



## **PES to PES Dialogue**

### **The European Commission Mutual Learning Programme for Public Employment Services**

DG Employment, Social Affairs and Inclusion

## **PES PAPER**

**Peer Review “PES approaches to low-skilled adults and young  
people: work first or train first?”**

**Lithuania, June 2013**

VDAB

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The seven-year programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and pre-candidate countries.

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<http://ec.europa.eu/social/pes-to-pes>

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In collaboration with ICF GHK and the Budapest Institute

*The information contained in this publication does not necessarily reflect the position or opinion of the European Commission*

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# 1. Labour market situation of low-skilled adults and young people

## 1.1. What is the situation of low-skilled individuals in the labour market?

Not working unemployed jobseekers in Flanders

Situation of end March 2013

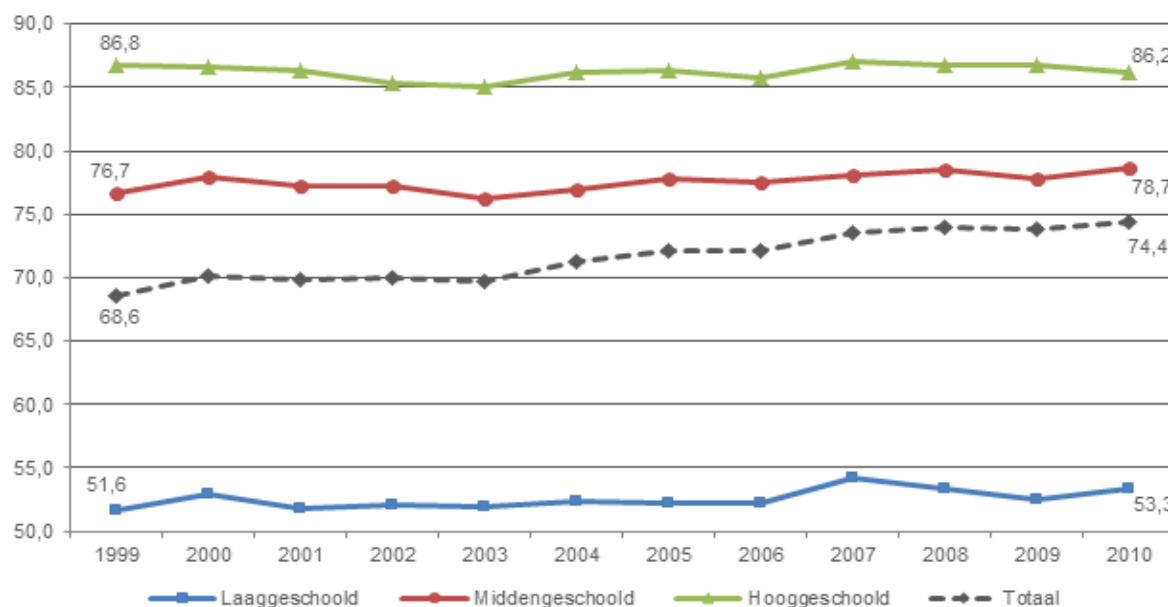
Source : VDAB Analytic service

STUDY-LEVEL * GENDER		UNEMPLOYMENT DURATION									TOTAL
		< 1 year			1 to 2 years			>= 2 years			
		AGE			AGE			AGE			
		< 25 years	25 to 50 years	>= 50 years	< 25 years	25 tot 50 years	>= 50 years	< 25 years	25 tot 50 years	>= 50 years	
Low-skilled	Men	9688	17979	4302	3492	6352	1995	2414	7034	8036	61292
	Female	5787	12728	3586	1787	3961	1774	1031	3930	8105	42689
Middle-skilled (=upper secondary education ISCED)	Men	7580	13739	2694	1342	4195	1184	447	3942	3876	38999
	Female	5983	14046	2598	890	3767	1248	284	3074	4441	36331
High-skilled	Men	1626	6657	1547	85	1686	601	18	1526	1603	15349
	Female	2095	8352	1168	101	1934	521	16	1315	1539	17041
TOTAL		32759	73501	15895	7697	21895	7323	4210	20821	27600	211701
STUDY-LEVEL * GENDER PERCENTAGE		UNEMPLOYMENT DURATION									TOTAL
		< 1 year			1 to 2 years			>= 2 years			

		AGE			AGE			AGE			
		< 25 years	25 to 50 years	>= 50 years	< 25 years	25 tot 50 years	>= 50 years	< 25 years	25 tot 50 years	>= 50 years	
Low-skilled	Men	29.57	24.46	27.07	45.37	29.01	27.24	57.34	33.78	29.12	28.95
	Female	17.67	17.32	22.56	23.22	18.09	24.23	24.49	18.88	29.37	20.16
Middle-skilled (=upper secondary education ISCED)	Men	23.14	18.69	16.95	17.44	19.16	16.17	10.62	18.93	14.04	18.42
	Female	18.26	19.11	16.34	11.56	17.20	17.04	6.75	14.76	16.09	17.16
High-skilled	Men	4.96	9.06	9.73	1.10	7.70	8.21	0.43	7.33	5.81	7.25
	Female	6.40	11.36	7.35	1.31	8.83	7.11	0.38	6.32	5.58	8.05
TOTAL		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Figure 2: Employment rate by level of education, 25-64 years (Flemish region; 1999-2010)

Figuur 2. Werkzaamheidsgraad naar onderwijsniveau, 25-64 jarigen (Vlaams Gewest; 1999-2010)



Bron: FOD Economie - Algemene Directie Statistiek en Economische Informatie - EAK, Eurostat LFS (Bewerking Steunpunt WSE/ Departement WSE)

Key: Laaggeschoold: Unskilled

- Middengespoold: Middle skilled
- Hooggeschoold: Highly skilled

### 1.2. What are the factors influencing the situation of low-skilled people in the labour market?

- We noticed an increasing demand for high-skilled professionals. In the past the balance was tipping towards the low-skilled jobs.
- Vacancies are more and more demanding, the level asked has shifted from level 4 (EQF) to level 5 or higher.
- The manufacturing industries are moving to other countries, leaving behind a large number of low-skilled men who are now looking for a job. Our industries are evolving towards a knowledge industry.
- We notice that more and more young people are quitting school without finishing upper secondary education or obtaining the degree.
- Once they are working or unemployed, most people realise the need of a higher degree.
- Girls are more likely to finish their secondary education and even successfully obtain a higher degree.

## **2. Services for low-skilled adults and young people: overall strategy and approach**

### **2.1. What is the overall approach to the delivery of services to low-skilled adults and young people?**

#### **2.1.1. Do legal activation rules/regulations make a distinction between low-skilled and other job seekers and between low-skilled young people and adults?**

##### **What role does career guidance or other specialist guidance play in supporting low-skilled individuals?**

Role of career and other specialist guidance in supporting low-skilled individuals

Prevention:

- At the early age of 11, we invite children to visit our VET-centres, to get to know the technical professions. During one day ('Doedagen') the children can try-out how machines work or what a job is really about.
- 'Campusacties', in the last year of upper education, the PES brings a visit to the schools to inform the students about the labour market and to help them get started with their professional career.
- Students that are learning a technical profession in secondary education, can also come to the VET-centre to learn how to use the latest machinery and technics. ('72 uur')
- Every year teachers are informed by the PES about how to train their students to enter the labour market. The PES provides a syllabus which they can use during their lessons.
- Together with the department of education PES trains young people who are in a 'part-time education program' to help them gain more technical skills and social skills. If they don't find a part-time job, that time will be filled with extra job-orientated workshops. In this way they are full-time working on their future job, to obtain all the skills demanded by the labour market.
- PES can also organise 'speed dating with employers' and 'jobfairs' for students to meet their future employer.

Guidance:

- PES provides an individual guidance for younger people who just finished or quitted school (<25 years). This is a specialized method of guidance, which is only used for this target group. The guidance is obligatory and they are seen more frequently by counsellors than others. The guidance is custom-made according to the needs of the person, this can be a very intense service or e-guidance. We aim at contact every two weeks.
- There is a significant difference in guidance for the higher-educated young people and the lower-skilled. The guidance of the lower-skilled starts earlier after entering the labour market.

- This is the guidance that PES provides itself. There is also a part of the guidance done by partners (via a tender). This might have a slightly different approaches, but still measures up to the demands of PES. PES plays the role of supervisor in these cases.
- The guidance for the low-skilled adults is not a specific one, it's the same as the guidance for the regular unemployed adult. There is a custom made approach which means that in reality the low-skilled adults are more frequently contacted than high-skilled adults. Their guidance can take up more time than in other cases. For example because they need the time to get a degree during the guidance.
- During the guidance the counsellor might also feel the need to refocus the person if he is hanging on to his job ideal that has now perspective in the current labour market. If the person doesn't have a job perspective, the counsellor will orientate the person to a profession that has a lot of vacancies.

Youth Action Plan <25	Adults >25
<p>1. Registration: online, call centre, counsellor</p> <p>2. Matching and sending job offers</p> <p>Automatically matching of the data in the personal files of jobseekers and the recent job vacancies</p> <p>Online: if appropriate job offers found, immediately delivered by e-mail or SMS</p> <p>3. Individual and collective mediation</p> <ul style="list-style-type: none"> <li>▪ 1 month after registration</li> <li>▪ on regularly basis (twice a month)</li> <li>▪ focus on job vacancies and results of application</li> <li>▪ collective sessions and/or individual</li> <li>▪ new: guidance through e-mail and e-tools</li> </ul> <p>4. Intake and counselling by a VDAB counsellor</p> <p>Timing:</p> <ul style="list-style-type: none"> <li>▪ after 4 months of mediation</li> <li>▪ earlier when problems are detected or on demand of the jobseeker</li> </ul> <p>Content: intake, completed with</p>	<p>1. Registration: online, call centre, counsellor</p> <p>2. Matching and sending job offers</p> <p>Automatically matching of the data in the personal files of jobseekers and the recent job vacancies</p> <p>online: if appropriate job offers found, immediately delivered by e-mail or SMS</p> <p>3. Screening: through data-mining or demand of the jobseeker</p> <ul style="list-style-type: none"> <li>▪ Update personal file</li> <li>▪ Follow up the job applications of the jobseeker</li> <li>▪ Detect the need for extra help: language, IT, problems not related to the labour market</li> <li>▪ Inform the jobseekers about the VDAB-tools for autonomous searching (via website, ...)</li> <li>▪ When necessary: refer jobseeker to face-to-face individual guidance or mediation</li> </ul> <p>4. Individual and collective mediation</p> <ul style="list-style-type: none"> <li>▪ on regularly basis</li> <li>▪ focus on job vacancies and results of application</li> </ul>



<p>specialized screening if necessary</p> <p>Results:</p> <ul style="list-style-type: none"> <li>▪ Continuation of collective and individual mediation</li> <li>▪ Intensive counselling towards a job with possibilities of guidance on the workforce, intensive jobhunting</li> <li>▪ Intensive guidance with vocational orientation, on-the-job-training, vocational training, job application training, personal skills training,...</li> </ul>	<ul style="list-style-type: none"> <li>▪ collective sessions and/or individual</li> <li>▪ new: guidance through e-mail, phone and e-tools</li> </ul> <p>5. Evaluation</p> <p>When problems are detected, on demand of the jobseeker or at last after 9 months of unemployment</p> <p>Identification of the problems for employment</p> <p>6. Intensive guidance and counselling by a VDAB counsellor</p> <p>= a planned, efficient and flexible series of steps in a logical sequence to increase the jobseeker's employment opportunities)</p> <p>Steps: screening, training, on-the-job training, job application training, personal skills training, guidance on the workforce</p>
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A range of measures for younger low-skilled persons and adults are available – see table 2.2. Depending on the needs of the low-skilled unemployed person one of the programs described is applied. If needed a combination is possible, for instance training and internship

**2.2. What types of special measure does the PES offer to (unemployed and employed) low-skilled adults and young people and how effective are they? Please complete the table below.**

Type of measure	Offered? (yes/ no)	For which group (adults, young people or both)?	Brief operational description of measure	Year introduced	Year abolished	Effectiveness of measure (scale: 1 = not very effective, 5 = very effective)	Reasons for effectiveness or ineffectiveness
<b>Work-first approaches e.g. wage subsidies, work experience, internships</b>	Yes	Both young people and adults	'Activa, 50+,...' These are mainly wage subsidies, they help lower the financial burden for the employer. So the investment of training is shared by the PES and the employer. Depending on the category of low-skilled people, different subsidies exist, for example young people, adults older than 50, ....			4	Afterwards these are often followed by an employment contract of long duration.
		Young low-skilled	'Instapstage' – Is an internship for young people who are low-skilled and who are in need of first work-experience. This helps them build up their competences. The employer is responsible for the formation-program during the internship and afterwards for granting the competences gained. This way the intern can obtain a certificate for ('Elders verworven competencies EVC') 'accreditation of prior learning'. This reinforces his position on the labour market. During this internship they stay unemployed, but receive an allowance and some extra money on top of that. This program is limited to 3 months.				
		Young low-skilled	'WIJ' ('Werk inleving jongeren') – This is for the young people who are really low-skilled, they don't only receive an internship, but also a very intense guidance. If an internship is not possible on the labour market, this program searches for other ways to obtain extra competences. The possibilities in this program are more broad than in the 'instapstage', because the needs are				

		Both	<p>higher. This programme is limited to 18 months.</p> <ul style="list-style-type: none"> <li>◦ 'Individuele beroepsopleiding' ('IBO') – Is an on the job training program open to everybody but very useful for young drop-outs.</li> </ul>				
<b>Train-first approaches e.g. training</b>	Yes	Both low-skilled adults and young people	<p>'OKOT – Onderwijs kwalificerende opleidingstrajecten' – This is a co-operation between the PES-VET department and the education department, to help unemployed low-skilled adults and young people in obtaining an educational degree in a profession that is in high need on the labour market. This means that there are plenty of vacancies, but not enough qualified unemployed persons to fill in the blanks, for instance: nurses, engineers, mechanic... . People who didn't obtain a degree in the regular education (obligatory till 18 years) system get a second chance. The PES-VET works together with all levels of the educational system to organise a special program for the unemployed student. During their studies they receive an allowance and all study costs are paid for by the PES. Before the start of this program there is a thorough screening, to see what competences people already have. This can help to make the program less intensive or shorter.</p> <p>'VET training by PES' if a person doesn't need a degree from the educational department, than PES can provide a technical training to up-grade the skills of the low-skilled person.</p> <p>Free courses (free registration fee, books, ...), paid transportation, paid childcare, motivational reward, free equipment, insurance during, oreservation of employment allowance, without diminishing. The training should always be free of charge for the people</p>			4	Afterwards often followed by an employment contract of long duration.
<b>Services and measures to prevent low-skilled from being made</b>	Yes	both	<p>A combination of subsidies and on-the-job training – see section 3.1</p>			3	These jobs tend to stay in the circuit of subsidies jobs.

<b>redundant</b>							
<b>Other services or measures e.g. career guidance or specialist guidance for low-skilled, specialist counsellors etc.</b>	Yes	both	<p>PES works together with partners who are specialized in career guidance for the employed and unemployed.</p> <p>Future solution for both groups: 'Excellent Cooperation'                      - In the future we are working together with all public VET centres to accomplish an exchange of 'accreditation of prior learning'. That will match with the lifelong learning strategy, no matter where a person obtained a certain competence, there will be a mutual acknowledgement of this certification whether these were received during regular education, at work or in evening classes.</p>			3	There is a need for specialist guidance, but the services provided are not yet well known to the targeted public.

### **3. PES services and measures for low-skilled adults and young people**

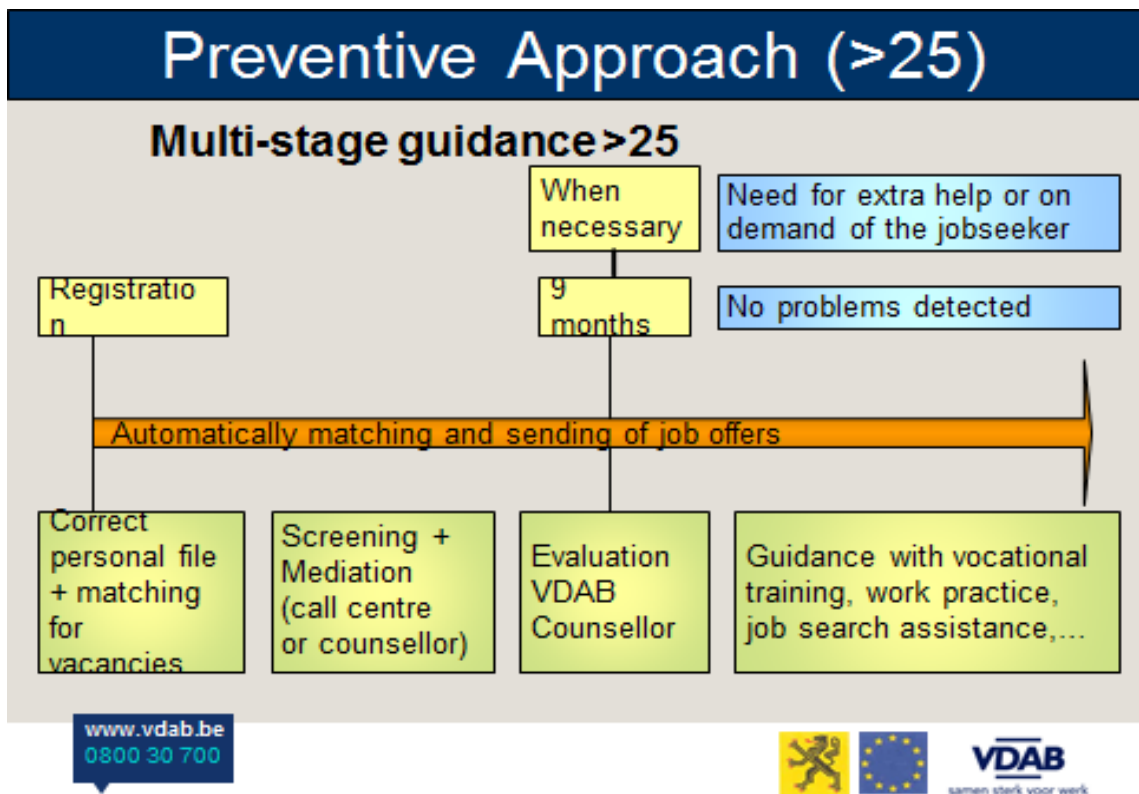
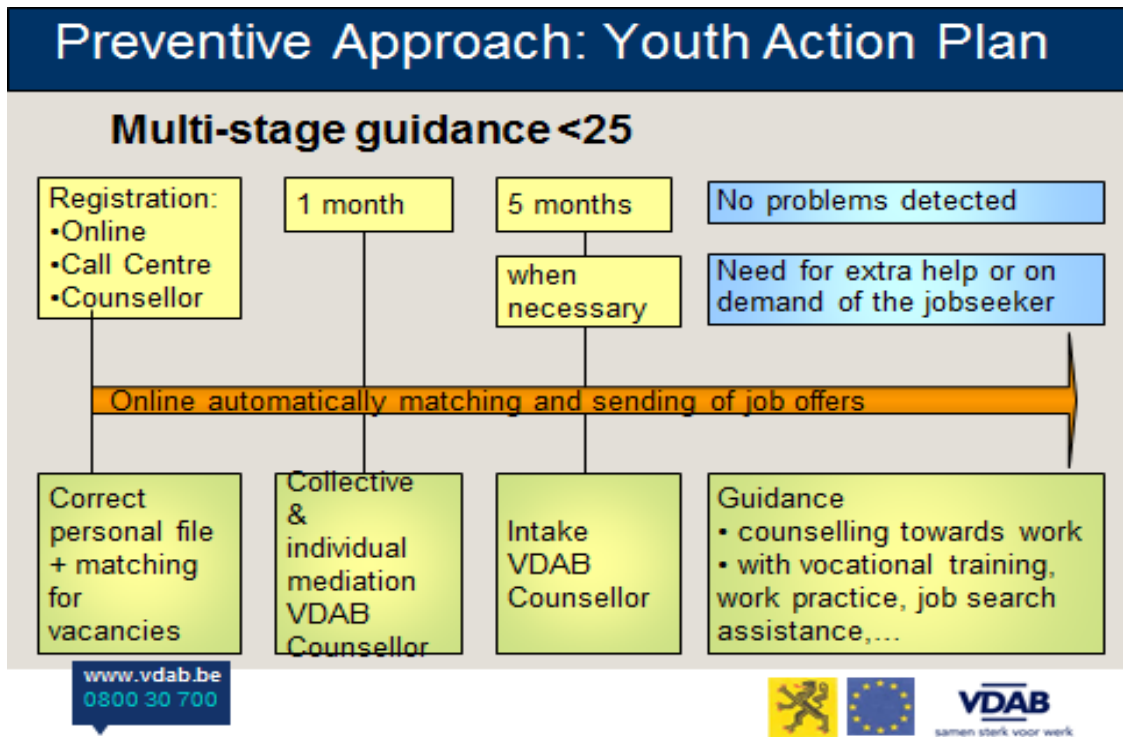
#### **3.1. Does the PES offer services and measures to prevent low-skilled individuals from being made redundant? What types of services are offered, which kind of measures are funded and how successful have these been in different areas (ideally based on performance measurement)?**

- 'Opleidingscheques' (training) – As an employee you have the right to a discount on training that helps you build the competences that are needed on the labour market. This can go up to 250€/year.
- 'Werknemers opleidingen' (employee training) – As an employee you can follow a course via the VET-PES to learn about the latest technology and machines. This can be refunded by the employer or by the sector fund.
- 'Loopbaanbegeleiding' (career) – If an employee is in need of career guidance, he can use the service of one of the partners of PES.
- 'Diversiteitsplannen' (diversity plans) – If a company would like to invest in their low-skilled, older, persons with a disability or non-native speaking employees, they can ask the PES for assistance to draw up a plan. They can receive subsidies for this plan.
  - For example, 'NodW' - if an employee doesn't speak Dutch, PES can give an on the job training customized for the profession.
  - 'Jobcoaching' – when someone starts on a new job, a jobcoach can come into the company to help that person and his colleagues to adjust to the new situation which helps make sure that the job will be sustainable.
- 'tewerkstellingsmaatregelen' (employment measures) - These are mainly wage subsidies, they help lower the financial burden for the employer so the investment of training is shared by the PES and the employer. Depending on the category of low-skilled people, different subsidies exist, for example young people, adults older than 50, ...

#### **3.2. Is the basic approach underpinning the PES concept for unemployed low-skilled individuals one of 'work first' or 'train first'?**

The basic approach is one of 'work first', but we notice that the need to upgrade the skills is also high. So we are providing both types of support, for training and to find a job. The training is always work related and the main aim is to keep the training as short as possible.

**3.3. Is a different approach used for low-skilled adults in comparison to low-skilled young people? If so, please explain which approach is taken for which group.**



- PES provides an individual guidance for younger people who just finished or quitted school (<25 years). This is a specialized method of guidance, which is only used for this target group. See information in section 2.1.

### **3.3.1. Why was this approach selected and has this changed during the last three years?**

Trying to work on the guidance of the low-skilled young people was not enough to help them find a job in a crisis period. At the same time the amount of low-skilled adults entering the unemployment statistics rose to a new high. So it was clear that we had to invest in both guidance and training. For both groups were in need of this approach.

The only real difference is made in the way the guidance is applied, as it is mainly all on an individual basis. A framework exists under which the counsellor is free to choose the right method for supporting the individual. This is also the framework for the partners that the PES has tendered with to deliver services, they can choose how to work (individual training, group sessions, ...)but the result has to be a sustainable job for the low-skilled person.

### **3.4. If a 'work first' approach is used to integrate low-skilled adult and/or young jobseekers, please describe the approach taken, specifying what approach is taken for which group.**

#### **3.4.1. Is the emphasis placed on the first available match or is attention paid to matching with future development and training opportunities (with or without PES assistance) to ensure the sustainability of work?**

The labour market has some jobs for which it is very hard to find people. Some of them are really low-skilled, for example 'cleaning', if a low-skilled unemployed persons starts the guidance program they will be asked first if they can take up a job as a cleaner. If they are not willing to take up these jobs, than the counsellor will try to find out if there are other job opportunities for low-skilled people.

If the job the person would like to do requires skills that he or she doesn't have, than the counsellor will see what the possibilities are. This can be an on-the-job-training or a VET.

#### **3.4.2. What support/encouragement is offered to employers to provide opportunities to low-skilled workers?**

- If an employer has an opening that is hard to fill, the PES can help by finding a person who might still need some on the job training. If an employer gives this opportunity, he can receive some subsidies and post-placement follow-up. In return he will give the low-skilled person a contract of the same duration as the on the job training.

The training can take up to 1 year, depending on the needs of the low-skilled person.

- If the employer has hired somebody and notices that this person needs extra training outside the job, than the PES can provide subsidies and VET.

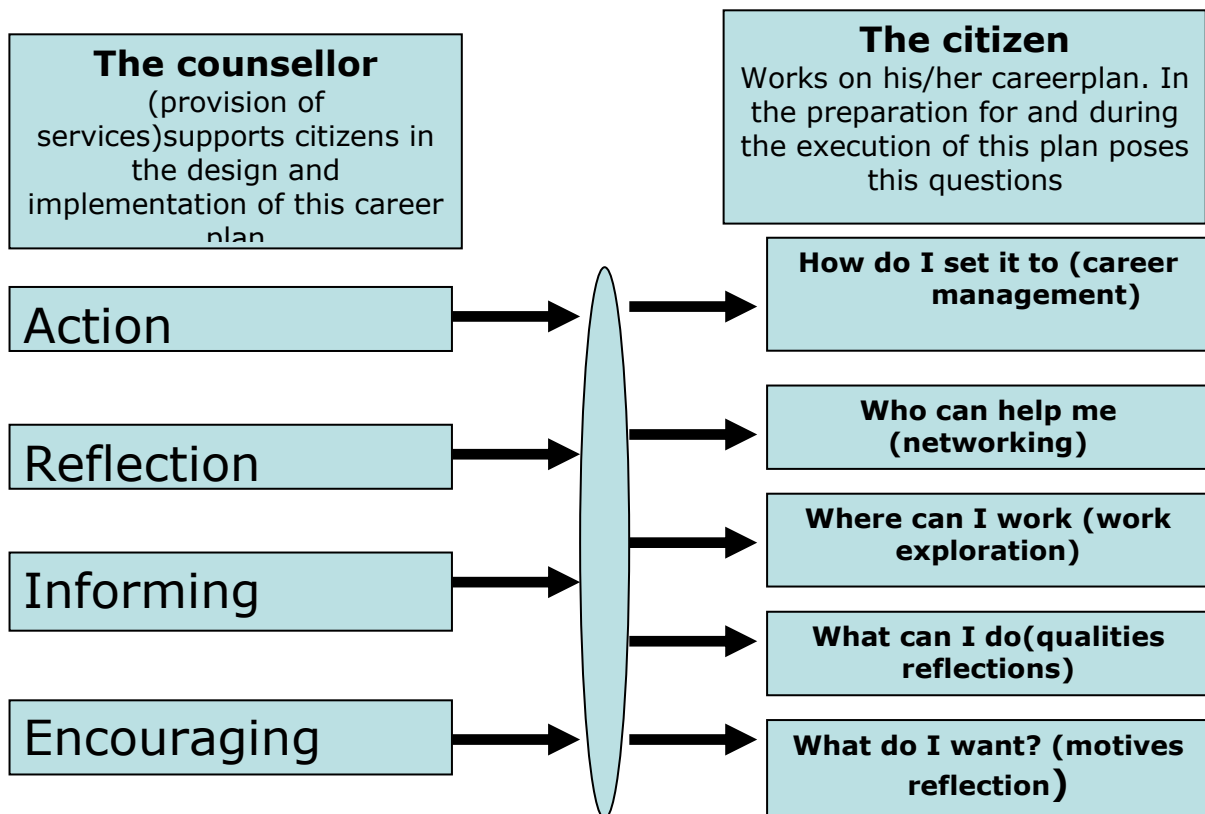
**3.4.3. Are any training elements offered?**

- Training is possible before, during and after employment. The on the job training exists in many different ways. It can be as a student, as a course member from a VET-course.
- It can be an on-line course, an individual training, a group session, coaching by a senior employee.

**3.5. If a 'train-first' approach is used to integrate low-skilled adult and/or young jobseekers, please describe the approach taken, specifying what approach is taken for which group.**

Services

**3.5.1. How does the PES identify which individuals are suitable for training and which training is right for whom? What is the role of personalised services in this?**





The counsellor interviews the low-skilled person starting with the method: ARIA – the coaching way of guiding:

These career questions should help the citizen to give a better view of the career, and in which direction the person wants to work. With this interview it will also be clear if a person is ready for a training of formation.

### **3.5.2. What support is provided during training by the training provider to ensure the training is successfully completed?**

During the training the teachers are well aware that the people in the group have had a bad experience in the past with studying in a school context. A study coach is always appointed who will help with all sorts of difficulties that might occur during the formation.

At least once a month there is an evaluation between the student and the study coach, to have a look at the progression made. By the end of the course the study coach will also help the student to start looking for a job.

Some highly needed profiles e.g. nurses, have made PES rethink about how the course is organised in the school context. In a special project 'Zorgportaal' the student who starts in his first year will only take part-time lessons in the regular classes. The other time is filled with workshops adjusted to the needs of the student e.g. 'learn how to study', 'how to write a paper', extra classes of 'medical mathematics',... After this first year the student continues the classes in the regular educational system, but now he has gained more skills that are needed to succeed in the following years.

Planning and management of measures

### **3.5.3. How does the PES link provision of training to an assessment of current/future labour market requirements? And what are the preferred sectors and occupations for training?**

Before PES starts up a new training or before deciding to continue with an existing course there is always a thorough analysis made of the labour market, keeping the following aspects in mind:

- How many vacancies are there in this region?
- How many unemployed people have the skills demanded for this job?
- Who offers this course (educational system, commercial partners,...)
- What is the level of education demanded in the vacancies?
- Who many students will enter the labour market in the future with this profile?

Every year a national list is made up from all the professions that are in demand on the labour market. This can be because there is nobody with the right skills to fill in these vacancies or because the job is hard and does not have good working conditions, e.g. difficult hours, low wages,...

This list can also be seen as a checklist to start new trainings and courses.

If a sudden change in the industry (e.g. collective dismissal, new technologies,..) creates a demand for a training that does not yet exist, PES will call together every organisation involved in the change, and will try to start-up the new formation as quick as possible.

Depending on the yearly list the sectors can vary, but the recent years the top 10 hasn't changed very much (engineers, social profit, technical profils,).

#### **3.5.4. Is employer involvement a pre-condition for training to take place?**

Mainly not, but if a bigger company or sector asks for a specific training PES asks for an agreement with the company to provide some vacancies, on the job training or financial support.

#### **3.5.5. What type of training is offered for which categories of jobseekers?**

PES offers a wide variety of courses, ranging from a bachelor in the regular educational system to a short term workshop working on a specific technic. If the technic can be trained or improved on the job PES can organise an individual vocational training. There will be made up a training plan, together with the supervisor.

PES receives a lot of questions from employers to assist with the integration of low-skilled individuals. To answer these questions a program is presented to the company, this can be e.g. language-teaching during the working hours, coaching, technical training,...

#### **3.5.6. What are incentives for job search within the training? Are any measures in place to ensure jobseekers are not hooked into training if a suitable job becomes available or is the emphasis on the completion of training? Does the training include internships and job search assistance to bridge the transition from training to employment?**

During each training a person can always leave if he finds a job. The teachers have good contacts with the companies in the region and receive vacancies directly. The teacher plays an important role to match the student to the right job. He can even introduce students to a company when they don't have a vacancy.

Reaching the end of the course special workshops are organized for 'job search assistance'. This can includes making a resume and rehearsing the job interview.

Each training includes workplace learning, preferable in a company that has vacancies, so the transition to a job can be from trainee to employee.

### **3.6. What are the main challenges in the integration of low-skilled job seekers?**

- Low self-esteem
- Social skills (motivation, attitude, time-management,...)
- Mobility
- Poverty
- Childcare
- The learning gap
- Medical conditions (addictions,...)
- Social context
- Cultural context

### **3.7. Based on your experience (ideally backed up by details of integration rates where applicable, including those after 6 months if available) what works best for which category of low-skilled job seeker? What factors ensure a fast and more sustainable integration of low-skilled job seekers? What works best in encouraging employers to offer opportunities?**

The integration goal is 75% 6 months after finishing the training. Most of the training reaches this goal, but labour market fluctuations influence these rates.

For the low-skilled job seeker:

- Short term success experience
- Group of peers
- Family support
- Short duration of the formation
- Specific approach, the direct link with the job
- The final goal is within reach, the gap must not be too big.

For the employer:

- Subsidies
- Special coaching provided
- Good references (good contact with PES)
- Follow-up by PES

## **4. Partnership working to support low-skilled adults and young people**

### **4.1. Are services (e.g. career guidance, testing) and training measures for low-skilled adults and young people delivered in-house by the PES or are part or most of these contracted out to private or third sector/other public service providers (and if so, which)? What is considered to be the added value of external provision (what can external providers offer that PES cannot)?**

#### **How do PES assess/quality control the delivery of these services?**

The services are provided by both, PES and private or third sector/other public service providers.

The added value of external provision is the fact that their services are better adjusted to the low-skilled adults. Another factor to choose for this external provision is a political choice.

The conditions for quality control are summed up in the scope of the tender. The private or third party are selected on the evaluation of these conditions. During the implementation of the task there is a quality control on a regular basis.

### **4.2. Is there co-operation with chambers of commerce / other employer representatives, or social partners at management level to ensure opportunities can be offered to low-skilled individuals?**

Every year a plan is made up for the actions planned for the next year. Input is asked from all these partners. They also participate with the evaluation of these plans.

There is a structural representation of the VESOC (Flemish social economic committee), in the board of directors on Flemish level and PES is represented on the regional level in SERR (Social Economic Board) and RESOC (Regional social economic committee).

### **4.3. Is there co-operation with education and training providers, career guidance providers, municipalities, youth services etc at management level to reduce drop out and drive up qualifications?**

Every year a plan is made up for the actions planned for the next year. Input is asked from all these partners. They also participate with the evaluation of these plans.

We are evolving to a more structural agreement with all partners in the adult educational field.

### **4.4. What works best to ensure good partnership working and in which areas do you see challenges for the future?**

Partnerships need to be maintained on a regular basis. Monthly meetings help get to know each other's needs and demands. Making the annual plans with all partners together helps working as broad as possible, to make sure no low-skilled person can slip through the net.

## **5. Monitoring and evaluation**

### **5.1. What systems are in place for performance measurement and evaluation for low-skilled adults and young people?**

- PES monitors the youth work plan, and checks if the programme reaches everybody within 4 months with a proper guidance.

### **5.2. What the main indicators used in evaluating the effectiveness and efficiency of services and measures for low-skilled adults and young people?**

- The 'JOP' is measured annually to see if output targets that were drafted were reached.
- There is also a customer satisfaction survey.

### **5.3. What have been the main evaluation results in recent years?**

- The closing range is high, but we don't reach some 8% of the young people. PES chooses for a more integrated approach (via tender) to reach the hard-to-reach, low-skilled young people. For example, we are working on partnerships with the municipalities.
- In the approach to young people we now use social media to reach them better and offer appropriate guidance.

### **5.4. Have these results led to any changes or are changes being considered in the organisation and delivery or services to improve the labour market situation of low-skilled adults and young people?**

Yes, tendering services for some categories of hard-to-reach young adults, or other groups of unemployed persons. Within the organisation changes have been made to the method the counsellor uses to reach the young low-skilled people e.g. social media, chat, videoconferences,... .Every counsellor is responsible for matching the right person to the right vacancy and if the person needs extra skills the counsellor can offer him one of the many options described in this paper.

## 6. Conclusions and questions

### 6.1. What lessons have you drawn from your experience and what are your main challenges, tasks, plans for the future?

- PES must keep an emphasis on training low-skilled people, offering them the opportunity to obtain an educational degree.
- Prevention is important to organize and to reduce the drop-out rate.
- Partnerships with all possible partners (education, workfield,...) is important to create a successful program.

### 6.2. What would you most like to learn from PES in other countries?

- How do you deal with drop-outs?
- Does second chance education exist in your country, does PES work together with this service?
- How do you choose which formation to organise?

### 6.3. In the Peer Review discussions, on which of the following topics would you most like to focus and what would you most like to learn from others?

Topics	Importance of the topic (scale: 1 = very unimportant, 5 = very important)	What would you most like to learn from others in the topic(s) you are most interested in? (maximum three bullet points)
PES services for low-skilled workers: overall strategy and approach	5	<ul style="list-style-type: none"> <li>- How do you reach them?</li> <li>- What kind of guidance do you provide?</li> </ul>
Train-first approaches	4	<ul style="list-style-type: none"> <li>- Do you do all the training yourself?</li> <li>- Why choose 'training first'?</li> </ul>
Work-first approaches	2	
Partnership with employers and other actors	3	<ul style="list-style-type: none"> <li>- Who do you include in the partnerships?</li> <li>- How frequently do you have contact with the partners?</li> </ul>
Monitoring and evaluation	1	