THE IMPORTANCE OF SOCIAL PARTNERSHIP IN VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING

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The importance of Technical and Vocational Education (TVET)

- a crucial role in enhancing economic productivity
- an important component in the development strategies particularly in developing countries by governments to overcome youth unemployment
- the role of TVET in globalization of economy
- the need for strong partnerships between vocational institutions and business and industry to improve the status of TVET in especially developing countries
The scope of presentation

• The definition of social partners,

• Why and how social partners in vocational education and training be involved in vocational and technical education and training,

• Suggestions related to how more social partners to be involved in vocational and technical education and training in the frame work of social partnership samples both in Turkey and in the world.
The definition of social partners

- refer to trade unions and employer organizations that exist to promote and protect the interests of their members
- refer to representatives of management and labor (employers’ organizations and trade unions).
- the inclusion of the government due to the tripartism.
The definition of social partnership

• a tri or multi-partite arrangement involving employers, trade unions, public authorities (the state and/or local/regional authorities) and/or others (e.g. voluntary sector).

• usually concerned with areas of economic and social policy and likely to be based on a binding agreement or declaration of intent.
The reasons why social partners be involved in TVET

• Social partners’ active participation can effectively reconcile the worlds of work and education, help to identify present and promising qualification requirements in companies and transfer these into relevant training programs.

• Social partners can therefore make labor market needs clear during the design of vocational training policy and enlighten what is expected from graduates entering the labor market.
The way how social partners in vocational education and training be involved in TVET

Social Partners’ involving in TVET can be discussed under under four sub-titles:

• Work based Learning, training centers and apprenticeship
• Cooperation
• A tripartite process
• Key actors
The Roles of Key Actors

The Report of Danish Technology Institute on the issue of cooperation between Vocational Education and Training (TVET) schools and companies on the basis of partnership between schools and companies and the recommendations for key actors:

• Teachers,
• Company trainers,
• School managers,
• Social partners,
• TVET policy makers in the member states,
• European TVET policy initiatives.
Discussion, Suggestions and Conclusion

- Insufficiency of TVET education system alone to deal with the responsibility for the provision of vocational education and training
- Awareness of the changing skills needs of the labor market
- A long lasting process to establish a good partnership between the world of schools and the world of labor
Discussion, Suggestions and Conclusion (Continued)

Sharing responsibilities and power in social partnership can be achieved in the framework of three steps:

1. Governments’ showing their willingness
2. Agreement of vocational training or sector councils together with social partners
3. Governments’ establishing a vision to which stakeholders to be able to respond
Discussion, Suggestions and Conclusion (Continued)

• Understanding the close ties to the labor market and the economy to improve the involvement of the social partners

• Decentralization or school-based management allowing quick response to local and school based conditions and which makes schools more innovative and productive

• The more social partnership involvement to TVET, the more sustainable TVET school system and the more employability opportunities.
THANK YOU VERY MUCH FOR YOUR PARTICIPATION AND CONTRIBUTION!

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