



DOI: 10.1515/cpp-2016-0048

Instructor, **NADIYA KREDENETS**  
Lviv Interregional High Professional School of Rail Transport, Ukraine  
Address: 14 Iv. Blazhkevych St., Lviv, 79000, Ukraine  
E-mail: nkredenec@ukr.net

## FORMING SOCIAL PARTNERSHIP POLICY IN VOCATIONAL TRAINING OF SERVICE SECTOR SPECIALISTS IN GERMANY AND AUSTRIA

### ABSTRACT

*The article deals with the problem of forming social partnership policy in vocational training of service sector specialists in Germany and Austria. The foreign and domestic pedagogical experience in establishing an effective system of social partnership in vocational education has been analyzed. The author has considered main factors of social partnership development in vocational education that influence the forming of normative and legal support; a multilevel structure of government management, powers of employers and trade unions, regional economic development authorities of local government (industrial, commercial, trade, agricultural units), professional orientation of future specialists vocational education institutions and enterprises where specialists are trained; continuous monitoring of labour market needs and dynamic response to its changes; mechanisms of multivariate and multilevel approach to vocational education funding. Based on the analysis of scientific and reference sources the author has concluded that the main feature of vocational education in Germany and Austria is the participation of social partners who make common decisions and bear responsibility for normative and legal support; a multilevel management structure; monitoring of labour market needs and dynamic response to its changes; an optimal combination of theoretical and practical vocational training of future specialists.*

**Key words:** social partnership, social partners, social dialogue, service sector, professional education, specialist training, dual training system, labour market, theoretical and practical vocational training, future specialists.

### INTRODUCTION

Today, the system of social partnership in vocational education of Ukraine is actively developing and undergoing radical reforming, thereby it is important to study, analyze and generalize best European experience in social partnership in vocational training of service sector specialists, in particular. In the context of gradual development and education improvement, social partnership is a necessary condition for ensuring a multichannel funding, redistribution of powers to employers' benefit upon preserving a role of the state, consolidation of all the social partnership institutions to realize the national program on vocational education modernization called "Education" ("Ukraine of the 21<sup>st</sup> Century") (Кабінет Міністрів України, 1993).

Vocational education modernization is one of the top priorities for the Ministry of Education and Science of Ukraine in 2016. Thus, a new draft law on Vocational Education contains an idea of funding vocational education from several sources. In particular, this is a subvention on obtaining general secondary education, government order on deficient professions of national importance as well as regional order (according to the needs of regional labour markets) and industry order (ministries, departments or business) and the



need for modernization of vocational education management in the context of decentralization (Міністерство освіти і науки України, 2016).

The realization of these objectives needs the National Conception of Vocational Education (Professional Education and Training) Development to take into account progressive ideas of European experience in training industrial personnel as well as perspectives for social and economic development in Ukraine and to be implemented by 2020 (Кабінет Міністрів України, 2010).

The foreign experience in establishing and implementing social partnership in vocational training of specialists proves the fact that scientific justification with taking into account modern and perspective social needs, their realization and the scientific and methodical supervision of the mentioned process requires complex philosophical, sociological, economic, psychological and pedagogical researches, including comparative pedagogical studies.

#### **THE AIM OF THE STUDY**

The aim of the study consists in the following: 1) to study and analyze foreign and domestic pedagogical experience in establishing an effective system of social partnership in vocational training of service sector specialists; 2) to single out the problem of social partnership in the documents of international organizations.

In view of the above mentioned topicality and aim of the research, main objectives are: 1) to study the problem of social partnership in vocational training of service sector specialists in the theories of domestic and European scholars; 2) to analyze the strategy for social partnership development in government documents of Germany and Austria; 3) to reveal the essence of the studied phenomenon; 4) to formulate the directions for further researches on the forming of social partnership in the world educational space.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Theoretical framework of our research is based on the scientific results of comparative pedagogy methodology (N. Abashkina, N. Avshenyuk, L. Puhovska); concepts of social partnership in vocational education (V. Lozovetska, A. Muravyova, O. Ogienko, O. Oleynikova, M. Palchuk); conceptual and terminological apparatus of the problem (N. Nychkalo, L. Puhovska, V. Radkevych).

Such theoretical methods as the study, analysis and synthesis of theoretical materials, directory and normative acts of German and Austrian governments, reports of state authorities and professional organizations have been used in the paper.

#### **RESULTS**

First in domestic scientific literature, the essence of social partnership was defined in Encyclopedia of Education in 2008. The book reveals the problems of theories, history and practice of Ukrainian education, the origin of categorial and terminological principles of pedagogical and psychological sciences; modern educational paradigms and conceptions; education system in different types of education institutions; the development of foreign education systems.

According to Encyclopedia of Education, social partnership is a system of:

1) collective and contractual regulation of social and labour relations between social subjects through development and implementation of common social and labour contracts, programs or agreements for a specified term;

2) social and labour relations that ensure an optimal balance and realization of main interests of different social groups;

3) institutions and mechanisms for the coordination of employees and employers' interests (Кремень, 2008).



However, the research conducted shows that the problem of social partnership in vocational training of service sector specialists in Germany and Austria in the context of modern transformations in teacher education has not been properly studied in comparative pedagogy.

The level of service sector development has become a predominant characteristic of social development. Presently, any country cannot be considered developed, provided less than 60 % of its gross national product (GNP) is produced by its service sector. According to United Nations Statistic Division 53 countries from North America and Western Europe, some Eastern and Central Europe as well as Israel, Australia, Japan, Singapore, South Korea and New Zealand are classified as developed countries. The main criterion for this classification is the index of gross domestic product (GDP) per capita, labour productivity, the share of high technology products in the industry, the competitiveness of products and services in global market, etc. (АВШЕНЮК, 2015).

In the broader sense the service sector includes such extremely important and large-scale human activities as healthcare, education, trade, banks, jurisprudence. These types and areas of human activities are inseparable from the concept and category of “services” – medical services, educational services, trading services, banking, legal services. Yet, equally important are such activities as residential construction, repair and maintenance, transportation industry, extensive communication network, information service, utilities and hospitality, sports and tourism, insurance sector and household activities as major and independent human activities (ЕКОНОМІЧНИЙ СЛОВНИК-ДОВІДНИК, 1995).

In the early 20th century, the development of social partnership in vocational education of service sector specialists, if viewed in terms of cooperation (partnership) of an enterprise with vocational schools, is based on the initiatives of German philosopher of education, educator, politician, founder of experimental compulsory “labour schools” G. Kerschensteiner. These schools were established on the basis of industrial schools that specialized in metalworking, woodworking, construction, printing, cooking, clothing and footwear industry, agriculture and trade (Gonon, 2013).

G. Kerschensteiner’s reforming ideas emerged from the previous comprehensive study of industrial schools at that time not only in Germany, but also Austria and Switzerland. The results of scientific research and practice are fully covered in four papers, namely, “The New Organization of Industrial Schools in Munich” (1902), “The Current Organization of Schools with Extended Education for Girls” (1902), “Professional or General Education?” (1904), “Three Basic Principles for the Organization of Schools with Extended Education” (1906) (Абашкіна, 1998).

Thus, Germany formed a new form of vocational training – a dual one, that presupposes theoretical and practical training, and launched the development of social partnership. The terms “dualism”, “dual”, “duality” (from Latin *dualis*, i.e. double) are widely used in various fields of knowledge (philosophy, political science, economy, social and natural sciences).

It should be mentioned that formal education of the first half of the 20th century did not realize the Kerschensteiner’s ideas. For a long period of time the content of vocational education did not reflect the unity of practical and theoretical training and the very craftsmen prevented the development of social partnership as they wanted to be the only bearers of vocational training. The concept of “dual system” was first used in Germany in the mid 1960s to describe a new form of vocational training, which subsequently gained popularity in several other German speaking countries (Austria and Switzerland).

So, the process of social partnership development in vocational education of European countries underwent a difficult period of reformative changes.



In the 1960–1970s important aspects of implementing a legal framework of social partnership in the dual system of vocational education were: 1) economic or industrial which emphasized a close link between economic development and education of citizens; 2) political that was focused on the “democratic socialization of students” in the postwar period (Germany and Austria), and ideological – “a working school” (GDR), aimed at mastering grammar, the basics of the profession and the education of the citizens of the state of the proletarians (Абашкіна, 1998).

According to the 1965 law “On the Development of the Socialist System of Vocational Education in the German Democratic Republic” (Gesetz über die sozialistische Entwicklung des Berufswesens in der Deutschen Demokratischen Republik), the 1969 law “On Vocational Education» (Berufsbildungsgesetz), adopted in Germany, and the 1969 law “On Vocational Education” (Berufsbildungsgesetz), adopted in Austria, the development of education, science and culture is a top priority as well as a key vector of social partnership development in vocational education for each Land in both republics (Herkner, 2015).

In his paper “Vocational Education – from the Division to the Unification of Germany – Common Roots, Different Paths” (Berufsbildung von der deutschen Teilung bis zur Einheit – gemeinsame Wurzeln, verschiedene Wege) V. Herkner reveals the policy on vocational education held in West Germany (FRG) and East Germany (GDR) after Second World War, that allows to single out common and distinctive features caused by the social and political order and pedagogical purposes in both countries. He indicates that vocational education in GDR is subordinate only to public authorities. As the means of production were owned by the state, vocational training of specialists in general and service sector, in particular, was controlled by the state economic authorities. Vocational education took into consideration the need for the labour force with various qualifications rather than the requirements of the labour market to rebuild the state in the postwar period. However, the system of vocational education in FRG was characterized by the duality of subordination to the state and entrepreneurs and was more oriented toward the labour market (Herkner, 2015).

When Germany was united in 1990, the policy on vocational education acquired new emphasis due to the needs of political integration, democratization of state bodies and public spheres of life in new Länder as well as profound processes of economic restructuring, namely from planned to market, transition from former people’s to private enterprises. The intensive exchange of knowledge and the effective policy of social partners at all levels – federal, land, regional, enterprise-level, realized the restructuring of vocational education in new Länder that presupposed the introduction of new technologies, economic benefits, the internationalization of economic development, quality training, retraining and lifelong learning (Herkner, 2015).

Both Austrian and German systems of social partnership in vocational education are characterized by a coordinated and harmonious cooperation of all social partners. Thus, the Federal Ministry of Science, Research and Economy (Bundesministerium fuer Wissenschaft, Forschung und Wirtschaft) (BMWFV) and the Austrian Institute for Research on Vocational Training (Das Österreichische Institut für Berufsbildungsforschung) (ÖIBF) are responsible for vocational education in Austria (Achleitner, Wallne, 2009).

In his paper “Dual Vocational Education in Austria has a Future” (Duale Berufsausbildung in Österreich Moderne Ausbildung mit Zukunft) R. Mitterlehner, Vice-Chancellor, Federal Minister of Science, Research and Economy of Austria, points out that after leaving a nine-year lower secondary school (Hauptschule) 37,5 % of Austrian applicants prefer the dual education system and choose one out of 200 professions. The rest of the



applicants (39 %) enter professional institutions of higher level: a secondary technical and vocational school (Berufsbildende mittlere Schule), a secondary technical and vocational high school or college (Berufsbildende höhere Schule). Depending on the chosen profession and the type of education institution, the training period may last two, two and a half or four years. The main feature of vocational training is a combined study in a vocational school and an enterprise, at the same time enterprise training takes more learning time. It should be mentioned that the final exams (Lehrabschlussprüfung) are set by professional experts (representatives of the enterprise, where professional training was carried out) and include the list of requirements to professional competencies of future specialists (Achleitner, Wallne, 2009).

So, about 80 % of Austrian applicants prefer vocational education as it provides them with an opportunity to obtain a complete secondary education and, depending on the type of school and some professional qualifications, guaranteed employment (Achleitner, Wallne, 2009).

The List of Professions in Production and Service Sector (Liste der Produktions- und Dienstleistungsberufe im dualen System), acquired in the system of dual education in Germany, are developed by the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung) in cooperation with representatives of the Chamber of Commerce and Industry (Industrie- und Handelskammern), managers and masters of vocational education institutions, representatives of the enterprises that participate in the system of future specialists' vocational training (Bundesinstitut für Berufsbildung, 2011).

The production professions include those ones where workers produce something, namely, tailors, bakers, cooks, electricians, carpenters, gardeners as well as specialists in agriculture, housing and environment, etc.

Professions in service sector are divided into primary and secondary (primäre and sekundäre Dienstleistungsberufe). The primary professions include a social assistant, a car dealer, a hairdresser, a cosmetician, a security guard, a notary, a restaurateur and others. Secondary professions are a banker, an assistant in a water supply company, a travel agent, etc. (Bundesinstitut für Berufsbildung, 2011).

It should be mentioned that the successful functioning of the dual system of vocational education in Germany is ensured by a mechanism of multichannel and multilevel funding by the Federal Ministry of Education and Research (Bundesministeriums für Bildung und Forschung), the Federal Ministry for Economic Affairs and Energy (Bundesministeriums für Wirtschaft und Energie), the Federal Employment Agency (Bundesagentur für Arbeit), local authorities and heads of the enterprises (employers), where vocational practical training is carried out. In addition, such enterprises cover all the expenses associated with the process of industrial training, payroll payment to all the masters, provide students with social support and gratuity. The employers consider such expenses to be necessary investments in staff training as they enhance the quality of enterprise products and its competitiveness.

### CONCLUSIONS

So, having studied and analyzed the social partnership policy in vocational training of service sector specialists we can conclude that:

– the main feature of vocational education in Germany and Austria is the participation of social partners who make common decisions and bear responsibility for normative and legal support; a multilevel management structure; monitoring of labour market needs and dynamic response to its changes; an optimal combination of theoretical and practical vocational training of future specialists;





– social partnership in education can be considered a reliable and approved social mechanism that stipulates for economic stability and development, establishment of a competitive, flexible and dynamic education system in every country;

– social partnership is an essential condition for forming highly qualified labour force in the context of rapid technological changes;

– the mentioned problem in Ukraine requires 1) the need for a complex development of social partnership system as an interdisciplinary problem related to social, cultural, political, economic factors of social development to be taken into consideration; 2) sustainable development of researches on the problem of theory and methodology of vocational education and implementation of its result in practice to be ensured; 3) German and Austrian experience in organization of vocational training in the dual education system that presupposes the combination of proportional correlation between vocational theoretical and practical components to be studied.

Rather perspective for further researches is the study of foreign experience in development and implementation of vocational education standards that is the field of social partnership functioning.

## REFERENCES

1. Achleitner, D., Wallne, J. (2009). *Die Lehre. Duale Berufsausbildung in Österreich. Moderne Ausbildung mit Zukunft* [Teaching. Dual Vocational Education in Austria. Modern Education in the Future]. Retrieved 12.11.2016 from : [https://www.bmb.gv.at/schulen/bo/umsetzung/dielehre\\_18624.pdf?4k99xc](https://www.bmb.gv.at/schulen/bo/umsetzung/dielehre_18624.pdf?4k99xc).
2. Bundesinstitut für Berufsbildung (BIBB) [Federal Institute for Vocational Education]. (2011). *Liste der Produktions- und Dienstleistungsberufe im dualen System* [The List of Production and Service Sector Professions in the Dual System]. Retrieved 12.11.2016 from : [https://www.bibb.de/dokumente/pdf/a21\\_dazubi\\_berufsliste-p-dl\\_2011.pdf](https://www.bibb.de/dokumente/pdf/a21_dazubi_berufsliste-p-dl_2011.pdf).
3. Gonon, P. (2013). Von Kerschensteiners Berufspädagogik zum Europäischen Qualifikationsrahmen – ein Blick zurück und nach vorne [From Kerschensteiner's Vocational Pedagogy to the European Qualifications Framework – a Look Back and Ahead]. *Berufsbildung in Wirtschaft und Praxis (BWP)* [Vocational Education in Economy and Practice], No 3, pp. 36–40 (in German).
4. Herkner, V. (2015). Berufsbildung von der deutschen Teilung bis zur Einheit – gemeinsame Wurzeln, verschiedene Wege [Vocational Education – from the Division to the Unification of Germany – Common Roots, Different Paths]. *Berufsbildung in Wirtschaft und Praxis (BWP)* [Vocational Education in Economy and Practice], No 5, pp. 13–17 (in German).
5. Абашкіна, Н. В. (1998). *Принципи розвитку професійної освіти в Німеччині* [Principles of Vocational Education Development in Germany]. К. : Вища школа, 207 р. (in Ukrainian).
6. Авшенюк, Н. (2015). *Педагогіка транснаціональної освіти: концептуальні засади* [Pedagogy of Transnational Education: Conceptual Principles]. К. : Інститут обдарованої дитини, 156 р. (in Ukrainian).
7. Економічний словник-довідник [Dictionary and Reference of Economy]. (1995). *Сфера послуг* [Customer Service]. Retrieved 12.11.2016 from : <http://subject.com.ua/economic/dict/754.h>.
8. Кабінет Міністрів України [The Cabinet of Ministers of Ukraine]. (2010). *Концепція Державної цільової програми розвитку професійно-технічної освіти в Україні*



на 2011–2020 роки [The Conception of the National Target Program of Vocational Education Development in Ukraine for 2011–2020]. Retrieved 12.11.2016 from : proftekhosvita.org.ua/static/files/rishennya\_kolegii\_062010.doc.

9. Кабінет Міністрів України [The Cabinet of Ministers of Ukraine]. (1993). *Про Державну національну програму «Освіта» («Україна XXI століття»)* [On the National Program “Ukraine of the 21<sup>st</sup> Century”]. Retrieved 12.11.2016 from : <http://zakon5.rada.gov.ua/laws/show/896-93-%D0%BF>.

10. Кремень, В. Г. (2008). *Енциклопедія освіти* [Encyclopedia of Education]. К. : Юрінком Інтер, 1040 р. (in Ukrainian).

11. Міністерство освіти і науки України [The Ministry of Education and Science of Ukraine]. (2016). *Проект Закону «Про професійну освіту»* [The Draft Law on Vocational Education]. Retrieved 12.11.2016 from : <http://mon.gov.ua/usi-novivni/novini/2016/10/05/proekt-zakonu/>.

12. Президент України [The President of Ukraine]. (2015). *Про Стратегію сталого розвитку «Україна – 2020»* [On the Strategy for Sustainable Development “Ukraine – 2020”]. Retrieved 12.11.2016 from : <http://www.president.gov.ua/news/31289.html>.