ENACTMENT OF THE VET CURRICULA IN THE WORK PROCESS

ANUŽIENĖ Laimutė

Karalius Mindaugas Vocational Training Centre, Kaunas, Lithuania

St. Ignatius of Loyola College, Kaunas, Lithuania

TŪTLYS Vidmantas

Vytautas Magnus University, Kaunas, Lithuania

Abstract

The main goal of this article is to explore the contents of the concept of enactment of the VET curriculum in the work process and to disclose the current methodological and methodical approaches of it's implementation in practice. The article starts with the discussing the theoretical aspects of the enactment of the VET curricula referring to the insights of psychology, sociology of education and work, as well as vocational didactics research. It is followed by the case study of the enactment of VET curriculum in the education and work processes in one initial VET centre of Lithuania aimed to disclose applied methodological approaches and their implications for the professional and personal development of students. Research provides evidence that effective and sustainble enactment of the initial VET curricula requires to apply the integrated and holistic approach to competence development and implementation of VET curriculum.

Keywords: Competence; Competence-based curriculum; Enactment; Practical training; Value education Work process.

Background

Enactment of the VET curricula in the work process is one of the central factors that define social and economic effectiveness of the initial VET as well as impact of the initial VET to the vocational socialization and personal development of students. This issue is strongly influenced by the application and development of the different methodological approaches to curriculum design and didactics of learning, especially learning-outcomes or competence-based approaches, as well as by the influence of the political-economic models of skill formation to the design and development of VET curricula. Methodological approaches to curriculum design define the structuring and contents of the provided

learning outcomes – knowledge, skills and competence, thus shaping key point of issue for the enactment of the VET curricula in the educational practices and work processes. The didactics of VET defines the concrete ways and methodical approaches through which the learning outcomes are provided and acquired as well as create the context of teaching and learning practices of VET curriculum enactment. Political-economic models and regimes of skill formation shape the national VET policy strategies and decisions and well as attitudes of social partners and stakeholders to curriculum design and implementation. Despite of such central character of the enactment of the VET curricula there is a lack of specific research on the contents of this process and the methodical/methodical approaches to enactment of VET curricula in the work processes. Enactment of the VET curriculum is a very new concept. Therefore the main goal of this article is to explore the contents of this concept and to disclose the current methodological and methodical approaches of it's implementation in practice. The article starts with the discussing the theoretical aspects of the enactment of the VET curricula referring to the insights of psychology, sociology of education and work, as well as vocational didactics research. It is followed by the case study of the enactment of VET curriculum in the education and work processes in one initial VET centre of Lithuania aimed to disclose applied methodological approaches and their implications for the professional and personal development of students.

Theoretical aspects of the enactment of the VET curricula in the work process

One of the biggest challenges in analysing the enactment of the VET curricula in the work process is related to provision of definition of this process. What do we mean by enactment of the VET curricula in the work process and how this concept relates to the other existing concepts in this field, such as VET curriculum design, organisation and provision of learning, competence assessment, employment, employability? We can define enactment of VET curriculum as the design and transfer of the contents of VET curricula to the learning and work practices leading to the empowerment of learner to act independently and responsibly in dealing with the requirements of work processes, as well as social, civic and personal development.

Enactment of the VET curriculum is strongly related to the development of the different forms of vocational education and training, especially with the development of work-based learning and training. Durand (2012) discerns there historical models of work-based learning that are typical for the different periods of historical development of modern societies: learning in the families, learning at craftsmen and industrial learning (workplace-based learning). Learning in the family is based on the direct involvement of child in the different activities and duties, development of practical skills needed for the execution of these activities, as well as development of ethical and moral values related to work buy shaping the moral value of the wellexecuted work. Learning in the workshop of craftsmen has more formal organisation of

the transfer of knowledge and skills by craftsmen (master) to learners (apprentices) with formal assessment and recognition of acquired knowledge and skills by demonstrating their application in the work, what formally permits to work in the craft (Durand, 2012). Here the biggest attention is paid to the transfer of the crafts knowledge (know-how), practical skills and social behavior norms developed by the crafts community in order to enable the apprentices to become fully responsible members of this community (Sennet, 2008). One of the key elements of this model of work-based learning is reciprocal relationships between master and apprentice that shape the cycle of donation and moral obligation, when the apprentice accepts the obligation to share and transfer the knowledge and skills donated by his master to his future apprentices (Bruni, 2014). It enables effective transfer of the crafts' knowledge and skills, but foremost the internalization and enactment of the values of the community of craftsmen, such as mutual help, fraternity, solidarity, what ensures continuity and development of the crafts community (Sennet, 2008). Here the learning and enactment of the knowledge, skills and values takes place in the concrete social practices of crafts that shape "communities of practice" (Lave & Wenger, 1998). Industrial workplace-based learning is characterised by strict separations of learning and work, as well as of manual and intellectual work by applying the principles of scientific work organisation and splitting of work into elementary tasks (Grugulis, 2007; Brockmann et al., 2011). In this way the knowledge becomes the object of work task and not the object of person, what helps to transfer the performers of work into flexibly manipulated and exploitable workforce.

Today the provision and enactment of vocational knowledge and skills is much more complex process which integrates initial vocational education and training, lifelong learning, human resource management and development processes. Important feature of the current "post-industrial" and neoliberal model of work-based learning is the dominant grounding of the human activity on the principles of utilitarism and egoistic benefits, what leads to the commercialisation of knowledge, skills and even values through such concepts as "human resources" or "human capital" from the one side and the narrowing of the learning to the managerial activity oriented to the attainment and maximization of the material and financial utility (O'Riain, 2011; Allais, 2012; 2016).

Work activity plays cruicial role in the enactment of the VET curriculum. Clot (2011) discerns two dimensions of action: real dimension defined by the performed action and intentional dimension defined by the potential action, which can be performed. Performed or realized action and activity is the outcome of the conflict and competition between the possible options of it's execution. The experience of execution of activity is used in the activity only be reflecting and reconstructing. Referring to these ideas, enactment can be defined as systemic and continuing (perpetual) experience and reflection of work when the learner creatively analyses and conceptualises the prescriptive part of his/her accomplished activity, such as objective and subjective requirements of work performance and creates individual style of work

performance (Clot, 2011). The relationship between enactment of the subject-based or disciplinary knowledge and practical knowledge is characterised by multiple controversies. For example, enactment of the subject-based and disciplinary knowledge faces different challenges in the school-based model of the initial VET provision due to the typical separation and disproportions of learning time in the provision of theoretical knowledge in the school and provision of practical know-how at the workplace. Accomplishment of activity is based on the compromise between external normative requirements of work (like effectiveness norms, work safety standards, employment relations, technological specifications) and individual style of work performance. This compromise also defines the quality of work performance and it's results. These compromises are designed and attained in the communities of activities or communities of practice, where they become the public good of the community and the main reference for evaluation of the quality of collective and individual performance (Brockmann et al., 2011). Here the biggest challenge is to attain common understanding of the members of community of practice on what is a well performed work.

One more important element of enactment of VET curriculum is a competence and it's implications for the dignity of the performer of work and it's protection (Peretti, 2012; Bruni, 2014; De Nanteuil, 2016). Nusbaum notices twofold violation of the human dignity in the modern work: when the social, economic, political and cultural conditions do not permit to act according to posessed power in seeking for defined goals (limitting of action) and when these conditions present obstacle for the development of human potential and competence, what seriously violates human dignity (De Nanteuil, 2016). For this reason the concept of the dignity at work means the structuring of the social realtionships at work, that would enhance development of human potential and competence. Looking from this perspective, enactment of VET curriculum can be regarded as important preventive measure against the alienation of work. This alienation occurs, when the performer of work is treated only as one of measures or instruments to perform the work tasks and not as the core of the essence of work and it's goal (Bruni, 2014). Taylorist work organisation and orientation of VET goals only to the formation of workforce according to labour market needs significantly contribute to the development of work alienation, when the human work is treated only as economic source of livelihood and added ecopnomic value and the perfomer of work becomes, according to Arendt, working animal (animal laborans) (Peretti, 2011). This alienation can be overcomed only with the change of attitudes of employer and employee to the work and to the human motivation to work by paying attention not only to the economic, but foremost to the ethical and moral value of the work for society by considering the role of the dimensions of reciprocity and donation for the education of personality in work and by work (Bruni, 2014).

Specificities of the enactment of competence-based VET curricula

Competence approach in curriculum design is widely claimed to orient curricula to the labour market needs and requirements of the world of work (Laužackas, 2007; Winterton, 2009; Mulder, 2017). Competence-oriented and competence-based education permit to separate the formulation of curriculum aims from the implementation of curriculum in the educational process, what permits to involve in the curriculum design different stakeholders from the labour market and even to delegate them the leading roles in curriculum development (Bagnall & Hodge, 2017). There is no single methodological approach to competence and it's development. Mulder (2017) distinguishes three appraoches to competence: *functional behaviourism*, which is focused on the shaping of trainable behaviours for tackling of different prescribed tasks and operations, *integrated occupationalism*approach focused on the generic competence frameworks based on the holistic occupational profiles and *the situated professionalism* which is focused on the context-specific development of professional expertise (Mulder, 2017). From the point of view of functional behaviourism approach the enactment of VET curricula starts and ends with the application of techniques that enable quick and smooth acquisition of the practical skills and behavioral norms needed for accomplishment of the separate tasks and operations in the workplace. Usually it does not require significant pedagogical or andragogical expertise or interventions, but also does not facilitate professional and personal development of person (Young, 2008; Allais, 2011). From the point of view of situated professionalism approach the enactment of the vocational training curricula is strongly based on the complex informal workplace learning arrangements and measures, with strong role of the assessment and recognition of competence in the context of concrete work process and workplace (Mulder, 2017). Therefore this approach is typical for the continuing vocational training and competence development of employees. From the point of view of integrated occupationalist approach the enactment of the initial VET curriculum is based on the dynamic relationships between competence frameworks, intended learning outcomes and assessments and the emerging state of the world of work or society at large (Grugulis, 2007). The competence frameworks used in the integrated occupationalist approach not only provide the target to the learning process (intended learning outcomes) but also serve as guidelines for the curriculum design, implementation, organisation of training, development of methodical approaches and measures (Mulder, 2017). The competencies that constitute these frameworks are integrative and based on the effective and proficient deployment of skills, knowledge, attitudes and values in the context of complex and general professional tasks and work processes, including professional judgment (independent application of expertise in solving complex problems and making decisions of professional field) and situational understanding by adapting work performance practice in the light of changing contextual factors (Hager, 2017). Referring to the specificities of the knowledge provision,it should be noticed, that competence-based education is strongly linked to the instrumental epistemology based on the

concept of knowledge as effective action and strongly aligned with the culture of performativity (Bagnall & Hedge, 2017).

One of concrete methodological approaches of competence - based VET curriculum design that shares many features of integrated occupationalist approach is a work process based design of qualifications and VET curricula. Work process analyses with a scientific orientation in vocational educational research and design of qualifications comprise three objectives - identification of competencies for coping with and shaping of occupational work tasks, assessing the most important coherences for competence development and conducting a work-process analysis to identify the generic skills out of which the overall work-process is composed (Spöttl, 2014). The findings of this research are used for design of the occupational standards, providing comprehensive and detailed information about the objects, tools, methods and organisation of skilled work and the requirements needed before they can be translated into curricula (Spöttl, 2016). Contrary to the reductionist attitude to knowledge in the "behaviourist" competence-based curricula developed by applying functional analysis, work-process knowledge creates immediate coherence between the knowledge of corporate work organisation, shoop-floor requirements and specialized theoretical knowledge (Spöttl, 2014). Work process based occupational standards and curricula define the structure and contents of qualifications on the basis of competencies derived from the analysis of core work processes. In this way competence-based occupational standards help to identify essential and core dimensions of vocational education and training in the concrete fields of activities and become the essential source for the definition of training goals and seeked results (Bagnall & Hedge, 2017). Occupational standards serve as the source of information for the identification of the training and learning goals, assessment of competence and quality assurance of vocational education and training. These standards provide contextualised information about the requirements of work processes to knowledge and skills. Work process based occupational standards and VET curricula also satisfy the essential principles of VET curriculum design, such as principle of reference to the knowledge needed for the performance of activity, because competence is based on the work process related knowledge, the principle of education of personality by the work activity and the principle of consideration of the requirements of work situations in the education process (Spöttl, 2016).

Competence-based approaches have increasingly become a key imperative for school-based initial VET systems in the countries facing radical socio-economic transformations (as in post-communist countries), economic restructuring (everywhere, but especially in those economies with a high proportion of agriculture or primary industries), seeking to cope with the latent structural unemployment and skill mismatches (countries of Southern Europe) and implementing socio-economic modernization (in degrees ranging from Vietnam to Turkey) (Winterton, 2009). These reforms are being driven not only by the initiative of national governments, but also initiated and fostered by the international structures and

strategies (e.g., Lisbon Strategy in the EU). Introduction of competence-based approaches is often accompanied by wider educational reforms and changes such as lifelong learning policies recognising the importance of informal and non-formal learning and the accreditation of experience (Bjørnåvold, 2000; Collardyn & Bjørnåvold, 2004). However, introducing competence-based approaches in curriculum design (leading to competence-based qualifications and occupational standards), as well as in the organisation of training and didactic approaches (modularization, development of apprenticeships and work-based learning) or assessment of learning in the school-based VET present by itself complex process characterized by different tensions, contradictions and iterations (Allais, 2014; Young, 2008; Brockmann et al., 2011).

Looking from the perspective of sociology, psychology and education sciences, there can be noticed rather strong critical attitude to the introduction and implementation of the competence-based approaches in the initial VET. The criticism of competence-based approaches to the initial VET, especially in the field of curriculum design is focused on such issues, as domination of behaviourist methodology and downgrading of the underpinning theoretical knowledge in the competence-based VET curricula, as well as methodological weakness of the verbalisation and description of the requirements posed by the action and activity (Allais, 2014; Young, 2008).There can also be mentioned the criticism towards the fragmentation of the competence-based VET curricula that make impossible the systemic provision of knowledge and skills, which is especially applied for the modular VET curricula, as well as towards functional approaches in the definition of competencies, when the competencies are derived from the requirements of elementary functions of activities by ignoring interdependencies of these functions and their roles in the overall work processes (Hager, 2017).These critics of competence-based approach in the initial VET reforms stress the importance of the relevance of VET curricula to the existing hierarchy of knowledge and work processes, as well as importance to consider the relationships between the different types of knowledge (e.g., theoretical knowledge based on scientific research and disciplines, vocational knowledge, experiential knowledge) in the work processes (Young, 2008; Allais, 2014). They claim that curriculum design should be based on the consideration of comprehensive and holistic character of the learning and work processes. Integrated approach to competence and it's implementation in the curriculum design and realisation practices provide the best possibilities for effective enactment of competence-based curricula (see Table 1).

Factors of successful enactment of competence-based curriculum	Integrated approach to competence (elements)				
	Seamless holism of professional practice and know-how.	**Development of contextualised capability involving an integration of assorted practitioners attributes**	**Holistic use of competency standards and descriptors**	**Professional judgment as capacity and precondition to perform in the work practice**	**Situational understanding by adapting work performance practice in the light of varying contextual factors.**
Holistic curriculum design based on generic, extrafunctional backgrounds.	Holistic curriculum design is based on the idea of seamless holism of professional practice and know-how.	Holistic curriculum design enables to develop capabilities for acting in the various professional and social contexts relevant to the work process of occupation.	Holistic curriculum design requires to develop and use competency standards and descriptors in the holistic way.	Reference of holistic competence based curricula to the contents of the work process and to it's wide social, economic, institutional and axiological context enables development of the solid professional judgment and situational understanding of the work processes.	
Involvement and balanced representation of stakeholders in the curriculum design and implementation.	Balanced involvement of stakeholders in curriculum design and implementation is important prerequisite for seamless holism of professional practice and know-how, as well as for development of contextualised capability. Underrepresentation of the educational institutions, employers or employees in this process puts at risk the chances to attain such holism.		Balanced involvement of stakeholders in curriculum design and implementation creates the possibility to consider existing diversity of competency standards and descriptors developed by the stakeholders.	Involvement and balanced representation of stakeholders in the curriculum design ensures better representation of the wide range of work processes and practices in curriculum design and their options, what in turn facilitates development of richer and stronger professional judgment capacity and situational understanding.	
Application of didactic paradigms based on proactive attitude to and	Proactive attitude to and critical reflexion of professional activity is one of the key	Didactic paradigms based on proactive attitude to and critical reflexion of professional activity facilitate	Holistic use of competency standards and descriptors provides necessary information resources for application of didactic	Application of didactic paradigms based on proactive attitude to and critical reflexion of professional activity directly facililates development of profesional judgment and	

critical reflexion of professional activity.	sources for development of seamless holism of professional practice and know-how.	development of contextualised capability of learners.	paradigms based on proactive attitude to and critical reflexion of professional activity.	situational understanding of the work process and professional activity.
Open and flexible structure of curriculum following the logics of work processes.	Flexible structure of curriculum helps to find the methodical and technical possibilities to adjust different modalities of professional activity and existing-know-how in the curriculum design process.	Structuring and adjustment of curriculum according to the logics of work process enables provision of more contextualised knowledge and skills leading to development of contextualised capability.	Holistic use of competency standards and descriptors in curriculum design requires openness and flexibility of the structure of curriculum.	Open and flexible structure of curriculum create the space, modalities and liberty of choice for learners that facilitate development of professional judgment and situational understanding.
Availability of real work process environments for learning, direct involvement of students in work process.	Availability of real work process environments is a necessary condition for development of seamless holism of professional practice and know-how, as well as for the contextualised capability.	Holistic use of competency standards and descriptors in the organisation and provision of training requires access to real work process environment and direct involvement of students in the work process.		Availability of real work process environments for learning is a necessary precondition for development of professional judgment and situational understanding of the work processes.

The case study of enactment of VET curricula at the King Mindaugas VET Centre in Lithuania

Karalius Mindaugas VET centre is the biggest public initial VET provider in Lithuania specialised in the provision of VET programmes in the field of service sector, such as floristry, textile, hairdressing, cosmetics, resort business, healthcare, social care and services, small business organisation, animal care. This VET centre has rich experience of innovative VET curriculum design and development projects started in the last decade of the XXth century. Today the enactment of the VET curriculum in this VET Centre is based on the following main principles:

- Value-based education used as background for curriculum design and enactment.
- Active involvement of the members of community of VET centre in organising and implementation of the VET curricula.
- Applying of pedagogical pardigm of St. Ignatius of Loyola based on experiential reflection and action when learners accumulate and reflect their acquired experience.
- Key competence development in the context of occupational and work processes used as background for curriculum design and implementation.
- Specific structuring of the modular VET curriculum consisting of provision of the know-how and skills, embediment of the knowledge and skills in the work practice and implementation of the learning achievements.
- Following the approaches of practricing the theoretical innovations and development of innovative theory building based on the research of pedagogical practices.
- Creating and developing real work process-based learning environment at the sectoral practical training centre.

The competence development in the training programmes of the Karalius Mindaugas VET centre is based on the education of Christian and universal human values, as well aso n the professional values. Vocational skills and competencies are provided through the education of such values as responsibility, rescpect, love, faith and fair work. Education of these values take about 40% of the total training time.

All members of the community of the VET centre are actively involved and engaged in the processes of curriculum design and implementation. The modules are designed and developed by the groups which include experienced VET teachers, representatives of the administrative staff, as well as representatives of employers. Evaluation of the needs and possibilities of students makes important part of the design and implementation of the training modules. The contents of training module is comprehensively introduced to the students in order to ensure their motivation and active engagement in the training and learning process.

Application of the pedagogical paradigm of the St. Ignatius of Loyola helps to use the memory, understanding, imaginantion and feelings of students for better understanding of the meaning of vocational learning and strengthens the relations between cognition, understanding and practical acting in the work process. It also fosters the students abilities to reflect and to develop professional and personal values in the context of the real work processes.

Key competencies are treated as holistic expressing of personal capabilities of students by involving in this process personal qualities, values and abilities to apply experience accumulated in the learning and work processes.

Traditional training and learning methods are used to transfer theoretical knowledge and practical skills. The sectoral practical training centre, as well as active participation of the VET centre and it's students in the life of local community creates the space for application of knowledge and skills in dealing with practical situations of real work processes and social life. It facilitates embedding of the knowledge, skills and values in the concrete work processes and life practices resulting into holistic competence development. Students are actively involved in executing different community projects where they have to assume not only professional but also social responsibility for the accomplished work and it's outcomes.

The structure and contents of the modular VET curricula are oriented to the gradual upgrading of the knowledge and skills of students by following the principles from simple to complex and from general to specific. Introductory module „Where are we" provides the knowledge and skills that are needed for the orientation of students in the contents of curriculum, learning and work environment of the school, as well as in the contents of the work process of the given occupation. This module also helps to understand the structure and contents of the training programme. The second module „We are together" helps to acquire and develop competencies needed for sustaining and developing of community, social welfare and citizenship in the context of concrete professional activity (e.g. understanding and fulfilling the social mission of the concrete occupation). The module „How we are" helps to develop competencies needed for healthy lifestyle and positive (proactive) attitudes to sustainable development and environment protection in the context of the concrete work process or occupation. The module „Who I am?" is designed to develop personal maturity and work capabilities. It is followed by the module of personal project for the autonomous application and implementation of acquired vocational and key competencies in the context of professional, cultural and community values. The module of self-assessment and assessment helps to self-assess and asess the readiness of students for the independent work performance and facilitates development of entrepreneurship competence.

The teachers and trainers of the Centre are actively involved in the execution of different applied research projects in the professional and pedagogical fields by participating in the different EU funded

and national projects aimed to develop and implement innovations in the initial VET processes. There is established didactical-methodical laboratory working in the field of applied educational research and development of pedagogical innovations.

Another crucially important element of enactment of the competence based VET curricula is creation of the work process-based learning environment. Such environment exists in the enterprises or it can be also created in the VET schools and training centres, especially in cases of work processes that due to their intensiveness and technological specificities are not accessible for students in the enterprises, or when the existing technological or work organisation conditions in the workplaces of enterprises does not represent the current standards of quality and effectiveness. Establishment of the sectoral practical training centres on the basis of selected public VET schools started in Lithuania in 2012 and was supported by the ESF. There has been established such sectoral practical training centre for the beauty sector at the Karalius Mindaugas VET Centre. This establishment is used for the practical training of students in the real work process environment, where students are directly involved in the provision of the different beauty services. The Centre is also used a laboratory for development and testing of the different didactic approaches and techniques of practical training, as well as for competence development of the VET teachers and competence assessment of the VET students.

The enactment of the competence based curricula at the Karalius Mindaugas VET Centre is treated as holistic process that encompasses: 1) curriculum design and development based on the values and key competencies, 2) pedagogical paradigm which accentuates and develops critical reflection of the work processes and experiences, as well as fosters active involvement of future professional in the creation of the common good and social life, 3) research and development of the profesional and pedagogical practices; 4) development of the real work process environment, that creates potential for acquisition and development of vocational and key competencies. All these elements are equally important, interconnected and cannot properly functioning without each other.

Discussion

Analysed experience of the enactment of the competence based curricula at the Karalius Mindaugas VET Centre contains all above analysed factors of successful enactment of the competence-based curriculum and fits to the described characteristics of the integrated approach to competence. However, looking to this experience there can be discerned some discussion questions.

Firstly, do the key competencies and values present suitable and sufficient background for the designing and enactment of the initial VET curriculum? Secondly, to what extent such pattern of VET curriculum design and enactment of the VET curriculum is applicable in the other types of VET curricula, especially in the sectors related to industry and technologies?

From the first glance it is difficult to identify strong and direct links between the work processes with their specific competence requirements defined by the specificity of technological, organisational, ergonomic and other characteristics and the key competencies and values that are usually generic, universal or at least transferable to the different contexts. However, when the key competencies and values are regarded from the perspective of education and development in the context of the work processes by applying holistic didactic approaches (such as Ignatian pedagogical paradigm), they become very solid and relevant background for VET curriculum design and enactment in the conditions of the constant changes in the world of work. Besides, strong reference to key competencies and values in the VET curriculum design strengthens the humanistic dimension of vocational education (spiritual, ethical, moral, social and cultural aspects) that tends to be forgotten and undervaluated in the nowadays VET pedagogies driven by economy and business oriented agendas.

Here we can notice, that work processes are characterised by the different requirements regarding application of key competencies and values. For example, many services (especially the services to persons) present by themselves work processes related to direct relationships with end users of the results of work that are based on some core values or virtues, such as readiness to serve, altruism, compassion, sacrifice, etc. In this case the domination of key competencies and values in the VET curriculum design and enactment seams natural and rational choice. However, there are work processes, especially different technological work processes in industry, where the relationships of performer with the end users of the results of work process are very indirect or are absent. In these work processes performers first of all have to comply to the different formalised normative requirements and deal with the bureaucratic arrangements and settings of the enterprises, sectors of economy, state, etc. In this case the expectations and requirements of employers and enterprises are usually more focused on the performance results and ignore the humanistic dimension of work and it's execution. It becomes strong obstacle for the application and implementation of the key competence or value driven VET curricula. However, even in such cases the implementation and enactment of such curricula can equip the future employees with capabilities helping to deal with the typical vices of such work processes, such as work alienation or anomy at work.

Conclusions

Enactment of the initial VET curriculum is a complex and holistic process which improves the fit of curricula to the requirements of work processes and labour market needs, responds to the personal expectations and plans of students and enables acquisition and development of the vocational and key competencies relevant for professional career and personal development. This process encompasses VET curriculum design, organisation of the learning and training processes, didactical provision and assessment of the learning outcomes. The main mechanism of the enactment function consists of

embediment of vocational and key competencies by enabling their independent application in the work processes and social life situations. The functioning of this mechanism is being driven or hindered by the different processes and practices taking place in the VET institutions and their socio-economic and institutional environment, such as existing approaches to design of qualifications and VET curricula, institutional forms and arrangements of the VET provision and skill formation, involvement of stakeholders in these processes.

Competence based approach to curriculum design creates specific preconditions and requirements for the enactment of the VET curricula. One of the biggest risks and problems in this regard is the narrowing of the enactment process by orienting it only to the satisfaction of momentary needs and requirements of workplaces and largelly ignoring the aspects of enactment related to fostering the personal and social development. Integrated occupationalism approach to competence and it's development, as well as work-process based VET curriculum design present the most relevant alternative for the enactment of the initial VET curricula responding to the current challenges and problems of technological change and sustainable socio-economic development.

Socially responsible and sensitive enactment of the initial VET curricula in the current work processes requires from the initial VET providers to introduce holistic and profound changes and innovations in their current practices of curriculum design, organisation and provision of training or competence assessment by seeking to enable capabilities of critical thinking and reflexion, professional and social responsibility, holistic understanding of the contents and requirements of the work processes.

References

Allais, S. (2012). Claims vs. practicalities: lessons about using learning outcomes. *Journal of Education and Work*, 25(3), 331-354.

Allais, S. (2016). Occupational standards in the English speaking world: a dysfunctional product for export? In S. Bohlinger, T. Kim Anh Dang, M., & Klatt M. (Eds.). *Education policy: Mapping the Landscape and Scope* (pp. 435-460). Frankfurt am Main: Peter Lang Edition.

Bagnall, R., & Hodge, S. (2017). Using an Epistemological Perspective to Understand Competence-based Vocational and Professional Education. In M. Mulder (Ed.). *Competence-based Vocational and Professional Education. Bridging the Worlds of Work and Education* (pp. 125-144). Bern: Springer International Publishing.

Bjørnåvold, J. (2000). *Making learning visible: identification, assessment and recognition of non-formal learning*.Thessaloniki: Cedefop, European Centre for the Development of Vocational Training.

Brockmann, M., Clarke, L., & Winch, C. (2011). *Knowledge, skills and competences in the European labour market. What´s in a vocational qualification.* London, New York: Routledge.

Bruni, L. (2014). *Fondati sul lavoro.* Milano: Vita e Pensiero.

Clot, Y. (2011). Théorie en clinique de l'activité. In B. Maggi (Ed.). *Interpréter l'agir. Un défi théorique* (pp. 17-39). Paris: PUF.

Colardyn, D., & Bjørnåvold, J. (2004). Validation of formal, non-formal and informal learning: policy and practices in EU member states. *European Journal of Education*, 39(1), 69-89.

De Nanteuil, M. (2016). *Rendre justice au travail*. Paris: PUF.

Durand, M. (2012). Travailler et apprendre. Vers une approche de l'activité. In É. Bourgeois & M. Durand (Eds.). *Apprendre au travail* (pp. 15-31). Paris: PUF.

Grugulis, I. (2007). *Skills, Training and Human Resource Development*. London: Palgrave Macmillan.

Hager, P. (2017). The Integrated View on Competence. In M. Mulder (Ed.), *Competence-based Vocational and Professional Education. Bridging the Worlds of Work and Education* (pp. 203-228). Bern: Springer International Publishing.

Lave, J., & Wenger, E. (1998). Communities of Practice: Learning, Meaning, and Identity. NY: Cambridge Universty Press.

Laužackas, R. (2007). *Profesinio rengimo metodologija*. Kaunas: Vytauto Didžiojo universiteto leidykla.

Mulder, M. (2017). Competence and the Alignment of Education and Work. In M.Mulder (Ed.). *Competence-based Vocational and Professional Education.Bridging the Worlds of Work and Education* (pp. 229-251). Bern: Springer International Publishing.

Ó Riain, S. (2011). Human Capital Formation Regimes: States, Markets and Human Capital in an Era of Globalisation. In A. Burton Jones, &J. C. Spencer (Eds.). *Handbook of Human Capital* (pp. 588-617). Oxford: Oxford University Press.

Peretti, A. (2012). *La sindrome di Starbuck e altre storie. Il lavoro attraverso la letteratura.*Milano: Guerini e Associati.

Sennett, R. (2008). *The Craftsman*. New Haven & London:Yale University Press.

Spöttl, G. (2014). "Intelligente Standards" als Kern einer Curriculumentwicklung. In G. Spöttl, M. Becker, & M. Fischer (Eds.). *Arbeitsforschung und berufliches Lernen* (pp. 278-293). Frankfurt am Main: Peter Lang.

Spöttl, G. (2016). *Das Duale System der Berufsausbildung als Leitmodell. Struktur, Organisation und Perspektiven der Entwicklung und europäische Einflüsse*. Bern: Lang-Verlag.

Young, M. F. D. (2008). *Bringing Knowledge Back In. From Social Constructivism to Social Realism in the Sociology of Education*. London and New York: Routledge.

Winterton, J. (2009). Competence across Europe: highest common factor or lowest common denominator? *Journal of European Industrial Training*, 33(8/9), 681-700.