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Nota di contenuto	Front Matter -- Copyright page -- Acknowledgements -- Notes on Contributors -- Introduction / Stephanie Allais and Yael Shalem -- When Is Vocational Education Educationally Valuable? / Yael Shalem and Stephanie Allais -- From Labour Market to Labour Process [not available online] / Jeanne Gamble -- Applied Theoretical Knowledge and Professional and Vocational Education / Christopher Winch -- Recontextualisation and the Education-Work Relation / Jim Hordern -- Current Trajectories of the South African Economy and Labour Market / Sam Ashman -- The Idealisation of Apprenticeship1 / Volker Wedekind -- What Should Vocational Qualifications Look Like if the Links between Qualifications and Jobs Are So Weak? / Leesa Wheelahan and Gavin Moodie -- The Radical Realism of Creative Policy Hybridity / Andrew Lawrence -- The Unbearable 'Applied-Ness' of Engineering Knowledge / Reneé Smit -- Theory and Practice in the 21st Century Engineering Workplace / Karin Wolff -- Conversion or Diversion? / Lynn Hewlett -- Understanding Transitions between Work and Formal Qualifications / Linda Cooper , Judy Harris and Alan Ralphs -- The Challenge of Bringing Different Worlds Together / Michael Young.
Sommario/riassunto	In Knowledge, Curriculum, and Preparation for Work , the editors offer a timely collection of chapters approaching debates on economic and social change and employment within different types of economies.

Considering questions of knowledge and curriculum, these works interrogate ways of thinking about relationships between different forms of work and education. The focus is both on the curriculum – the ways in which different types of knowledge affect the quality and organization of curricula that are intended to prepare for work – and the factors influencing and constraining what education can do to prepare for work, as well as how these factors shape and limit the role of educational preparation for work.

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