

**A Brief on the Practices of Social Dialogue and Social Partnership TVET**

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1. **MOROCCO**

In Morocco, social partners are deeply and significantly involved in TVET. The new labour legislation has activated the role of both employers’ and employees’ in decision making, and TVET is included as an issue of negotiations. Social partners are directly engaged in the governance and financing of the Continuing Vocational Training system (CVET). The General Confederation of Moroccan Enterprises (CGEM),is main employers’ federation that is structured into 18 committees, one of which deals with TVET. Two elected members represent the CGEM in all the boards and committees where strategies are discussed.

The TVET committee representatives are supported by an expert. The main operational arms of the CGEM in the implementation of sectoral strategies are the federations and the professional training advisory bodies called *groupements interprofessionnels d’aide au conseil* (GIAC). The CGEM is also represented on the 10 regional TVET committees.

The Moroccan Labour Union (UMT), is The main trade union, where it uses its human resources by secondment of staff from companies to directly deal in activities related to TVET.

There is an internal committee prepares all strategic documents regarding TVET. Three elected members of the UMT are on the governing board of the Office for Vocational Training and Labour Promotion (OFPPT), and in each of the 10 regions that have a TVET committee, UMT representation is provided by two members.

1. **ALGERIA**

Social partnership started recently in Algeria, where organisations focus mainly the interests of the members of these partnerships (exports and services support or technical assistance) and traditional mutual negotiating issues (wages, social benefits, and job security). The first trade union, the General Union of Algerian Workers, was established in 1956, and the first employers’ organisation, the General Confederation of Algerian Enterprises, in 1988. The official role of social partners in TVET was recognised in February 2008 with the enactment of a new law on training. The law foresees the setting-up of a higher council in which social partners will seat. This council will play a consultative role and will advise the government on the elaboration and regulation of the national policy in TVET. However, its membership – 57 members including 47 from public bodies, ministries and national companies – and its mainly consultative role question its impact on the overall system. While represented in the council, social partners are not expected to play a significant role in decision making. In total, 29 employers’ organisations, represented by the General Confederation of Algerian Enterprises and the Algerian Confederation of Employers, participate in meetings or consultations with the ministries, mainly concerning issues relating to the economy, industrial relations and job security. While 70 workers’ unions are identified today, 52 trade unions have been approved by the Ministry of Labour, Employment and Social Security. The General Union of Algerian Workers represents the recognised ones in tripartite meetings at the national level and in the context of VET. Social partners participate in tripartite meetings with the government (signing an economic and social agreement) and in working committees of the People’s National Assembly (the lower house of the Algerian parliament), the Senate, the 9 National Economic and Social Council (Conseil national économique et social) and the Advisory Council. The General Confederation of Algerian Enterprises represents employers on the boards of the National Social Insurance Fund (Caisse nationale d'assurances sociales des travailleurs salariés), the National Unemployment Insurance Fund (Caisse nationale d'assurance-chômage) and the National Pension Fund (Caisse nationale de retraite). In the absence of a legal framework for social partnership in VET, social partners have a very limited role in policy and decision making and thus have not built any structured internal mechanisms to deal with VET issues.

1. **EGYPT**

Many different actors are involved in VET activities in Egypt, with more than 25 different ministries and authorities currently active in the field. The legal framework provides for institutional participation including tripartite representation in the field of VET. Examples of this are the Supreme Council for Human Resources Development, which is reflected in

the new Labour Law of 2003, and the 27 local VET councils. In practice, however, these mechanisms are not fully operational. VET social partners are active in the VET executive committee of the Supreme Council.

While several employers’ organisations are quite active in VET, mostly through the sectoral federations, the trade unions are mostly absent. One employers’ organisation, the Investors’ Association Union, has set up a National Centre for Human Resources Development (NCHRD) with the aim of influencing VET policy decision making through representation

within the dual education system set up by the Mubarak-Kohl Initiative (MKI) and now adopted by the Egyptian system. Several public-private partnership (PPP) initiatives are in place at sector level. (The trade unions are not involved in any of these initiatives.) These include:

* Three training councils: the Industrial Training Council (Ministry of Trade and Industry) set up in 2006; the Building and Construction Training Council (Ministry of Construction); and the Tourism Training Council (Ministry of Tourism) created in 2010. All these bodies maintain close relations with the federations in their respective sectors, which are among the most actively involved in VET issues.
* The enterprise training partnerships (ETPs) originally set up by the EU technical and vocational education and training (TVET) reform programme in 12 sectors and also at local level (construction is one example). Employers are actively involved in these partnerships through the Chambers of Industry and Commerce.

Employer involvement is also important in the dual-system VET schools set up under the Mubarak Kohl Initiative (MKI), the first centres to create training units jointly with regional investors’ associations and, to some extent, with the participation of local VET councils.

1. **Lebanon**

In Lebanon, social partnership does not yet play a significant role in VET policy making, but some business associations are represented on VET-related national boards and committees. The Association of Lebanese Industrialists and the Chambers of Commerce, Industry and Agriculture are members of several national councils and committees, including the Vocational Training Centre for Adults, the High Council for Professional and Technical Education and the Lebanese Association for Technical Education. Working jointly with the Ministry of Education and Training, they contribute to a number of training projects.

1. **SYRIA**

While there is no obligatory cooperation between the worlds of education and work in Syria, the participation of social partners in the field of VET has increased in recent years. Employers are represented by the Federations of Chambers of Industry and Commerce and by the General Federation of Artisans. On the other side, the General Federation of Trade Unions represents all workers. However, the internal organisation of the trade union is not designed to deal with VET policy issues. The Chambers of Industry have set up an apprenticeship scheme in Syria and have allocated resources and developed internal capacities to follow up on its implementation. Elected members represent the Chambers in a number of boards and committees. A Human Resources Development Centre has been established in Damascus to collect data and information and support those members. Special offices dealing with the apprenticeship scheme have been established in the Aleppo and Homs Chambers of Industry, and there is a plan to set up VET centres in these locations similar to the facility in Damascus.

1. **TUNISIA**

The main social partners in Tunisia are the Tunisian Union of Industry, Trade and Handicrafts (Utica) on the employers’ side and the Tunisian General Labour Union (UGTT) on the employees’ side. These groups are represented at all levels in various councils and committees, ranging from the Economic and Social Council to regional vocational training committees, and they have over time developed the capacity and assigned resources needed to monitor and engage in activities in the field of VET. The Tunisian Union of Agriculture and Fisheries (UTAP) and the Tunisian Hotels Federation are active in their specific sectors as employers’ representatives.

In the mid-1990s the Ministry of Employment and Vocational Training signed conventions with the major federations as part of the effort to involve employers’ organisations in the VET system. A similar convention was signed in early 2000 with the employees’ organisation (UGTT).

In Utica, an elected member of the executive board is specially assigned to follow up on all activities relating to education and vocational training and to represent Utica on all committees and boards headed by the government. A specific department in charge of VET and Human Capital Development (HCD) activities composed of various regional representatives is active in the headquarters of Utica; it mainly deals with coordination between the ministries and the regional and sectoral structures of Utica, and participates in technical committees organised by the Ministry of VET. There is no direct reporting link between this department and the official representation, however, so information flow is limited. Another department works closely with private companies that deal with consulting and training. Utica is planning to reorganise in order to better serve the needs of its enterprises as concerns VET.

In the UGTT headquarters, two departments report to the executive board in this field; VET issues are the responsibility of the department of studies, staffed by one expert, while the department of trade union training mainly concentrates on internal trade union activities linked to VET. This situation creates some confusion because the UGTT’s representation on the various councils and committees may be from either of these departments. The executive board has put forward a proposal to create special units at the sectoral level to deal with VET activities. At the regional level, staff in charge of studies generally deal with VET issues.

The Tunisian Hotels Federation has set up a commission for TVET activities. Regional federations are responsible for monitoring any training programmes and actions related to their sector of activity. They are also in charge of supervising and/or establishing new TVET centres and participating in regional structures for TVET. At the central level, one expert is in charge of coordinating all activities relating to VET.

1. **Ireland**

Ireland’s secondary vocational education system has changed considerably in the recent past and this has provided extensive opportunities for social partnerships to continue to influence the provision of vocational education. After undergoing severe economic crisis in the 1970s-1980s, Ireland established six three-year social partnership programs which guided economic and social policies including educational policies. There were three parties to the first agreement in 1987, government, business and industry, and trade unions. Community and Voluntary sectors joined these later. Since 1987, when the first partnership agreement (Programme for National Recovery) was made, Ireland showed remarkable economic growth. Though demographic factors and European Social Funds created the background of this rapid growth, there was continuous investment in education and training which made skilled labor supply.

Those Social Agreement are listed as follows:

1. Programme for National Recovery in 1987-90
2. Programme for Economic and Social Progress in 1991-93
3. Programme for Competitiveness and Work in 1994- 1996
4. Partnership 2000 in 1997-2000
5. Programme for Prosperity and Fairness in 2001-2003
6. Sustaining Progress in 2003-2005

The core of each partnership agreement is a consensus that resources need to be focused on the disadvantaged and providing a wide range of education and training activities. Throughout the development of the social agreements, there are changes in policy on vocational education and training. From the first agreement to Partnership 2000, there were shifted emphases in the policy, as follows:

* Shift from emphasis on vocational education and training in lower level education, vocational education for the disabilities and the unemployed to general human resource development.
* Shift from emphasis on formal education system to non-formal education in training sectors in terms of lifelong learning.

The Ten-year Framework Social Partnership Agreement which started in 2006 gave the keynote to training and vocational education policy like these:

* Strengthen the technical and vocational dimensions of curricula and to embed key skills such as learning to learn and ICT, to develop higher order thinking skills, to diversify and strengthen language learning, to modernize the technology subjects, and to increase the take up of the physical sciences at senior level.
* Drive the lifelong learning agenda by enhancing access to training, the development of new skills, the acquisition of recognized qualifications and progression to higher-level qualifications.

Also, there is a section on workplace learning and up-skilling which identified major areas for action like these:

* The development of a targeted guidance, learning and training program, particularly accessible to the manufacturing sector, to include coaching and mentoring for workers in vulnerable employments where appropriate;
* The introduction of measures for the promotion of take up of apprenticeships by older workers; and the mainstreaming of the Knowledge Economy Skills Passport (KESP), focusing on computer literacy, science and technology fundamentals, basic business skills and innovation and entrepreneurship.