

# Trade committees and local committees

## Faglige udvalg og lokale uddannelsesudvalg

POLICY INSTRUMENT

 Denmark

## Description

Country

 **Denmark**

Focus area

### KEY TRAINING POLICY MEASURE

*The organization of the committees (members of both employer organizations and trade unions) assures that skills gained within education are also relevant within the labour market and up to date. Every education within the vocational area is run by a trade committee. One of the tasks of the committees is to follow the business development and development opportunities and, if necessary, take the initiative for new establishments, reorganizations and closures of education centres.*

Link

<https://www.uvm.dk/erhvervsuddannelser/ansvar-og-aktoerer/raad-og-udvalg/de-fag...>

Implementation level

NATIONAL

Legal base

The committees are regulated by law. See: <https://www.retsinformation.dk/eli/Ita/2020/51> (danish)

Starting period

The committees have been operational for quite some time. It is not possible to locate the exact implementation date, but documents show that they were operational back in 2007 as well.

Perspective

Not explicitly mentioned, but the committees are to follow the business development and development opportunities and, if necessary, take the initiative for new establishments, reorganizations and closures of educations. Especially the establishments of new educations can be expected to build on some kind of skill forecasts.

Policy area

EDUCATION

EMPLOYMENT

## Funding

FUNDED BY NATIONAL GOVERNMENT

## Skill mismatch

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### Skill mismatch target

OVERQUALIFICATION (INDIVIDUALS' QUALIFICATIONS/CREDENTIALS ARE ABOVE THEIR JOB'S NEEDS)

SKILL SHORTAGES (EMPLOYERS CANNOT FILL THEIR VACANCIES DUE TO A LACK OF SKILLS IN THE LABOUR MARKET)

SKILLS OBSOLESCENCE (SOME OR ALL OF AN INDIVIDUAL'S SKILLS ARE NO LONGER RELEVANT TO THE CURRENT EMPLOYER OR IN THE LABOUR MARKET GENERALLY)

### Skills matching focus

ADDRESS MISMATCH BROADLY

*The committees address mismatch more broadly across the population since they take care of the entire VET-area and keep track on which educations are relevant right now, which are to be closed and which ones we will need within the nearest future.*

## Methods

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### Methods

OTHER

*Specific methods of undertaking skills assessments and / or skills anticipation are not mentioned explicitly. However, it is stated that it is the social partners relevant for the given education who will assess and decide the skills needed within that specific education. Furthermore, when the trade committees submit a recommendation to the Ministry (e.g. regarding changes to one of the educational areas), this work is based on analyses and forecasts within that specific area.*

### Use of skills intelligence

OTHER

*In order to be able to solve the task of ensuring that education at all times match the competence requirements in the labour market, the trade*

*committees must, among other things, follow the business development and development opportunities within the committee's area. In this connection, the professional committees are also obliged to follow the employment development in the given education area and submit a recommendation to the Ministry if this shows a need for changes in the education. In order to carry out this task, the trade committees base their work on analyses and forecasts within the educational area of relevance.*

## Stakeholders

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### Main responsible body

#### NATIONAL MINISTRY

*The Ministry for Children and Education: The ministry has the final say regarding all the rules. These are decided on the basis of the wishes of the committees. Furthermore, the ministry may also appoint development committees to examine new job areas that could possibly be covered by a VET programme. The committees are typically established in areas where no trade committees exist*

### Other involved organisations

#### SOCIAL PARTNER: EMPLOYER ORGANISATION

*Employer organizations are included as members in the committees. Their role are similar to the one the committee performs (see above)*

#### SOCIAL PARTNER: TRADE UNION

*Trade unions are included as members in the committees. Their role are similar to the one the committee performs (see above)*

#### OTHER

*Other: Local vocational committees: There are local committees for each education. The local committees fill out the framework for the specific education, whereas the trade committees decides the skill needed for the specific education. Also, these committees consists of employer organizations and trade unions within the relevant area.*

### Beneficiaries

#### OTHER

*The trade committees benefit students and employer organizations within the entire VET-area.*

## Sustainability

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### Success factors

The trade committees are obligated to take care of education so that it always match the skills needed within the labour market. One of the ways to measure whether this has succeeded is to look at the

employment rate.

**Barriers** No barriers have been located in the implementation of the trade committees and local committees.

**Monitoring and evaluation** No major evaluations of the trade committees and local committees have been conducted recently.

**Updates**

NO

*No major updates of the committees have been taking place. Their construction is written in the law and is, therefore, pretty stable.*

**Effectiveness** No major evaluations have been conducted so, therefore, it is difficult to evaluate the committees effectiveness. However, they have been operational for quite a long time, and, furthermore, play a key role in the management and development of vocational education and training in Denmark. One can therefore say that they are an effective tool in developing the VET-area.

**Sustainability** The initiative seems likely to continue in the years ahead since it represents something unique about the Danish labour market model: Mainly, that employer organizations and trade unions are included as essential actors in the work of developing the entire VET-area. Furthermore, and by doing so, it is assured that the skills gained within vocational education are also relevant within the labour market and, thereby, up to date.

## Other instruments in Denmark

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- [Continuing training and education committees](#)  
Efteruddannelsesudvalg
- [Labour Market Balance](#)  
Arbejdsmarkedsbalancen
- [The Regional Labour Market Councils \(RAR\)](#)  
De Regionale Arbejdsmarkedsråd (RAR)