

Fixing problematic apprenticeship systems:

There is never a clean slate

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- * 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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Thank you for your attendance.

Questions and discussion.

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