

# The Architecture of Innovative Apprenticeship

# Technical and Vocational Education and Training: Issues, Concerns and Prospects

## Volume 18

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# The Architecture of Innovative Apprenticeship

 Springer

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# Foreword

## Introduction by the Series Editor

An important worldwide trend over the past two decades has been the massification of secondary and higher education where in many countries an increasing proportion of youth are deciding to complete secondary schooling and go onto undertake higher education studies. As a result, education institutions have expanded their course offerings to cater for a wider range of interests and capabilities than was previously the case, with many secondary schools and postsecondary education programmes increasingly stressing the vocationalisation of education. This trend, along with a major redefinition of the characteristics and requirements of education for the changing world of work, has greatly impacted on the content of technical and vocational education and training (TVET) including the bridging of academic and vocational learning.

When considering the issues and challenges concerning the vocationalisation of education, many policymakers, researchers and practitioners are revisiting the matter of apprenticeships and how best they can be shaped to meet changing labour force and economic needs.

This is an important book about the architecture of modern apprenticeships with regard to appropriate standards for structure, organisation and governance. The book is a key contribution to cross-cultural research about this area. As such, it will be of keen interest to scholars and students working in technical and vocational education and training (TVET) and careers education, and those in comparative and international education. It has also much to offer stakeholders interested in policymaking and improved practice concerning TVET.

The book examines core topics relevant to developing and sustaining a suitable architecture of innovative apprenticeships including successful pathways and transitions from school into apprenticeships, the development and measurement of competence, the role and status of social partnerships and the status of apprenticeships.

The book makes an important contribution to the relatively small body of literature specifically related to apprenticeships in the context of the changing world

of work and provides an up-to-date perspective on the regional and global changes that have transformed the concept of apprenticeship in recent years. It provides vivid case studies of a wide range of countries including Turkey, South Africa, Austria, Germany, China, Australia, Germany, England and Switzerland.

The chapters cover diverse aspects of apprenticeships, starting with an optimistic opening which argues that apprenticeships have experienced a revival in recent years and the opening Memorandum which introduces the 'dual system', whereby many countries are adopting an apprenticeship system based on a change to workplace learning combined with classroom teaching in an educational institute. The evolving of the dual system serves to promote TVET as a means to providing employment opportunities for young people and to facilitate the transition from school to work. This requires coordination between TVET providers and employers to match training with labour market requirements, the overall objective being to open up rewarding careers for people and to improve the competitiveness of companies.

This book provides an interesting and wide-ranging discussion of the often complex issues surrounding the apprenticeship system, and the editors and contributing authors are to be thanked for making such a valuable contribution to this important topic.

Rupert Maclean,  
The Hong Kong Institute of Education.

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