

European Society for Vocational Designing and Career Counseling Wébinar *Belgium*

*Institut d'Administration scolaire
Université de Mons (UMONS)
Place du Parc 18, B-7000 Mons
Tél : +32 (0)65 37 31 90
Fax : +32 (0)65 37 37 74*

<http://www.umons.ac.be/inas>

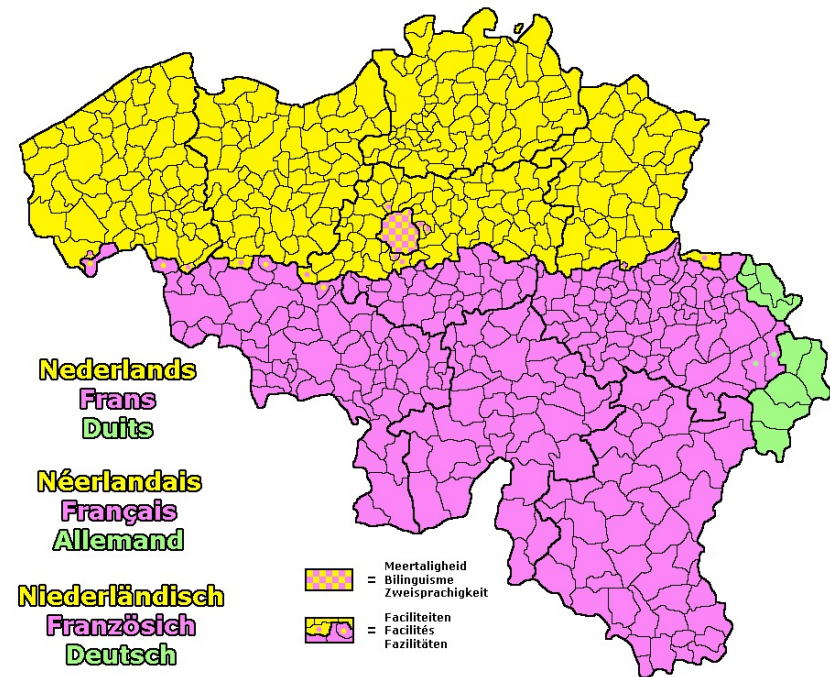
emilie.carosin@umons.ac.be
damien.canzittu@umons.ac.be

Damien Canzittu - Emilie Carosin
University of Mons, Belgium

One country – three regions

Belgium (B):

- Flemish Community (F)
- French-speaking Community (W)
- Brussels-Capital Region (Bru)



Cette photo par Auteur inconnu est soumise à la licence [CC BY-NC](#)

School guidance

- Developing projects to increase the number of graduates in STEM education (digital and STEM skills); to ensure a **match with the labour market**. (B; W)
- Development of new content and innovation training in relation to the **needs of the labour market**. (F)

School guidance

- Guidance Counsellor will have their resources strengthened to provide better support for pupils These are 'curative' actions for young people who have already dropped out of school and in identified areas. (W)

Vulnerable people

- Promote the **social and labour market integration** of vulnerable groups (immigrants, women, young people, people with disabilities, prisoners, people at risk of digital exclusion). (B)
- Stimulate the employability of the most vulnerable groups and promote their **sustainable integration into the labour market** by (i) putting in place effective **activation strategies** and (ii) removing **existing structural barriers**. (B)

Vulnerable people

- Development of **innovative learning pathways**, specifically aimed at vulnerable target groups who currently have too few links to higher education. (F; Bru)

Unemployed

- Monitoring the **skills of workers** and **companies**;
- Expanding the supply of **(e-) training**;
- Providing training for the temporarily unemployed;
- Supporting **entrepreneurship** by supporting **social economy enterprises** (in terms of budget and training);
- Stimulating the **desire of workers to learn**. (F)

Unemployed

Set up a **new coaching and solution-oriented** support for job seekers:

- **Accompaniment** in job search;
- Identification of **skills**, training and contact with the companies;
- Manage with **digital tools**;
- Concentrate all useful information in a **single record** for each job seeker. (W; Bru)
- Support of job seekers and workers towards **promising occupations and/or those in shortage.** (Bru)

Discrimination

Reduce discrimination based on origin, age, disability and gender by:

- academic monitoring of diversity and discrimination at sector level in order to **map sectoral market issues** in terms of discrimination;
- improving **discrimination testing**;
- with **awareness-raising campaigns**. (B)

Discrimination

Create a better connection between education and the labour market, stimulate skills development, increase diversity in the labour market and fight discrimination. (F)

Retirement management

Increase the employment rate with **quality jobs** for older workers by:

- **part-time** pensions;
- **soft endings**;
- **training**;
- **reorientation** throughout the career and by promoting the **transfer of know-how** between the generations of workers. (B)

Training

Increase the employment rate while ensuring an **inclusive labour market**:

- Equip the workforce with the **skills to meet** current and future labour **market needs**, including the green and digital transitions.
 - Increasing participation in the labour market, through training, activation, and support, but also by **tackling employment traps and making work pay**.
- ... by increasing the **mobility of workers** to sectors in short supply. (B)

Training

Actions focus on a stronger commitment to 21st century skills/VUCA, entrepreneurship and sustainability, in addition to academic, international, intercultural, and lifelong learning skills. (F)

Lifelong learning : right to train

Establishment of an **individual training account** for each worker. (B)

Granting of an individual **right to training** to each worker. (B)

Development of **tax benefits for companies** that provide their employees with more training hours than required by the regulations. (B)

Elimination of obstacles to the participation in training of workers whose temporary unemployment is of longer duration or more structural. (B)

Lifelong learning : training formats

Development or adaptation of an educational offer specifically aimed at those wishing to retrain or requalify. (F)

Strengthening collaboration with industry and the labour market by the development of new pathways around dual training, but also the design of new workplace components... (F)

Lifelong learning

Strengthen digital lifelong learning by **co-production of (mainly digital) tools and methods (platform)** in support of vocational guidance and training, particularly in the STEM fields, in order to support the professionalisation (initial and continuous training, certification, etc.) of trainers, training engineers, guidance counsellors... (W)

Lifelong learning : financing and monitoring

Move towards an individual **learning and career account** designed as a personal development **budget**. The learning and career account is part of the further development of a comprehensive **digital career platform** with course suggestions and career guidance suggestions, (digital) skills assessment and overview of the courses and career guidance already taken by the student. (F)

Overview : policies in a VUCA world

- Focus on “safe” indicators :
 - ❖ “entering/staying” in the job market for young people, vulnerable populations, pre-retirement workers, etc.
- Focus on monitoring and providing support via digital means (record & platform):
 - ❖ Data centralization to assess skills, provide training & monitor career paths.
- Links between training and job market
- No clear mention/definition of “decent work”.

Recommendations

- Develop a research-based policy framework for the sector
 - to reinforce intersectorial policies (social, educational & labour)
 - to identify European/international agreements (SDGs, decent work, etc.) that can be used as foundations/lobby.
- Provide quality indicators
 - Baseline/Results/solutions need to be assessed using a comprehensive research framework that includes decent work, career adaptability, well-being, etc. (and not only being able to enter/stay in the job market)
 - Results should also focus on reducing inequalities of access to decent work.

Tools for advocacy/leverage

- Assessment of the efficiency of lifelong guidance interventions, for example :
 - Comparison between students having had guidance v/s no guidance :
 - How many students find a training/work path that suits their needs (after secondary school, university, etc.) ?
 - Assessment of their “well-being”.
 - Assessment of the number of psychological, health & social professionals (social workers, psychologists, etc.) services used.
 - Objective : Investigate potential psychological/health/social costs for society.

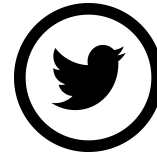
Thank you!



approcheorientante@umons.ac.be



www.approcheorientante.be



[@ApprocheO](https://twitter.com/ApprocheO)



[@approche.orientante.7](https://www.facebook.com/approche.orientante.7)



Damien.canzittu@umons.ac.be

Emilie.carosin@umons.ac.be

Marc.demeuse@umons.ac.be

