

Annex 1

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The social partners' co-operation on VET

**Questionnaire to the national trade committees
and continuing vocational training committees**

The submitted information will be administered
confidentially and under complete anonymity

To
The committees' executive body and secretariat

The European Centre for the Development of Vocational Training (CEDEFOP)¹ has instituted a survey focussing on the social partners' co-operation regarding the framing and implementation of vocational training and continuing vocational training (CVT) in Denmark, Spain, and Austria. The objective is to collect and communicate national experience to a wider European forum.

The Danish survey is, as requested by CEDEFOP, particularly targeted at illustrating the co-operation of the social partners in the established national trade committees and CVT committees.

The Danish Technological Institute is conducting the survey and has after consulting representatives from the Danish Confederation of Trade Unions, the Danish Employers' Confederation, The Ministry of Labour, and The Ministry of Education prepared this questionnaire.

If you have any questions, please contact one of the following consultants from the Institute:
Tomas Wenøe Breddam (Tomas.Breddam@teknologisk.dk) phone: +45 4350 4839
Hans Genefke Jørgensen (Hans.Genefke.Jorgensen@teknologisk.dk): phone: +45 4350 4834

The completion of the questionnaire will contribute considerably in the collection and subsequent communication of experience regarding the Danish model to the rest of Europe for inspiration purposes. We therefore kindly ask the executive bodies and secretariats to complete the questionnaire and **return it in the enclosed stamped addressed envelope by 27 September 1999**, to

The Danish Technological Institute, Human Resources Development
Gregersensvej
PO 141
2630 Taastrup.
Denmark

Thank you for your help
DTI Human Resources Development

Kaj Olesen

¹ CEDEFOP is the European centre for the development of vocational training. The centre's objective is to enhance the basis for decisions for the decision-makers in the European Commission, member states, etc. for instance by preparing analyses and presenting experience from member states regarding vocational education and training.

1. Please state committee

Adult vocational training committee

National trade committee for vocational education and training (VET) – Please state education(s)_____

Joint committees - Please state VET(s)_____

How many certified courses is the committee responsible for? _____

2. Which organisations are present in the committee?

Trade unions

The plumber and pipeline union in Denmark

The Danish fed. of early childhood teachers and youth educators

Danish drivers' union

Central organisation of industrial employees in Denmark

The electrical union

National union of workers in service trades

Danish postal workers' union

The financial services' union

Danish trade union of public employees

Danish graphical union

Union of commercial and clerical employees in Denmark

Women workers' union in Denmark

Painters' union in Denmark

National union of food and allied workers in Denmark

Ass. of computer professionals

National union of restaurant and brewery workers

General workers' union in Denmark

Confederation of employers' ass. in agriculture

Trade union of Danish technicians

Woodworkers industry in Denmark

Danish metal workers' union

Other_____

Employer's Association

Ass. of county councils in Denmark

AI - BOA

Fed. of employers for trade, transportation, and services

Danish master building organisation

Ass. of graphic industries in Denmark

Ass. of the hotel, restaurant and tourism industry in Denmark

National ass. of local authorities in Denmark

Danish contractors ass.

Ass. of Danish master painters

Danish commerce and services

The confederation of Danish industries

Fed. of Danish textile and clothing industry

Ass. of heating, ventilation and plumbing contractors

Danish shipowners' ass.

Electrical contractors' ass. in Denmark

Danish newspaper publishers' ass.

Other_____

3. Number of representatives from trade unions / employers' associations in the committee?

_____ representatives from each side

4. Number of fulltime employed in the committee secretariat?
(may be indicated with decimals)

_____ Secretaries

_____ Consultants/specialists

5. Number of student training weeks / annual students in the training programmes administered by the committee in 1998?

Number of student training weeks _____ (Labour market training)

Number of annual students _____ (Vocational education)

6. Please indicate extent of committee budget (excluding possible committee member salaries)

The table should only be completed for the years, where the committee's field of responsibility has remained unchanged

	In 1988	In 1993	In 1998
Turnover			
- expenditure to consultants and other external specialists			

7. How are secretariat operations financed?
(indicate approximate percentages)

The table should only be completed for the years, where the committee's field of responsibility has remained unchanged

	1988 (p.c.)	1993 (p.c.)	1998 (p.c.)
Financing of organisations			
- Contributions from funds etc.			
- State contributions (National labour market authority etc.)			
- Other contributions			

8. How many committee meetings are held every year?

_____ meetings a year

9. How long does a committee normally meeting last?

_____ hours per. meeting

10. How much of committee members' work has concerned the following areas?

(indicate approximate percentage)

The table should only be completed for the years, where the committee's field of responsibility has remained unchanged

	1988 (p.c.)	1993 (p.c.)	1998 (p.c.)
Framing of policies / strategies			
Development of training / courses			
Administration			
Other			

11. How much of the secretariat work has concerned the following areas?

(indicate approximate percentage)

The table should only be completed for the years, where the committee's field of responsibility has remained unchanged

	1988 (%)	1993 (%)	1998 (%)
Preparation of framing of policies / strategies			
Development of training / courses			
Information			
Administration			
Other			

12. Please indicate the committees most important sources as to information of new training requirements

(Max three ticks)

- School boards
- School teachers
- Committee members
- Secretariat's contact to enterprises
- Secretariat's/contact to organisations
- Others _____

13. What has been, and what will become the most important action areas in the committee's work?

(Three ticks per column)

	1988	1993	1998	Future
Simplifying the educational system				
Co-operation with the schools				
Training-related development				
Coherent processes				
Merits/certification				
Reading and spelling disabilities				
Environment				
Computers / IT				

Other				
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14. How much secretariat time is spent on co-ordinating the committee's work with the following institutions? (indicate approximate percentage of collective working hours)

	p.c. of working hours
Co-ordination with central councils and public authorities (Educational councils, the National Labour market authority, the National educational authority, etc.)	
Schools / centres and related institutions	
Apprenticeship / co-operation with enterprises	

15. How many have received a certificate of apprenticeship within the last ten years? (only national trade committees)

The table should only be completed for the years, where the committee's field of responsibility has remained unchanged

	1988	1993	1998
Number of completed apprenticeships			
- including upgraded workers			
- obtained from adult vocational training courses	-		

16. What is the primary target with the CVT courses supplied by the committee? (Only CVT committees) (Tick two)

- Courses for general qualification of unemployed
- Courses for job-specific qualification of unemployed
- Courses for general qualification of employed
- Courses for job-specific qualification of employed
- Courses for company-specific qualification of employed

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16..1 Annex 2

16..2 Analysis of the Questionnaire

A: Samlet opgørelse for Efteruddannelsesudvalg, faglige udvalg og fælles udvalg.

16..3

16..4 Spørgsmål 1

16..5

16..6 Hvilket udvalg?

16..6.1.1 Efteruddannelsesudvalg	30	42%
Fagligt Udvalg	27	38%
Fællesudvalg	15	21%
I alt	72	100%
Svarprocent (72 ud af 108 udsendte)		66.6%

16..6.1.2 Spørgsmål 2

16..7 Hvilke organisationer er medlem af udvalget?

16..7.1.1

16..7.1.2 Fagforeninger

Organisation	Antal repræsentationer
Blik & Rør	4
BUPL	1
Chaufførernes	0
CO – Industri	1
Dansk EL-Forbund	1
Dansk Funktionærforbund	8
Dansk postforbund	2
Finansforbundet	1
FOA	8
Grafisk forbund	6
HK	7
KAD	10
Malerforbundet	1
NNF	6
PROSA	0
RBF	1
SiD	25
SL	1
TL	2
Træ Industri Byg	8
Metal	6
Dansk Frisør og Kosmetik*	3

Økonomaforeningen*	2
Film og Tv Arb.forening*	1
FAF*	1
TandteknikerForeningen*	1
Dansk Lægeforening*	1
STK*	1
KFS*	1
Dansk Jern*	1
HKKF*	1
DD*	1
COII C5*	1

*=Er optalt fra kategorien ”andet” (som 20,5% af respondenterne har svaret i)

note: en enkelt respondent har markeret kategorien ”andet”, uden at angive nogen organisation.

Arbejdsgiverorganisationer

Organisation	Antal repræsentationer
Amtsrådsforeningen	9
AI – BOA	1
AHTS	7
BYG	6
Grafisk Arbejdsgiverforening	5
HORESTA	1
KL	8
Danske Entreprenører	6
Danske Malermestre	2
Dansk Handel & Service	6
Dansk Industri	25
Dansk Textil & Beklædning	8
Dansk VVS	3
Rederiforeningerne	0
ELFO	2
Danske Dagblades forening	4
Glarmesterlauget*	2
BKD*	2
Danmarks Frisørmester For.*	3
Skorstensfejerlauget*	2
Post DK*	2
Dansk Smedemester For.*	2
SES*	2
Landslauget for Auto og Boligmontører*	2
HS*	3
Gartneribrugets Arbejdsgiverfor.*	2
Finansministeriet*	2
Land og Skovbrug Arbejdsgivere*	2
Frb. Kommune*	2
Kbh.'s Kommune*	2

*=Er optalt fra kategorien ”andet” (som 51% af respondenterne har svaret i)

Herudover har respondenterne angivet at følgende arbejdsgiverorganisationer kun er repræsenteret i **et enkelt udvalg**:

Dansk Tandlægeforening, Foreningen af Danske Specialfilmsproducenter, BL, Sejlmagerforeningen, Landsforeningen af danske Anlægsgartnermestre, Danske Laboratorier, Landsforeningen af Danske Kliniske Tandteknikere, Den Danske Dyrlegeforening, Gulvbranchens Arbejdsgiverforening, Optikernes Arbejdsgiverforening, Justitsministeriet, Forsvarsministeriet, DSB, Told- og Skattestyrelsen, Danmarks Radio, , FAI, Danmarks Fiskeriforening, Mejeribrugets Arbejdsgiverforening, Praktiserende Landinspektørers Forening, Slagteriernes Arbejdsgiverforbund, , FA.

16..8

16..9

16..10 Spørgsmål 3

Hvor mange medlemmer er der fra hver side?

I gennemsnit angiver respondenterne at der er 4,4 medlemmer fra hver side (ud af de 70 som har svaret på spørgsmålet).

Spørgsmål 4

Hvor mange fuldtidsansatte er der i udvalgets sekretariat?

I gennemsnit angiver respondenterne at der er 1,4 fuldtidsansatte sekretærer.

I gennemsnittet angiver respondenterne at der er 1,5 fuldtidsansatte konsulenter.

Spørgsmål 5

Hvor mange elevuger eller årselever var der på de uddannelser, udvalget administrerede i 1998?

I alt er der opgivet at der administreres **323.629 elevuger** og **44.133 årselever**

Spørgsmål 6

Hvor stort har udvalgets budget været?

(eksklusiv evt. løn til udvalgets medlemmer)

Omsætning

	1988	1993	1998
Omsætning i alt	4.531.310	16.366.000	114.418.840
Gennemsnit pr. udvalg	377.609	861.368	2.158.840
Antal udvalg (svarprocent)	12 (17%)	19 (26%)	53 (74%)

Budget for brug af konsulenter og andre eksterne

	1988	1993	1998
Budget i alt	290.000	1.654.000	18.860.303
Gennemsnit pr. udvalg	145.000	275.667	820.013
% af samlede omsætning*	38%	32%	38%
Antal udvalg (svarprocent)	2 (3%)	6 (8%)	23 (32%)

*Udregnet på baggrund af de udvalg, der har angivet omsætning i begge kolonner

Spørgsmål 7

Hvordan finansieres driften af sekretariatet?

(anfør omtrentlige procentandele)

Gennemsnitlig finansiering for alle udvalg

	1988	1993	1998
Finansiering af organisationerne	78%	74%	66%
- Bidrag fra fonde o. lign	2%	7%	9%
- Bidrag fra staten (AMS, ESA, m.v.)	2%	5%	12%
- Andre bidrag	19%	15%	14%
Antal svar (svarprocent)	20 (28%)	26 (36%)	50 (69%)

Spørgsmål 8

Hvor mange møder holder udvalget på et normalt år?

Udvalgene afholder i gennemsnit **4,9 møder pr. år.**

Spørgsmål 9

Hvor lang tid varer et udvalgsmøde i gennemsnit?

Udvalgenes møder varer i gennemsnit **3,4 timer.**

Spørgsmål 10

Hvor stor en del af udvalgsmedlemmernes arbejde er gået til følgende områder?

(angiv omtrentlig procentfordeling)

Tabellen udfyldes kun for de år, hvor udvalget har haft uændret fagligt ansvarsområde

	1988 (%)	1993 (%)	1998 (%)
Politikformulering/strategi	38%	41%	46%
Udvikling af uddannelse/kurser	42%	33%	31%
Administration	12%	16%	11%
Andet	7%	9%	11%
Antal svar (svarprocent)	11 (15%)	21(29%)	52 (72%)

Spørgsmål 11

Hvor stor en del af sekretariatets arbejde er gået til følgende områder?

(angiv omtrentlig procentfordeling)

Tabellen udfyldes kun for de år, hvor udvalget har haft uændret fagligt ansvarsområde

	1988 (%)	1993 (%)	1998 (%)
Forberedelse af politikformulering/strategi	19%	20%	16%
Udvikling af uddannelse/kurser	38%	30%	34%
Information	15%	16%	16%
Administration	27%	32%	31%
Andet	1%	2%	2%
I alt	100%	100%	100%
Antal svar (Svarprocent)	17 (24%)	30 (42%)	57 (79%)

Spørgsmål 12.**Hvad er udvalgets vigtigste kilder til information om nye uddannelsesbehov?**

(3 vigtigste)

17. Informationskilde	17. Antal Udvalg	%
Skolernes ledelse/bestyrelse	9	13%
Skolernes lærere	38	53%
Udvalgets medlemmer	51	71%
Sekretariatets kontakt til virksomheder	47	65%
Sekretariatets kontakt til organisationer	41	57%
Andre	8	11%

I kategorien "Andre" har respondenterne angivet flg.:

18. Angivelse	18. Antal
Kursisterne	3
Det lokale uddannelsesudvalg	3
Udviklingsinstruktører	1
Medlemmerne	1

Spørgsmål 13.**Hvad har været, og hvad vil blive, de vigtigste indsatsområder i udvalgets arbejde?**

(3 vigtigste)

(Det samlede antal gyldige respondenter er opgjort til 70)

19. Indsatsområde	1988	1993	1998	Fremtiden
Forenkling af uddannelsessystemet	15%	15%	35%	38%
Samarbejde med skolerne	33%	43%	75%	64%
Pædagogisk faglig udvikling	26%	33%	60%	44%
Sammenhængende forløb	13%	8%	10%	8%
Merit/Certificering	3%	8%	25%	24%
Læse-stavevanskeligheder	0%	0%	4%	1%
Miljø	7%	7%	7%	13%
EDB/IT	0%	4%	17%	31%
Andet	7%	7%	24%	21%

Spørgsmål 14

Hvor meget af sekretariatets arbejdstid går med at koordinere udvalgets arbejde med følgende institutioner?

(angiv omtrentlig procentfordeling af den samlede arbejdstid)

Samarbejdsrelationer	% af samlet arbejdstid
Samarbejde med centrale råd og statslige myndigheder (Uddannelsesråd, AMS, Uddannelsesstyrelsen m.m.)	28%
Skoler/centre og tilknyttede institutioner (LUV mm.)	25%
Praktik/samarbejde med virksomheder	18%

Spørgsmål 15.

Hvor mange har fået svendebrev inden for de sidste 10 år? (Kun faglige udvalg)

	1988	1993	1998
Antal udlærte	27.783	35.932	44.948
- heraf tillærte	211	616 (2%)	1419 (3%)
- heraf VEUD	0	40 (0%)	2849 (6%)

Jvf. Annex 2B, Opgørelse for faglige udvalg

Spørgsmål 16.

19.1 Hvad er det primære sigte med de efteruddannelseskurser, udvalget udbyder? (Kun efteruddannelsesudvalg)

(kun 2 kryds)

	% af respondenterne
Kurser for generel kvalificering af de ledige	0%
Kurser for job-specifik kvalificering af ledige	13%
Kurser for generel kvalificering af beskæftigede	39%
Kurser for job-specifik kvalificering af beskæftigede	47%
Kurser for virksomhedsspecifik kvalificering af beskæftigede	7%

Jvf. Annex 2C, opgørelse for efteruddannelsesudvalgene/fællesudvalgene

19.2 B. Opgørelse for Faglige udvalg

19.2.1.1 Spørgsmål 2

19.3 Hvilke organisationer er medlem af udvalget?

19.3.1.1

19.3.1.2 Fagforeninger

Organisation	Antal udvalgs- repræsentationer
Blik & Rør	1
BUPL	0
Chaufførernes	0
CO – Industri	0
Dansk EL-Forbund	0
Dansk Funktionærforbund	4
Dansk postforbund	0
Finansforbundet	0
FOA	3
Grafisk forbund	1
HK	4
KAD	4
Malerforbundet	0
NNF	1
PROSA	0
RBF	1
SiD	9
SL	0
TL	0
Træ Industri Byg	4
Metal	3
Andet	5

Arbejdsgiverorganisationer

Organisation	Antal udvalgs- repræsentationer
Amtsrådsforeningen	5
AI – BOA	0
AHTS	4
BYG	2
Grafisk Arbejdsgiverforening	2
HORESTA	1
KL	5
Danske Entreprenører	1
Danske Malermestre	1
Dansk Handel & Service	3
Dansk Industri	8
Dansk Textil & Beklædning	4
Dansk VVS	0
Rederiforeningerne	0
ELFO	0
Danske Dagblades forening	1
Andet	13

19.4 Spørgsmål 3

Hvor mange medlemmer er der fra hver side?

I alt for udvalgene 119 medlemmer
Pr udvalg i gennemsnit; 4,4 medlemmer

Spørgsmål 4

Hvor mange fuldtidsansatte er der i udvalgets sekretariat?

I alt angiver udvalgene at have 47 sekretærer. Det er 1,9 sekretær pr. udvalg i gennemsnit.
I alt angiver udvalgene at have 38 fuldtidsansatte konsulenter. Det er 1,7 pr. udvalg i gennemsnit.

Spørgsmål 5

Hvor mange elevuger eller årselever var der på de uddannelser, udvalget administrerede i 1998?

I alt angiver udvalgene at administrere 28450 årselever. Dette svarer til 1185 årselever pr. udvalg i gennemsnit.

Spørgsmål 6

**19..5 Hvor stort har udvalgets budget været?
(eksklusiv evt. løn til udvalgets medlemmer)**

Omsætning/budget

	1988	1993	1998
Omsætning i alt	1.391.310	4.965.000	37.246.875
Gennemsnit pr. udvalg	231.885	496.500	2.327.930
Antal udvalg (svarprocent)	6 (22%)	10 (37%)	16 (59%)

19..6 Budget for brug af konsulenter og andre eksterne

	1988	1993	1998
Omsætning/budget i alt	290.000	561.000	641.000
Gennemsnit pr. udvalg	145.000	187.000	213.667
Antal udvalg (svarprocent)	2 (7%)	3 (11%)	3 (11%)

Spørgsmål 7

**Hvordan finansieres driften af sekretariatet?
(anfør omtrentlige procentandele)**

Gennemsnitlig finansiering for alle udvalg

	1988	1993	1998
Finansiering via organisationerne	89%	77%	73%
- Bidrag fra fonde o. lign	0%	9%	6%
- Bidrag fra staten (AMS, ESA, m.v.)	0%	4%	7%
- Andre bidrag	11%	10%	14%
Antal udvalg (svarprocent)	9 (33%)	11 (41%)	18 (67%)

Spørgsmål 8

(Hvor mange møder holder udvalget på et normalt år?)

I alt angiver udvalgene at afholde 136 møder om året, hvilket svarer til knap 5,2 møder pr. udvalg om året i gennemsnit.

Spørgsmål 9

(Hvor lang tid varer et udvalgsmøde i gennemsnit?)

I snit angiver udvalgene at 3,4 time på hvert møde

Spørgsmål 10

Hvor stor en del af udvalgsmedlemmernes arbejde er gået til følgende områder?

(angiv omtrentlig procentfordeling)

Tabellen udfyldes kun for de år, hvor udvalget har haft uændret fagligt ansvarsområde

	1988 (%)	1993 (%)	1998 (%)
Politikformulering/strategi	28%	28%	40%
Udvikling af uddannelse/kurser	33%	33%	32%
Administration	28%	28%	15%
Andet	13%	13%	13%
Antal udvalg (svarprocent)	2 (7%)	2 (7%)	22 (81%)

Spørgsmål 11

Hvor stor en del af sekretariatets arbejde er gået til følgende områder?

(angiv omtrentlig procentfordeling)

Tabellen udfyldes kun for de år, hvor udvalget har haft uændret fagligt ansvarsområde

	1988 (%)	1993 (%)	1998 (%)
Forberedelse af politikformulering/strategi	13	20	17
Udvikling af uddannelse/kurser	32	22	29
Information	15	15	15
Administration	37	39	36
Andet	3	5	4
Antal udvalg (svarprocent)	3 (11%)	10 (37%)	20 (74%)

Spørgsmål 12.

Hvad er udvalgets vigtigste kilder til information om nye uddannelsesbehov?

(3 vigtigste)

20. Informationskilde	20. Antal Udvalg	%
Skolernes ledelse/bestyrelse	5	19%
Skolernes lærere	9	33%
Udvalgets medlemmer	20	74%
Sekretariatets kontakt til virksomheder	21	78%
Sekretariatets kontakt til organisationer	17	63%
Andre	4	15%

Spørgsmål 13.

Hvad har været, og vil blive, de vigtigste indsatsområder i udvalgets arbejde?
(3 vigtigste)

21. Indsatsområde	1988	1993	1998	Fremtiden
Forenkling af uddannelsessystemet	3	5	4	2
Samarbejde med skolerne	1	1	1	1
Pædagogisk faglig udvikling	2	2	2	4
Sammenhængende forløb	4	6	6	8
Merit/Certificering	0	3	3	3
Læse-stavevanskeligheder	0	0	0	0
Miljø	0	7	7	7
EDB/IT	0	8	8	6
Andet	5	4	5	5

1=vigtigste.....9= mindst vigtigste

0= ingen prioritet

22. Spørgsmål 14

Hvor meget af sekretariatets arbejdstid går med at koordinere udvalgets arbejde med følgende institutioner? (angiv omtrentlig procentfordeling af den samlede arbejdstid)

Gennemsnitlig forbrug af samlet arbejdstid i sekretariaterne, fordelt på samarbejdsrelationer

	% af samlet arbejdstid
Samarbejde med centrale råd og statslige myndigheder (Uddannelsesråd, AMS, Udervisningsstyrelsen m.m.)	21%
Skoler/centre og tilknyttede institutioner (LUV mm.)	27%
Praktik/samarbejde med virksomheder	23%

Spørgsmål 15.

Hvor mange har fået svendebrev inden for de sidste 10 år? (Kun faglige udvalg)

	1988	1993	1998
Antal udlærte (i alt)	10.864	17.644	25.924
- heraf tillærte	0	453 (3%)	1312 (5%)
- heraf VEUD	0	40 (0%)	1590 (6%)

Spørgsmål 16.

Hvad er det primære sigte med de efteruddannelseskurser, udvalget udbyder (kun 2 kryds)
Spørgsmålet er ikke besvaret af faglige udvalg.

22..1 C. Opgørelse for Efteruddannelsesudvalgene

22..2 Spørgsmål 1

22..3 Hvor mange godkendte kurser er udvalget ansvarlig for?

I alt: 1279

Pr. efteruddannelsesudvalg i gennemsnit: 42,6

22..3.1.1 Spørgsmål 2

22..4 Hvilke organisationer er medlem af udvalget?

22..4.1.1

22..4.1.2 Fagforeninger

Organisation	Antal udvalgs-repræsentationer
Blik & Rør	2
BUPL	1
Chaufførernes	0
CO – Industri	1
Dansk EL-Forbund	0
Dansk Funktionærforbund	3
Dansk postforbund	1
Finansforbundet	0
FOA	5
Grafisk forbund	3
HK	2
KAD	6
Malerforbundet	0
NNF	5
PROSA	0
RBF	0
SiD	11
SL	1
TL	2
Træ Industri Byg	3
Metal	1
Andet	5

Arbejdsgiverorganisationer

<i>22..4.1.2.1 Organisation</i>	Antal udvalgs- repræsentationer
Amtsrådsforeningen	4
AI – BOA	0
AHTS	2
BYG	3
Grafisk Arbejdsgiverforening	3
HORESTA	0
KL	3
Danske Entreprenører	2
Danske Malermestre	0
Dansk Handel & Service	3
Dansk Industri	11
Dansk Textil & Beklædning	4
Dansk VVS	2
Rederiforeningerne	0
ELFO	1
Danske Dagblades forening	3
Andet	16

22..5 Spørgsmål 3

Hvor mange medlemmer er der fra hver side?

I alt for udvalgene 127 medlemmer

Pr udvalg i gennemsnit: 4,4 medlemmer

Spørgsmål 4

Hvor mange fuldtidsansatte er der i udvalgets sekretariat?

I alt angiver efteruddannelsesudvalgene at have 30 sekretærer. Det er 1 sekretær pr. udvalg i gennemsnit.

I alt angiver udvalgene at have 37 fuldtidsansatte konsulenter. Det er 1,2 pr. udvalg i gennemsnit.

Spørgsmål 5

Hvor mange elevuger eller årselever var der på de uddannelser, udvalget administrerede i 1998?

I alt angiver efteruddannelsesudvalgene at administrere 230048 elevuger. Dette svarer til 7668,3 elevuger pr. udvalg i gennemsnit.

Spørgsmål 6

Hvor stort har udvalgets budget været?
(eksklusiv evt. løn til udvalgets medlemmer)

Omsætning/budget

	1988	1993	1998
Omsætning i alt	235.000	1.365.000	36.596.481
Gennemsnit pr. udvalg	117.500	341.250	1.463.859
Antal udvalg (svarprocent)	2 (6,6%)	4 (13,3%)	25 (83,3%)

22.6 Budget for brug af konsulenter og andre eksterne

	1988	1993	1998
Omsætning/budget i alt	-	40.000	12.177.885
Gennemsnit pr. udvalg	-	20.000	811.859
Antal udvalg (svarprocent)	-	1 (3,3%)	15 (50%)
% af samlede omsætning	-	-	55%

Spørgsmål 7

Hvordan finansieres driften af sekretariatet?
(anfør omtrentlige procentandele)

Gennemsnitlig finansiering for alle udvalg

	1988	1993	1998
Finansiering via organisationerne	44%	66%	50%
- Bidrag fra fonde o. lign	5%	4%	10%
- Bidrag fra staten (AMS, ESA, m.v.)	6%	6%	29%
- Andre bidrag	45%	34%	15%
Antal svar N=	6	7	21

Spørgsmål 8

Hvor mange møder holder udvalget på et normalt år?

I alt angiver udvalgene at afholde 129 møder om året, hvilket svarer til 4,4 møder pr. udvalg om året i gennemsnit.

Spørgsmål 9

(Hvor lang tid varer et udvalgsmøde i gennemsnit?)

I snit angiver udvalgene at 3,2 time på hvert møde

22..7 Spørgsmål 10

23. Hvor stor en del af udvalgsmedlemmernes arbejde er gået til følgende områder?

(angiv omtrentlig procentfordeling)

Tabellen udfyldes kun for de år, hvor udvalget har haft uændret fagligt ansvarsområde

	1988 (%)	1993 (%)	1998 (%)
Politikformulering/strategi	25%	25%	48%
Udvikling af uddannelse/kurser	50%	50%	29%
Administration	16%	16%	9%
Andet	9%	9%	10%
Svarprocent	17%	17%	67%

Spørgsmål 11

Hvor stor en del af sekretariatets arbejde er gået til følgende områder?

(angiv omtrentlig procentfordeling)

Tabellen udfyldes kun for de år, hvor udvalget har haft uændret fagligt ansvarsområde

	1988 (%)	1993 (%)	1998 (%)
Forberedelse af politikformulering/strategi	16%	19%	14%
Udvikling af uddannelse/kurser	46%	40%	42%
Information	15%	17%	16%
Administration	23%	23%	25%
Andet	0%	1%	2%
I alt	100%	100%	100%
Svarprocent	23%	27%	73%

Spørgsmål 12.

Hvad er udvalgets vigtigste kilder til information om nye uddannelsesbehov?

(3 vigtigste)

24. Informationskilde	24. Antal Udvalg	%
Skolernes ledelse/bestyrelse	4	11%
Skolernes lærere	22	58%
Udvalgets medlemmer	19	50%
Sekretariatets kontakt til virksomheder	18	47%
Sekretariatets kontakt til organisationer	16	42%
Andre	4	11%

Spørgsmål 13.

Hvad har været, og vil blive, de vigtigste indsatsområder i udvalgets arbejde?
(3 vigtigste)

25. Indsatsområde	1988	1993	1998	Fremtiden
Forenkling af uddannelsessystemet	3	3	3	3
Samarbejde med skolerne	1	1	1	1
Pædagogisk faglig udvikling	2	2	2	2
Sammenhængende forløb	6	4	9	9
Merit/Certificering	7	8	6	5
Læse-stavevanskeligheder	8	9	7	8
Miljø	4	5	8	7
EDB/IT	9	7	4	4
Andet	5	6	5	6

1=vigtigste.....9= mindst vigtigste

26. Spørgsmål 14

(Hvor meget af sekretariatets arbejdstid går med at koordinere udvalgets arbejde med følgende institutioner? (angiv omtrentlig procentfordeling af den samlede arbejdstid)

Gennemsnitlig forbrug af samlet arbejdstid i sekretariaterne, fordelt på samarbejdsrelationer

	% af samlet arbejdstid
Samarbejde med centrale råd og statslige myndigheder (Uddannelsesråd, AMS, Uddannelsesstyrelsen m.m.)	30%
Skoler/centre og tilknyttede institutioner (LUV mm.)	22%
Praktik/samarbejde med virksomheder	11%

Spørgsmål 15.

Hvor mange har fået svendebrev inden for de sidste 10 år? (Kun faglige udvalg)

Ikke tal fra efteruddannelsesudvalgene

Spørgsmål 16.

Hvad er det primære sigte med de efteruddannelseskurser, udvalget udbyder (kun 2 kryds)

	% af udvalgene
Kurser for generel kvalificering af de ledige	7%
Kurser for job-specifik kvalificering af ledige	20%
Kurser for generel kvalificering af beskæftigede	67%
Kurser for job-specifik kvalificering af beskæftigede	83%
Kurser for virksomhedsspecifik kvalificering af beskæftigede	10%

26.D. Branchevis opgørelse for faglige udvalg, side 1

Faglige udvalg	ARF + KL ^{*(1)}	DI	Byg	DHS	Graf
3 + 4:					
Gns. Antal medl. pr. udv.	5,4	9,3	4,0	9,5	7,5
Gns. Ansatte i sekr./udv.	1,2	2,8	1,5	3,5	2,0
Gns. Ansatte konsul./udv.	0,8	2,4	1,5	3,0	1,5
6:					
Budget, gns./udv., 1998	Kr. 2,6 mio	Kr. 3,4 mio	Kr. 0,5 mio	Kr.9,6 mio	Kr 6,2 mi
7:					
Finans.kild – organisat.	93%	59%	100%	47%	36%
(1998) - fonde o.l.	0%	13%	-	0%	50%
- staten	7%	12%	-	19%	15%
- andre kilder	0%	16%	-	39%	-
8 + 9:					
Gns.årlig omk.Udv-medl./udv.* ⁽²⁾	Kr. 19.720.-	Kr. 12.000.-	Kr. 32.500.-	Kr. 25.200.-	Kr. 24.50
Antal udv.	5	4	2	3	2
Udgift i alt for udv.-medl.	Kr. 98.600.-	Kr. 48.000.-	Kr. 65.000.-	Kr.75.600.-	Kr. 49.00
10:					
Udv.'s tidsanv.: Politikform.	50%	29%	33%	63%	33%
(1998) : Fagl. udv.	33%	38%	30%	23%	22%
: Adm.	7%	14%	20%	5%	8%
: Andet	10%	18%	17%	8%	37%
11:					
Sekr.'s tidsanv.: Politikform.	15%	19%	15%	0%	15%
(1998) : Fagl.udv.	23%	34%	35%	25%	18%
: Info	14%	12%	8%	28%	12%
: Adm.	44%	29%	35%	23%	45%
: Andet	4%	6%	7%	20%	10%

26. Branchevis opgørelse for faglige udvalg, side 2

Faglige udvalg	26..1.1 ARF + KL		DI		Byg		DHS		Grafisk	
	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid
12: Infokilder: Skoleledelse	0%		38%		0%		50%		50%	
: Lærere	40%		13%		50%		0%		0%	
: Udvalgsmøde	100%		50%		100%		100%		50%	
: Virksomh.	40%		75%		100%		50%		50%	
: Organisat.	80%		75%		50%		50%		100%	
: Andre	40%		25%		0%		100%		50%	
13: Vigtigste omr.: Forenkling	20%	20%	25%	25%	0%	0%	33%	67%	0%	0%
: Samarbejde	80%	60%	75%	75%	100%	100%	33%	0%	50%	50%
: Pæd.-fagl.	80%	0%	63%	25%	50%	50%	67%	33%	100%	50%
: Sammenhæng	0%	0%	13%	13%	50%	50%	67%	0%	0%	0%
: Merit/cert.	100%	80%	50%	38%	50%	50%	0%	0%	50%	50%
: Læse/stave	0%	0%	0%	0%	0%	0%	67%	33%	0%	0%
: Miljø	0%	40%	0%	13%	0%	50%	0%	0%	0%	0%
: EDB/IT	0%	20%	0%	63%	50%	50%	50%	100%	0%	50%
: Andet	20%	40%	13%	50%	50%	50%	100%	100%	100%	100%
14: Sekr.'s tidsanv.: Samarb.	12%		22%		18%		1%		13%	
: Skoler/centre	34%		29%		35%		27%		8%	
: Praktik/virks.	34%		14%		20%		17%		5%	
15: Antal svendebreve 1998	10.000		8.761		1.384		14.218		7.440	
Heraf fra VEUD	1.360		1.590		-		1.362		1.390	
16: Sigte: Generelle kval., ledige	-		-		-		-		-	
: Job-spec. kval., ledige	-		-		-		-		-	
: Generelle kval., besk.	-		-		-		-		-	
: Job-spec. kval., besk.	-		-		-		-		-	
: Virks.-spec. udd.	-		-		-		-		-	

*(1) Kl og Amtsrådsforeningen er her slået sammen, da der var sammenfald i udvalgsrepræsentationen.

*(2) Antal møder/år x varighed pr. møde x 600 kr. (transporttid ikke medregnet)

26.

26. E. Branchevis opgørelse for efteruddannelsesudvalg, side 1

Efteruddannelsesudvalg S. 1	ARF + KL*(1)	DI	Byg	DHS	Grafisk	Tekstil & Beklædning	AHTS
3 + 4:							
Gns. Antal medl. pr. udv.	5,0	4,3	4,0	5,0	6,0	4,8	5,5
Gns. Ansatte i sekr./udv.	2,0	0,7	0,7	1,0	2,7	0,75	1,0
Gns. Ansatte konsul./udv.	2,3	1,1	1,0	1,3	3,0	0,75	0,5
6:							
Budget, gns./udv., 1998	Kr. 1,86 mio	Kr. 0,8 mio	Kr. 0,75 mio	Kr. 1,64 mio	Kr. 0,81 mio	Kr. 1,04 mio	Kr. 1,68 m
7:							
Finans.kild – organisat. (1998)	37%	63%	89%	6%	33%	70%	13%
- fonde o.l.	0%	2%	5%	0%	0%	70%	0%
- staten	41%	35%	4%	44%	45%	11%	87%
- andre kilder	23%	0%	2%	50%	23%	42%	0%
8 + 9:							
Gns.årlig omk.Udv-medl./udv.*(2)	Kr.15.440.- 4	Kr. 11.900.- 11	Kr. 23.080.- 3	Kr. 9.302.- 3	Kr. 30.120.- 3	Kr. 18.000.- 4	Kr. 11.300 2
Antal udv.							
Udgift i alt for udv.-medl.	Kr. 61.760.-	Kr.130.900-	kr. 69.240.-	kr. 27.906.-	Kr. 90.360.-	kr. 72.000.-	Kr. 22.600.
10:							
Udv.'s tidsanv.: Politikform. (1998)	47%	50%	52%	45%	85%	61%	50%
: Fagl. udv.	48%	23%	13%	38%	8%	21%	43%
: Adm.	5%	16%	28%	8%	7%	5%	8%
: Andet	0%	11%	7%	10%	0%	13%	0%
11:							
Sekr.'s tidsanv.: Politikform. (1998)	15%	16%	13%	10%	25%	20%	15%
: Fagl.udv.	42%	31%	50%	50%	40%	42%	65%
: Info	10%	22%	8%	13%	10%	18%	10%
: Adm.	33%	29%	25%	23%	25%	18%	10%
: Andet	0%	1%	3%	3%	0%	2%	0%

26.

26. Branchevis opgørelse for efteruddannelsesudvalg, side 2

Efteruddannelses udvalg S. 2	26..1.1 ARF + KL		DI		Byg		DHS		Grafisk		1 Be	
	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid		
12: Infokilder: Skoleledelse	25%		9%		0%		33%		33%		0%	
: Lærere	75%		64%		67%		67%		67%		75%	
: Udvalgsmøde	100%		64%		0%		100%		67%		75%	
: Virksomh.	0%		100%		67%		67%		33%		100%	
: Organisasat.	50%		45%		67%		33%		67%		50%	
: Andre	0%		0%		33%		0%		0%		0%	
13: Vigtigste omr.: Forenkling	0%	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid	1998	Fr.tid	1998
: Samarbejde	100%		25%	45%	27%	33%	67%	33%	33%	33%	100%	25%
: Pæd.-fagl.	100%		100%	55%	9%	33%	67%	33%	33%	33%	33%	50%
: Sammenhæng	0%		0%	9%	0%	0%	0%	0%	0%	0%	0%	0%
: Merit/cert.	0%		50%	36%	18%	0%	0%	33%	33%	33%	33%	25%
: Læse/stave	25%		0%	9%	9%	0%	0%	0%	0%	33%	0%	0%
: Miljø	25%		0%	0%	9%	0%	0%	0%	0%	0%	0%	0%
: EDB/IT	0%		100%	27%	36%	0%	33%	0%	33%	33%	100%	25%
: Andet	50%		0%	9%	9%	0%	0%	0%	0%	0%	0%	50%
14: Skr. 's tidsanv.: Samarb.	43%		25%		27%		25%		48%		19%	
: Skoler/centre	24%		27%		20%		14%		19%		25%	
: Praktik/virks.	4%		19%		3%		4%		2%		14%	
16: Sigte: Generelle kval., ledige	0%		0%		0%		33%		33%		0%	
: Job-spec. kval., ledige	50%		9%		33%		0%		33%		50%	
: Generelle kval., besk.	50%		82%		33%		67%		67%		50%	
: Job-spec. kval., besk.	100%		82%		100%		67%		67%		100%	
: Virks.-spec. udd.	0%		18%		33%		0%		0%		0%	

*(1) Kl og Amtsrådsforeningen er her slået sammen, da der var sammenfald i udvalgsrepræsentationen.

*(2) Antal møder/år x varighed pr. møde x antal medlemmer x 600 kr. (transporttid ikke medregnet)

27. Annex 3

27. Draft Discussion Note on Tool for Benchmarking and Comparisons of the Effect of “Good Practice Elements” on the Quality of VET systems

1. Necessary Basis for set-up of a Benchmarking System for VET Assessment

A VET-system is a highly political issue in the sense that the system chosen has major impacts on the distribution of wealth and capacities in society. Consequently, benchmarking of such systems cannot be reduced to a purely technical set-up where technical information on the VET-system is input while the output will be assessment of good and bad aspects of the system.

VET-systems should be assessed on basis of and related to the policy objectives it was meant to target!

In the following we have tried to list a number of targets, which – seen in a Danish context – could seem relevant as principal points of policy orientation. Experience from other countries might add other relevant targets; but it is essential to keep the number of targets relatively small, otherwise the whole system will be too complex and the whole process of evaluation too intransparent to be convincing. For one benchmarking system to target for instance a number of European countries, it is essential that the targets set up and measured up against are the same. This also will allow for a debate on, which of the targets are promoting and supporting different sort of qualifications. Thus, it will contribute to the transparency of the system.

2. Proposal for Principal Policy Targets for the Output of an IVT-System (different priority-settings from one country to another)

For a specific country, please indicate the value of each target as 1, 0.5, or 0 (1 indicating high priority).

27..1 A. One uniform national standard for a specific education

- B. Readiness for change and broad professional flexibility of the educated persons
- C. Holistic qualification of operator – professionally independent/responsible/service-oriented
- D. Targeted high-technological qualifications achieved through the training
- E. Co-ordination with other initial or adult training system and easy transfer of merit
- F. Quickly responding mechanism for adaptation to market demand and social targets
- G. Also geared to adequately qualify the least educated persons
- H. Simplicity of and easy access to the professional training system

However, to assess each of these targets, objectively verifiable indicators should be set up, so as to guarantee that assessments in different countries will be made on the same basis. Still, such indicators should be kept relatively simple so as not to over-complicate the set-up. Please find below a proposal for such relatively simple indicators.

27..1.1 Proposal for Indicators for the Policy Targets for Initial Vocational Training (IVT) institutions

27..2	Target Where to verify	Proposal for indicator
A.	One set of nat. recognised standard requirements per education in	Still to be filled
	Total number of different education within a specific trade	-
B.	Number of different areas of education	-
	Share of the specific education, common to the whole area of educ.	-
C.	Duration and autonomy of apprenticeship activities	-
	Number of individual choices of professions during the education	-
D.	Share of the education, spent on specialisation	-
	Demands for orientation in the education towards new technologies	-
E.	Possibilities to achieve a formally recognised education through composition of further vocational training modules	-
F.	Consensus among social partners and participants on edec. usefulness	-
	Critics from employers of the contents of the education	-
G.	Share of cohort without formal education at the age of 25 years	-
H.	How many different professional courses (1)	-
	How many training institutions per 1 million inhabitants (2)	-
	Number of different training courses per training institution (3)	-
	Accessibility (2x3/1)	-

Based on these indicators, it should be possible to assign national priorities to each of the above policy targets. After this it is the challenge to identify elements of “good practices”, which each one will be important contributions to achieve one or normally a number of the above policy targets.

3. Elements of “Good Practices” to achieve the agreed Policy Targets, and Priority-setting

1. Share and efficiency of apprenticeship in relation to theoretical training (target policy areas of B, C, G)
2. Share of general socially oriented education and training (target A, B, C)
3. Mobility on the labour market – professional comprehensiveness (target A, B, C, F)
4. Role distribution among state, local institutions, labour market partners, and participants

..... (target F, H)

5..... Mechanisms for recurrent adjustments of training to demands of market and society
.....(target B, D, E, H)

6..... Co-ordination and transfer of merit between technical education and training
..... (target A, E, F, G)

7. Ability of the training system to adequately target also the least educated
(target A, G, H)

8..... Focus on future use of technology
..... and organisation
(target D, F)

9. Flexibility of education – possibility of individual choices and specialisation
(target B, C, D, F)

10..... Flexibility in the co-operation among training institutions
(target D, E, G, H)

11. Quality control of education and certificates
(target A, B, D)

12. Cost-efficiency of the education/training
(target A, F, G)

Adding the values attached for the specific country to each of the policy targets and dividing this sum with the number of policy areas targeted will then for each of the above 12 elements of good practice give an indication of the value this specific country attach to the element.

On this basis there are two options:

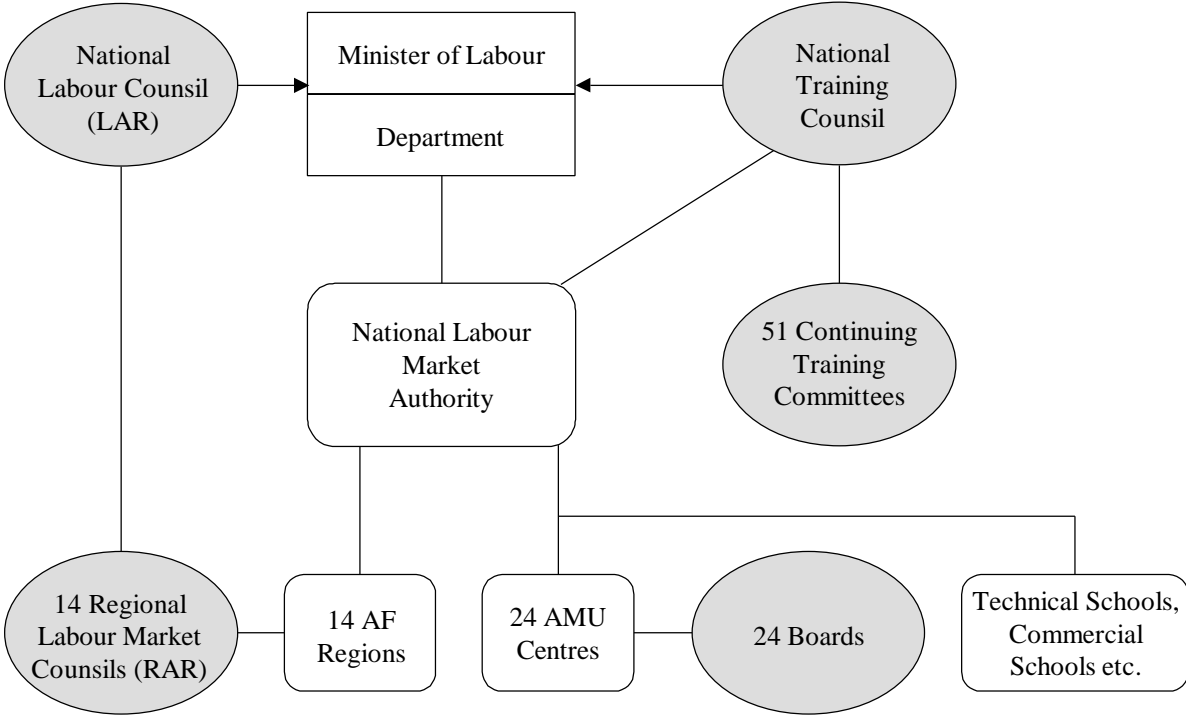
- Either the analyses is confined to comparison of these values and the de facto quality of the Good Practice element in the specific country, to assess whether policy priority-setting is adequately reflected in the practice
- Or it could be challenging to try to calculate a sum of quality indications and values for the above 12 elements, to see if such a sum gives at least an indication of quality of the whole

national VET set-up. Only if there is an approximate common agreement among the countries to be compared on the priority-setting of the policy targets will such comparison be meaningful.

Top systematise the quality-indications for the above 12 elements, another set of indicators could be set up. This would further complicate the model, but at the same time it would improve the possibility to compare the results among different countries.

28. Annex 4

Institutional Set-up at the Ministry of Labour



Source: AMU Association: AMU-Håndbogen (AMU Handbook), 1998.

Annex 5

The Danish VET system under two Ministries

There are two types of continuing vocational training (CVT) in Denmark – one based on legislation from the Ministry of Labour and one from the Ministry of Education. In addition, the Ministry of Education is responsible for the Initial Vocational Training (IVT).

The Continuing Vocational Training (CVT)

The public continuing and further vocational training (CVT) includes:

- Courses giving formal qualifications for semi-skilled, skilled workers and middle management: the labour market training system (AMU) under the Ministry of Labour;
- Continuing technical courses providing formal qualifications, as a supplement to the basic vocational courses under the Ministry of Education;
- Intermediate level technical courses providing qualifications, with part-time studies under the Open Education Act; the Ministry of Education;
- Open Education Act under the Ministry of Education.

There are a number of differences in these two sets of CVT systems:

- *The roles of the social partners are different and strongest within labour market training where the roles are determining the content of the training as well as national standards for the training outcome, while the social partner role under the Ministry of Education is mainly that of counselling and advising;*
- *The financing mechanisms are different and specifically favourable for the CVT-courses under the Ministry of Labour;*
- *Access to the training courses is different in the sense that the training under the Ministry of Education in principle is open for all while it for training under the Ministry of Labour is based mainly on applications from the company or, for the unemployed, on reference from the public employment service (AF);*
- *Target groups are different in the sense that training under the Ministry of Labour mainly addresses unemployed, employees demanding an update of qualifications or employees demanding qualifications for new technology. The training under the Open Education Act mainly addresses persons in employment, wanting to broaden or update their qualifications or even to qualify for completely new jobs;*
- *Finally, the financial support of participants vary among the two different CVT systems, being most favourable to the training under the Ministry of Labour.*

In addition to the public training schemes, *privately run continuing vocational training* may be categorised under the following main headings:

- In-service courses representing 10-15% of all continuing training activities are mainly set up in individual large companies or public bodies for their own employees;
- Continuing training activities are offered by private course organisers, including consultancy firms, trade unions and employers= organisations, trade associations, etc. They represent approximately 10% of all continuing training activities. The activities vary greatly, but often they are arranged as 1-3-day open courses, offered according to demand in the market;
- Suppliers= courses are often provided in conjunction with the acquisition of new technology/new equipment, according to the needs of the individual business. Approximately 40% of businesses use this type of courses.

The Initial Vocational Training (IVT)

28.1.1.1.1 Overview of the Danish continuing vocational training system

Ministry of Labour	Ministry of Education	Private continuing training
Continuing training of skilled workers, technicians and middle management	Further technical training	In-service courses
Training of semi-skilled workers	Intermediate technical training: part-time studies	Private course providers
Training and retraining of unemployed	Courses under Open Education	Suppliers= courses

The Ministry of Labour

An important element of the overall Danish system of vocational training is training of semi-skilled workers, as a large proportion of workers in industry has no apprenticeship experience.

In 1985 the Danish Parliament passed a newly revised Labour Market Training Act. The aims of the Act were to alleviate the reorganisation and adaptation problems in the labour market by employment-policy based measures. Teaching takes place mainly in the market training system (AMU) centres, and this system is based on close co-operation between the partners on the labour market and the state.

With the Ministry of Education's 1985 Employment Training Act an overall framework was created for vocational training which has a specific employment policy aim: Training of semi-skilled workers – training of skilled workers - retraining - and vocational introduction courses.

A modification of the 1985 Labour Market Training Act was implemented in 1994 in order to support a more flexible educational effort where the distinction between programmes and separate steering structures for skilled and semi-skilled workers has been removed. A coherent CVT system has been created, and vocational schools and AMU centres are now functioning under the same set of rules making it much easier to co-operate - and compete.

The aim of continuing training is to maintain, develop and improve the qualifications of skilled workers. The task of the AMU system is to guarantee that the training on offer corresponds at any particular time to the needs of companies, individuals and the community in general. The objective is to give workers access to short-time courses which will enable them to keep up to date with their vocational expertise and to extend their qualifications.

The target group includes both the employed and the unemployed - more than 30% of participants are unemployed. Training programmes are available to all persons over 18 years who are looking for employment in the branches or sectors concerned.

Participants receive remuneration equivalent to the top amount allocated by the unemployment fund to which they have applied or would be eligible to apply.

The Ministry of Education

The Open Education Act of 1993 is geared towards adult vocational education and training and aims to broaden the opportunity of the individual for improving his or her vocational qualifications through personal leisure-time effort; that is to say that it focuses primarily on direct vocational training.

The Law covers a broad educational field with the ambition to further the educational possibilities for those who want to take part in courses also during normal working hours. Training programmes are normally offered in modules so that a candidate may participate in just those courses, which he or she needs. There is an element of flexible training periods, allowing the participants to piece together their own individual study programmes and to study at their own pace. As teaching normally takes place in leisure time, it allows the participants to maintain their ordinary job. Courses can also be offered as full-time studies for up to one year to allow individuals on educational leave to make full use of the offer.

As a significant change in the Danish training system, each individual is to be given free access to enrolment for examinations in all subjects, including programmes covered by the Open Education Act.

In principle, all subjects which are offered on full-time courses can also be offered as individual subjects on a part-time basis. And the Ministry of Education has now started to ensure that open education programmes are available within the existing full-time range. Annual assessments will be made of which subjects should be offered individually and by which establishments. Open University trials have been abandoned, and have now been replaced by the provisions of the Open Education Act. Thus it will also be possible to arrange complete university courses on a part-time and leisure-time basis.

The Act provides for the institutions, which offer open and adult training programmes to receive a fixed grant per whole-year student. In addition, the institution can claim a user-contribution equivalent to 20% of the training costs.

The Open Education Act is an important innovation in Danish education policies and will be a central element in adult vocational training. At the same time it is cheaper than the costs of normal students. This is partly because teaching takes place at times when buildings and equipment would otherwise not be used; partly because it is based on leisure-time study, which means that the training does not elicit contributions from the State Education Fund, but is based on the normal income of the candidates. In addition training programmes under the Open Education Act involve user-payment of 20% of actual costs.

The educational institutions will be free to make open education available within the entire spectrum of the courses that they offer. AMU centres – which will offer Ministry of Education approved vocational training programmes - may now offer these within the framework of open education.

Providers of VET training

Providers of continuing vocational training can be subdivided into public institutions, trade unions, various federations, professional associations and finally, private institutions.

CVT activities can be offered both as government-paid courses (free of charge) and based on the rules of VTP and IDV courses (VTP-courses: Company-adapted courses paid for in part by the user-company; IDV-courses: Funded by tuition fees). In addition to the traditional fixed-syllabus courses offered by the AMU system, both AMU-centres and technical colleges offer these, relatively new, courses. The following four categories are the key-areas of relevance to the analyses of the social partners' relationship:

28.1.1.1.2 AMU Centres

24 AMU centres offer labour market training courses to semi-skilled workers, skilled workers, foremen/supervisors/technicians, and unemployed persons as well as courses introducing young people to the labour market. The training courses are regulated by the law of 1985 concerning labour market training and are based upon a very close collaboration between the social partners.

AMU courses fall into three main categories:

- Plan courses, which aim at providing basic or advanced education and training opportunities for individuals in need of such training. The courses are composed of modules of one to five weeks of duration. For semi-skilled workers there are some 600 vocational training courses, covering 25 sectors;
- Enterprise-oriented courses supplement the ordinary AMU courses free of charge to the enterprises. Courses can be created within the trades and industries where individual companies with special needs may purchase AMU courses specially tailored to suit the needs of the enterprise. The company must pay part of the costs of VTP-courses (enterprise-oriented courses), or the full costs of IDV-courses (self-financed courses);
- Special courses for unemployed.

The local AMU centres are now free to supply courses in response to the needs of companies in a much more flexible and demand-oriented way than before.

28.1.1.1.3 Technical and commercial colleges

115 technical and commercial colleges provide CVT courses for skilled workers and middle management as well as for the unemployed with basic vocational training. Occupational further and continuing training schemes now embrace about 900 different courses within 28 sectors.

Further technical training courses (VTU) are offered at technical colleges and are primarily designed to improve skills within production, planning and construction. The training courses are full-time and generally take 12 to 5 years. The courses are divided into three parts. Admission to the design training course requires two years of professional and theoretical experience and passing an admissions test. Otherwise, skilled workers from relevant sectors and other qualified applicants can, after passing a special test, be admitted directly to the third part.

28.1.1.1.4 Qualifying part-time courses under the Law on Open Education

A number of further education courses, primarily for adults, have been introduced at certain technical and commercial colleges, organised on a part-time basis for a duration of 1-3 years. They have in recent years become very popular especially as further education for people who have some work experience following a basic vocational training.

The courses use a modular system, whereby the subjects (such as Business Economics and Business Organisation), that are common to several courses, are combined with the various specialised modules. These specialised modules may be taken individually or as a complete course, as desired.

28.1.1.1.5 In-service company, vocational training activities

In-service CVT activities are arranged for the employees of the individual company, and these are almost always funded by the company itself. The exceptions to this 100% self-financing are when companies use the VTP courses or in-service courses in connection with open education. Such courses must be open to outside participants.

In-service, vocational training takes many forms ranging from on-the-job training to actual training and teaching in a company's own classrooms or workshops. A number of the country's largest companies have their own conference centres where training programmes are held for employees working in different departments. No official statistics are kept on this and it is difficult to obtain accurate information from the companies themselves - amongst other things because it is difficult to determine which activities should be considered as employee training. Some relevant activities are therefore not registered at all. When private companies do register relevant training activities, the registration methods are often so diverse that it becomes extremely difficult to compile a comprehensive overview. Some companies operate with central education budgets whereas budget training costs of other companies are connected to investments in machinery and/or equipment.

Collective Agreements on CVT

To many employer organisations and trade unions, the main result of the collective bargaining in 1991 was reached in the field of training and education, and in some areas special agreements were made regarding training and education. But it is important to emphasise that these training agreements did not cover all employees. The training agreements were only valid for some occupational groups; i.e. especially for the semi-skilled and skilled workers in the private sector.

As part of the collective negotiations, employers and employees have agreed on the right of the employees to have a certain minimum of CVT a year; typically one week. Furthermore, they agreed to establish training funds for the collective bargaining areas in question. For most areas, DKK 0.03 to 0.14 per working hour is transferred to these training funds.

It is, however, not the intention that the training funds should finance the training of every single employee. They are to support the necessary development projects in order to ensure that the training courses of each sector are adequate and that the contents of the training courses matches the skills needed on the labour market.

In general, three characteristics can be drawn from the training agreements entered into on national level:

- The leave rights for CVT;

- Planning of CVT in the enterprise;
- Financing, training funds, etc.

Regarding the collective bargaining which already include specific training clauses, an estimate by The Danish Federation of Trade Unions (LO) states that 700,000 to 1 million employees in the private sector are entitled to one week of relevant technical training a year. This figure is to be compared with the total work force in Denmark of some 2,9 million.

Leave Rights for CVT

In the light of the stated right of employees to one week a year of training leave when the courses to be followed have a relevant technical content, the main challenge of the organisations has been to encourage enterprises and employees to make use of that right and the possibilities it offers.

Another question related to the one week of training, is the question of whether one week of training is enough to eliminate possible gaps between the employees' actual skills and the skills needed by the enterprises. To further support the effective use of the one week of training so that it in fact meets the needs of the enterprises, it was agreed that the individual enterprise should arrange additional training for its employees.

However, to the extent possible, the enterprises will of course try to achieve public funding for training through the AMU system, in stead of investing themselves in individual training activities. Also, many enterprises bide their time to see what experiences other enterprises make in the field of arranging training schemes and carrying these schemes through, before they dare start the work themselves.

In consequence, Danish enterprises still seem to lack behind enterprises in for instance Sweden and the Netherlands when it comes to contributions to tailor-made training activities for a specific enterprise.

This is the reason why The Danish Federation of Trade Unions (LO) and The Danish Employers' Confederation (DA) see it as an important task to inform employers as well as employees about the possibilities offered by the new training agreements and about the public subsidies for financing these training agreements.

CVT Planning in the Enterprise

For the areas covered by collective bargaining which include training agreements, it is important to notice that the employers as well as the employees are obliged to initiate negotiations for a systematic training scheme for the enterprise, should one of the parties so desire. Training efforts and questions about priorities are to be discussed by the management and the employees of the individual enterprise.

At the same time, the amount of the practical use of the training agreements depends on a co-operation between enterprises and local training institutions in order to strengthen the planning of CVT at both the enterprises and the training institutions. Therefore, the labour market parties will try to encourage enterprises and training institutions to co-operate through their representation on the governing bodies of the training institutions.

Funding and set-up of training funds

The result of the collective bargaining in 1991 as regards financing, was the establishment of central training funds. The funds are mainly used for pilot and development activities, as they do not have enough resources to initiate new training activities or to increase the actual supply of training courses.

The enterprises can get financial support to increase their training efforts, e.g. by using the so-called 'job switching' model. Today, an ever increasing number of enterprises (and municipal institutions) have entered into agreements enabling them to train and educate their employees by substituting them during their absence with unemployed persons who carry out the jobs in question.

For the enterprise, this model entails good financial support when initiating a major training/educational effort. For the employees, the model entails the possibility to increase their actual skills or to acquire new skills. And for the unemployed, the model entails increased work experience and increased possibilities of getting a job at the enterprise when the enterprise recruits new employees.

The public sector employs approx. 850,000 persons. Within this sector the collective bargaining on CVT do not include clauses that entitle the employees to a certain amount of CVT. But they include agreements in which the social partners intend to support and encourage the primary actors in the local institutions with regard to CVT issues. Examples include:

- As regards institutions on government level, the employees are covered by a collective co-operation agreement, which also includes agreements on CVT. The following lines cited from the co-operation agreement describes the basis of the agreement: "The co-operation committee discusses and assesses the need for carrying into effect CVT activities for all occupational groups, and discusses the principles for preparing a systematic CVT planning. In connection with major changes and rationalisations - e.g. related to the implementation of new technology - the need for training, CVT and replacements shall be clarified, and guidelines for the achievements shall be agreed upon".
- As regards institutions on county and municipal level, a co-operation agreement on "the future framework for the co-operation on the CVT area" has been agreed upon. This agreement consists mainly of recommendations, e.g. it recommends:
 - That CVT has priority in connection with organisational changes;
 - That the counties and municipalities promote the use of in-house training;
 - That the counties and municipalities continue to promote CVT with a technical content, also CVT which is provided by institutions outside the counties and municipalities;
 - That CVT for municipality managers continues to be an aim;
 - That a training committee is to be established to deal with tasks concerning the planning of training.

As well as in the rest of the labour market, there is also a close co-operation in the public sector between the social partners concerning analysis, development and provision of CVT.

A comprehensive overview of all existing training funds does not exist. We are familiar with the largest ones, but many training funds exist, especially within the smaller collective bargaining areas, with which we are not familiar. The below table shows the largest training funds, illustrating the

28..1.1.1.6 Table 4.1 The largest training funds in Denmark

Collective bargaining agreement	Employed number	Financing DKK	Established year
DA/LO (FIU)	500,000	86 mill per year	1973
Graphic sector ¹⁾	12,000	No information ⁶⁾	Before 1970
DI/CO Metal	100,000	10 mill per year	1983
DI/SiD/KAD	40,000	2,5 mill per year	1987
KL/ARF/KTO	550,000	10 mill in total	1989
Finansmin./CFU	300,000	10 mill in total	1991
DA/BKA/HK	26,000	3 mill per year	1991
FA/DBL ²⁾	42,000	2 mill per year	1991
FA/DBL ³⁾	42,000	6,5 mill per year	1997
FA/DSFL ⁴⁾	8,000	200,000 per year	1991
FA/DSFL ⁵⁾	8,000	1 mill per year	1977
Plastind./KAD/SiD	12,000	2 mill per year	1987
ELFO/Dansk Elforbund	11,000	1 mill per year	1991
DI/Dansk Elforbund	10,000	1 mill per year	Before 1991
VA/SiD		900,000 per year	Before 1991
Dansk VVS/Metal/Blik og Rør	6,500	1 mill per year	1983
SBA/KAD/Funktionærforbundet		1,5 mill 1991-93	1991
AHTS/SiD		1,5 mill 1991-93	1991
DV/SiD	15,000	700,000 per year	Before 1991

¹⁾ There are four different training funds in the graphic sector. Their main objectives are to reimburse wage losses during training.

²⁾ The capital of the graphic funds amounts to approximately DKK 22 million.

³⁾ The Fund's objective: Further vocational training of DBL members.

⁴⁾ The Fund's objective: Training of union representatives.

⁵⁾ The Fund's objective: Further vocational training of DSFL members.

⁶⁾ The Fund's objective: Training of union representatives.

number of employees covered by each training fund and the yearly amount of money paid to each training fund. The information about the economic matters and the number of employees covered should be taken with a grain of salt and only seen as being approximately accurate. The financial position of each fund is normally based on the number of the employees for which the enterprises pay a certain amount of money per working hour.

It can be seen from the table at next page that a number of training funds were established in connection with the collective bargaining agreements of 1991, which resulted in a larger distribution of training funds with the objective of supporting an increased training effort. In areas where training funds had already been established, the 1991 collective bargaining agreements instigated an increase in the financial basis. For example, the amount going to the training funds established by the Confederation of Danish Industries (DI) and the Central Organisation of Metalworkers in Denmark (CO Metal) and by the Confederation of Danish Industries (DI), The General Workers' Union in Denmark (SiD) and The Women Workers' Union in Denmark (KAD) increased the contribution amount from 5 øre per working hour to 7 øre per working hour.

Annex 6

29. Benchmarking Statistics, Denmark 1993 and 1995

	1993			1995		
<i>The Population</i>	5,2 million			5,2 million		
<i>Labour market</i>	2,9 million			2,8 million		
<i>Activity rate</i>						
- Men	80%			79%		
- Women	83%			83%		
	76%			76%		
<i>Employment</i>	2,5 million			2,5 million		
Of which:						
- Women	1,2 million (46%)			1,2 million (46%)		
- Young persons (under 25 years)	0,4 million (16%)			0,4 million (17%)		
By sector:						
- Agriculture etc	5%			5%		
- Manufacturing	20%			19%		
- Construction	6%			5%		
- Trade, restaurants and hotels	16%			17%		
- Transport	7%			7%		
- Financing	9%			11%		
- Education and research	7%			7%		
- Social health service	15%			16%		
- Other services	14%			13%		
- Industry not stated	1%			1%		
Total	100%			100%		
<i>Unemployment (registered unemployed persons)</i>	349,000 (12% of the labour force)			288,000 (10% of labour force)		
Of which:						
- Men	169,000 (11% of the labour force)			134,000 (9% of labour force)		
- Women	180,000 (14% of the labour force)			154,000 (12% of labour force)		
- Young persons (under 25 years)	56,000 (11% of the labour force)			39,000 (8% of labour force)		
<i>Rate of employment</i>						
By education/training	Total	Men	Women	Total	Men	Women
- No vocational training	13%	12%	14%	15%	13%	16%
- Secondary basic education	14%	11%	16%	14%	12%	16%
- Secondary advanced education	10%	9%	11%	10%	9%	11%
- Short higher education	6%	6%	6%	7%	7%	6%
- Intermediate higher education	5%	5%	4%	5%	5%	4%
- Long higher education	6%	5%	8%	6%	6%	8%

Source: Danish Ministry of Labour

29. Annex 7

29.

29.

29. Liste over udvalg

(I alt 108)

ESU - AMU-Efteruddannelsesudvalget for Statsligt Uddannede

Asfaltbranchens Fællesudvalg

Bager-, Konditor-, Møller- og Sukkervarefagenes Fællesudvalg

Beklædnings- og Textilindustriens Efteruddannelsesudvalg

Billedmediernes faglige Udvalg

Billedskærerfagets Lærlingudvalg

Det faglige Cafeteria- og Kantineassistentudvalg

Det Faglige Fællesudvalg for Gartneri

Det Faglige Fællesudvalg for Landbrug

Det faglige Fællesudvalg for Murer-, Stenhugger- og Stukkaturfaget

Det faglige Kokke- og Smørrebrødsudvalg

Det faglige Receptionistudvalg

Det faglige Tjenerudvalg

Det Faglige udvalg for Auto-, Ortopædi-, Sejl-, Boligmontering og Polstermøbelindustrien

Det Faglige Udvalg for Beklædning

Det faglige Udvalg for Detailhandelsuddannelser

Det faglige udvalg for Ejendomsservice

Det faglige Udvalg for Engroshandelsuddannelsen

Det faglige udvalg for erhvervsuddannelsen til tandklinikassistent

Det faglige udvalg for Finanssektoren

Det faglige udvalg for Hotel- og Fritidsassistentuddannelsen

Det faglige udvalg for Industrioperatøruddannelsen

Det faglige udvalg for industriens træ- og plastfag

Det faglige Udvalg for Isoleringsfaget

Det faglige udvalg for Hotel- og fritidsassistentuddannelsen

Det faglige Udvalg for Kontoruddannelser

Det faglige Udvalg for Maritime Metaluddannelser

Det faglige Udvalg for Maskiner og Værktøj

Det faglige udvalg for Serviceassistentuddannelsen

Det faglige Udvalg for Skovbrug

Det faglige Udvalg for Smede- og Stålkonstruktioner

Det faglige Udvalg for Strøm, Styring og Proces

Det faglige udvalg for teater- og udstillingsteknisk assistent

Det faglige udvalg for teknisk assistent uddannelsen

Det Faglige Udvalg for Textil

Det faglige Udvalg for Transportområdet

Det faglige Udvalg for Træfagenes Byggeuddannelse

Det faglige udvalg for Vagt- og Sikkerhedsservice

Det faglige udvalg for Veterinærsygeplejeuddannelsen

Det faglige Udvalg for Ædel- og Metalsmede

Det fællesfaglige Udvalg for VVS- teknisk installation, blikkenslagerarbejde, teknisk isolering og service

Efteruddannelsesudvalget for Arbejdsledere og videregående teknikere inden for SALA-området

Efteruddannelsesudvalget for Bagere, Konditorer og Møllere

Efteruddannelsesudvalget for Byggeriets Teknikere

Efteruddannelsesudvalget for Det pædagogiske område, EPOS

Efteruddannelsesudvalget for uddannelse af erhvervsfolkere

Efteruddannelsesudvalget for Film- og Medieoperatører

Efteruddannelsesudvalget for Kartonnage-, Bølgepap- og Papirvareindustri

Efteruddannelsesudvalget for Længerevarende Uddannede
ELU

Efteruddannelsesudvalget for Social- og sundhedsområdet, EPOS

Efteruddannelsesudvalget for Teaterteknik

Efteruddannelsesudvalget for
Industriens Teknikere (EIT)

Efteruddannelsesudvalget for Transport og Logistik

El-fagets Efteruddannelsesudvalg

El-Fagets Uddannelsesnævn og EL-Fagets Lærlingudvalg

Entreprenørbranchens Fællesudvalg

Fagligt Udvalg for Hospitalsteknisk Assistentuddannelsen
c/o Amtsrådsforeningen

Fagligt udvalg for Keramiske Uddannelser
Uddannelsessekretariatene

Fagligt udvalg for køkkenassistentuddannelsen

FEU - Finanssektorens Efteruddannelsesudvalg

Sammenslutningen af Scenografer, instruktører og film- og TV-arbejdere

Filmoperatørernes Efteruddannelsesudvalg

Fiske- og Fjerkræindustriens Efteruddannelsesudvalg

Fotograffagets Efteruddannelsesudvalg

Fotograffagets Fællesudvalg

Frisørernes og Kosmetikernes Efteruddannelsesudvalg

Frisørfagets Fællesudvalg

Fyringsteknisk Efteruddannelsesudvalg

Glarmesterfagets faglige Udvalg

Grafisk Efteruddannelsesudvalg

Grafisk Fagligt Udvalg

Handels- og Kontorfagenes Efteruddannelsesudvalg (HE)

Jordbrugets Efteruddannelsesudvalg

Kødbranchens Efteruddannelsesudvalg

Køkken-, Hotel- og Restaurantfagenes Efteruddannelsesudvalg

Køkken-, Hotel- og Restaurantfagenes Fællesudvalg

Lederuddannelsesudvalget

Malerfagets faglige Fællesudvalg

Mejerifagets Lærlingudvalg

Mejeriindustriens Efteruddannelsesudvalg

Metalindustriens Brancheudvalg for uddannelse af Specialarbejdere

Metalindustriens Efteruddannelsesudvalg

Metalindustriens Lærlingudvalg

Områdeudvalget for Kontoruddannelser
til den Offentlige Forvaltning (OmKOF)

Optikerfagets Efteruddannelsesudvalg

Optikerfagets Fællesudvalg

Plastindustriens faglige Udvalg

Plastindustriens Efteruddannelsesudvalg

Polstermøbel-, Sko- og Lædervareindustriens Efteruddannelsesudvalg

Pressefotografafagets og Film-, Video- & AV-branchens Efteruddannelsesudvalg

Procesindustriens Efteruddannelsesudvalg

Procesindustriens faglige Udvalg

Reklamebranchens Efteruddannelsesudvalg

Serviceerhvervenes Efteruddannelsesudvalg

Skofagenes Faglige Fællesudvalg

Skorstensfejerfagets Efteruddannelsesudvalg

Skorstensfejerfagets Faglige Udvalg

Slagterfagets Fællesudvalg

Snedker- og Tømrerfagets Efteruddannelsesudvalg - Industri

Snedker- og Tømrerfagets Efteruddannelsesudvalg, Bygge-Anlæg

Snedkerfagets Fællesudvalg

Tandteknikerfagets Faglige Udvalg

Tobaksindustriens Efteruddannelses Udvalg

Transporterhvervets UddannelsesRåd

Træindustriens Uddannelsesudvalg

Urmagernes Faglige Fællesudvalg

Vaskeriindustriens Efteruddannelsesudvalg

VVS-branchens Uddannelsesnævn

29. Annex 8

30. Committees involved in the Danish tripartite system on VET

Level	No. of standing committees, participation in boards, etc.	No. of seats/representatives in each committee, etc.
National level	2	36
National sector level	108	4.4
Regional level*	14	22
Institutional level (LUU and boards)	1015	8

* RAR deals with unemployment issues, not VET in particular.

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