Social Dialogue in Dual VET: Perspectives from German Development Cooperation

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Background

Our established focus



- Labour market relevance and quality TVET
- Strong private sector engagement (companies, business and employers' organisations)
- Public–private dialogue

Broadening our scope



- More systematic engagement in social dialogue, including trade unions and workers' representatives for inclusive TVET systems
- Strengthening apprentices' voice and representation
- Safeguarding apprentices' rights and ensuring quality work-based learning

Who represents apprentices in dual TVET?



Trade unions

Sectoral and national level



Workers' councils

Company level



Apprentices Representatives

Training institution or company level



Other participation mechanisms

Apprentice committees, forums and feedback mechanisms

Entry points at different levels



Strengthening institutional frameworks

Establish or strenghten tripartite committees and social dialogue mechanisms for dual TVET governance and policymaking.



Building capacities of intermediary organisations

Strengthen trade unions (Sequa Trade Union Partnerships), employers' organisations and other representative bodies to contribute to dual TVET design, implementation and quality assurance.



Strengthening institutional frameworks

Involve apprentices in the design and evaluation of dual TVET programmes and establish accessible feedback and grievance mechanisms.

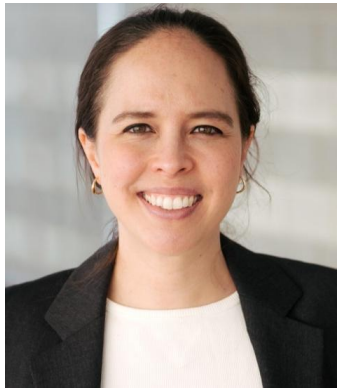
Giving apprentices a voice



Testimonial

Vidath Kariywasam, from the United Tractor & Equipment (UTE) Learning Centre in Sri Lanka

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Role of Social Dialogue in Dual VET



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The process of interaction with apprentices







Key issues:

- Lack of awareness among students, educators, and industry mentors regarding their rights and obligations
- Lack of knowledge about the mechanisms for exercising those rights
- Absence of systematic legal education: schools and universities rarely teach the practical application of the law
- Bureaucratic barriers: fear of government agencies, courts, and complex procedures.





Measures to address the problems











- Presentation of the methodology for protecting and promoting the rights of apprentices undergoing practical in companies (EPIZ, https://epiz-berlin.de/)
- Training sessions for educators, apprentices, and representatives of companies and trade unions



- The Manual on implementing dual training at enterprises has been developed
- Trainings were conducted for mentors from project partner companies.



- Team of TVET ambassadors to perform advisory and coaching functions

Social partnership forums



A multi-level approach to support comprehensive reform of the vocational education and training (VET) system:

- **Strengthening interaction** among government bodies, the business sector, and educational institutions to better align the VET system with actual needs.
- **Collaboration** among policymakers, education representatives, and employers in developing a new regulatory framework for VET.
- **Institutionalizing** cooperation between the education sector and the business community to implement joint approaches to VET and dual education systems.





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