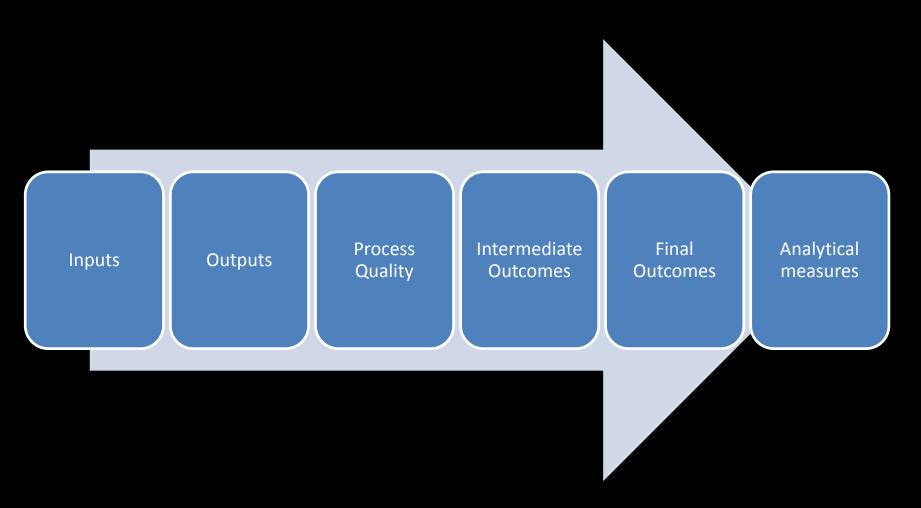
EU-US Exchange: Performance Management and EU PES

Underpinning studies

- Circa 8-10 cross national studies
- Me:
 - Peer Review 2013
 - PES2PES Analytical Paper 2012
 - DWP Review 2010
 - Multiple UK based evaluations
- Qualifications
 - My evidence drawn from 2013.
 - Data is very shallow (national experts, system design etc).
 - Some countries are relatively missing.
 - PES are very different across EU at least as much variation between EU countries as between US-EU: not the same as saying EU and US the same.....

A framework for thinking about PES Performance Management



Current Practice in EU PES

- 1. PES PM is widespread but practice varies.
- 2. The majority/all use intermediate outcomes.
- 3. The investment in and sophistication of PM is growing
- 4. Clear and growing focus on activation
- 5. Only a small number use analytical measures.
- 6. Some countries involve different stakeholders.
- 7. Some countries utilise multi-annual measurement and target setting.
- 8. Benchmarking practices vary widely.
- 9. Few measure performance down to individual level.
- 10. Performance related pay not widespread.

PES incorporate complimentarities & feedback loops

Households:

- Labour supply.
- Skills investments.
- Consumption.
- Wages.

Institutions:

- PES
- Childcare
- Education
- Ongoing training/LLL
- EPL
- Other regulation
- Subsidies/transfers.
- Taxes.

Firms:

- Quant. Labour demand.
- Qual. Labour demand..
- Technology.
- Wages.

Different types of Complementarities

IC Approach

- Matching skills supply to demand.
- Incentives to upskill.
- Demand met ... & stimulated.

CC Approach

- Labour activated & cheap but...
- ...Skills poorly matched.
- ...Low skilled workers crowded out...
- ...high skill demand not met.

Features of PM to be encouraged?

- PM in explict and open cycles.
- Integration of PM and Evaluation annual reporting.
- Multi-annual objective setting.
- 'Inclusive governance' at multiple levels.
- Local Decentralisation.
- Benchmarking is ok... but beaware of gaming and perverse incentives.
- Culture of reflective practice and learning rather than blaming and gaming.