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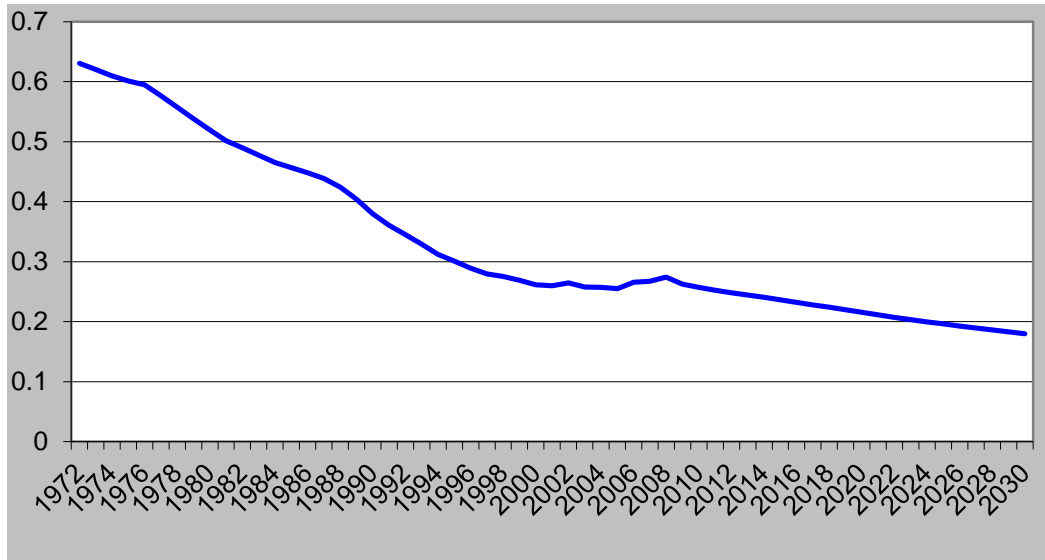


PES approach for low skilled adults and young people: work-first or train-first?

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A major challenge with respect to integrating low-skilled individuals in the labour market



During the past decades there has been a significant reduction in the demand for employees without post-secondary education in the work force. As the chart depicts, this trend is expected to continue

It is therefore with great concern we acknowledge a high level of drop-outs from school:

- Although **99 %** of youngsters enter upper secondary education after the completion of compulsory grade 10, more than **1 in 3** people in upper secondary school **do not complete** within the normal time frame. Some of these drop out of school permanently

Key points in the overall approach to integrate low-skilled

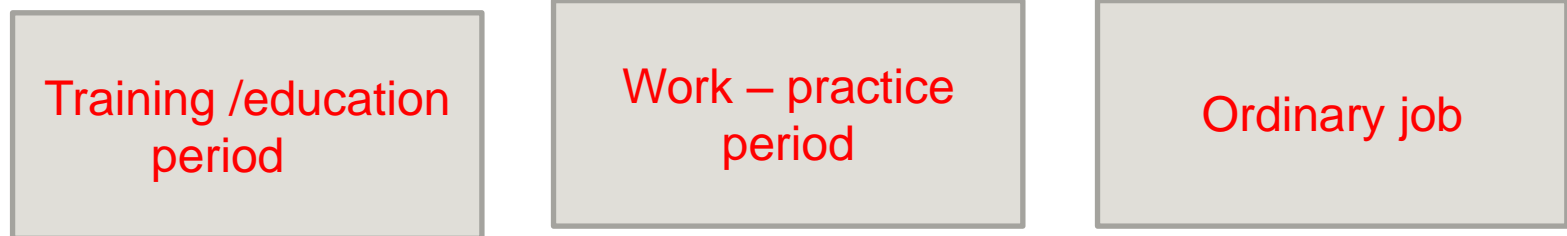
- Train first, then place for youth; work first, then place for adults. However, this is not an approach without plenty of exceptions – **individual approach**
- For low skilled youth:
 - Youth task forces in the PES. These are generally multidisciplinary
 - Youth guarantee
 - KPIs measuring efforts addressing youth

Train first approach – low skilled youths

- **Starting point:** Large share of low skilled are unemployed and social assistance recipients (w/ reference to up to 1/3 drop-out rate).
- **Goals:** increase completion and reduce drop-out; get youth back to school, or into work.
- **Organization:** Project based approach. Individual placed partly in school – partly in an industrial park (or other form of relevant training provider)
- **Working methods:**
 - A support-team at the school conduct meetings for relevant players (i.e. the individual, training provider, sheltered employment etc as well as the PES).
- **Results** for users:
 - A majority in school full or part time at the end of the project, some at work and a few in PES measures. Drop-out reduced.

Train first – low skilled users in general

- Train first approach – usually designed like this:



- CV –writing
- Labour rights and obligations
- How to use your own network to get a job
- Interviewing skills
- What competence do I need to get a job?
- Vocational training

- Employee training in a specific job situation
- Follow-up from the employer and the provider
- Follow up from PES
- When is the time to get his/her own paycheck?

- Results:** either
- Employed or
 - Not employed, but with a period of work qualification which can be important later

Cooperation with educational authorities

- **“New possibilities”**
 - The Ministry of Education has established partnerships with the county administrations to make efforts to reduce dropping out of school
 - This project collaborates with the PES. The project presupposes use of labour market measures like Work practice
 - Appointed contact person at PES county level to collaborate with the project

- **Cooperation agreement between state and local authorities**
 - An agreement provides a structure of cooperation and co-ordination and a framework for practical collaboration and coordinated individual services
 - This is addressing low skilled individuals regardless of age

- **The cooperation between NAV and the educational authorities is proving to be effective**

Work first for low skilled **youths**

- **Work profile** carried out by the PES (usually the PES finds the employer)
- During the work practice period, the employers follow up on the work profile of the individuals, and assess the work carried out compared to the work profile.
- **The aim** is to increase the awareness of how relevant training and work fits together, and thereby motivate the youth to acquire skills (this could entail going back to formal training/school, thereby throwing in an element of train-first in the work-first approach when it comes to young people)

Work first for low skilled **adults**

- NAV has to find the employer for the low skilled user, or in cooperation with the user.
- Use of labour market measures
 - Work practice
 - Wage subsidies
- time period from 3 to 12 months
- What works best for adults?
 - Wage subsidies stimulate entry into labour market

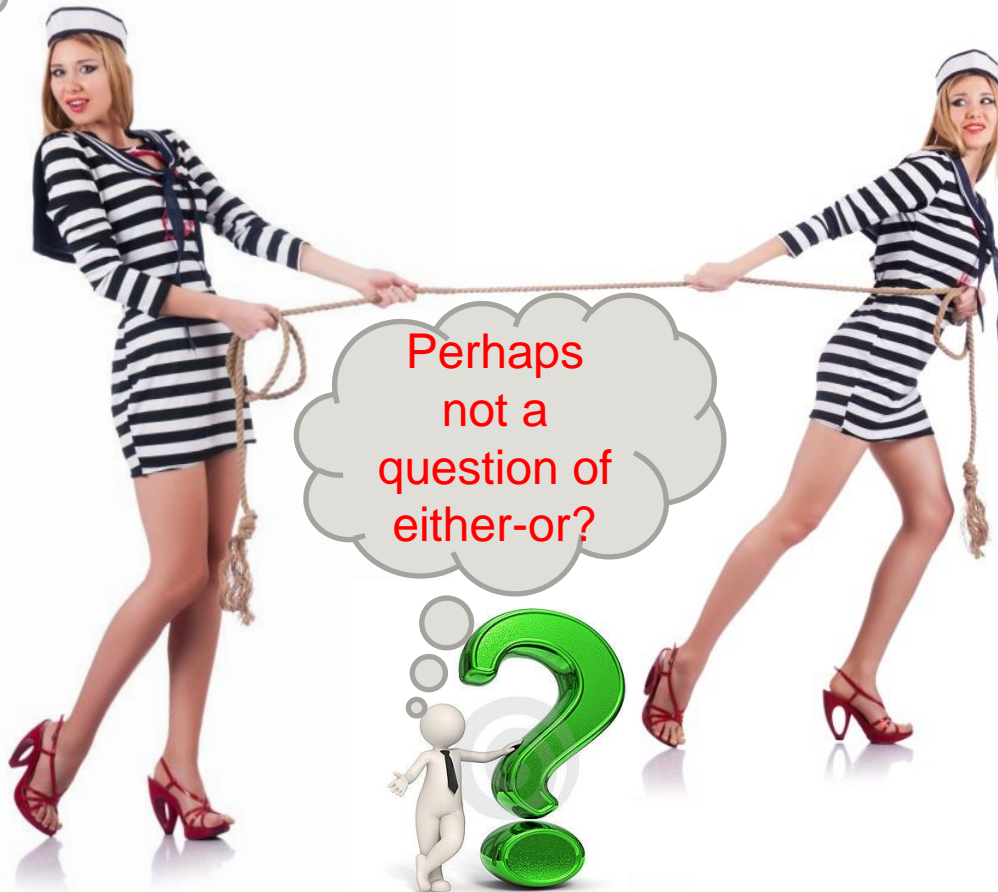
Results:

- Getting a permanent job at the employer
- Or no job, but valuable work practice

Train first, then place vs. *Work first, then place*

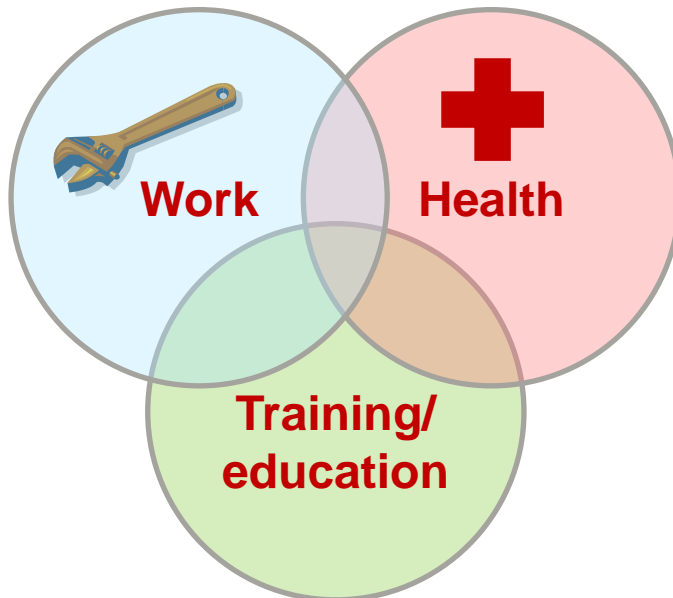
Train first!

Work first!



How about simultaneous, multidisciplinary approach tailored to individual needs?

- **Simultaneous approach**
 - Better effects (and faster) from simultaneous means and measures rather than sequential services
- **Multidisciplinary approach (health, work, education)**
 - make use of holistic approach and of competencies within labour, health, social services, education, substance abuse, mental ailments and life-skills, to name a few key areas.



What did we learn during Peer Review in Vilnius, June 2013?

- Lots
- However, even firmer in our belief in holistic/multidisciplinary approach and simultaneousness in the service deliveries