

# **Governance in VET**

## **a trade union point of view**

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**Reference Framework**

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# **Governance in VET a trade union point of view**

## **Reference Framework - Unions**

- **Engaging in skills development**
- **Developing an accompanying multi-level strategy**
- **Providing a united front on the question of skills development**

# **Governance in VET a trade union point of view**

## **Reference Framework - Government**

- **Lobbying to introduce legislation or policy which provides for trade union involvement in skills development**
  - **collective bargaining**
  - **participation in apex bodies**
  - **sector skills councils**
  - **sectoral funding bodies**
  - **works councils**

# **Governance in VET a trade union point of view**

## **Reference Framework - Government**

- **Lobbying to introduce legislation or policy which provides workplace union representatives with a determining role, in**
  - **analysing learning or training needs**
  - **providing information and advice about training matters**
  - **arranging and supporting learning and training**
  - **consulting the employer about carrying out such activities**

# **Governance in VET a trade union point of view**

## **Reference Framework - Government**

- **Lobbying to introduce legislation or policy which enables workers to participate in skills development**
  - **a right to training**
  - **paid time off to take up training**

# **Governance in VET a trade union point of view**

## **Reference Framework - Government**

- **Lobbying to introduce legislation or policy which ensures that sufficient funding is made available to set up good quality skills development activities**
  - **public authorities**
  - **social partner funds**
  - **employers**

# **Governance in VET a trade union point of view**

## **Reference Framework - Government**

- **Lobbying to ensure that skills development systems are stable and recognised as such**

# **Governance in VET a trade union point of view**

## **Reference Framework – Social Dialogue**

- **Seeking alliances with other skills development stakeholders, notably employers' associations and employers, to engage in a process of social dialogue so that skills development becomes an integral part of collective bargaining**



# **Governance in VET a trade union point of view**

## **Reference Framework - Capacity**

- **Building capacity so that trade union officers are qualified and able to defend trade union and workers' interests within bodies dealing with skills development issues and, where possible, to negotiate collective bargaining agreements**

# **Governance in VET a trade union point of view**

## **Reference Framework - Capacity**

- **Building capacity so that trade union representatives are qualified to defend workers' interests at the workplace**
  - **to motivate workers to take up skills development opportunities**
  - **to communicate information about skills development activities to their members and/or workers**

# **Governance in VET a trade union point of view**

## **Reference Framework - RNFIL**

- **Supporting the introduction of measures to enable the recognition of non-formal and informal learning to facilitate enhanced labour market mobility**

# **Governance in VET a trade union point of view**

## **Reference Framework – ‘No cheap labour’**

- **Ensuring that young people, particularly apprentices, are not used as cheap labour to displace existing workers**

# **Governance in VET a trade union point of view**

## **Reference Framework – Data collection**

- **Contributing to the collection of data on skills training so that stakeholders are in a position to monitor skills development and estimate the impact of their skills strategies.**