연구자료 RRM 2009-32

국가 인재통계 혁신 전략과 과제

■ 일 시: 2009년 12월 4일 오후 1:30 ~ 5:30

■ 장 소: 양재 엘타워 엘가든

■ 주 최: 한국교육개발원·인재통계협력망

한국교육개발원
KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE

프로그램

13:30~14:00	등록
14:00~14:20	사회 : 강성국(한국교육개발원) 개 회 사 인사말씀 : 김태완(한국교육개발원장)
14:20~14:50	기조발표 국가 인재통계의 혁신 전략 김창환/ 한국교육개발원
14:50~15:00	휴식
15:00~16:30	주제발표 ■ 창의적 인재육성을 위한 통계의 현황과 과제 김영철/ 한국교육정책연구원 ■ 글로벌 인재육성을 위한 통계의 현황과 과제 정기오/ 한국교원대학교 ■ 과학기술 인재육성을 위한 통계의 현황과 과제 이정재/ 한국과학기술기획평가원
16:30~16:40	휴식
16:40~17:30	종합토론 및 정리 사회 : 김창환(한국교육개발원) ■ 김영애/ 한국교육학술정보원 ■ 박상현/ 한국고용정보원 ■ 양창준/ 한국정보통신산업협회 ■ 전기택/ 한국여성정책연구원

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국가 인재통계의 혁신 전략

김 창 환
(한국교육개발원)

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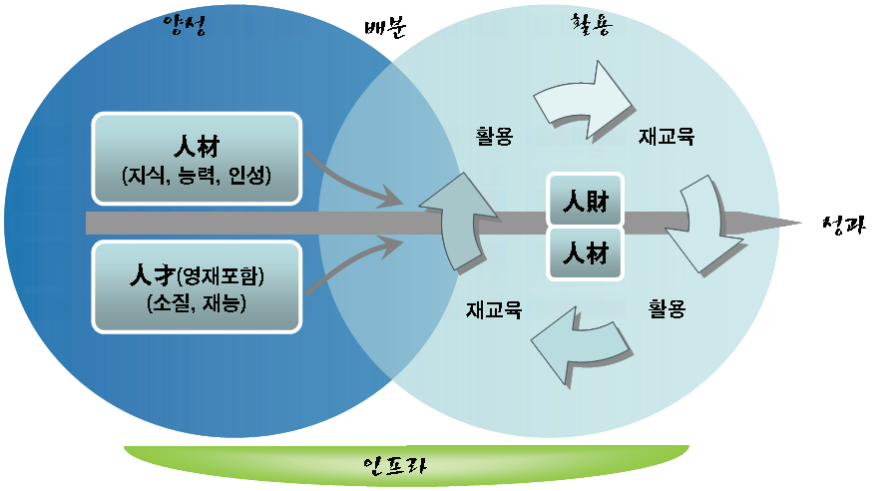

〔그림 1〕 인재 개념 모형
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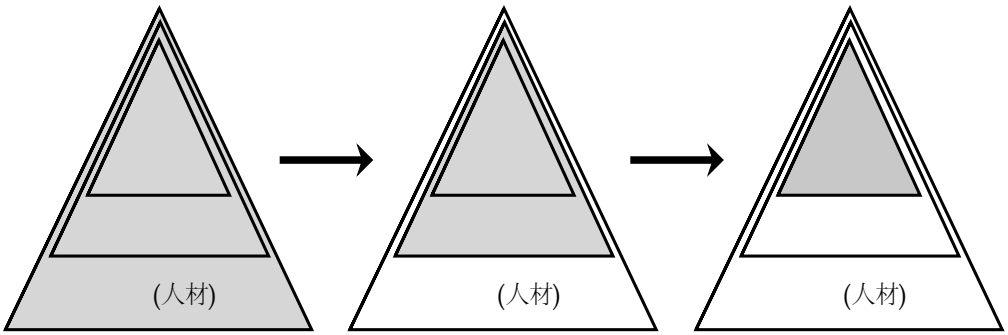

〔그림 2〕 인재의 속성

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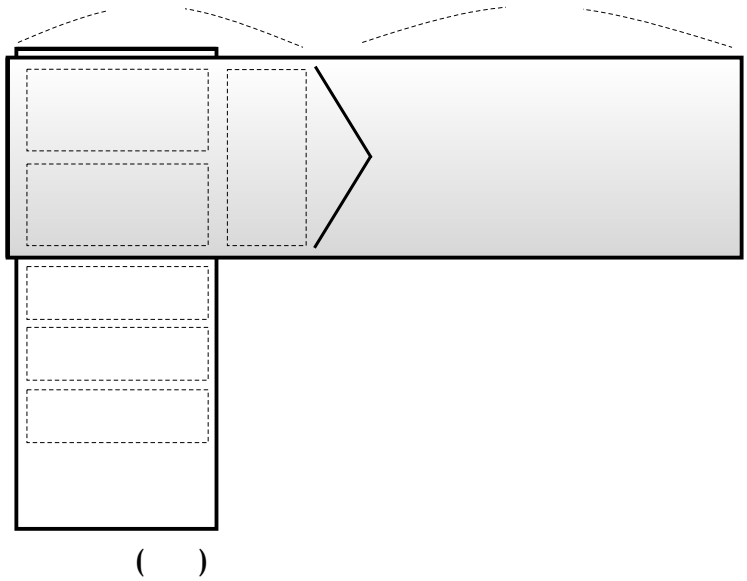

〔그림 3〕 인재통계와 교육통계

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〈표 1〉 영유아 단계의 인재양성 지표

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〈표 2〉 아동 및 청소년단계 인재양성 지표

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		IMD	F	
		OECD (PISA)	F	
		PISA	F	
		IEA (TIMSS)	F	
		TIMSS (2003)	F	

〈표 3〉 고등교육 단계 인재양성 지표

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〈표 4〉 평생교육 단계에서의 인재양성 지표

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〈표 5〉 학교에서 노동시장으로 이행 지표

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〈표 6〉 노동시장 내에서의 이행 지표

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〈표 7〉 인재활용 지표

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〈표 8〉 인재성과 지표

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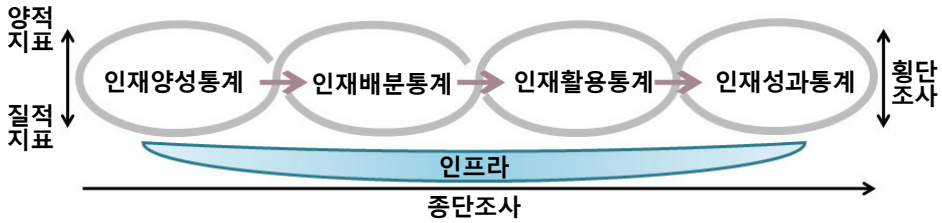

〔그림 4〕 내용체제 모형

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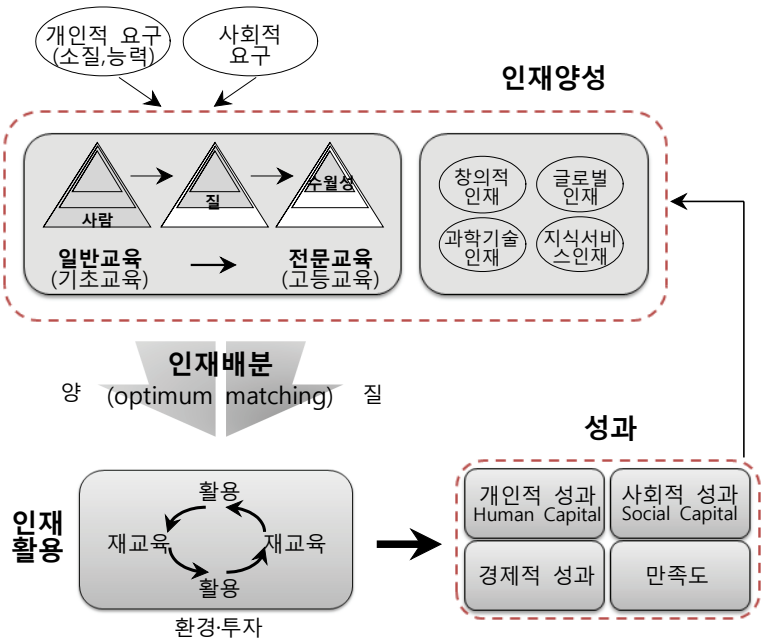

〔그림 5〕 인재통계내용체제 모형

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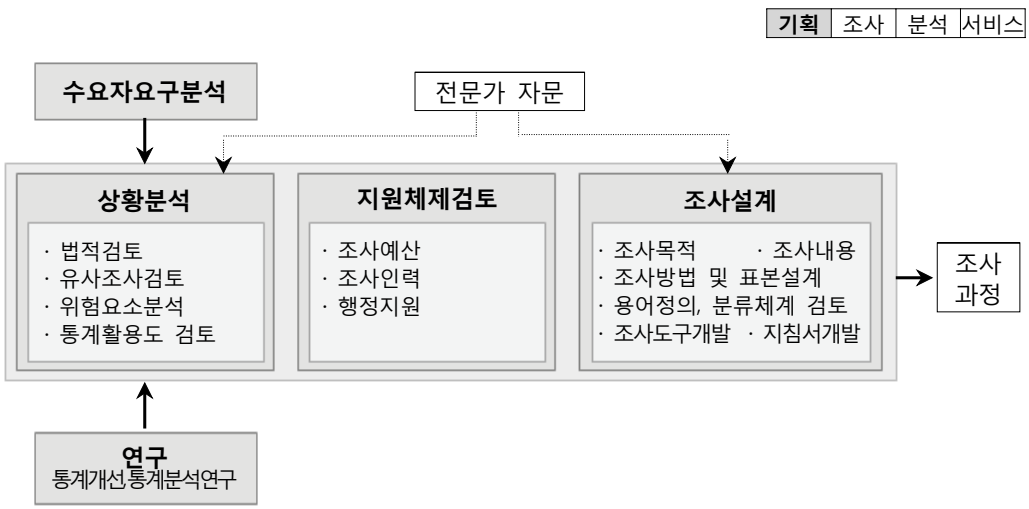

〔그림 6〕 통계기획과정

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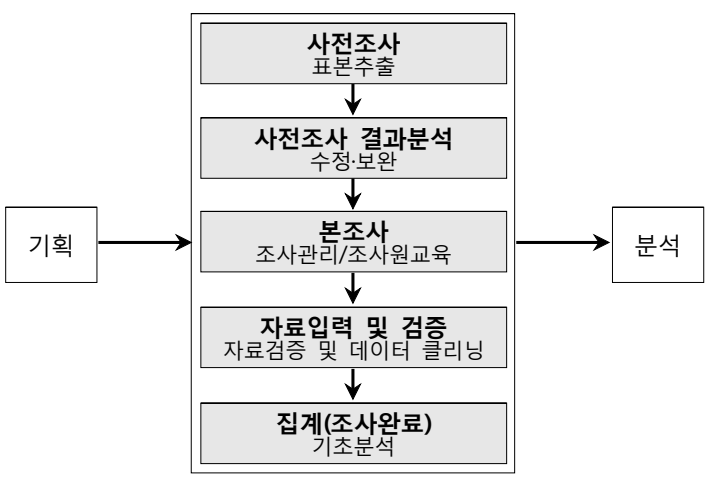

〔그림 7〕 인재통계 조사모형

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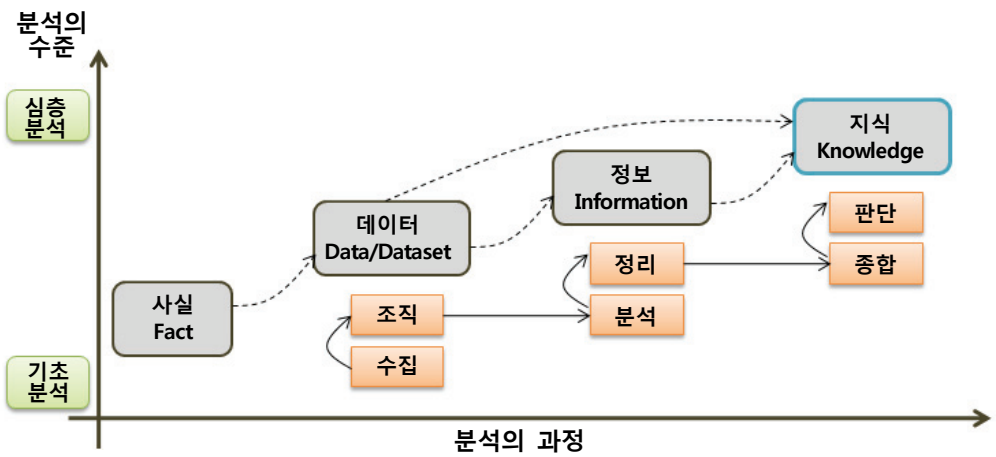

〔그림 8〕 인재통계 분석 모형

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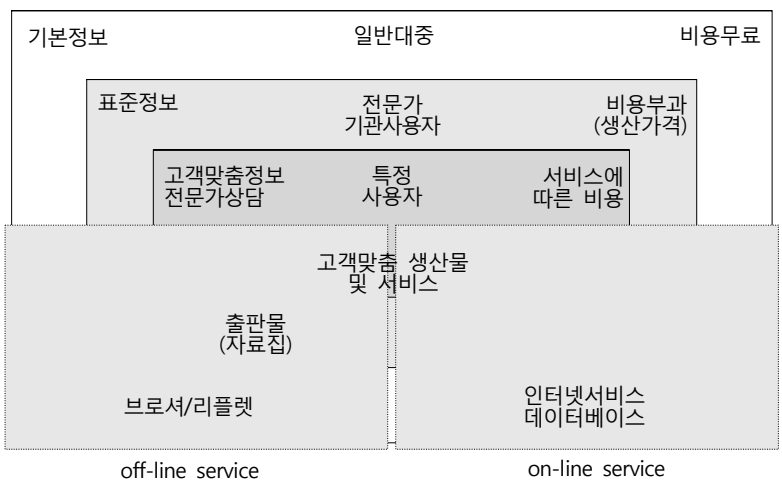

〔그림 9〕 인재통계 서비스 모형

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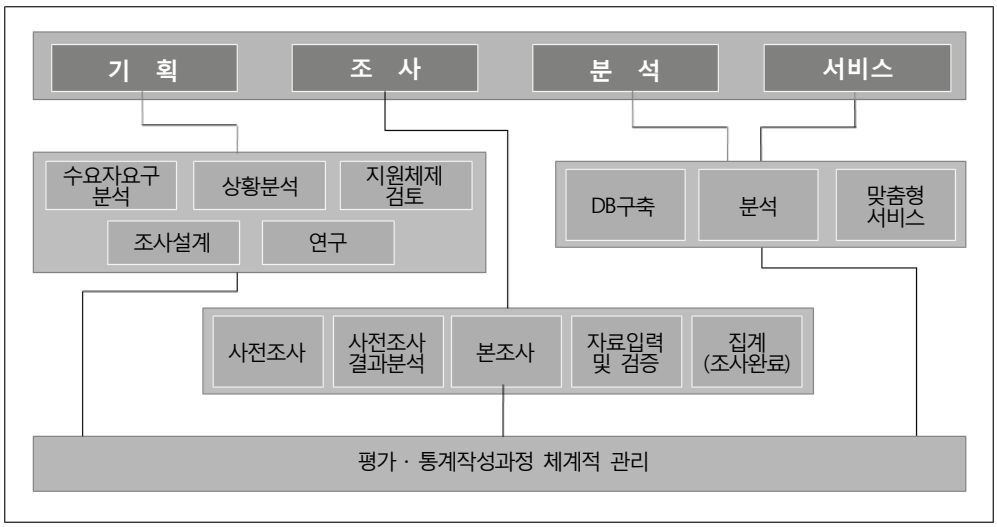

〔그림 10〕 인재통계 생산체제 모형

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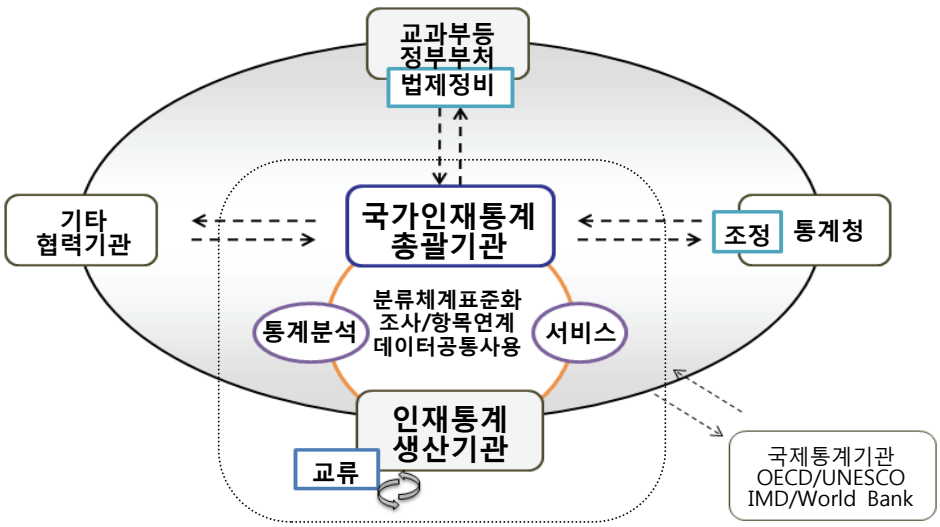

〔그림 11〕 인재통계 관리·지원체제 모형

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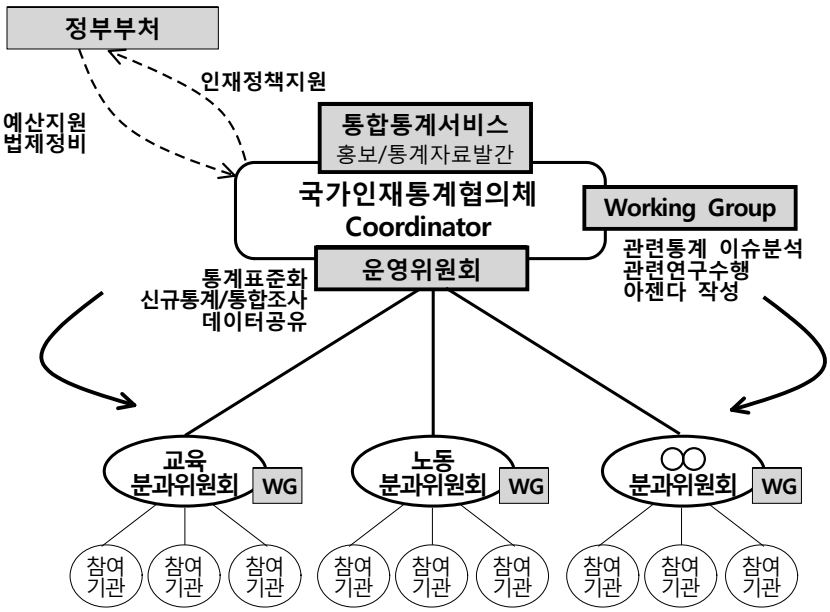

〔그림 12〕 협력연계모형

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〈표 9〉 인적자원개발정책과 인재정책의 비교

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〈표 10〉 인재통계 수요자 요구분석 결과

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	45(37.5)	70(58.3)	3(2.5)	2(1.7)	120
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	24(20.0)	53(44.2)	18(15.0)	25(20.8)	120
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	57(47.5)	33(27.5)	16(13.3)	14 (11.7)	120
	47(39.5)	48(40.3)	22(18.5)	2(1.7)	119
	4(3.3)	34(28.3)	71(59.2)	11(9.2)	120
	66(56.9)	20(17.2)	21(18.1)	9(7.8)	116

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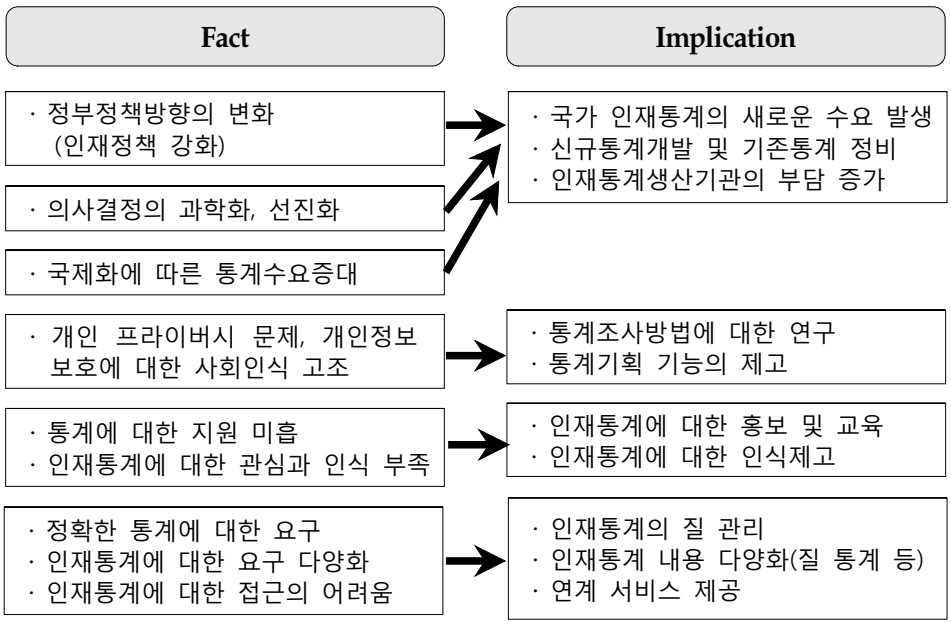

〔그림 13〕 외부환경분석 결과

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. MDSS(Micro Data

Service System)

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NCES FRSS(Fast Response Survey System)

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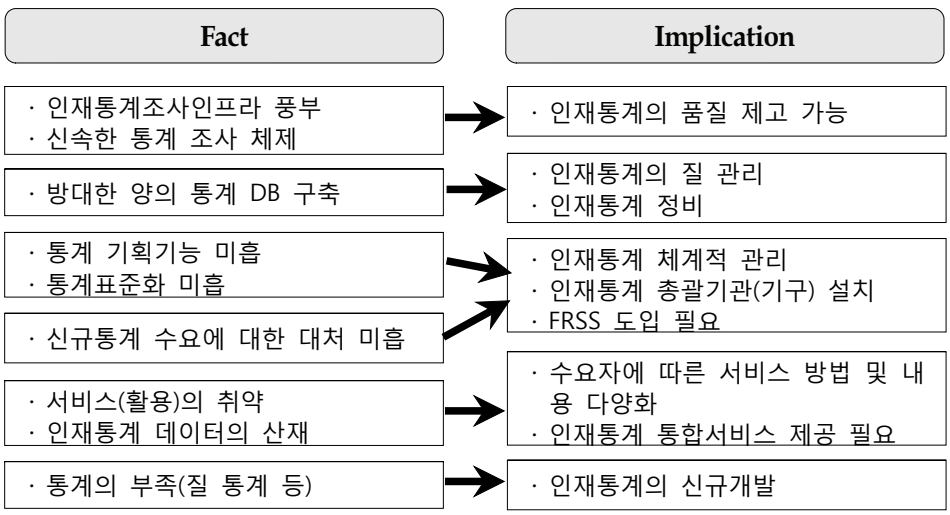

〔그림 14〕 내부역량분석 결과

. SWOT

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SWOT .

SWOT ,

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, 4

(Strength), (Weakness), (Opportunity), (Threat)

.

(Opportunity) (Threat) ,

(Strength) (Weakness) .

SWOT < IV-3> .

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〈표 11〉 인재통계 SWOT 분석 결과

Internal Focus

S(strengths) what do well do? ◦ ◦ ◦ DB	**W**(weakness) what is wrong now? ◦ ◦ ◦ ◦ ◦
O(opportunities) what possibilities exist? ◦ ◦ ◦ , ◦	**T**(threats) what can go wrong? ◦ ◦ ◦ ◦

external Focus

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FRSS(Fast Response Survey System)

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5 인재통계 혁신 전략

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SWOT .

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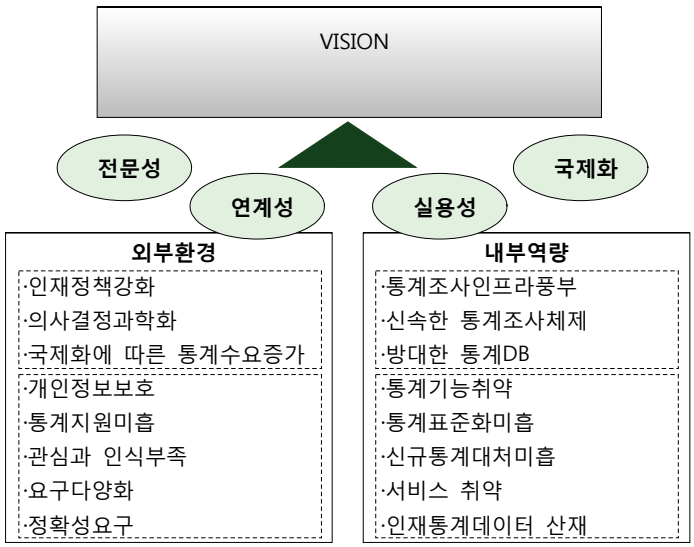

〔그림 15〕 인재통계 혁신 비전

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DB , ,

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(goal) . ‘ ’

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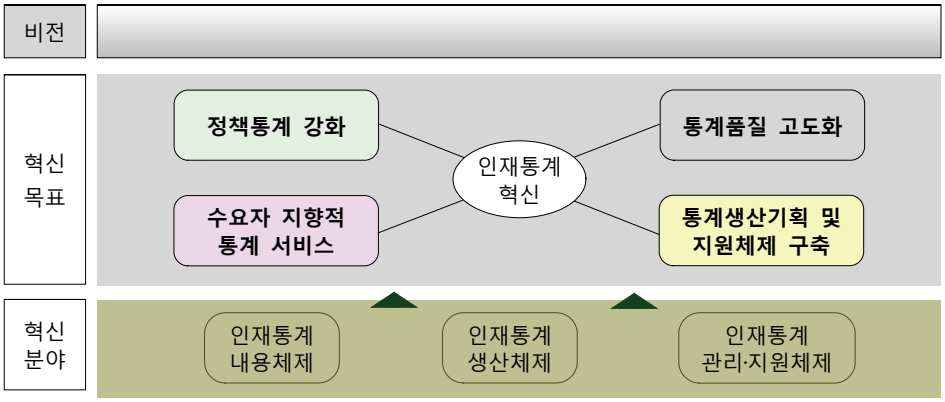

〔그림 16〕 비전과 혁신목표

SWOT , , FRSS ,
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〈표 12〉 SWOT분석에 따른 인재통계 전략

	S(strengths) ◦ ◦ ◦ DB	**W**(weakness) ◦ ◦ ◦ ◦ ◦
O(opportunities) ◦ ◦ ◦ , ◦	**SO전략** **FRSS**	**WO전략** .
T(threats) ◦ ◦ ◦ ◦ ◦	**ST전략**	**WT전략** .

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, .

〈표 13〉 전략목표후보에 대한 전문가 의견조사 결과

	(/7)	(%)	(%)
	6.23	15.67	7.43
	5.90	3.67	12.64
	5.83	5.00	8.92
FRSS	5.90	3.67	12.64
	5.87	10.67	14.87
	6.43	23.67	7.43
	5.80	7.00	13.75
	5.97	10.33	10.04
	6.13	6.67	8.55
	6.07	9.00	11.52

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. 23.67%

, (15.67%),

(10.67%), (10.33%) .

(14.87%),

(13.75%), (12.64%), (11.52%)

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V-3> .

〈표 14〉 인재통계 혁신목표에 따른 전략목표

(3)	(4)	(10)
		FRSS
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(Social Capital), .

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, FRSS(Fast Response Survey System) ,

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〈표 15〉 인재통계 생산기획 및 지원체제 구축을 위한 전략목표

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〈표 16〉 인재정책 통계 강화를 위한 전략목표

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OECD, IMD, WEF

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〈표 17〉 수요자 지향적 통계 서비스를 위한 전략목표

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7. FRSS	KFRSS
8.	
	One-stop

6 :

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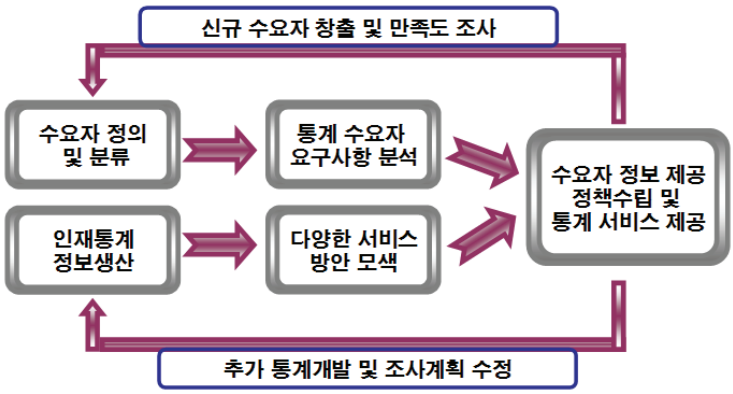

〔그림 17〕 수요자 유형별 맞춤형 서비스 상세화 방안 프로세스

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7 : FRSS(Fast Response Survey System)

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FRSS .

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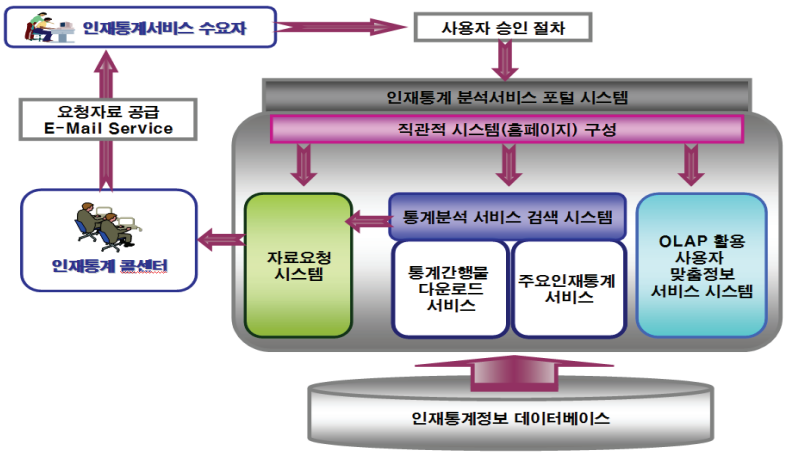

〔그림 18〕 One-stop 통계 분석서비스 시스템 개념도

one-stop

. One-Stop

. One-Stop

(, OLAP (On-Line analytical processing))

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RSS(Really Simple Syndication)

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4)

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〈표 18〉 인재통계 품질 고도화를 위한 전략목표

9.	(Quality Standard)
	ISO
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9 :

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, (Quality Standard) .

NCES (Statistical Standard)

. (ESS, European Statistical Standard)

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ISO 9000 . ISO 9000(International Organization for Standardization 9000)

ISO 1987 QM/QA ,

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ISO 9000 , ISO

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'ISO 9000 ' , ISO 9000

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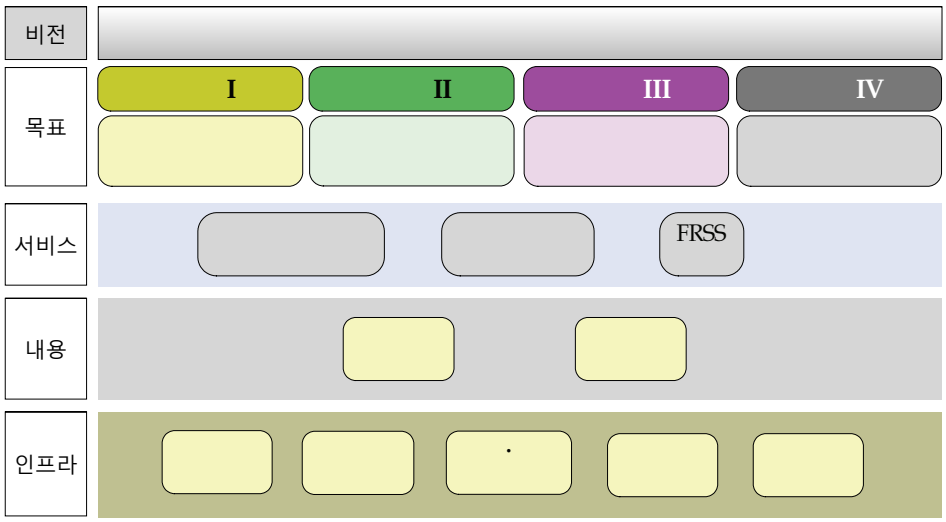

〔그림 19〕 인재통계 혁신전략 체제

6 결 론

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OECD (EAG, Education at a Glance) .

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(AHELO), (PIAAC) .

EAG PISA, AHELO, PIAAC

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EAG, PISA .

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(2006). BSC .
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창의적 인재통계의 발전과제

김 영 철
(한국교육정책연구원)

제 1 부 창의적 인재 육성을 위한 발전과제

Ⅰ. 창의적 인재의 정의[1)]

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‘ (creativity)’ “ ” “

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" creâre .

1971 Oxford English Dictionary , 1988 Webster's Dictionary " ;
(creative ability; artistic or intellectual inventiveness)"
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Piirto(2004) .
Guilford 1950 (American Psychological Association)
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, 1953 Morris L. Stein Journal of Psychology "Creativity and Culture"
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1950 1970
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1980 . 1990
(Craft, 2006).[4]

1990 ,
. Craft(2006)

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. (National Advisory Committees on Creative and Cultural Education: NACCCE, 1999)
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3) Oxford Study Thesaurus(1991) 'creative' artistic, clever, fecund, fertile, imaginative, inspired, inventive, original, positive, productive, resourceful, talented .
4) , , ICT , (creative teaching) , .

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(élite)

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(democratic)

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(imaginative activity fashioned so as to produce outcomes that are both original and of value)’ .

(imaginative activity), (original outcomes),

(value of outcomes) 3 .[6]

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. Wallas(1926) ①
(preparation), ② (incubation), ③ (illumination), ④ (revision)
, Craft(2000) ① (preparation), ② (letting go), ③
(germination), ④ (assimilation), ⑤ (completion) .
Taylor(1959)
, ① (expressive creativity), ②
(productive creativity), ③ (inventive creativity), ④
(innovative creativity), ⑤ (emergenative creativity)
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Torrance(1995) , ,
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Osborn(1953, 1963)

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Guilford(1959)

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Eysenck(1972) · 『 』 , “

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Taylor(1988) ,

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Gardner 7 , 1) , 2)

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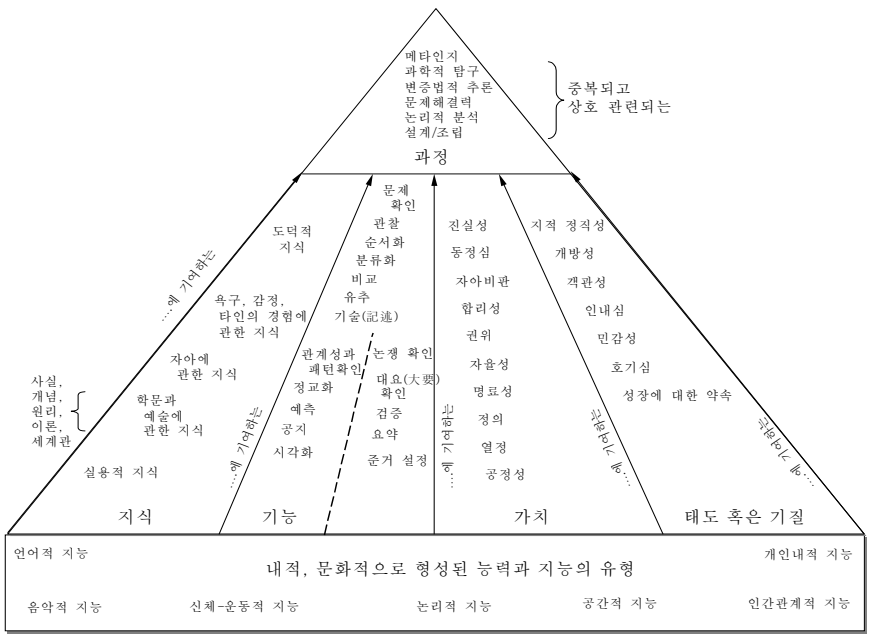

: Klenz, S.(1987). *Creative and Critical Thinking*. Prince Albert, Sask.: Saskatchewan Education.

〔그림 1〕 창의성의 핵심 요소

(1991) ‘ ’ , , , ,

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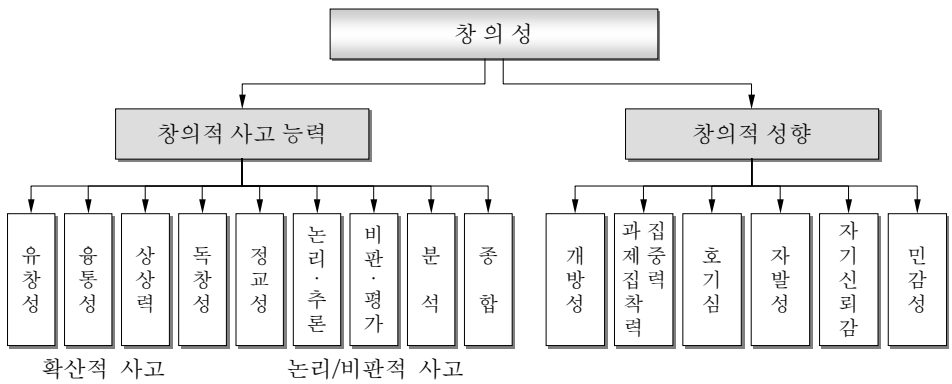

: (2005). Creative Thinker . :

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〔그림 2〕 창의성의 구성 요소

〈표 1〉 창의적 사고와 창의적 성향

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Jackson, Shaw, Wisdom(2006) ,

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Shallcross(1981)

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Ⅱ. 창의적 인재 육성(교육)의 실상

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< 2009>(Global HR Forum 2009) <

>(Creative Education for All) ,

. 2009 11 5 < >(Beyond the Crisis)

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Ⅲ. 창의적 인재 육성 과제

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(知行一致) (knowledge in action)

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11) (Problem-based learning: PBL),
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(teaching for creativity) , ,

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