



DUAL APPRENTICESHIP

**CAN DUAL APPRENTICESHIPS CREATE BETTER AND MORE EQUITABLE
SOCIAL AND ECONOMIC OUTCOMES FOR YOUNG PEOPLE? A
COMPARATIVE STUDY OF INDIA AND MEXICO**

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A group of international researchers standing in front of a building entrance. The group consists of approximately 15 people of various ethnicities and ages, dressed in casual to business-casual attire. They are standing on a paved area in front of a building with large windows and a dark doorway. The text 'International Research Team' is overlaid on the left side of the image in a large, teal, sans-serif font.

International Research Team

PI: Dr Oscar Valiente (Univ. of Glasgow)

India (Indian Institute of Management Calcutta)

- Prof. Manish K. Thakur (public policy and social inclusion)
- Dr Saikat Maitra (skills and labour market)
- Arnab Roy and Dr Baishali Lahiri (Research Assistants)

Mexico (Technological Institute of Monterrey Mexico City)

- Prof Hugo Fuentes (impact evaluation, productivity, on-the-job training)
- Dr Victor Aramburu (qualitative methods, labour market studies)
- Jose Cervantes (Research Assistant)

University of Zurich

- Prof. Philipp Gonon (Dual apprenticeships policy transfer)

University of Cologne

- Prof. Matthias Pilz (on-the-job training, comparative TVET studies in India and Mexico)

International Advisory Team (UNESCO-UNEVOC, Skills Development Scotland, Austrian Foundation for Development Research)

Why and how LMIC decide to adopt the German Model of Dual Apprenticeship?

German Model of DA...

- School-based and workplace provision + high involvement of employers in decision-making
- Coordination between social partners and the state in the governance of the system
- Highly demanding occupational standards based

... has attracted attention because

- Positive effects on student learning
- Early labour market integration
- Contribution of graduates to the productivity of companies



Why our research matters?

Lack of academic studies about the role of TVET in LMIC

Decontextualised analysis of skills formation in the Global South

Lack of evidence on DA transferability

Prevalence of donor countries' perspective in the models' assessment

Systematic omission of the impact on apprentices and on social inequalities

Outcomes



- Products and channels adapted to different types of beneficiaries
 - **From policymakers to academics** → Research Summaries, Online meetings, National Workshops, Conference Presentations, Journal Articles, Book Chapters
 - **Students, teachers, trainers, employers** → Website (<https://dualapprenticeship.org/>), Project Dissemination Meetings
 - **Early career researchers** → Co-authored articles, Seminars, Training

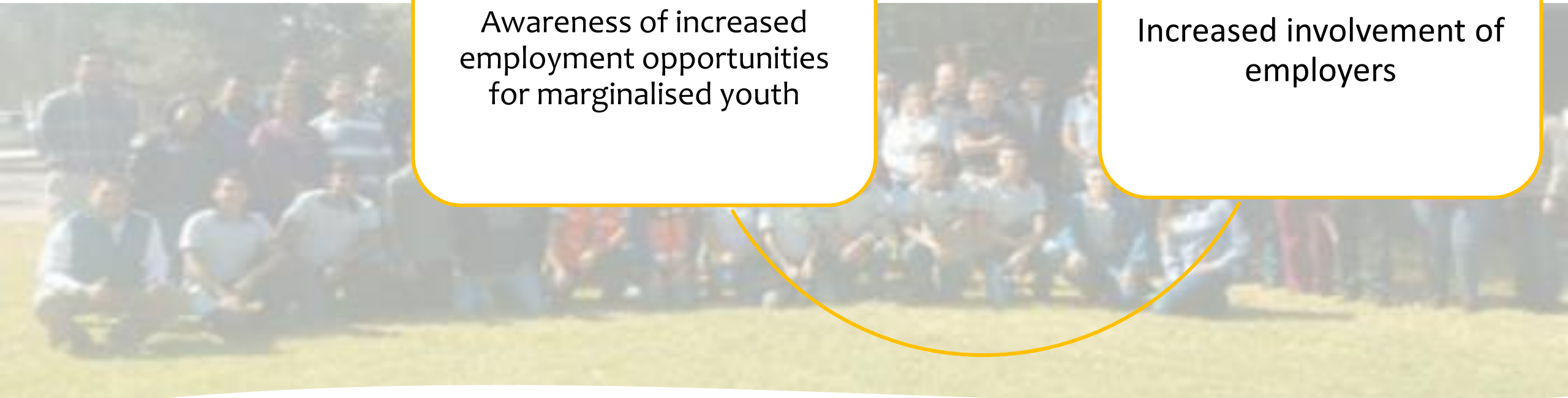


Impact

Raise awareness on the lack of alignment between industry requirements and training

Awareness of increased employment opportunities for marginalised youth

Increased involvement of employers



Beneficiary Comments...



Apprenticeship is one of the key drivers of training... and the DST project recommendation shall enable decision making body from the Government to the right direction to minimize skill gap in India (Government of India Policymaker, **India**)

*The meeting served as a dissemination and rapport-building platform that lays a solid foundation for the upcoming project activities (Participant in a Project Dissemination Meeting, **Mexico**)*



<https://dualapprenticeship.org/>

Thank you!