

The Regional Labour Market Councils (RAR)

De Regionale Arbejdsmarkedsråd (RAR)

Description

Focus area**KEY TRAINING POLICY MEASURE**

From 2018 and beyond, the Regional Labour Market Councils (RAR) have been given the task of strengthening regional and local co-operation to coordinate continuing education efforts, so that it becomes easier for companies to get qualified labour. The effort is supported with a new reporting system, where job centres, employers, unemployment funds and others can draw attention to unmet competence needs and the need for coordination of course procurement. This information is then passed to the vocational schools and helps to coordinate the courses across municipalities.

Link

<https://rar-bm.dk/>

Implementation level

NATIONAL

Legal base

The Regional Labour Market Councils are created by law and, therefore, has a legal base. The law is called "Lov om organisering og understøttelse af beskæftigelsesindsatsen m.v." and can be found at the following link: <https://www.retsinformation.dk/eli/lta/2014/1482> (see chapter 5). However, their role regarding the coordination of the continuing educations efforts have been established later on in tripartite negotiations: <https://bm.dk/media/6686/trepartsaftaleiii-pdf.pdf>

Starting period RAR became operational in 2018

Perspective RAR does not explicitly work with forecasting and foresight activities. However, since it coordinates the entire effort within the continuing education efforts, there must be some kind of foresight activities

Policy area

EDUCATION

TRAINING

EMPLOYMENT

SOCIAL INCLUSION

Funding

FUNDED BY NATIONAL GOVERNMENT

Skill mismatch

Skill mismatch target

UNDERQUALIFICATION (INDIVIDUALS' QUALIFICATIONS/CREDENTIALS ARE BELOW THEIR JOB'S NEEDS)

RAR works with different actors (e.g., jobcentres and social partners) on upskilling courses for the unemployed or employed.

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

RAR works on initiatives (e.g. courses) with the aim of addressing the lack of manpower with desired skills. This is done, for example, by giving jobcentres 80 pct. refusion on their expenditures relating to the these courses

**Skills matching
focus**

UPSKILL OR RESKILL EMPLOYED ADULTS

The purpose of RAR is among other things to create better conditions for targeted upgrading of employees and the unemployed in areas with a need for labour. It should make it easier for companies to get qualified employees and make it easier for the job centres to get unemployed people on courses.

UPSKILL OR RESKILL NON-EMPLOYED ADULTS

The purpose of RAR is among other things to create better conditions for targeted upgrading of employees and the unemployed in areas with a need for labour. It should make it easier for companies to get qualified employees and make it easier for the job centres to get unemployed people on courses.

ADDRESS MISMATCH BROADLY

RAR address skills mismatches more broadly since they support the employment effort across all municipalities, give advice to the municipalities regarding the employment effort and coordinate this effort with (among others) VET-centres.

Methods

Methods

EMPLOYER SURVEYS

Employer surveys: (It is not possible to mark the box). The starting point for undertaking skills assessments and / or skill anticipations within RAR is a survey among companies that have had job postings during the period

OTHER

The effort is supported with a new reporting system, where job centres, employers, unemployment funds and others can draw attention to unmet competence needs and the need for coordination of course procurement. This information is then passed to the vocational schools and helps to coordinate the courses across municipalities.

In addition, a new competence tool will be developed, which will be a central reference work on the companies' competence needs within various job titles .

Furthermore, the municipalities' annual employment plans and the analysis material prepared by the Danish Agency for Labour Market and Recruitment are natural parts of RAR's monitoring of employment development. In addition, RAR may launch its own analyses and studies, and draw on knowledge from outside

Another method used is the dialogue with municipalities, unemployment insurance funds, educational institutions and companies

Use of skills intelligence

INFORMING DECISIONS ON COURSE FUNDING/PROVISION

Informing decisions on course provision: The effort is supported with a new reporting system, where job centres, employers, unemployment funds and others can draw attention to unmet competence needs and the need for coordination of course procurement. This information is then passed to the vocational schools and helps to coordinate the courses across municipalities.

Stakeholders

Main responsible body

NATIONAL MINISTRY

The Ministry of Employment

Other involved organisations

NATIONAL AGENCY

The Danish Agency for Labour Market and Recruitment (STAR): The agency works as a secretary for the eight RARs.

SOCIAL PARTNER: EMPLOYER ORGANISATION

These kind of organizations participate as members in the council (one regional council consists of 21 members).

SOCIAL PARTNER: TRADE UNION

These kind of organizations participate as members in the council (one regional council consists of 21 members).

TRAINING PROVIDERS

These cooperate and coordinate the employment effort with RAR securing that the courses offered match the skills needed.

OTHER

Unemployment insurance funds: These cooperate and coordinate the employment effort with RAR.

Jobcentres: These coordinate the employment effort and the work regarding labour shortages and areas of high unemployment.

Sustainability

Success factors From the national level, five success criteria for the VET-effort (adapted to the RAR-model) have been set up. These are as follows: 1) There is a better match between the supply and the demand for VET; 2) The wishes for new courses are coordinated between companies, jobcentres and unemployment insurance funds; 3) Job centres, unemployment insurance funds, VET-providers and the social partners in each RAR get a better overview of where there are shortages of labour; 4) VET-providers experience that it is easier to tailor, coordinate and carry out courses targeted at the unemployed and employed in areas with recruitment challenges; 5) Companies within these regional cooperations experience that it is easier to upskill employees or unemployed persons to the jobs that are needed.

Barriers There are many different actors that need to agree on a common solution.

Monitoring and evaluation There has been one baseline measure of the RAR-model. This was published in 2019 by Deloitte. Several indicators have been used to measure the progress of the RAR-model (in total 10 indicators). For further description of these, see the baseline at: <https://star.dk/media/9878/baselinemaaling-for-rar-modellen-national.pdf> (danish)

Updates **NO**
There has not been any major updates of the initiative yet, but the model of RAR are to be evaluated in 2021.

Effectiveness Will be relevant to answer when the evaluation of the RAR-model is made (scheduled for 2021).

Sustainability RAR is a sustainable policy instrument since its role (coordinating the entire continuing education effort) is important. The network which they engage in is big and covers all the relevant organizations and institutions within the area. This network and dialogue between the actors mean that RAR supports a well-functioning labour market in a way where changes like e.g., the green transition, digitization and automation are kept in mind when new courses are developed and unemployed are looking to upskill.

Continuing training and education committees

Efteruddannelsesudvalg

Description

Focus area

MAIN SKILLS ASSESSMENT/ANTICIPATION INITIATIVE

The continuing training and education committees are similar to the trade committees that exist for vocational education (eud) and both committees are nationwide and set up at a central level. However, the main difference is that the continuing training and education committees deal with vocational adult and continuing education, while the trade committees deal with vocational education in general.

There are 11 continuing and education committees. The number of committees are established by the social partners (employer organizations and trade unions).

The task of the committees is to follow the vocational development and development opportunities within each of the relevant areas. These are for example industry, office, social- and healthcare, transportation and so on. They are responsible for the maintenance of the continuing educations e.g. new establishments, reorganizations and the closure of education centres.

Link

<https://www.uvm.dk/arbejdsmarkedssuddannelser/regelsaet-og-aktoerer/ansvar-og-ak...>

Implementation level

NATIONAL

Legal base

Law on labour market education, see:
<https://www.retsinformation.dk/eli/lt/2008/190> (danish)

Starting periodThe committees were implemented in 2003

Perspective

It does not seem like the committees use skill forecasts and skill foresight. The committees base their work on analyses of educational needs and on their collaboration with the business community within the specific industry

Policy area

EDUCATION

TRAINING

EMPLOYMENT

Funding

FUNDED BY NATIONAL GOVERNMENT

Skill mismatch

Skill mismatch target

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

The task of the committees is to develop continuing education, which can meet the labour market's needs for vocationally continuing education targeted skilled and unskilled workers.

Skills matching focus

ADDRESS MISMATCH BROADLY

The committees address mismatch more broadly across the population since they coordinate the entire continuing education effort within the VET-area.

Methods

Methods

OTHER

The committees develop the continuing education effort on the basis of analyses of the educational needs as well as their cooperation with the business community within the specific field

Use of skills intelligence

INFORMING DECISIONS ON COURSE FUNDING/PROVISION

LMI is used by the committees in the maintenance of the continuing educations e.g. when deciding if new establishments, reorganizations or closures of educations are to be made

Stakeholders

Main responsible body

NATIONAL AGENCY

The Agency of Education and Quality (Styelsen for Undervisning og Kvalitet)

Other involved organisations

NATIONAL AGENCY

The Agency of Education and Quality (Styelsen for Undervisning og Kvalitet): The Agency assures that the educations that are being developed live up to the formal rules. Furthermore, the agency supervise the educational providers of the continuing education (AMU-providers)

SOCIAL PARTNER: EMPLOYER ORGANISATION

The social partners are responsible for developing the continuing education and associated tests.

SOCIAL PARTNER: TRADE UNION

The social partners are responsible for developing the continuing education and associated tests.

TRAINING PROVIDERS

The training is being provided by different institutions such as business schools, private educational institutions and a few university colleges

Sustainability

Success factors

Even though the participation of the courses provided has been declining for some years now, an analysis from EVA in 2019 shows that around one in three companies still use these for its employees at least once a year. Similarly, despite the decline in activity, there are still almost half a million students annually

Barriers

Throughout the years there has been some challenges regarding the entire continuing educations-system - especially regarding the economy and managerial incentives, which were inappropriate. In 2009, the responsible Ministry became aware of this and it lead to a series of tightening's (for example, the access to and opportunities to receive compensation and board and lodging were pretty favourable before (due to wanting to encourage the workforce to participate in continuing education and training)). See: <https://www.ft.dk/samling/20111/almdel/BUU/bilag/24/1039685.pdf> (danish)

Monitoring and evaluation Several analyses have been conducted. For example by EVA, who, in the period between 2007-2019 have investigated the companies use and assessments of continuing education within the VET-area. See <https://www.eva.dk/voksen-efteruddannelse/virksomheders-brug-vurderinge...> (danish)

Updates

YES

Throughout the years there have been some challenges regarding the entire continuing education-system - especially regarding the economy and managerial incentives, which were inappropriate. In 2009, the responsible Ministry became aware of this and it led to a series of tightening's (for example, the access to and opportunities to receive complementation and board and lodging were pretty favourable before (due to wanting to encourage the workforce to participate in continuing education and training)). See: <https://www.ft.dk/samling/20111/almedel/BUU/bilag/24/1039685.pdf> (danish)

Effectiveness No evaluations of the committees work can be found. However, analyses show that the activities within the continuing vocational education have been declining from 2010 onwards (the number of course participants)

Sustainability The committees - as a policy instrument - seem sustainable for now. This is due to the fact that they coordinate the entire continuing vocational education-area and, therefore, play an important role in fixing the skill shortages-gap which the companies experience. Furthermore, they enable unskilled and skilled workers to participate in upskilling courses, which is important looking into a labour market that changes quickly due to among other things the green transition and digitization. However, there's been some challenges within the continuing education area, for example the fact that net number of course participants have dropped significantly since 2010.

Labour Market Balance

Arbejdsmarkedsbalancen

Description

Focus area**MAIN SKILLS ASSESSMENT/ANTICIPATION INITIATIVE**

The labour market balance is a national tool to check where there are good job opportunities. The labour market balance can give an idea of what the job opportunities are within 900 across regional areas.

It supports guidance and management of efforts in e.g. job centres and unemployment insurance funds as well as within the regional area. The aim is to target guidance on job search and the activation offers that is provided to the unemployed.

The labour market balance is updated every year in January and July and shows the situation in the labour market for six months at a time. It is not an assessment of the future development in demand or supply in the individual subjects, but describes the situation as it is here and now.

Link

<https://arbejdsmarkedsbalancen.dk/>

Implementation level

NATIONAL

Legal base

Arbejdsmarkedsbalancen is mentioned in several laws regarding the employment effort, see for example <https://www.retsinformation.dk/eli/ft/200812L00185> and <https://www.retsinformation.dk/eli/retsinfo/2019/10084> (danish)

Starting period The first analysis was made back in 2007

Perspective

No. It is not an assessment of the future development in demand or supply in the individual subjects, but describes the situation as it is here and now.

Policy area

EMPLOYMENT

Funding

FUNDED BY NATIONAL GOVERNMENT

Skill mismatch

Skill mismatch target

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

Within the labour market balance there is an indicator on how many jobs that could not be filled within a given profession. This means that it is possible to look up areas and jobs which have been marked as "missing labour"

Skills matching focus

ADDRESS MISMATCH BROADLY

It addresses skill shortages by showing positions and job areas with bad job opportunities

Methods

Methods

EMPLOYER SURVEYS

The balance is based on a survey conducted among companies which have advertised for labour (the survey contains answers for approx. 17,500 completed recruitment trials across the entire country)

VACANCY SURVEYS

The balance is based on full register data of unemployed persons registered in Jobindsats, employees as well as job turnover

Use of skills intelligence

INFORMING AND TRAINING CAREER GUIDANCE AND COUNSELLORS

Arbejdsmarkedsbalancen is used by, e.g. job consultants, who use it in their work guiding the unemployed to find a new job

INFORMING JOB-SEARCH DECISIONS OF UNEMPLOYED

Arbejdsmarkedsbalancen is available to everyone, not only public employees and can, therefore, be used by the unemployed themselves to look up jobs with good employment opportunities

Stakeholders

Main responsible body

NATIONAL AGENCY

The Danish Agency for Labour Market and Recruitment (STAR)

Other involved organisations

OTHER

It is mainly STAR who has a role in the initiative (they run it). However, there's a lot of different actors using the balance e.g., job centres, unemployment insurance funds, the three employment offices within STAR etc. This is due to the fact that is stated in the law that - in the assessment of employment opportunities - STARs' overview of employment opportunities (labour market balance) must be used.

Sustainability

Success factors One of the success factors is the fact that it is so widely used among actors within the employment area and, therefore, constitutes an important tool in matching skills within the labour market

Barriers No barriers in the implementation has been located.

Monitoring and evaluation Arbejdsmarkedsbalancen as a tool has not been evaluated.

Updates NO

Effectiveness Arbejdsmarkedsbalancen is an effective instrument since it gives a national overview over e.g. jobs with good employment opportunities and jobs with less good employment opportunities. Knowledge, which is then used by job consultants in every municipality in the country to guide the unemployed into jobs that are needed and adds value to society.

Sustainability The tool is sustainable and will likely continue to be available since it plays a major role in the Danish employment effort. However, it's been criticized that the tool is not forward-looking as it does not take green jobs into account. Therefore, it's been decided at a national level that a new green labour market balance is to be developed (this is especially relevant due to the fact that the government facilitates a green transition and, therefore, some jobs and positions will naturally disappear within the near future). Since this green tool is in its infancy, it is difficult to evaluate what this will mean for the use of the labour market balance as it exists today.

Trade committees and local committees

Faglige udvalg og lokale uddannelsesudvalg

Description

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/lta/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

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

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

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.

Sustainability

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.
