TABLE OF CONTENTS

TABI	LE OF CON	WIENTS	\mathbf{v}
LIST	OF FIGUR	ES	xi
LIST	OF T AB LI	ES	xiii
LIST	OF CONT	RIBUTORS	xvii
PREF	ACE		xxi
SECT	ΓΙΟΝ Ι: IN	TRODUCTION	1
1	LOEK F.	M. NIEUWENHUIS, WIM. J. NIJHOF AND ANJA HEIKKINEN - g conditions for a flexible VET	3
	1.1	Flexibility: a systems'view	3
	1.1	Governance of change in VET	5
	1.3	Rationale of the book	8
	1.4	What did we learn? Toward a research agenda	11
	Referen		13
SEC	ΓΙΟΝ ΙΙ: Ι	NSTITUTIONAL AND ORGANISATIONAL ASPECTS OF FLEXIBILITY	15
2	KURT M	AYER - Vocational education and training in transition:	
		ordism to a learning economy	17
	2.1	Introduction	17
	2.2	VET in the Fordist industrial paradigm	18
	2.2.1		18
	2.2.2	The skill-production model of the Fordist industrial paradigm	19
	2.3	Towards a learning economy	20
	2.3.1	The forces of change	20
	2.3.2	The learning economy	21
	2.4	Innovation and flexibility at company level	23
	2.4.1	The social organisation of innovation	23
	2.4.2		24
	2.4.3	1 00	25
	2.5	VET in the learning economy	26
	2.6	Conclusion	30
	Referer	nces	31
3	LOEK F.	M. NIEUWENHUIS - Learning organisations for VET	35
	3.1	Introduction	35
	3.2	Education and training in the new economy	35

vi Table of Contents

	3.2.1	8	36			
	3.2.2	1 0	40			
	3.3	Dutch case studies of regional VET strategies	41			
	<i>3.3.1</i>	Regional networking in the engineering and toolmaking				
		industries	42			
	3.3.2	College management strategies within regional				
		agricultural networks	43			
	3.4	European views and perspectives	45			
	3.5	Locked up in codification	48			
	3.6	Organising regional communities of learning and working	49			
	Referer	nces	51			
4		LEIF HOMMEN - Perspectives on institutional and organisational				
	flexibil	ity in VET	53			
	4.1	Introduction	53			
	4.2	The skeptical view: raising critical challenges	55			
	4.3	Markets versus Society?	56			
	4.4	Innovation as elitism?	59			
	4.5	Concluding remarks: an agenda for future research	61			
	Referer	nces	63			
SEC	CTION III:	EDUCATIONAL TOOLS AND RESOURCES FOR FLEXIBILITY	65			
5	CATHY	HOWIESON, DAVID RAFFE AND TERESA TINKLIN - Institutional				
	respons	ses to a flexible unified system	67			
	5.1	The Scottish system	67			
	5.2	The Higher Still reform	68			
	5.3	Conceptual framework: unification and flexibility	70			
	5.4	Research questions and data	72			
	5.5	College views on Higher Still	74			
	5.6	Implementation	75			
	5.7	The impact of the reform	78			
	5.8	Discussion	81			
	5.9	Wider implications	82			
	Acknov	vledgements	83			
	Referer	nces	83			
6	LUISA RIBOLZI - Demand and supply of qualifications: systems' change towards flexibility		85			
	6.1	Employability and educational structure in Italy	85			
	6.2	Models of VET and the dynamics of change	86			
	6.3	Integration and quality as elements of flexibility	89			
	6.4	Individual attitudes and motivation towards longer schooling	91			
	6.5	Labour market demands and educational supply	93			
	6.6	Consequences of the Excelsior Project	96			
	6.7	The state of debate in Italy	98			

Table of Contents vii

	Referen	nces	101
7	DAVID	TUOHY - Developments in vocational education in Ireland	103
	7.1	The early years (1922-74)	103
	7.2	The period of expansion (1974-90)	105
	7.3	Present developments	107
	7.3.1	The transition year	108
	7.3.2	The Leaving Certificate Vocational Programme (LCVP)	108
	7. 3 . 3	The Leaving Certificate Applied (LCA)	110
	7.4	Summary	111
	Referen	ices	112
8	LÁSZLÓ	ZACHÁR - From a unified to a flexible vocational system:	
	the Hur	ngarian transition case	113
	8.1	Introduction	113
	8.2	The main characteristics of political-economic transformation	
		before the 1990s and after	113
	8.3	The change in the demand for education and training	114
	8.4	The change in the institutional structure	117
	8.5	The characteristics of the reform process	119
	8.5.1		119
	8.5.2		120
	8.5.3	-	121
	8.6	Changes in the qualification structure	122 124
	8.7	New directions and tasks of development	124
	8.8	Summary	123
	Referer	ices	120
9		ERLIGS AND WIM J. NIJHOF - Design and effects of a flexible	107
	VET sy	stem: a case study in Dutch agricultural education	127
	9.1	Introduction	127
	9.2	Designing flexibility	127
	9.3	Other initiatives that influenced internal flexibility	129 130
	9.4	The desired measurements	
	9.4.1	J 7 J	130 130
	9.4.2		130
	9.5	Reflections on a forerunner of dualisation:	131
	0.5.1	The SSAVE-B-project (1975-1985)	133
	9.5.1 9.5.2	O .	134
	9.5.2	Desired standards of flexibility of schools	135
	9.6.1		135
	9.6.2		136
	9.6.3	•	137
	9.6.4	= * * * * * * * * * * * * * * * * * * *	143
	9.7	Conclusions and discussion	145

	References	146
10	GERALD A. STRAKA - Valuing learning outcomes acquired in	
	non-formal settings	149
	10.1 Introduction	149
	10.2 What is "learning"?	150
	10.2.1 Formal, non-formal and informal learning - informative	
	differentiations?	152
	10.3 Valuing what and how	156
	10.4 Assessments for learning outcomes in non-formal settings 10.4.1 New methods of assessing vocational competencies	157
	in Germany	157
	10.4.2 The Realkompetanse project	158
	10.4.3 The Finnish Recreational Activity Study Book	159
	10.5 Summarising evaluation with the assessment triangle	159
	10.6 Consequences for flexibility, mobility, transferability	
	and fairness	161
	References	163
11	FERNANDO MARHUENDA - Resources for flexibility: critical comments	167
	11.1 Introduction	167
	11.2 Educational tools and resources for flexibility	167
	Dealing with the flexibility issue: assessing the contributions	169
	11.3.1 Institutional responses to a flexible unified system	169
	11.3.2 Demand and supply of qualifications: systems' change towards flexibility	171
	11.3.3 Developments in vocational education in Ireland	173
	11.3.4 From a unified to a flexible vocational system:	1,5
	the Hungarian transition case	174
	11.3.5 Design and effects of a flexible VET system:	
	a case study in Dutch agricultural education	176
	11.3.6 Valuing learning outcomes acquired in non-formal settings	177
	11.4 Conclusions and perspectives on further research	178
	References	180
		101
SEC	CTION IV: PROFESSIONAL CONDITIONS	181
12	LORENZ LASSNIGG - Professionalism as a path for the reform	
	of VET systems	183
	12.1 Introduction	183
	12.2 The concept of professionalism	183
	12.3 HRD practitioners: their roles, positions and tasks in	
	Europe and the USA	186
	12.3.1 Roles	186
	12.3.2 Positions, roles and tasks	187

Table of Contents ix

	12.4 Categories of professionals in VET	189
	12.4.1 Old and new professionals in Austria as an example for	
	the division of labour	193
	12.4.2 Toward a generalised picture of the division of labour	195
	12.5 Pathways towards professionalism	197
	12.5.1 Policy strategies and professionalism	197
	12.5.2 Strengthening teacher professionalism	198
	12.6 Conclusions and perspectives	201
	References	202
13	ANJA HEIKKINEN - Transforming VET policies and professionalism:	
	a view from Finland	207
	13.1 Introduction	207
	13.2 The contested heritage of the "old VET professionalism"	210
	13.2.1 VET as a form of education - the legacy from vocational	
	teachers and civil servants	210
	13.2.2 Expansion in VET, cutback in pedagogical mission	213
	13.2.3 Evaluators of VET services and managers of	
	didactic processes	214
	13.3 The novelty of new VET professionalism?	215
	13.3.1 Work site and occupational communities as educators	215
	13.3.2 Informal learning as a response to the imperative	016
	of flexibility	216
	13.3.3 Realities of the work site: erosion of time, space and	210
	community for occupational growth	218
	13.4 The changing landscape of VET work	219
	13.4.1 Identity, expertise and power	220
	13.4.2 Flexibility as cross-cultural, cross-functional educational	222
	collaboration	222
	References	223
14	TUIJA HYTÖNEN, ROB POELL AND GEOFF CHIVERS - HRD as a professional	
	career? Perspectives from Finland, The Netherlands, and	
	the United Kingdom	227
	14.1 Introduction and definition of the problem	227
	14.2 HRD as an occupational activity	228
	14.3 HRD as a flexible field of professional practice	230
	14.3.1 Role changes of HR developers	232
	14.3.2 New HRD roles?	234
	14.4 HRD as an inclusive and locally constructed field of	
	professional expertise	235
	14.5 Sources of professional career development in HRD	236
	14.6 Discussion	239
	References	241
15	ALAN BROWN - Challenges of supporting learning of newly qualified	
	professionals in health care	243