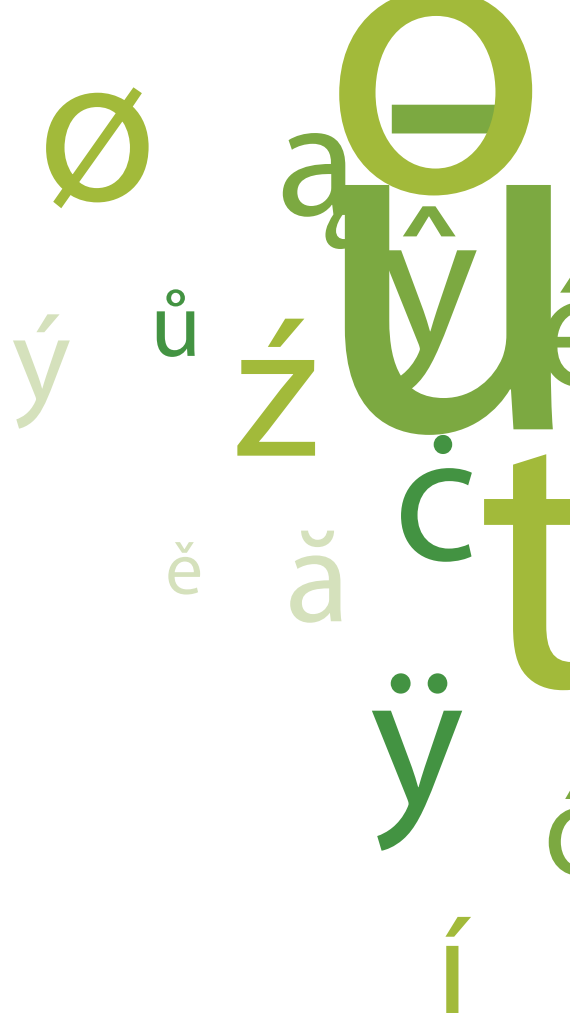


Recent Developments in Guidance

BELGIUM



euro | guidance
1992 | 2017



Recent Developments in Guidance

BELGIUM



Euroguidance Vlaanderen and Euroguidance Belgique Francophone wish to thank everyone who submitted contributions and supported the development of this publication.



Production : Euroguidance Belgique Francophone (Corinne Lamontagne, Thierno Sow)
and Euroguidance Vlaanderen (Joke Verlinden)
Design : Commix (Dirk Jhaes)
Photos : Euroguidance, Shutterstock

This publication has received financial support from Erasmus+: The European Union Programme for Education, Training, Youth and Sport (hereafter "the Erasmus+ Programme"). The information contained in this publication does not necessarily reflect the official position of the European Commission.

1 Policy initiatives, networks and working groups

- 8 Reform of the Pupil Guidance System (Flanders)
- 9 Reference Framework for Educational Vocational Preparation and Career Guidance (German-speaking Community)
- 10 2013 Year of Competences: Guidance Thematic Working Group (French-speaking Community)
- 12 Partnership GO! Education-VDAB (Flanders)
- 14 Community of Practices CISP (French-speaking Community)
- 16 Erasmus+ KA3 Project GOAL: Guidance and Orientation for Adult Learners (Flanders)

2 Service development

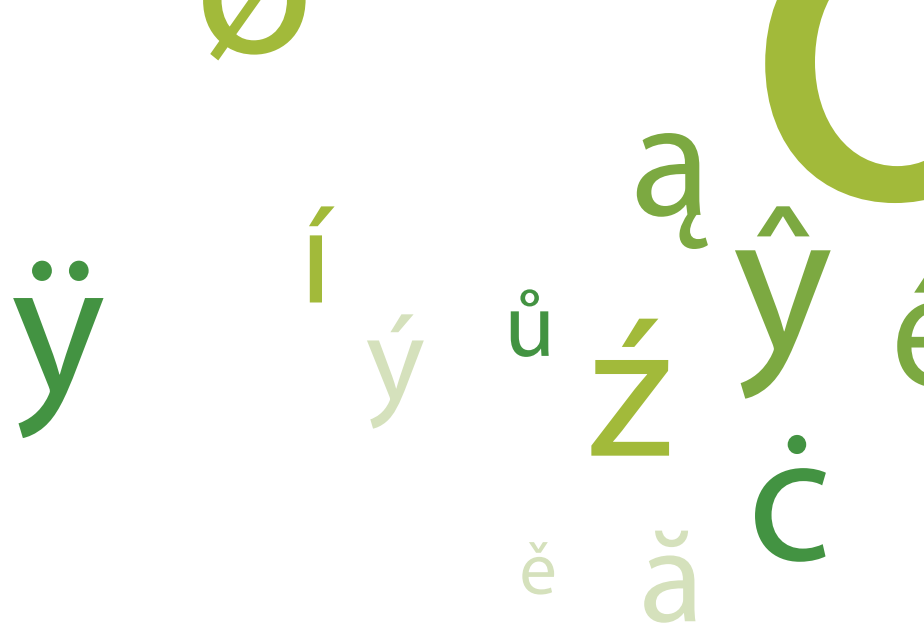
- 19 CLB Chat (Flanders)
- 20 Choose your Education [Onderwijskiezer] (Flanders)
- 21 Kaleido-Ostbelgien (German-speaking Community)
- 22 KAE pilot project: Information officer in school (German-speaking Community)
- 23 Orientation staff @ PXL Hogeschool (Flanders)
- 25 Study Information Service @ ULB (French-speaking Community)
- 26 De Stap [The Step] anno 2017 (Flanders)
- 28 Evolution of the CEFOs (French-speaking Community)
- 29 Career Vouchers (Flanders)
- 31 Project @level2work (Flanders)

3 Tools & media

- 33 Exploration tool Columbus (Flanders)
- 35 Publication 'What after Secondary School?' (Flanders)
- 36 Updated Guidance Workbook 'Op Stap' [Step Up] (Flanders)
- 37 Study Choice Test Battery (Flanders)
- 39 Multimedia Resource: 'Du bout des doigts' [At your fingertips] (French-speaking Community)
- 41 Video box (French-speaking Community)
- 42 Open access Skills Screening (French-speaking Community)

4 Events

- 44 Project: 'Professions go to School' (French-speaking Community)
- 45 Guidance Wednesday (French-speaking Community)
- 46 Intervention Day for Student Guidance (French-speaking Community)



Intro

Euroguidance is a European network that supports lifelong guidance and counselling in various ways. To find out more about the Euroguidance network, the individual Euroguidance centres, and the guidance systems in Europe, please visit our brand new Euroguidance network website www.euroguidance.eu

The year 2017 celebrated the 25th anniversary of the Euroguidance network.

To mark this special occasion, Euroguidance Flanders and Euroguidance French speaking Belgium - the two Belgian Euroguidance centres - wanted to mark this special occasion with a joint publication.

'Recent Developments in Guidance – Belgium'¹ describes new policy initiatives, networks and working groups, recent service developments, new tools, media and events. It will certainly give you a greater insight in new and innovative initiatives in the field of lifelong guidance in Belgium.

We hope this publication will inspire you, your colleagues and your wider network.



¹ *Guidance in Belgium is primarily a community matter, (French Speaking Community, German Speaking Community and Flemish Community) which means there is no single Belgian guidance strategy.*

Recent Developments in Guidance - Belgium

Chapter 1 - Policy initiatives, networks and working groups

Chapter
1

Reform of the Pupil Guidance System

Flanders

Based on an audit of the pupil guidance centres (CLBs) and a vast consultation round, a concept note on the reform of pupil guidance centres in Flanders was proposed by the Minister of Education and Training and approved by the Flemish Government in 2015. Two years later, the Flemish Government approved the preliminary draft of the decree on pupil guidance in primary and secondary education and the pupil guidance centres. The new decree comes into effect on the 1st September 2018.

AIM(S)

The reform aims to place pupils in an even more central position in the pupil guidance process.

TARGET GROUP(S)

All pupils in primary and secondary education.

METHODOLOGY

The roles and responsibilities of schools, pupil guidance centres, pedagogic guidance services and external welfare partners will be clearly defined. Cooperation and scale-up should allow for even better mission accomplishment, which is necessary for better follow-up of young people changing schools regularly. Flanders subsidises 72 CLBs which all together employ about 3.000 staff.

Schools are the main partner in the support of pupils with care needs. The aim is that every primary and secondary school has a designated care manager or care team. Pupil guidance remains the primary responsibility of our school and the school's care policy should be an integral part of the wider school policy.

CLBs offer pupil centred guidance and refer to external services where appropriate.

CLBs are the link between education and welfare and external support services are a crucial partner. Finally, pedagogic guidance services support schools and CLBs through the provision of training.

Overall, services offered by pupil guidance centres (CLBs) should become more visible and easily accessible to all pupils and parents. It is recommended that CLBs are available during and after parents' working hours.

CLBs carry out medical check-ups, from the 2nd year in kindergarten onwards. The current approach will be reviewed and tasks will be redistributed between nurses, paramedics and doctors, which can create space to get doctors more involved in complex situations and the multidisciplinary teams.

RESULTS AND IMPACT

The feasibility of school inspection parallel to CLB inspection will be researched. Inspection could for example ascertain how schools and CLBs collaborate on pupil guidance.

MORE INFORMATION?

Marie Kruyfthoof
Policy Advisor
Flemish Ministry of Education and Training
Koning Albert II-laan 15
1210 Brussel

marie.kruyfthoof@ond.vlaanderen.be

www.onderwijs.vlaanderen.be/nl/sterkere-leerlingenbegeleiding-door-samenwerking



Vlaanderen
is onderwijs & vorming

Reference Framework for Educational Vocational Preparation and Career Guidance

German-speaking community

The plan sets the framework schools should comply with when preparing students to make career choices and in the process of vocational guidance. All levels of primary and secondary school are concerned. The master plan is binding for all mainstream schools.

AIM(S)

The goal is to develop students' competences and to empower them to become aware of their "life plan" and professional aspirations.

Up until the end of the 6th year in primary school, pupils should identify the connections between their own personality traits and the demands of the professional and working world. Up until the end of the 2nd year of secondary school, they should develop decision-making criteria and opportunities regarding further academic or intermediate education. They should also be capable of realistically estimating their chances on success.

At the end of secondary school, pupils should be able to recognise and describe study and career choices, and develop strategies for deciding between further studies and entry into professional life. They should be able to assess their career choice correctly.

TARGET GROUP(S)

All primary and secondary school students.

METHODOLOGY

Descriptions of competences expectations and content contexts per level, with reference to the subjects in which this could be undertaken.

RESULTS AND IMPACT

All schools should implement the reference framework.

MORE INFORMATION?

The master plan can be found at www.ostbelgienbildung.be/

Myriam Wolkener
Educational Officer
Ministry of the German-speaking Community of Belgium
Gospertstrasse 1
B-4700 Eupen

Tel. +32 (0) 87 596 395
E-mail: myriam.wolkener@dgov.be

www.ostbelgienlive.be

Ostbelgien 

2013 Year of Competences: Guidance Thematic Working Group

French-speaking Community

As part of the 2013 Year of Competences project¹ held at the level of French-speaking Belgium², guidance was selected from among 12 themes. It was piloted by the CISP² Interfederation (Interfedé) in collaboration with Bruxelles Formation, Secondary Education, FéBISP³, Forem and Ifapme. The first set of activities consisted included questioning of guidance activities, sharing experiences between guidance actors and people working with clients who do not have access to training and employment or who are dropping out.

A study day organised on 26 November 2013 was the culmination of the reflection process initiated within the framework of the thematic working group. In addition, a week of guidance was organised⁴ which resulted in various activities during the month of November 2013. At the end of that year, continuity of activities was ensured through a budget carry-over. Activities carried out in 2014 focused on guidance practitioners' training⁵ in a participatory process similar to the dynamic developed in 2013.

A working group made up of career guidance professionals⁶ and people working directly with the public was created. The work carried out is the subject of a report included in the activity report of the Consultative Committee for Training and Education (CCEF), which ensures the continuity of activities initiated under the "2013, Year of Competences" project.

AIM(S)

- to set up a joint training activity for staff with a guidance role (targeted guidance, generalist⁷, ...);
- to question the resources used in professional training⁸ of guidance staff;
- to analyse how the training on offer is a resource, a lever from the point of view of the audiences;
- to lead to the identification of reference points and steps to support the training pathways of professionals for both guidance education and targeted guidance;
- to consider how to sustain and include these vocational training courses in the guidance training currently available and to extend access to them;
- to produce a deliverable and if possible, present it during the Education and Vocational Training Conference (Assises de l'Enseignement et de la Formation professionnelle);
- from this action, bring out new perspectives that will be relayed to decision-makers (show how our joint action allows us to go further).

TARGET GROUP(S)

Workers from institutions or various structures with guidance roles in their job description.

METHODOLOGY

To carry out this activity, a working group was set up to bring together different stakeholders..

The reflection phase started by sharing significant training experiences (initial or ongoing training, support, peer-evaluation, conference presentation, visits, exchange of practices) linked with the guidance role.

Continuous training proved to be more significant than initial training, and responded to requirements:

- centred on the knowledge of contexts and audiences;
- focused on learning and training involvement processes;
- centred on the professional positioning and the "heart" of the role;
- centred on the acquisition of methods, tools processes; for distance learning, sharing and construction of practices, transfer of tools/practices, teamwork.

On this basis, we identified the key skills needed in any guidance role, whether primary or secondary:

1 www.anneesdescompetences.be

2 New name of the Interfederation of EFT/OISP - www.interfed.be

3 Brussels Federation of Socio-professional Integration.

4 The results of the work are recorded in the thematic papers and the Memorandum of the 2013 Year of Competences - www.anneesdescompetences.be

5 This heading covers a wider field of professionals than guidance counsellors and also concerns practices such as work trials in different forms.

6 The participants came from associations belonging to the following institutions: Atelier de formation par le travail (Work Training Workshop - AFT), CFISPA (Centre de formation et d'insertion socioprofessionnelle adaptés agréés par l'AVIQ - Adapted Socio-Professional Training and Integration Centre approved by the AVIQ), Bruxelles Formation Tremplin (Brussels Springboard Training), CEFO (Carrefour emploi formation orientation - Employment and Training Guidance Centre), Reconstruction Units, CPMS (Centre psychomédicosociaux de l'enseignement obligatoire - Psychomedicosocial centre for compulsory education), Forem Formation, Ifapme, Infor Jeunes, Local Mission, CISP (Centres for Socio-professional Integration), Local authorities, etc.

7 Operators w guidance role is performed alongside other roles.

8 This is training in the broad sense: action training, peer-evaluation support, tools training.

- intervening with the public;
- being familiar with the job market culture;
- organising training activities on the labour market and training;
- supporting people with their career plan and their integration pathway;
- managing their own practice(s);
- designing a guidance, information or training programme;
- updating and developing their knowledge and skills.
- being able to build and maintain a professional network

We then met with training providers selected collectively based on the skills requirements of the participants and their audience. As part of this activity, we were able to consider only a small panel of continued training providers. Presentations followed a common pattern. We then conducted an analysis of this offering, according to the needs and skills identified.

Finally, three training activities were organised for the participants of the working group. The aim was to experiment with training, determine its added value, create a vision and suggest improvements.

RESULTS AND IMPACT

At the end of this year of collective work, we produced a report of our entire approach and linked it to the work on guidance in the framework of “2013 Year of Competences” We also identified concrete action paths concerning the training of workers carrying out guidance roles. Here are the main points.

Observations:

Guidance professionals come from different fields, work with a variety of audiences and develop diverse practices. Thus, continued training should be addressed to professionals. Also, access to the profession should not only be provided through obtaining a specific qualification. A diversity of approaches should be fostered.

Participants in the process consider it important to develop a common language between actors and users and the creation of a common structure.

It is clear that there is currently no formal training focused on the needs of professionals from diverse work contexts. In addition, the existing training offer is fragmented.

Action tracks:

The main track lies in implementing a multimodal training course¹, bringing together several training operators, affordable and accessible to all, including cross-curricular training contents that support the guidance fundamentals. A new training framework could be developed from a common base, which promotes a common vision and culture of guidance. It would be complemented by a “toolbox” system that would meet the specific needs of the different audiences and institutions.

Exchange of practices and tools should be encouraged to support meaningful global reflection and to build a common framework. In this context, a collaborative platform could support a community of practices. This should contain various resources, supporting practices and providing tools for professionals. These resources would be informative (labour market information) whilst providing knowledge on the socio-economic context, ethics, etc ...

MORE INFORMATION?

- The results of the work on the Year of Competences are recorded in the thematic overview papers and in the 2013 Year of Competences Memorandum (see www.annedescompetences.be)
- The document “Building joint training action - Report and recommendations following the work led by Interfédé in 2014 on the theme of guidance” is available on Interfédé’s website: www.interfedebelgium.be

CONTACT DETAILS

Marina MIRKES – marina.mirkes@interfedebelgium.be
Educational Coordinator at Interfédé
Rue Marie-Henriette, 19-21
5000 Namur
0032/ 81.74.32.00



¹ Continued training is understood here in a broad sense: peer-evaluation, exchange of knowledge, pooling of practices, face-to-face training, etc. These different methods can of course be combined.

Partnership GO! Education-VDAB

Flanders

In January 2015, the Community Education umbrella (GO!) and the Flemish Public Employment Service (VDAB) renewed their agreement to continue their partnership and develop it further. Since 2007, they collaborate to better attune education and the labour market - focusing on talent, competencies, learning and careers. The challenges regarding the intersection of education and labour market are, after all, quite substantial.

The partnership is built around 2 pillars: (school) career guidance (OLB) and regional partnerships GO!-VDAB. GO! and VDAB are looking to reinforce each other's expertise in both domains to develop the best possible school career guidance and to pursue a 'warm transfer' of youngsters to the labour market.

AIM(S)

- Sharing of expertise between GO! and VDAB on the development of (school) career competencies and (school) career guidance, e.g. career interviews.
- Professionalisation of school teams and their CLB in drawing up a (school) career guidance policy and practice
- Making targeted use of VDAB material in the development of (school) guidance policy and practice

TARGET GROUP(S)

- Schools and their CLB
- GO! school support services and CLBs

METHODOLOGY

In the starting phase ('15-'16), GO! developed an action line (school) career guidance and VDAB focused on the transfer of expertise in area - both through a project approach. The project initially focused on labour market oriented training. In a second phase ('16-'17), other types of secondary education were included.

In '15-'16, a pilot project was set up with 6 schools: building up expertise within the schools and their CLB, as well as within the support team of the GO! support service.

VDAB and GO! organised a two-day training course for schools on 18 and 19 May '15.

The GO! vision on (school) career guidance was the starting point (see: pro.g-o.be/blog/Documents/DEFvoorsite_GO%21_Visietekst_onderwijsloopbaan-begeleiding_v3.pdf), complemented by elements of VDAB's career thinking. Within the service provision for jobseekers and those in employment, VDAB has built up

considerable expertise in, for example, career interviewing techniques based on the model of Marinka Kuijpers (five career competencies: quality reflection, motivation reflection, work exploration, networks and career direction). These career competencies are largely in line with what we know in education as self-concept clarification, horizon expansion and decision making ability.

During the two-day training, four themes were covered:

- vision and support base;
- orientation and guidance with attention on several tools: incl. the five career competencies of Marinka Kuijpers, the WATHOE method (GO!), tools offered on Onderwijskiezer (see p. 20);
- organisation of (school) career guidance in school;
- collaboration with parents and external stakeholders, such as VDAB.

Roles and tasks for school and CLB were explored and defined (anticipating the new decree on pupil guidance, see p. 8).

Together with the schools and their CLB, a starting situation analysis (zero measurement) was carried out, using the OLB scan. Based on its results and the content acquired during the training, schools and their CLB set out targets and actions for (school) career guidance. Next, they started designing a structured OLB policy and OLB practice. Following the training days, schools embraced many OLB actions. However, there was a margin of growth in regards to clearly defined targets and a more integrated approach.

During the retrospective day on 8 December '15, schools and CLBs involved developed their OLB approach further. They clarified the current position, actions taken and points of difficulty. Next, each school and its CLB staff working on OLB drew up a school development plan, supported by the project supervisors (of the school

support service and the permanent CLB support unit). In this process, the school's own vision, setting out an OLB learning pathway, a professionalisation proposal for the school team, and quality management were addressed. The project supervisors were strongly supported by a VDAB career guidance expert.

During '16-'17, the pilot project was integrated in the standard operation of the school advisory service and the permanent CLB support unit. A new group of schools and CLBs were supported in the development of their (school) career guidance policy and practice, via an integrated change traject (an approach tailored to the school and CLB involved, involving process guidance and underlying professionalisation initiatives).

Sharing of expertise in (school) career guidance amongst schools was stimulated by collective learning events (poster fair, learning network, etc...). The regional partnerships GO!-VDAB also acted as a forum for good practice presentations by schools.

In 2017-2018, the project is being expanded to a new group of schools and their CLBs. Previous participants are still supported via learning networks. Also, the professional development programme will expand further to include career interview training and 'data-based' working.

RESULTS AND IMPACT

40 schools and their CLB have now been reached, with a balanced distribution across the provinces.

Within the school advisory service and the permanent CLB support unit, (school) career guidance anchors were professionalised.

MORE INFORMATION?

- www.vdab.be/onderwijs, www.pro.g-o.be
- For VDAB: Ellen Albrechts (ellen.albrechts@vdab.be) en Veerle Van Damme (veerle.vandamme@vdab.be)
- For Go!: Education: Hilde De Meyer (hilde.de.meyer@g-o.be) en Ingrid Van Oost (ingrid.van.oost@g-o.be)



CISP Community of Practices

French-speaking Community

In Wallonia, Centres d'insertion socioprofessionnelle (CISP) - Socio-professional integration centres - are vocational training and socio-professional integration operators that target adults with little education, and job seekers. Some offer socio-professional guidance. The majority are affiliated with a federation grouped together within the Inter-federation of CISPs (L'Interfédé).

The actions carried out by the CISPs allow each person to determine, structure and implement concrete and relevant actions during and after training in order to build or confirm one's career and personal plan.

Guidance practices are varied and relate to collective and individual schemes, general approaches to the personal and career plan or specific approaches, such as guidance through trade discovery. Guidance is organised as a specific channel (the guidance channel) or it is included in a basic or professional training programme.

In 2012, as part of a reference process developed at the sector level, a training and guidance database has been produced (www.interfed.be/siteprovisoire/wp-content/uploads/2015/08/Cahiers-IF-Ref-Orientation-vf.pdf). In 2015, this database was completed with a common reference document at CISP centres "Characteristics and peculiarities of the work done in the field of socio-professional guidance in the CISP sector".

Excerpt

"In CISPs, the process of socio-professional guidance is aimed at ensuring that each trainee is an actor in this process, by becoming aware, relying, on the one hand, on aptitudes, skills, aspirations, personal and/or professional interests, and, on the other hand, on knowledge of the socio-economic context, with a view to making informed choices. This means promoting real freedom for people to be able to choose and carry out a training plan to which they give value and which contributes to their socio-professional development within a given space of constraints and opportunities. It allows each person to determine, structure and implement concrete and relevant actions during and after the training in order to progress towards the construction and/or the realisation of his or her socio-professional plan.

This process is evolutionary, individual and/or collective, supported and personalised. It contributes to people's emancipation. The process implementation depends on the educational project of each CISP.

Since then, an approach has been initiated to create a community of practices which is embodied in particular by the production of toolkits created from the resources and tools used daily by workers with a guidance function or active in a CISP centre in the Socio-professional Guidance category.

This approach is hinged around participation in a working group bringing together professionals from the

sector. The process includes 6 meetings. Participation in the whole process is required.

AIM(S)

The aims of the Working Group are:

- to build together reference points, benchmarks, individual and collective points of attention supporting the guidance work in the CISP sector in Wallonia
- to build together an analysis grid of practices and tools by trying to adopt the point of view of a trainee using the tool.
- to identify the levers and obstacles to producing future work prospects
- to record comments on an educational platform created for this purpose

TARGET GROUP(S)

Workers with a guidance role in their job.

METHODOLOGY

The group builds on the skills identified in Interfédé's guidance database.

In connection with each of these, participants presented tools or resources they avail of. Next, they were analysed, based on a framework in line with the sectoral reference framework. This experimentation of tools and analyses was recorded in files accessible to all members of the working group - via a collaborative platform. Where possible, tool sheets are referenced with tools.

Over twenty tool sheets were produced by the working

group, supplemented by sheets produced during the ISP Conference on 18 May 2017 in Namur.

A final meeting allowed for analysis of the work carried out and identification of the ways in which it supports professional practices. Ten recommendations (benchmarks) were identified.

RESULTS AND IMPACT

The work produced by the working group complements the Guidance Reference produced by Interfédé. It is part of the guidelines proposed for guidance activities. From a formal point of view, twenty tool sheets were produced by the first working group. Other sheets complemented this first production at the ISP conference. A second group started in September 2017. A process of making this work available to the entire sector is in progress.

The process allowed for the creation of a community of practice. Professionals have developed relationships and created a network that supports their activities.

MORE INFORMATION?

www.interfedebelgium.be where the Guidance Database and the note “Characteristics and peculiarities of the work done in terms of socio-occupational guidance in the CISP sector” are posted. The tool sheets will be made available in 2018.

CONTACT DETAILS

Marina MIRKES – marina.mirkes@interfedebelgium.be
Educational Coordinator at Interfédé
Rue Marie-Henriette, 19-21
5000 Namur
0032 / 81 74.32.00



Erasmus+ KA3 Project GOAL: Guidance and Orientation for Adult Learners

Flanders

Project GOAL sought to develop available models of guidance and orientation for low-educated adults in six countries: Czech Republic, Iceland, the Netherlands, Lithuania, Slovenia and Belgium (Flanders). Coordinated by the Flemish Ministry of Education and Training, it ran from February 2015 until January 2018.

In Flanders, adult education is rather fragmented as it is the responsibility of several policy domains and ministries. Hence, it is not easy for adult learners - and particularly adults with a limited education background - to find the right course that suits their needs best.

GOAL's underlying hypothesis is that an independent one-stop guidance service centred on the specific needs of low-educated adult learners may help increase participation of this target group in education and training.

Five intervention strategies were implemented to reach the target group and to improve guidance services:

1. Improving networks and partnerships, 2. Development of high-quality tools, 3. Counsellor competence development, 4. Delivery of outreach activities and 5. Provision of high-quality guidance services.

Policy experimentation (September 2015 - end of April 2017) was carried out by de Stap (the Step) in Ghent through its service 'Word Wijs!' (Get Smart!), and by De Leerwinkel (The Learning Shop) in the province of West-Flanders.

Both organisations built on existing services and expertise to further develop their educational guidance service.

AIM(S)

GOAL aimed to map relevant aspects of educational guidance services to provide evidence for further policy development on structural educational guidance services for adults in Flanders.

The premise for each guidance process was that clients take the lead. A tailored approach was applied by considering the clients' interests, personal background and contextual factors.

Overall, the GOAL guidance process can be divided in 3 phases: intake & information mediation; guidance; decision making and follow-up.

TARGET GROUP(S)

Project GOAL focused on unqualified school leavers. De Stap, 'Word Wijs!' concentrates on young adults (18-25), whereas de Leerwinkel caters for all unqualified school leavers.

Most clients sought guidance to explore educational opportunities, but GOAL guidance goes beyond this. GOAL encompasses every aspect of identifying a suitable course or training programme and enrolling in it (e.g. how to overcome barriers to study?). Ideally, a student mentor would start as soon as he/her has enrolled in a course.

METHODOLOGY

Educational guidance was provided through face-to-face meetings between a counsellor and a client. A total of 925 sessions took place at de Stap and de Leerwinkel, with an average of 2.2 guidance sessions per client. A substantial number of clients (44%) took part in one session, whilst 56% engaged in a longer guidance process. An average session lasted for 1 hour. Counsellors also engaged in client follow-up through micro-contacts such as text messages and social media.

RESULTS AND IMPACT

Some Quantitative Results:

All 418 clients were registered as early school leavers (=without a higher secondary education diploma).

The majority (73%) was under 26; with male and female being equally represented.

Several data have shown that GOAL clients were highly satisfied with the service. 52% finished the GOAL

guidance process because they had started or completed a course, or because they had found a job.

49% of clients who gave consent to be tracked in the database of the Ministry of Education, have enrolled in an educational programme at a CVO (centre for formal adult education) and 76% obtained at least one modular certificate. The sample of De Stap shows that 74% of clients in guidance have enrolled in a (non-)formal adult education course.

Most GOAL clients found their way to the service through partner organizations, indicating that the existing partnerships work well in regards to referral purposes. Main referral partners were: VDAB (the Flemish PES) with 23%, OCMW (Social Welfare Services) with 7%, CLBs (pupil guidance centres) with 4% and integration offices (13%).

Some Qualitative Results:

Clients, staff members, stakeholders and policy makers have agreed on some characteristics that influence the service quality:

- De Stap and de Leerwinkel offer independent advice. They do not have any interest in orienting clients towards a certain educational institute or study field.
- Its voluntary character makes GOAL services easily accessible.
- With its tailored approach, GOAL helps to empower vulnerable client groups.
- The step-by-step and tailored approach reduce the risk of dropping out of the guidance process.

Throughout the project, most partner organisations recognized the added value and complementarity of the GOAL service to their own services. This recognition at local level has had a positive effect at central level.

The project evaluation report (including a report on

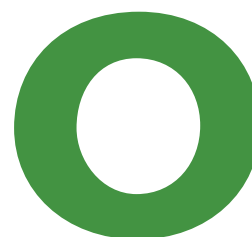
Flanders) includes recommendations for policy makers and practitioners.

The GOAL project Advisory Committee recommended that a policy concept note would be developed, outlining all aspects of a future, structural GOAL service. A draft concept note was disseminated for feedback from relevant policy levels (10/10/17). The final version has been published and politically promoted from January 2018 onwards.

The final "GOAL" is to gather support for the concept note from as many stakeholders as possible, and to find political will to develop the GOAL service structurally.

MORE INFORMATION?

- www.projectgoal.eu
- www.destapgent.be/wordwijs
- www.leerwest.be
- Contact person: nadia.reynders@ond.vlaanderen.be



Recent Developments in Guidance - Belgium

Chapter 2 - Service Development

Chapter **2**

CLB Chat

Flanders

CLBch@t is a cross-network initiative of the pupil guidance centres (CLB). Through the service, the CLB target group (pupils, parents and school staff) can initiate anonymous online chats with a CLB member of staff. In a first step, the chat query is clarified and put into context. In a next step, information and advice are provided. Where appropriate, clients are referred to their local CLB or the wider network - via a tailored medium/channel.

AIM(S)

CLBch@t has made access to the CLBs easier and less daunting. Pupils and parents can now also reach CLBs outside regular opening times. So far, school career guidance has proven to be the most popular chat topics. study choice / schooling pathway is up to now the most popular theme for which a chat is requested. Alongside Onderwijskiezer (*Choose your Education - see p. 20*), CLBch@t offers pupils, parents and teachers the unique opportunity to ask CLB staff for information and support in a focused and rapid manner.

TARGET GROUP(S)

Pupils in primary and secondary schools, their parents and teachers.

METHODOLOGY

The method of solution-oriented action is applied. CLBch@t staff are professionals with extensive training and experience in the (CLB) care and support system.

RESULTS AND IMPACT

CLBch@t was officially launched on 1/9/17. It provides simultaneous, multidisciplinary availability of 3 CLB staff on Monday (5 pm - 9 pm), Tuesday (5 pm - 9 pm), Wednesday (2 pm - 9 pm) and Thursday (5 pm - 9 pm).

The initiative is supported by the entire CLB sector. Currently, about 20 CLB employees invest part of their working hours to help realising the service.

For 2016-2017 (school year), the following figures are available:

- A total of 3,136 chats.
- Average chat duration: 19 minutes.
- Average age of the pupils concerned: 14.25 years.
- Parents and teachers also contact the CLB.
- 400 chats were related to study choice and school career (=13%).
- 87% of the visitors gave CLBch@t 3 stars or more (max. 5 stars).
- 50% of the visitors awarded CLBch@t 5 stars.

CLBch@t has received many positive reactions and appreciation within the CLB sector. It is providing an enthusiastic, new dynamic within the organisation.

CLBch@t also scores externally. On several occasions it appeared in the press and was mentioned positively by the Minister of Education and Training. The service is valued by its stakeholders and policy makers in Flanders and further afield.

MORE INFORMATION?

- www.clbchat.be
- Contact Tom Billiet (tom.billiet@clbchat.be)



Choose your Education [Onderwijskiezer]

Flanders

2

Recent Developments In Guidance - Belgium | Chapter 2 | Service Development

Onderwijskiezer is an informative website on education and training in Flanders and the Brussels-Capital Region. It was initiated by the Vrij CLB (Subsidised Free Education pupil guidance centres) and GO! CLB (Community Education pupil guidance centres) umbrellas, supported by the OVSG CLB (Education Secretariat of Flemish Cities and Municipalities pupil guidance centres) and POV CLB (Provincial Education Flanders pupil guidance centres) umbrellas. Onderwijskiezer contains objective, neutral information on every recognised course in Flanders and is kept up to date by a team of guidance professionals.

Onderwijskiezer offers a number of scientifically based tests that can help young people in exploring their interests and study attitude, at key moments during their education and training. Onderwijskiezer is also the platform for the new exploration instrument, Columbus (see p. 33), and the teacher training entry test. Anyone can forward a question on educational topics to the service at any time. Onderwijskiezer guarantees an expert answer within 24 hours.

AIM(S)

Onderwijskiezer wants to be THE benchmark in Flanders and the Brussels-Capital Region for anyone looking for information on the education landscape. It is the firm intention to continue positioning Onderwijskiezer as THE essential source of information on education.

TARGET GROUP(S)

All the pupils, students, teachers, CLB staff and everyone looking for information on learning opportunities.

METHODOLOGY

Collecting and offering objective information in a user-friendly way. To realise this, Onderwijskiezer entered into partnerships with external partners (such as the Ministry of Education and Training, VDAB and temp offices), whilst carefully retaining its own vision and independence.

RESULTS AND IMPACT

One Flemish person out of 5 has used Onderwijskiezer at least once. More than 1 million youngsters completed one of the online tests it provides. It is hard to know what the exact impact will be, but the enormous and steadily growing success demonstrates that this way of providing information is popular.

MORE INFORMATION?

- www.onderwijskiezer.be
- Contact Dirk Verrycken
- (dirk.verrycken@onderwijskiezer.be)

Onderwijskiezer.be

Voor jou gemaakt door je CLB!



Kaleido-Ostbelgien

German-speaking Community

Development of a career guidance concept at Kaleido, supported by theoretical frameworks/reflections and existing definitions (e.g. Cedefop, European Council, ELGPN). Pilot project: a specialised team supports career guidance for the entire service.

AIM(S)

To carry out Kaleido's legal mission (= that of the PMS centres)

TARGET GROUP(S)

All schools, pupils and young people in the German speaking Community.

METHODOLOGY

The offer consists of:

Primary education:

- Support with the development of guidance projects by schools
- Participation in school projects e.g. "Profession Week"
- Individual interviews.
- Work with parents: information meetings and projects to be developed
- Classroom activities in the 5th and 6th years (primary school), individual support in several modules: getting to know oneself, professions (among which Internet-BIZ), moving to secondary school, individual interviews
- Presence at parents' evenings
- Information sessions for parents

Secondary education:

- Support with the development of guidance projects by schools
- Classroom activities mainly in the 2nd, 3rd/4th and 6th years: getting to know oneself + professions, training courses, studies (among which Internet-BIZ)
- Workshops (themes: "Studying in Belgium", "Get ready to study", "Studying in Germany", "Apprenticeships", "Go abroad"). In partnership with the partners mentioned below.
- Decision-making workshops, in collaboration with Infor-jeunes
- Individual interviews.

- Presence at parents' evenings
- Information sessions for parents and young people

External offers:

- Workshops: Initiating collaboration with the youth office, youth centres, etc. To be developed. First meetings planned.
- Presence in the service's branches (proposal to have a permanent presence in schools). To be developed: other permanent presences in places where young people converge.
- Decision-making workshops, in collaboration with Infor-jeunes (e.g. using the "Talentkompass" tool)
- Individual interviews.
- Regular collaboration, networking with external partners: ADG, Ministry of Education, Ifapme (IAWM), Infor-youth etc.
- Collaborations with the same partners for animation and information activities

Future developments in conceptualisation in the areas of school attendance, career guidance for young people with learning difficulties (a working group has just been set up in the German-speaking Community), career guidance and migration, career guidance and disadvantaged young people, etc.

RESULTS AND IMPACT

To be evaluated with schools and young people.
Establishment of a quality management system.

MORE INFORMATION?

www.kaleido-ostbelgien.be

Monique Bartholomy
0032/8743900



KAE pilot project: Information officer in school

German-speaking Community

2

Recent Developments in Guidance - Belgium | Chapter 2 | Service Development

The key point of this pilot project is the appointment of an career guidance information officer in schools. This information officer's task is to gather the information available at the school, to advise students, to work with non-school providers such as the German Community Employment Office or Kaleido-Ostbelgien, to develop projects and activities in schools and to assist teachers with integrating this topic in their lessons. The information officer coordinates all career guidance activities. A concept of different successive activities and projects will be developed from primary school to the end of secondary school. A steering group within the school and a monitoring committee provide support to the information officer.

The pilot project started in September 2017 at the Royal Athenaeum Eupen (KAE) and will run in an initial phase until June 2019. Thereafter, it should be evaluated and the decision made to continue or expand to other schools.

AIM(S)

This is a pilot project with the aim to build, implement and evaluate a coherent concept to prepare pupils to choose career and vocational counselling at school.

TARGET GROUP(S)

Primary and secondary students

METHODOLOGY

See above.

RESULTS AND IMPACT

To be evaluated.

MORE INFORMATION?

Myriam Wolkener
Educational Officer
Ministry of the German-speaking Community of Belgium
Gospertstrasse 1, B-4700 Eupen
Tel. +32 (0) 87 596 395
E-mail: myriam.wolkener@dgov.be,
www.ostbelgienlive.be



Ostbelgien 

Orientation staff @ PXL Hogeschool

Flanders

Starting third level education is often the start of an exciting study journey. University College PXL aims to train students, with a diploma as the icing on the cake. When everything runs smoothly, students graduate after 3 academic years. However, this does not often happen. Less than 1 out of 3 students completes their BA degree within the standard 3 years and the average length of Bachelor (BA) studies in Flanders has risen to 3.5 years. During the first academic year, one third of the students drop out; only half of the first year students eventually gain their diploma.

PXL has developed an orientation programme for new students to promote progression by monitoring them during their first PXL year. Following the first exam period, results of all the new students are consulted and compared with several other data, such as preliminary education and their entry test results, which feeds into the tailored advice that students are invited to discuss individually. This approach allows for each new student to receive advice already during the academic year and not just at its conclusion.

AIM(S)

With the orientation programme PXL aims for:

- good orientation and reorientation to promote progression;
- the right student on the right course;
- timely and tailored guidance advice.

TARGET GROUP(S)

All new students at PXL.

METHODOLOGY

1. Intake phase

Intake interview

Students can request an intake interview at the start of the academic year. During this non-obligatory activity, variables that can influence study success can be discussed and tailored advice is immediately given on available guidance forms that will increase the chances of success.

Entry test Dutch

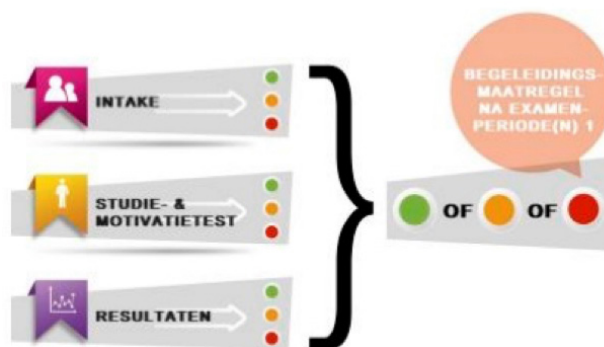
In the first 2 weeks, all new students take an entry test in Dutch, which will inform them of their Dutch language competencies. Research has clearly shown that a good command of the language and study success go hand in hand, so it is important that shortcomings are identified and overcome

Other entry tests

Assessing your own competences is not that simple and a number of entry tests can be of assistance. Some courses organise entry tests for French, English, mathematics and chemistry. These tests also aim to identify shortcomings and overcome these.

2. Study & motivation test

A student's study method can influence his/her chances of success. The Learning Style and Motivation Test (LeMO-test) is carried out in the third week of the academic year. Students receive an individual feedback report, including their learning strengths and learning points, indicating what they should focus on to develop a better study method. Students who are uncertain about their study method or who experience difficulties with steering their learning process will need additional support.



3. Results analysis following the first exam period

Following the first exam period, the progress committee takes a close look at each student's study result. Those students who passed less than 60% of their subjects receive a personal invitation to meet with the programme counsellor or student supervisor of their course. During the meeting, advice is given and tailored support is proposed.

Students who passed more than 60% of their subjects have a good chance to achieve the same result at the end of the academic year, but they can also request to meet with the study pathway counsellor or student supervisor.

RESULTS AND IMPACT

The majority of students (85%) who passed less than 30% of their course components in the first exam period, usually obtained less than 30% study return as a result of their June exams. Nevertheless, about 12% gained a score between 30% and 60%, which is a positive evolution. A small minority, 2%, passed over 60% of their subjects in the first exam period.

Reorientation advice, drawing up an individual pathway together or starting up a supervision process ideally happens after the first exam period in January (and not after the end of June exams).

Half of the students who passed between 30% and 60% of their subjects, gain the same result on their June exams. Another 30% of this group performs worse on their

June exams and achieves less than 30% study return, whereas 19% succeeds in gaining 60% study return in June. Particularly for this last group, interim advice is highly recommendable.

Most students who passed more than 60% of their subjects, do the same in June (82%). A minority (3%) achieve less than 30% study return and 15% scores somewhere between.

MORE INFORMATION?

- www.pxl.be/Pub/Toekomstige-studenten/Toekomstige-studenten-Begeleiding-en-support/Toekomstige-studenten-Begeleiding-en-support-Orienterings-traject.html?highlight=oriënteringstraject
- Contact Anneleen Huisman (anneleen.huisman@pxl.be)



Study Information Service @ ULB

French-speaking Community

"Orientation-Reorientation" unit since 2013:

- Individual interviews (free of charge)
- Drop-in orientation (guidance)/reorientation service
- Collective Wednesday guidance workshops ("Mercredi de l'orientation")
- Reorientation activities on demand

AIM(S)

To support students who consider entering into higher education in their decision making process. Methods used include: working on the process, addressing difficulties in course selection, exploring determining factors in decision making.

Specific methods are applied according to the existing needs.

TARGET GROUP(S)

- Individual interviews, on appointment, for secondary school pupils, students in higher education and adults returning to education
- Permanent orientation/reorientation service - without appointment - for secondary school pupils, students in higher education and adults returning to education
- Collective *Wednesday guidance workshops* (Mercredi de l'orientation) for secondary school pupils, gap-year students
- Reorientation activities on demand for students who wish to review their initial choice

METHODOLOGY

Individual activities:

- Needs analysis, identification of difficulties
- Proposal of a method and tools according to the person's needs
- Support provision until a decision is made

Collective activities:

- Mercredi de l'orientation: reflection on the choice of studies, identification of determining factors and difficulties in choosing a course, proposal of a methodology and tools
- Reorientation activities: proposal for reflection on reorientation, information on reorientation procedures, information on higher education in French-speaking Belgium and individual support

RESULTS AND IMPACT

Not available at the time of publication

MORE INFORMATION?

- www.ulb.ac.be/de/infor-etudes/index.html
- orientation@ulb.ac.be



De Stap [The Step] anno 2017

Flanders

2

Recent Developments In Guidance - Belgium | Chapter 2 | Service Development

De Stap is a service that provides neutral, cross-network and cross-level information on training, study programmes and adult education, aimed at (young) adults. It is easily accessible, free of charge and without appointment.

To achieve its ambitions to be a learning environment and bustling place of activities, De Stap's front-office moved to De Krook and reopened March 13th 2017. De Krook is an easily accessible cultural institution and a place where culture, life-long learning, economy and innovation come together.

De Stap also cooperates with the pupil guidance centre (CLB) reception @ De Krook. This CLB service is a cross-network initiative by non-profit organisation TOPunt Gent, which involves 3 CLBs based in Ghent: Stedelijk CLB, Vrij CLB, and GO! CLB. Parents and youngsters can contact the pupil guidance centre for (free) advice on health, upbringing and education - regardless of the education network. The service is a unique partnership in Flanders.

De Stap provides training and resources on primary and secondary school education, higher education and adult education. Every year, De Stap develops the brochure 'De grote stap [The big step]. Secondary education in the Ghent region' and 'De wijze stap [The wise step] : Adult education in 15 questions, East Flanders.' The organisation also supports professionals through its website, a monthly newsletter, training and presentations on primary, secondary, higher education and adult education. Organisations are welcome to use the library to prepare for class-based information sessions with pupils in their final year of secondary education or with adults in training or education. De Stap participates in several initiatives run by their partners in education, employment, welfare and culture, including meetings, workshops and fairs.

AIM(S)

a) Investing in guidance - lifelong and lifewide learning.

It is hard for pupils, students, adults and professionals to select from the many options in (adult) education. Several pupils, students and adults experience lack correct information on education and training possibilities, many lifelong learning options are unknown and the increase in educational opportunities creates more learning possibilities and learning facilities, but also creates obstacles by its unclear and fragmented character. Designing a future-driven learning path in an increasingly rapidly evolving high-tech society is not a piece of cake.

b) Specific attention for groups with reduced chances to enter employment.

Groups with reduced chances of finding employment are prevented by all sorts of obstacles from finding a suitable proposal and participation in a 'learning' society. De Stap has experienced that mainly low-skilled people without a qualification experience problems in finding a suitable training course.

Youngsters with a disrupted school path are at risk of dropping out without any qualification. Low-skilled adults have limited labour market opportunities.

For this precarious group, Stap@De Krook/Word Wijs is an important link in the research, selection and decision-making process when setting out a suitable learning pathway. As a result, the learner can strengthen his/her position on the labour market and increase his/her social well-being. When visiting De Krook, this target group has access to culture and cultural experiences.

c) Teaching adults digital skills and helping them to become more media-aware.

Education-seeking adults with specific learning needs often lack digital skills to gather targeted information on education and training opportunities. The digital inequality is clearly linked with the work situation, level of education and age. This inequality is constantly growing and shifting from general internet use to the use of internet applications and new social media. Digital competences can strengthen/improve the (labour market) position.

By moving its services to De Krook in March 2017, De Stap can now focus even better on this digital inequality. De Krook is a place where meetings and exchanges with partners are centrally positioned, which allows for closer collaboration with partners such as the Digital Talent Points and Vormingplus, both supporters of life-long learning and digital literacy.

TARGET GROUP(S)

Adults. (Word Wijs! is only for young adults see the GOAL project on p. 16-17).

METHODOLOGY

De Stap (front office): anyone with questions on adult education can drop in without appointment on Monday, Tuesday and Wednesday (13-17u).

Guidance coaches provide neutral, cross-network and cross-level information on available courses and training opportunities. The learning pathway coaches and the client join forces to find a suitable study and/or training pathway.

As a response to questions from pupils, parents, students, adults and professionals on primary, secondary and higher Education, De Stap offers useful tools and refers clients within a wide professional network.

RESULTS AND IMPACT

As a result of the move to De Krook, De Stap is engaged in closer collaboration with partners such as the Digital Talent Points and Vormingplus.

MORE INFORMATION?

- www.destapgent.be
- www.dekrook.be
- www.topuntgent.be
- Contact Els Van Hyfte (els@destapgent.be)



Evolution of the CEFOs

French-speaking Community

2

Recent Developments in Guidance - Belgium | Chapter 2 | Service Development

The essential mission of CEFOs (Carrefour Emploi Formation Oriëntation - Careers & Training Advice Centers) is to inform, advise and guide adults on a free of charge basis on the labour market and training opportunities.

They pursue this role through the four areas, so the public can:

- Choosing a guidance path
- Select training
- Find a job
- Create a business

The role of CEFOs is also to improve the visibility of service providers related to these four areas.

AIM(S)

Since 2013, the CEFO toolkit has offered an individual service clarifying and confirming career plans. After several years of experience, the need has arisen to develop new short career guidance activities allowing the public to develop and build their own plan. This offer has been in place at the CEFO's since early '17. Ultimately, CEFOs are part of the lifelong guidance system which includes the establishment of the three Cités des Métiers in Wallonia which cater for a wide audience.

The aim is to offer a place where the public can look at their career plan and identify action tracks to build it.

TARGET GROUP(S)

Any adult reflecting on which career path to follow.

METHODOLOGY

Two possible methods:

- Individual service (2 to 4 interviews of 1 or 2 hours), offering a socio-professional assessment and career plan development based on assessment results as well as personal information and reflection processes in between interviews
- A collective approach involving the drawing up of a career plan and reflection on career choices based on skills, motivation, values, interests, possible obstacles and the results of steps taken in search of information as well as reflect in between and after sessions.

Following this collective work, an individual session is planned to finalise the process.

RESULTS AND IMPACT

From January to September 2017, 181.689 visitors visited the CEFOs.

87.532 individual interviews were conducted, of which 5.296 related to the guidance offer.

MORE INFORMATION?

www.leforem.be/contact/carrefours-emploi-formation-orientation.html



Career Vouchers (VDAB)

Flanders

Since 2013, every Flemish citizen in employment (salaried or self-employed) is entitled to two VDAB (the Flemish Public Employment Service) career vouchers every 6 years. Per voucher, clients are entitled to four hours of career guidance from a recognised career centre. If the career voucher is not used within 3 months of issue, the individual sum is returned - with the client retaining his entitlement.

AIM(S)

- To encourage working citizens to fully use their talents and capacities on the labour market and to strengthen their career competencies to increase labour market opportunities.
- To empower participants to take their own career decisions and to translate these into a personal development plan or POP (requesting a modest contribution, should lead to greater ownership of the career guidance process).

Overall, the career vouchers system provides a response to career demands from working citizens, including questions related to the work-family balance, bore-out, burn-out, need for new challenges or career aim(s), insecurity about future career moves, feeling unhappy at work, loss of motivation at work, problems with hierarchical superiors or colleagues, etc. Through the career voucher system, the government wants to stimulate 'lifelong' learning so employability and flexibility among the working population increases (from job security to career security). The long-term goal is to keep more citizens in 'workable work' for longer.

TARGET GROUP(S)

Flemish citizens in salaried employment and/or self-employment (without any age limit).

Conditions are :

- being in employment at the moment of application;
- a minimum work experience of 12 months in the past two years (or 8 months' work experience in interim work) in the past two years;
- living or working in Brussels or Flanders; for EU citizens: working in Brussels or Flanders.

METHODOLOGY

Throughout the career guidance process, the client gains more insight into his/her strengths, weaknesses, talents, interests (through face-to-face coaching, exercises, questionnaires and other methods). A personal development plan (POP) is drawn up, including a summary of actions to be undertaken. The individual contribution per cheque is €40 and its value is €550 (excluding VAT). Thus, the government subsidises the career cheque for €510 per cheque.

The underlying principle is that citizens can direct their own career and that tailored support is provided. Career guidance is every working citizen's right and should be requested when it is needed the most. Only the client can request his/her career cheque.

The cheques can be obtained through the local 'employment shops', the VDAB website or VDAB service line.

This new system (start: 1/7/13) is in line with European regulations on 'consumer support'. It is a time-intensive, tailored investment. The service involves a fee, which has proven to be effective. It is offered in Dutch.

Current career guidance services are integrated in the support system for the working population. VDAB is the director of the new career landscape and oversees the quality of the service provision.

Important quality criteria are:

- free choice of the citizen for a career centre,
- diversity of services,
- efficacy of the guidance offered, and
- the preventative aspect.

VDAB is responsible for monitoring, communication and complaint management. VDAB is the career centre's quality controller and makes changes where necessary.

Organisations can apply for a career centre mandate with VDAB at any time. If successful, the mandate is valid for a period of six years.

VDAB works with an external partner that looks after the technical aspects of centre payments.

Critical success factors are:

- Mandate allocation to career guidance providers, based on a number of criteria. Monitoring quality through audits, visits and user interviews are crucial.
- The availability of career interviews with a focus on face-to-face meetings. The combination with group sessions is possible, but limited. Citizen should be free to choose one of both.
- Diversity in the provided career guidance services
- The citizen initiates the service
- The principle that every citizen in employment can avail of the system
- The legal framework that regulates the system of mandates and career vouchers.
- The measure is financially viable as career vouchers are limited to max. 2 career vouchers every 6 years.

RESULTS AND IMPACT

Between 1/07/13 and 31/12/17, 100.369 career vouchers were used for 74.986 citizens. Mid 2017, 232 active career centres had been mandated by VDAB. Together, these career centres have 2.530 locations, which means that each citizen can choose from twelve career centres within a radius of 3 kilometres.

In April 2016, VDAB launched a new search engine to assist citizens in finding a suitable career centre

87% of the clients are satisfied with the service quality.

Career guidance helps clients become more aware of their options on the labour market and it supports them in directing (or adapting) their career. Once the career guidance process is completed, clients experience renewed job satisfaction and motivation (in their own job or in a new job; with a new employer, as self-employed or with the former employer). They also have a better grip on their work - family life balance, either by working in a new position or investing less time into work and more time at home (as a conscious decision).

MORE INFORMATION?

- www.vdab.be/loopbaanbegeleiding
- partners.vdab.be/gemandateerd.shtml
- Contact persons David Meulemans (david.meulemans@vdab.be) and David Pappaert (david.pappaert@vdab.be)



Project @level2work

Flanders

VDAB data show that 1 in 4 of the non-Dutch speaking immigrants are highly skilled, but this is hardly detected through the job aspirations they mention during pathway to work mediation. Warehouse or production assistant, cleaner, ... are some of the jobs newcomers mention they are looking for. Clearly, a lot of existing and potential talent remains undetected.

As a preventative measure, many partners have joined forces to support highly qualified newcomers in finding positions that match their education level: VOKA-Kamer van Koophandel Oost-Vlaanderen, VOKA-Kamer van Koophandel West-Vlaanderen, Randstad Belgium, Vormingsfonds voor de Uitzendkrachten vzw, UC Limburg, Huis van het Nederlands Brussel, Huis van het Nederlands West-Vlaanderen, Katholieke Universiteit Leuven, Universiteit Antwerpen, Hogeschool PXL, vzw Integratie en Inburgering Antwerpen, Cronos, Solentra Solidariteit & Trauma vzw, UZ Gent (Ghent University Hospital), Vives-Zuid, Obelisk, Integratie en Inburgering Gent. VDAB coordinates. Project @level2work is a European project (ESF) with a project lab in each Flemish province.

AIM(S)

The project @level2work has the ambition to map the high-skilled newcomers and, via various actions, to lead that to a job at their level.

TARGET GROUP(S)

The target group is highly skilled newcomers. Requirements to join this project are:

- Residing in Belgium for max. 5 years
- The country of origin is outside the EU
- Obtained a higher education diploma in the country of origin (min. BA level, whether or not recognised here)

METHODOLOGY

To connect supply and demand, highly-skilled jobseekers and employers, the idea emerged to develop a 'one-stop-shop'. A digital platform was created where the (highly qualified non-Dutch speaker and employer can find information on the current offer. The contact desk is a physical desk where high-skilled non-Dutch speakers can be supported in their pathway to work.

In addition, integrated language training is provided - including several tailored components. Lessons in Dutch and career orientation are integrated.

To support employers, existing workplace learning tools and instruments are further expanded. Integral coaching has a central position; language and labour market competencies are also addressed.

The educational pathways are pathways to work that contain short-term as well as long-term plans. Tailored career pathways and career development are important aspects.

Universities and university colleges involved contribute through guidance of the newcomer when additional competencies should be acquired.

RESULTS AND IMPACT

The personal guidance service is positively received by clients. Having one contact person has proven to be of great help. Project @level2work contributes to progressing towards suitable positions that match the client's competencies.

MORE INFORMATION?

- www.atlevel2work.be/nl/amif
- www.voka.be/communities/level2work-west-vlaanderen, www.pxl.be/Pub/onderzoek/Projecten/Projecten Onderwijsinnovatie/level2work.html
- Contact Patrick Noël Vercruysse (patrick.n.vercruysse@vdab.be)



Recent Developments in Guidance - Belgium

Chapter 3 - Tools & Media

Chapter
3

Exploration tool Columbus

Flanders

Columbus is a new exploration tool for youngsters in the 3rd grade of secondary school education. Implementing the coalition agreement, education minister Mrs Hilde Crevits assigned the Flemish Universities and University Colleges Council (VLUHR) to develop this instrument. VLUHR developed the tool in close consultation with the 'Study choice from secondary to higher Education' (SOPO) platform of the Flemish Education Council (VLOR). This consultation platform forms a bridge between secondary and higher education and offers a broad forum representing all relevant players (including pupils, parents, teachers, education providers, pupil guidance centres, students, higher education representatives, the Education & Training Ministry's Office, and the Department of Education and Training).

The consultation platform serves as a sounding board to the VLUHR expert group, which developed Columbus and helped gaining consensus among all stakeholders. It was awarded the contract to develop a scenario which supports the implementation of Columbus in secondary schools. The first scenario was available during 2016-2017. In 2017-2018, a first update was disseminated.

AIM(S)

Columbus aims to strengthen the study choice process in the third grade of secondary education. It is one aspect of the (school) career guidance journey facilitated by the pupil's secondary school and aims to give pupils the best possible support in choosing a career, higher education studies or training.

TARGET GROUP(S)

Pupils, their teachers and/or supervisors in the third grade of secondary school.

METHODOLOGY

'Columbus' refers to the exploratory nature of the instrument: pupils explore their own interests and possibilities, and gain an overview of their preferences and

strengths, in the light of possible 3rd level studies.

By presenting them with an independent, scientifically based 'mirror', they obtain, as individuals, insight into:

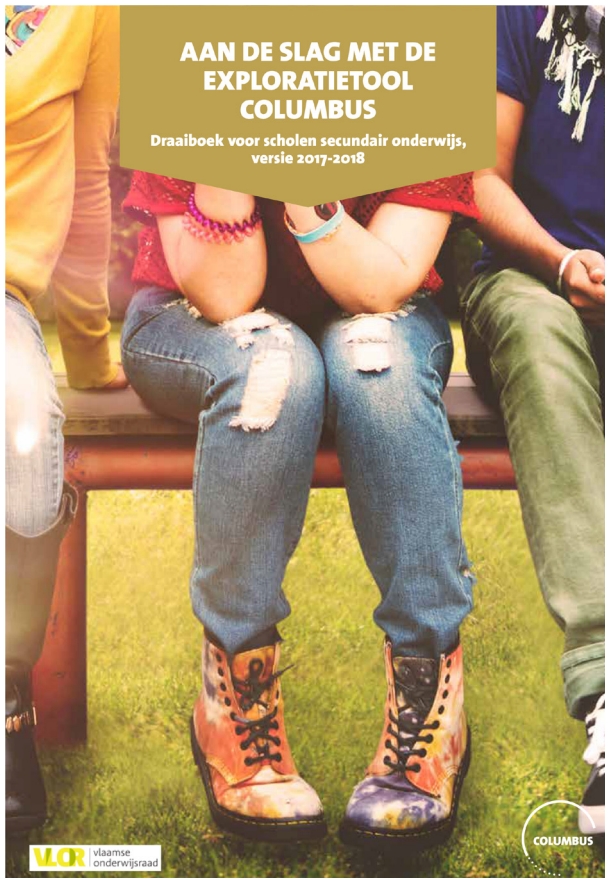
- Base camp (study choice tasks);
- Who am I? (Self-confidence, motivation & study skills);
- What can I do? (Language strategies, vocabulary, reasoning skills and basic skills in mathematics);
- What do I want? (Interests and Academic Scale - professional vs. academic orientation).

Columbus integrates the strongest components of available tools in Flanders. It contains scales taken from the LASSI questionnaire, the LUCI platform, SIMON, Ready for Higher Education and the LEMO tests.

Columbus gives pupils qualitative and quantitative feedback to support self-exploration. It helps pupils to gain insight in their own learning strengths and in the areas that need work. The feedback triggers the next steps that should be taken in the choice process - along with the school team, pupil guidance centre (CLB) and the parents. It provides valuable information on the stage pupils are at in their decision making process. The results can be compared with other elements that are part of the selection process (e.g. a visit to an SID-in, an information evening with former students, a motivational talk or the class council's advice) to help pupils find their ideal study choice.

Columbus is not a finalising test that contains a positive





or negative final decision. The instrument will never lead to an imposed study choice. It is an integral part of a broader (school) career guidance journey in the school. Moreover, Columbus provides independent information: the information pupils receive does not depend on their secondary school nor the training provision of a specific university or university college.

RESULTS AND IMPACT

Columbus ...

- helps young people develop decision making skills, with attention to autonomy and self-direction
- contains a balanced composition of cognitive and non-cognitive skills
- will not determine exactly for every pupil what their likeliness is on success
- provides pupils with a future prospect on his/her future (education/training) career
- is still under development: in collaboration with the sector, the work continues on this ambitious project!

MORE INFORMATION?

- www.columbus.onderwijskiezer.be
- Contact Sofie Vispoel (Sofie.Vispoel@arteveldehs.be)



Publication: 'What after Secondary School?'

Flanders

'What after Secondary School' is a brochure with updated information on the possibilities pupils have following secondary school. The Autumn 2017 edition offers extra attention to the decision making process.

AIM(S)

'What after Secondary School?' aims to support pupils in making well considered study and/or professional choices.

TARGET GROUP(S)

Pupils and teachers in the last year of secondary school.

METHODOLOGY

The publication offers tips and advice on acquiring information on the possibilities, and on decision making. In addition, it offers information on

- the structure of higher Education
- the admission tests and entry tests
- study grants
- opportunities abroad (studies, work experience, ...)
- the professional sectors
- the primary uniformed professions
- the Study Information Days (SID-ins)
- Onderwijskiezer.be

Schools receive the brochure through their pupil guidance centre (CLB). It is free of charge and can also be downloaded.

'What after Secondary School?' is often used to prepare a school visit to the Study Information Days (SID-in), which are guidance events for pupils in their last or second last year of secondary school.

The publication is developed in partnership with: Agency for Higher Education, Adult Education, Qualifications and Study Grants (AHOVOKS), VCLB; CLB GO!; Onderwijskiezer.be; Flemish Interuniversity Council (VLIR); Flemish Council of University Colleges (VLHORA); and Euroguidance Flanders.



RESULTS AND IMPACT

In 2017, 80.000 copies were distributed (as in 2016).

MORE INFORMATION?

- www.onderwijs.vlaanderen.be/nl/brochure-wat-na-het-secundair-onderwijs
- Contact Jasper Van Biesen (jasper.vanbiesen@ond.vlaanderen.be)



Updated Guidance Workbook 'Op Stap' [Step Up]

Flanders

3

Recent Developments in Guidance - Belgium | Chapter 3 | Tools & media

'Op stap' is a series of school career workbooks on developed by the VCLB (Subsidised Free Education pupil guidance centres) umbrella, and widely used in Flanders and the Brussels Capital Region. They have a long tradition, but were renewed about 5 years ago on the basis of new scientific insights (study choice tasks by Verschueren & Germijs, '06).

AIM(S)

To help pupils making school career decisions during key transition phases.

TARGET GROUP(S)

All pupils who are preparing for one of the following transitions: from primary education to secondary school education (also coming from special needs education); from the 1st stage to the 2nd stage of secondary school, and from secondary school to higher education.

METHODOLOGY

By using the workbooks (mainly in class), pupils carry out the six study choice tasks of the study choice process, getting to know themselves better as well as the education landscape.

The tasks 'self-concept clarification', 'exploration in breadth and depth' and 'making a choice' were already

included in the workbooks.

The strength of the revised version lies in its attention to study choice readiness (Are pupils ready to choose? Which feelings and thoughts come up when the day approaches when decisions should be taken?) and to study choice crystallisation (connection / identification with the final choice and its consequences?). These questions have proven to be highly important in study choice satisfaction and study choice success.

RESULTS AND IMPACT

Tens of thousands of pupils have used the workbooks in class.

MORE INFORMATION?

- www.opstapnaar.be
- Contact Kris Van den Bossche (kris.vandenbossche@vclb-koepel.be)



Study Choice Test Battery

Flanders

Flemish Working Group 'Education Career Guidance Diagnostics' developed a test battery that can be deployed for secondary school pupils experiencing difficulties in their study-choice process.

AIM(S)

The project group wants to develop and select ready-made diagnostic instruments that inform pupil and guidance practitioner on various relevant factors in the decision making process.

These tools can help detect blockades, build up insights, and develop as well as test specific hypotheses. The school career guidance (OLB) practitioner can offer feedback on the research findings. In a next phase, reference points can be found with the pupil to develop a solution or plan of action. In this guidance process work, OLB instruments can be supportive.

The working group chooses to work with standardised and validated instruments, that should be well used in school career guidance.

The development and application of the test battery is based around the central idea that a 'good' study choice leads to an educational pathway that pupils feel they have sufficiently directed themselves and during which they have made conscious and well-considered choices. These decision making moments are important links in a continuous learning process.

TARGET GROUP(S)

Guidance practitioners working in a pupil guidance centre (CLB), with responsibilities in school career guidance for 2nd year up until the last year of secondary school.

The instruments are reserved for guidance in difficult decision making processes. They are used in the research stage of the HGD process (action-oriented diagnostic process). The guidance practitioner knows the actions that should be taken at every diagnostic stage and he/she guides the relationship with the client (and parents) so information is acquired in the best possible way. Through these skills, understanding of development and methodology can be applied throughout the diagnostic process, so conclusions can be drawn in the interest of the pupil (and his/her parents).

METHODOLOGY

The study choice process is at the crossroads of various important development aspects, so it is very likely that this process is influenced by an interaction of social and personal factors.

Several academics linked to the project group (Prof. K. Verschueren, Prof. B. Soenens, Prof. M. Vansteenkiste) developed a theoretical model of factors that influence study choice processes. This model is based on international literature and divided into antecedents (background factors), resources and outcomes.

Antecedents:

- Personal performance: Perfectionism, Value Pattern (intrinsic and extrinsic objectives) and social behaviour
- Family functioning: Quality of attachment to parents (fear, avoidance), Parental upbringing style (structure, responsiveness, autonomy support)
- School climate: Quality of attachment to teacher, perception of teaching style (structure, autonomy support)

Resources:

- Autonomous and controlled motivation
- School's self-image
- Emotional and behavioural involvement

Outcomes:

- Self-regulating learning: planning, time management, metacognition, etc.
- Negative results: fear of failure, procrastination, fear of tests, etc.
- Study choice process: exploration, attachment, knowledge, etc.

A questionnaire is selected for each concept, either from existing literature or newly developed. These questionnaires give the CLB guidance practitioner points of reference in the analysis of study-choice problems. Two important criteria in selecting questionnaires are a) they are frequently used in academic research, and b) they are free of copyright.

To determine the questionnaires' predictive value for their future educational pathway, pupils were monitored for several years. For each measurement, the number of pupils participating was maximised, as many pupils as possible from the original sample were tracked. In 2011, 128 Flemish schools committed to participate; from group a representative sample of 35 schools was selected. Initially, 614 pupils participated in the study.

Initially, questionnaires were offered in digital form, supervised by a project staff member or student. For the second measurement, preference was given to a combination of digital and paper questionnaires. For the third and fourth measurement, only paper questionnaires were used. After five measuring points (between the 2nd to the 6th year of secondary education), this longitudinal study was concluded in 2017.

RESULTS AND IMPACT

CLB guidance practitioners can now utilize validated and standardised diagnostic instruments, which can support the study choice skills of secondary school pupils. This turns school career guidance (OLB) into a *horizon broadening self-concept clarification*. This OLB tool and its user manual allow guidance practitioners to be even more targeted in guiding pupils in their study choice process.

The longitudinal study has provided many relevant and interesting results:

- Focusing on decision making tasks pays off for the continuation of the school career (Briers, V., e.a., 2015).
- Adopting study choice tasks as a development task of identity development reinforces the internal compass that, in turn, assumes a role in the development of the pupil's self-image.
- If the study choice process is not passed through properly, resulting in a less appropriate or incorrect choice that does not really match the internal compass of the pupil, the quality of the motivation of the pupil for his/her studies suffers (M. Vansteenkiste, B. Soenens, 2015).

A number of results require further analysis and interpretation.

MORE INFORMATION?

Contact Ides Depotter (ides.depotter@clbtorhout.be)



Multimedia Resource: 'Du bout des doigts' [At your fingertips]

French-speaking Community

3

Recent Developments in Guidance - Belgium | Chapter 3 | Tools & media

The presentation is divided into two parts: a) CD-Rom: "Discovering professions at secondary school", and b) a game: "AT YOUR FINGERTIPS": behind the scenes of technical professions in secondary education

Students are prompted to explore the professional world starting from their own perceptions and personal journeys. We explore this frame of reference to allow the widest possible openings, and to increase curiosity.

Step by step, new frameworks are developed in connection with the opportunities provided by the French-speaking Belgian education system (with nine qualifying sectors: Agronomy - Applied Arts - Construction - Economics - Clothing and Textiles - Hospitality and Food - Industry - Applied Sciences - Human Services).

AIM(S)

- To discover more than 60 qualifying professional educational courses in a fun and imaginative way,
- To visualise the specific activities of these professions
- To explore the qualities useful to these professions
- To learn to analyse a work environment
- To understand the structure of qualifying secondary education

TARGET GROUP(S)

- Pupils in the 5th and 6th year of primary school, 1st, and 2nd year of secondary school
- People undergoing professional reintegration
- Based on the educational theory of the participation, usable during an individual interview or in group, - Offers great flexibility of use that is adaptable to a varied public: colour prints, texts and photos or pictorial representations.

METHODOLOGY

Convinced of the necessity of the "guidance" approach for many years, and within our professional practice using the concepts of Activation in Vocational and Personal Development (ADUP), we wanted to develop the "At your fingertips" game staying as close as possible to its underlying principles. In short, the main ideas are that the student, who can make his own choices, is able, if supported, to find his own

answers, that he is constantly evolving. There are no foregone conclusions, and the career plan is also a way to develop, to thrive.

Starting with what students already know, "At your fingertips" allows them to explore the technical trades offered in secondary education, to be open to the diversity of what is on offer, to ask questions, to learn how to organise one's knowledge, to make connections, to give meaning to one's knowledge.

The game also allows you to question yourself, your strengths and qualities, but also values and skills, and finally to immerse yourself in different working environments by reflecting on our different senses.

RESULTS AND IMPACT

The presentation leads students to make links and selections... to modify or adapt their perceptions. It allows them, at their own pace, to open, extend or question their frames of reference to open their perceptions to new realities.

The game highlights these manual jobs which have great prospects, and motivates young people to move towards them, because too often the choice of the technical sectors in secondary education results from a choice by obligation due to academic difficulties and not due to true motivation.

It also allows you to question yourself, your strengths and qualities, but also values and skills,

and finally to immerse yourself in different working environments.

The game contains a personal booklet that every young person can fill in and bring home.

MORE INFORMATION?

Contact:

SIEP Liège

rue Saint-Gilles, 26 – 4000 Liège

Tel: +32 (0)4 223 80 80

muriel.vanvolsem@siep.be

cecile.philipp@siep.be

DU BOUT DES DOIGTS



Video Box

French-speaking Community

As part of the career information mission, the Cité des Métiers of Charleroi has created an innovative tool to explore various professions: VIDEO box.

VIDEO box is a free application which, thanks to hundreds of videos, allows you to discover trades and the skills they require. The videos are grouped into four categories:

- career videos with professionals explaining their daily work life;
- tips and tricks for getting a job
- information on how to create your own job
- information on soft skills, interpersonal and social skills at school or at work

This application is available (free of charge) on tablet and smartphone via the App Store and Play Store.

A PC version is available through CDM Charleroi's website.

VIDEO box sessions are organised in schools or at the premises of Cité des Métiers of Charleroi. Equipment can also be borrowed on demand (tablets + mobile wifi).

The application requires an internet connection.

AIM(S)

To give insight into careers and the skills they require in a fun and innovative way.

TARGET GROUP(S)

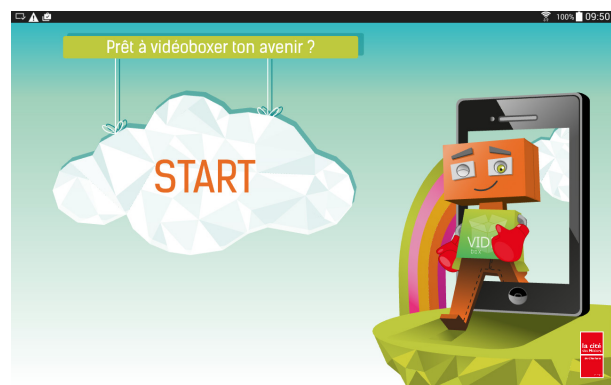
For everyone with an interest in jobs and/or professions

METHODOLOGY

Intuitive tool that allows you to discover hundreds of videos in a few clicks.

For the category "careers videos":

Either the user has an idea of what he/she wants to do and clicks yes to enter the name of a career or a keyword that refers to it. Or, the user does not have a precise idea yet and clicks no. A new screen appears with different categories to help him/her fine-tune the selection.



RESULTS AND IMPACT

1.770 application downloads (smartphone/tablet) in December 2016.

MORE INFORMATION?

Cité des Métiers of Charleroi – Tel: +32(0)71/ 15 99 97 or
E-mail: accueil@cdmcharleroi.be

Possibility of requesting the PC version directly through the website: www.cdmcharleroi.be



Open access Skills Screening

French-speaking Community

3

Recent Developments in Guidance - Belgium | Chapter 3 | Tools & media

This system allows users of the Cité des Métiers of Brussels to analyse their skills in their trade/professional field.

Screening is a process of identifying particular skills allowing the user to benefit from an analysis (to determine the technical mastery level of the profession) and individualised advice/guidance (suggesting actions to build a pathway to employment). It should be based on a standardised tool for analysing professional skills associated with a trade, and an individual interview. This process can be put in place for guidance, training, validation of skills and job placement.

This project is co-financed by the ESF.

AIM(S)

To allow for appropriate guidance of service users towards training, assessment, employment.

TARGET GROUP(S)

Any person who:

- has questions regarding training, employment or assessment of skills in one of the represented fields;
- has undertaken work experience, an internship or training in this field (including partial or interrupted experience.);
- has no recent proof of his/her skills (title, certificate of qualification, etc.);
- is fluent in written French and has got basic computer skills (to answer a questionnaire on a PC).

METHODOLOGY

Three-step system:

- An interview to analyse the request;
- A technical questionnaire built on the basis of a professional database (30 to 60 questions on the different skills of the profession). Some of these tests are currently hosted on Le Forem's Internet Multimedia Interactive Testing platform;
- An interview to analyse the results and consider appropriate action (training, validation of skills, job search).

Ten professions are available for skills screening.

RESULTS AND IMPACT

Added value for the user:

- to define where they stand at a given moment in relation to skills required on the labour market;
- identify one's assets and skills to acquire/strengthen;
- move towards appropriate training or the validation of skills, or to the job market.

Added value for training centres and skills assessment:

- register trainees on a training course/test appropriate for their level;
- Limit waiting lists and failures.or training centres and skills assessment:

MORE INFORMATION?

Cité des Métiers de Bruxelles

Avenue de l'Astronomie 14, 1210 Bruxelles
i.dahan@bruxellesformation.be

FSE



UNION EUROPEENNE



LE FONDS SOCIAL EUROPÉEN, LA COCOF ET LA FÉDÉRATION WALLONIE-BRUXELLES INVESTISSENT DANS VOTRE AVENIR



Recent Developments in Guidance - Belgium

Chapter 4 - Events

Chapter **4**

Project: 'Professions go to school'

French-speaking Community

4

Recent Developments in Guidance - Belgium | Chapter 4 | Events

Le Forem, via the Carrefours Emploi Formation Orientation (careers and training advice centres), developed the "professions go to school" project firstly in Hainaut (in 2016) and is now also coordinating the project throughout the rest of Wallonia since the second quarter of 2017.

It consists out of informational activities on careers (technical, scientific, manual, scarce, future...) and the labour market (local, regional, awareness of job search techniques) for secondary school pupils.

AIM(S)

Inform on careers and on the labour market to help and support pupils in their choice by addressing the following topics:

- Where to find information
- How to widen the field of possibilities
- What are the promising professions and jobs of the future?
- How to approach the world of work
- Gateway for the presentations: professions

TARGET GROUP(S)

Pupils in the 4th, 5th, 6th, 7th year of secondary school

METHODOLOGY

These presentations are collective and interactive. They last about 1h30 and are adapted to the pupil's needs and the school's expectations.

Three activities are offered:

1. I find out about myself and widen the field of possibilities:
 - Carry out an initial reflection on yourself (personality traits, centres of interests, knowledge, etc.)
 - Discover and learn about professions
2. I confirm my career choice
 - Determine/confirm your career choices
 - Identify your professional expectations
 - Carry out an initial reflection on the opportunities related to career choices
3. I find out about sectors of activity and I identify my job prospects
 - Find out about sectors of activity and job prospects related to a career choice
 - Raise awareness of job search tools (CV, covering letter)

The method is interactive and based on a set of awareness-raising questions and concrete exercises aimed at letting pupils discover careers:

- careers which they think of spontaneously and what they know (their perceptions and stereotypes);
- their interests and professional ambitions;
- the labour market through a presentation of jobs suffering skills shortage and the professions of the future.

This approach also aims to make pupils aware of the need to reflect on careers prior to reflecting on training or study selection.

RESULTS AND IMPACT

In Hainaut, 6.794 pupils received information in the first half of 2017 and 8.185 during 2016.

MORE INFORMATION?

www.leforem.be/particuliers/metiers-vont-ecole.html



Guidance Wednesday

French-speaking Community

Reflective workshops on study choice are offered to older secondary school students since 2014 (5th-6th-7th-Central Examination Board, in groups of max. 20 students). The purpose of this workshop is : to initiate reflection on the choice of studies, to discuss difficulties and reasons for making choices, to deconstruct perceptions related to higher education.

At the end of the workshop, the student can meet with an Education Information Advisor and/or ask for a follow-up interview, if he deems it necessary.

AIM(S)

- To initiate reflection on the choice of studies
- To identify the determining factors and difficulties of making a choice, with a particular focus on information difficulties (about oneself, the environment, the selection process, etc.)
- To propose a methodology and tools to deepen the reflection

TARGET GROUP(S)

This activity is intended for pupils in upper secondary education (5th-6th-7th central jury) and for those who are taking a gap year (without prior experience in higher education) before entering higher education.

METHODOLOGY

The workshop is built on exercises and exchanges between participants and leaders (guidance counsellors), with ideas and preconceptions on study choices, higher education, etc. being challenged.

The workshop is offered once a month and lasts for about 2 hours. It is free of charge and takes place at the Université Libre de Bruxelles. Registration is possible through an online form.

The workshop consists of four main periods:

- Identifying the types of difficulties participants come across when choosing studies
- Reflecting on the determining factors for their choice of studies
- Challenging conventional wisdom about higher education
- Proposing approaches and tools to advance in the reflection. Time for assessment is foreseen at the end of the workshop.

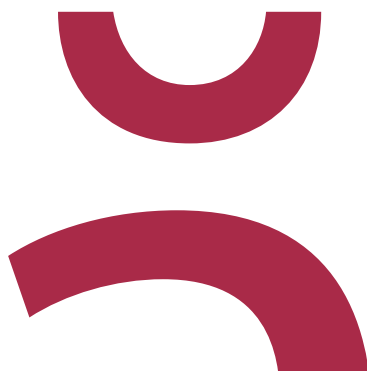
RESULTS AND IMPACT

The workshop participants seemed generally satisfied with the workshop, while stressing that they expected more information about the studies.

MORE INFORMATION?

www.ulb.ac.be/de/infor-etudes/mercredis-orientation.html

orientation@ulb.ac.be



Intervention Day for Student Guidance

French-speaking Community

The Fédération Wallonie-Bruxelles secondary schools in the Verviers area - in collaboration with the local CPMS (Centres Psycho-Médico Sociaux) - are organising an awareness raising day on education and training channels for all pupils in second year of secondary school.

General presentation of teaching and training offers in Fédération Wallonie-Bruxelles

1. *Use of the 'métierama' game and job descriptions in small groups*
2. *Workshops to discover education and training possibilities in Verviers and the surrounding area*
3. *Registration for a full immersion day in the third qualifying year*

AIM(S)

To inform students on 2nd year in (mainstream) education and on their guidance possibilities.

To encourage them to reflect on their aspirations and their perceptions of studies and professions.

To allow them to choose a section of the qualifier to immerse themselves in for a day.

TARGET GROUP(S)

Students in the second year of secondary school,

METHODOLOGY

This project provides for 3 units of 2 periods of classes each (2 in the morning with a break and a final unit in the afternoon). Each day is supervised by 4 professionals.

The first part of the day is a presentation, using Power Point for a maximum of 100 young people in different types of education (forms and sections of ordinary classes, CEFA 45 and 49, Social Promotion, IFAPME, Forem, etc.).

After the morning break, pupils will meet with their class group for a presentation on the different sections of the qualifier (and other possible guidance) through the use of the 'métierama' game and 'My school, My job' sheets.

This intervention will be regularly spiced up by multiple choice questions relating to the previous session and which the students will be asked to answer on the spot. Each time, anyone who is wrong or does not speak up will be asked to explain their position.

In addition to the four external people, three teachers per class will also be involved to form sub-groups of up to six students. These teachers will be introduced to the use of the media (Métierama and sheets) by the three CPMS

agents during the first unit.

At the end of the morning, pupils are asked to choose one of the afternoon workshops. These will be designed in advance, with the help of the headteacher, to present the different sections of the school (including general transitional education grids) and its partners in the area. Detailed schedules and future guidance for each person are included.

A former pupil or guidance practitioner as well as the teachers involved take part (or even lead the workshop).

At the end of the day, every pupil is invited to follow a group for a whole day in a qualifying section. Those who choose this experience will be welcomed individually (no more than two outside students at the same time) in the establishment of their choice. Lunch is offered by the host.

It is possible to extend the day by hosting a parent evening.

RESULTS AND IMPACT

The new version will be tested in 2018.

MORE INFORMATION?

provisieur@arahf.be;
manu.beco@cfwb.be







euro | guidance
1992 | 2017

