

TABLE OF CONTENTS

TABLE OF CONTENTS	v
LIST OF FIGURES	xi
LIST OF TABLES	xiii
LIST OF CONTRIBUTORS	xvii
PREFACE	xxi
SECTION I: INTRODUCTION	1
1 LOEK F.M. NIEUWENHUIS, WIM. J. NIJHOF AND ANJA HEIKKINEN - Shaping conditions for a flexible VET	3
1.1 Flexibility: a systems' view	3
1.2 Governance of change in VET	5
1.3 Rationale of the book	8
1.4 What did we learn? Toward a research agenda	11
References	13
SECTION II: INSTITUTIONAL AND ORGANISATIONAL ASPECTS OF FLEXIBILITY	15
2 KURT MAYER - Vocational education and training in transition: from Fordism to a learning economy	17
2.1 Introduction	17
2.2 VET in the Fordist industrial paradigm	18
2.2.1 <i>The employment model of the Fordist industrial paradigm</i>	18
2.2.2 <i>The skill-production model of the Fordist industrial paradigm</i>	19
2.3 Towards a learning economy	20
2.3.1 <i>The forces of change</i>	20
2.3.2 <i>The learning economy</i>	21
2.4 Innovation and flexibility at company level	23
2.4.1 <i>The social organisation of innovation</i>	23
2.4.2 <i>The technical organisation of innovation</i>	24
2.4.3 <i>Different concepts of flexibility interact with the VET system</i>	25
2.5 VET in the learning economy	26
2.6 Conclusion	30
References	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

3.2.1	<i>Understanding innovation</i>	36
3.2.2	<i>VET as part of the knowledge context</i>	40
3.3	Dutch case studies of regional VET strategies	41
3.3.1	<i>Regional networking in the engineering and toolmaking industries</i>	42
3.3.2	<i>College management strategies within regional agricultural networks</i>	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
	References	51
4	LEIF HOMMEN - Perspectives on institutional and organisational flexibility 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
	References	63
	SECTION III: EDUCATIONAL TOOLS AND RESOURCES FOR FLEXIBILITY	65
5	CATHY HOWIESON, DAVID RAFFE AND TERESA TINKLIN - Institutional responses 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
	Acknowledgements	83
	References	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

References	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 <i>The transition year</i>	108
7.3.2 <i>The Leaving Certificate Vocational Programme (LCVP)</i>	108
7.3.3 <i>The Leaving Certificate Applied (LCA)</i>	110
7.4 Summary	111
References	112
8 LÁSZLÓ ZACHÁR - From a unified to a flexible vocational system: the Hungarian 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 <i>Changes within the school system</i>	119
8.5.2 <i>The establishment of the "non-school type" training system</i>	120
8.5.3 <i>Main characteristics of non-school type vocational training</i>	121
8.6 Changes in the qualification structure	122
8.7 New directions and tasks of development	124
8.8 Summary	125
References	126
9 JOS GEERLIGS AND WIM J. NIJHOF - Design and effects of a flexible VET system: 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
9.4 The desired measurements	130
9.4.1 <i>How the flexibility of IAE's is measured</i>	130
9.4.2 <i>Indicators to test increased flexibility</i>	130
9.5 Reflections on a forerunner of dualisation: The SSAVE-B-project (1975-1985)	131
9.5.1 <i>Data and algorithms</i>	133
9.5.2 <i>Algorithms of the indicators</i>	134
9.6 Desired standards of flexibility of schools	135
9.6.1 <i>Measuring flexibility</i>	135
9.6.2 <i>Upstreaming and downstreaming</i>	136
9.6.3 <i>Qualified (early) school-leaving</i>	137
9.6.4 <i>Effects of exemptions on the length of stay</i>	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 <i>Formal, non-formal and informal learning - informative differentiations?</i>	152
10.3 Valuing what and how	156
10.4 Assessments for learning outcomes in non-formal settings	157
10.4.1 <i>New methods of assessing vocational competencies in Germany</i>	157
10.4.2 <i>The Realkompetanse project</i>	158
10.4.3 <i>The Finnish Recreational Activity Study Book</i>	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
11.3 Dealing with the flexibility issue: assessing the contributions	169
11.3.1 <i>Institutional responses to a flexible unified system</i>	169
11.3.2 <i>Demand and supply of qualifications: systems' change towards flexibility</i>	171
11.3.3 <i>Developments in vocational education in Ireland</i>	173
11.3.4 <i>From a unified to a flexible vocational system: the Hungarian transition case</i>	174
11.3.5 <i>Design and effects of a flexible VET system: a case study in Dutch agricultural education</i>	176
11.3.6 <i>Valuing learning outcomes acquired in non-formal settings</i>	177
11.4 Conclusions and perspectives on further research	178
References	180
SECTION 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 <i>Roles</i>	186
12.3.2 <i>Positions, roles and tasks</i>	187

12.4	Categories of professionals in VET	189
12.4.1	<i>Old and new professionals in Austria as an example for the division of labour</i>	193
12.4.2	<i>Toward a generalised picture of the division of labour</i>	195
12.5	Pathways towards professionalism	197
12.5.1	<i>Policy strategies and professionalism</i>	197
12.5.2	<i>Strengthening teacher professionalism</i>	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	<i>VET as a form of education - the legacy from vocational teachers and civil servants</i>	210
13.2.2	<i>Expansion in VET, cutback in pedagogical mission</i>	213
13.2.3	<i>Evaluators of VET services and managers of didactic processes</i>	214
13.3	The novelty of new VET professionalism?	215
13.3.1	<i>Work site and occupational communities as educators</i>	215
13.3.2	<i>Informal learning as a response to the imperative of flexibility</i>	216
13.3.3	<i>Realities of the work site: erosion of time, space and community for occupational growth</i>	218
13.4	The changing landscape of VET work	219
13.4.1	<i>Identity, expertise and power</i>	220
13.4.2	<i>Flexibility as cross-cultural, cross-functional educational collaboration</i>	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	<i>Role changes of HR developers</i>	232
14.3.2	<i>New HRD roles?</i>	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

Shaping Flexibility in Vocational Education and Training

Institutional, Curricular and Professional Conditions

Nijhof, W.J.; Heikkinen, A.; Nieuwenhuis, L.F.M. (Eds.)

2003, XXII, 274 p., Softcover

ISBN: 978-1-4020-1146-7