

99- 11



99- 11

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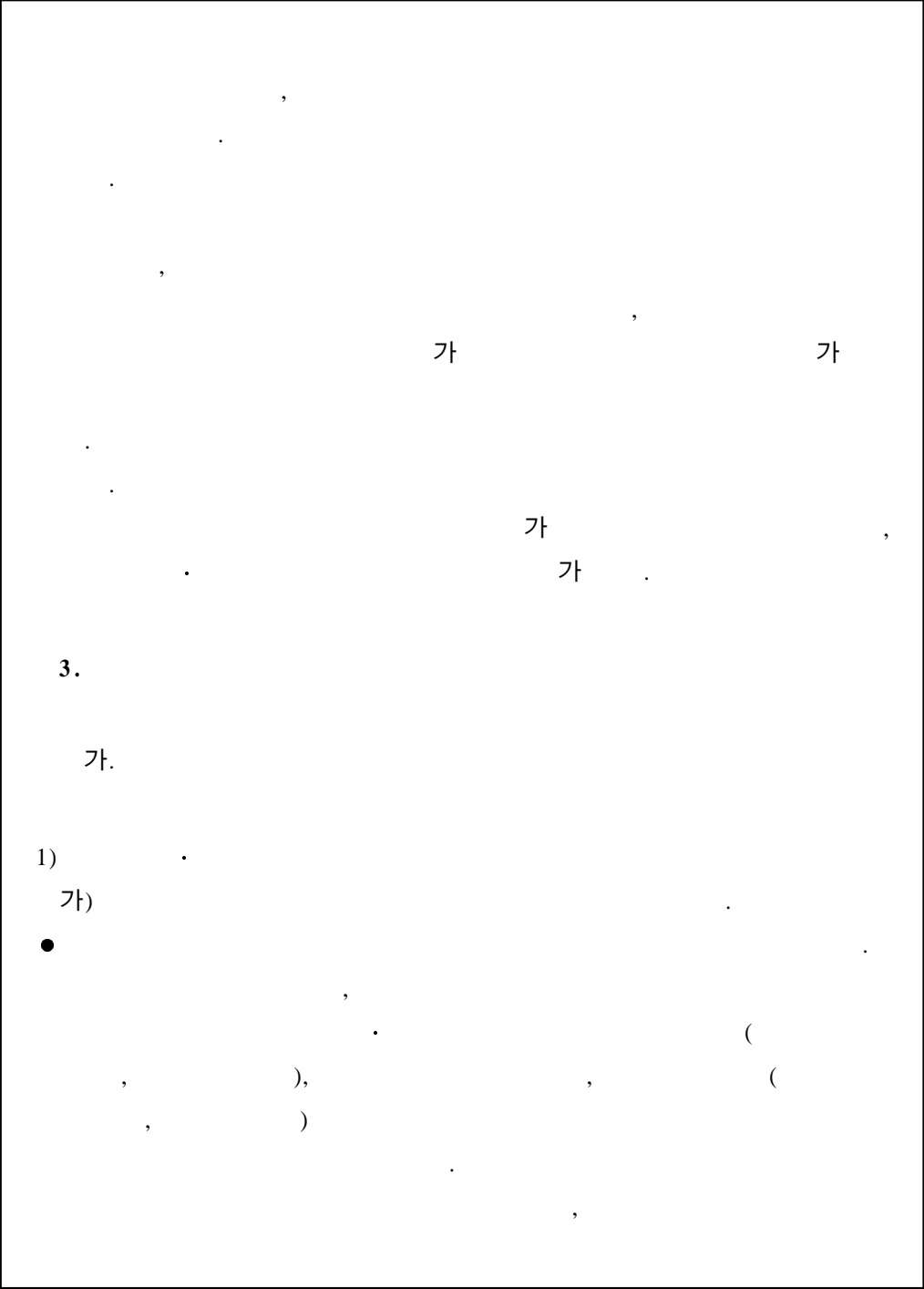
1990
가

OECD 가

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● 가 「 」(가)

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가) 49 (1)

58

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43

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‘(learning by doing) ‘

’(learning by producing)

)

가

‘(work-based program) .

가 가 가

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1.	13
2.	21
3.	30
4.	34
•	•41
1.	41
2.	67
3.	80
•	83
1.	83

2.	가	89
3.		94
4.		113
•		125
1.		125
2.		134
		157
ABSTRACT		 163

< III- 1>	68
< - 1>	89

[- 1]	7
[- 1]	114

•

1.

가

(competence)

“ ”

, 1997. 3. 27;

, 1999. 3)

OECD 가

transition)

‘ (school-to-work

’(school-industry partnership)

(School-Based Enterprise: SBE)

가 가

(von Borstel, 1982).

가

“

”(Stern et al., 1994: 3; , 1998: 25-7; , 1998: 51)

가
(Stern et al., 1994: 3-11; Hoerner & Wehrley,
1995: 29-30) 1990

가 ,
가

가 . 1970 가

가 가

가 가 가
가 가

가 가 가

가 가 가

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가

4

Enterprise: SBE) “ (School-Based

”(Stern, 1991: 17; Stern, et. al., 1994: 3)

(, 1998: 27-7; , 1998: 51)

가

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가

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가

가

3.

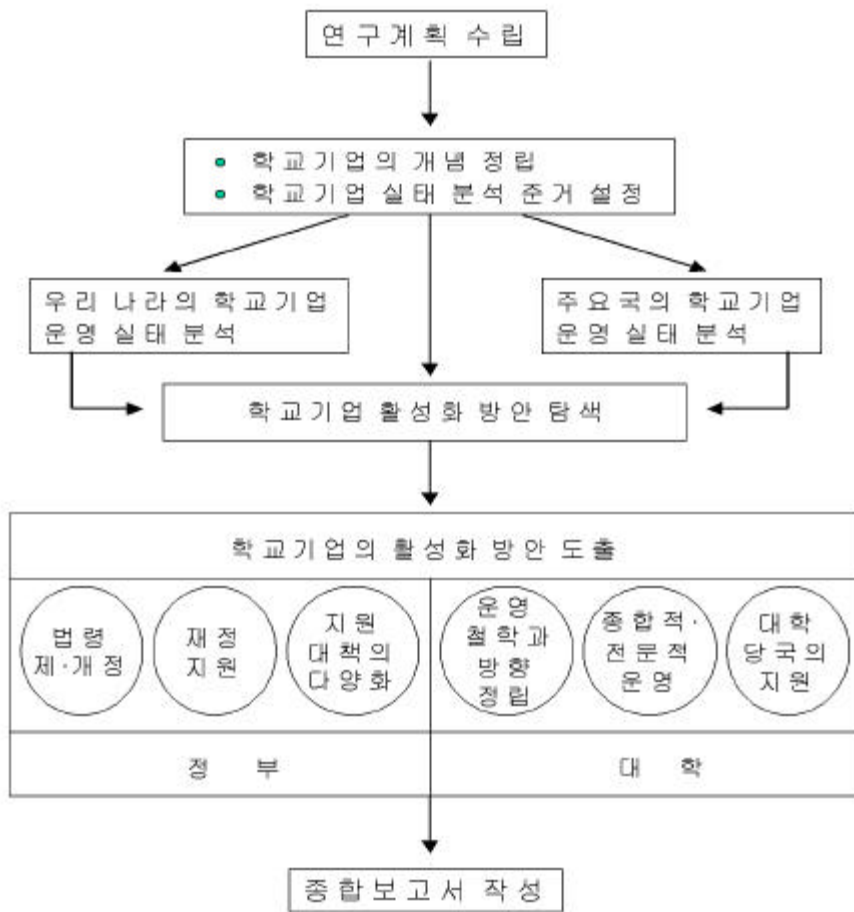
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(難題)가 ,
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2)

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(E-mail)
(Fairfax County Public Schools) High School) (Southington

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1.

‘ (productive education)
(von Borstel, 1982; Stern et al., 1994).

가 (Rousseau, Dewey,
Pinkevitch, Pestalozzi) “
”(von Borstel, 1982: 37)

가

가.

labour) ‘ (theoretical learning)
(Comenius) (Downs, 1975:
96) 가 1634 ‘ (manual

work) (books)
(senses) (von
Borstel, 1982: 41) 가

(Loke)
'(Plan for
Working-Schools for Poor Children)
(Stern et al., 1994: 5).
가
가

(von Borstel, 1982: 44).
(romanticism) 가 (Rousseau)
가
(Baskin, 1966) , 가 가
(von Borstel, 1982: 46).

(empiricism)

'(Emile)

‘ (nature) (Stewart,
1972: 15). 가
(senses)

(von Borstel, 1982: 48-9)

가

가 가 가

(Pollard, 1956: 17),

(Pestalozzi)

1774

(Neuhof)

가

(von Borstel, 1982: 49-50)

가

가

(Downs, 1975: 96)

‘ , ’(education through and for work)
(von Borstel, 1982: 50).

(Downs, 1975: 95).

(Down, 1975: 96).

3 가

(

가) 150

(von Borstel, 1982: 51).

(play) 가

(Froebel) 1816

가

1826

‘(The Education

of Man)

(things)

(Sahakian & Sahakian, 1974: 120).

’(bookish)

’(pedagogy of activity)

가 (von Borstel, 1982: 51-2).

18 19

(utopian) (Fourier)

(von Borstel, 1982: 54).

’(senses)

’(physical abilities)

education) . ‘ (polytechnical
(Price, 1977: 71) “
”
가

‘ (polytechnical)
가 20
가 (von Borstel, 1982:
66).

“ 가 (self-supporting)
”
, ,
(Pinkevitch, 1929: 186).

(Makarenko)가
가 가 (Stern et al., 1994: 5-6).
가 , , , 가
, 가
4

(Dewey)
가

(Peck, 1989: 5-28).

가

(Fidler, 1983,

48-63; Riggs, 1981: 646-56).

가 1990

‘Perkins

’(Carl Perkins Vocational and Applied Technology Education Act Amendments) 1994 ‘ -

’(STWOA: School-to-Work Opportunities Act)

101

“

“

’(school-based

learning) ‘ ’(work-based learning)

가

”

(Hoerner & Wehrley, 1995) ‘

’(work-

based learning)

“

가

”

가

“

가

,

가

가

”

가 .
(Foxfire)
(Wigginton, 1986).
가 .
(Berryman, 1992: 68) ‘ 가
’(entrepreneurship) 가 ,
, . ,
. (Stone, 1989)
가 (entrepreneurship)
, ,
가
. Stern(1991: 17) ‘ 가 ’(entrepreneurial
skill) 가 가 가
(McFarlane, 1981: 138) 가 가
‘ ,
. 가 가
(Ashmore, 1988) 가 40%가 , 26%
가 ,
. 가
가 가
가 가 .

2.

. ,
, .

가 (Sher, 1977; Raizen, 1989; Stern & Nakata, 1989; Berryman, 1992: 69; Stern et al., 1994: 49-53; Klen, 1996; Murnane & Levy, 1996; Hamilton & Hamilton, 1997)

가.

가

가가

가

가

OECD

가

1990

가

가

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가

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가

가

1990

‘ (Perkins Act)

가

가

가

가
, ' (teamworking)

가
가

, ' (specific work skills)

가

, ' (generic work skills)

(, ,)

, , , , ,
) 가 .
 . 1991 가 ‘
 ’(What Work Requires of Schools) ‘SCANS
 ’(SCANS commission: Secretary's Commission on Achieving Necessary
 Skills)가 .
 - (industry-specific
 knowledge) (generic work skills), (core competencies),
 가 (transferable skills)
 가
 가
 (three-part foundation skills) 5 (five general
 competencies) (basic skills),
 (thinking skills), (personal qualities) .
 (resources), (interpersonal relations), (use of information),
 (understanding system), (employing technology)

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 ,
 .
 가 .
 ,

'(seedbeds)

가

가

가

by doing)

'(learning

'(doing by learning)

가

3.

(Berryman, 1992: 68)

가

(Stern, 1991: 22)

가

가

가 가

가

가 가

(Stern et al, 1995)

, 1 15 20

(post-secondary education)

가

(Greenberger & Steinberg, 1986: 238)

(psychosocial)

“ ”

가

(Stern et al, 1994: 119-68)

가

가

, ()

가
'(Socratic) , ' ,

가 가 ' (feedback)

가

가

가

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가
가
,
가
(networking)
가

4.

(

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(Stern et al, 1997)

가

가

가

가

16

(Stern et al, 1994)

'School-Based Enterprise'

34

16

가,

(Stone, 1989)

'가

'(entrepreneurship education),

가

(longitudinal)

가

(Stern & Nakata, 1989)

가
(
)

(Steinberg, 1997)

(specific procedural know-how)

가

가

(authenticity), (connections), (academic rigor), (applied learning), (active exploration), 가 (assessment) '6 A'

(Pauly et al., 1995)

가

가 (Jamieson et al., 1988) , 1986
 ‘(mini-enterprises)’
 1963 ‘(young enterprise)’
 가 1919 가
 가 (Williams, 1991).
 가 가
 (von Borstel, 1982)
 가 , 가
 가
 (von Borstel, 1982:
 183-319) 가 27 ()
 , 9
 , 4 60% 90%
 , 6 25% 45%

가 가
 (van Rensburg, 1974) 가
 ‘가’(prosocial values)
 가 가

가
가 ,
(1996a:
27-8; 1996b: 74)

(Georgia) (Foxfire Fund)
, , , 가

(Michigan) (Munising)
가 가
(North Carolina)

가
(1998)
,
가

transition) ‘ (school to work
, (work to school transition)

2

(1998)

1.

가.

(Stern et al) 1991 , 2 ,

50 (州) ,

165

16 .

1994 「 」(School-Based Enterprise)

(Vaughan,

1989: 38; Stern, 1991: 17-22; Berryman, 1992: 68-9; Naylor, 1997)

1)

가) (Fairfax County)

(Washington, D.C.)

(學校區) . 23 가 130,000

. 1972 , , 가 ,

· (Applied Technical/Vocational Education, Inc.)

the mall), ‘ 가 (housing construction), ‘ (classroom on dealership) (automotive

‘ (Marketplace)

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1971

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1991

525,000

가

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2 (1,080)

) (Southington High School)
(Connecticut)

1968

, , ' (DECA: Distributive
Education Clubs of America) 9

1

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가 가

DECA

1992

ShopRite

'(compentency-based curriculum)

가

)

(Rindge School of Technical Arts)

가

(Massachusetts)

(Cambridge)

'Cambridge Rindge and Latin School'

가

200

300

(Rosenstock)

1991 9

50

70

가

)
 1986 (Rothsay High School)
 (Minnesota) (Rothsay)
 가
 40
 가 10%, 60%, 가 15%,
 가 15% 가
 가
 가 20,000
 30,000
 5
 Rothsay Community
 Development 30,000 가
 가 14
 가
 가
 1991
 Teenager Innovative Group,

Entrepreneurs of Rothsay' 'Tiger' , 가 , Tiger . 1992-93 300,000 , 40,000 가 , ' (business incubator) (Body Shop) (tanning) , (Scandinavia)) (Belle Fourche High School) (South Dakota) 4 350 ' 가 '(entrepreneurship) 1982 ' (writing program) ' Sheldon ' , 'Cockleburr Country' , 1980 'THIS' 가

가

가

가

가

)

(Brooks County High School)

(Georgia)

1980 'REAL'

50

가

가

가 가

) (Mt. Edgecumbe High School)

(Alaska)

24

4 3

2 ‘ ’

1 , ,

’(interdisciplinary project)

가 ,

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가

‘Edgecumbe Enterprise’

‘Alaska Pulp Company’가

‘ 가 ’

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가

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2)

가) (The High School of Cooperative and
Technical Education)

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, 가 , , 가 .
Coop Tech

가
Coop Tech 가

Coop Tech
60
(New York City)

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(Metro Technical Institute)

(Arizona)

(Phoenix)

43

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15,000

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가

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(Warren Occupational Technical Center)

(community college)

가

가

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1979
(Marion County Technical Center)
(West Virginia)
30
(Marion)
가

FFA(Future Farmers of America)

3
, 가 ,
. FFA

3) 2
가)
(Ohio) (Hocking Technical College)
(Nelsonville) 2

가

'Quality Inn' 가
 55,000
 'Paul Bunyan Show' 'Ohio
 Technology Transfer Organization'
 enrollment) ' (block
) ()
 가
 . 4
 enterprise) (製材所) '(Wildlife Product
 10
 가 가
 가
 (木材)
 . 8
 3 300,000

가

'(seed money)

) (Gateway Technical College)

(Wisconsin)

(Kenosha)

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가, 가)

가 KBLE

5 7

'(alternative music:)

2

가

가 .
가 ,

가

(Moeller & Ljung) 1999 2 OECD

가 (21

: Preparing Youth for the 21st Century: The Policy Lessons from the
Past Two Decades) (Production School)

'(productive education)

1)

9

가 . 1970
가 가 , (9)
가

가
, 1985

1998 (education of all youngsters) 가

가

2)

1998 12,000 108 가 , 25

9 가 1 5 6

5 10% 가 가 90 95%

가 , , , (school grant) . 18

DKK 1,070(170 US dollars), 18 DKK 440(70 US dollars) 가

3)

가

25

25

가

가

가

'(competence),

가

가

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가

4)

'(learn how to learn).

“ ”

가

'(learning by doing)

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가가

6 8

가

가
가

3

, CD-ROM,

5) 가

가

가

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가가

가

‘(contract responsibility system)가

(production) (teaching), (technical service),
system) ‘3 (three-in-one school

1989

(MENG Guang-ping)

1)

(校地)

가

60%

50%

(Shaanxi) (Xianyang)

1,500 (junior middle school) , 4

(grinding machines)

. 574 18,800

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4 20

(Shangdong) (Yantai)

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,
(Hebei) (Baofeng si)
가 가 가 ,
가 가
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가 가
3 가
가 , 가
(

) , 가
,
'(sandwich learning)
(Hebei) (Nangong)

'(training bases)
가
. 가 가

'(chain of production)가

3)

(Jin song) (Beijing)
3

가
3

가
가

가 가 .

가

4)

(non-profit)

(branch school)

가

가

가

(Minstry of Public Health)
Commission) 1987

가

(State Education

(MENG Guang-ping)

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1.

가 (個人事)가
가
'(work-based learning)
() 가 ,
가 가
가

(Bishop, 1989, 6-10; Rosenbaum, 1989).

()

가
(thought) 가

(Resnick, 1987a, 1987b: 13-20; Raizen, 1989; Brown et al., 1989: 32-41)

가 가

21

(, 1999: 19-22; , 1999b: 81).

가

(, , , ,)

가

가

가

‘ - ’(school to work transition)

가 ()

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(vision)

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가

가

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1970

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'(employability)

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(科)

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1973 2 22 「

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1997 3 27 「

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1999 3 「 」

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	가	■ ■ ■ ■ 가
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 1). 1997 10 1 2007 12 31
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 가
 . 2 ‘ , 3
 ‘가’ “特許權·實用新案權(特許出願·實用新案登録出願
 特許廳長) .
 ” () 가
) 가
 가

法 第2條 : 法 “實驗室工場” 企業 創業 大學
研究機關 研究施設 工業配置 工場設立 法律 第28條
都市型工場 業種 生産施設 事業場 . <新設 '98・12・30>

法 第15條 (機關別中小企業技術開發支援計劃) 施行) 中央行政機關 政府投資機關
大統領令 機關 長 中小企業 技術開發 計劃 () 施行

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8
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7 () 15 1
(“ ”)
(“ ”) 2
(2) _____
1. : , , , , , , , ,

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8 ()

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- 3.
- 4.

9 ()

1

- 1.
- 2.
- 3.

가

法 第23條(企業活性化委員會) ① 政府 企業 審議
 議決 企業活性化委員會(“委員會”)
 委員會 委員長 副委員長 20人 委員
 委員長 産業資源部長官 副委員長 中小企業廳長 , 委員 大統領令
 者가 . <改正 '98 . 2 . 28>

委員會 大統領令
 15 () 23 1
 (“ ”) . < '98 . 2 . 28, '99 . 4 .

30>

- 1.
- 2.
- 3.
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- 5.
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- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 15.
- 16.

가

가

法 第16條(教育公務員 創業時 休職許容) 各號 1 者(“)) 44 1 , 國家公務員法 第71條第2項, 地方公務員法 第63條第2項 私立學校法 第59條第1項 規定 企業 創業 企業 任員 勤務 休職 . <改正 '98 . 12 . 30>

1. 高等教育法 大學(產業大學 專門大學) 教員(大學附設研究所 研究員) <改正 '98 . 12 . 30>

2. 國·公立研究機關 研究員(韓國科學技術院法 第15條 光州科學技術院法 第14條 教員 研究員) 第1項 規定 休職期間 3年 . 大學 教員 休職期間 教育公務員法 第45條第2項 規定 任用期間 殘餘期間 第1項 規定 大學 教員 國·公立 研究機關 研究員 6月 休職 休職日 大學 國·公立研究機關 休職者 數 教員 研究員 定員

法第16條 2(教育公務員 兼任 兼職 特例) 教育公務員 大統領令 政府出捐研究機關(國防分野 研究機關) 研究員 所屬機關 長 許可 企業 代表者 任·職員 兼任 兼職 . , 公務員 許可 職務上 能率 가

第1項 規定 所屬機關 長 許可 教育公務員法 第18條第1項 協同研究開發促進法 第6條第4項 規定 兼任 兼職許可 . [本條新設 '98 . 12 . 30]

가

3

가

法 第18條 2(實驗室工場 特例) 各號 1 者 建築法 第14條第
1項·同法 第45條第1項 大德研究團地管理法 第6條第1項 規定 所屬機關
長 實驗室工場 設置

1. 高等教育法 大學 教員
2. 國·公立研究機關 政府出捐研究機關 研究員
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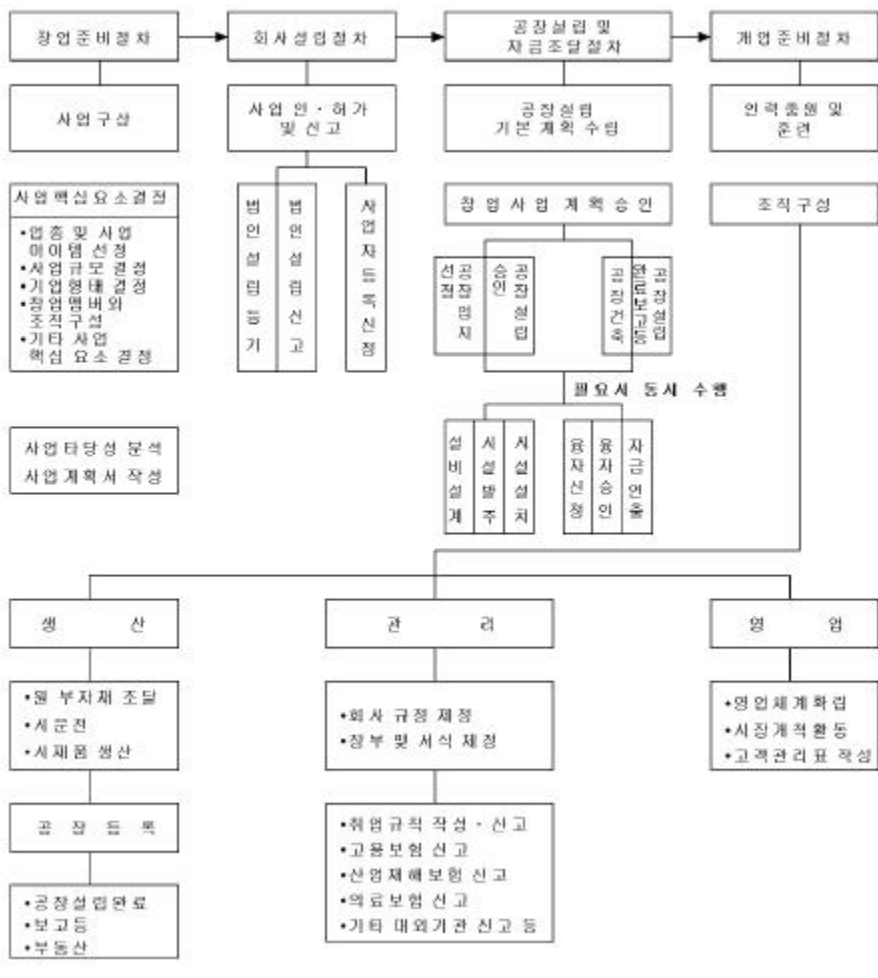
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ABSTRACT

A Study on Measures to Facilitate the Operation of School-Based Enterprises in Korea

Korea Research Institute for Vocational Education & Training

Researcher-in-Charge: Tae-Hwa Jung

Research Staff : Byung-Jun Yi

A. Purpose of Study

School-Based Enterprise(SBE) is defined in this study as any school-sponsored activities that engage a group of students in producing goods and services as part of their school programs. Both in developed and developing countries, the operation of SBEs for educational purposes has been relatively frequent in connection with vocational schooling. Studies have proved that SBEs would produce various benefits in addition to educational outcomes. Some of them, however, have pointed out that it would not be easy to run both a business and academic courses in school environment.

The purpose of this study is to investigate current status of SBEs in vocational colleges and thereby to develop various measures that facilitate the operation of SBEs of vocational colleges in Korea.

B. Methods and Procedure

The study adopted several research methods. Review of the related literatures focused on philosophical and theoretical backgrounds of SBEs. Interviews with professors and administrative staff involved with the SBEs in vocational colleges were held in order to investigate the current status. Structured question items were developed and used for the interview. Results of interviews were supplemented by written materials provided by each college.

A series of conferences were held with the authorities from government office, vocational educators, professors in vocational colleges with a view to developing measures that facilitate the operation of SBEs. Finally a seminar was held to present outcomes of the study and discuss the development directions and feasibility of measures.

C. Major Findings

1. Philosophical and theoretical backgrounds of SBE

The idea of SBE originated from 'productive education'. Main idea of productive education was to generate revenues by selling goods produced by students to offset the costs incurred from running a school. Production education was a theory that was more akin to the education of Sparta than to that of Athens. Earlier proponents were John Locke, Robert Owen, Jean Jacques Rousseau, and Johann Heinrich Pestalozzi. They advocated a educational theory focusing on combining education with production at schools.

John Dewey is the main educational theorist in America who realized and supported the value of combining productive activities with

theoretical learning as an educational system. He described the objective of productive education as enabling students to pick up the thread of life in his community by giving him an understanding of the elements of the occupations that supply man's daily needs.

Productive education has played a major role in the educational thinking of Western pedagogues as well as of those in the third world nations. It offers the theoretical backgrounds of SBE in recent years.

2. Implication of cases of other countries

Quite a few countries over the world are adopting SBEs as one of 'work-based program,' not only as an efficient method to teach knowledge and skills required on the job, but also to give students practice in real work for a educational purpose.

In developed countries such as USA and United Kingdom, SBEs are normally considered appropriate if the educational benefits to students combined with the benefits to other people are worth and if it is merely not a profit-seeking business. On the other hand, SBEs in developing countries such as China show a different tendency. Cost recovery tends to be a important objective for SBEs in this country where resources scarcity is more pressing.

Yet another version of SBE has developed in Denmark's production high schools. They serve unemployed young people who have completed compulsory schooling without obtaining vocational qualification. They combine instruction in academic and vocational subjects with production of goods and services.

Cases of other countries imply that SBEs could seek various purposes and could be operated not only formal but non-formal vocational schools or institutions

3. Possible benefits of SBEs

Results of the study revealed that SBEs could produce various benefits as vocational programs. First of all, SBEs can produce educational benefits. SBEs provide students with opportunities to apply their classroom-based knowledge of academic subjects to real world problems while they are participating various productive activities. SBEs also help students to develop generic work skills including job responsibilities, common courtesy, work ethics, communication skills, leadership ability and interpersonal skills. In addition to generic work skills, students in SBEs acquire knowledge and skills for which they can use for better understanding of the world of work. They can also obtain more and better opportunity to get a job than someone who has no SBE experience.

In addition to their educational advantages, SBEs also provide economic benefits. By operating SBEs, a college may be able to produce profits and recover the cost of materials and other operating costs of the college. They can also subsidize customers or clients by offering goods or services at less than market prices. Finally They can promote economic development of the local community. They are able to stimulate capital accumulation and create new business ventures in the local community.

SBEs can also produce social benefits. SBEs heighten a concern among students for the quality of goods or services they are producing, and increase interest among students in community service. Experiences through a SBE also offers students a sense of pride, satisfaction, and pleasure of producing goods and services for the community.

4. Difficulties in running SBEs

A common problem in SBEs in vocational colleges is the absence of a ready-made curriculum or text for each program. No one has yet developed curriculum for SBE program. Besides, SBEs are tackling with problems such as deciding what goods or services to produce, avoiding competition with local suppliers, setting appropriate prices, hiring qualified staff, and recruiting students.

Striving to sustain students' commitment is another difficulty, because students are young and have shorter attention spans and less ability to defer gratification than adults on average.

D. Recommendations

A set of recommendations are suggested to facilitate the operation of SBEs.

First of all, educational paradigm in vocational colleges needs to be changed from theory-based to work-based. Principles of vocational education in vocational colleges needs to emphasize learning by doing or learning by producing. Recognizing the importance of learning through work does not de-emphasize the value of traditional subjects, if the objective is for students to understand these subjects in real situation and living context.

Government should provide lawful provisions to guide SBEs in vocational colleges toward seeking of educational purposes, not merely operating for profit-making. Though financial conditions of vocational colleges in recent years have faced many difficulties, SBEs should not be operated as an alternative to profit-making.

Putting the SBE philosophy into more widespread practice in vocational colleges needs an investment in developing curriculum. The best way to be considered is to articulate the outcomes of learning through a SBE and reflect them onto curriculums of the department which plays a major

role in operating the SBE.

Operating a SBE requires administrative flexibility. Accordingly, special class schedule arrangements and/or credit arrangements for students participating in a SBE are necessary. Also, special education accounts must be established for SBE transactions and some funds have to be carried forward from one fiscal year to the next.

Finally ongoing evaluation is needed. Measuring actual outcomes will help enhance the effectiveness of each SBE.

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