



### 3.6 The role of the social partners

#### Austria

In Austria, the organisation of relations between the various social partners occurs at three different levels of complexity: the federal level, the regional and provincial level and the level of the schools and enterprises that provide training.

The federal level involves the Ministry of the Economy, Family and Youth (BMWFI), the Ministry of Education, Arts and Culture and the Federal Advisory Board on Apprenticeship (BBAB).

The BMWFI issues the regulations regarding practical training, while the Ministry of Education defines the curricular framework and partly funds professional schools.

The Federal BBAB, an organism that groups all the representatives of the social partners and the experts in the field, decides and regulates the new forms of apprenticeship.

At regional level, the economic offices of the Chambers of Commerce are the first instance authorities for IVET; they examine the requirements of the enterprises, implement apprenticeship exams and provide consulting services.

At this same level, the Regional Advisory Board on Apprenticeship (LBAB), consisting of the representatives of the social partners, collect the opinions of the experts.

The Regional School Inspectorate implements the federal objectives and carries out inspections in the schools.

The Provincial Government finances and equips part-time professional schools.

The enterprises allow the performance of the practical activities in the apprenticeship via authorised trainers.

Part-time professional schools provide general and theoretical training and additional practical training.

#### Germany

In Germany, the cooperation between the government and the social partners is a key element of the dual system standard. The entrepreneurs and the trade unions jointly formulate the standard occupational requisites. In the practice of vocational training, each cooperative action is based on consent, there are no regulations concerning initial or subsequent vocational training that can be issued against the declared will of one or two of the social partners involved. This means that the initiatives for the reform of vocational training either come from the social partners themselves or must have their approval.

The platform for this process envisages that the BIBB (Federal Institute for Vocational Education and Training) play the role of coordinator and moderator. Normally, the initiative for updating the content or structure of a professional figure or of developing an entirely new occupational profile comes from the industrialists' association, the entrepreneurial organisations, the trade unions of the Federal Institute for IFP.

After consultation with all the parties involved, the competent Federal Ministry decides in consultation with the governments of the Länder whether to proceed, since they are responsible for the regulations and the curricula of the part-time professional schools.

Quite often, the BIBB expresses an opinion as a consultant or, especially in the case of wide-ranging revisions, conducts a research project before the ministry adopts a decision.

### Friuli-Venezia Giulia

In Friuli, the realisation of the various types of internship and apprenticeship sees the intervention of actors whose competences can be regulated, according to the type of training and users, at national, regional and provincial level.

At national level, the following go into action:

- The Ministry of Labour and of Social Policies, that promotes ministerial internship programmes and experimentation;
- The public and private Upper Secondary school institutions, starting from academic year 2014-2015;
- The High Technical Training institutions (Decree of the President of the Council of Ministers of 2008) with offices registered at regional level;
- Employment Integration Services for people with disabilities (with reference to Law No. 41/1996 and Law No. 104/1992).

Only as regards the traineeships envisaged for the acquisition of university degrees, the Universities and Higher Training Institutes for Arts and Music also go into action.

At regional level:

- the Regional Orientation Structures (Regional Law No. 10/1980)
- the Bodies credited with the Region;
- the Labour Service of the Provinces;
- the Social Cooperatives (art. 1, §1, letter b, Law No. 381/1991).

The region regulates the 3-year and 4-year VET vocational training paths and defines:

- The objectives and methods of the internship period;
- The rights and duties of the parties involved in the training project;
- The activities that are to be carried out during the internship period and the methods for implementing it;
- The competences that should be acquired with reference to the framework of professional profiles defined at regional level.

The region incurs the cost for regional vocational training activities and delegates to specific Temporary Groupings (ATI) the creation of the regional training offer, especially as regards the issues linked to safety and accident prevention and to the acquisition of key European competences via a single catalogue of traineeship activities. The technical vocational part, as envisaged in recent new agreements, shall be managed entirely by the enterprises.

The region offers companies the optional chance to request the ATI support to sustain the preparation of individual training plans and to prepare and monitor the assessment of the training activities carried out at the company.

The FVG region also supports companies that request it in better organising workplace training for the activities envisaged by the new apprenticeship, but solely as regards the parts relating to the so-called



‘transversal training’ that is to be carried out outside the company for a maximum of 120 hours over a 3-year period.

The support actions regard the following sectors:

- preparation of the Individual Training Plan;
- educational programming and planning of training units;
- preparation of data for the assessment of the learning and support outcomes and the assessment and recognition of learning.

Each company can decide to use this service (or not, because it is optional) by requesting it when communicating the decision to hire the apprentice.

In addition to the services provided and financed by the region, companies are offered catalogues that can help organise their activity so as to implement the technical vocational part of the apprentice’s training.

### Autonomous Province of Bolzano

The laws assign to the Autonomous Province of Bolzano primary competence with regard to vocational and secondary training in apprenticeship and in general education.

As regards the vocational training offer within mandatory education schemes, vocational training belongs to the public sector (provincial professional schools). As for the adult training and tertiary training sectors, the system is of a mixed public/private kind, financed with provincial, national and community funds as well as by private entities.

In South Tyrol there are many private training bodies and lifelong learning agencies and organisations.

The social partners participate in the training activities by offering training through their own trade associations and via the committees governing the use of specific inter-professional funds.

### Autonomous Province of Trento

The Autonomous Province of Trento has been operating for a long time now via activities and interventions aimed at favouring and promoting the connection between school and vocational training and labour systems, by directly involving the entrepreneurial associations and the enterprises and by favouring dual learning models, such as school-work alternance schemes and various types of traineeship. The figures of reference for the provincial vocational education and training paths, moreover, feature close ties with the needs expressed by the province’s economic and productive context and are systematically updated and implemented based on local development strategies and on the needs and specificities of work environments, involving the social partners.

As regards the activation of apprenticeships for the achievement of professional qualifications and diplomas, specific protocols of understanding have been signed with the social partners for the recognition of the role of the training institutions in preparing the apprentices’ individual training schemes, in agreement with the employer, and for the implementation of apprenticeships under seasonal work contracts.

### Poland



In Poland, the role played by the central government in defining the curricula and in articulating the training processes is of fundamental importance, as already explained above.

Notwithstanding this, the cooperation between schools and enterprises is increasingly involving the latter in a process of development of vocational training curricula, especially as regards their practical training aspects.

The cooperation of the enterprises should also include, inter alia, the participation in school life, the organisation of theme visits and support of the scholastic technological infrastructures required for teaching.

With a view to developing cooperation between the parties, cooperation should concern the following subjects:

- company organisations,
- professional associations,
- local government/school government authorities,
- higher professional training institutes,
- the individual companies.

The company organisations and the individual companies should cooperate with schools, especially, in order to:

- define the contents of the curricula and develop the practical curricula for the vocational paths;
- training students and trainers in vocational training (transfer of new technological skills);
- define the exams for the confirmation of professional qualifications;
- suggest amendments to laws regarding vocational training.