가 , 8 . 3

19.3%, 6.0%, 4.6%, 3.7% 2.2% (, 2000. 11. 6 : 5).

0.6% 3.0% 30% 14

가 , 2003

6) 가 가

, 가 IT

가 가

가 가

가 (2000c)가 2001 「」 ,

6) (2000d) , 2002 () 726,181 가 , 732,256 , 2003 가 80,468 2002 645,713

가

가 가

가 (2000a) 「2001

1 3,300 2012 10

가 210 (200-250)

가 12

가 가

가 가 가

12

12

가

가

가 가 가? 가 가

가 가 가

(1996)가

(397-409).

가

(2000a ; 2000b) 「2001」

가가

가

가

가

가

가가

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가

가

가가

가가

, 1960

1990

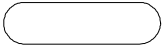
(World Bank Institute, 2000)

가

가

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. (2000a). 2001

_____. (2000b). 2001

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. (1998-2000).

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(1977-1991).

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10 , 211-33.

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가

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. (1987).

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가

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45 : 31-39.

. (1985).

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. (1974).

(1975- 1981).

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RR 94- 17.

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- _____. (1999). _____ RR 99-13.
- _____. (1996). _____ (1996-2010).
- _____. (1988).
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『Impact of Confucian Concepts of Feelings of Organization Culture in Korean Higher Education』, 『The Establishment of Modern Universities in Korea and Their Implications for Korean Education Policies』, 『Educational Thoughts of Aristotle and Confucius』, 『 (情)』
『Historic Factors Influencing Korean Higher Education』

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Abstract

The National Policy of College/University Students Enrollment Quotas in South Korea : Vision and Action

Lee, Jeong-Kyu^{*}

Modern higher education in South Korea has entered into from an elite step to a universalized step nothing but a half century. With the achievement of the universalization of higher education, South Korea which became a member country of OECD urgently needs to change a quantitative educational policy into a qualitative educational policy. In addition, it is necessary to construct an effective manpower system for the optimal supply and demand of higher education as well as to foster high-quality human resources for the jumping an advanced information-technology nation. From this point of time, the university/college student enrollment policy, which has significantly affected not just the extension of higher education access but also the demand and supply for higher education under the government-initiated control, is now unavoidable to change the direction into the university-initiated autonomy.

In light of this significance, the purpose of this study is to review the conditions and problems of the national policy of college/university students enrollment quotas in South Korea and to suggest the direction for the improvement of the quota policy so as to cope with the rapidly changing epochal situation. It begins with review of related literature. The author next investigates the transition of college/university quota policy in South Korea from 1945 to the present time. Third, he analyzes the conditions and problems of the national quota policy. Finally, he suggests the vision and direction of the quota policy.

■ Key Words : Higher education, Higher education Policy, Policy of university student enrollment quotas.

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