

**Workshop 5:
What is the role of social partners and other
stakeholders in the EQF process and what are their
future expectations?**

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Overview

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Starting point

- Unions were initially very skeptical of the EQF concerning EQF could jeopardize the dual system.
- But the "Bologna Process" shows us **to intervene in the development of a German qualifications framework (DQR)**
- The reason: to maintain and expand **the value and importance of VET qualifications** in the context of DQR / EQF and in the German labor market.

Guiding Aims

The logo for the Department of Education and Qualification Policy (DGB) is a red parallelogram with the letters 'DGB' in white, bold, sans-serif font.

- Improve permeability in and between education sectors on all levels
- Equivalence of general and vocational education, equivalence of educational pathways
- More equal opportunities for learners and employees
- DQR as a contribution to the further development and reform of the education system

Role of Social Partners in the Dual System



- Strong Role of Social Partners in the Dual (VET) System (developing training regulations, Membership in the Main Committee of the Federal Institute of Vocational Education and Training)
- Role of the Main Committee
 - EQF Working Group
 - Principle of Consensus between Social Partners, Länder and Federal Ministries
 - Recommendations in all fields and aspects of vocational education and training.
- Recommendations demonstrate the unity achieved by the actors in the dual system.
 - 11 DQR related Recommendations since 2008

Role of Social Partners in the DQR Governance Structure



- **Joint Decision** of the Federal Government and the Länder 2013 establishing the current DQR governance structure with
 - the Federal-State Coordination Office and
 - the DQR Working Group with involvement of Social Partners and others
- Before: **Joint Agreement** between Federal Government and the Länder, Trade Unions, Chambers and Employers' associations 2012.
- **Involvement of Social Partners from the Beginning**

Outcome

- **Five-year long Debate on Equivalence of Higher Education Entrance Qualifications and Initial Vocational Training.** But in the End it was crucial that all European Countries allocate their Higher Education Entrance Qualifications on Level 4.
- **Long lasting Conflict** between Social Partners and Universities regarding the Claim of **Equivalence of Vocational and Academic Qualifications.** Solved by bilateral Negotiations and a Joint Declaration in 2016
- **Slow Overcoming of Resentment** and slow **Development of a common Understanding** of Quality of Qualifications, but in the End such **Processes create Trust.**

Outcome

- DQR as a **Trigger for the further Development and Modernization of VET** in Germany.
 - Training Regulations since 2015 more oriented to Learning Outcomes
 - Rising Awareness on Qualification of Advanced Vocational Training (which will be a major Theme for the new Government)
- **Consciousness of Policy-Makers** on Equivalence of Vocational and Academic Education:
 - Strengthening the permeability between VET and U
 - Increasing and Improving State Funding for Participants in Advanced Vocational Training

Challenges

- Allocation of non-formal Qualifications still unclear
- Quality Assurance has to be improved
- Liability of the DQR is weak