



同济大学经济与教育研究论丛

标准化、专业化与测量

——关于职教教师教育的跨学科研究

◎ 冯 晓 (德)Josef Rützel (德)Hugo Kremer 主编



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丛书序

亚里士多德如是说,幸福(εὐδαιμονία)是人类活动的最终目的。当有人问:“你幸福吗?”别不以为然,因为这是一个有关人生意义的哲学问题。对于大多数入世的人来说,幸福需要有物质基础,而物质的稀缺性又使“你幸福吗”成为了一个经济学的核心问题。

由于和人们的生活密切相关,所以源于古希腊的早期经济学,经过古典主义、新古典主义、凯恩斯主义、新凯恩斯主义以及新兴古典主义等发展阶段,其不断完善的理论和日益广泛的应用受到了公众愈来愈多的关注。与此同时,一系列伴随经济增长而产生的问题也愈来愈具有挑战性。

经济发展一方面取决于生产要素的配置和配置效率,另一方面取决于收入的分配和使用。两者既涉及经济过程,也涉及经济制度,构成了经济学研究的重要内涵。此外,经济能否持续发展取决于生产要素的可支配程度。较之不可再生的自然资源以及物化的生产资料,人力资本具有可积累、可再生的特点。因此,可持续的经济发展不可避免地要通过可持续的人力资本积累来支撑。作为人力资本生产的重要途径,教育成为经济学研究的外延,其必然性和重要性不言而喻。

基于以上考虑,同济大学经济与教育研究所围绕经济运行和经济增长的规律性问题,同时着眼于经济与教育的互动关系,开展了一系列实证经济学研究和跨经济学、教育学领域的理论与经验分析。以数年来工作为基础,我们希望通过出版本丛书将研究成果系统地公布于众,抛砖引玉,和学界同行开展交流,既提高自身研究水平,也为经济学和教育学领域的学术发展尽微薄之力。

冯 晓

2013年7月14日于上海同济大学

前言

知识积累、创新和传承是人类社会发展的根本动力之一,其中教育所起的作用至关重要。在社会发展的进程中,现代化生产领域的经济分工愈加细化,专门化程度不断提高,职业教育的意义也更为凸显。这一点,不仅对发达国家是如此,对在经济全球化背景下参与国际分工的新兴国家和发展中国家同样是如此。就后者而言,职业教育甚至是赶超发达国家的一个不可缺少的基本条件。

职业教育是对专门知识、技能的传承,其核心要素是从事职业教育的教师。职业教育能否有效地推动社会进步和经济发展,保障职教师资培养的质量和实现职教师资能力的发展是关键。对此,发达国家的经验,如在全球负有盛名的德国职业教育经验对后起新兴国家和发展中国家具有很好的借鉴意义。而新兴国家和发展中国家之间的经验交流与合作对发展其职业教育、促进其经济发展和社会进步也同样意义重大。

由德国联邦经济合作部(BMZ)资助、德国国际合作机构(GIZ)协调、东南亚诸国及中国参加构建的职教师资培养和培训区域合作平台(RCP)开创了发达国家、新兴国家和发展中国家跨国界、跨区域开展职教师资培养和培训合作的一个先例。在这个平台上,参与者就职业教育体系的设计、职业教育和职教师资能力标准的制定以及具体的职教师资培养展开全方位合作,以期通过常态化的交流、合作,根本性地提高参与各国的职业教育和职教师资培养水平,持续地推动参与各国的经济发展和社会进步。

本论文集收集了德国、中国、老挝等诸国学者围绕职业教育的标准化、职教师资的专业化和能力发展、职业教育的跨学科研究等问题的研究成果和工作经验。出版这样一本论文集的目的,一方面在于展示东南亚职教师资培养和培训区域合作平台RCP过去若干年的合作成效,另一方面也在于以此和职教界同行开展交流,推动职业教育的发展。

出版本论文集是东南亚职教师资培养和培训区域合作平台(RCP)的工作内

容之一(Project 5),对此,编者对从各方面均给予支持的 RCP 秘书处表示感谢。同时,也要感谢为准备出版此论文集在德国 Paderborn 大学组织召开国际研讨会的同事们以及为本论文集撰写论文的 authors。衷心感谢各方面对职业教育的关注和投入!全稿由郑建萍负责统稿,特此感谢。

冯 晓

2013 年 3 月

Preface

The accumulation, innovation and impartation of knowledge have been acknowledged as one fundamental engine pushing forward the human development. During the specialization and professionalization process of modern production, education, especially vocational education, plays a central role, not only to industrialized countries, but also to newly industrializing and developing countries as well, which take active part into the contemporary globalization system. As to the latter ones, vocational education is even of crucial importance, to catch up with the advanced economies.

As a way of impartation mechanism about specialized knowledge and skills, the vocational education system places teachers into the core position. Thus whether vocational education helps to economic development and social progress, depends on the quality of the vocational education and the competence development in the vocational and teacher education. Considering this, the experiences of industrialized countries, especially those of the globally reputed Germany vocational education system, serve as valuable references to newly industrializing and developing countries. Moreover, the exchange of experiences and cooperation among the emerging economies on VE, are also important.

The Regional Cooperation Platform (RCP) , financed by German Federal Ministry for Economic Cooperation and Development (BMZ) , coordinated by German Agency for International Cooperation (GIZ) , and jointly founded by ASEAN countries and P.R. China, is an exceptional program pushing forward cross countries/regions cooperation on technical and vocational education and training, not only between North-and-South, but also South-and-South. Participants inside the platform routinely communicate and cooperate with each other, by designing vocational education system, by issuing standards of vocational education, by vocational teacher education and training, to essentially improve each country's vocational education, which help to promote local economic and social development.

This essays collection introduces a series of research and working experiences on topics of vocational education in Germany, China and ASEAN-countries, such as standards and qualification framework of vocational education, professionalization and competence development in the vocational and teacher education, interdisciplinary studies on education and vocational education, and so on. The purposes of the publication are to introduce the achievements of RCP during the past years, and meanwhile to communicate with colleagues around the world, to jointly progress the vocational education.

This essays collection, part of the RCP scheme (project 5) , is acknowledged to RCP secretary office for the kind help. Besides, the editors are grateful to the authors contributing to the collection, and to the participants of the international conference held in University of Paderborn, Germany, respectively. Without the generous help, the collection would have never been possible. And at last, thanks for the editing work of Dr. Zheng Jianping.

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March, 2013

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A.

**Standards and Qualifications Framework
of Vocational Education**

The German Qualifications Framework

— Interests, Reform Demands and Practicability

Peter F. E. Sloane

摘要 文章首先介绍了资格框架引入的背景、目的、结构。它是沟通欧盟各国教育体系的辅助工具,并对学习结果进行分类。欧洲资格框架则是从基础层面对欧盟各国、各行业资格进行沟通的框架。这一框架以能力为导向,纵向分为八个能力等级,横向则包含知识、技能和能力三个维度。它是欧盟各国开发相应资格框架的基础。

能力概念作为资格框架的基础,在实际应用中有多重内涵。文章解释了教育标准讨论、学习过程中的教学以及资格框架背景中对能力的不同阐释。德国资格框架基于欧洲资格框架的思路,将能力又分为专业能力(知识和技能)和人格能力(社会能力和自我能力),并进行具体分级。

在此基础上,文章针对资格框架的讨论和制定中涉及的几个问题展开深入讨论:教育路径是否可以叠加?资格是否可以诊断?采用哪种方案作为学习的基础——基于知识还是基于工学结合?

Abstract The article first explains the background, purpose and structure of the introduction of European Qualifications Framework (EQF). The EQF serves as a translation aid for national vocational education systems and as a scheme for classifying learning outcomes. It is a framework national and sectoral qualifications relate to each other in EU. This framework consists of eight *vertical levels of competences*, and a horizontal level which is sub-divided into three descriptors (sub-groups): knowledge, skills and personal and professional competence.

As the foundation of the qualification framework, the concept of competences have various meanings in its application. The article explains the discussion about educational standards, teaching in the learning process as well as different interpretations of the competences against the background of qualification framework. Following the logic of EQF, the German Qualifications Framework (GQF) divides competence with two sub-