

Index

- accidental/incidental 154, 155
- accreditation of qualifications 168
- actors 88, 89
- adaptation approach 19, 26, 27
- administrators 210–214, 220
- aims of the development 118
- archetypes 95
- assessment 67–75, 77, 79–82
- assessment practices 170, 171, 174, 177, 179
- assessment triangle 149, 156, 157, 159, 160
- atypical jobs 88
- autonomy of school 176

- behaviour 150–152, 156, 160–162
- belonging 218

- challenge of work 245
- change agency 233
- college management 35, 43, 50
- communities of practice 48, 50, 260–262, 266, 267
- community of HRD practitioners 240
- companies 87, 88, 90, 94–98, 100
- companies' educational needs 93
- comparative research 10, 12
- comparative work 179
- competence 156–158, 160–163
- competency 236, 241
- comprehensive curriculum 104, 105
- concept of professionalism 183
- content of VET 168, 169
- continuing professional development 237, 239
- continuing VET 47
- core skills 68–70, 73–75, 80
- cost of the diploma 142
- credits 134, 135, 139, 143
- credits or modules 100
- critical challenges 55
- curricular flexibility 70
- curriculum 167–169, 171–173, 176–179
- curriculum design and didactic processes 208

- deregulation practices 172
- design 127, 129, 137, 145
- distinctiveness of VET teacherhood 212
- division of labour amongst VET professionals 185, 189, 193, 195, 199
- downstreaming 127, 129, 130, 134–137, 139, 140, 145
- dual enterprise 87
- dualisation 129–132, 135, 137–142, 145, 146
- dualisation of pathways 173
- dynamics of change 86

- education and training reform 202
- educational functions 218, 129
- educational markets 215
- educational profession 222
- educational structure in Italy 85
- educational tools 167
- educational tools and resources for flexibility 9
- emotion 150, 151
- emotional involvement 247
- employability 85, 86, 88, 90, 91, 95, 99
- employers 68, 72, 73, 76–78, 80, 82
- employment commitment 92
- enhance basic education 86, 90
- European HRD personnel 188–190, 201
- EUROPROF project 193, 195, 196, 200
- evaluation of reforms 179
- evaluators of educational services 220
- Excelsior Project 88, 95, 96
- exchange value 48, 49
- exemptions 128, 130, 135, 143–146
- explicit 154, 155, 161
- expressive caring 250
- external control 93
- external or environmental conditions 150

- FE college 67, 68, 73, 76
- Finnish Recreational Activity Study Book 150, 157, 159, 162
- flexibility 3–5, 8–13, 17, 20, 22, 23, 25–28, 30, 53–55, 60, 61, 67, 68, 70, 72–74, 76–82, 103, 105–108, 111,

- 127–131, 135, 137, 139, 140, 145, 146
- flexibility of delivery 70, 72, 80
- flexibility of pathways 70, 73, 74, 77, 78, 81
- flexibility of the workforce 168
- flexible policies 171, 173, 176, 178
- flexible worker 219
- Fordist industrial paradigm 17–19, 22, 25, 26
- formal, non-formal and informal learning 149, 152, 153, 158
- former employees 117
- fragmentation of skills 178
- functions and division of VET work 209, 222
- functions of VET 217, 220, 222

- German continuous IT training 157
- global improvement of the educational system 89
- globalising economy 219
- good of the totality 213

- higher education 67, 71, 73, 76–80
- Higher Still 67–70, 73–82
- high-trust model of production 90
- historicising 222
- historicity 209
- holistic 240
- HRD practitioners 186, 187, 189, 227–241
- HRD strategies 234
- human capital 86, 91, 97
- human resource development (HRD) 185

- implicit 154, 155, 160, 162
- indicators 127, 130, 131, 133–135, 145, 146
- individual flexibility 70, 74
- individualisation of education 171
- informal 26, 27, 29, 30
- informal learning 229, 237
- information 150, 151, 156, 160–162
- Information and Communication Technology (ICT) 17, 20–24, 26, 29
- innovation 17, 20–30, 54, 55, 57–61
- institutional and organisational conditions 4, 5, 9
- institutional and organisational flexibility 53
- institutional complexity 57, 58
- institutional conditions 93, 94
- institutional diversity 57
- institutional logic 81, 83

- institutional structure 117–120, 123
- institutional variation 57
- institutions 4–8, 10–12
- internal conditions 150–152, 156, 157, 161, 162
- internal control 93
- internal flexibility 127–130, 139, 145, 146
- intrinsic logic 81, 83
- investment in knowledge 86
- Italian school system 85
- Italian Statistical Central Institute (ISTAT) 94, 95

- job rotation 245, 249
- job titles 187

- key conditions 123
- key messages 149

- labour market 85, 88, 91, 93–96, 99
- learning 17, 19–21, 24, 26–30, 149–163, 243–250, 252–255
- learning and development 230, 231, 235, 240
- learning economy 17, 20–23, 26, 27, 29, 30
- learning from experience 237
- learning networks 56, 57, 59
- learning patterns 93
- learning-oriented organisations 189, 199
- legitimate peripheral participation 246
- level of esteem 111
- lifelong learning 48, 140, 150, 154
- Link Modules 109, 110
- lower status 104

- main characteristics 113, 119, 121, 125
- main outlines 124
- management of knowledge creation 217
- management theories 208, 221
- managers of didactic processes 214, 220
- manpower forecasting theory 93
- markets as institutions 56
- Matthäus principle 163
- measuring flexibility 135
- mechanisms of comparability 175
- mobility 150, 161, 162
- models of VET 86
- modernisation politics 214
- modularisation 28, 128, 146
- modules 109, 111
- motivation 150, 151
- national innovation system 216
- national system of skills certification 90

- new curricular initiatives 103, 104, 107
 new VET profession 259–262, 264–267
 new VET professionals 220, 221
 non-formal environmental conditions 154, 155
 non-school type vocational training 120–122, 125
- OBNF study 95
 occupational communities 214–216, 218
 “old” and “new” professional profiles 194
 on-the-job learning 215, 217
 organisations 5, 6, 8, 9, 53–58, 61, 62
- parity of esteem 69, 73, 81
 pathways 127–132, 134–139, 141, 145, 146
 performance indicators 265, 266
 permanent change 219
 personal networks 248
 personal responsibility 98, 99
 PISA 157, 160
 policy strategies 197, 202
 positioning 222
 process of democratisation 113
 profession 259–267
 professional autonomy 199
 professional career 227–232
 professional conditions 3, 4, 7, 10
 professional expertise 227, 228, 230, 235, 236, 238, 239
 professional identity 175, 259, 262, 265, 266
 professional judgement 244, 253, 255
 professional networks 247, 252
 professional practice 227, 228, 230, 232, 233, 235, 236, 239, 244, 249, 251, 253
 professional preparation 194
 professional roles 183, 186
 professional structure 193
 professionalisation 184–186, 194, 196–202, 208–210, 214, 216, 22
 professionalisation theories 208
 professionalism 259, 263, 266, 267
 promoters of (the branch) industry 213, 220
 proponent of the new flexi-worker 220
 proponent of the occupation 212
 public sector 263
 pupils 115, 116, 118, 119
 qualification 85–87, 89, 90, 94–100
 quality of VET 168
- Realkompetanse project 151, 156–158
 redefining professional areas 91
 Reforms 85, 86, 89, 100
 Reforms in vocational training 196, 197
 regional economies 35, 39, 40
 regional networking 41, 42, 44
 regions and districts 88
 reorganising working life in terms of the production of practical know-how and work-based training 98
 resource 68, 77
 resources for flexibility 167
 responsibility for education 217
 review 245, 248, 252, 253
 roles 232–234, 237
- school-leaving 130, 132, 134, 137–140
 scientific management 208, 215
 shaping principle 27, 28
 short or middle-term forecastings 94
 social construction 56
 social organisation of innovation 17, 23, 24, 26, 28, 29
 social problem 99
 social progress 171
 social, economic, and employment restructuring 115
 socially constructed markets 58
 stabilisation programme 114
 staffing 68, 78, 82
 State 87–89
 state of debate in Italy 98
 subjective factors 91
 success rate 130–132, 134, 135, 137–143, 145, 146
 supply-side autonomy 91
 support 243, 244, 246, 248, 249, 251–255
 support materials 77, 78
 system flexibility 85
 systemic approach to VET 99
 systemic flexibility 4, 5, 8, 11, 13
- tacit knowledge 211, 22, 26–28, 30
 teacher professionalism 198
 teachers and trainers in vocational training 186, 189, 201
 teaching practices 168, 170, 178
 technical organisation of innovation 17, 23–29
 technocratic society 214
 technocratic welfare state 216
 The Leaving Certificate Applied (LCA) 108, 110, 111
 The Leaving Certificate Vocational
- ‘rationing’ of training 252

- Programme (LCVP) 104, 106, 108, 109
- the market 56, 57, 59
- the pupil rate 118
- the reflective practitioner 199
- the role of industries as producers of lifelong learning 96
- the structure of qualifications 122, 123
- three main general and systematic investigation projects 94
- to sustain development and local or sectoral qualifications 100
- training 114–126
- training of VET professionals 200
- transferability 150, 161, 162
- transferability of pathways 179
- transformation of VET 210, 220
- transition 173, 174, 179
- transnational negotiations 223

- umbrella organisations 90
- unification 67, 70–74, 82
- unified subsystem of education 214
- unified system 67–74, 78, 79, 81–83
- unifying reform 214, 216
- upstreaming 127, 129, 130, 134–137, 139, 140, 145
- use value of competencies 48

- validity 161–163

- values 244, 250, 251
- valuing competencies 163
- VET as a form of education 210, 211, 213, 217
- VET colleges 35, 36, 41, 42, 45–50
- VET is a strategy to support companies and productive organisations 100
- VET is an individual right 100
- VET is an instrument 100
- VET offered by companies 97
- VET profession 259–267
- VET professionalism 207, 209, 210, 215, 220, 222
- VET professionals 207–210, 220–222, 243, 255, 256
- VET systems 3–12, 183, 185, 191, 199, 201, 202, 207
- VET teachers and trainers 11
- VET work onwork sites 217
- vocational education 103, 104, 106, 110, 112
- vocational teacherhood 211, 212
- vocational track 103–106, 111

- work as increasingly complex social object 92
- work experience 168, 172, 174, 237, 238
- work involvement 92
- work opportunities 87
- work-based experiences 131