

99 - 29



99-29

:

:

()

())

()



가

가

21 가

. 21

가

가

1997

12 ' 7

1998 12 ' 7

3

가

가

가

가

가

가

가

가 ,

1999 12

【 】

1.

21

가

21

1996 2

3

가

가

가

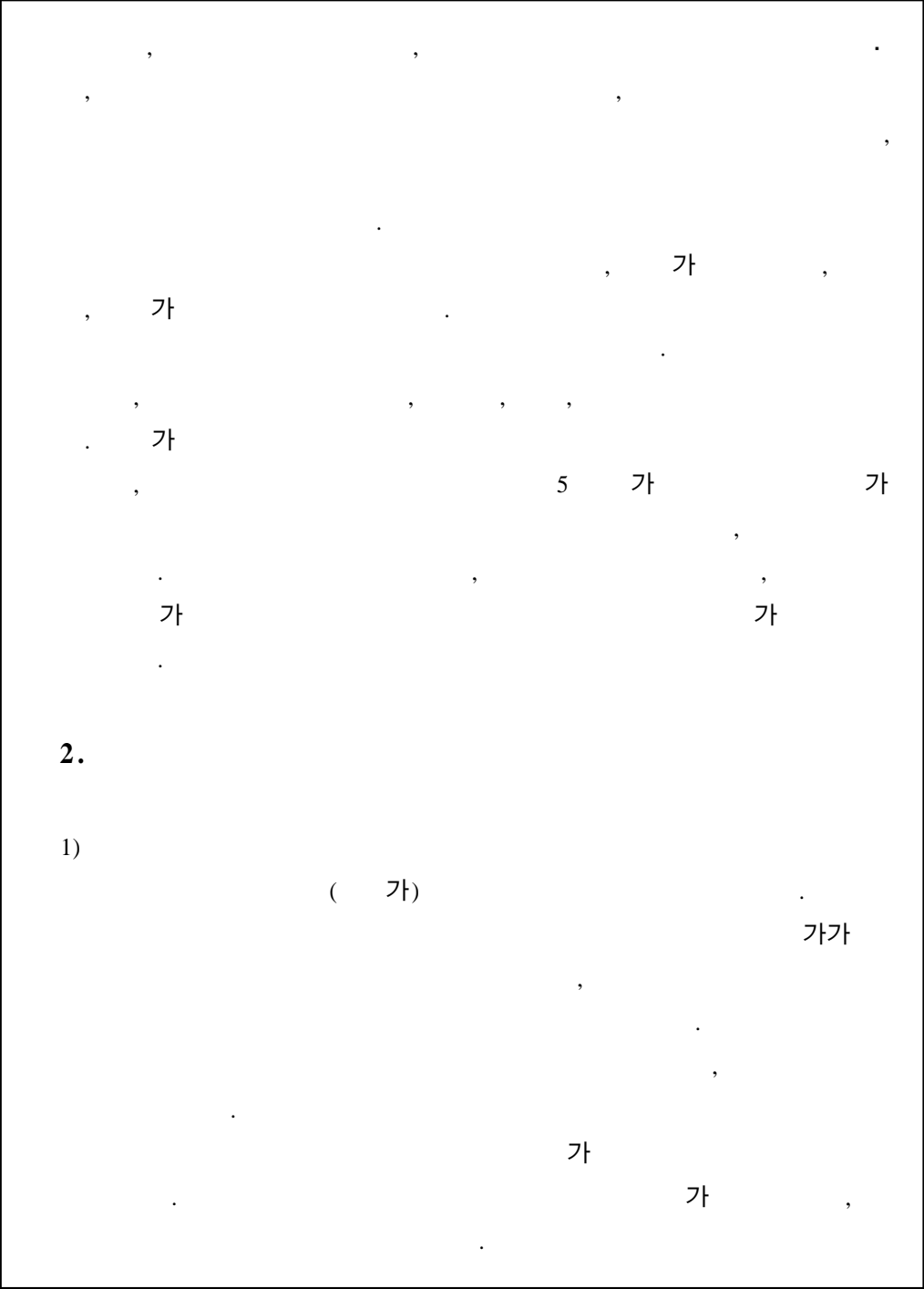
가

가

가

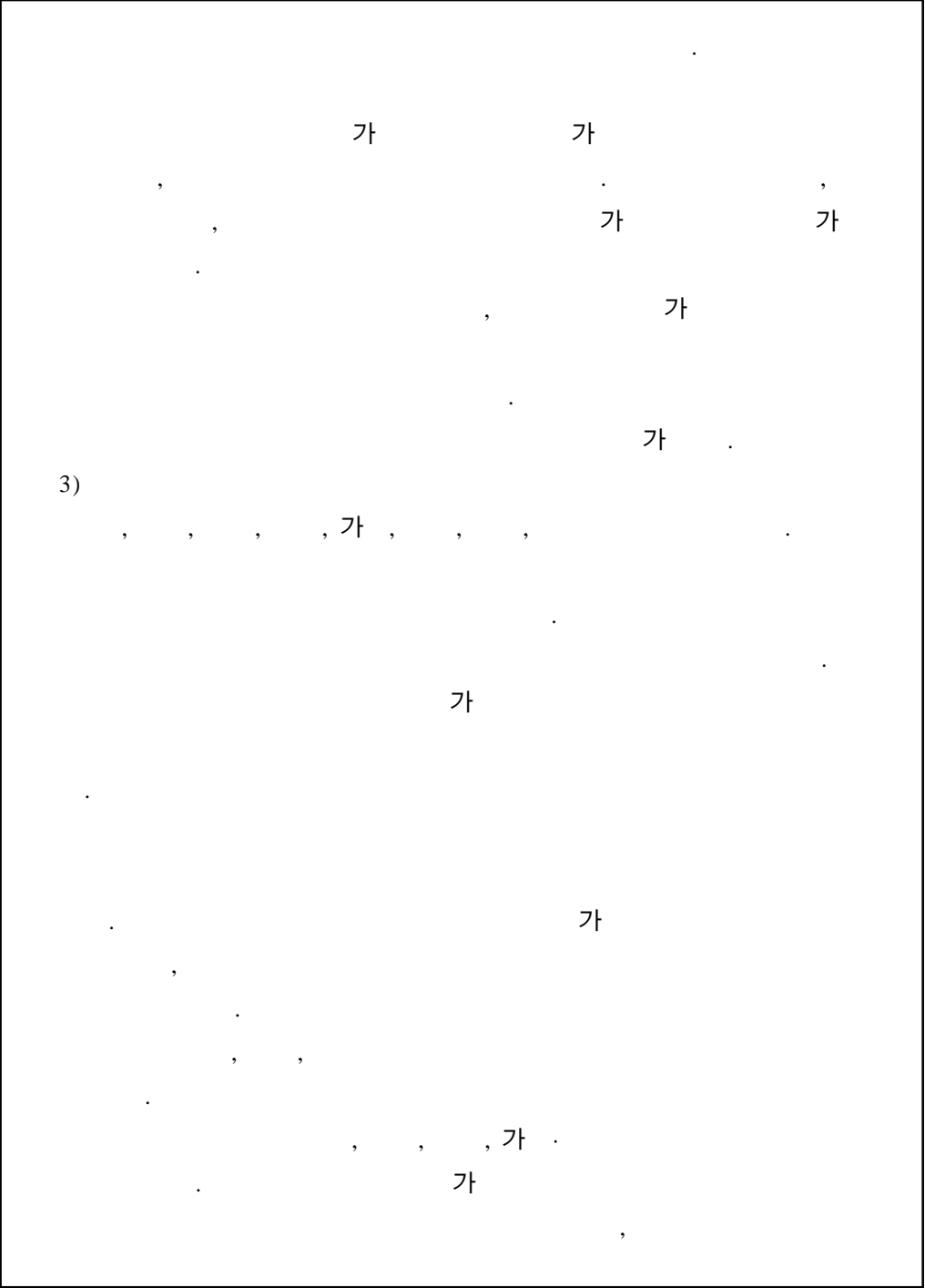
5

가



가
가
1999
. 2001
Bac
2)
(15

가) ‘ 가
가
가 가 ,
, 5 6
가 . 가
가
가 ,
가 (KMK)



2 가가
 , 가
 가 .

CAP, BEP, BP, BT, Bac 5

450

가

4)

[], [()], [()]

가

)

‘ ‘ ‘ ‘ ‘ ‘

,

가

가

가

가

가

5)

가 가 가 가 가 가 가 가

20 가 가

4 가

4

가

Tech Prep(Technical Preparatory)

2 가 가 가

가

GNVQs

(Dual System)

가

가

(IUT, STS)

가

가

가

3.

가

,

(coordinator)

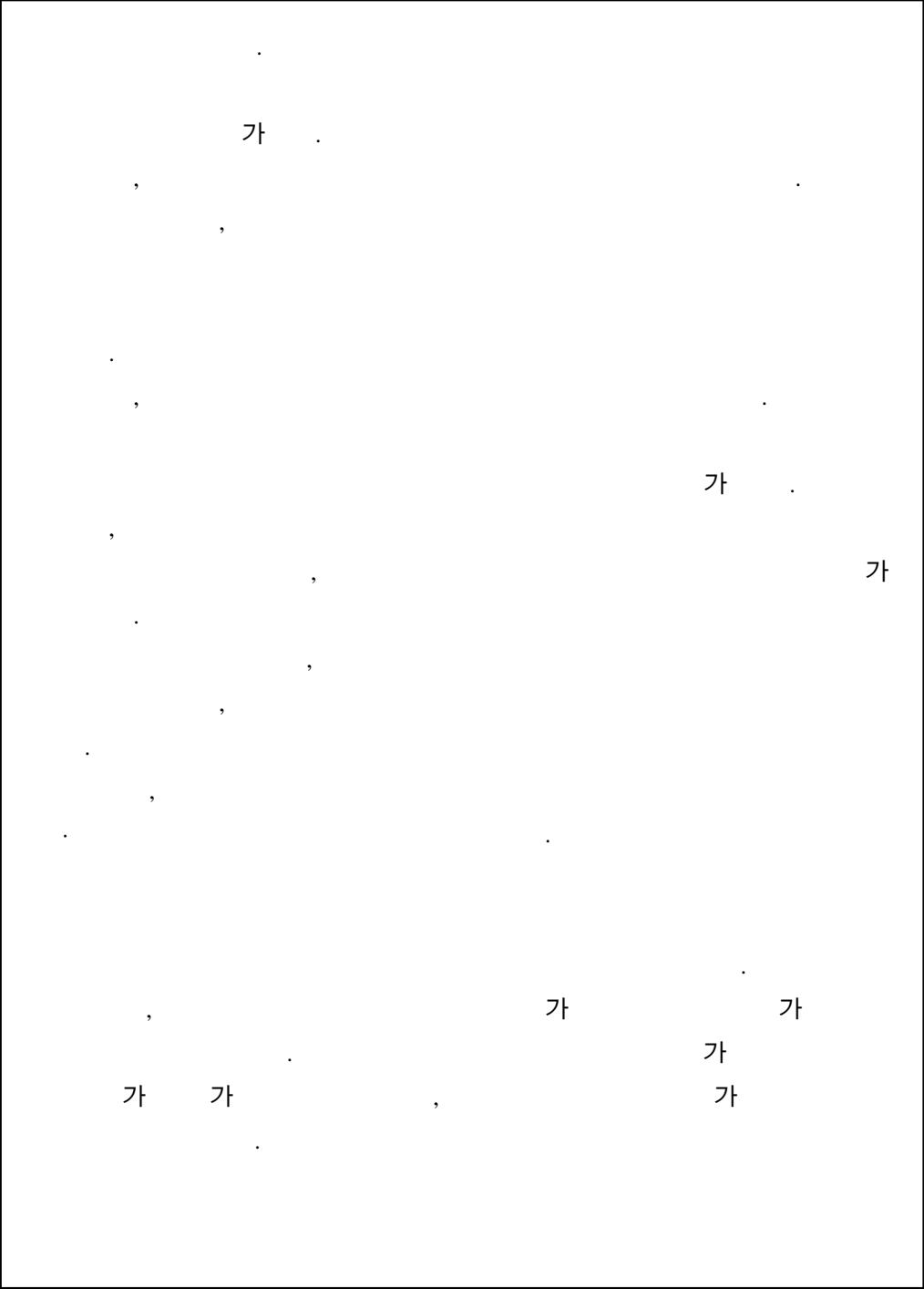
5

가

가

가

가



•

1.

가.

21 . 가

(), () , ‘ , , 가 가’

가 가

, 가

가 , , 가

가 , ,

21 1996 2 ‘ .

3

‘21 .

, 1997 12 30 ‘ 7

2002 1 (「2·1 」

1997 12 12).

1998 12 ‘

6

3

가

가

(school

to work, work to school)가

가

가

가

(, 1990)

가

가

가

가

.
, , , 5 .
가 ,
, ,
. , ,
,
.

2.

,
가 ,
,
가.
,

2 3

.
, ,
, 가 가 가

, 가

(1991) 「 가 10

, 가

, 가.

10

(1994) 「 가 1

, 가

5

가

가 가

(1996) 「 가 1

5

가

6

7

(1979)

「

」

12 가

24 73

가

가

가

가

(1987)

「

」

가

6

가

(1988) 「 : 」

, . , ,

가 47 가 가 .

.

(1995)

「The Federal Minister for Education and Science, Vocational Training in the Dual System in the Federal Republic of Germany」

, 1994 , (CEDEFOP)

(1996) .

가

, , .

(CEDEFOP)

(1996)

(1997) 「

」 .

, .

가

(CEDEFOP)

(1996)

(1997)

가 . , , ,

(cycle)

(1992)

가

, , , .

(1998) 「

』 , , , ,

.

.

(1990) 「

』 . , , , , , ,

가

() ,

,

, , , , , , , ,

.

1996

「 2000 :
」 21

가

(1992)

「 6

」

가

가

가

1993

「

」 「2.1」

가

가

(1997) 「 7

」

가

(1992) 「 』

가

(1997) 「 7

』

가

4

(1997) 「 7

』

가

가

6-3-3-4

가 . . . , , , , , .

가 . 가 . 가 . (1992)

가 . , 1989 ' ,

1992 가 . 가 . 가 . 가 . 가 .

」 가 . 「 가 . 가 . 가 . 가 .

가 가 . (1997) 「 7 「 7 가 .

가 가 .

(1997) 「 7 「 7 가 .

가

3가

가

가

가

가

3.

가

가

가

가

가

가 5 가 , 가
가 가

가.

- 1)
- 2)
- 3) 가

1) (가 .)

2) ,

3) 가 . (가 .)

4) (.)

, ,)

5) (,)

- 1)
- 2) , , [,]

- 3) (1) , ,) , .

- 1)
- 2) (,)
- 3) , .

- 1)
- 2) (5 , 2+2 , 2+4)
- 3) (, ,) . 가 .)

- 4)

.

4.

가.

. 가
, , , ,
.

- 1) 가
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

. 가

2가 .

가
가
가

가

가

7

31

가

31

Likert 5

7

1

가

가 2

11

1)

1

7

100

*

(* 50

, ** 50

, ***

60

, **** 70

, ***** 80

)

2)

가) ‘

) ‘

가 2

) ‘

)

가 70%

60

가

4

가

가

.

5 가 가

,

가,

가

. 가

,

가

가

, ,

.

,

, ,

가 가 1

5.

가

,

.

,

() 가 가
 () 가 ,
 가 가
 가
 , 가 5
 1 , 가가
 가
 가
 가
 가 (GNVQ) , (dual system) ,
 ,
 가
 . 5 가
 , 가 ,

가

2

•

1.

가.

가 1872

‘ ’ (, 1998), 2

(1947), (1947)

6-3-3-4 가 ([-1]).

6-3-3-4

(, 1994).

1948 .

, 1961 .

, 1988. 3. 15 ‘ ’

, , , , 가 , , ,

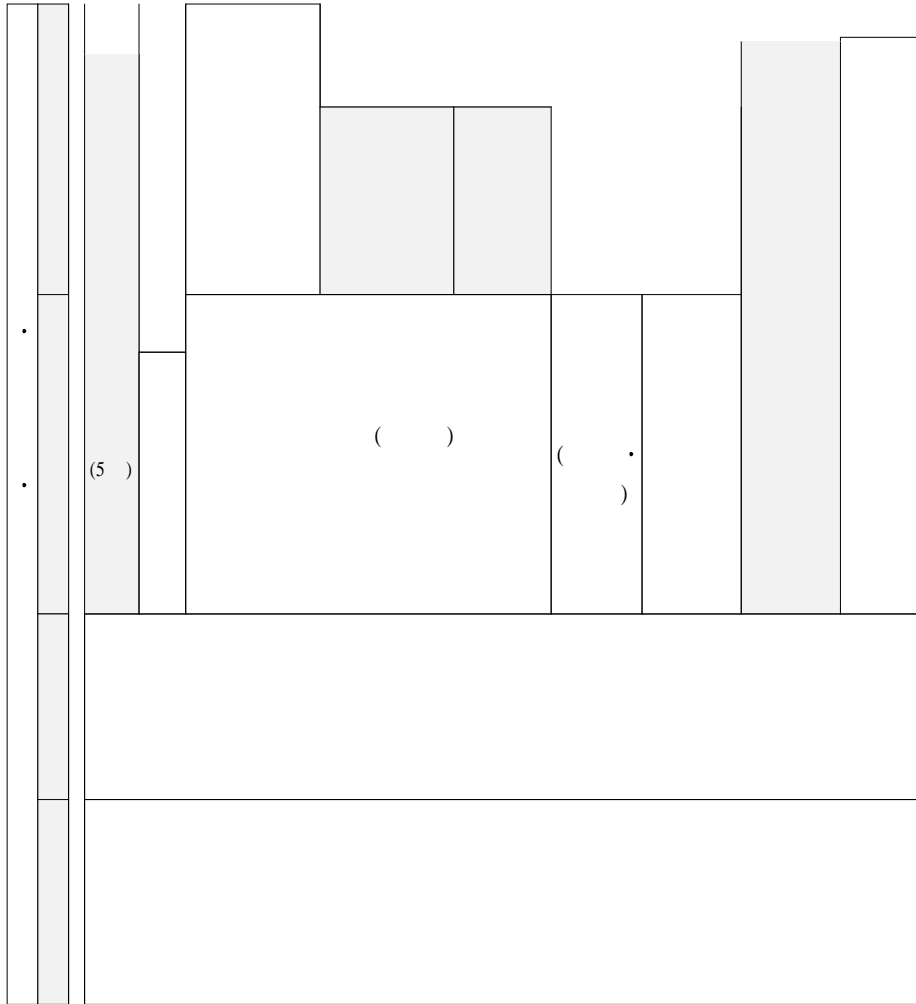
, , , (12) , ‘

’(58 : 1999. 3. 29) ‘ ’가

, ‘ ’ ‘ ’가 13 가

, () 13

. 1994 3 가



: (1998). , p.46.

[- 1]

1962 5
가 (商
船) 1991
(專攻科)

, 3
, 5
, 1976

,
, 5
3

1) (明治) , 2)
, 3) 1980 (中宗)
(1998)
(1996)
(1994) (文部省職業
教育課, 1995).

1)

가)

, , , (少子化 :),

가

가 ()가

가

가

가

가

가가

가

가

가

가

(專攻科)¹⁾

가

가

가

‘ ’ 3 가 ‘ ’ ‘ ’

가

2)

가)

가

1) (高等學校專攻科): (가 , 1)
 1994 5 , 114 , 6,900
 1 2 , 3
 가

가
가
)
(1)

가
2)

2) : 2가
가
가
1
3

가 ,
[]³⁾
[]
] 가

(LETS):

(LETS)'

가

3) []:

가

가

가 1

[]

. 1994

, 가

(2)

가 가

가

가

가

3)

가

가

가

가 . ,

‘

()⁵⁾ ,

가 .

,

가 .

가 . ,

.
.

가 . .

, ‘ , , .
, 가
,

가 .

가 .

5) ():

(PTA),

4)

2/3

가 가

가

가

6)

가

6) (技能審査單位認定制度):

가

가

가

가

가

(都道府縣)

가 .
가
가 .
가

가 .
20%가 7)
가 .
가 .
가

8) ,

7) (專修學校):

1976
3
(. 1995 2,800 가 , 68)

가 . ,
가 .
가 . ,
가 .
가 . ,
가 .
가 . ,
가 .
가 . ,
가 .
가 . ,
가 .

8) :
가,
가
() , , ,

< -1> ()

1)	- ‘ ’ ‘ ’ - - . ()
2)	- . () -
3)	- - . -
4)	- , - - , -

가
1999 3 29 ‘ ’ 58
,

1994 가
가
(齊藤武雄, 1998),
10 가 ,
가 ,
가
, ,
, , 가 가 , ,
가 가

가 가 “ .
가 , .
’9) ,
가 ,

1 1994
‘ (總合科) (學科)’ .

2.

가.

1)

가 , .
‘ (26 : 1947. 3. 31)
(11 : 1947. 5. 23) (.
, 1996). ‘ ,
‘ , ‘ ,

9) 1999 5 12 가 (筑波) (坂戸)
() 服部次郎 .

(
, 1994).
43 () “
(前) 2 10)
” , 106 ()
) “... ,
.”
(‘ ’)
(11 :
1947. 5. 23) 11),

() 4
57 () 3
57 2()

10) ‘ 2 (前2條)’ , 2 () , “
3 () .
가 .”

11) 文部省 (1999). [高等學校學習指導要領](文部省告示第58号)

57 3() 가 ,
가
2 가 .
63 2() , 74
3 , 57 , 57 2
3

,
,
,
,
12) (,
1996). [] 6 , “ (内部) (部局)
(政令)
, [] 1 8 3
“

12)

, , ,
” , ‘
, ‘
” ‘ , (70).
, ()
‘ , ,
‘ , ,
‘ , ,
, .

2)

2 (1999. 3. 29) ‘
, 8 . 1947
1959 4 5 , 1960
가 10 (8 12) (, 1994).
1989 10

1)

(,)

, 1996).

2 4

2)

60

가 20

가 가

60

1994).

20

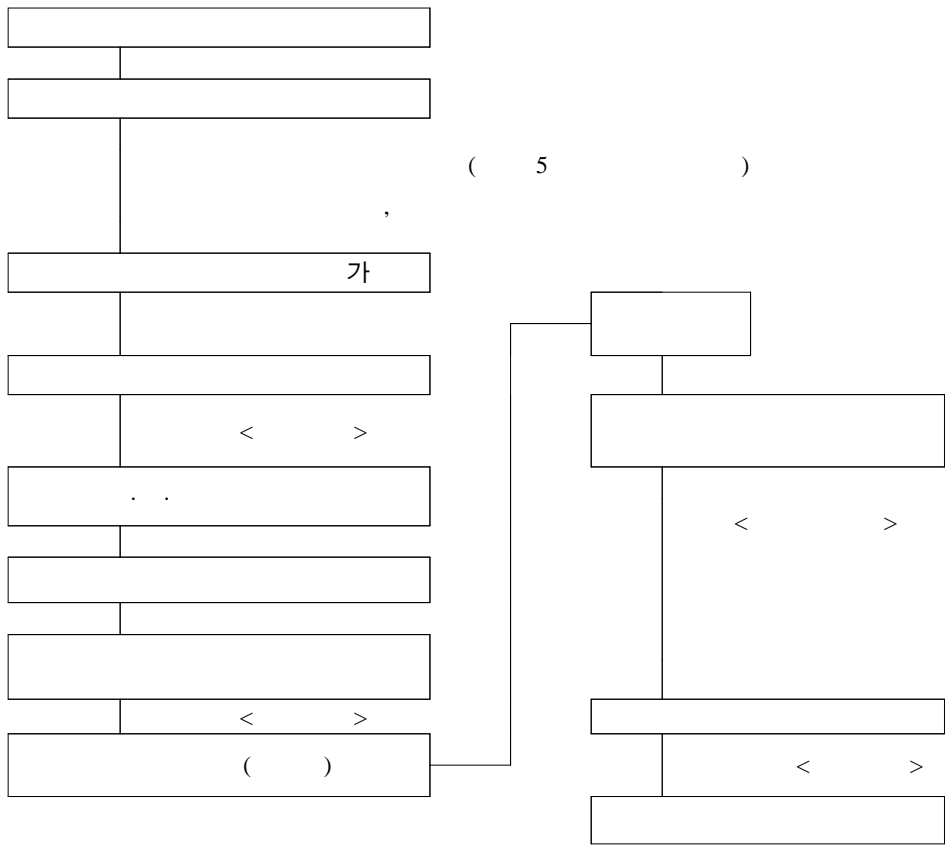
(, 1996).

(15

가

)

600 (, 1994). ‘
 , ‘ ’가
 , ,
 ‘ ,
 ‘ , [-2] .



: (1994).
 [-2]

, p.268.
 (, 1994 : 268)

가
 ()
 '가
 , TV,
 ,
 (, 1996).

. 가 .

1) 가

4 , 1 ' , 2 ' ,
 , 3 ' , 4 ' ,
 ' , 58 (1999.3.29) ' ,
 < -2> .

< -2> ' ()

(款)	
1	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8
2	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 가 , 10

3	1 , 2 , 3 , 4 , 5 가 , 6 , 7 , 8 , 9 (理數), 10 , 11 , 12 , 13
4	1 , 2 , 3
	1. 2003 4 1 . () 2. 1 3 1 (10) . , 가 1 2 가 . ()

, 2 ‘ ’ 3 ‘
, ‘ (款)’ . , 2 1
‘ ’ ‘ 1 ’, ‘ 2 ’, ‘ 3
, 가
‘ (章), (節), (款)’

2)

가 (長野縣) (南安曇)
(1999) , (9) ,
(), (+) 가

가
, ‘ (筑波)

(坂戸) , ‘ , , .
, , , , .
, (缺課), , 가 ,
, (留學), 4 , .

(市町村) ‘ , (都道府縣)
, , ,
(, 1994). 가 ()
()

가 ,
1 , 2,
3 가 (,
1994).
, 2003

1) 가¹³⁾

13) 가 명

3 가 , 2001
 1989 , 1992 , 1992 1994 , 1995
 , 1998 12
 가 ‘ ,
 2003 3 가
 가

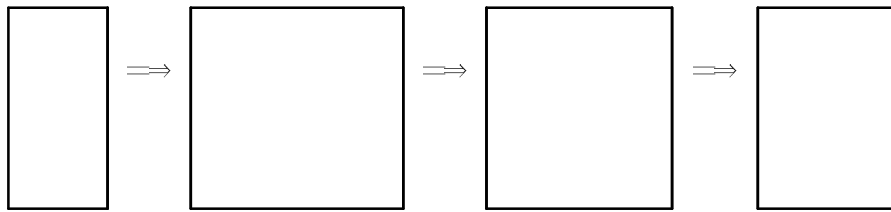
2)

가)

가

(市町村) (

)



[-3]

取一好 1999 5 14

(省令)

, ,
 , ,
 , , , ,
)
 ,
 가
 ()
 가
 3
 6 10
 가 , ,
 ,

3)

가)

14)

, ,
 , ,
 가 , ,

14)

(1994).

21

“

가

”

1947

가

가

(, 1994).

3

. 1

가

15).

(가).

15) (1994)

(, 1994).

가

478 , 10

, 1 2

(8)

가

, 1987 66

17 , 5 가

가

20 ,

3

51 1,011

, 1987 1989

1) 1 , 2) 2 , 3)

3

가 가 가

‘ , ‘ , 가
8 ()가
5 6 가
“ 8 ” 8
가 가
가 가 1
4)
‘ 1998 4 17 ‘
(1)

가

(2)

가

가

가

가

가

가,

가'

가

가

가

가 .
가 .
)
(1)

가
가 .

가 .
가 .
가 가 , 가
가 .
(訂定)

가 .
(2)
가
가 .

가
(3) 가

가
(4) 가

(定正)

가
(5)

가 , 가 가

2002

< -3>

< -3>

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
						-	-	-	-	-
						-	-	-	-	-
()							-	-	-	-
()								-	-	-
()									-	-
()										
()										
()										

3.

가.

1)

, 1999 3 29 ()
 58) , [] 13 ()
)가
 []·[]·[]·[]·[]·[가]·[]·[]·[] 8
 .
 ,
 가 . ‘ ,
 ; ‘ , ;
 ‘ , ; 가 ‘
 , (apparel) ’ (服部次郎, 1997). ,

2)

()
 가 . 1989 3 15
 5 3 (1) ‘
 ,
 가
 , 가
 , , ,

가 , (文部省, 1989).

< -4>

	, , , , , , , , , , , ,	9
	, , , , , , , , , , , ,	15
	, , , , , , , , , , , ,	5
	, , , , , , , , , , , ,	5
가	가 , , , ,	4
		1

가 ,

• , ,
2003 ‘ , ’
) (

1)

‘ ()’ ‘
()’
16) , ,
가 (,
1999). ,

‘ , , ,
가
, ‘ ,
가 ,
, 9
13
, 1 2 ‘ . ,
‘ , , ‘ ,
,

16) 1 , ‘1 50 , 35
1 (17) 1 50
1 2 .

()

,

17).

2)

[]

가)

< -5 > 10

, 1989

[]

가 10

59

,

,

가

17) [] []

가

가

< -5>

	()	
	I-II(2/2), (4), (4), (4), (2)	6
	A·B(2·4), A·B(2·4), A·B(2·4)	6
	(2), (2), (2)	3
	(2), I-II-III(3·4·3), A·B·C(2·2·2)	7
	(2), A·B(2·2), I-II(3·3), I-II(3·3), I-II(3·3), I-II(3·3)	11
	(7-8), (2)	2
	I-II-III(2·2·2), I-II-III(2·2·2), I-II-III(2·2·2), I-II-III(2·2·2)	12
	I-II(2·4), I-II(3·4), (4), (4)	6
가	가 (2), 가 (4), (4)	3
	A·B·C(2·2·2)	3
10 , 59		

) ,
 [] < -6> 13
 211

	가	29
	가	61
	가	17
	(操船),	21
가	가	19
		6
		11

	, , , (介護),	7
	I-II, , , , ,	7
	, , I-II-III, ,	7
	, , , , , , ,	7
	, , , , , , , , , , ,	12
	.LL , , , , , , , , , ,	7
13 , 211		

) .
 ‘ . ’ .
 . , 10 ,
 < -7> .
 가 .

가 2 . ,
 가 .

< -7> .

	[I] [] 1
	[A] [B] 1 [A], [B], [A] [B] 가 1
	[] []·[]

	[I] [I] 1
	[], [A], [B], [I], [I], [I] [I] I] 2 ([], [A] [B] 1)
/	[] []
	[I], [I], [I] [I] 1
	[I] [I] 1 (I , 2 가)
가	[가], [가] [] 1
	[A], [B] [C] 1

3)

가)

$\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$,
 $\frac{1}{5}$,
 $\frac{1}{6}$,
74 (80) .
) .
25 가
(25)
5 .

(25)

5

()

)

[]

2 4

, []

25

4)

가

가

가

, 가 ,
, 가

2/10

가 (가)

가

1) []

가) []

[] []

(埼玉縣立) 가 (熊谷)

(松本

重男, 1999).

(1)

, 가

가

가 .

(2) .

가 , 20 가

가 , ' ,

가 ,

(3) .

가

(4) ,

(가) .

() .

() .

() .

() , (農) , (業)

< -8 >

()

	1	2	3		
	4			4	
			4	4	
	(2)	(2)	(2)	(6)	
	2			2	
		6			
				6	
		4			
				4	
			4		
				4	
			2	2	
	6 (2)	10 (2)	10 (2)	26 (6)	

「 」 「 」 「 」 「 」

가 .

「
.....」
「
()」
가
가

) []
[] []
가 (長野縣) (須坂) (小

島辰比古, 1999).

(1)

가 가
(無菌),
DNA

(造園)

3

가

가

(2)

, , , ,
, , ,
, .

< -9>

		, ,
		,
		, 가
		, , 가 (,) 가
	가	,
		,
	(가)	

< - 10 >

		1	2	3	
		20	17	9	46
		4			18 (6)
		2			
		2			
			2		
			2		
			2		
				2	
				2	
		(2)	(2)	(2)	
		8(2)	6(2)	4(2)	
			5	9	
		8(2)	11(2)	13(2)	32(6)
				6	6
		28(2)	28(2)	28(2)	84(6)
		1	1	1	3
		1	1	1	3
		30(2)	30(2)	30(2)	90(6)

(3)

가 , ,
 , ,
 가 .

< - 11 >

		2		3	
	A		3		4
					3
			2		2
	B		3		4
					3
			2		2
C		3		4	
				3	
		2		2	
	D		3		4
					3
			2		2
	E		3		4
					3
			2		2
F		3		4	
				3	
		2		2	
G		3		4	
				3	
		2	green life	2	
(造園)	H		3		4
					3
			2		2
	I		3		4
				green life	3
			2		2
J		3		4	
				3	
		2		2	

2) []

가) []

[]

(東京道立)

가 (江東)

(原田昭, 1999).

(1)

, 가

,

3

(想定)

가

, 가 ‘ ’, ‘ ’ 2 .

‘ ’, ‘ ’

가

3

(2)

:

, 가

가

()

:

(理數系)

) []

(上出滿, 1999)

[]

(大阪府立) 가

(東住吉)

(1)

3

가

31

25

31

2

가

가)

가 (道),

(2)

가

가

가

가

가

45

17 가

10

< -13>

3

15

“*”

“ ”

“ ’ “

“ ’ “

3

(擔任者) ()

2

		3	3	2	3	3	3	3	3	2			
		4	2	2	4	2	2	3	3	2			
		8	6	6	6	6	6	6	6	4			
		2	2	2	2	2				2			
		2	2	2	2	2	2	2	2	2			
		*2	2			2							
		*2	2			2	2		2	2			
		*2	2			2							
		8	6	4	5	5	4	4	4				
		3	2	2									
		6	5	3									
		2	2	2									
					4	4	2	4	2				
					4	2	*2	2					
					4	2	*2						
					2	2							
								4	4	3			
								5	4	2			
								2	2	2			
								*2	*2	*2			
			2		2	2			2				
									2				
								2	2				
			1			1		1	2				
								*2	*2	*2			
									*2				
		0	8	0	0	8	0	0	8	0			
()	40	32	40	25	40	32	40	25	40	32	40	25
()	47	54	46	61	47	54	46	61	47	55	47	61
.		87	86	86	87	86	86	87	87	86			
		3	3	3	3	3	3	3	3	3			
			1	1		1	1						
		90	90	90	90	90	90	90	90	90			

3) []

(愛媛縣立) (松山) [] (栗原央行, 1999).

가)

,

,

가

,

(士魂商

才)

“

,

”

11 (1999) 3

,

‘

“

” “

,

” “

,

” “

” “

”

)

4

“

”

“

”

“

”

“

”

“

”

“

”

“

”

1

“

”(

),

“

”

3

“

”

< - 14 > 2003 (15)

				A			B			A			B					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	2			2			2			2			2			2		
	5			4			4			4			4			4		
	2	2		2			4			4			2	2		2		
			3			3							3			3		
			3			3				3			3			3		3
												3	2					
													3					
	2	2					2			2		2			2	2		2
							2			2			3		2			3
			2				2		2				3		2			2
					2		2						2		2			2
가			3		2													
			3	2	3	2												2
							3	2		3	3							
							3			2	2	3			2			
							3	2		3								
							3	2										
								2			2							
																2		2

“ ” “ ”

“ ”

4) []

가) []

(福島縣立)

(清陵)

(根本健作, 1999).

(1)

가 21

1988 (63)

12

4

가

70

300

가

1

1

E-mail

(2)

가

[]

2 , 2
()
< >

가

[]

가

, ID ,
가 가

< >
[] ‘

3

가

< >가

가?

(3)

[]

가

가 []

가 가

가

[]

		2000		
		1	2	3
		4		
			2	2
/	A	2		
	A		2	
	A			
				3
		2	2	
			1	3
	A	2		
	B		3	
	A	2		
/		2	2	3
			1	1
		2		
		4		
			3	
	O C A			2
가			2	2
		20	18	16
		3		
			3	
		2		2
		4		
			2	
				3
			2	
			2	
	- C		2	
		2		
				4
		11	9	9

					2C·2D
		B		2A	
		()		2B	2E
		C A D			2C
					2D
				2A	
				2B	
					2E
			0	0 4	0 6
			0	0 4	0 6
			20	18 22	
			11	9 13	
			1	1	1
			32	32	30

: / 1 .

A E

1 ().

3

)

가 (滋賀縣立)

(國際)

(西岡宏堂, 1999).

가

(1)

1987 (62) 4

가

1997 (9)

, 3 가 가

(2)

가

< . >

2 , 2 8 4
 < 가 >
 1 가 2.3
 36
 , []
 [] ,
 < >
 < -16> 가 84
 36 48 가
 49
 [] 3 가 가
 가 42
 , 6
 20

<

>

가

가

2

3

가

< - 16 >

			1	2	3	
		2	2			2
	A A A	2 2 2	2	1 2 } 2 } 2		4
		2	2			2
		3	3			3
		2 3 3 3 3	2	3 } 3 } 1 3 } 3 } 3		5

		7 2	3 1	2 1	2	9
		2 2 2	2 } 1 2 } 2 } 2			2
		3	3			3
가	가	2	2			2
	A	2 2 2		2 } 1 2 } 2 } 2		2
		2	2			2
			24	10	2	36
			5	19	24	48
					3	3
			1	1	1	3
			30	30	30	90

< - 17 >

()

1		(25)	(4)	LHR(1)
		(19)	(10)	LHR(1)
2		(10)	(17) (2)	LHR(1)
3		(2)	(20) (4) (3)	LHR(1)

(1997)

(岩手縣立) (原野)	1988 40 (2)		18 12	
(德島縣立) (鴨島)	1992 40 (3)			(II) 1994 20
가 (滋賀縣立) (國際)	1987 40 (2)		(, ,)	2
h (沖繩縣立) (浦添)	1988 42 (6)			(3), (2)
(石川縣立) (大聖寺)	1994 40 (2)		I, 가	
(愛媛縣立) (新居浜)	1993 40 (1)			

4.

가.

1)

10 (, , , , , , , , ,)
 , , , 가 ,) ‘ 1 ’ , ‘ 2 ’
 , ‘ 3 ’ ,
 . ‘1. , 2. , 3.’
 , . ‘
 ,
 ,
 ,

(進展)

(文部省, 1999)

‘ ’ 9
 . 1, 2, 3 .
 ‘ ’ ‘ 1 A, 2 B, 3 C’ 3
 . 1, 2, 3
 . ,
 .
 , 3 ‘ ,
 .
 , , ‘
 ,

(文部省, 1999).

1.

(1)

(2)

$\frac{1}{2}$, ' B' ' C' ' A'

(3)

2.

(1)

()

(2)

가 ,

가

)

2

(6 , 3

, 7 , 11 , 2 , 12 , 6 ,

가 3 , 3),

' , ' A'

1.

2.

(1)

(가) :

가
() :

(2) 가 .

()

3.

(1) (1) (가) (2) (3) 가
, () .

()

, ' , ,
, 가 .

, 10 (, 가 ,)
가 .

2)

‘ 1 , 2 , 3
,

가)

‘ , “ .
,
, , ”
, “... , ...
, ... , ...
” “ . , ;
‘ , ‘ , ;

)

‘1. , 2. , 3. ’

, ‘ ’ ‘... , ...
, ‘ ’
, .
, ‘ ’
, (1) , (2)

)

1) , 2)

, 3) . ‘

< ' ' >

1)

(가) ' ' , ' '

()

() ' ' ' '

' ' , ' ' ' ' ' '

() ' ' ' '

2) ' '

3) ' '

' '

•

•

' '

' ' , ' '

1)

가

2)

가

3)

가 가

2)

4)

[, , , , 가 [],

[] [] ([])

가

가

5)

105

210

< -19>

[], [], [], [], []

< -19>

	(), (1)	
	,	,

가		-
		-

1) []

가)

)

)

(1)

(2)

(1)

2)

[]

가)

)

가

가
가

)

가
가
가
가
가
가

3) []
가)

)

, ,

가

2

4)

[]

가)

,

)

)

, ,
,

가

5) []

가)

,

)

)

6) []

가)

, , .
)

)

5.

가.

가 .

1993

가

(LETS)'

(京都府)

1985

< -20>

-20>

< -20> (京都府)

	(文系)	(理系)
	(理數)	

(京都府立)

(須知)

1994

[가], [], [(草花)]

가 ,

< -21> ()

48					
44					
42					
	(1),	가 (1),	(1),	(1)	(草花)(1)
	(1)				
	(21), (4),	(17), (1),	(16), (1),	(1), (1)	(11),
가	(39),	(21),	(3),	(2), 가	(1)
	(1),		(1)		
	0(2), 1-3(4), 4-6(12), 7-9(10), 10-12(9), 13-15(3), 16 (2)				
	(7),		(35)		

: ()

(京都府立) (田辺) ()
 , , ,) 1978
 2 [](2)
 .
 , 1997 ‘ ; ‘ (文
 鎮) ‘ ’(100m)
 .
 (京都府
 立) (久美浜)
 (京都府立) ()

1997 9

(京都府)

[]

100km 가 가

1)

(横山茂, 1998)

1993 4

가 20

가

, 1994

(専門士)¹⁸⁾

2

가

, 1999

4

19).

18) ‘ (専門士)’ 2

1,700

3가

가

가

19)

2

()

2가

가 1,700

1995 9 ()
 ,20)
 4 가 .

< -22> (1995)

()	40%	38%
	33%	13%
()	8% ()	43% ()

1997 3 , < -23>
 가 ,

1986 36
 .57 1997 120 .201 가 ,
 가 ,
 1998 10 , 12
 가 .

< -23> (1997 3)

	48.7(42.2)%	30.9(24.6)%
	13.2(9.6)%	22.4(11.0)%

: () 1980 3 (%)

20) 21 2,447 , 24
 2,203 (小林一也, 1999).

가 (新潟) (3 4)
 6:4 5:5 , (拓殖)
 < -24> 100

200 (小林一也,
 1999).

< -24> ()

: I-II, 100

, 가
 21),

, 가
 가 .

(廣島)

(茂里一紘, 1999).

(人力船競技大會) 가 ,

21) 1999 15 17 101

(茂里一紘, 1999).

(櫛木縣)

가 11

가

가 6

가

(古口紀夫, 1999).

< -25>

31

(

30) 12

< -25>

(Y)

1	(20)	(10)	LHR (2)
2	(15)	(9)	(6) LHR (2)
3	(12)	(12)	(6) LHR (2)

: ()

12 가

(宇都宮白楊)

1998

4

25 , 21

12 가

, 3

. 12

가

가

가

가

(2)

가

가

가

(40)

)

.

<

-26>

(

38

42

)

(

31

)

.

< -26>

(

U

)

1		(21)	(9)	LHR (2)
2		(19)	(11)	LHR (2)
		(15)	(15)	LHR (2)
3		(19)	(11)	LHR (2)
		(15)	(15)	LHR (2)

3 4

,

1

.

,

.

,

, ,

.

,

.

,

,

3

가
가

()

1)

(鹿嶋研之助, 1998)

1994 가 가 1998
 107 가 10
 가 1
 2 가
 5,500 2%

1988 4 ‘
 14 (‘
) 1992 4 I ‘ , ‘

, ‘
 , 1 ‘ ’ 1 ‘ .
 ’ (1) ()’
 ‘
 가 ,
 가 가 ,
 가
 가
 가
 ,
 .
 ,
 .
 2)
 , ‘ , ‘ ,
 , ‘ ,
 , 가
 , 가 ,
 , 가 , 가

2

가

가

가

3)

가

[] 가

[] 가

[]

가

가

[] 가

가

가

가

4) 가 가

가 , 가 , 1996

가

가

가 .

가 . , , , , 가

< -27> .

< -27>

가	

< -28> .

< -28>

1998 7

() ‘

, ()

1999 3

2 3 1(4) ‘

9

4

2 3

가 . 가 (滋賀縣立) 가 (甲南)
(富山縣立) 가 (滑川)

가

3

1 2

가

1998

60.7%, 31.1%가

가

가

가 가 .

1)

(芦田守道, 1995)

() ‘
 6-17 ()’
 가 가 가
 가 (‘ ’)
 가 ‘ , .
 가 3 ,
 18 ,
 3 , 3 ,
 45 ,
 14 , 1 87
 .
 40 .
 87 가 3가
 , ‘ ’ 가
 가 , ‘ , ‘ ,
 가 , ‘ ,
 가가 . 가 87
 ‘ ’ 11 (12.6%) .

2)

가 (長野縣) 80 (南安曇)
 .22) 1998
 (34) ‘ , 20
 8 (40%) .
 , 가 (長野縣) (穂高)
 , 3
 , 2 30%, 1
 2 .23)

22) 1999 5 15 가
 (北原光博)
 23) 1999 5 15 가

(教頭)
 (古畑吉彦)

•

1.

가.

5-3-4

6-3-3 , 6-2-4 , 8-4 , 6-6 ,

가

(State Board of Education)

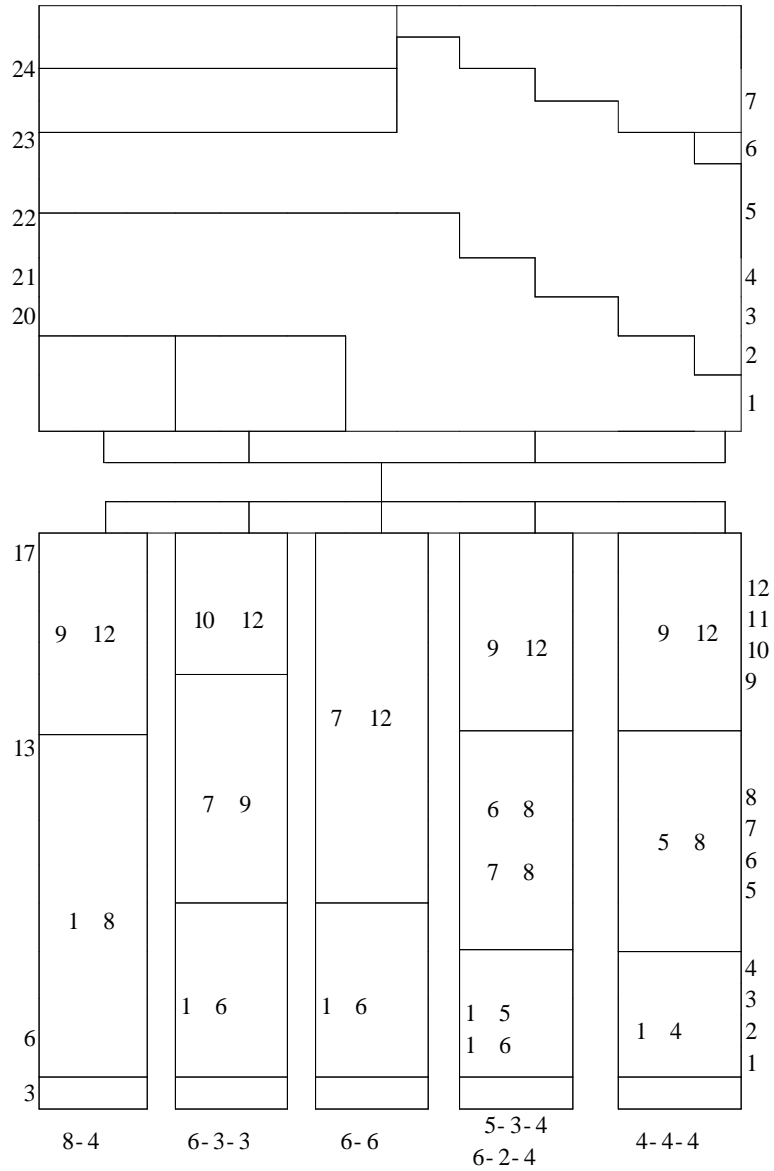
가

([- 1]),

([- 2])

가

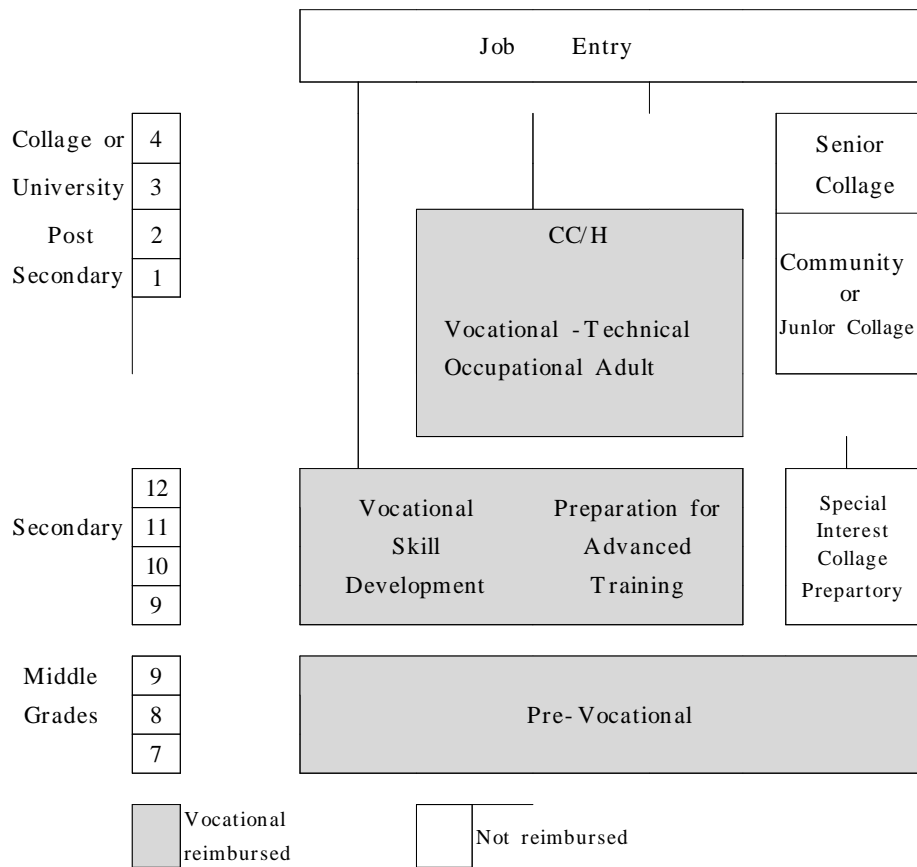
2



: (1985).

, 87.

[- 1]



: North Carolina Dept of public Introduction(1977). Course of study for Elementary and Secondary Schools K- 12, Curriculum/Administration Series, Occupational Education.

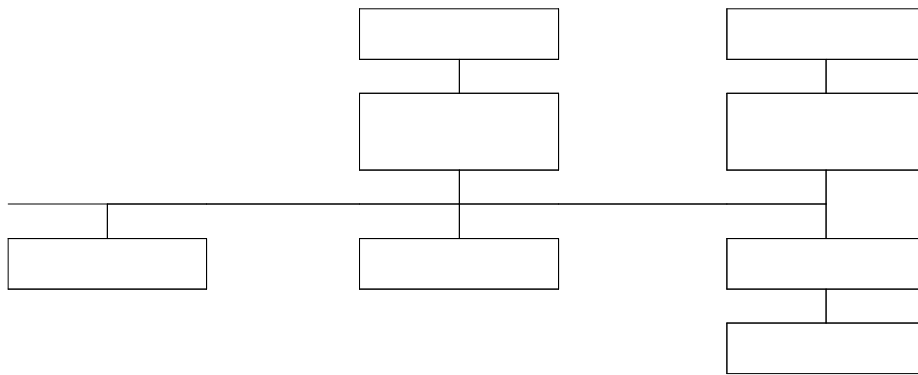
[-2]

(comprehensive high school),
 (area voc-tech centers), (vocational high school),
 (community college), (school for the handicapped), (correctional facility)

17

가

가



[-3]

, 11, 12

가

가

1998

가

(: , : +) , 가

(Tech Prep:Tech Preparation)

, 4

6 (2+2, 2+2+2, 2+4)

가

가 가,

가, 가

가

가

(Goals 2000)

가

가

(Goals 2000)

“ 가 (

)”

“ 가 ”

“ ”

“ 가

”

3)

가(, 1998)

가

가

, STWOA

(School-to-Work-Opportunities Act),

1990

(2

)

가

가

JTPA

1994

STWOA (School-to-Work-Opportunities Act)

. STWOA

가

가

, ,
가 가
- , , ,

STWOA

, ,
STWOA
가 가
가 가
STWOA가
가

, STWOA가
가

STWOA

- 가
가
가
STWOA가

1997

가

가

가

가

가

가

가

가

가

가

가

2.

가.

가

가

가

가 7

1 1

3

가

(state board of education)

가

가

가

가

< -1>

< -1>

			1
&	7 - 8		
	9 - 12		
	9 - 12		
	7 - 8		
	7 - 12		
	9 - 12		
	12	16	
	9 - 12	14	on campus

	9 - 12 10 - 12 10 - 12		3
	11 - 12	16	
	11 - 12		
가	7 - 8 9 - 12 10 - 12 10 - 12 11 - 12 11 - 12	16	7 8
	10 - 12 11 - 12 11 - 12	16	
	10 - 12 11 - 12 11 - 12	16	
	10 - 12 11 - 12 11 - 12	16	
	10 - 12 11 - 12 11 - 12	16	

: State Board of Education Rules for Curriculum(1999), Texas Education Agency.

가 24)

가 925

1904 Austine Stephen

가 가 가

가 가

가 < -2> 가

(Pre-vocational Home Economics Education), 가

(Academic Home Economics Education), 가 (Occupational Home Economics Education)

가 가

가 7 8

가 (Home Economics Career Investigation) 9

12

가 (Consumer and Homemaking Education)

(Comprehensive Course)

(Special Course) 가

9 12 , , , , , ,

, 가 가 , 가 , 가 , , , ,

3

10 12

/ , , , 가 / , 가

24) 가 가 ‘ 가 (1992). 가

가 , 가 , 가 , 가 가

가 (Occupational Home Economics Education) 가

(Home Economics Cooperative Education: HECE), 가

(Pre-Employment Laboratory Education: PELE),

(Coordinated Vocational Academic Education),

(Vocational Home Economics Education for Students with Special Needs) 4가 가 . 4가

< -2> 가

가

가

가

가

가

가

가

가

가 /

가

가

가

, 가

가

. 가

,
,
,
가 가 ,
가
,

가

. 가 (Pre-Vocational Home Economics Education)

: 가 Option

: 가 ; 7 8
가 ; 9 12

. 가 (Consumes and Home making Education)

: 가

(to prepare for the occupation of home making)

: Comprehensive() ; 9 12
; 10 12

. 가 (Occupational Home Economics Education)

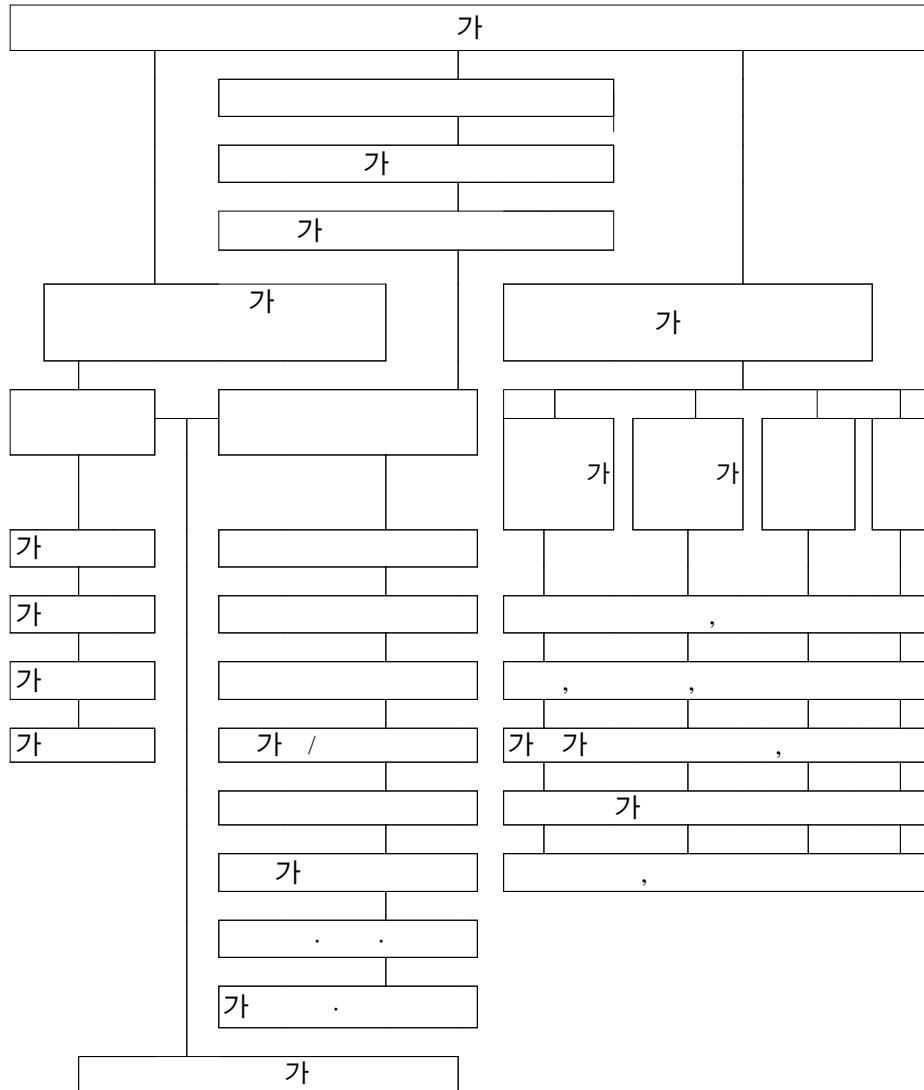
: 가

: ; 11 12
; 10 12

Cooperative Vocational - Academic Education ; 7 12

가

< -4> .



[-4] 가

‘가 ’ ‘ , ’

Occupational Home Economics Education

* : (General employ ability)
· (leadership skill)
1.1
1.2
1.3 가 ()
1.4
1.5
1.6
· (employ ability skill)
2.1 가
2.2
2.3
2.4
2.5 , ,
2.6
2.7
2.8
· 가
3.1
3.2
3.3
3.4

4.1	
4.2	
4.3	
4.4	, ,
4.5	
4.6	가
.	
5.1	
5.2	
5.3	
5.4	
5.5	, ,
5.6	가
5.7	
5.8	
5.9	가

.

Fairfax County

,

,

가

가

5

1) 가
 . 46 가 , 가
 . , (Iowa)
 가
 . (Illinois) 가
 ,
 (Mississippi)
 . (New Jersey)
 가
 . (Oregon) 가 가 가
 . (Missouri) 가 ,
 , - 가
 . 가
 . (Alaska)
 가 ,
 가가 ,
 (Georgia) ,
 , , , ,
 가
 . 28
 . 가 ,

가

가

30

가 가

가

2)

가

3)

가

가

가

가

17

가

5

가

가

4

18

가

가

가

26

가

가

가

가

(National Occupational Competency

Testing Institute)

가

가(National Teacher's Exam)

(Darling-Hammond and Berry, 1988).

40 , , , 가,

가

가

가가

가

(Darling-Hammond and Berry, 1988).

4

1

5

가

1,300

500 가

가

가

(NTE)'

< -3>

가

가

HERO

Area	Unit Title	Objectives
Child care and Guidance Management and Services	<ul style="list-style-type: none"> ·Child care and Guidance Management and Services, General ·Child Care Aide/Assistant ·Child Care Management ·Foster Care/Family Care ·Teacher Aide 	
Clothing, Apparel and Textiles Management Production, Services	<ul style="list-style-type: none"> ·Child care and Guidance Management and Services, other ·Clothing, Apparel and Textiles Management Production, and Services General ·Clothing, Maintenance Aide ·Commercial Garment and Apparel Construction ·Custom Apparel/ Garment Seamstress ·Custom Tailoring and Alteration ·Fashion/Fabric Coordination ·Textiles Testing ·Wedding/Specialty Consulting ·Clothing, Apparel, Textiles Management, Production, and Services, Other ·Food Production, Management, and Services, General 	
Food Production, Management, and Services	<ul style="list-style-type: none"> ·Baking ·Chelf/Cook ·Dietetic Aid/ Assisting ·Food Service ·Food Testing ·School Food Service ·Food Production, Management, and Services, Other ·Home Furnishings and Equipment Management, and Services, General ·Custom Drapery and Window Treatment Design/Making 	

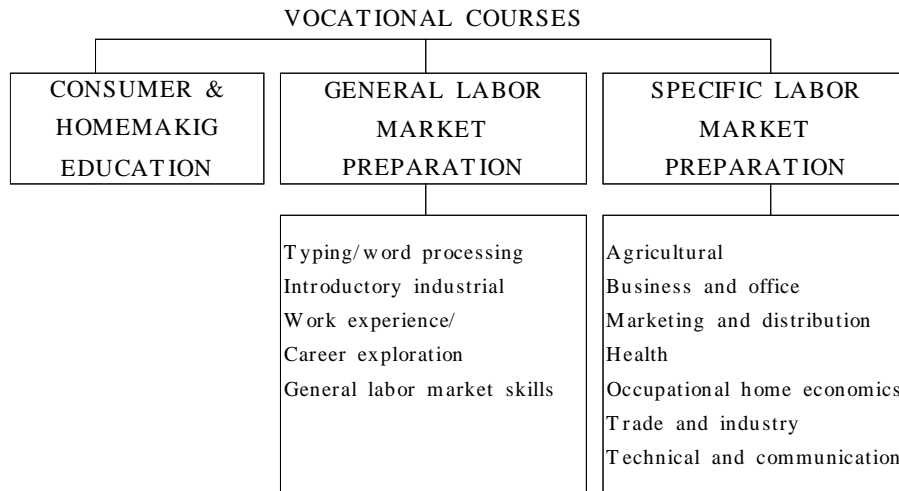
Area	Unit Title	Objectives
Home Furnishings and Equipment Management Production and Service	<ul style="list-style-type: none"> ·Custom Slipcovering and Uphosting ·Floral Design ·Home Decorating and Designing ·Home Furnishing Aide ·Home Service Assisting ·Home Furnishings and Equipment Management, Production, and Services, Other ·Institutional, Home Management, and Supporting Services General 	, 가
Institutional, Home Management and Supporting Services	<ul style="list-style-type: none"> ·Companion to the Aged ·Consumer Aide/Assisting ·Custodial Services ·Executive Housekeeping ·Homemakers Aide ·Therapeutic Recreation Aide ·Institutional Home Management and Supporting Services Other 	가 ,
:	가 (1992).	가

3.

가.

가 .

가 (consumer & homemaking education), (general labor market preparation), (specific labor market preparation) [-5].



: The Secondary School Taxonomy(1989). NAVE, U.S. Department of Education.

[-5]

가

Content Outline and Time Use	
Units	Suggested Time Lenght
UNIT ONE-HOUSING CHOICES A. Housing Needs B. Housing Through the Life Cycle C. Choosing Housing Based on Life Style D. Cultural and Historical Impacts on Housing	3 weeks
UNIT TWO-ECONOMICS OF HOUSING A. Housing Availability B. Housing Selection C. Financing D. Legal Factors E. Managing Home Finances	3 weeks
UNIT THREE-HOUSING MANAGEMENT A. Management Components B. Housing Systems C. Housing and the Environment D. Safety in the Home E. Maintaining the Home F. Home Responsibilities	3 weeks
UNIT FOUR-HOME PLANNING A. Site Orientation B. Space Use C. Housing Structure D. Interior Design E. Work Center F. Home Remodeling	5 weeks
UNIT FIVE-HOUSING TRENDS A. Factors Affecting Housing B. Housing and Government C. Housing as a Social Concern D. Future Developments in Housing E. Housing Occupations	4 weeks
TOTAL TIME	18 weeks

: Louisiana Department of Education(1992). Vocational Education Curriculum Development,
Housing Curriculum uide Bulletin No. 1680.

< -5> 가

가	
Comprehensive Consumer & Homemaking Education	<p>.가 ,가 , . 가</p> <p>. ,가 , ,가 ,</p> <p>.가 , , .</p>
Family Living and Parenthood	<p>.가 , , ,</p> <p>. 가 :</p> <p>, , ,가</p> <p>,</p>
Child Care&Guidance Workers andManagers, General	<p>.</p> <p>Guidance</p> <p>. , , , , ,</p> <p>Guidance , , , , ,</p> <p>, Child Care , ,</p>
Clothing, Apparel & Textile Workers and Managers, General	<p>. , ,</p> <p>. , , , pattern ,</p> <p>, 가 , , ,</p> <p>, , ,</p>
Drycleaner & Launderer	<p>.Drycleaning , , ,</p> <p>, ,</p> <p>.</p> <p>, ,</p>
Institutional Food Workers & Administrators, General	<p>. , , ,</p> <p>. , , , , ,</p> <p>, , , , ,</p> <p>.</p>

가	
Dietian Assistant	. 가 , , table setting
Home Furnishings & Equipment Installers & Consultants	. 가 가 , home service director
Custodial, Housekeeping & Home Services Workers and Managers, General	. , / housekeeping . 가 가 home service director
Elder Care Provider/ Companion	. , ,
Custodian/Caretaker	. , , 가 , . , , ,
Homemaker's Aide	. , 가 , 가 . , , , , , 가 가 , , , 가 , , , 가
Vocational HomeEconomics, Other	. 가 . 2

Hoemwood - Flossmoor

(, 가 ,) ,

가

< -6> Homewood-Flossmoor High School (1999-2000)

Business education	Family & consumer science	Industrial technology
COMPUTER KEYBOARDING	FOODS1	DRAFTING
COMPUTER KEYBOARDING1	ADVANCED FOODS	ARCHITECTURAL DRAWING
COMPUTER KEYBOARDING2	REGIONAL AND INTERNATIONAL COOKERY	DRAFTING
MICROCOMPUTERS AND APPLICATIONS	CLOTHING1	MECHANICAL DRAWING
INTRODUCTION TO BUSINESS	INTERIOR DESIGN	MECHANICAL DRAWING
APPLIED BUSINESS	CHILD DEVELOPMENT	ARCHITECTURAL DRAWING
MARKETTING	CHILD DEVELOPMENT	COMPUTER INTEGRATED MANUFACTURING

Business education	Family & consumer science	Industrial technology
ADVERTISING	CHILD DEVELOPMENT LAB	MANUFACTURING
ACCOUNTING	NURSERY SCHOOL PRACTICUM	MACHINE SHOP1
ACCOUNTING1	COOPERATIVE EDUCATION CLASS	MACHINE SHOP2
BUSINESS AND PERSONAL LAW	COOPERATIVE EDUCATION JOB	BEGINNING WELDING
COOPERATIVE EDUCATION CLASS	SPECIAL PROBLEMS HOME ECONOMICS - CLOTHING	ADVANCED WELDING
COOPERATIVE EDUCATION JOB		ADVANCED MACHINE TOOL
		INTRODUCTION TO SMALL ENGINE REPAIR
		AUTOMOTIVE TECHNOLOGY
		AUTOMOTIVE SERVICE- CHASSIS & SUSPENSION
		AUTOMOTIVE SERVICE-TUNE-UP AND ELECTRICAL SYSTEMS
		AUTOMOTIVE MANAGEMENT

Business education	Family & consumer science	Industrial technology
		SPECIAL PROJECTS IN INDUSTRIAL EDUCATION
		SPECIAL PROJECTS IN INDUSTRIAL EDUCATION
		COOPERATIVE WORK TRAINING (CWT) CLASS
		COOPERATIVE WORK TRAINING (CWT) JOB
		COOPERATIVE CLASS
		COOPERATIVE JOB

: Homewood-Flossmoor High School. Course Description Book 1999-2000.

.

Hoem wood - Flossmoor

, 220
115 , 105
, , , , ,
1 1 , , , , ,

5413

:
:
: 10, 11, 12
:
: 5 SPC's

가

: Homewood-Flossmoor High School Course Description
Book (1999-2000)

4.

가.

가,

가

2

가

< -7>

TABLE OF CONTENTS	
	Page
OVT Division Statement	
Foreword	
Materials	
Policy on Ordering Audio-visual Aides	
Inviting Outside Speakers	
Safety Rules Sanitation in the Cosmetology Laboratory	
Safety Rules for the Laboratory	
State Requirements	xi
Overview	xii
Scope and Sequence	
First Year	
Second Year	
Third Year	
General Objectives	
Competency Rating Sheets	
COSMETOLOGY- -FIRST YEAR	
UNIT : Safety in the Beauty School and Shop	1
UNIT : Sanitation and Sterilization	6
UNIT : International Skills	12

TABLE OF CONTENTS	
	Page
UNIT : Manicuring	16
UNIT : Shampoos and Rines	24
UNIT : Scalp Treatment	31
UNIT : Hair Styling	35
UNIT : Face Care	48
UNIT : Permanent Waving	57
UNIT : Beauty Culture Laws	61
COSMETOLOGY-- SECOND YEAR	
UNIT XI: Permanent Waving	65
UNIT XII: Chemical Hair Relaxing	71
UNIT : Hair Coloring and Lightening	76
UNIT : Human Anatomy	89
UNIT : Hair Shaping	101
UNIT : Trichology	110
UNIT : Skin Structure and Functions	115
UNIT : Wig and Hair Pieces	121
COSMETOLOGY-- SECOND YESR	
UNIT XI : Clinic	125
UNIT : Electricity	128
UNIT XI: Chemistry	133
UNIT XII: Removal of Superfluos Hair	139
UNIT : Frosting, Tipping, and Streaking	145
UNIT : State Board Review	147
UNIT : Shop Management	149

: Course of Study Cosmetology 1, 2, 3. The Board of Public Education, Pittsburgh, Pennsylvania(1999).

가

가

* :	(Child care and Guidance management and Service)
<	>
1.	(, Child Care Center)
2.	
3.	
4.	
5.	, ,
6.	
7.	가
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	

22.

23.

24.

25.

26. , ,

27. 2

28.

29.

30.

.

1.1

1.2 /

1.3 , ,

1.4

1.5 , ,

1.6 /

1.7

1.8

1.9

1.10 가

1.11

1.12

1.13

1.14

1.15

1.16

1.17

1.18 , ,

1.19

2.1

2.2

2.3 , , 가

2.4

2.5

2.6 , , ,

2.7 ()

2.8

2.9 () 가

2.10

2.11

2.12

2.13

2.14

2.15

2.16

2.17 가

2.18 ,

2.19

2.20

2.21 ,

2.22

2.23

2.24

2.25

2.26

2.27

2.28

. .

3.1

3.2

3.3

3.4

3.5

3.6 가

3.7

3.8

3.9

3.10 , ,

3.11 ,

3.12

3.13 ,

3.14

3.15

3.16

3.17

3.18

3.19

3.20

3.21 가 , ,

3.22

3.23

3.24

3.25

3.26

. .

4.1 가

4.2

4.3 , ,

4.4
4.5
4.6 가 가
4.7
4.8
4.9 가
4.10
4.11
4.12 , ,
4.13
.
5.1
5.2
5.3
5.4
5.5 , , , ,
5.6
5.7
5.8
5.9
5.10 , , 가
5.11
5.12 , ,
. 가
6.1 가
6.2 가
6.3 가
6.4
6.5
6.6 가
6.7 가

* : , ,
(Clothing, Apparel and Textiles management, Production and Service)

· , 가
(, 가
)

- 1.1 , , .
- 1.2 , .
- 1.3 , , .
- 1.4 , , , , , .
- 1.5
- 1.6 가 , 가 , , 가
- 1.7
- 1.8
- 1.9 , , , , ,
- 1.10
- 1.11
- 1.12 , , , , 가,
- 1.13 , , ,
- 1.14
- 1.15 , , , , 가,
- 1.16 ,
- 1.17
- 1.18
- 1.19 , , 가
- 1.20 , ,
- 1.21 , , , , (Substitutes)
- 1.22
- 1.23
- 1.24 ,
- 1.25

1.26
1.27 , , , ,
.
2.1
2.2
2.3 , , , ,
2.5 , ,
2.6
2.7 , ,
.
3.1
3.2 , , , , ,
3.3
3.4 , , , ,
3.5
. 가
4.1 , , ,
4.2 가 , , , ,
4.3 , , , , ,
4.4
4.5 ,
4.6 , , , ,
4.7
4.8
. , , 가
5.1
5.2

5.3	
5.4	
5.5	
5.6	
5.7	, 가
5.8	,
5.9	
5.10	.
.	, , , .
6.1	,
6.2	,
6.3	가
6.4	
.	
7.1	
7.2	
7.3	
7.4	
7.5	,
.	
8.1	
8.2	
8.3	가
8.4	
8.5	
8.6	
8.7	
8.8	()
8.9	
8.10	spread tickets
8.11	

8.12	가 가
8.13	
8.14	
8.15	
8.16	
8.17	
8.18	
8.19	
8.20	
.	
9.1	가
9.2	
9.3	가
9.4	
9.5	
9.6	
9.7	가
9.8	
9.9	
9.10	가
9.11	
9.12	가
9.13	
9.14	
9.15	가
.	, ,
10.1	
10.2	
10.3	
10.4	가
10.5	
10.6	

XI.	()
11.1	
11.2	
11.3	
11.4	, 가, , .
11.5	
11.6	
11.7	가
11.8	

. ,
 가
 , 가 ,
 .
 가
 가 11, 12
 . , ,
 . , , .
 .
 가
 10 12 ,
 . HECE
 . HECE
 . , , , , ,
 , , 가 , , 가 , ,
 가 .

5.

가

○ Mandated Articulation

○ Technical Preparatory Model

2

○ 2+2 Agreements

. 2+2 Agreements

가.

가

가

가

가

technical communication . business education, applied mathematics,
. Tech Prep ,
(Division of Vocational Education),
, JTPA, (Rehabilitative Service),
(Department of Social Services)

< -8>

Dates	August 19- 27	August 30 - September 3	September 6- 10	September 13- 17
Health Occupations	Registrarion Orientation Breakthroughs in medical research	Organization of the Human Body *Interrelationship of the 10 major organ systems *Terminology *Anatomy and physiology *Body Section and types	Chemical Basis for Life *Periodic table, atomic number *Major, minor and trace elements of the human body *Relationship of biochemistry *Terminology *Genetic engineering	Cellular Structure *Anatomy and physiology *Diseases and disorder *Terminology *Genetic engineering
Applied Biology Chemistry	Registrarion Orientation Laboratory Techniques *Safety *Equipment	Laboratory Techniques (cont.) *Lab Safety test and contract Chemical Basis for Life *Classification of matter *Elements and atomic structure	*Elements and atomic structure (cont.) *Compounds and chemical bonding *Introduction to biological compounds *Mixtures	Cellular Structure *Composition of plasma membrane *Cellular transport
Field Trips	Swain County Hospital Medical Laboratory Facilities (Lab Safety)		Western Carolina University *Electron Microscope *Medical Lab Technology Program	C.J. Harris Hospital- Sylva, NC Pathology Department Swain County Hospital Radiology Department
Guest Speaker	Lab Technician			Pathologist

Dates	September 20- 24	September 27 October 1	October 4- 8	October 11- 15
Health Occupations	Body Tissues *Anatomy and physiology *Diseases process *Terminology *Organ transplantaion *Related health careers	Integumentary system *Anatomy and physiology *Diseases process *Terminology *Related health careers	Skeletal System: Anatomy *Anatomy *Chemical composition of bones *Pathology *Terminology *Related health careers	Skeletal System: Physiology *Anatomy *Chemical composition of bones *Pathology Chemical Basis for Life *Terminology *Related health careers
Applied Biology - Chemistry	Body Tissues *Cell organelles *Cell Specialization	Integumentary system *Functions *Evaporation cooling *Density of receptors (lab) *Analysis of human hair	Skeletal System: Anatomy *Anatomy of a long bone *Histology ·Compact bone ·Spongy bone	Skeletal System: Physiology *Chemical properties of bones (lab) *Bone marking
Field Trips			Meatpacking Plant	
Guest Speakers		Dermatologist Cosmetologist	Chiropractor	

Dates	November 15- 19	November 22- 26	November 29- December 3	December 6- 10
Health Occupations	Nervous System Cells *Anatomy *Terminology *Neurotransmitters	Neuromuscular Diseases *Pathology *Diagnostic process *Rehabilitaion	Central Nervous System *Anatomy and physiology *Pathology *Diagnostic process *Terminology *Related health careers	Autonomic Nervous System *Anatomy and physiology *Pathology *Diagnostic process *Terminology *Related health careers
Applied Biology- Chemistry	Nervous System Cells *Membrane potential *Action potential *Nerve impulses	Neuromuscular Diseases *Model of the brain *Identification of parts of the brain	Central Nervous System *Video Program - <i>The brain</i> *Neurotransmitters *Laser surgery techniques	Autonomic Nervous System *Relax tests *Computer Program
Field Trips		Cherokee Handicapped Center Western Carolina Center for the Handicapped	Health Adventure Health and Science Museum: Laser surgery techniques The brain The Senses	Thoms Rehabilitaion Center
Guest Speakers	Developmental Disabilities Specialist		Vocational Rehabilitaion Counselor	

Dates	October 18- 22	October 25 November 1- 5	November 1- 5	November 8- 12
Health Occupations	Articulations *Anatomy and physiology *Physiology, diagnostic process *Terminology *Related health careers	Muscular System: Anatomy *Anatomy *Chemical relationships *Terminology	Muscular System: Physiology *Physiology *Chemical energy source *Terminology *Related health careers	Muscular Diseases *Structural pathology *Genetic pathology *Etiology unknown *Diagnostic process
Applied Biology - Chemistry	Articulations *Model of joints *Dissection of joints (lab)	Muscular System: Anatomy *Skeletal muscle *Smooth muscle *Cardiac muscle	Muscular System: Physiology *Sliding filament theory *Role of ions	Muscular Diseases *Identification of muscle *Frog dissection
Field Trips	North Carolina University Hospital, Chapel Hill, NC		Western Carolina University Sports Medicine Training department Dynabody Gymnasium	Western Carolina University Physiology or Kinesiology department
Guest Speakers	Physical Therapist		Sports Medicine Specialist Aerobics Instructor	

Dates	December 13- 17	January 3- 7	January 10- 11	January 12- 14
Health Occupations	Sense Organs *Anatomy and physiology *Pathology *Diagnostic process *Terminology	Sense Organs	Review for mid-term exams	Mid-term exams
Applied Biology- Chemistry	Sense Organs *Sense of smell *Sense of taste *Comparison of senses of taste and smell *Simulation of Handicaps		Review for mid-term exams	Mid-term exams
Field Trips	Optometrist's Office			
Guest Speakers	Audiologist Social Worker for the Blind			

Dates	January 17- 21	January 24- 28	January 31- February 4
Health Occupations	Endocrine System *Anatomy *Pathology *Diagnostic process *Terminology *Related health careers	Mind Emotions *Anatomy and physiology *Pathology *Diagnostic process *Therapeutic process *Terminology	Stress *Etiology *Pathology *Therapeutic process
Applied Biology - Chemistry	Endocrine System *Water- soluble versus lipid- soluble hormones *Steroids *Comparison of nerve and endorine systems	Mind Emotions *Left brain-right brain *interpretations of children's drawings *Schizophrenia and other brain disorders	Stress *Self- analysis *Stress relievers
Field Trips		Western Carolina University Psychology Department	Smoky Mountain Counseling Center
Guest Speakers	Physician:Dangers of Steroid Use Health Department Diabetes Educator	Hypnotist Holistic Medicine Practitioner	

Dates	February 14- 18	February 21- 25	February 28- March 4	March 7- 11
Health Occupations	Endocrine System *Anatomy *Pathology *Diagnostic process *Terminology *Related health careers	Cardiovascular System *Anatomy and physiology *Pathology *Diagnostic process *Terminology *Related health careers	Cardiovascular System *Anatomy and physiology *Pathology *Diagnostic process *Terminology *Related health careers	Lymphatic System *Anatomy and physiology *Pathology *Diagnostic process *Terminology *Related health careers
Applied Biology - Chemistry	Composition of Blood *Blood smears *Hematocrit *Blood Types *Glucose levels *Bleeding and coagulation times	Cardiovascular System *Blood smears *Hematocrit *Blood Types *Glucose levels *Bleeding and coagulation times	Cardiovascular System *Initiation and control of a heartbeat *Blood pressure *Bypass operation on sheep's heart	Lymphatic System *Cell types and functions *Relationships to circulatory system *Infectious diseases *Antigen/Antibody
Field Trips	Swain County Hospital Hematology Department	Hospital demonstration of electrocardiogram and sonogram	Rehabilitaion exercise therapy program Health Adventure Health and Science Museum: Circulation Healthy Heart	Organ Donor Program Water Treatment Plant
Guest Speakers	Speaker from the American Red Cross Blood Donor Service	Patient with a heart pacemaker		

Dates	March 14- 18	March 21- 25	March 28- April 1	April 4- 8
Health Occupations	Immune System *Physiology *Pathology *Diagnostic process	Respiratory System *Anatomy and physiology *Pathology *Terminology *Related health careers	Digestive System: Anatomy *Structure of digestive organs *Terminology	Digestive System :Physiology *physiology digestive organs *Pathology *Diagnostic process *Related health careers
Applied Biology- Chemistry	Immune System *Immune deficiencies *Autoimmune disorders *Allergies	Respiratory System *Physics of oxygen transport *Carbon dioxide release effects of exercise	Digestive System :Anatomy *Macronutrients *micronutrients	Digestive System :Physiology *Hydrolysis reactions *Enzyme and substrats
Field Trips	Health Adventure Health and Science Museum: Immune system AIDS	Respiratory Therapy Department	Dentist' Office	Health Adventure Health and Science Museum: Digestive System Nutrition
Guest Speakers	Health Department Health Educator: Immunizations Evironmental Health			Nutritionist Physician- Laparoscopic Surgery

Dates	April 11- 15	April 25- 29	May 2- 6
Health Occupations	Metabolism *Chemical relationship to carbohydrates, facts and proteins *Terminology	Urinary System *Anatomy and physiology *Pathology *Diagnostic process *Terminology *Related health careers	Reproductive System: Male *Anatomy and physiology *Pathology *Terminology *Bioethical dilemmas : artificial insemination and surrogate parenting
Applied Biology- Chemistry	Metabolism * Cellular respiration *ATP-ADP cycle *Chemical thermodynamics	Urinary System *Processes nephron function *Urinalysis (lab) *Identification of drugs and poisons (lab)	Reproductive System: Male *Translation of the genetic code *Control mechanisms *Genetic engineering *Recombinant DNA techniques lab: transformation of bacterial cells
Field Trips			Health Adventure Health and Science Museum: Life Pattern and
Guest Speakers		Organ Donor Bank spokesperson	

Dates	May 9- 13	May 16- 20	May 23- 27
Health Occupations	Reproductive System: Female *Anatomy and physiology *Pathology *Diagnostic process *Pregnancy (normal) *Pregnancy (abnormal) *Abortions	Sexuality Transmitted Diseases *Etiology *Diagnostic process *Bioethical dilemmas	Final Exams
Applied Biology - Chemistry	Reproductive System: Female *Translation of the genetic code *Control mechanisms *Genetic engineering *Recombinant DNA techniques lab:transformation of bacterial cells	DNA Techniques lab(cont'd) *DNA fingerprinting	Final Exams
Field Trips	Health Adventure Health and Science Museum: Hereditary Diseases Chromosome Abnormalities		
Guest Speakers	Health Department Health Educator: Preconceptual Health	Child Support Enforcement Services	Organ Donor Bank spokesperson

: Swain County High School, Bryson City, North Carolina.

Tech Prep

Technical Preparatory Model

2

. Tech Prep

, 3

가

Tech Prep 2+2, 4+2, 2+2+2, 4+2+2

Tech Prep < -9>

< -9> Tech Prep

Tech Prep	
2+2 Tech Prep	<ul style="list-style-type: none"> ▪ 2 2 ▪ 4 (11, 12, 13, 14) ▪ (associate degree) (certificate)
4+2 Tech Prep	<ul style="list-style-type: none"> ▪ 9 2 ▪ 6 (9, 10, 11, 12, 13, 14) ▪ (associate degree) (certificate)
2+2+2 Tech Prep	<ul style="list-style-type: none"> ▪ 2 , 2 4 2 ▪ 6 (11, 12, 13, 14, 15, 16) ▪ (bachelor's degree)

4+2+2 Tech Prep	<ul style="list-style-type: none"> ▪ 9 4 ▪ 8 (9, 10, 11, 12, 13, 14, 15, 16) ▪
--------------------	--

: Fagan, C. & Lumley, D.(1995). Planning for Tech Prep: A Guidebook for School Leaders, Scholastic Inc., p. 45-46

Tech Prep (curriculum articulation)

(D. Stern et al, 1995). Tech Prep

,
Prep (core courses) . Tech Prep
Tech

,
가

, 2 , 4
,

(Bragg, D. D., 1994).

(Hoerner & Wehrley,1995).

(job-based work experiences) (school-based work experiences)

< - 10 >

OJT	
Tech Prep	

1)

가)

16

OJT

가

가

가

가

)

(cooperative education)

가

) OJT

OJT (on the job training)

가

. OJT

,

OJT

OJT

가

. OJT

OJT

. OJT 가

(off-the-job training)

가

)

가

1 1

가

가

1

가

)

(aligned work-study programs)

가

가

가

)

(school-linked summer employment)

,
.
)

(community service learning)

)

(business/ education compacts)

가

가

가

) **Tech Prep**

Tech Prep

(workplace learning experiences)

(apprenticeships)

(work-based learning)

Tech Prep

Tech Prep

가

Tech Prep

,
)

(internship)

2)

, , 가

가)

가

, , , ,

가

)

가

,

가

,

가

, , ,

)

(senior and class projects)

.
, , , 가
, , , 가
, .
, .
) (, 1998)
(licensure), (certification),
(registration) 가 (Farbery, 1988).
가
가
가
가
가
(title)
, .
, , , , , ,
가 .
가
1980 ,
(entry - level) ,
(APA, 1985).
가
가
,
,
,

가 가 가
가 가
,
,
, 가
,
,
, 가,
,

International Masonry Institute(IMI), Associated General Contractors of America(AGC), National Joint Apprenticeship and Training Committee of the International Brotherhood of Electrical Workers(IBEW), the National Electrical Contractors Association(NECA) 가

, 가, 가

가

가

가

가 가

가

IMI

IMI

•

1.

가.

(The United Kingdom of Great Britain and Northern Ireland)

, , 4 ,

.

.

, , ,

5 2 5 11 ,
11 18 , 16 ,
18

16 ,

(sixth-form school)

, (further education)

,

(school) (city technology college) (comprehensive

, (further education institution)

(polytechnic) (university)

[-1] .

5 16 (1

5)

가 가 (National Curriculum)

가 1988

, 가

, 가

. 가

가

가

, 가.

. 가

, 가 가 .

. ‘ (KS: Key Stage)

< -1> , 7, 11, 14, 16

가 .

< -1> 가

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

24	(Further Education)	(Higher Education) - university (polytechnic) - voluntary college - institution for HE		
23				
22				
21				
20		(sixth form college/ sixth form of school)		(public school)
19				
18				
17				
16	(secondary school) - comprehensive - grammar - secondary modern - city technology college	(primary school)	(high / upper school)	(independent secondary school)
15				
14				
13				
12				
11	(junior school)	(primary school)	(middle school)	(preparatory school)
10				
9				
8				
7				
6	(infant school)		(first school)	
5				
4		(nursery class)	(nursery school)	(nursery)
	/			

: (1997). 가 . , p. 213

[- 1]

가 < -2> .

< -2> 가

	KS 1	KS 2	KS 3	KS 4
				(가)
				(가)
	가			
	가		가	

: <http://www.qca.org.uk/> . 1999.

가 11

(foundation subjects) , ,

(core subjects) .

, , , , , , ,

(가

가).

KS 1 KS 2 , KS 4

가 .

가 , 1995

가

(, 1997). KS 4

1944

가

1993

가

가

가

(, 1996).

1993 (Sir Ron Dearing)

, KS 4 가 (GNVQs)

, 1995 가 . 가

14 , , , , 가

14 가

가

1995 ‘

KS 1, 2, 3 (KS 4)

11, 16
가
16 가 16

1)

KS 3 (KS 4)

(comprehensive schools),
(technology colleges), (city technology colleges)
(Holt, G. et al., 1997).

가)

11, 18
가
90% 가
11, 16 '11-16
16, 18
6 (sixth-form)²⁵⁾ 'all-through
16 가

25)

5 6

6
6
가 GNVQs(General National Vocational Qualifications)
(further education institution)

)
'(Specialist Schools Programme)
(maintained school) 가 가 , ,

가
196
가 (Holt, G. et al., 1997).

)
1988
1998 15 가
, 가가

11 18

2)

16 (GCE A/AS-level)²⁶⁾

sixth-form college²⁷⁾

(further education college)

가

16

(full-time),

(part-time),

day-release ²⁸⁾

(Holt, G. et al.,

1997).

16

18

sixth-form school

26)

2 3

GCE

A-level(General Certificate of Education Advanced Level)

6

2

A-level

가

GCE AS-level(Advanced Supplementary Level)

1990

A-level 가

2 3

A-level

A-level

AS-level

A-level

AS-level

AS-level

AS-level

2

A-level

27) 16

19

28)

가

가
(가)
가,
가
(
1997).

가 1988
(Education Reform Act) 1944
가
가
(polytechnic) (university)

1988
 School) , ‘ (Grant-Maintained
 ’(City Technology College)

1996). (,
 가 가
 가

, 1964 1992 (Department of Education and
 Science), 1992 1995 (Department of Education), 1995
 (Department of Education and Employment)

가
 가가
 1988 가 ‘ 가
 ’(NCC: National Curriculum Council) ’ 가 ’(SEAC:
 School Evaluation and Assessment Council) 1992 ‘ 가
 ’(SCAA: School Curriculum and Assessment Authority)
 SCAA ‘ 가 ’(NCVQ: National Council for Vocational
 Qualification) 1997 ‘ ’(QCA: Qualification and

Curriculum Authority) . QCA
가 ,
가
가
(Review of Qualification for 16-19 Years Olds, 1996) 16
가
198 가
GCE A-level 가 GNVQs
가
1992
가 GNVQs(General NVQs)가
GNVQs
가
. GNVQs 29) GCSE(General Certification of
Secondary Education), GCE A-level(General Certification of Education
Advanced level), AS(Advanced Supplementary)

29)

KS 4(14 16)
GCSE(General Certificate of Secondary Education)
KS 4 2 3 4
가 GCE A-level(General Certificate of Education Advanced
level) . AS(Advanced Supplementary) GCE A-level
가 1 GCE A-level 2 AS
가

. GCE A-level 가
 40%가 A-level 가
 가 , A-level
 A-level
 (Chorlton, 1994).
 GNVQs ,
 ,
 GSVQs(General Scottish Vocational Qualifications)
 가 (Chorlton, 1994). GNVQs
 GCSE/ GCE NVQs
 , GNVQs
 ,
 1995
 KS 4 10 11 (14 16) KS 4
 가 60% , ,
 .
 GCSE ‘ 가
 ’(GNVQs :General National Vocational Qualifications)
 가
 ‘Part One GNVQs ’
 .
 Part One GNVQs GNVQ (family) (QCA,
 1998c), 14 16

1999 600

Part One GNVQs GNVQ, A level
AS level
GNVQ
Part One GNVQs KS 4

Part One GNVQs 가

(QCA, 1999).

Part One GNVQs가

(QCA, 1999). Part One GNVQs 가 (Part
One General National Vocational Qualification Pilot :The first two years
1995 7) (OFSTED)

가
Part One GNVQs 가
(QCA, 1999).

가

가

가

1999 GNVQs

GCE A level ()
GNVQs
GNVQs가
GNVQs가

2.

가.

가 가
(Local Education
Authority)
(School Governing Body)
(Holt, G.
et al., 1997).

(3) () 1
가
가 (, 1991).

. ,
 GNVQs 가
 (awarding bodies) , (OFSTED), 가
 .
 GNVQs 1992 1995
 . 2000 GNVQs
 GNVQs GNVQs
 1995 11 GNVQs 가 (GNVQs
 Assessment Review)
 GNVQs () 1995
 , 가
 . GNVQs 2000 9
 , GNVQs (Unit) GNVQs
 QCA
 . QCA
 GNVQs
 .
 . 가 .
 가 (National Curriculum) 가
 가 가 . ,
 ,

1988 ‘ ,

가 . (5
) (1 2), , (4)
(county school :
) (first governors)

4 ,
1 (, 1998 : 267).

, 가 , ,

가
(, 1998).

1)

3 . , , 가
(,
1991). ,

2)

) ()
(ATO: Area Training Organization)

. 19 가
,

가 (, 1991).
가

가 ,

3 4 , 1 (, 1993).

3)

가

(OFSTED)

6

가 (, 가

4).

가 . 1998

가

가

가 가

, 가

. 가

가

가

. 가

, 가

,

. 가

가

. 가

,

,

,

, ,

가

21

가

가 1 2

가

(failing school)

,

.

가

가

,

가

,

. 2

가

,

(, 1998).

3.

가.

Part One GNVQs

GNVQs . Part One GNVQs 가

14 16

. 1999 16

. KS 4 Part One GNVQs

1999 Part One GNVQs < -3>

, , , , , ,

, 7 .

< -3> Part One GNVQs

- (art and design)
 - (business)
 - (engineering)
 - (health and social care)
 - (information technology)
 - (leisure and tourism)
 - (manufacturing)
-

6 (sixth-form)

, GNVQs .

GNVQs
 GSVQs . GNVQs
 14 , <
 -4> .
 < -4> GNVQs

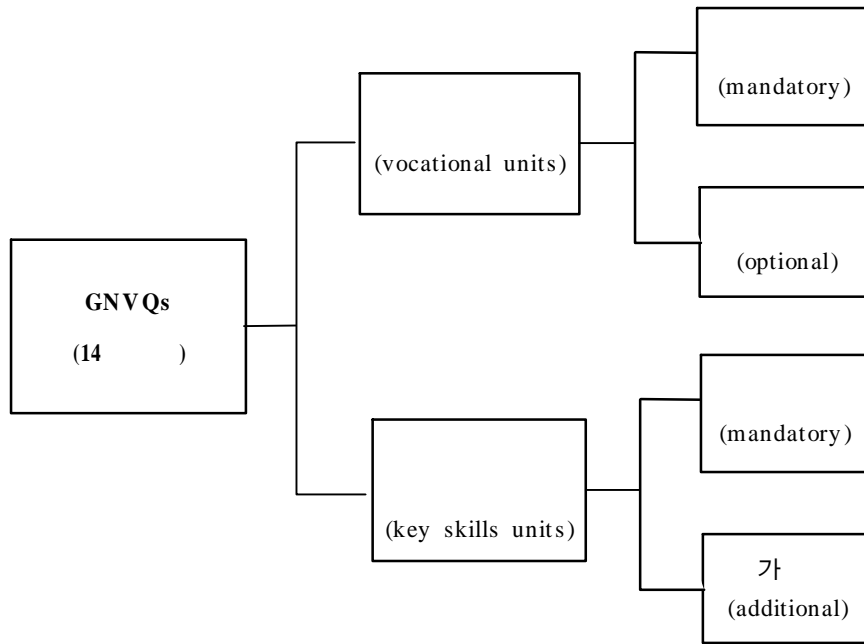
(art and design)
 (business) (construction and the built environment)
 (engineering)
 (health and social care)
 (hospitality and catering)
 (information technology)
 (land and environment)
 (leisure and tourism)
 (manufacturing)
 : (media : communication and production)
 (performing arts and entertainment industries)
 (retail and distributive services)
 (science)

6 (sixth-form) Teesdale

- 16 ' A ' levels
- AS levels
- GNVQs GNVQs (, ,)
- GCSE
-

가 (Leisure and Tourism),
(Health & Social Care), (Business) GNVQs
가
11 18 Dartford West
Technology College 16 Dartford
West 6 (Sixth Form Centre) GNVQs
. GNVQs ,
1 2 ,
, ,
Hugh Christie Technology College
10 11 , ,
, , GNVQs
. 6 , , , ,
GNVQs 가 .
. , ,
GNVQs (Foundation), (Intermediate), (Advanced)
3 . GNVQs
(Unit) (module) .
GNVQs [-2] (vocational unit)
(Key skill unit) ,
(mandatory unit), (optional unit), 가 (additional unit)
. GNVQs
. (foundation)
3 , 3 3
9 (units)

(Chorlton, 1994). (intermediate) 4 , 2
 3 9
 (advanced) 8
 , 4 3
 15 QCA



[-2] GNVQs

(key skills)³⁰ 가

(communication),

(application of number), (information technology)
, GNVQs
, (communication),
(application of number), (information technology)
, (improving own learning and performance)
(working with others) 가 .
GNVQs (course specification)
. GNVQs 가 가 가
, 가 (teaching)
GNVQs (evidence)
, ,
가 ,
(awarding bodies) (external verifiers)
(QCA, 1999).
GNVQs Part One GNVQs (pass), (merit),
(distinction)
1999 9 (key skill) ,
, 3
. 3가 1 GCSE D G
, 2 GCSE A C
, 3 GCE A level
, 14 16 가

30) (key skills) ,
1980
(communication), (application of number), (information
technology), (improving own learning and performance),
(working with others) (problem solving) .

Part One GNVQs 1999
 (foundation) GCSEs 2 2
 GCSEs A*-C , (intermediate) GCSEs 2
 2 GCSEs D-G
 Part One GNVQs GNVQs 가 ‘ ’(units)
 GNVQs ‘
 ’(vocational units) ‘ ’(key skills units)
 (QCA, 1998c). Part One GNVQs
 1 (key skills units) , Part One
 GNVQs 2
 (QCA, 1999).

Part One GNVQs 2000 9
 (Unit)

< -5>
 KS 4 14 16
 가
 가
 가 가

GCSE

9 10
 20 60
 가
 (, 1997).

14

16

KS 4

가

(optional subjects)

Part One GNVQs

GNVQs

가

60%

< -5> Part One GNVQs ()

(art and design)	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ 2D 3D ▪ ▪
(business)	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪
(engineering)	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪
(health and social care)	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪
(information technology)	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪
(leisure and tourism)	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪
(manufacturing)	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪

: <http://www.qca.org.uk>. 1999.

GCE A/AS level

6 (sixth form)

가

2 5

6

GNVQs

GNVQs

GNVQs

1

2

14

16

(KS 4) Part One GNVQs

Part One GNVQs

가

Part One GNVQs

, Part One GNVQs

가

Part One GNVQs

. KS 4

가

Part One GNVQs

(QCA, 1999b).

Part One GNVQs

가

가

(key skills)

가 (QCA, 1999b).

Part One GNVQs

Part One GNVQs (OFSTED) 가 (key skills) 가 (QCA, 1999b).
 가 .
 20%
 20%

1995 1997 2 Part One GNVQs
 Part One GNVQs

(QCA, 1999b).

KS 4
 Part One GNVQs
 < -6> < -7>
 가
 < -6> A
 60% , 40%
 Part One GNVQs
 1 Part One GNVQs
 2
 Block 3 4 . ‘ ’ Part
 One GNVQs 가 ‘ ’
 가

< -6> A

	1	2	3	4
GCSE() GCSE()	·GCSE GCSE() ·GCSE()	·GCSE ·GCSE ·GCSE	·GCSE ·GCSE ·GCSE	·GCSE ·GCSE ·GCSE ·GCSE
	(manufacturing) Part One GNVQ		Part One GNVQ	
60%	20%		20%	

: QCA(1999). Part One GNVQ Handbook, p. 16.
 : “ (QCA, 1997).

< -7> B , 가 60%
 , 40% GCSE Part One GNVQs

< -7> B

<p>GCSE()</p>	<p>3 GCSEs 가 GCSE , GCSE MFL Part One GNVQ MFL Part One GNVQ () MFL Part One GNVQ</p>	<p>GCSE 가 block 가</p>
<p>60%</p>	<p>30%</p>	<p>10%</p>

: QCA (1999). Part One GNVQ Handbook, p. 17.

: 1 '10%' 11 block

Part One GNVQs (case study)

< -8> , 11 19

(technology college)

가 40%

< -8> Part One GNVQs

1	2	3	4
(business)			
	Part One GNVQ		
(manufacturing)			
Part One GNVQ			

: QCA(1999). Part One GNVQ Handbook, p. 18.

- (vocational units) 가?
- (key skills) 가 가?
- 가 가?

가

가 10 11

Part One

GNVQ

< -9>

< -9>

Part One GNVQ

Part One GNVQ

10		
9 :		
10 11 :	1 3	
11 12 :	1 1	
12 2 :	1 2	1 : 1
2 3 :	3 3	
3 5 :	3 1	5 : 1
5 6 :	3 2	6 : 3

11					
9	10	:	2	1	
10		12	:	2	2
12	2	:	2	3	1 : 1 3
3					3 : 1 3
					2

Part One GNVQ

10					
9	12	:	1	1, 2, 3	
1	4	:	2	1, 3	1 5 : 1
11					
9	12	:	2	2, 3	2
1	4	:	2	2, 3	3

: QCA(1999). Part One GNVQ Handbook, p. 43

4.

가.

GNVQs ,
GNVQs (Unit)
, (Elements),
(performance criteria), (range), (evidence
indicators), (amplification), (guidance)
Part One GNVQs
(Unit) GNVQs
(area of competence)

(engineering) 3 ‘
 ’ (Tooley M., 1998).
 GNVQs (Unit) [- 3]
 . GNVQs 2 5 (element)
 . ,
 ,
 . , (elements) ,

(element title)	‘ ; ‘ 가 ; ‘ ’ .
(performance criteria)	. 가 가 .
(range)	(dimensions) . . (range) (test specifications)() (range)가 가 .
(evidence indicators)	(range dimensions) 가 (indicated)' 가 (work)

(amplification)	가 (examples)
------------------------	--------------

(guidance)	(element)
-------------------	-----------

[-3] GNVQs (Unit)

(business) 4 < -10>

< -10> (Business) (intermediate)

(Unit)	(Element)
1.	1.1
	1.2 , ,
	1.3
2.	2.1
	2.2
	2.3
	2.4
3.	3.1
	3.2 ,
	3.3
	3.4
4.	4.1
	4.2
	4.3 가

: Carysforth. C. et al.(1995). Intermediate Business, Heinemann.

< - 10>

(performance criteria)

(range)

가 (Chorlton, 1994).

(evidence

indicators)

< - 11>

가

< - 11>

	(storyboard)		

: Chorlton. W.(1994). GNVQ: is it for you? Hobsons Publishing PLC, p. 22.

(amplification)
,
(examples) . 가 가
(guidance)
(element)
GNVQs ‘ ,
(unit) 1 (element) ‘1.3 :
, [-4] .

1.3 :

(performance criteria)	<ol style="list-style-type: none"> 1. 2. 3. 4. 가 5.
-------------------------------	--

(range)	<ul style="list-style-type: none"> ▪ , , , (, , , ,) , ▪ (, , , ,) , (, , , ,) , 가 ▪ , , , ▪ (, , , ,)
----------------	--

(range)	<ul style="list-style-type: none"> ▪ , , , , , OJT ▪ , , , , , , , , , , ▪ , , , , , , , , , , ▪ , , , , , , , , , ,
(evidence indicator)	<ul style="list-style-type: none"> ▪ , , , , , , , , , , ▪ , , , , , , , , , , ▪ , , , , , , , , , , 가
(amplification)	<ul style="list-style-type: none"> ▪ , , , , , , , , , , ▪ , , , , , , , , , , ▪ , , , , , , , , , , ▪ , , , , , , , , , ,
(guidance)	<ul style="list-style-type: none"> ▪ , , , , , , , , , , ▪ , , , , , , , , , , ▪ , , , , , , , , , , 가 ▪ , , , , , , , , , ,

: QCA(1998). Intermediate Leisure & Tourism GNVQ Standards Management Kit.
 [-4] 1.3 :

KS 4 가 , , , , 2 GCSE
 Part One GNVQs (QCA, 1999).
 Part One GNVQs , 가
 (QCA, 1998c).
 가 ‘ (design and technology)
 (requirements) Part One GNVQs ‘ (manufacturing)
 ‘ (engineering) 가
 ‘ (information technology) Part One
 GNVQs ‘ , ‘ ,
 (QCA, 1999).
 (key skills) , ,
 KS 4 가 , ,
 (QCA, 1998c), (vocational units)
 (QCA, 1999).

가 Part One GNVQs
 GNVQs

5.

가.

Part One GNVQs

10

11

가

. 10

, 11

GNVQs

(QCA, 1998). Part One GNVQs

(QCA, 1999a).

KS 4

Part One GNVQs

가

Part One GNVQs

Part One GNVQs

(unit)

가

가 Part One
GNVQs (evidence indicators)

Part One GNVQs

(OFSTED) 2 Part One GNVQs
(Part One General National Vocational Qualification Pilot:
the first two years 1995/97) 가
가 가 (QCA, 1999).

- .
- .
- .
- .
- .

GNVQs
(unit) , (key
skills) (QCA, 1998b).
Dartford West Technology College 6 (Sixth Form
Centre) GNVQs
GNVQs (Business) 2 4
Roubaix

GNVQ

“ 가
가
”

1

1

, 2

2

4

가

GNVQs NVQs가 ,
 GCSE GCE A/AS-level . NVQs(National
 Vocational Qualifications)
 GNVQs(General National
 Vocational Qualifications) NVQs
 . GSVQs/SVQs
 GNVQs/NVQs

, GNVQs GCSE GCE A/AS-level, NVQs

. GNVQs

14

16

Part One GNVQs

GNVQs

. GNVQs (Advanced)

GCE A-level AS level

GNVQs

< -12>

< -12> GNVQs

NVQs	GNVQs			
NVQs level 1	(Foundation) * : 1	4	GCSEs D	G
NVQs level 2	(Intermediate) * : 1	5	GCSEs A	C
NVQs level 3	(Advanced) * : 2	2	GCE A-level	

:

GNVQs 1 ,
 GNVQs 4 GCSE D G , GNVQs
 5 GCSEs A C GNVQs
 2 GCE A-level 2

GNVQs 가

GNVQs 가가 GCSE 가

GNVQs QCA , GNVQs
 'Awarding Body) BTEC, C&G,
 RSA 3
 GNVQs (unit)

, GNVQs 가 가 가 ,
 30 70 가
 , 가 가

가(continuous assessment)
 (portfolio)
 가가

가

가
 가

(written questioning) 가
 , 가

가
 가 가
 (awarding body)

1 가 .

70%

4 . 1 3

9 (, 1998).

GNVQs

가

가

가 (Pass), (Merit),

(Distinction)가 .

가 ,

‘ ,

(, 1997).

가 (entry

level)

(foundation) 가

가

가 < - 13> (entry),

(foundation), (intermediate), (advanced), 4(level 4)

5(level 5)

5(level 5)			NVQs 5
4(level 4)			NVQs 4
(advanced)	GCE A level GCE AS level	GNVQs	NVQs 3
(intermediate)	GCSE A* - C	Part One GNVQs GNVQs	NVQs 2
(foundation)	GCSE D - G	Part One GNVQs GNVQs	NVQs 1
(entry)			

: QCA(1999). Part One GNVQ Handbook, p. 5.

: GCE A level : General Certificate of Education(Advanced level)

GCE AS level : General Certificate of Education(Advanced Subsidiary level)

GCSE : General Certificate of Secondary Education

GNVQ : General National Vocational Qualification

NVQ : National Vocational Qualification

가 2000

가 (key skill)

1998 1999

1999

10

•

1.

가.

4

3가

(Gymnasium) ,

5

6

(Realschule)

(Hauptschule)

5, 6

3

가

2

(der zweite Bildungsweg)

1

2

Berufliche

Fachschule Fachoberschule

(Fachhochschule)

[- 1]

가

1995

(23 6)

80%,

(39

) 53%,

(30 7)

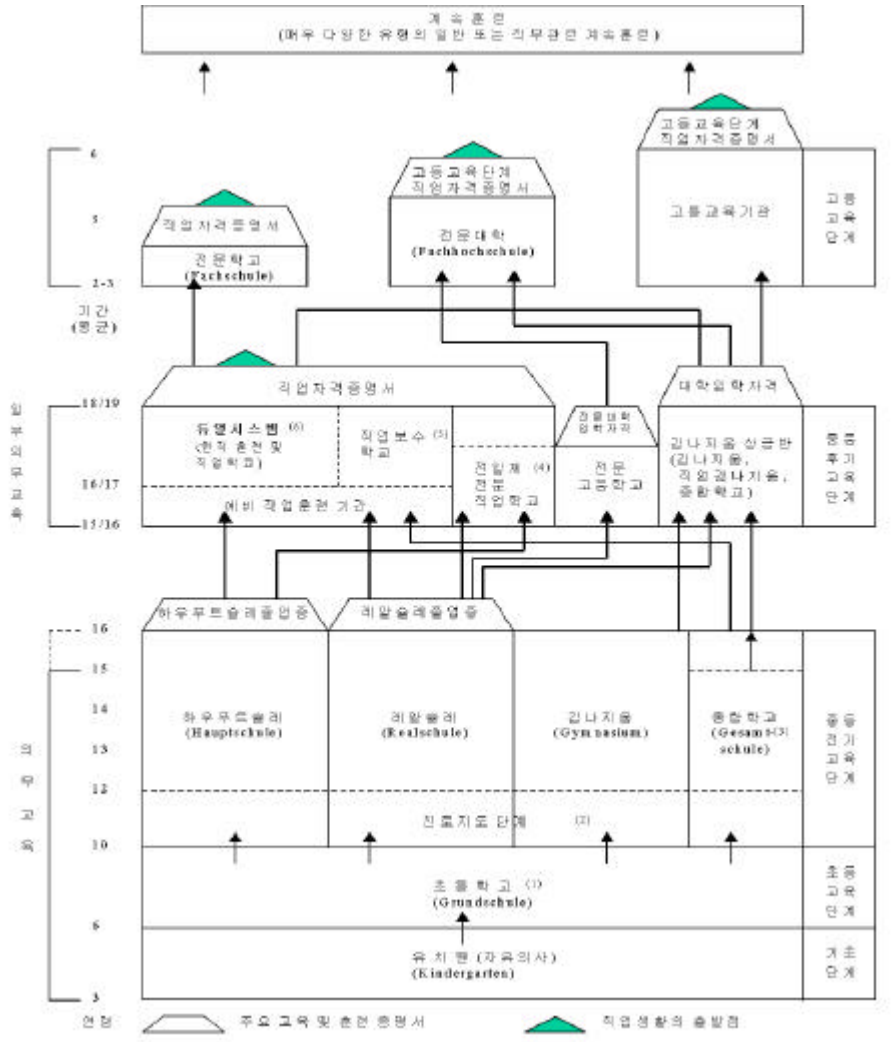
28% 가

1995

8 7

57 2

15.3%



[- 1]

: CEDEFOP(1995). Vocational Education and Training in the Federal Republic of Germany, p.23.

- : (1) 6 () .
- (2)

(3) , 가

(4) , 가

(5)

(6) , , 가 .

19 .

1970 16.6 1990 19
(BIBB, 1998).

, (Assistent)
(Fachhochschule) (Universitaet Hochschule)
 . 1990

70%가 , 18% 가
, 12%가 (Rothe,

1995)

(mainstream)
(dual vocational education) .

가
(, 1992).

1)

가

가가 (die berufliche Fortbildungsschule)

(Volksschule) . 4
 19 20
 가 . 19
 (organisierter Kapitalismus)
 , 가
 가
 (Georg/Kunze, 1981).
 가
 가
 가가
 가 가
 가
 가가
 1930
 , 1950
 1969 (Berufsbildungsgesetz)
 19 가
 (Duales System)

1964

가

(Berufsbildungsgesetz)

(Schulgesetze)

1

4

1

1

1/2

(Auszubildende

Lehrling)

가

(Berufsschuelr)

(Authority)

(Process)

2)

가 가

1995

157 9,300

44.5%

38.9%

1.9%,

3.5%,

10.1%, 가

0.8%

1985

183

. 1988

165 8

, 1995

157 9 , 1996

159 2

(958,754 ,

633,473)

(BMBF, 1997).

< - 1> () (1995)

	()	(%)
	702.9	44.5
	615.4	38.9
	31.3	1.9
()	56.7	3.5
()	160.3	10.1
가	12.5	0.8
,	0.3	0.01
	1579.3	100.0

: BMBF(1997), Basic and Structura Date 1996/ 1997. p.63.

< - 1>

가 .
 1990 87 9
 , 52 7
 가 . 1990
 가 ,
 1995 가 10
 .
 가 .
 가 , , , ,
 , , , ,

60% (BIBB, 1998).

, 가

가

3)

(Stadt) (Kreis)

, , 가 ,

, , 가

(Schwerpunktberufsschule)

가 가

, , 가),

6

12

3

6

(Blockunterricht)

4)

(Bundesland)³¹⁾가

(Bildungsrahmenplan,

Rahmenlehrplan³²⁾) ,

(Ausbildungsordnung)

가 가

(Staatlich Anerkannte Ausbildungsberufe)

가 33)가 1972 5

가

가

70%

KMK가

1) (1997 4 16)

31) 1989 11 (Bundesland, 州)
5 , 16

(Kulturhochheit Prinzip)
32) “ ”
Rahmenlehrplan Rahmenplan

33) Kultusministerkonferenz(KMK
)

, () , 가
 . 8
 1) (Arbeitswelt)
 (
) , 2) “ ”
 , 3)
 , 4)
 가 , 5)
 , 6)
 , 7) , 8)
 (Lehrstellen) .

1997 4 16 , ,
 1) (Arbeitswelt)
 -
 -
 가 .

-
- , 가
-
2) “ ”
,
- 가
-
3)
-
-
4) 가
-
- (Kammer)
-
5)
- :
- “ ” :
,
6) 가
-
- (Techniker)
- ()

7)	-		
	-		
	-		
8)	-	(Lehrstellen)	
	-	(Bundesanstalt fuer Arbeit)	
	-		
	-		
	-		

Deutschland) (Standort
가 가

가 , ()

가

2)

1997

8가

1

3

가

, 가

가

4가

가

“ ”

1970 , 1987 - 가
 가
 1950 901 . 1969
 (Berufsbildungsgesetz- BBiG)
 1975 465 .
 1998
 356 271
 (BIBB, 1998).

3)

Metallberufe, ‘
 ‘ , ‘
 가
 ‘ , ‘

1987 1 15

10

가)

1930

(: Mechaniker, Feinmechaniker, Kraftfahrzeugschlosser)

가 60

(Geer, 1990).

1970

1978 9

가

(BIBB)

가

120

400

가

7가

가

(Geer, 1990).

가

가

가

가

가

가

가

가

가

가

가

1970

(flexibility)

가
가

가

M. Becker(1988)

(Informationstechnologie)

가

가

가

가

가

(IBAF, 1989a,

3).

)

37 6

가 .

17 .

36

42 .

3 .

1 .

가

4 6

. 2 3

가 . 1

.

가

Gaertner(1994) 5

가 .

“

가 ,

,

가

(Handlungskompetenz) .

”

가

가

가

10

37

6

가

CNC

6

1.7

3.0

(1: , ..., 6:)

2.2 3.2

(1: , ..., 6:

가)

(Friedlich, 1992).

가가

가 1990

가 가?

가?

(HauptSchule)

가

5 6

가

(Gaertner, 1994).

2.

가.

가

가

가

가

1970

1990

1970

1930

1950

20

KMK

가

< -2>

< -2>

:

(Ausbildungsordnung) : ()

(Rahmenplan) : (KMK)

:

(Ausbildungsordnung) : (BBiG) 25 ,
(Handwerksordnung) 25

(Rahmenplan) : (Schulgesetz)

:

. 1969

1
(1998 98%).

:

: 2 , : 1

· ,

가

10

가 . 1996
1995

가

2

1

가

가 가

가

1)

가

가

가

가

가

90%가
6 2 (Bundesinstitut fuer
Berufsbildung, BIBB)
(Industrie - undhandelskammer, IHK),
(Handwerkskammer),
KMK (Kultusminister
konferenz)
가

	Off-JT
(
,	가
)	,
	,
	,
	, 가
()	, , 가
(KMK)	, ,
가	, ,

: Benner (1995), p.59.

2)

(BIBB)

4

1)

(Ausbildungsordnung)

(28).

)

(Ausbildungsordnung)

가 ,

25

가

(Kenntnisse)

가 ()

가

가

가

2 3 ½

가

1

가

가

가 가 .
가 .
가
가 3 가 2
가 26
가 3
가
가 .

- 1
- 1
- 2
- 3 ,
- 4

5
6
7
8
9
10
11
12
13
14
15
16

(Ausbildungsrahmenplaene)

(Abschlusspruefung)

2

3

(8)

가

,
(8), , ,
, 가

가

(Ausbildungsrahmenplaene)

< -4> .

< -4>

(Ausbildungsrahmenplan) -

((Berufliche Grundbildung))

	(4)	, , 가가 가	(Wochen)			
			1	2	3	4
1	(1)	a) , b) c)				
2	(2)	a) , , , b) , , , c) , - - - -				
3	, ,	- - - -				

2)

KMK가

(Rahmenlehrplaene)

가

(Lehrplan) ,

(Bildungsplan),

(Stoffplan),

(Rahmenrichtlinien)

가

가

가

가

가

가

가)

KMK

(Lerngebiet)

< -5>, < -6>

< -5>

-

(KMK)

	2	가		
가	80			
	40			
	40			
	20			
	40			
	60			

가		160		
		40		
		80		
		20		
가		80		
		20		
		20		
가			160	
			40	
			40	
			40	
			40	
			80	
			20	
가				20
				160
				40
				120
				60
				20
	280	420	420	420

: 가: 3, 4
: / 3, 4
: 3, 4

) (Land)

가

KMK

가

. 1992

(Hessen)

1 (

-Grundstufe)

<

-7>

< -7>

1

1.

2.

3.

(Berufliche Anforderungen und Qualifikation)

()

4.

(Rahmenlehrplan)

5.

6.

(Technologie),

(Technische Mathematik),

(Technische Zeichnung)

< -8>

< -8 >

: 가 (60)			
1. - 가	가 , - , , , , - , , ,		
2. - - - -			

KMK가

1)

가

가

가

가 가

2)

KMK가

가

가

1)

가

가 가

BIBB (1978)

가 BIBB가

가

[-2]

6

	가 : 가 : : - - - BIBB
--	--

	() : - -
--	--------------

	가 () : - 가(Prozessbewertung) - 가 - , , 가 : - 가 - 가 - - 가 - 가
--	---

	가 : - 가 - 가
--	-------------------

	가 : - - 가
--	-----------------

	가 - 가 - 가 - 가 - 가
--	-------------------------------

[-2] 가

2)

가

가

(Industrie-und Handelskammer)

(Handwerkskammer)

(74, 75)

(Zustaendige Stelle)

,34)

34)

- (20)

(Ausbildungsstaette)

(22)

- , 29

(45)

- (36)

- (41 46, 47)

-

(Ausbildungsberater)

가

()

(,)

가 가

(Industriegewerkschaft Metall -

IG Metall

) ‘

35)

가

가

- ()

-

-

-

35) Industriegewerkschaft Metall(Hrsg.) (1987), Neue Berufe, anderes Lernen, Handbuch fuer die industriellen Metall- und Elektroberufe, Frankfurt (Schriftenreihe der IG Metall, 111).

(BIBB)

가

36)

가?

가

가?

가 가?

가

가

36)

1996

“ 가

”

가

가

가

가

가

가

가가 가

가

가

가

2

가

4

5

가

가

(Moderator)

가

2

)

(

1 (10

40)

3)

KMK

(Bundesminister fuer Bildung und Forschen-

BMBF

)

. BMBF

1 ,

2 ,

3 ,

4 ,

5

6

7

2

2

1

2

1

2

/ 가

()

7

가

가

가

. 1971 5 7

(Bund-Laender-Kommission)

(Dauenhauer, 1982).

50%

BIBB

4)

가

BIBB

가 . BIBB가

가
가

가 .

3.

가. , ,

1)

(Berufsbild)가 .

가)

“ () ,
(1 2).”

KMK가 ‘

1987

() ,

가 , 가

가

가

가

M. Weber

가

)

(Ausbildungsordnung)

1980

“

(Ausbildungsberufsbild)

(Berufsgrundbildungsjahr - BGJ)

, 1

2

”

(Ausbildungsrahmenplan)

가

가 KMK

()

KMK가

(- - -)

1

2

가

3 1 4 1

3

(- - -)

가

가

-

-

- 가

-

-

-

-

가

2)

-

-

- 가

-

-

가

가

가
 anerkannte Ausbildungsberufe) 가 (Staatlich

(mobility)

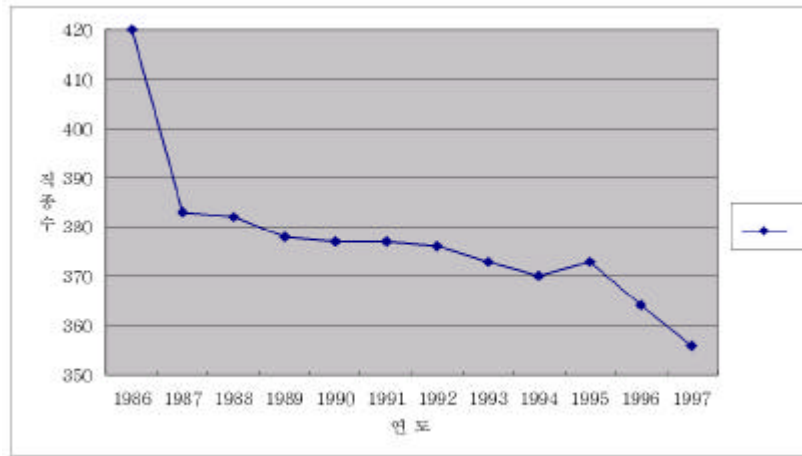
18 (1 25).
 가
 (28 2). 1950 901

1975 465 ,
 1989 378 , 1997 가
 356 . 1969 25

가 271 , 78

, 108 37) 가
 7 .

37) 108 (Lehrberufe)
 (Anlernberufe)
 25



: BIBB(1997), p.444.

[-3]

(
) < -9> .

< -9> ()

			(1997)
1			7,044 448
2	,		979 231
4	가	가	533
5			17,139
6	/		31 1,885
7			468 176

8			77
10			18 246 2,271 25
11			827
12			575
.	.	.	.
.	.	.	.
19			1,148 50
20			802
21	가 ()		81
22	가 ()	가 - 가 - 가 - 가 -	419 6,091 8 679 74 2,539 307 130
23			394
24		- -	733 27

1

, , 가

가

1987 1

37

- , 가 , , 6

37

3 3.5 6

5

2 4 , 2

1.5

[-4]

가

, () ,

가 가 . 가

17

				.	가											
1.5																
0.5				-	가											
				/	-	가										
0.5																
1																

[-4]

가 가 .
가 .
가
가
2 가 3 가

26
(allgemeine Fachbildung) -

(Grundbildung) -
(besondere Fachbildung) 3

가

가

가

(Mobility)

1970

가

(州) 8 12 (1 2)

20

. 4 .
 3.25 1 35
 455 . 가
 가
 . , ,
) (3
 가
 . < - 10 >
 , ; ,
 ,

< - 10 > (2) -

		가	
1	2	3	4
1	, ,	1) . 2) , , 3) .	4

1	,	4) 5) 6)	4
2.		1) 2) 3)	6
3		,	2
4	,	0.01mm	1
5	가	1) Rz가 4- 10 가 2) 3)	5

< -11>

< -11>

	()	/		가					
		1	2-4	1	2-4	1	2-4	1-2	3-4
가		8		8	6	8	6	8	8
NC		6		6	6	6			
가			8				3		
,			4				5		
								4	4
		4	4	4	4	4	4	6	6
								4	4
		6	6	6	6	6	6		
:									
()		2	2	2	2	2	2	2	2
		5	5	5	5	5	5	5	5
		2	2	2	5	2	2	2	2
		2	4	2	4	2	4	4	4
()		35	35	35	35	35	35	35	35

4.

가.

1)

가)

가

가

가

[-5] 4

가
가
가

가 /

,
:

[-5]

)

가

가

)

가

가

. 1

가

가

가

가

가

)

2)

3

가

15 20

< -12>

< -12>

	,
1)	10)
2)	11) 가
3) , ,	12) 가
4) ,	13)
5) , ,	14)
6) , ,	15)
7) :	16)
가	17)
8)	

KMK

()

(Lerngebiet) 4가 5가

,
2

가

- 가

- , , ,

- (, , ,
가,)

- ,

- , 가 , 가

- 가

- CNC ,

- CNC

- CNC , ,

- CNC 가 (, ,)

- CNC , ,

-	.		
-	.		
-		가	.
-	.		
-	,	.	
-	.		
-	.		
-	,	,	
-		가	가
-	.		
-	.		
-	.		
-			(, ,
-)	.	
-	.		
	()	
-	,	,	,
-	.		
-	.		
-	.		
-	가	.	

· , ,

가 .

- 1) - 2) 3) 4) 5) 가
- 6) - 7) - - 8) 9) - 10) 11)
- 12) -가 13) 13

1970

가

가 , , , , ,

6

()

1

2

가

3

가

1

1

1 (2, 3, 4),

가 .

(Beruf Aktuell, 1988).

1.

4

가
가

가

가

가

가

가

가

2. -

가

3가 가

가

가

3.

가

가

| | | | | |
|---|---|---|---|-----|
| | | | | 가 |
| | | 가 | 가 | , , |
| , | , | , | , | , |
| , | , | | | , |
| | | | | , |
| | | | | |
| | | | | 가 |
| | 가 | | | |
| | | | 가 | |
| 가 | | | | |

4.

| | | | |
|---|---|---|---------|
| | | | , () , |
| | | | , |
| | | | , |
| , | , | , | , |
| , | , | , | , |
| , | , | , | 가 |
| | | | , |
| | | | , () , |
| | | | , |
| | | | , |
| , | , | , | , |
| , | , | , | , |

, , , , , 가 ,
 .
 () ,
 , , , , , , , ,
 , , 가 , , , , .
 .
 가 ,
 , , , , , , , ,
 . , , , , , , , ,
 , , .

5.

, , , , , 가 ,
 , 가 , , , , , , , ,
 , , .
 , , 가 , , , , , .
 . , , , , , , , , 가
 , , , , , .

6.

< - 13 >

| | | |
|--|--|-----------------------------------|
| | | |
| | | , ,
, , , ,
, |
| | | , , ,
, , , , |
| | | , ,
, , , , , |
| | | , , , ,
, , , , ,
, , , , , |

| | | |
|--|-----|--------------|
| | | , , , ,
가 |
| | | (,) , , |
| | | , , |
| | | 가 |
| | | 가 |
| | | 가 |
| | | 가 |
| | | , , , |
| | () | , , , , , |
| | | , , , , , |
| | | , , , , , |
| | | , , , , , |
| | | , , , , , |

5.

가.

가

Kollegschule

(Hauptschule)

(Hauptschule)

(Berufsfachschule)

(Fachhochschule)

Kollegschule

1)

2)

(Arbeitsamt)가

가

가

3) ()

가)

35

(Abschlusspruefung)

“ 가 ,

(Ausbildungsordnung) ”

가 ,
가 ,

(Berufsbild)

(Ausbildungsordnung)

(Ausbildungsrahmenplan)

(Pruefungsor- dnung)

가 .
가 ,

가

KMK

가 (Rahmenlehrplan fuer die Berufsschule)

(Kammer)

37

(der Grundsatz der Pruefungseinheit) 가

가 (Zwischenpruefung) 가 가

35

(Kammer)

(: 8 , 12)

(Musterpruefungsordnung) 19 가

5

(

48).

가

(Ausbildungsordnung)

가

(Prüfungsanforderungen)

(BIBB)

(Hauptausschuss)

1980 8 11

(eine

Empfehlung fuer die Vereinheitlichung von Prüfungsanforderungen)

(Fertigkeitsprüfung)

(Kenntnisprüfung)

가

가 ,

가

(Praktische Uebungen)

(Arbeitsplanung)

(1)

(Prüfungsausschuss)

(Kammer)

(Industrie- und

Handels- Kammer)

(Handwerkskammer)

(Prüfungsausschuss)

36

“

(die zuständige Stelle)

”

가

가

가

가

(2)

(Abnahme)

가

()

‘PAL’

(3)

3

5

()

가

)

:

가

1980

가

‘

’

(Empfehlungen für die

Vereinheitlichung von Prüfungen in Ausbildungsordnungen)

(BBiG) 1 2

‘

(Kenntnisprüfung)’

‘

(Fertigkeitsprüfung)가
(Facharbeiter) (Fachangestellte)
가
1987
, , 가
가
(Prüfungsanforderungen)
(BMBF, 1998).
1994
3 ,
2
, ,
, ,
(Integrierte Prüfung)
2000
(BIBB) 가
(Fluggeraetmechaniker/Fluggeraetmechanikerin)
(Fluggeratelektroniker/Fluggeratelektronikerin)
1997 , ,
, ,
(Prüfungstuck)

,38)

(Praktische Aufgaben) 7 가
가 가

IT , 'Informations- und
Telekommunikationstechnik' . IT
(IT-System-Elektroniker/ -in), (IT-System - Kaufmann
/IT - System - Kauffrau) 1997

35 30
90 , 60
가

38) ' (Arbeitsprobe) 가 가
, ' (Prüfungstück) 가 가

가

•

1.

가 10%가

1999

. 2001

가

()

가

Bac

가.

(qualification)

() (diplôme professionnel)

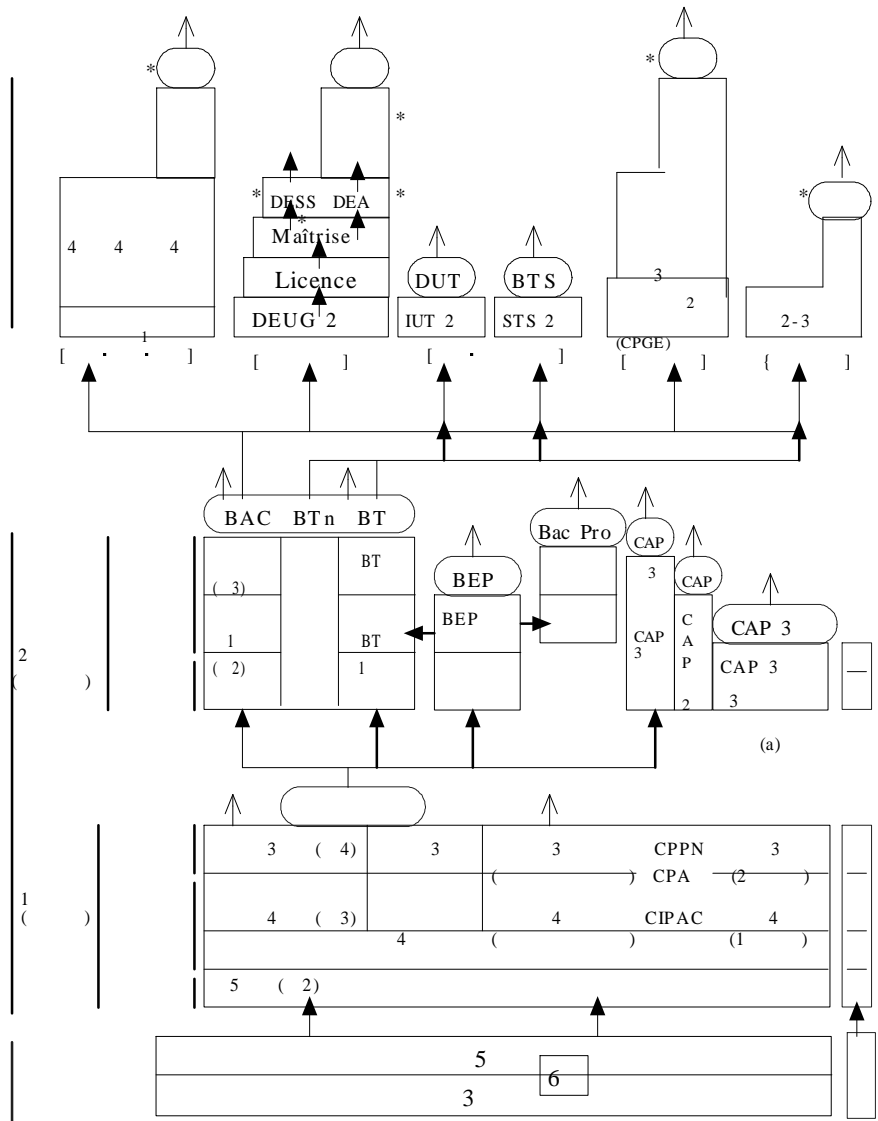
(CAP: certificat d'aptitude

professionnelle)(,1997),

(BEP: brevet d'enseignement

professionnel)

(baccalauréat professionnel)



* (1997).
 : (1997).
 [- 1] (1996)
 . p12.

() (lycée professionnels)
(apprentissage professionnel)

가

(LP)

(stages)

(apprentissage professionnel)

“ (CFA :
Centre de formation d'apprentissage)”

4

1

(CFA)

1)

(diplôme)

[personnel d'exécution : (ouvriers)
(employés)]

(apprentissage)

가

(corporation)

(compagnonnage)

1791

(Le chapelier)

가

(ouvriers)

(grandes écoles)”,

“ [Ecole des Ponts et

Chaussées (1747)], [Ecole des Mines (1783)]
 [Ecole Polytechnique (1794)]가
 “ ” 가 30
 1824 10%가 (officier) (ingénieur)가
 (, ,)
 (Ecole Politechnique)
 가
 (A. Léon, 1967).

(M. de Saint-Martin,
 1971). 19 (ouvriers) (contremaîtres)
 (Ecoles d'Arts et Métiers)

(Conservatoire des Arts et Métiers) 1794
 , 1817 “ ” (Haute Ecole
 d'Apprication de la Science, du comerce et de l'Industrie)”
 (A. Léon, 1968).

(apprentissage)
 (école de fabrique)
 12 14 ()
 (sociétés
 industrielles), (Chambres de commerce) (municipalités)가
 () (Ecoles d'apprentissage)³⁹⁾
 . 1880 12 “ (écoles publiques d'enseignement

39) 1873 (Diderot) 가 ()
) 1867 () 가

primaire complémentaire) ”

“ () ”

(enseignement primaire supérieur) (A. Prost , 1966). 1892 (Ministère du Commerce)

(EPCI: Ecoles Pratiques du Commerce et de l'Industrie)

. 1900 6 (écoles professionnelles)

(ENP: Ecoles Nationales Professionnelles)가

(ENP) (ouvriers qualifiés et de métier)

(contremaître)

1905 95,000

1919

(loi Astier) 18

1925 (apprentis)

(taxe d'apprentissage)

1928 가

1939 9 21 (décret)

. 2 (CA :

Centres d'Apprentissage)가

(CAP)

1960 , “1971 7

” 가

(1971 360 , 1987 420) , 16

가

가

. 16 가

(CAP) (SMIC)
 15% , 75%
 (CFA)
 (CFA) (Chambre
 des Métiers)

2)
 () (diplômes professionnels)
 가 , 1985
 [LP
 (à temps complet) , CFA (en alternance)],
 (LP)
 CAP
 가

< - 1> (LP) (CFA)
 (:)

| | 1970 - 1971 | | 1975 - 1976 | | 1980 - 1981 | | 1985 - 1986 | | 1990 - 1991 | |
|---------|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|
| | LP | CFA | LP | CFA | LP | CFA | LP | CFA | LP | CFA |
| CAP | 475 | 232 | 452 | 167 | 429 | 222 | 409 | 208 | 246 | 194 |
| BEP | 98 | | 255 | | 183 | | 200 | | 247 | |
| BP | | | | | | | | 1 | | 8 |
| Bac pro | | | | | | | 1 | | 93 | 4 |
| | 573 | 232 | 707 | 167 | 612 | 222 | 610 | 209 | 696 | 207 |

: CAP:
 BEP:
 BP:
 Bac pro:

: Ministère de l'Éducation nationale(1992). Repères et références statistiques.

BEP 1988 (bac professionnel)

(LP) 2

가 , 2 3

2

3

가

4

personnels)(11.2%), (10.5%), (10.1%) 13.1%), (soins 4

200,000

(CAP)

1992 39%

4 3

3 77%

, 2 14%

97%가

(35%) (32%),

(15%) (M. Vasconcellos, 1993).

3)

가

(taxe d'apprentissage)

(CAP),
(bac professionnels)

(BEP),
(CPC: Commission paritaire consultative)

가

1)

'90

가

가

가

2000 '1989 ' 1991
' 2000 ', 1994 ' ' '1996 5 29 n ° 96-465 ',
1996 , 1997 ,

2001

(, 1998).

8가

,
,
, 가
, (insertion) (adaptabilité)

,
, 가
, (alternance)
, (conseils régionaux)

8가 . 50

.
- .
- .
-
- (Centres d'Information et d'Orientation)
-
-
.

-
-
.
-
-
.
-
-
.
- 가
-
-

- “ ”

•

-

-

- 가 ()

-

•

- V ()(, 1997 : 33-34)

- / 가

-

-

•

- (,)

- 가

- ()

•

- (,)

•

-

-

-

-

-

- (apprentissage)

-

-

•

-

-

-

-

-

•

가

-

-

-

•

-

-

,
가

,
가

가

가

, () /

가 가 ,

가

2)

'90

1996 6

(Projet Fauroux)

가

가

(15.7% 26.3%)

(36.9%)

가

1997 2

(F. Bayrou)

(unité de première

expérience professionnelle)

가 가

가 (

, 1997).

1990 (L. Jospin)

1998

11

1997 12

1998 5

가, ,

1

가
가

가

가

가

가

3가

(enseignement général)

가

가

가

가

가

가

. CAP

Bac

가

가

750,000

80%

가 . Bac 1985
가 . Bac

가

26 ,
30 2
3

(CNP) , (GTP: Groups Techniques Disciplinaires)
, 가 (Inspection Général)

, 9 ,

가 (CNP)

(Comité Scientifique)

가 , 가 (CNP)가

(GTD)

“

(TPE: Travaux Personnels

Encadrés)”

1999

2001

• 1999 5 : 2000

1

2

• 1999

:

1

• 1999 2000

: 2

1

• 2000 5 :

• 2000

: 1

2

• 2000 2001

: 3

()

• 2001

: 3

3

(2

).

가

가

가
가
(CNP)
가(practiciens)
가
가
가
가
가
2가

(TPE: Travaux Personnels Encadrés)

1

2.

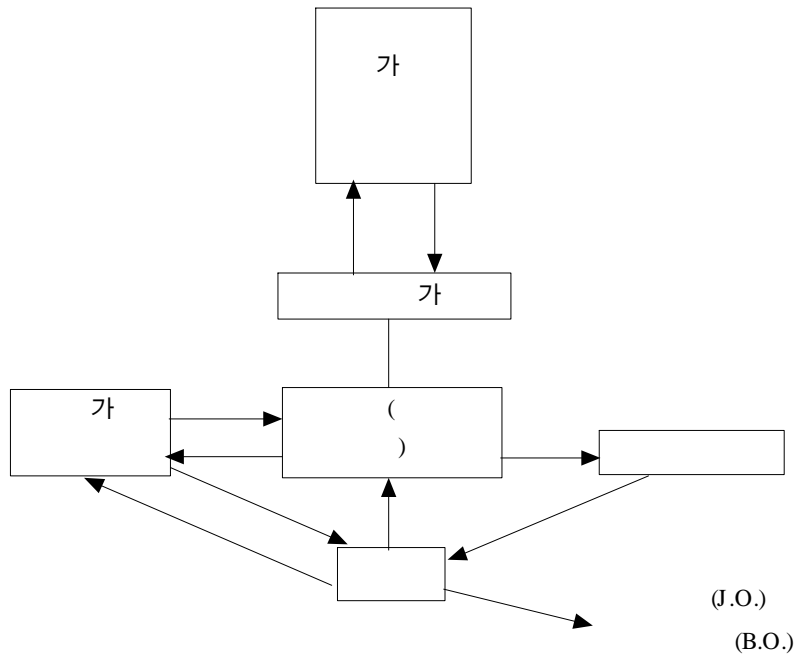
가.

가
가
가 (CNP: Conseil National des Programmes)

CNP

가

가, ,



(J.O.)
(B.O.)

[-2]

가 (CNP)가 , 가,
, , , ,
, , , ,
14 [-2].

. 가.

가 가 가
550 가
(CNDP: Centre National de Documentation Pédagogique)

(cycle)
가 가
가
1989 ‘ ’ 18 ‘ (Projet d'école)’
, , , ,
가

.

가 , , , ,

.

1) , 가, , .

가 (CNP), , ,

가 , , , , , 가

(CNDP)

550 가

115 (CRDP CDDP)

가 (CNP) , 가

(CNDP)

가, , ,

, 가 ,

.

.

,

가

가 .

.

2)

가 EU 가

,

(IUFM: Instituts universitaires de formation des maîtres)

, IUFM

), CAPEPS()가 .

agrégation() []가 .

(LP) (CFA)

60% , ,

가

가

“ ”

가 가

(C. Grignon, 1971).

(,

) (

) .

가 ,

1984 (ouvrier) (technicien)

가

(PLP: professeurs de lycées professionnels) DUT BTS

(ENNA: Ecoles nationales normales d'apprentissage)

(IUFM: Institut universitaire de formation des maîtres)

(techniciens supérieurs) 가
(Aide Personnalisée)
(TPE: Travaux Personnels Endadré) 가
가
. TPE
(Véritable travail d'équipe)
가
가 , 가
(, , ...)
(Groupes Disciplinaires)
(IUFM: Instituts Universitaires de Formation des
Maîtres) , 가 ,
가 가
가
가
가

가
(IUFM) ,
(enseignement professionnelle)

가

3.

가.

(Bac) , 3 (Bac)
(BT :brevet de technicien)
(CAP)⁴⁰⁾ (BEP)⁴¹⁾ 2 3 ,
Bac 가
25 가 ,
289
Bac 59 가

40)

41)

1) (enseignement technologique)

(arts appliqués), 25

(BT) . 1999

가 가 .

BTS⁴²⁾ 가

3 (STT: Science et Technologie Tertiaires)

Bac가 가 가

. 1991 가 ,
STT

가 ,
가

. TPE ,

2 (STI: Sciences et Technologies Industrielles)

가 . 2

가 . 1990

1993 , 6
가 (STI) 34

42)

), 20% 37
 가
 (EPS: Education Physique et Sportive)
 1
 (voie technologique) 2 (3)
 “ ” BTS가 , 가
 Bac
 가
 . TPE
 (SMS: Sciences Médico-Sociales)
 가
 “ ”
 BTS
 (STL: Sciences et Techniques de Laboratoire)
 가
 가
 2) (enseignement professionnel)

. 21 ,
 가 .
 가 .
 289 (CAP 242
 , BEP 47)
 () .
 ,
 가
 ,
 ,
 ,
 ,
 가
 ,
 가 가 ,
 (, ,)
 (, ...)
 ,
 .

가 가 (diplôme)
 V (CAP, BEP) IV (Baccalauréat
 Professionnel) 43) 가

가

가

(

43) 가

| | | | (%) | | |
|-----------------|---|------------|------|---------|---------|
| | | | | | |
| DP ₁ | ·CEP | VI() | 53.3 | 21.8: , | 73.5: , |
| DP ₂ | BEPC | V ()
: | 5 | 1.6: | 8: , , |
| DP ₃ | CAP·BEP | V()
: | 26.2 | 15.4: | 42.2: |
| DP ₄ | Bac·BT | IV() | 8.6 | 3.5: | 13.3: |
| DP ₅ | DEUG, DUEL,
DUES, BTS,
DUT...(+2) | III() | 3.2 | 0.6: | 13.3: |
| DP ₆ | 2 ·3
(·) | II(·) | 3.7 | 0.3: | 17.1: |

: , 1997, pp. 33-34.

),
 (formation initiale)
 (
)
 [20
 (baccalauréat professionnel)]
 1985
 V
 , CAP BEP
 가
 V 가 . CAP
 (conventions collectives)
 (CEREQ) , CAP
 . CAP 가
 . CAP 1989
 Bac
 . CAP
 CAP “ (SEGPA :
 Section d'Enseignement Général et Professionnel Adapté)”

Bac
가
BEP

BEP

Bac
BEP
BEP가

(6

) . BEP , CAP

(mention complémentaire)

(FCIL: formation complémentaire

d'initiative local)

BEP CAP 가

Bac

Bac

IUT STS

1985

Bac

BTS

DUT

CAP

BEP

가

. CAP BEP

(, , ,)

. Bac 가

(, , ...)

()

가 ,

Bac (, ...)
 Bac

3) (<http://www.cndp.fr/dep>, 1999)
 () . CAP, BEP, BP
 V , BT Bac
 IV . , CAP, BEP, BP
 , Bac BT

가) (CAP)
 CAP , 242
 , ()

| | |
|------------------------------|---|
| <p>.</p> <p>.</p> <p>()</p> | <p>가</p> <p>가</p> <p>,</p> <p>,</p> <p>()</p> <p>()</p> |
|------------------------------|---|

| | |
|---------------|-----|
| 가
()
, | - |
| , 가 | |
| 가 | () |
| , , | |
| 가
, | () |
| , , , 가 | , |
| 가
, , | |

| | |
|---|--|
| <p>(:)</p> <p>:</p> <p>:</p> <p>-</p> <p>-</p> <p>-</p> <p>(,)</p> <p>(, , ,)</p> <p>,</p> <p>가</p> <p>가 ,</p> <p>가</p> | <p>가</p> <p>가</p> <p>- A</p> <p>- B</p> <p>- C</p> <p>- D</p> <p>가 ,</p> <p>가</p> <p>가</p> |
|---|--|

| | |
|---|-------|
| | () |
| 가 | |
| | 가 242 |

) (BEP)
 BEP
 47 , () .

| | |
|-------|---------|
| | : |
| | : |
| (:) | 가 |
| , | 가 |
| | |
| , | - |
| | (:) |
| | (: 가) |
| , | |
| | () |
| | 47 |

) (BP)
 BP , CAP BEP
 가 85 가 ,
 () .

| | |
|------------------|--------------------------------------|
| <p>가
/ 가</p> | <p>가
가 ()</p> <p>가</p> <p>가</p> |
|------------------|--------------------------------------|

| | |
|--------------|-----|
| (: ,)
- | |
| () | () |
| | 85 |

) (BT)
BT
() , Bac IV . ,
25 .

| | |
|-------|--------|
| (:) | 가 |
| | () 25 |

) [(Bac professionnel)]
Bac , 51 ,
() 가 .

| | |
|--|---|
| <p>-</p> <p>가 (:)</p> <p>가 (:)</p> <p>가 (: 가)</p> <p>가 (:)</p> <p>가 (:)</p> <p>가 (:)</p> <p>가 (:)</p> <p>(가 , ,)</p> <p>,</p> <p>()</p> <p>()</p> <p>(, ,)</p> <p>가</p> <p>(:)</p> <p>(: ,)</p> <p>(:)</p> <p>,</p> | <p>(, , ,)</p> <p>가</p> <p>-</p> <p>()</p> <p>(:)</p> <p>(:)</p> <p>가</p> <p>(,가 ,)</p> <p>(, ,)</p> <p>- 51</p> |
|--|---|

1)

. 1 , 2 3

가) 1

1 () 8 가 , 23 30

< -2>

| | |
|-----|-------|
| | |
| () | 4 |
| | 3.5 |
| , | 3.5 |
| , | 2 |
| | 3 |
| 1 | 2.5 |
| , | 3 |
| | 2 |
| | 23 30 |

: <http://www.education.gouv.fr/syst>, 1998.

) 2-3

2 3

[L:littéraire], [Es:économique et sociale], [S:scientifique] 3
 2 [STI: sciences et technologies industrielles], 3 [STT: sciences et technologies]

tertiaires], [STL: sciences et technologies laboratoires],

- [SMS.: sciences médico-sociales] 4

Bac , ,
가 , , 가
가 IUT
26 35

2) , /
/

CAP BEP

가) CAP [3]
CAP 14 30 16
, (), , , , , ,
, 가 ,
(,) 12 17 ,

CAP (BEP)
CAP

< -3> CAP 2

| | 1 | 2 | 3 |
|--------|-----------------|-----------------|-------------|
| | 4(*) | 3(*) | 2 |
| | 2 | 2 | |
| | 3(*) | | 1 |
| | 1.5 (0.5 + 1**) | 3(*) | 2 |
| (1) | 1.5 (0.5 + 1**) | 1.5 (0.5 + 1**) | 2 (1 + 1**) |
| (2)(| 3 | 1.5 (0.5 + 1**) | 1 (0 + 1**) |
|) | | 2 | 1 |
| (3)(4) | 18 | 20 | 25 |
| | 3 | 3 | 2 |
| | 36 | 36 | 36 |
| () | 2 | 2 | 2 |

) 1980 11 13

1981 1 30 , 1982 6 24 , 1994 7 5 .

(*) 가 24 .

(**) (18 2).

(1) () 3 “ ”

(25) 1 1

2 (0 + 2) . [1981 7 9

n° 81-253 10]

(2) ()

“ ”

. [1981 7 9

n° 81-254 10

]]

(3)

(4)

, 3 2

: Ministère de l'Education nationale, de la Recherche et de la Technologie
 [1998], Lycées d'enseignement professionnel et établissements assimilés:
 Disciplines d'enseignement général: Sections de préparation aux
 certificats d'aptitude professionnelle, Centre National de Documentation
 Pédagogique.

CAP 2 < -3> 1
 1(18) 1(18) . 2 16
 20 , 3 11 25

CAP 3 < -4> 2
 . 1 2
 21 12 가
 2 가 . 3 20

< -4> CAP 3

| | 1 | 2 | 3 |
|-----|-------------|-------------|-------------|
| | 5(**) | 4(*) | 5 |
| - , | 3 | 3 | |
| | 4(*) | 4(*) | 2 |
| | 2 (1 + 1**) | 2 (0 + 2**) | 2 (0 + 2**) |
| () | 2 | 2 | 1 |
| | 2(*) | 2(*) | 2 |

| | | | |
|-----|------------|------------|-------------|
| (1) | 12 (9 + 3) | 12 (9 + 3) | 20 (17 + 3) |
| | 3 | 3 | 2 |
| | 33 | 32 | 34 |
| | | 2 | |

) 1986 10 9 . 1994 7 5

(*) 가 24

(**) (18 2)

(1) 3 24

: Ministère de l'Education nationale, de la Recherche et de la Technologie [1998], Lycées d'enseignement professionnel et établissements assimilés: Disciplines d'enseignement général: Sections de préparation aux certificats d'aptitude professionnelle, Centre National de Documentation Pédagogique.

< -5> CAP -

| | 1 | 2 | 3 |
|-----|-------------|-------------|-------------|
| | 5(**) | 4(*) | 5 |
| | 3 | 3 | |
| | 4(*) | 4(*) | 2 |
| 가 | 2 (1 + 1**) | 2 (0 + 2**) | 2 (0 + 2**) |
| () | 2 | 2 | 1 |

| | | | |
|-----|------------|------------|-------------|
| (1) | 2(*) | 2(*) | 2 |
| | 12 (9 + 3) | 12 (9 + 3) | 13 (10 + 3) |
| | 3 | 3 | 2 |
| | 33 | 32 | 27 |
| | | 2 | 2 |

) 1993 9 10 .

(*) 가 24

(**) (18 2)

(1) . 3 24

: Ministère de l'Education nationale, de la Recherche et de la Technologie [1998], Lycées d'enseignement professionnel et établissements assimilés: Disciplines d'enseignement général: Sections de préparation aux certificats d'aptitude professionnelle, Centre National de Documentation Pédagogique.

CAP - < -5> 1 2
 CAP 3
 가 13 CAP
 .
 CAP CAP 1
 . 2 3
 , 3 CAP , ,
 4 < -6>.

< -6> CAP , CAP ()

| | 1 | 2 | | 3 | |
|-----|------------|------------|------------|------------|------------|
| | | , | , | , | , |
| - , | 4(*)
2 | 3(*)
2 | 3(*)
2 | 4 | 4 |
| | 2(*) | 2 | 4(2+2) | 2 | 4(2+2) |
| | 3(*) | 2(*) | 4 (2+2) | 2 | 4(2+2) |
| | 1(0+1**) | 2(*) | 2(*) | 1 | 1 |
| | 1(0+1**) | 2(*) | 1(0+1**) | 1(0+1**) | 1(0+1**) |
| () | 1(0 + 1**) | 2(1 + 1**) | 2(1 + 1**) | 2(1 + 1**) | 2(1 + 1**) |
| | 2 | 2 | 2 | 1 | 1 |
| | 16 | 19 | 17 | 22 | 20 |
| | 3 | 3 | 3 | 2 | 2 |
| | 35 | 36 | 36 | 34 | 35 |

) 1981 1 30

1982 6 24 , 1994 7 5 .

(*) 가 24

(**) (18 2)

(1)

(2) 1 CAP (CAP)
 . CAP 2 , 3
 , CAP .

: Ministère de l'Education nationale, de la Recherche et de la Technologie
 [1998], Lycées d'enseignement professionnel et établissements assimilés:
 Disciplines d'enseignement général: Sections de préparation aux
 certificats d'aptitude professionnelle, Centre National de Documentation
 Pédagogique.

, 3
 1 (1981 7 9
 n° 81-253).

| | |
|---|---|
| . | - |
|---|---|

< -7> () 1
 가 가 .

| CAP | 1 | 2 | 3 |
|------|---|---|---|
| | - | 2 | 2 |
| | - | 2 | 2 |
| | - | 1 | 2 |
| | - | 1 | 2 |
| 가 | - | 2 | 2 |
| | - | 1 | 1 |
| | - | - | 1 |
| - - | - | 1 | 2 |
| | - | 1 | 1 |
| | - | 1 | 1 |
| 가 | - | - | 1 |
| | - | 1 | 2 |
| | - | 1 | 2 |
| | - | 1 | 3 |
| | - | 1 | 2 |
| , | - | 1 | 2 |
| | - | 1 | 2 |
| 가 | - | 1 | 2 |
| | - | 1 | 2 |
| | - | 1 | 3 |
| 가 | - | 1 | 2 |
| (B) | - | 1 | 2 |

| | | | |
|---|---|---|---|
| | - | 1 | 2 |
| + | - | 2 | 3 |
| 2 | - | 1 | 2 |
| | - | 1 | 2 |
| 가 | - | 1 | 2 |
| | 1 | 1 | 2 |
| , | 1 | 1 | 2 |
| | - | - | - |
| | 4 | 5 | 6 |
| | 4 | 5 | 6 |
| | - | 1 | 2 |
| | - | 1 | 1 |
| | - | 1 | 1 |
| | - | 1 | 1 |
| 가 | - | 1 | 1 |
| | - | 1 | 1 |
| | - | 1 | 1 |
| | - | 1 | 1 |

: 1981 7 9 n°81-254 1982 1 12 n°82-018.

: Ministère de l'Éducation nationale, de la Recherche et de la Technologie (1998). Lycées d'enseignement professionnel et établissements assimilés: Disciplines d'enseignement général: Sections de préparation aux certificats d'aptitude professionnelle, Centre National de Documentation Pédagogique.

) **BEP**
CAP

. 2 . 14 22
 , .
 - ,
 -
 -
 - , Bac, Bac 가
 16 20 ,
 .
 -
 -
 - , .
 , 가 ,
 33 36 . ,
 1992 가
 BEP , ,
 , . BEP
 가 2 , 3 2
 Bac .
 BEP 2 , CAP
 . BEP 2 1
 17 (20) , 2 19
 < -8>.

< -8> 2 BEP

| | 1 | (2) |
|-----|--|--|
| , , | 2 + (2)
1 + (1)
2 + (2) | 1 + (2)
2
2 + (2) |
| (1) | 0 + 1
1
2
2 + (15)
3(2) ⁽²⁾ | 0 + 1
1
2
3 + (16)
3(3) ⁽³⁾ |
| | 34 | 35 |

: 1992 7 10 , 1994 6 17

(1) 2 가

(2) ,

(3)

: Ministère de l'Education Nationale de la recherche et de la technologie (1998), Dicipline d'enseignement général: section de préparation aux brevets d'études professionnelles.

BEP 3 2 가 3 5
 . 1 , 2 50% . (1
 , 31 18
 < -9>).

< -9> 3 BEP

| | 1 | (2) |
|-----|------------------|------------------|
| | 4 | 4 |
| | 1 + (1) | 2 |
| | 3 | 2 |
| | 0 + 1 | 0 + 1 |
| | 1 | 1 |
| (1) | 2 | 2 |
| | 10 + (5) | 10 + (5) |
| | 3 ⁽²⁾ | 3 ⁽³⁾ |
| | 31 | 30 |

: 1992 7 10 , 1994 6 17

BEP

(1) 2 가

(2) ,

(3)

: Ministère de l'Education Nationale de la recherche et de la technologie (1998). Discipline d'enseignement général: section de préparation aux brevets d'études professionnelles.

BEP

BEP 3

< - 10> .

< - 10 > BEP

| | 1 | (2) |
|-----|------------------|------------------|
| | 2 + (2) | 2 + (2) |
| | 1 + (1) | 1 + (1) |
| | 2 + (2) | 2 + (2) |
| | 0 + 1 | 0 + 1 |
| | 1 | 1 |
| (1) | 2 | 2 |
| | 5 + (9) | 6 + (9) |
| | 3 ⁽²⁾ | 3 ⁽³⁾ |
| | 31 | 32 |

: 1992 7 10 , 1994 6 17

(1) 2 가

(2) ,

(3)

: Ministère de l'Education Nationale de la recherche et de la technologie (1998). Discipline d'enseignement général: section de préparation aux brevets d'études professionnelles.

) **Bac**

Bac 2 3 2 Bac, Bac

가 . (2 3) 30

- , (16 18)

-

(): 3 4

: 2 3
 , , : 2
 : 3
 : 2
 : 16 20 (2)

4.

가.

, 가, ,
 . 2
 3 . ,
 .

1)

BEP BEP
 .
 BEP (< -11>), 1
 . , ,
 3가 . 2 ()
 , / / ,
 / / 3
 9 (1 8)

1
12
1 2 . BEP <
-12> 가 1 2 21

< -11> BEP ,

| | 1 | (2) | | |
|-----------|-----------------------|-------------------------|-------------------------|----------|
| | | | | |
| 1. | | | | |
| 1.1 | 6(0+6) ⁽¹⁾ | | | |
| 1.2 | 6(0+6) ⁽¹⁾ | 12(0+12) ⁽²⁾ | 12(0+12) ⁽²⁾ | |
| 15. , , | 2 | 2 | 2 | 2 |
| 16. , - | 3 | 4 | 4 | 4 |
| 2. | | | | |
| 2.1. | 4 | 4 | 4 | 4 |
| 2.2. | 1 | 2 | 2 | 2 |
| 2.3. | 1 | 1 | 1 | 1 |
| 2.4. | 3 (2 + 1) | 3(2 + 1) | 3(2 + 1) | 3(2 + 1) |
| 2.5. | 1 | 1 | 1 | 1 |
| 2.6. | 2 | 2 | 2 | 2 |
| | 34 | 34 | 34 | 34 |
| 3. | | | | |
| 3.1. | 2 | 2 | 2 | 2 |
| | 2 | 2 | 2 | 2 |
| | 1 | 1 | 1 | 1 |

: 1990 8 28

⁽¹⁾ 1

⁽²⁾ 2

: Ministère de l'Education Nationale de la recherche et de la technologie (1998), Discipline d'enseignement général: section de préparation aux brevets d'études professionnelles.

< - 12> BEP

| | 1 | (2) |
|-----------|-------------|-------------|
| 1. | | |
| 1.1. | 12 (0 + 12) | 12 (0 + 12) |
| 1.2. | 3 | 3 |
| 1.3. , , | 3 | 3 |
| 1.4. - | 3 | 3 |
| 2. | 4 | 4 |
| 2.1. | 1 | 2 |
| 2.2. | 1 | 1 |
| 2.3. | 2 (1 + 1) | 2 (1 + 1) |
| 2.4. | 1 | 1 |
| 2.5. | 2 | 2 |
| 2.6. | | |
| | 32 | 33 |
| 3. | | |
| 3.1. | 2 | 2 |
| | 2 | 3 |

: 1991 6 5

1990 8 29

: Ministère de l'Education Nationale de la recherche et de la technologie (1998). Discipline d'enseignement général: section de préparation aux brevets d'études professionnelles.

2)

CAP BEP

CAP

()

| |
|--|
| 가) |
| - 1 2
a. : , , ,
b. : , , , , |
| - 3
a. : , , ,
b. : (1), (2), , |
|) |
| , , , , , , , , , ,
, , , , , , , , , ,
. |
|) |
| -
a. 가
b. 가
c.
- : ,
-
a. 1 , 2 : 가 , , , , , , , 가, , , ,
, , , , , , , , 가 , , , , , , ,
, , , , , , , .
b. 3 : (, , , , , , ,),
(, , , , , , ,), (, , , , , , , ,
, , , , , , , , ,) |

1
 2 . 3
 4가
 ()
 CAP 2 CAP 3
 2
 . BEP ()

| |
|------------------|
| 가) (compétences) |
| - |
| a. |
| b. |
| c. |
| - |
| a. |
| b. |
| c. |
|) (contenus) |
| - |
| a. , , |
| - |
| b. , , 1 2 . |

1 2 ()
 BEP
 BEP CAP
 BEP
 CAP

가
(compétence)

CAP . 2 , 3

1) CAP:

가)

CAP

CAP

가

CAP

BP (BP Banque)

가

CAP

가

, CAP

(référentiel)

가?

가?

가?

, CAP

(compétence)

(capacités générales)

(savoirs)

(savoirs-faire)

(savoirs-faire) 가

CAP 가 (unités terminales)

UT 1 UT 2 UT 1

UT 2

(Ministère de L'Education Nationale, 1991).

) :

CAP 가

< - 13>.

< - 13>

| | |
|----|----------------------------------|
| | |
| A. | A1
A2
A3
A4 가
A5 , , |
| B. | B1
B2 , , , , |
| B. | B3
B4 |
| C. | C1 , ,
C2 , ,
C3 |

: Ministère de L'Education Nationale (1991). Certificat d'aptitude professionnelle: Banque, Centre Naional de Documentation Pédagogique, p.23.

) (compétence générale)

- , 가
-
- ()
-
-
-

)
CAP <

- 14> (connaissances)

(savoir-faire)

가 / / ,

가

‘ , ‘

,

< - 14>

| | |
|---------------------------------------|--|
| <p>I. : , ,</p> <p>. : ,</p> <p>,</p> | <p>,</p> <ul style="list-style-type: none"> - - - - - - - - <p>, ,</p> |
|---------------------------------------|--|

| | | |
|------|--------------|------------------|
| . | | |
| 2.1. | | |
| 2.2. | 가 | |
| - | | |
| - | | |
| 2.3. | | |
| - | | |
| - | | |
| 2.4. | | |
| - | 가 | |
| - | 가 | |
| | (O.P.C.U.M.) | |
| - | | |
| 2.5. | | - |
| - | | - |
| - | | |
| - | | |
| 2.6. | | - |
| - | | |
| - | | |
| - | | |
| 2.7. | | - 가 |
| . | | |
| 3.1. | (, ,) | - (savoir-faire) |
| 3.2. | : | |
| - | | |
| - | | |
| - | (LCR) | |
| - | (BOR) | |

| | |
|------|--|
| 3.5. | |
| - | |
| - | |
| - | |
| - | |
| - | |
| - | |
| - | |

: Ministère de L'Education Nationale (1991). Certificat d'aptitude professionnelle:
Banque, Centre Naional de Documentation Pédagogique.

) ,
 ,
 , ,
(1)
 , , 가
 , ,
5가
 .

< - 15 >

| (connaissance) | (savoir-faire) |
|----------------|-------------------------|
| 1.1. | ,
.
-
-
- , |

| | |
|------------|-----|
| 1.2. | - |
| | - |
| 1.3. 가 | - 가 |
| 1.4. : , , | - , |
| | - |
| 1.5. | |

: Ministère de L'Education Nationale (1991). Certificat d'aptitude professionnelle:
Banque, Centre Naional de Documentation Pédagogique, p. 27.

(2)

, 가

< - 16 >

< - 16 >

| (connaissance) | (savoir-faire) |
|----------------|----------------|
| 1.1. | . |
| 1.1.1. , , , | - , |
| 1.1.2. | - |
| - | - |
| - | |
| - (,) | |

| | |
|-----|-----|
| 14. | - |
| - | . |
| - : | . |
| 15. | . 가 |
| 16. | . |

: Ministère de L'Education Nationale (1991). Certificat d'aptitude professionnelle:
Banque, Centre Naional de Documentation Pédagogique, p. 29.

(4)

< - 18 >

| (connaissance) | (savoir-faire) |
|----------------|----------------|
| 1.1. | : |
| - | - |
| - | - |
| - | - |
| - | - (,) |
| 1.2. | . |

| | |
|------|--|
| 1.3. | |
|------|--|

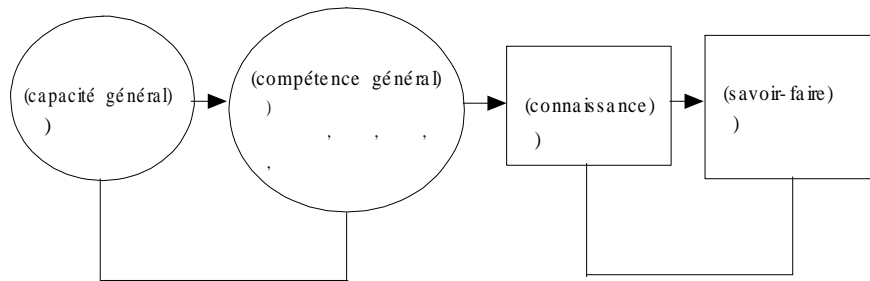
: Ministère de L'Education Nationale (1991). Certificat d'aptitude professionnelle:
Banque, Centre Naional de Documentation Pédagogique, p. 30.

) CAP

CAP

[-3]

가



[-3] CAP

2) CAP

CAP

4가

가
 CAP [Ut]
 [Ui 2, Ui 1]

< - 19 >

| | (diplôme) |
|------------|-----------|
| | CAP |
| | () |
| 1. | C1. |
| 1.1. | C1.1. |
| 1.2. | C1.2. |
| | C1.3. |
| 2. | C2. - |
| 2.1. | C2.1. () |
| 3. , (), | C3. () |
| 3.1. , | C3.1. |
| 3.2. () | C3.2. |
| 3.3. | C3.3. , |
| 3.4. | C3.4. |
| 3.5. , , , | C3.5. , , |
| 3.6. | C3.6. |
| 3.7. , | C3.7. |

| | |
|------------|-----------|
| 3. , (), | C3. () |
| 3.1. , | C3.1. |
| 3.2. () | C3.2. |
| 3.3. | C3.3. , |
| 3.4. | C3.4. |
| 3.5. , , , | C3.5. , , |
| 3.6. | C3.6. |
| 3.7. , | C3.7. |
| 4. | C4. 가 |
| 4.1. 가 | C4.1. 가 |
| 5. | |
| 5.1. | |

: Ministère de L'Education Nationale, de la Jeunesse et des Sports (1991). Certificat d'aptitude professionnelle: Mécanicien en maintenance de véhicules: option B vehicules industriels, Centre Naional de Documentation Pédagogique, p.23.

)

가

()

. < - 19 >

)

CAP

가

(1)

‘ (Technologie) ’ CAP

, ,

, , , ,

, 가
, 가

-

-

· (couple moteur)

· (couple)

-

-

·

·

· - -

-

·

-

·

·

-

(2) ·

‘ · ’ CAP

가

(가)

(, , , , ,)

-
-
-
-

(Ministère de

L'Education Nationale, de la Jeunesse et des Sports, 1991).

-
-
.

가

-
-

(3) (Ministère de L'Education Nationale, de la
Jeunesse et des Sports, 1991)

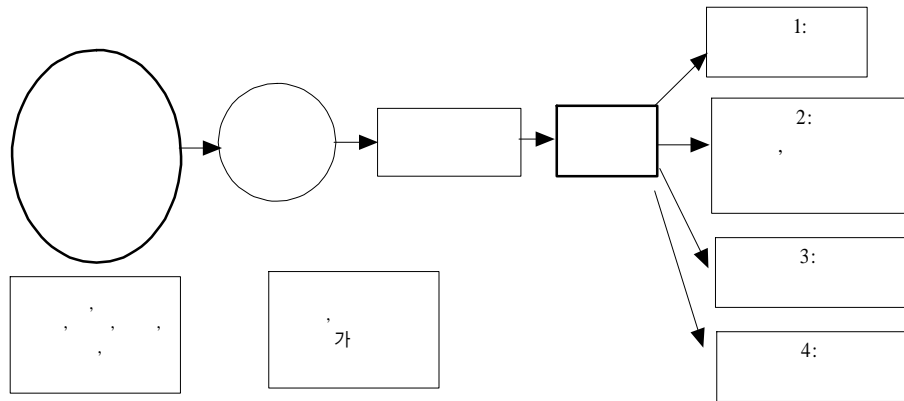
‘ ’ CAP

) CAP
CAP

[-4]

CAP

CAP



[-4] CAP

5.

가.

1

(2 16 20)

가

IUT, BTS

CAP,

BT, BEP,

Bac

()

< -20>

가

| | |
|--------------------------------------|----|
| | |
| (BTS) | 91 |
| (DUT) | 23 |
| (Mention complémentaire) | 54 |
| (Brevet des métiers d'art) | 11 |
| (Diplôme des métiers d'art) | 11 |
| (Diplôme supérieur d'arts appliqués) | 5 |
| IV
(diplômes) | 8 |

, STS, IUT 2

BTS

가

:

, (formation en alternance),

가 . 1979

2 12 24

), (, , ,) ,

(formation en alternance)

가

가 [, RATP⁴⁴⁾ SNCF⁴⁵⁾ (sécurité sociale) 3] .

()

(baccalauréat professionnel)

가

[(ouvriers)

(employés)]

75%가 (10

) , 가 30%

(artisan) 가 .

44) (RATP: Régie Autonome des Transports Parisiens)

45) (SNCF: Société Nationale des Chemins de fer Français)

(ouvrier)

가

(responsabilité),
(partenarisme)
(culture de métier)

(dévouement),
(corporatisme)

가

가

(repères socio-professionnels)

(LP)

(apprentissage)

가

가

가

가

(formation en alternance)

(formation)

(emploi)

가

. 1983

(C.G.T.:Confédération Générale du Travail)⁴⁶⁾

46) CFDT FO

3

1984 2

(contract de travail)

(apprentissage)

(contract en alternance)

가

(J.P. Lorriaux et J.A. Seïté, 1990) 가

가

가

CAP, BEP, Bac. Pro.

(dispositifs publics)

(conventions)

가

() 가

가

1.

(가)

가

1994

가

(少子化)

[] []

가 가

가

가

가

가

가

가

가

(Goals 2000) “가 ()”

1980

가 ,

가

. 14 16

Part One GNVQ

GNVQ

‘ ’

()

가

가

가

가

가

가

1960

가

가

가

가

()

(IUT, STS)

. CAP

()가

가 가
가 가 Bac
가 , ,

2.

(15)

가 가

10

가 5

가

(都道府縣)

(市町村)

1

()

가

가

. 7

가 가

, 5 6

가 가 (OFSTED)

가

가

가

가

가

가

가 .
가
(KMK)
가
(BIBB) ,
가
가
가
가
가
가
가

가 가 (CNDP)
가 가
가
가
가
‘ ’, ‘ 가 ’, ‘ ’ 가
5 6
가
가
가) 가 (

3.

, , , , 가 , , ,

, ,

가

가

, , 가
가

2

가

가

가가

가 .

가 ,

CAP, BEP, BP, BT, Bac 5

450 . ,

가 ,

가

가 .

, , ,

가 ,

가 .

가 , , ,

가 , .

, ,

가

가 .

4.

가

가

70% 80%

가

가

가

5.

1994

가

1998

107

가

가

가

Tech PreP(Technical Preparatory Model)

2

가

가

가

, GNVQ

GCSE

GCE A/AS-level,

NVQ

GNVQs

GNVQ

가

가

가 가

가

가

가

가

가

(on-the-job-training)

가

가

2·1

(IUT, STS)

가

가

6.

, , , ,
 , ,
 ,
 , 가 ,
 , ,
 ,
 , , 가
 , , 가
 , ,
 , , ,
 ,
 , , ,
 ,
 가 1 2

가 .
가

가 . 가 가 10
가

, , , 가, ,
5 6
, 5

가

가
가

가

GNVQs
(IUT, STS)

가 가

가

GNVQ

가

가
가

가

가 .

가

가 .

1

가

가

가가

1

가

(1999). , .

(1998). “ 가가 ”. 『 』 , 8(2).

(1987). , 10.

(1998). - 2 1 ,

(1988). : ,

(1994). “ ”. 『 』 , 4(1), 3-51.

(1996). , : .

(1996). , : .

(1991). ,

(1991). , .

(1987). , 11.

(1997). ,

(1998). , .

(1996). , .

1997. “ 3 ”, 가 , :

(1997). “ ”, , : .

(1990). . : .

_____ (1999). . : .

(1998). , .

(1985). , .

_____ (1994). , .

(1997). “ ”. 『
』, 22(1) : 14- 37.

_____ (1998). . , .

, (1997). “ ”. 『
』, 16(2) : 51-71.

(1995a). , .

_____ (1995b). , .

(1998). , .

(1993), , .

(1997). , .

_____ (1998). “ ”. 『
』, , 198-218,

(1995). [],
:
. (1986).
,
(1990). :
_____ (1991). : .
가 (1992).

가

(1985).

_____ (1990).

_____ (1998a).

_____ (1998b).

(1996).

_____ (1994).

(1997). “ ”, 가 , :

(1994). , :

< >

古口紀夫(1999). “大學等への繼續性に配慮した教育の在り方について”. 『産業教育』, 589(49-5), 4-7.

橋謙策(1999). “新教科[福祉]と福祉教育の方向”. 『産業教育』, 590(49-6) 4-7.

梶本健作 (1999). “専門教科[情報]の科目[情報産業と社会][情報実習]を通して, 高度情報通信社会に主体的に対応できる生徒を育成する教育課程(科目)の研究”, 『産業教育』, No.592, 56-57.

吉野弘一(1995). “商業教育活性化への取り組み(1)”. 『産業教育』, 45(9), 17-19.

鹿嶋研之助(1998). “総合学科の現況と課題(1)・(2)”, 『産業教育』第48巻第12号・第49巻第2号(通巻583号・586号), 18-21/22-25.

島健郎(1999). “学習指導要領の移行措置について”. 『産業教育』, 591(49-7), 14-15.

_____ (1999). “高等学校学習指導要領の改訂と専門高校・総合学科における教育課程編成”. 『産業教育』, 588(49-4), 14-19.

- 嶋研之助(1999). “學習指導要領の改訂と進路指導の課題”. 『産業教育』, 589(49-5), 24-27.
- 藤武雄(1998). “[高校工業教育の復権=高校教育再生への道]の提言づくりをめぐる”. 『技術教育研究』, 52, 26-32.
- 藤義雄(1995). “専門性を高める工業高校の教育課程編成状況(1)”. 『産業教育』, 546(45-13), 14-16.
- 里一紘(1998). “専門教育と繼續教育の展望- 工業高校と大學工学部の 場合-”. 『産業教育』. 583(48-12), 8-11.
- 文部省(1989). 高等學校學習指導要領(工業編), 實教出版.
- _____(1998). “1999年度大學入學者選抜實施要項(抄)(1998年5月13日文告大第178号文部省高等教育局長通知)”.
- _____(1998). 文教統計要覽, 大藏省印刷局.
- 茂_____(1999). 高等學校學習指導要領, 大藏省印刷局.
- 文部省職業教育課(1995). “スペシャリストへの道”, 『産業教育』(臨時増刊特別号), No.539, 43-54.
- 伏見正則(1999). “[情報]の具體化に向けて”. 『産業教育』, 591(49-7), 4-7.
- 服部次郎(1997). 総合學科改編の成果と課題.
- 上出満(1999). “電氣系學科に関する教育課程の編成例”, 『産業教育』, No.592, 72-73.
- 西岡宏堂 (1999). “総合學科における新教育課程の編成”, 『産業教育』, No.592, 54-55.
- 小島辰比古(1999). “新しい産業を育む[生物工學科]の教育課程と今後の展望”, 『産業教育』, No.592, 64-65.
- 小林一也(1998). “専門高校生が進學の状況と今後の展望”. 『産業教育』, 83(48-12), 4-7.
- 松本重男 1999. “食料生産分野における教育課程の編成例”[産業教育], No.592, 62-63.
- 野弘一(1999). “教育課程質疑應答コーナー- 商業-”. 『産業教育』, 588(49-4),

36-37.

鈴木良子(1999). “教育課程質疑応答コーナー- 看護-”. 『産業教育』, 588(49-4),

38-39.

原田昭(1999). “スペシャリストとして基礎・基本を学ぶ教育課程の編成”, [産業教育], No.592, 70-71.

栗原央行(1999). “小學科(商業, 情報処理, 流通経済, 国際経済)の特色を生かした教育課程の編成”[産業教育], No.592, 78-79.

赤津豊(1999). “教科[水産]の改訂方向”. 『産業教育』, 590(49-6), 20-22.

佐藤義雄(1999). “教育課程質疑応答コーナー- 工業-”. 『産業教育』, 590(49-6),

32-33.

佐野明(1996). “教育課程の編成と実施(1)”. 『産業教育』, 46(12), 559,

14-16.

佐野明(1999). “教育課程質疑応答コーナー- 農業-”. 『産業教育』, 589(49-5),

32-33.

幅清司(1999). “魅力ある新教科[福祉]を目指して-教科[福祉]と福祉に関する學科の概況-”. 『産業教育』, 590(49-6), 28-31.

河野公子(1999). “家政(専門)の改善方向(1)”. 『産業教育』, 588(49-4), 32-35.

芦田守道(1995). “工業教育における職業資格の整備”, 『産業教育』, No.535,

9-13.

横山茂(1998). “専門高校と専門学校の接續に関する新たな展望”. 『産業教育』,

583(48-12), pp. 2-3.

< >

Course of Study Cosmetology 1, 2, 3. The Board of Public Education, Pittsburgh, Pennsylvania.

Gene Bottoms & Deede Sharpe(1996). *Teaching for Understanding through Integration of Academic and Technical Education.*

Southern Regional Education Board.
Homewood-Flossmoor High School(1999). *Course Description Book 1999-2000*.
Texas Education Agency(1999). *State Board of Education Rules for curriculum*.
Virginia Fairfax County(1999). *Education Rules for curriculum*.
Vocational Education Curriculum Development(1992). *Housing Curriculum guide Bulletin No. 1680*. Louisiana Department of Education.

< >

Carysforth. C. et al.(1995). *Intermediate Business*. Heinemann.
Chorlton, W.(1994). *GNVQ: is it for you?* Hobsons Publishing PLC.
DfEE(1998). *Education and Training in Britain*.
Higham, J. et al.(1996). *The Emerging 16-19 Curriculum*. David Fulton Publishers.
Holt, G. et al.(1997). *Education in England and Wales: a guide to the system*, National Foundation for Educational Research.
Kogan Page(1998). *British Qualifications 28th Edition*.
Morgan, C. & Turner, C.(1979), *Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain*, The Open University Press
QCA(1997). *Classics in the Curriculum*.
QCA(1998a). *Intermediate Leisure & Tourism GNVQ Standards Management Kit*
QCA(1998b). *Learning from Work Experience*.
QCA(1998c). *Part One GNVQ: A brief guide*.

QCA (1999). *Part One GN VQ: Careers Education and Guidance Strategy*.

QCA (1999). *Part One GN VQ Handbook*.

Tooley, M (1998). *Engineering GN VQ: Intermediate*. Butterworth-Heinemann.

< >

Arbeitsgruppe am Max-planck-Institut fuer Bildungsforschung (1984).
Das Bildungswesen in der Bundesrepublik Deutschland, Ein
Überblick fuer Eltern, Lehrer, Schueler, Hamburg : Rowohlt
Taschenbuch Verlag GmbH.

Baumert, J. u.a. (1984). *Das Bildungswesen in der Bundesrepublik
Deutschland*, Ein Ueberblick fuer Eltern, Lehrer, Schueler.
Hamburg: Rowohlt.

Benner (1995). *Aktualitaet der Ausbildungsberufe und Effizienz des
Neuordnungsverfahrens*, in: *Berufsbildung in Wissenschaft und
Praxis*.

BIBB (1998). *Berufsbildungsbericht*.

BMBF (1997). *Basic and Structure Date 1996/1997*.

BMBF-Bundesministerium fuer Bildung, Wissenschaft, Forschung und
Technologie (1996). *Grund- und Strukturdaten 1996/1997*, Bonn.

BMBF-Bundesministerium fuer Bildung, Wissenschaft, Forschung und
Technologie (1998). *Berufsbildungsbericht*, Bonn.

Bundesanstalt fuer Arbeit (1995). *Meiste/Meisterin im Handwerk*,
Bielefeld W. Bertelsmann Verlag. (Blätter zur Berufskunde).

Bundesanstalt fuer Arbeit (1998a). *Beruf Aktuell*, Mannheim : Medialog.

_____ (1998b). *Studien und Berufswahl, Informationen
und Entscheidungshilfen*, Bad-Honnef : Verlag Karl Heinrich
Bock.

Deutscher Taschenbuch Verlag (1996). *Bildungsförderung in Bund und
Laendern mit den ab 1. 10. 1996 und 1. 7. 1998 geltenden*

- Freibetraegen und allen Verordnungen Berufsbildungs-Gesetz, Meister-BAfoeG, 23. Auflage. Stand 1. 10. 1996.*
- Geer, R.(1990), *Zur Rolle der Berufsbildungsforschung bei der Neuordnung der industriellen Metallberufe*, Berlin :BIBB.
- Georg, W/Kunze, A. (1981). *Sozialgeschichte der Berufserziehung*, Eine Einfuehrung, München : Juventa.
- Gress, W/Mahl, G. u.a.m(1998). *Die neue Handwerkerfibel fuer die praxisnahe Vorbereitung auf die Meisterprüfung*, Bad Wörischofen : Holzmann Verlag. 37. , überarbeitete Auflage.
- Grundgesetz fuer die Bundesrepublik Deutschland mit igungs-vertrag* (ohne Anl.), u.a.m, (Textausgabe mit ausführlichen Verweisungen und einem Sachverzeichnis), 53. , neu bearbeitete Aufl. Stand : 1996. 7. 1. , München ; Beck's che Verlagsbuchhandlung.
- Hessisches Hochschulgesetz in der Fassung vom 28. März 1995.*
- Hurlebaus, Horst-dieter; *Kommentar zum Berufsbildungsgesetz, Stand : November* (1994). Berlin-Bonn:IFA Verlag.
- Kerschensteiner, G.(1966). *Berufsbildung und Berufsschule*, Paderborn: Schöningh.
- Lim, Se-Yung(1989). *Die Ergebnisse der Lernortdiskussion und ihre Bedeutung fuer die Qualifizierung von gewerblich-technischen Arbeitskraefen in der Republik Korea*, Kassel : Universitaet Gesamt-hochschule Bibliothek.
- Lipsmeier, Antonius(1981). *Organisation und Lernorte der Berufsbildung*, Muenchen : Juventa Verlag.
- Rothe, Georg(1994). *Die Systeme der berufliche Qualifizierung Frankreichs und Deutschlands im Vergleich*, Nürnberg : Institut für Arbeitsmarkt- und Berufsforschung der Bundesanstalt.
- Ruhland, Hans-J(1990). *Berufsschulleistungen in der Abschlussprüfung berücksichtigen! Die Förderung nach Novellierung des Paragraphs 35 BBig ist wieder auf dem Tisch.*, In: *Der Berufliche Bildungsweg*, 3, S. 2-3.

- Schaefers, B/Zapf, W.(Hrsg.) (1998). *Handwörterbuch zur Gesellschaft Deutschlands, Opladen : Leske + Budrich.*
- Schoenfeldt, E.(1987). *Das duale System der beruflichen Bildung, Mannheim.*
- Stratmann, Karlwilhelm u.a(1990). *Das Duale System der Berufsbildung, Eine historische Analyse seiner Reformdebatten. Frankfurt a. M. : Verlag der Gesellschaft zur Foerderung arbeitsorientierter Forschung und Bildung.*
- Verordnung über die Berufsausbildung in den industriellen Elektrobereichen und zum Kommunikationselektroniker /zur Kommunikationselektronikerin im Bereich der Deutschen Bundespost(1987). Vom 15. Januar.*
- Verkündet im Bundesgesetzblatt(1987), Teil I, S.199, vom 22. Januar.*
- Verfassung des Landes Hessen und Grundgesetz fuer die Bundesrepublik Deutschland mit einer Einfuehrung und einem Anhang (1979). Bad Homburg u.a. : Velag Dr. Max Gehlen.*

< >

- Grignon, C.(1971). *L'ordre des choses. Les fonctions sociales de l'enseignement technique, Ed. de Minuit, Paris.*
- Jobert, A. et al.(1997), *"Politique de formation et de certification des branches professionnelles en France", in M. Möbus et al., (ed.), Les diplômés professionnels en Allemagne et en France, Paris, L'Harmattan.*
- Jun, H.(1996), *Emploi et Stratégies de Formation dans les Organisations Economiques en Croissance: Le cas des entreprises automobiles coréennes, thèse de doctorat, Univ. Paris I.*
- Léon, A.(1967), *Histoire de l'enseignement en France, PUF, coll. Que sais-je?, Paris.*

- Lorriaux, J. P. et Seïté, J. A.(1990), *La formation professionnelle continue, Economica.*
- Ministère de L'Education Nationale (1991), *Certificat d'aptitude professionnelle: Banque*, Centre National de Documentation Pédagogique.
- Ministère de L'Education Nationale, de la Jeunesse et des Sports(1991), *Certificat d'aptitude professionnelle: Mécanicien en maintenance de véhicules: option B véhicules industriels*, Centre National de Documentation Pédagogique.
- Ministère de l'Éducation nationale (1992), *Repères et références statistiques.*
- Ministère de l'Education Nationale de la recherche et de la technologie(1998), *Discipline d'enseignement general: section de preparation aux brevets d'etudes professionnelles.*
- Ministère de l'Education nationale, de la Recherche et de la Technologie (1998), *Lycées d'enseignement professionnel et établissements assimilés: Disciplines d'enseignement général: Sections de préparation aux certificats d'aptitude professionnelle*, Centre National de Documentation Pédagogique.
- Prost, A.(1966), *Histoire de l'enseignement 1889-1965*, Sirey, Paris.
- De Saint-Martin, M.(1971), *Les Fonctions sociales de l'enseignement scientifique*, Mouton, Ecole pratique des hautes études, Paris.
- Vasconcellos, M.(1993), *Le système éducatif, La découvrir.*
- <http://www.cndp.fr/dep>(1999).
- <http://www.education.gouv.fr/syst>(1998).

ABSTRACT

An International Comparative Study on Vocational Curriculum

Korea Research Institute for Vocational Education & Training

Research-in-Charge: Yong-Soon Lee

Research Staff: Hyeon-Mi Rha

Hyun-jeong Lee

Yoon-Hee Park

1. Outline of this study

In the advanced country, they put the priority in educational reform, particularly in curriculum with a positive preparation toward the change and need for 21c society of knowledge and intelligence, and for the enforcement of the national competitiveness through human resources. Also it is announced in our nation coming 21c changes in February 1996 as "The primary·secondary educational curriculum reform", and set the program for the realization of this devise in March 1996.

To practice and establish a lot of changes that related to such an vocational curriculum, a lot of researches are needed. Especially an approach to "curriculum" is very important to resolve the problems of vocational high schools. Thus a full-scale of substantial and profound international comparative research on the vocational curriculum of advanced countries. It is regarded to be advantageous that analyzing and

comparing of the vocational curriculum to resolve and improve our problems in visible or invisible way.

This research selected 5 of advanced nations like USA, United Kingdom, Germany, France, and Japan etc. They are progressive in vocational education and recent curriculum reform is undergoing vigorously. Through these countries, we analyzed the background, characteristics, current tendency of vocational curriculum reform and the appraisal, current vocational curriculum or newly announced vocational curriculum, development process of vocational curriculum, quality management also supporting policy. And with the results, this research provides improvable issues by comparing our the 6th, 7th vocational high school curriculum, and by grasping the problems of our vocational curriculum.

Research methods employed in this study were a review of the related literature, survey, interviewing, consulting and the advice of specialists etc.

2. Major Results

The recent tendency of vocational curriculum reform is directed to yielding a specialist in high school level of vocational education in the case of Japan. Thus high school level vocational education is planned as a fundamental and basic education for their student to be a specialist in their related fields through their life, and may have them developed their competency after the graduation. For this, the curriculum with the revision of major subjects is under the practice and enforces the connection with the region.

In the case of USA, the most significant thing in the vocational education and vocational curriculum is the diversity. So a State governing Educational Committee is an entire decision maker and is independent from Federal Government.

In United Kingdom, they try to drag up the educational quality generally as varying schools and their programs, not only by providing educational opportunity to individual students which appropriate to their needs and conditions also widened the parents' choice that leads to free competition. In United Kingdom, educational reform is not focused on the system like entrance examination, reduction of private educational expenses, but on the educational substance which equips student for the demanding of future society.

When looking over the tendency of vocational curriculum reform of Germany, the most distinguished is that they concentrate the effort, which may untied the student from the traditional vocational training and places flexible and comprehensive process step by step, thus students can extend their path without being influenced by the fluctuation of career environment.

While in France, the students who took the vocational education and received certificate in high school are recognized as good in occupational society after their graduation compare to the students of Korea. It seems that they are treated properly not being differentiated in social recognition.

In Japan, the vocational curriculum development and operation system of high school is held in junior college, and "Curriculum Council" which is the sub-institution of Ministry of Education conforms finally the reform of vocational curriculum.

In the USA, the educational program is controlled by a State and

District. The nation's educational aims and assessment standards are suggested by Federal Government, and the entire educational programs are decided on the level of a State.

According to the educational programs which are decided by a State, the present teachers develop the educational program manual each by each District, and through this, individual school forms and practices the educational program.

In United Kingdom, educational program research is carried out as a means of full examination as filtering diverse opinions and is applied to revised educational process through 5 6 years of testimonial practicing period. Also UK's the educational program practice and method are significant in requiring intense liability as self-regulation toward school and Educational Office. Such as, UK pursues the extension of self-regulation of teachers and schools boldly, at the same time, establishes the management system of affirmative education quality.

For Germany, educational programs research and revision are performed through the forming of expert advisor in each vocational field and filters the referable group's opinion. Add to this, the most serious and distinctive point in Germany is the division of jurisdiction on educational programs cause of the Dual System.

Union Government executes and directs the establishment & revision of training regulations and practicing of them, besides, local confederal government has the right of vocational school program formation and management.

In the case of Japan the vocational curriculum courses are organized by agriculture, industry, business, fisheries, home economics, nursing, information technology and welfare. Moreover, forming the vocational curriculum, they concentrate their efforts seizing experiment and practice

class hour for each subject, especially they have the schools planned the course and subjects by enlarging the discretion of school. Also it is attentive that schools unfold their characteristic educational activity with a creative attempt suitable to them in their curriculum.

In the USA, the meaningful thing in the courses of comprehensive schools' vocational curriculum is what divided into preparatory course of general vocation and of special field. The preparatory course of general vocation is commonly needed for going forth to the job world, of special vocation is for occupational chance or for the same course study. Plus, vocational special course is the selective like music, drawing, play and foreign language in the comprehensive school remarkably.

In United Kingdom, industry, business, agriculture, home economics are involved in the course, and each school opens the course which reflects the regional characteristics and learner's demands among the several courses, and the student can take it.

In Germany, the different thing from the general course in the vocational education is the what based on the capability being required in the vocational field. And the competencies in the occupational fields are diverse according to the kind of work. Specifically, so the government authorized kinds of occupation training courses among 20,000 of real job classification in Germany contributed to the universality, and practiced the vocational education applicable to the extended kinds of occupations. The occupations of government authorized vocational training basis to the education program establishment and revision.

In the case of France, vocational school's diploma is fractionized by its courses. That means, high school student diploma is numbered approximately 450 CAP, BEP, BT and Bac etc. That is, France vocational high schools encourage the students to acquire a substantial

job as performing their ability, needed to a special occupational field, as they can carry out in the related field once they obtained the diploma.

Concern to a major course curriculum in Japan, one of the significant is setting up of special subject. These ones are fundamental to the related special subjects, or basic and comprehensive to the concerned vocational fields in the course work as selecting introductive or comprehensive (or applicable) assignments.

While in the USA, the committee of the subjects teachers, educational program researcher and curriculum expertise are in the charge of the selection of course work and organization. In the case of the practice linked subject, it contents the details about safe and lab workshop when specify the course programs. Noticeable thing is that the course is not about knowledge but vocational competency directed. It seems to be differentiated from the general subject, as organizing it with full reflection of vocational curriculum.

In United Kingdom, vocational curriculum is furnished as a standard of performance through the student's course completion. And it requires to probe not only the knowledge but also the competency of the student in the midst of the program. Moreover, it is particular that vocational education and general curriculum are closely linked.

The vocational education in high schools in France is applied class hour or content flexibly according to the major of vocational education in the general courses too, avoid uniforming the subject. The special subject is composed to guide to a substantial competency, carrying out the each major field based on analysis on industrial field work .

The integration and linkage of vocational curriculum is executed in many ways in Japan. The integration of special and general subject is under going through a synthetical courses, and this extended between

public high schools and special high schools.

Refer to the USA, Perkins Law which regulating vocational education in the extent of Federal Government, promote the linkage of secondary educational and post-secondary education institutions, the integration of vocational education and general education. Among their efforts to realize this diversly in many States, the prominent form is Technical Preparatory Model. This aims to extend the student's chance of selection and educational opportunity by shaping cooperative relation between the educational agents, and by linking secondary education institution, 2 year college and apprentice programs.

One of most recognizable feature of vocational curriculum in United Kingdom is the very active field performance like efficient educational-industrial-joint. Such a work experience gives student a motivation, and take a roll enhancing the comprehension to students on the related study. Also it is visible that taking the vocational curriculum along with general curriculum.

The Dual System of Germany specifies in acquiring work experience also intimates to an individual capacity development in practical bearing of technical knowledge, as practicing related vocation related function in industrial complex, and learning the theory and knowledge of special, general subject.

As to the vocational education in high school in France, a diploma and qualifications are associated essentially, the diploma equals the certificate. Such a qualification is advantageous for forth going to occupational world as it verifies the capability of the student.

3. Policy Recommendations

A comprehensive set of policies to improve the vocational curriculum is recommended as follows.

First, the demander guiding education of diverse vocational curriculum should be furnished. The set up of various vocational curriculum that reflects social transformation can highly accomplish the supply of the requiring human resources.

Second, the vocational curriculum should be developed based on the job analysis. As the ground of this, should inspects the industrial-field related duty, and selects the major course work as developing the educational program for the course structure by standardizing the competencies. Doing this, sufficient time and financial support should follow.

Third, a lot of participants should get involved in developing the vocational curriculum. To do this, many teachers, parents, industries and labor unions need to participate actively.

Fourth, should manage the development and revision term of the vocational curriculum. As present, the periodical and overall revision of educational program should be avoided and rendered when it is needed. The foreign countries commonly show that the long-term of diverse methods in management. Plus this, in developing curriculum, it should predict the direction of general social change of culture in the aspect of long-term, and decide the nation level of educational goal and program system, as considering substantial and manageable device in the local self-administration community or the district of school .

Fifth, the contents of general subjects should be linked to those of

special subjects. Those contents are needed to select considering the characteristics of vocational curriculum.

Sixth, the range of the selection of textbook should be diversified. The contents of subject should be described in vocational curriculum in detail, thus schools or teachers choose and use it freely within the category of inspected and published.

Seventh, the providing of the continuous educational opportunity. To give a life-long education opportunity to the students who finished vocational curriculum at high school, the education course should be extended as joining with a higher education institution, also should grant a student the priority of entrance who has industrial field work experience as approving it as credit. This gives them the chance of education who are working and enthusiastic in self-discipline.

Eighth, the work experience should undergo practically. For giving students motivation and helping student's comprehension related between the study and the vocational world, the industrial support is needed.

Ninth, the qualification system and vocational curriculum should be reciprocal. The qualification system must verify the competency accurately which is demanded in the field, and the qualification system should be linked to a related vocational education course directly.

Tenth, to obtain high qualified teachers in theory and practice, the examination and survey on instructor training, employment, system, qualification and discipline program are needed. For the enhancing of the expertise quality and education, it should be installed the systematical research and improvement device about instructor training & employment system and the appropriateness of the teacher's qualification, besides, the diversified support on the training of current teachers.

Eleventh, the department to guide the efficient operation of vocational

curriculum should be strengthened. After the revision of curriculum, the continuous and systematic support is needed for operation of vocational curriculum. It is accomplished through the manual and in-service training of teachers.

Twelfth, should focus on the quality management of vocational curriculum and operation. For this, "Assessment Council" is needed to establish and it is formed with demander guiding assessors.

< 1> 가

< 2> 가

< 1> 가

?

23 () 14 406 , 2

가 , 가

가 ,

가 , 가 ,

가 2 12

: E-mail krivet23@chollian.net krivet23
Fax 02-578-9674
: 3498-5675 3498-5679
3498-5692 3498-5726

.

| |
|--|
| |
|--|

1.

| | | | | | | | |
|-------------|--|--|--|--|--|--|--|
| 1) 가
() | | | | | | | |
| 2) 가
가 | | | | | | | |

2.

| | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|
| 1) (가.) | | | | | | | |
| 2) , | | | | | | | |
| 3) 가. (가.
. ,
,) | | | | | | | |
| 4) () | | | | | | | |

3.

| | | | | | | | |
|------------|--|--|--|--|--|--|--|
| 1) , . , | | | | | | | |
| 2) () () | | | | | | | |

| | | | | | | | |
|----|--------------------|--|--|--|--|--|--|
| 3) | , , , [(, , ,), | | | | | | |
| 4) | (1 , , ,), . | | | | | | |
| 5) | . . () | | | | | | |
| 6) | (, , ,) | | | | | | |
| 7) | (, ,) | | | | | | |

4.

| | | | | | | | |
|----|-----------------------------|--|--|--|--|--|--|
| 1) | | | | | | | |
| 2) | [가. (, , ,) , (, ,), , | | | | | | |
| 3) | . (,) | | | | | | |
| 4) | , | | | | | | |

5.

| | | | | | | | | | |
|-----|------------|--|--|--|--|--|--|--|--|
| 1) | | | | | | | | | |
| 2) | (5 , 2+2 , | | | | | | | | |
| 2+4 | · ,) | | | | | | | | |
| 3) | (| | | | | | | | |
| , | · , · 가·) | | | | | | | | |
| 4) | | | | | | | | | |
| 5) | (,) | | | | | | | | |

6.

| | | | | | | | | | |
|----|-----|--|--|--|--|--|--|--|--|
| 1) | | | | | | | | | |
| 2) | 가 가 | | | | | | | | |
| 3) | | | | | | | | | |
| 4) | | | | | | | | | |

7.

| | | | | | | | | | |
|----|-----|--|--|--|--|--|--|--|--|
| 1) | · | | | | | | | | |
| 2) | | | | | | | | | |
| 3) | | | | | | | | | |
| 4) | · | | | | | | | | |
| 5) | · · | | | | | | | | |

.

7가 가 1, 2, 3,
..., 7 () .

1. ()

2. ()

3. , ()

4. ()

5. ()

6. ()

7. ()

.

.

| | |
|-----|-----|
| () | () |
| | |

. 가

가

.

| | |
|--|--|
| | |
| | |

< 2> 가

1.

가.

11 , , , ,
가
가 ‘ ,
.

1)

7가 . 1 7
*
(* 50 ** 50 *** 60 **** 70 ***** 80
)

2)

Likert 5
‘ , ,

1)

2) 가 2

3) 가 70%

| | |
|-----------|---------------------------|
| 4. | (****) |
| 1) | |
| 2) | [가.
(, ,) , (,) , |
| 3) | · (,) |
| 4) | , |
| 5. | (**) |
| 1) | |
| 2) | (5 , 2+2 , 2+4
· , ,) |
| 3) | (, ,
· 가.) |
| 4) | |
| 6. | (*) |
| 1) | |
| 2) | 가 가 |
| 7. | (*) |
| 1) | · |
| 2) | |
| 3) | |
| 4) | · · |

2.

| () | () |
|------------------------------|------------------------------------|
| 2.
1)
2) ,
3)
4) | 2.
1)
2) ,
3)
4) |
| | 3.
1)
2)
3)
4) (, 가) |

3. 가

| | | |
|-----|------------------------------|-------------------------|
| | | |
| | | 2.
가 |
| | | |
| | | 3. , |
| | | |
| , | 1.
2.
3. ?) ((,) , | 5.
5
(,) ,
가 |
| | 1. , 가
2. 가
3. (= ?) | 5.
4 |
| . | 1.
2. | 4. , 5.
, |
|) (| 1. 3
2. 5 | 5. |
| | 1.) ()
2. () | 3. ,
가
5.
. |
| | | |

4.

| | |
|----|-------|
| | |
| | 가 가. |
| | 가 |
| 1. | 가 |
| 2. | |
| 3. | 가 가 |
| 1) | , |
| 2) | |
| 3) | , |
| 4) | |
| 5) | |
| 6) | 가 가 |
| 7) | 가 |
| 8) | |
| 9) | |
| 4. | 가 |
| 5. | |
| 1) | , |
| - | , |
| 2) | , |
| - | , 가 |
| 3) | |
| - | , |
| 4) | , |
| - | , |
| 5) | , |
| 6) | () , |

.

| |
|---|
| . |
|---|

1.

| | | | | | |
|-------------|--|--|---|---|---|
| 1) 가
() | | | 1 | 5 | 5 |
| 2) 가
가 | | | 3 | 5 | 3 |

2.

| | | | | | | |
|-------------------------|--|--|---|---|---|---|
| 1) (가.) | | | 1 | 2 | 5 | 3 |
| 2) , | | | 2 | 1 | 5 | 3 |
| 3) 가. (가
. ,
,) | | | 3 | 5 | 3 | |
| 4) () | | | 2 | 5 | 3 | |

3.

| | | | | | |
|------------|--|--|---|---|---|
| 1) , . , | | | 2 | 4 | 5 |
| 2) () () | | | 1 | 4 | 6 |

| | | | | | |
|------------------------|---|---|---|---|---|
| 3) , , , [, , , () , | | | 3 | 1 | 7 |
| 4) (1 , , , ,) , . | | | 2 | 2 | 7 |
| 5) . . () | 1 | 1 | | 7 | 1 |
| 6) (, , ,) | 1 | | 4 | 3 | 3 |
| 7) , (,) | 1 | 1 | 2 | 5 | 1 |

4.

| | | | | | |
|-------------------------------|---|--|---|---|---|
| 1) | | | 2 | 5 | 4 |
| 2) [가. (, , ,) , (,) , , | | | 1 | 6 | 4 |
| 3) . (,) | | | 1 | 5 | 5 |
| 4) , | 1 | | 4 | 6 | |

5.

| | | | | | |
|----|-------------------------|--|---|---|---|
| 1) | | | 1 | 6 | 4 |
| 2) | (5, 2+2
, 2+4
,) | | | 5 | 6 |
| 3) | (
,
, 가) | | | 3 | 8 |
| 4) | | | | 3 | 8 |
| 5) | (,) | | 2 | 6 | 3 |

6.

| | | | | | |
|----|-----|---|---|---|---|
| 1) | | | 1 | 6 | 4 |
| 2) | 가 가 | | | 6 | 5 |
| 3) | | 2 | 1 | 6 | 2 |
| 4) | | 1 | 3 | 5 | 2 |

7.

| | | | | | | |
|----|---|--|---|---|---|---|
| 1) | . | | | 1 | 6 | 4 |
| 2) | | | 1 | 1 | 6 | 3 |
| 3) | | | | 1 | 5 | 5 |
| 4) | . | | 1 | 2 | 4 | 4 |
| 5) | . | | | 1 | 6 | 4 |