

Institutional mechanisms for employer involvement in VET

Introduction:

A critical component of VET ecosystem is the active involvement of employers and other social partners/stakeholders at all levels of decision making. Lack of such an arrangement can result in misalignment between demands of the labour market and recognition of qualification by industry.

To address this, the Vocational Education and Training system of Denmark involves active participation of its social partners at all levels of the system. Implemented by the Danish Ministry of Education from 2008, this collaboration helps to meet the demand of the labour market and ensures that the qualifications are accepted by the industry and businesses. The social partners are represented through councils that operate at three levels local, sectorial and national level. –

Intervention:

The social partners (teachers, employers, employees etc.) are represented through councils that operate at three levels local, sectorial and national level

- **Advisory Council for Initial Vocational Education and Training** advises the Ministry of Education on issues that affect the VET system at the national level. It monitors trends and patterns in the labour market and accordingly recommends the creation of new VET qualifications, and the adaptation or abolition of existing ones. This helps to adjust and meet the labour needs. The REU also monitors existing VET programmes and recommends measures to adjust these to labour market needs.
- At sectoral level, **national trade committees** consisting of employers and employees advises on qualifications relevant to their sector, as well as the content, structure, duration and assessment of VET programmes. Thereby helping in continuously adaptation of VET programmes to labour market needs. The trade committees are responsible for approving training places.
- **Local training committees** advise VET schools on local issues concerning VET and promote links between VET schools and the local labour market. The local training committees are composed of members of sectoral bodies, which are also represented in the national trade committees. They are appointed by the trade committees on the recommendation from the local branches of the sectoral bodies. The local training committees also include representatives from the VET schools, teachers and trainees.

Learnings :

Government of India can channelize the information at the local level and incorporate the same while designing interaction between VET and industry players. This is to ensure that the apprenticeship and job opportunities are created as per the local needs of the market. The existing interaction between SSC and employers can further include three levels at which data is generated. After collecting industry information from these three levels, the data can be analysed to take informed decisions that can provide solutions that cater to larger audience divided in both rural and urban areas.

Source: The Danish Vocational Education and Training System. 2nd Edition. National Educational Authority Danish Ministry of Education