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***The Architecture of Innovative Apprenticeship,***  
**edited by Ludger Deitmer, Ursel Hauschildt,**  
**Felix Rauner and Helmut Zelloth. A Review**

Sylvia Hammond\*

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Two contrary trends have been evident over the last two decades: rapid advances in technology and globalisation with an increasing number of young people choosing tertiary education ostensibly to ensure their futures; and from 2008, that is following the economic and financial crises, an alarming rise in the number of young people failing to find employment – or full-time formal employment. Unemployment levels in EU countries such as Spain, Portugal and Greece now rival those of developing countries such as South Africa, where Akoojee quotes recent research identifying 3 million youth between 18 and 24 years of age who are not in employment, education, or training (NEETs).

This timely publication contributes to the resurgence of interest in technical and vocational education (TVET); employers require ‘work-ready’ graduates rather than pure academic qualifications, and work-based learning potentially meets this requirement. Additionally, the vocational model potentially has application for developing and transitional economies. The classic work-based learning format of apprenticeship that developed from the craft guilds of the Middle Ages has been revisited by the International Network on Innovative Apprenticeship (INAP) and this publication commences with the INAP Commission Memorandum on Standards for Modern Apprenticeships.

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\* Sylvia Hammond is a Ph.D. Candidate at the University of Cape Town. The present review refers to Ludger Deitmer, Ursel Hauschildt, Felix Rauner and Helmut Zelloth, eds. *The Architecture of Innovative Apprenticeship*, Springer, Heidelberg, New York and London. 2013. 344 pp. ISBN 978-94-007-5397-6.

Pathways from school to apprenticeship are illustrated with case studies from developed countries like England and Germany: Nielsen describes the spread of influence of the latter and particularly the context of social partnership and high status of skilled workers, as well as the barriers to implementation in transition countries like those in the former Yugoslavia; in contrast to the German social status of skilled workers, Deitmer et al. highlight the obstacle to TVET of Chinese parental preference for academic qualifications, and propose Sloane's model of VET school and company interaction, with effective student workplace integration.

Zelloth examines how perceptions of apprenticeship status and traditional values influence career choice - of particular relevance to developing and transitional countries; proposing integration into education reform of a new career guidance paradigm of "career management". "Apprentices' motivation is not a static factor". As Hauschildt and Heinemann demonstrate, it is not merely competence that the apprentice acquires, but also an occupational identity and individual motivation is enhanced through the experience of actual workplace learning and work. In Australia, Smith contrasts the status of traineeships and tentatively suggests that fostering occupational identity may not be ideal - traineeships may allow further development along diverse pathways. Utilisation of Brown's formulation of occupational identities at the levels of individual, organisation, and society enabled useful insights.

In the concluding section, Rauner and Wittig examine types of regulation, comparing developed European economies with a VET history, and propose modernisation of occupational profiles; Brockmann et al. identify issues of occupational recognition within the European Qualification system (EQF) contrasting the English and Continental models. The EQF has been characterised by Young as a means of creating a European labour market that may promote learner and worker mobility within Europe, through recognition of prior experiential learning towards occupational qualifications.

The Austrian outcome-based qualifications framework (NQF) is comparable to the South African experience; the latter commenced with an NQF and has subsequently evolved into an integrated framework incorporating an Occupational Qualifications Framework (OQF) reflecting occupationally related qualifications from the level 1 to the level 10 - equivalent to an academic Doctorate. Akoojee describes the current Accelerated Artisan Training Programme in South Africa, where skills development is seen as a crucial response to resolve the twin challenges of poverty and unemployment.

Skills and human capital development are also fundamental to the European Agenda EU2020 to counter the post 2008 economic and financial crises, where apprenticeship is seen as a foundation for lifelong learning but Descy et al. note differential definitions and interpretations of 'knowledge, skills, and competences' between European Member States. Despite these technical obstacles, Grunwald and Becker report that the Mubarak-Kohl Initiative for Dual System (MKI-DS) in Egypt has demonstrated the potential for increased employability and an enhanced school-to-work transition.

This publication admirably demonstrates the technical and bureaucratic obstacles to advancing skills and resolving the current dilemmas of youth school to work transitions – and for those new to the field illustrates the political complexities of seemingly neutral vocational educational systems and framework classifications. This review has only touched on a few chapters, but the breadth of coverage historically and geographically, and the coverage of vocational education theory, career guidance, qualification frameworks, competence assessment, and school-to-work formats provides an essential guide to those entering adult vocational training, and should prove as invaluable to policy makers as to students. The editors have compiled a compelling vision that despite diverse national formulations, innovative apprenticeships have the potential to mitigate the current dramatic levels of international youth unemployment and a template for future research in transitional and developing economies.



# Adapt International Network





**ADAPT** is a non-profit organisation founded in 2000 by Prof. Marco Biagi with the aim of promoting studies and research in the field of labour law and industrial relations from an international and comparative perspective. Our purpose is to encourage and implement a new approach to academic research, by establishing ongoing relationships with other universities and advanced studies institutes, and promoting academic and scientific exchange programmes with enterprises, institutions, foundations and associations. In collaboration with DEAL – the Centre for International and Comparative Studies on Law, Economics, Environment and Work, the Marco Biagi Department of Economics, University of Modena and Reggio Emilia, ADAPT set up the International School of Higher Education in Labour and Industrial Relations, a centre of excellence which is accredited at an international level for research, study and postgraduate programmes in the area of industrial and labour relations. Further information at [www.adapt.it](http://www.adapt.it).

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