

Fixing problematic apprenticeship systems:

There is never a clean slate

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Fixing problematic apprenticeship systems: There is never a clean slate

- * A preoccupation with the future of youth
- * Dates back to Greek city-state 'magistrates'
- * Apprenticeships known in all human societies
- * National apprenticeship system continually under scrutiny as part of the angst over youth

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Apprenticeship system shortcomings in both Britain and Australia (part one):

- * Mismatch between funded outputs and labour market needs
- * Dominated by major vested interests
- * Public payments go directly to providers
- * Easy and cheap rather than trade courses

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(Part Two):

- * Decreased apprenticeship starts
- * General increase in the age of apprentices
- * Misconceived vocational education policies
- * Giving rise to scandals and revelations of poor training outcomes (Wolf 2015 and NCVET 2015)

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- * Different responses in each country
- * Explained by a Foucauldian discourse analysis of how
- * Thelen's adaptation of *Path Dependency*:
- * *Conversion* from original purpose to new ends
- * *Institutional Layering* is grafting of new elements onto an existing stable institutional framework

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Britain and Australia are path dependent upon their different social welfare - full employment linkages giving rise to distinct apprenticeship systems.

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In Britain:

- * Originally voluntary
- * Characterised by battles between union/employer
- * Industrial Training Boards and levies
- * Collapse of the system in the 1970s
- * System taken over by Government and expanded
- * New industry training levy

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In Australia:

- * Strong unions, conciliation and arbitration courts
- * State-based apprenticeship authorities
- * State-based technical colleges
- * Added traineeships to increase numbers
- * Failed attempt to introduce a training levy
- * Expansion of students loans

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New Public Management:

- * Funder- industry, government minister, client
- * Purchaser – government agency, industry, person
- * Provider – public, private, community
- * Client – government (public), industry, individual
- * Path dependency determines who sits where
depending upon policy/program decisions/power.

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Conversion actually brought the two systems closer:

- * Introduced training markets and provider choice
- * Introduced hundreds of new apprenticeships
- * Continual tinkering with who pays
- * Produces unintended consequences

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Institutional layering produced different systems

- * Britain retains link to age as a 'production unit' and the use of employer levies
- * Australia has ageless 'education units' linked to individual loans for apprentices
- * Different means of shifting costs from the government based upon unique views of youth.

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Post Script from England

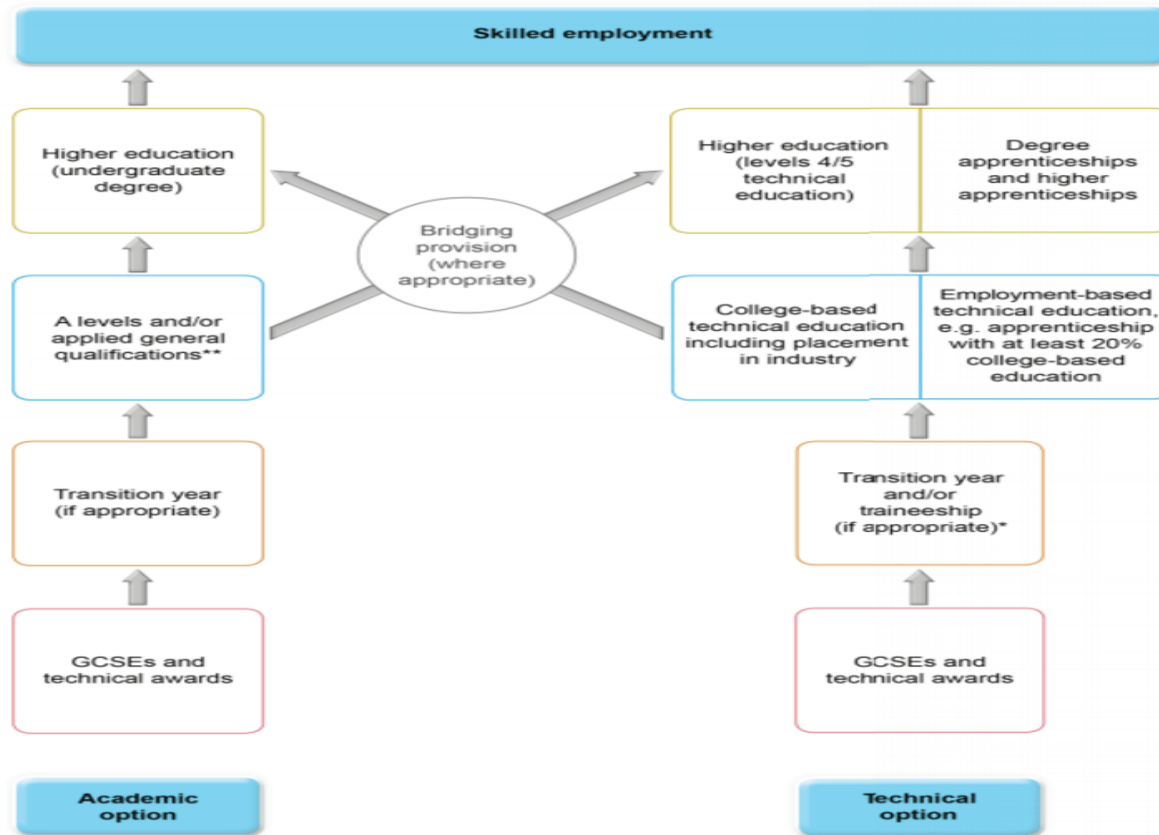
- * UK Government has accepted all of the recommendations from the Sainsbury Review
- * 15 'routes' across all technical education
- * Academic, apprenticeships (12 month on the job learning) aligned with two-year college-based qualifications to national standards

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Further features:

- * Few national qualifications to replace failed market
- * Low skill, technical knowledge qualifications outside the new system of 'technical education'
- * High quality supported work placements
- * No public funds allocated to for-profit training providers

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- * Where a student does both, the traineeship will follow the transition year. Students doing both the transition year and a traineeship may progress directly to employment.
- ** Some students will move directly from A levels and/or applied general qualifications to degree and higher apprenticeships.

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Thank you for your attendance.

Questions and discussion.

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