

02-31

**A Study on Support · Development of Private Specialized
Vocational High Schools**

·

02-31

**A Study on Support · Development of Private Specialized
Vocational High Schools**

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2.		

, 가

2002 12

한국직업능력개발원
강우성

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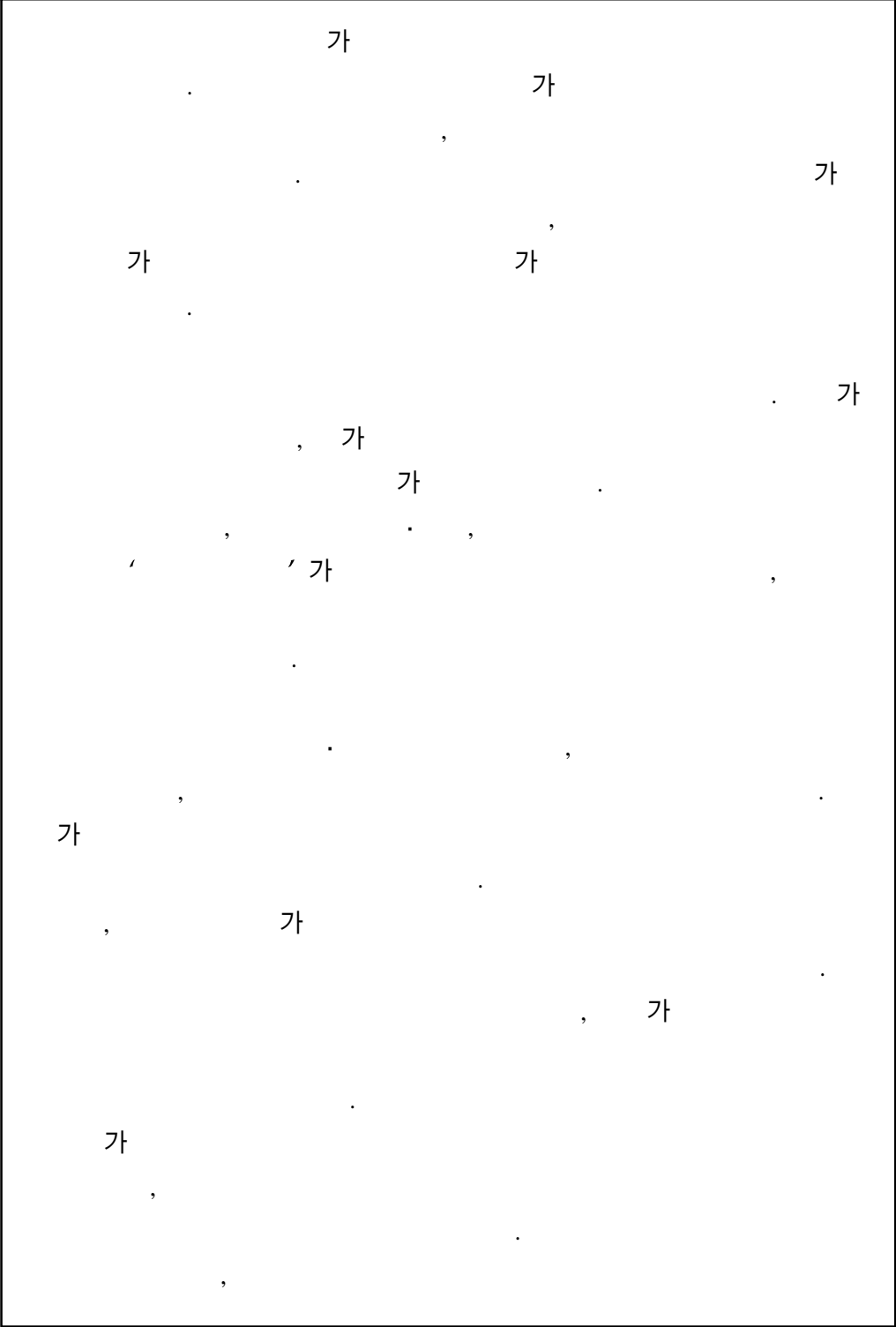
2002 16 가 . .

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가 가 .

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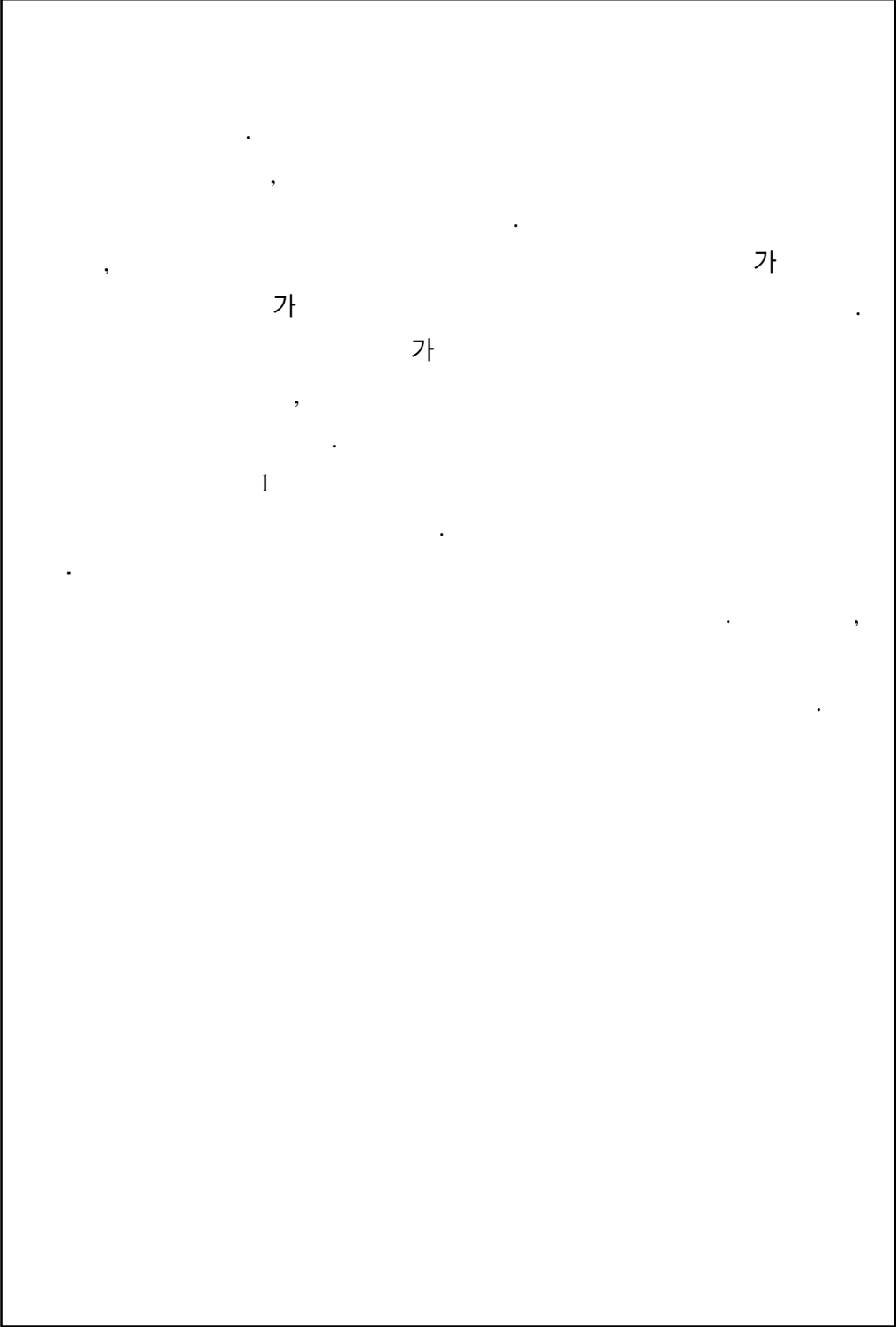
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2.	9
3.	22
•	27
1.	27
2.	36
3.	38
4.	48
•	55
1.	55
2.	68
3.	74

4. 78

• 85

1. 85

2. 92

• 109

1. 109

2. 118

..... 125

ABSTRACT 131

..... 137

< -1>	.....	19
< -1>	,	28
< -2>	.....	30
< -3>	.....	31
< -4>	.....	31
< -5>	.....	32
< -6>	.....	33
< -7>	.....	34
< -8>	(2001)	35
< -9> HC	.....	36
< -10> BC	.....	39
< -11> BC	.....	40
< -12> HJ	.....	41
< -13> HJ	41
< -14> BC	42
< -15> BC	43
< -16> HJ	43
< -17> HJ	44
< -18> BC	44
< -19> HC	45
< -20>	46
< -21>	47
< -1>	56
< -2> 가	69
< -3>	78

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(, 2000).

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가 , 가 (, 2002).

2000). (, ,

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가 (, 1998).

가 (, 1996).

가 (, 1997. 9. 23)

가 (700 , 1997. 10. 11)

, (15482 , 1997. 9. 23)
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2000).

1998 3
가 . 2002 12
13 , 48 , 61
가 .

2.

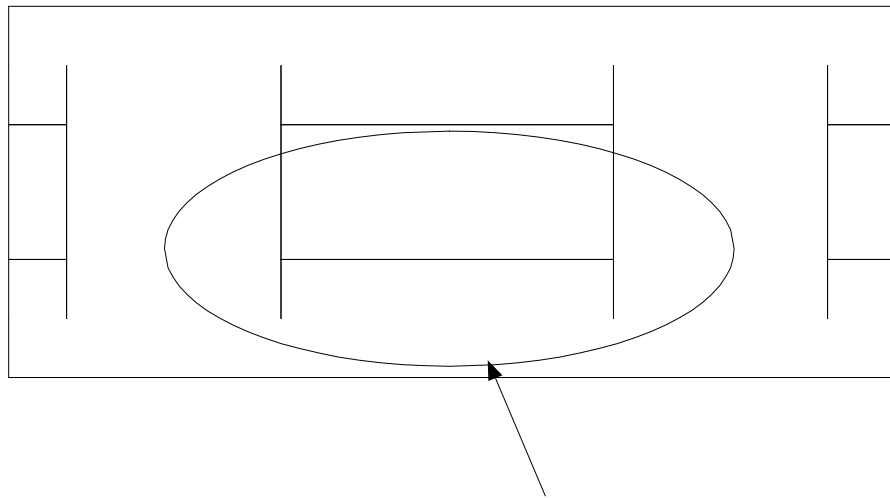
, 34 , 27
. 가 32 ,
16
12 가 , 1 .
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가 .

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1)

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가 (: 가 가 가 가 (, 2002).

[-1] 가 , .

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90 " 1 (" ") " " 91 " " .

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(, 2001).

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(, , 2000: 2).

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	가	.

: (2001). , , p. 93.

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(, 2000).
(, 1998),
가
가 (私人)
가
가
가
(charter school)

3.

가 4 가
가
가

가.

가 1900 79%가 5% (, 2002. 11. 17).

가 70% (, 2000).

가 ,

가

가

(, 2001).

가

가

가

가

가

가

가

가 가 가 ,

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1.

2002 10 16 가
1999

3 가 4 가 2000
4 가, 2001 4
, 2002 5 가 가
가 가

가. ,

5 11 , 16
< -1>

< -1>

(: ,)

MS	617	21	43	4	-
BC	1615	49	77	25	-
AL	450	15	26	3	2
IP	360	12	23	5	1
CD	859	27	54	4	-
DJ	1326	40	65	17	-
HC	408	10	17	-	7
HD	120	4	10	2	1
HJ	311	12	18	9	-
HK	213	9	13	6	1
HT	1595	48	91	9	-

< -1> , 11
 , 가 1,000 3
 , 300 가 2 , 6
 301 1,000 .
 40 3 , 10
 2 10 40
 .

가

, HC 10
 , 2 25
 . BC 77

25 , DJ 65
 17
 .
 , 11 5
 , 1 7
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 가 . ,
 가 ,
 가가 .
 .
 < -2> .
 < -2> , 11
 11 15 가 ,
 6 10 , 16 20 . 21
 , HC HD 21
 , IP HJ 1 .

< -2>

(:)

	5	6 10	11 15	16 20	21 25	25	
MS	9	3	28	2	-	4	46
BC	34	22	24	10	7	3	102
AL	7	1	7	3	5	8	31
IP	-	2	13	7	1	-	23
CD	9	16	15	9	7	2	58
DJ	20	40	14	5	2	1	82
HC	19	1	3	1	-	-	24
HD	4	3	3	-	-	-	10
HJ	13	6	6	1	-	1	27
HK	15	-	2	-	1	2	20
HT	8	2	15	43	17	15	100

.

< -3>

1 가 가

HC, HD, HJ, HK 1 2

. IP 가

1 , HD, HJ 1

5 , 3

< -3>

(:)

			1	2						
MS	1	1	35	9	-	-	-	-	-	46
BC	1	1	67	5	-	-	2	1	-	77
AL	1	1	19	9	-	-	1	-	-	31
IP	1	1	21	-	-	-	-	-	-	23
CD	1	1	38	14			1	1	2	58
DJ	1	1	58	20	-	-	1	1	-	82
HC	1	1	4	6	-	-	-	-	12	24
HD	1	-	2	6	-	-	-	-	3	12
HJ	1	-	5	19	-	-	2	-	-	27
HK	1	1	3	14	-	-	-	-	1	20
HT	1	2	86	9	-	-	1	1	-	100

.

< -4>

(:)

							가
IP	1						
HC		1	1				
HJ				1			
HK					1	1	1

< -4>

가

. , IP , HC , HJ , HK , 가 .

1

4

< -5> , HJ 5
7
가

< -5>

(:)

MS	46	46	-	-
AL	32	31	-	-
IP	28	28	-	-
HD	9	8	-	-
HJ	18	19	1	
HK	20	20	-	-

3

< -6> 3
10 2000
2002 가
, HD 2000 , HJ
2000 1 , 2001 1 , 2002 2 25 4

가

< -6>

(:)

		2000	2001	2002
MS	46	23	24	24
BC	102	93	43	26
AL	31	23	23	14
IP	28	0	16	10
CD	58	27	22	25
DJ	82	40	41	12
HC	17	4	5	4
HD	8	-	-	-
HJ	25	1	1	2
HK	20	1	9	11
HT	100	200	150	108

.

< -7> , 16

18 가 13 15
HC HJ 22

9

MS, BC, AL, CD, DJ, HD, HT

7 22 가

< -7>

(:)

	9	10-12	13-15	16-18	19-21	22	
MS	-	-	2	42	-	-	44
BC	-	9	17	67	7	-	100
AL	-	2	13	14	-	-	29
IP	2	5	10	7	2	1	27
CD	2	1	14	40	1	-	58
DJ	-	6	16	47	10	-	79
HC	1	-	-	-	6	9	16
HD	1	4	-	2	-	-	7
HJ	3	6	-	7	-	9	25
HK	-	2	11	2	2	1	18
HT	5	-	22	72	1	-	100

, 가 1

, 2, 3

가

56

, 1, 2, 3

가 .

. 2001

< -8>

(2001)

(:)

MS	261	52	88	-	119	2	261
BC	601	316	100	-	229	11	656
AL	161	4	4	-	153	-	161
CD	256	103	10	-	142	1	255
DJ	554	215	256	-	83	-	554
HJ	95	34	11	45	50	-	95
HT	701	208	21	8	349	115	701

< -8>

2001

. , 7 AL 3
 가 MS
 261 가 2
 . BC 601
 가 416 , 가 229 11
 . 가
 , 656
 161 153 AL
 ,
 가 , DJ
 가 471 , 83
 . -8
 4 .

2.

가. HC

< -9> HC

				1 (4)	2 (4)	3 (4)
		8	8	4	4	
		2	2	2		
		6	6	6		
		4	4		4	
		8	8	8		
		6	6	6		
		4	4		4	
		2	2	2		
		2	2	2		
		8	8	8		
		.가	6	6		6
		56	56	38	18	
		8	4			4
	I	8	4			4
		4	4		4	
		8	8		4	4
		6	6	6		
		6	6		6	
	I	6	4	4		
	II	6	8		8	
		52	44	10	22	12
			100			

()

				10	11	12
		8	4			4
		8	6		6	
		16	10		6	4
		8	8	8		
		8	8		8	
		6	6			6
		6	6			6
		4	4			4
		4	4	4		
		4	4		4	
		4	4			4
		8	6			6
		4	4			4
		4	4			4
		6	6		6	
		6	6			6
		8	8			8
		4	4			4
			82	12	18	52
			92			

HC

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 2-3 6
 , 1 7
 , , , , , 가 , , , , 가 ,

3.

가.

가 ,

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가

가

가

(< -10, -11 >).

가 ,

(< -10 >).

가 (< -11 >),
가

1)

가)

BC < -10> .

< -10> BC

(:)

	2000		2001	
	4,834,341	4,824,103	5,745,848	5,245,778
	1,778,408	1,778,117	1,615,904	1,615,879
	30,328	28,342	28,574	28,588
	2,940,064	2,932,104	4,076,179	3,576,120
	73,038	73,038	25,191	25,191
	0	0	0	0
	12,503	12,502	0	0

: BC (2002).

< -10> , BC 2001
 25,191,000 1% .
 1,615,879,000 31% ,
 3,576,120,000 68% .
 가

BC < -11> .

< -11> BC

(:)

	2000		2001	
	4,831,730	4,798,912	5,745,845	5,229,746
	3,092,224	3,092,203	3,568,208	3,568,202
	401,896	404,503	780,867	780,021
	62,998	63,038	0	0
	0	0	0	0
()	1,274,559	1,241,818	1,396,770	881,523
	0	0	0	0

: , , .
: BC (2002).

< -11> ,

3,568,202,000 (68%) , 881,523,000
(17%), 780,021,000 (15%)

가

)

HJ

< -12> . HJ 2001 907,832,000
69% , 250,154,000 (20%),
1% 10,356,000 .

< -12> HJ

(:)

	2000		2001	
	712,525	771,997	1,284,109	1,318,043
	174,571	181,129	265,533	250,154
	14,433	14,433	10,356	10,356
	485,268	538,619	858,009	907,832
	32,296	36,297	92,031	92,032
	-	-	-	-
	1,957	1,519	58,180	57,669

: HJ (2002).

HJ < -13>
777,245,000 (65%), 344,030,000 (29%)

< -13> HJ

(:)

	2000		2001	
	712,525	679,965	1,233,997	1,203,872
	566,335	563,937	777,365	777,245
	130,452	111,796	340,668	344,030
	3,868	2,293	14,888	13,991
	-	-	-	-
()	6,000	-	79,190	58,643
	5,870	1,939	21,886	9,963

: HJ (2002).

BC HJ ,

가 1%

가 ,

2)

가)

< -14> .

. BC 2001

33%,

25%

가

< -14> BC

(:)

	2000		2001	
	464,463	464,363	516,144	516,145
	361,578	361,478	338,629	338,629
()	98,357	98,357	162,398	162,398
,	4,528	4,528	15,177	15,118

: BC (2002).

< -15> BC

(:)

	2000		2001	
	464,463	464,363	516,144	495,172
	0	0	43,642	23,007
	61,453	61,452	75,207	75,207
	195,264	195,165	125,792	125,501
	0	0	0	0
	37,882	37,881	48,088	48,086
	0	0	0	0
	97,950	97,950	162,398	162,398
	71,914	71,915	61,017	60,973

: BC (2002).

)

HJ

.

< -16> HJ

(:)

	2000		2001	
	72,436	64,227	62,936	65,938
	36,696	34,324	51,020	50,731
	-	-	-	-
	34,740	29,903	11,916	15,207

: HJ (2002).

HJ 가
 56% 가 ,
 17% 14% .

< -17> HJ

(:)

	2000		2001	
	72,436	52,548	113,048	108,944
	-	-	-	-
	18,820	15,620	18,323	18,323
	16,740	11,289	8,607	7,171
	-	-	-	-
	2,132	1,901	7,539	7,219
	7,660	846	15,337	15,376
	-	-	-	-
	27,084	22,892	63,202	60,905

: HJ (2002).

3) ,
 BC

< -18> .

< -18> BC

(:)

2000	1,405,370,300	1,190,922	0
2001	2,069,169,000	874,738	0

: BC (2002).

BC 36%

가

HC
< -19>

< -19> HC

(:)

2000	0	57,601	113,000
2001	0	123,004	105,300

: HC (2002).

HC , 2001

6% 105,300,000 .

가 ,

가

가

(< -20>).

(< -21>).

< -20> BC , 1,615
 가 749 2 1 , DJ
 1,326 687 2 1

< -21> , HC
 408 가 48 , 9 1
 , HK 213 63

< -20>

					()											
	486				486				486							
BC	852	.	852	.	749	.	749	.	93	.	93	.	10	.	10	.
CD	356	.	365	.	304	.	304	.	58	.	58	.	3	.	3	.
DJ	777	.	721	56	687	.	631	56	80	.	80	.	10	.	10	.
MS	414	.	414	.	362	.	362	.	47	.	47	.	5	.	5	.

: (2002).

< -21>

		()														
		486		486		486		486								
	111	.	111	.	80	.	80	.	27	.	27	.	4	.	4	.
	70	.	70	.	48	.	48	.	18	.	18	.	4	.	4	.
	87	1	86	.	63	.	63	.	20	.	20	.	4	1	3	.
	156	.	156	.	110	.	110	.	40	.	40	.	6	.	6	.
	117	.	113	4	103	.	99	4	11	.	11	.	3	.	3	.
	246	.	246	.	218	.	218	.	25	.	25	.	3	.	3	.

: (2002).

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가 . 가 가

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가 , 가 .

가 .

4.

가.

2002 16 가 , 4
 , 12
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 BC
 .
 , , 1:1
 .
 70% 50%
 .
 , IT
 12 , 7
 390 53 13,960 가 .
 5,950,000
 .
 , 13 가
 59% 가 .
 8 가
 .
 , 가 4 324
 68 4,063 가 , 5 25
 .
 가 .
 BC ,
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가

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3)
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가 .

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가

4) .
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, 가
, 가 .

가

HJ

가 . HJ 2002

80%

20%

2).

가

HJ

가

가

2) HD (2002)
85%

가 . 가 ,
 .

가

가
가

가

가
가

1.

가
1990
가

12%,
43%,
45%

(NCES, 1998).

< -1>

1982	35.2%	37.9%	26.9%
1992	45.3%	43.0%	11.9%

: NCES(1998). Vocational Education in the United States: the Early 1990's.
<http://www.ed.gov/offices/OVAE/datastat.html>

1982
1994 (U. S. Department of Education, 2000) ,
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가 가 .
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, 가
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가 ,
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가.

10

가 가 가
가 :
(A Nation at Risk for Excellence)』

21 (Report of Twentieth Century Fund Force
on Federal Elementary and Secondary Education Policy)』,
(High School: A Report on Secondary Education
in America)』

가 가

Tech Prep

가

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'The Forgotten Half: Non-College Youth in America'(1988)

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가

4)

가,

1) Tech-Prep

Tech Prep

Perkins 3)

, Tech Prep

3) Perkins

-Carl D. Perkins

가 . , ,
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 Tech Prep
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 Tech Prep .
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 . Tech
 Prep 2 2 2+2
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2) School-to-Work Transition(-)

가 . ,
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 가 . School-to-Work
 Transition
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 (School to Work Opportunities Act of 1994,
 , 1999).

가 , 3/4 ,

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Act of 1994』 , 1994 『School-to-Work Opportunities 가

가 가 School-to-Work Opportunities Act

(Work-Based Learning) (School-Based Learning)

3) : Sussex

1961

Sussex

1,200

. Sussex

. Sussex

▪

▪

▪

▪

가

▪

가

가

▪가

▪

가

▪가 ,

가

- 가 ,
- ,

Sussex

가) **(Business Internship Program)**

on-the-job(OJT)

가 가

)

가

6,400

) **Techacademic Coaching**

Techacademic coaches

. Techacademic coaching

) **Extra-Help Programs**

1-2 ,

가

) **Tech Prep**

Tech Prep

. Tech Prep

,
/ , / , , , , ,
, , 가 .

) (National Vocational-Technical Honor
Society: NV-THS)

NV-THS , , , , ,
, , , , ,
, , , , ,
.

- 93
 - 93
 - 가
-) (Field Trips)

가

가가

) Job Shadowing

Job shadowing

가

. Job shadowing

, 4 Job shadowing .
)

가

2.

(5 11), (11 18),
(16 19), (18)
5 16 ,

(General Certificate of Secondary Education: GCSE)

Sixth Form Sixth Form College

가

가

가

(National Curriculum)

가

가

가

가

(, 1999).

가

, 가

, 가

. 가

(Key Stage: KS)

(< -2>)

, , , , , ,
KS 1 KS 4 .

< -2> 가

Key Statge 1(KS 1)	5-7	1-2
Key Statge 2(KS 2)	7-11	3-6
Key Statge 3(KS 3)	11-14	7-9
Key Statge 4(KS 4)	14-16	10-11

: (1999). . p.180

KS 4 가 (GNVQs)

1995 가

14

가

. , 14

16 KS 4 가

Part One

GNVQs GNVQs . Part One GNVQs

가

14

16

. , Part One GNVQs

GNVQs , ,

(vocational unit)

(key skill unit)

1980

(, 1998; , 1999).

(Comprehensive School),
(City Technology College)
가 GNVQs(General National Vocational Qualifications)
(Polytechnic)
(Comprehensive School) 90%가
가
1988
가 가
가 (11-16
) 16 가
6
(Technical School) 가
(, 1999).
. 1998
6 (5 ; DfEE, 1998) 가
(City Technology College) 1988
, 가가
. 11 18
가

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GNVQs , GNVQ . 가
(GNVQs)

. ,
. GNVQ

, 가 GNVQ
(business studies), (computing), (information technology)
가 (, 1999).
GNVQ

가.

, , , 16 19

(Work Based Training for Young People: WBTYP)

16

, (Modern Apprenticeships), 가
(National Traineeships)가 ,

1)

1995 ,
, 가 ,

30 40
40

16 24

(National Training Organization: NTO)

, 가 (NVQ) 3
, 가 3 가
3/4 81 가 .

2) 가 (National Traineeships)

1997 , 16 18 46

2

가

2

가

가

가

1999 9 1

19

16

17

가

가

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가

가

1

1988

(Education Reform Act)

가

가

(, 1999).

3.

9 6 18 12 .

2

가.

(Grundschule) 6

4

(Hauptschule), 3

(Realschule),

(grammar school)

2

(Gymnasium)

15-16

45% 5 6

(Berufsschule) 4 5 (Berufsfachschule) 2

20% ,
 20 12 16
 4 ,

가

(Mittle Reife)

(Fachoberschule)

(, 1999).

(BMBF) 1997

(, 1999, p.66).

1)

2)

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가

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8)

가

가

(Dual)

가 . , 가 ,

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2-3

20-40%

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82 , 3 , 15%

가 가 ,
가 가
가
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가 II
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가
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61

가

61

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82

15%

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[11]

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5) “

8

가 10 11

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2002

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School-to-Work Transition(-) Tech-Prep . Tech
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School-to-Work Transition(-)

1995 가
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 GNVQs (key skill unit) , (vocational unit)
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 (Comprehensive School),
 (City Technology College)
 가 GNVQs(General National
 Vocational Qualifications)
 (Comprehensive School) 90%가
 ,
 가 (Technical
 School) 가
 (City Technology College) 1988
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GNVQ

15-16

45% 5 6

4 5
(Berufsfachschule)

2
(Berufsschule)

20%

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12 16

가 (Dual)

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- (2000).
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- (1997). ().
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- (1997).
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ABSTRACT

A Study on Support · Development of Private Specialized Vocational High Schools

Korean Research Institute For Private School Education

Reearch-in-Charge : Yong-Ho Kim

Research Staff : Sook-Yi Kim

Sou-Hyun Jeong(KEDI)

Sunny Kim(MyungJi College)

In 2002, there exist only sixteen private specialized high schools, compared to 32 public specialized high schools. The governmental administrative and financial support to specialized schools are biased toward public schools and this hinders setting directions of transformation of private schools into specialized schools. The present study was conducted to analyze the present states and outcomes of private specialized high schools and to examine the system conditions and legal devices needed for private schools to transform into specialized schools, faced with these problems.

The meaning of the introduction of private specialized high schools could be found in the fact that securing autonomy is crucial for private schools to exert their potential as a distinctive school. Innovative and novel ideas, productive educational methods and procedures are the outcomes that could be found when school autonomy is ensured. Therefore,

the government should allow private schools to make their own decisions and practice to keep and develop their characteristics. Based on this, it can be stated that implementation of distinctive founding philosophy means specialization of private schools. Accordingly, specialization of private high schools is the rightful conclusion in light to the nature of private schools.

Because the process of implementing distinctive founding philosophy with the maximum autonomy is the process of specialization, future policies on private schools should be made in direction of decreasing control and increasing support.

Specialized high schools have offered a chance to explore diverse educational alternatives and extended choices by presenting a new framework of school administration. In addition, specialized high schools enjoy more autonomy in the areas of curriculum organization and management and student selection compared to other schools.

The limitations of the vocational specialized high school administration are partly caused by the perception that specialized high school is a countermeasure to the crisis of vocational high schools. In a situation where many students want to go to college, there exist conflicts between the identity of specialized high school and students' demand.

As of July 2002, thirteen private specialized high schools have been established and run. As can be seen, the number of specialized high schools is not high. However, many vocational high schools consider transforming into specialized high schools and the number is expected to increase. Among private specialized high schools, five schools are information communication schools directly related to computers. Other schools are specialized for automobile, electronics-machine, tourism, metal, cooking, or piano. Among these, only one school is financially self-sufficient and other schools receive governmental support to make up their financial deficit.

These schools suffer from poor financial structures even after transforming

into specialized high schools. Information communication schools could receive support from the information communication department in addition to that from the district office of education. However, most schools have a hard time to find any support from the private sector, except metal and touring schools.

Private specialized schools show big differences in budget. Self-help is desperately needed, but is hard to achieve. Furthermore, many different sources of difficulties, such as the decreasing number of middle school students, avoidance of vocational schools, and desire to go to universities make the situation even worse.

Most private specialized high schools heavily rely on students' fee and receive little support from school foundation, and therefore depend on the governmental support. Most expenditure spends for personnel expenses, and excessive personnel expenses shrink working expenses and investment for devices.

The outcomes of private specialized high schools turned out to be very good in terms of student recruitment, school administration, and improvement of devices.

Other positive changes include the increased student recruitment, the possibility of securing teachers who teach specialized-subjects, the increased proportion of specialized-subjects, the development of new teaching materials, the increased professionalism and heightened rationale of teachers who teach specialized-subjects, the increased devices, and the increased financial support.

Also changes in the perception of community, students, and teachers occurred, and teachers' professionalism has been facilitated. In addition, various club activities are activated, and students' opportunities to be employed has risen due to the increased vertical linkages. Private specialized high school also play a role as community information centers.

As can be seen, private specialized high schools reap positive outcomes in the realms of administration, facilitating students' academic motivation, heightening teachers' professionalism, vitalizing community.

In the early days of introduction, specialized high schools are not well recognized and schools had relative distinctive specialties. However, as the number grows, more and more schools have similar specialties. This makes the perspective of specialized high schools obscure.

The specialized schools of advanced countries such as the U. S. A., Britain, and Germany give us many suggestions: developing diverse programs, enhancing autonomy of education system, renovating the financial incentive system for vocational education, changing to a new ability-based system from a license-based system, developing educational programs that take into considerations of changes in occupation and industry structure due to rapid change, establishing a life long education system that links curriculum of specialized high schools and those of community college and universities, strengthening field training and forming and maintaining close network with industry, improving school environments and teacher training to ensure the continuous modernization of vocational education, facilitating teachers' in-service training, developing and running diverse student selection methods and standards.

In order for private specialized high schools to flourish, autonomy and freedom, which is the core idea of establishing specialized high schools, should be ensured. The growth of specialized high school would be achieved if and only if they could enjoy full autonomy and independence. Therefore, allowing private school to have autonomy in the areas of student selection, organization and management of curriculum, amount of student fee will be an effective way of highlighting the meaning of private schools and running specialized education freely.

Various laws and regulations on the school administrative system of

specialized schools should be set to meet private specialized high schools' need to secure autonomy and to strive for diversification and specialization. If a private specialized high school is designated as an independent school, it does not need to take inspection of the district office of education, and thus can achieve the administrative independence. However, the basis for transforming of a specialized high school into an independent school is not yet prepared. Thus, it is more appropriate to improve administrative systems of specialized high schools.

The school charter established and announced public by private specialized schools should ensure 'the right to know' of students and parents on school administration and provide them with information needed to select schools. Therefore, the department of education and human resources should take the full responsibility and make sure that the district office of education is doing only tasks that is clearly stated in the school charter and not intervening in school administration. It deserves much consideration to set up an autonomous 'private specialized high school committee'(tentative name) to evaluate them.

[1]139

[2]141

[3]165

[1]

2002. 12.

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(250)	'99 가	(5)				http://www.boystown.hs.kr
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		52	26	26	4	2	2		
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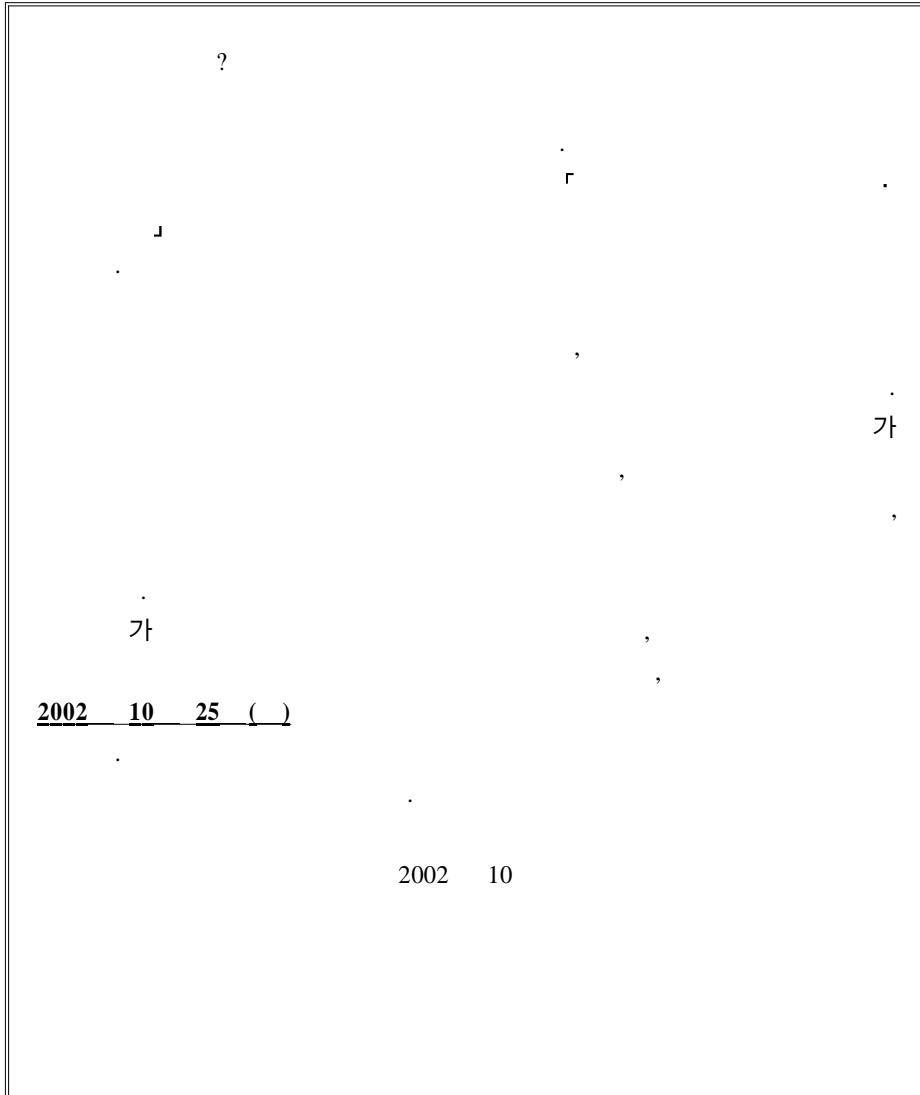
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