

European Conference (3/4 April 2019 in Siegburg)
Qualification standards – State and Social Partner's Cooperation
in Apprenticeship: Which screenplays?

Concept of a Social Partnership Cooperation Model for the Development of Vocational Qualification and Training Standards

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„Matrix of Criterion-based Perspectives on VET Systems“

Author(s)	Perspective	Strong Shape (Example)	Middle Shape (Example)	Weak Shape (Example)
Deissinger	Occupation-Reference	Germany	France	England
Gonon	Work-State-School- Reference	France	Germany	USA
Greinert	State Intervention	France	Germany	England
Rauner & Wittig	Coordinated Output	Denmark	Germany	England
Steedman	Demand-Oriented	Germany	Austria	England
Trampusch, Busemeyer &Trampusch	Collective Skill Formation and Reference to the Welfare Regime	Germany	Switzerland	England

Source: Philipp Gonon 2014

The background features a stylized representation of the German flag (black, red, and gold horizontal stripes) on the left and the Danish flag (red field with a white Scandinavian cross) on the right. A central white rectangular box with a blue border contains the title text.

**Social Partnership Cooperation
Model for the Development of
Vocational Qualification and
Training Standards**

Features of the cooperation model

- ▶ Participation of the social partners is laid down in legislation
- ▶ Procedures jointly organised between the state and the social partners
- ▶ Continuous dialogue between the social partner organisations.
- ▶ Ability of the actors to compromise.
- ▶ Consensus building
- ▶ Common basic understanding of vocational training

Effects

- ▶ The practical competence is brought into the procedures
- ▶ Procedure increases acceptance in VET practice
- ▶ Result has a strong binding character
- ▶ High commitment of the groups of actors with „their“ qualification and training profiles
- ▶ The cooperation relieves the state
- ▶ Contribution to the dissemination of innovations
- ▶ Early warning system

Looking at Qualification Standards for apprenticeship across the countries

QS as central regulating instruments

- Germany: 328; Austria: 192, Switzerland: 225; Denmark: 83
- Standardisation
 - More or less extensive
 - Focusing on sector/multi-vocation approach or single vocations

QS are diverging in their norm setting role

- More or less prescriptive through their content
- Including assessment requirements (or not)
- Set from the perspective of school-based vocational training (or not)

Looking at Qualification Standards for apprenticeship across the countries

QS as results of multi-level actors involvement

- Federal – regional – local levels actors
- State – Employers' organisations – Trade unions
- But with differentiation
 - Social partners
 - Local actors' involvement (see Switzerland, Denmark)
 - Role of VET schools (see Slovakia)

Cooperation for QS – QS as meeting points

- All actors of education and work worlds are cooperating
 - Level of trust; rooms for negotiations; role of agreements
 - Agreement on meaning of vocational proficiency and employability still on-going
 - Opportunity for planning within vocational training systems

Thank you for your attention