**BELGIAN-FLEMISH PES**

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<th>Name of the PES</th>
<th>VDAB (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding) – Flemish employment and vocational training service</th>
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<td>When was the practice implemented?</td>
<td>This digital innovation program started in January 2014 and will last for 3 years at least.</td>
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| What were the practice’s main objectives? | ▶ Development of business model innovation by setting up an innovation programme separated from the existing organisation.  
▶ To explore evolutions and expectations on labour and consumer markets based on new technologies and customer journeys.  
▶ To evolve towards a more open, agile and holistic public service, which collaborates and co-creates with public and private partners.  
The lab currently focuses on ‘digital first’ solutions for final year students providing them with customised advice and information in order to strengthen them when they make their first career steps. |
| What activities were carried out? | The service concept prototypes were iteratively developed with feedback from 1 000 students. These concepts are not isolated but part of the Belgian-Flanders PES’s (VDAB) ‘Vick-platform’ with one login (authentication), back end. The apps are linked and communicate with each other.  
The lab is a continuous learning environment where targeted group feedback determines what services to launch, adjust or cancel. Belgian-Flemish PES (VDAB) have collaborations with small start-ups and receive support from a university/business school. |
| What outcomes/results have been achieved? | All services developed are linked to the outside in approach and customer journeys. The Vick-platform consists of different components:  
▶ my coach: an online-coach to help youngsters with job applications;  
▶ mentor: a matching tool for school-leavers to connect with committed professionals;  
▶ mirror: a collection of mini-apps providing insights about mobility, competitiveness, paperwork etc.  
All services are complementary to existing services. (http://vick.vlaanderen/)  
At this stage, results are mainly internal. The main goal is to acquire capabilities, to connect with young people, understand their journey and involve them in both service concept development iterations and communication. Another goal is learning to work agile and start-up-wise by respecting boundary breaking rules.  
External impact: Belgian-Flanders PES’s (VDAB) target is to reach 70,000 school-leavers in Q1 2016. |
What are the lessons learnt and success factors?

The main critical success factors are to work in a sufficiently agile way, cross-functional (fusion business/IT) and outside-in (target group involvement and co-creation).

The lab is set up separately from the existing organisation, but with sponsorship (and ownership) by the higher management level.

The innovation lab is run autonomously, separate from the existing business (with separate planning and budgeting processes) and falls under direct supervision of the CEO and the board.

A steering committee was established based on the principle ‘have boundaries while breaking rules’ in order to keep the project team mindful of its ambition to innovate:

- from digital support to digital first;
- from service provision strategy to ecosystem strategy;
- from offering services to coordinating dynamic service journeys;
- from ‘have to’ to ‘want to’ partner involvement;
- from plan-driven to agile projects;
- from ‘ad hoc’ initiatives to developing organisational capabilities.

The most important lesson learnt is to not only involve target groups through customer panels, but to give them an active role in development, design and communication.

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