



REPORT COMMISSIONED BY CEDEFOP USING THE OECD QUESTIONNAIRE

REVIEW OF CAREER GUIDANCE POLICIES
REPORT

French-speaking Belgium – October 2003

N.B The views expressed in this document are those of the author(s) and do not necessarily reflect those of French-speaking Belgium or Cedefop.

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1. OVERVIEW

In this section, give a brief overview of arrangements for information, guidance and counselling services in your country.

The federal nature of Belgium¹ and the freedom of organisation of education enshrined in the Belgian Constitution have certain repercussions on the organisation of school and career guidance and counselling services.

As described in the tables below, both the administration and the funding of education (including continuing adult education in the university or in social advancement education) come under the Communities. Matters relating to employment and continuing vocational training are the responsibility of the Regions.

The Flemish Region and the Flemish-speaking Community are covered elsewhere. We shall refer only briefly to the German-speaking Community², which is joined with the Walloon Region as regards regional matters (except in certain cases, by agreement with the Walloon Region) and whose system of education and school guidance counselling is similar to that of the French Community.

As regards adult vocational training, social advancement education and training have been brought together within Carrefour Formation, whose centres come under the Regions.

References for the main services: See annex 2.³

Guidance services, organised or subsidised by the public authorities:

	<i>School Counselling and Guidance</i>	<i>Counselling and Guidance in continuing vocational training</i>	<i>Vocational Guidance and Counselling</i>	<i>Publicly funded(X) Subsidised (XX)⁴</i>
<i>French Community⁵</i>	<i>CPMS – Psychological, Medical & Social Centres</i>			<i>X/XX depending on the types of school</i>
<i>German-speaking Community</i>	<i>CPMS – Psychological, Medical & Social Centres</i>			<i>X / 854950</i>
<i>Walloon Region</i>		<i>FOREM</i>	<i>FOREM</i>	<i>X X</i>

¹ See annex 1: Federal Belgium

² See annex 1 bis: the German-speaking Community.

³ See annex 2: vocational training: Useful addresses

⁴ Only the “réseau” or type of school organised by the French Community receives an “appropriation” covering all its expenditure; all the other networks should in theory receive a subsidy, set by the Pacte Scolaire at 75% of that spending. In practice, the subsidy has on occasions been as low as 40%. The wages and salaries portion is always covered, but the portion for running costs fluctuates. See annex 13.

⁵ All three types of school – the three “réseaux” – combined

	<i>Carrefour Formation</i>			
Brussels Region		<i>Bruxelles Formation</i>	<i>ORBEM</i>	<i>X</i>
	<i>Carrefour Formation</i>			<i>X</i>

The private guidance services, some with public-sector funding:

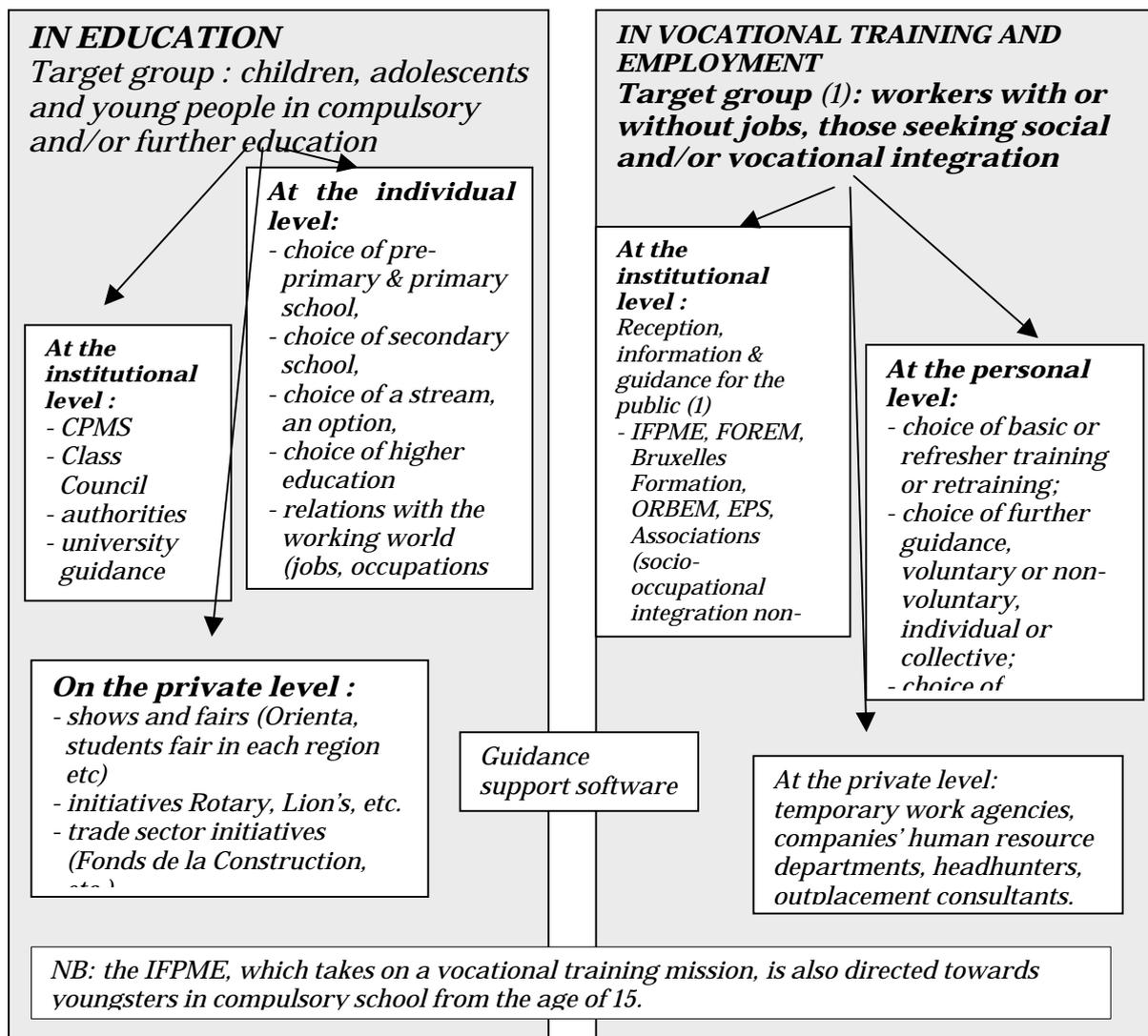
	Subsidised by the authorities	Non-subsidised, or indirectly subsidised	Private under a public contract	Private
<i>Commercial</i>		<i>Publications, Newspapers and journals, Private Internet sites, etc.</i>	<i>Outplacement companies (Walloon Region decree, 13 March 2003)</i>	<i>Private outplacement companies, Private psychological guidance</i>
<i>Non-commercial</i>	<i>Non-profit-making associations concerned with the transition to social and working life</i>	<i>Trade sectors University information and guidance centres, Associations: SIEP, CEDIEP, etc.</i>		

NB: Education and therefore education-linked services, which include the CPMS (Centres psycho-médico-sociaux – Psychological, Medical and Social Centres), are organised by accredited and federated public- or private-sector “pouvoirs organisateurs”, i.e. organising authorities, (as are the schools with which they are contractually linked) that are funded or subsidised by the French Community.

In Belgium, the education organised by the public authorities (French Community) is very much in the minority. It is subsidised education (public grant-aided or private grant-aided) that forms the majority. Private grant-aided schools (95% of which is federated by the Secrétariat Général de l'Éducation Catholique – SeGEC) provide education for almost half of young children and young adults and a majority of adolescents.⁶

The table that follows shows all the bodies and people involved in guidance, in their overall context, although the main party concerned – the person being guided – should not be forgotten (Extract from CEF Opinion no 78)

⁶ See Annex 1 (ter)



2. KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES

In this section, please give information on the key goals of information, guidance and counselling services, the principles on which they are based, the problems arising in their organisation, management and operation, and the main recent initiatives.

2.2 What are the key objectives of national policies for information, guidance and counselling? Describe any differences in the objectives and goals between Ministries. Where a legislative basis exists for these objectives and goals, please provide details.

There is no “national” policy on the subject.

At Community level:

- ***The “Missions” Decree. The decree came into force on 1 September 1997***

This decree applies to pre-primary and primary education and to the ordinary and special secondary education organised or subsidised by the French Community.

To attain the general goals described in article 6, pupils’ knowledge and expertise, whether built up by the pupils themselves or transmitted to them, are directed towards the acquisition of competencies. These are acquired in both lessons and other educational activities and, in general, in the organisation of daily life at school. To this end, the French Community as regards the education that it organises itself, and all the “pouvoirs organisateurs”, or organising authorities, as regards subsidised education, ensure that each school:

-
 - *integrate guidance within the educational process, promoting careers awareness and informing pupils of training streams;*
 - *make use of communication and information technologies, in that they are resources for development, access to autonomy and the individualisation of the learning itinerary;*
-

- ***Legislation establishing and organising the Psychological, Medical and Social Centres⁷***

When the Law of 1 April 1960 established the “Centres Psycho-Médico-Sociaux”, it provided for a standing body offering support in three fields of discipline – psychological, medical and social – for learning, training and education became part of the statutory system. This was a development of the work that had previously been done by the Offices d’Orientation Scolaire et Professionnelle, created in 1912 by A. G. Christiaens and extended since 1938 by Monsignor Cardijn (JOC – Jeunesse Ouvrière Chrétienne) and the Mouvement Ouvrier Chrétien (MOC). The PMS Centres, advisory bodies operating free of charge, are services for young people, their parents and teachers, reference points where people can ask questions, talk through their problems and come to considered decisions.

The psychologists, nurses, social workers and doctors staffing the PMS Centres have as their mission to “help optimise the psychological, educational psychology, medical, paramedical and social condition of the pupil himself and his immediate educational environment, to offer him the best possible chance of harmoniously developing his personality and individual and social wellbeing” (Arrêté Royal

⁷ See annex 3: legislation on PMS Centres

Organique [Order of the King establishing administrative and legal institutions], article 3, 30 August 1962).

The PMS Centres place these missions in the context of general educational goals: promoting each individual pupil's personal development; helping young people to build up their body of knowledge and directing them towards assuming an active role in economic life; and encouraging them to become responsible citizens in a free society⁸.

On the regional level: adult information, guidance, counselling and training

- 1. In the Brussels Region: Since 1994, following the regionalisation of Belgium, adult vocational training in Brussels has been taken over by the Commission communautaire française (COCOF). For the day-to-day management of this mission, the French Community Commission has set up a public body to help users to gain or upgrade qualifications and to retrain in new skills (Decree of 17 March 1994): Bruxelles Formation, which works in liaison with ORBEM⁹, the body responsible for aspects more directly related to employment, including the skills audit.*
- 2. In the Walloon Region, CAWA¹⁰ – the “future contract for Wallonia” – defines the priority policy objectives, which include “promoting social and civic integration within a framework of equal opportunities”. One of its priority fields of action, then, is to extend young people's qualifications and to improve access to employment for all, in other words through training. With this in mind, the Minister has taken as the basis for action: the universality of the public service, which places priority on the more “vulnerable” citizens; equality of opportunity in access to training and employment; “proximity” measures; partnerships to ensure the quality of the services offered; and very special attention to citizenship.*

Overall, in brief

- *Equality of access to guidance, counselling and information, implying that they should be free of charge, with measures being targeted towards the more vulnerable groups*
- *Quality and professionalisation of services organised or subsidised by the authorities*
- *Establishment of partnerships between the public and private non-profit-making services, to generate synergy*

2.3 What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?

The Education and Training Council (CEF) has produced an Opinion or “Avis”¹¹ on the question of guidance, information and counselling. This was formulated by a working group bringing together some thirty members nominated by the member

⁸ “Les objectifs généraux du système de l'enseignement et de la formation”. Conseil de l'Éducation et de la Formation – 5 February 1992

⁹ See glossary

¹⁰ CAWA: Contrat d'Avenir pour la Wallonie

¹¹ Conseil de l'Éducation et de la Formation, Avis 78, June 2002

organisations of the CEF, in other words from different environments (Universities, Fédération des étudiants francophones, the unions, Psychological, Medical and Social Centres, the “Pouvoirs organisateurs”, parents’ associations, small business, Bruxelles Formation, FOREM, etc.). It has defined guidance as follows:

“Guidance consists of enabling an individual to acquire the ability to become aware of his personal characteristics and to develop them with a view to choosing an educational, training and vocational activity at every turning point in his existence, out of a concern both to become part of the community and to expand his personality and responsibilities.”

UNESCO 1992 definition amended by CEF (the Education and Training Council), Opinion 78, June 2002

Although this definition is not the explicit basis for the policies set up, they do reflect a consensus position in the French Community and in the Regions, in Wallonia and in Brussels.

2.4 What are the most important issues facing policy makers in your country in the organisation, management and delivery of information, guidance and counselling services?

Overall

The main problem encountered here is the aligning of information, guidance and counselling policies and systems and making them consistent.

Because of the wide variety of the organisations and authorities setting up the systems, neither within education nor with the vocational training operators can a policy of coordinating the objectives and resources be implemented in order to achieve the vital consistency of guidance measures and make services available in accordance with the principle of lifelong guidance.

The CEF working group mentioned above provided the first opportunity for its members (i.e. the guidance, education and training professionals officially delegated by all the bodies concerned, whether they came under the Community, the Regions or were even private bodies) to meet, pool their views and share their problems.

- Information, with the problem of the vocabulary and the definition of the concepts used by each party without consensus or agreement as to elementary concepts such as orientation/guidance, information, counselling, employability, etc. The Education and Training Council’s Opinion 78 arrived at common definitions of all these terms.
- In implementing the principle of “lifelong guidance”, there is a split in the process, between the measures adopted in the course of compulsory education, those in upper secondary and higher education and those directed towards adults in continuing training. There is no “single thread”, in other words an unbroken series of measures from childhood to adulthood provided through existing bodies. It should also be pointed out that in the particular case of the French Community and the Walloon and Brussels Regions, institutional compartmentalisation is an obstacle to such continuity.
- There is another problem, given the number of different types of stakeholders: building up greater occupational identity for each of the various guidance professions and clearly defining each one. The supposition here is also that continuing training is provided in the form of

supervision, reciprocal monitoring and constant contact with structured sources of information that are kept up to date and that take account of the changing social and economic context.

- *There is little legibility in the provision of information, entailing a risk of veering off-course and sometimes making the guidance confusing¹².*

The difficulties encountered in the world of education

In the decree entitled “Missions” issued by the Government of the French Community, the role of providing guidance to pupils in secondary education has been allotted to the “Conseil de classe” (whose members include the head of the school and the teachers concerned with the specific group), with no distinction being made between the respective roles of the teaching staff and the psychological, medical and social teams in this field.

A proper awareness of guidance process is not systematically instilled in the initial training of teaching staff. No continuing training programmes exist for the body of the school staff in this field.

As regards the “hautes écoles” (colleges organising non-university tertiary education) and the universities, there is virtually no definition or recognition of missions offering support for guidance. No legislation or regulation exists on the question. The substantial work that is done in this sector, therefore, is carried out on a private, voluntary basis by establishments that have to meet the cost out of their own budgets and/or charge the user for part of their consultations or publications. In the same way, the role and missions of information and guidance in full-time higher education and of social advancement are not covered by any statutory regulations.

The first providers of guidance to the young person are indisputably the parents. The choice of crèche, pre-primary school, the neighbourhood, etc., are all factors that may have an impact on his future. But parents also provide guidance in the way they talk in the hearing of their children about work, the economic situation, the desirability of different careers, etc. All this contributes towards giving children a mental picture of what is right and proper for them.

The difficulties encountered within the Regions

The problems due to the growing number of instances of collective redundancy today mean that retraining units have to be set up, which calls for resources in the form of information, expertise and human contact. The aim here is to rebuild an identity for the workers, as part of the process of lifelong guidance.

Partnership of a group of practitioners and with the trade unions is the most effective way of supporting the training of a work force, but this is a complex method of action.

2.5 Describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing or delivery of information, guidance and counselling services.

For example, describe initiatives such as:

* Government reports that have recommended new approaches or new priorities.

¹² See reply to question 11.5.

The Declaration of the French Community's policy of July 1999 states that: "the Government will ensure that it will set up a centralised service within its area of authority to compile information (on all types of school) that pupils and parents need to choose a school (school structures, educational provision, options offered, remedial learning service, school hours, the services provided by the school, etc.). The PMS Centres will act as its local public branches. These can be used to disseminate and explain information and provide families and young people with advice on school and vocational guidance, both in term time and during school holidays."

The proceedings of the seminar of 1 February 2001 organised by the Education and Training Council on the subject of "guidance and information on studies and careers" demonstrate the close attention that French-speaking guidance practitioners in Belgium are paying to the work being done in France. FOREM is also developing several projects together with AFPA (the French adult training Association) and INOIP (the French National Institute of vocational guidance and integration)¹³, and is taking part in European programmes such as Equal.

* New methods and philosophies of providing services, for example within the context of lifelong learning.

There is a growing willingness among the information services to cooperate, leading to the regrouping of several such services on the occasion of the restructuring of FOREM, the creation of Carrefour Formation, etc.

In the PMS Centres, school and vocational guidance (OSP)¹⁴ is no longer used on a mass scale and there is a move towards educating users in making their own choices, also termed 'activation in vocational and personal development' or ADVP¹⁵, which had gradually been dropped by many centres due to a drastic reduction in psychological, medical and social staff in 1986.

The appearance of the "Choix" software package and its adaptation to Belgium revived the popularity of school and vocational guidance, this time with the support of information and communication technologies, at least in the centres coming within the French Community. This software also made it possible to extend the information that PMS workers can offer on the working world, since its database contained over 800 career monographs. But this package was withdrawn from circulation at the end of 2001. In the PMS Centres, there is a visible rise in the demand for school and careers guidance among pupils and parents.

The technique of skills audits, an output of vocational training, is of interest to PMS workers, and they are gradually being trained in this technique.

* New or proposed legislation or regulations.

For schools, the only current legislation is the decree on Missions, already mentioned¹⁶, and specifically its articles 21, 22, 23, 32, 59 and 60.

¹³ AFPA – Association Nationale de la Formation Professionnelle des Adultes; INOIP – Institut National de l'Orientation et de l'Insertion Professionnelle – France

¹⁴ OSP – Orientation Scolaire et Professionnelle, essentially based on group testing

¹⁵ ADVP – Activation au développement vocationnel et personnel, based on the step-by-step formulation of a career and life plan

¹⁶ "Missions" Decree, coming into force on 1 September 1997

Article 32 opens up a new path for guidance, which only now is beginning to be explored: “Under its Educational Plan as specified in article 67, each school may allocate the equivalent of two weeks spread out over the whole of the third ‘degré’ or ‘two-year tier of education’ [5th/6th year of secondary school] to activities designed to encourage pupils to give considered thought to their career choices and the ensuing choice of studies”. But there is no specific mention of the individual or collective aspects of this measure.

- New or upgraded services, or the downsizing or elimination of existing services.
- *The Walloon Region employment services have been entirely overhauled and restructured in the wake of the Contrat d’Avenir pour la Wallonie. New formats have been set up to meet the demand for information and lifelong guidance. The Maisons de l’Emploi, set up in 1999 on an experimental basis, are beginning to be seen as the places that can be open to any user facing an employment problem and that can provide information, information, guidance and preliminary advice. They are bringing together local socio-occupational stakeholders (the Centres Publics d’Aide Social – CPAS, or public social support centres – non-profit-making associations, etc.), working in close cooperation with the Service Public de l’Emploi (FOREM) and the commune. Together, these partners are providing a complementary service, the aim being to offer a flexible and satisfactory solution for all target groups, including the most vulnerable.*

In the long run this measure should lead to the creation of 104 Maisons de l’Emploi, or employment centres, grouped as two types of network in the middle-sized and larger towns of Wallonia: the “Espaces Ressources Emploi”, offering general help, such as personalised advice or support in learning jobseeking techniques, and the “Cités des Métiers”, which are developing specific assistance, in particular related to information on and choices of trades and occupations, international mobility and small business creation. The Cités des Métiers will enjoy the benefit of a European label and will enter into a partnership with the universities.

There are, however, some delays in this project: on 3 September 2003 a new centre was inaugurated, the Liège “Carrefour Formation Emploi”, but in his speech the administrator of FOREM hinted at a political decision to drop the reference to the Cité des Métiers . . .

- *In the Brussels Region there is also a plan for a Cité des Métiers¹⁷ to reassemble all those concerned with guidance, information and counselling for both education and training and socio-occupational integration. But the plan has not yet been adopted, since it naturally raises many institutional and funding issues.*

* Changed priorities for access to services

* Changed responsibilities between agencies for the provision of services.

In the Regions, the Carrefour Formation units are responsible for the first contact with users and for providing information and preliminary advice

* New education and training requirements for staff.

One initiative of the General Department of Education and Scientific Research is producing a register of guidance support software with a detailed descriptive data sheet on each package¹⁸. This index will help all the professionals concerned, but

¹⁷ A study has been commissioned from a consultancy firm by Bruxelles Formation. Isabella Lenarduzzi submitted her report in late 2002.

¹⁸ See list in annex 4

also users, to find out about the facilities available. The intention is to promote recourse to new technologies for the continuing training of professionals in the sector.

A training plan for PMS practitioners was approved by the Government on 13 March 2003 for those working in the private sector, i.e. CFPL – the Conseil de Formation des Centres PMS Libres – which provides training courses for the staff of private-sector PMS centres, based on a programme reviewed and approved each year.

* Initiatives to engage citizens in the planning and delivery of services.

* Initiatives to raise public awareness and use of services.

Information campaigns launched by the Regions, via the social support services (CPAS).

Press campaign in partnership with the “Job Vacancy” pages in the press (for example the “References” supplement to the newspaper “Le Soir” and the topical magazine, “Le Vif L’Express”).

Media coverage of the inauguration of new facilities devoted to information and guidance, with the organisation of conferences, etc.

* Changes in the involvement of the private sector.

Out of a concern to publicise careers in their own sectors or companies, several private entities have produced resources such as information booklets or websites or have taken part in information campaigns in several daily newspapers and weekly magazines that feature a career or group of occupations each week.¹⁹

Another type of private initiative linked with the written press is the “Tremplin pour l’Emploi” [springboard for employment], launched in 1996 by the IPM group (Libre Belgique/Dernière Heure). This is a nation-wide operation whose aim is to facilitate the adaptation and integration of young school-leavers and students in the workplace through student jobs and work placements.

Agoria, i.e. one of the leading industrial employers’ federations in Belgium, is creating bridgeheads for young people by financing various activities and publications such as Les Jeunes et leur avenir professionnel: entre rêve et réalité. This was a Belgian national survey of young people in the final years of upper secondary education, conducted by the DREAM programme of the SME unit of ICHEC-Brussels in May 2002 to gain a better understanding of how young people see their future at work.

Les jeunes et l’entreprise: des noces ambiguës, Hervé Serieyx, Éditions Eyrolles. 2002. Essai sur les jeunes face au monde du travail.

Comment trouver son master: information source for students and young professionals on European Masters programmes in the fields of economics and finance

* Technological developments that have made a real difference to the ways in which services are delivered and/or accessed

¹⁹ For example, weekly inserts: “References” in the weekend edition of *Le Soir*; “Vacatures”, an attachment to the weekly magazine *Le Vif/L’Express*; “La Libre Entreprise” in “*La Libre*”; “Jobs today” and “Tremplin pour l’emploi” issued with *La Libre* and *DH*.

INFORMATION, GUIDANCE AND COUNSELLING SERVICES

Belgium: The French Community – Walloon Region – Region of Brussels-Capital

The presence of commercial sites and private associations offering aid with guidance has forced the public and private grant-aided bodies to have their own Internet portals.

3. POLICY INSTRUMENTS FOR STEERING SERVICES

Indicate the key policy instruments used to steer information, guidance and counselling services and how policy goals are translated into service delivery.

3.1 How important is legislation in steering information, guidance and counselling services in your country? Briefly describe the main pieces of legislation. Details and examples can be provided in an annex.

The legislation on the subject is specific to each federated entity.

➤ ***In the French Community: legislation concerning guidance of young people in the period of compulsory education***

The “Mission” Decree²⁰ regulates the process of school and vocational guidance for pupils in compulsory education in articles 21 to 23 of Section 2 “Guidance after the first eight years of compulsory schooling”, covering school guidance on leaving the first two-year tier of secondary school, and in articles 32, 59 and 60, which define guidance procedures for pupils during and at the end of the general humanities, technological and vocational streams. These articles confer the responsibility for guidance on the “Class Council” and give the PMS Centres the task of helping pupils to discover their own motivations and arrive at their own “career plans”.

The French Community has passed decrees and orders regulating the operation of the Psychological, Medical and Social Centres, consolidating the laws and the orders enacted by the national governments before the decentralisation of education to the Communities. It has also adopted measures relating to vocational training before it was devolved to the regions in 1993²¹.

➤ ***Legislation concerning adults (workers, jobseekers, etc.)***

▪ ***In the Walloon Region***

Since regionalisation, everything pertaining to vocational training, including information and guidance, has been entrusted to FOREM (the Office wallon de la formation professionnelle et de l'emploi) in the Walloon Region. FOREM is supported in this task by Carrefour Formation in respect of the compilation and dissemination of information.

In the context of continuing vocational training, reference should be made to the basic legislation for vocational guidance in the Order issued by the French Community Executive on 12.05.1987, which clearly defined guidance in article 2(5).

By vocational training is meant entendre:

(1.2.3.4 . . .)

5. observation of the persons for the purposes stated above over the temps required to determine his or her physical and intellectual aptitudes and determiner the most favourable vocational guidance.

Following the regionalisation of the vocational training and employment services, this order has been converted into a decree, issued on 06.05.1999. FOREM²² (the Office wallon de la Formation professionnelle et de l'Emploi) was then established. The order does not make any further explicit mention of guidance (art.4(1))²³.

²⁰ See annex 3 (ter)

²¹ See annex 3

²² See annex 4

²³ The Office performs tasks pertaining to vocational training, which consist of promoting and organising the retraining and occupational re-employment of jobseekers and workers, with the

In FOREM's new management contract for 2001-2005, mention is made of guidance and information in the following words: "An environment of the mixed management of the labour market, in that in particular it entails a diversification of the supply of services and a proliferation of the providers of those services, making it necessary to view the role of the public service more in terms of the coordination, integration and stimulation of the many operators as well as in terms of the provision of information and guidance to individuals and enterprises concerning the services offered by all the operators. This role is designated as that of "régisseur-ensemblier" – direction and assembly.

▪ **In the Brussels Region**

There is no statutory text supplementing the initial legislation issued by the French Community of 1987 as described above. The responsibility for information lies with Bruxelles Formation through its Carrefour Formation, and the responsibility for guidance has given rise to the creation of a focal point for guidance and support.

The support and guidance task, however, is also performed in the Brussels Region by ORBEM²⁴ (Office Régional Bruxellois de l'Emploi – Brussels Regional Employment Office), which is responsible for following up on the unemployed and jobseekers. Among ORBEM's services is personal support:

- expert advice and vocational guidance,
- guidance on an appropriate training course.

These two services work in liaison.

▪ **IFPME²⁵**

The Institut de formation permanente pour les Classes Moyennes et les PME (IFPME – the Institute for the permanent training for small traders and SMEs) organises apprenticeship forming part of compulsory education. The Wallonian Government Order of 31 August 2000 and the Collège de la Commission Communautaire française Order of 20 July 2000 state that, depending on the requirements, this permanent training Institute may accredit reception, guidance and upgrading courses²⁶. Within the IFPME network, it is the supervisory delegate who has been made responsible for guidance missions²⁷.

One of the apprentice's contractual obligations is to visit a Psychological, Medical and Social Centre at the request of the official appointed as supervisor.

exception of tasks pertaining to ongoing training for small business and the vocational training of those working in agriculture.

²⁴ ORBEM (Office Régional Bruxellois de l'Emploi), established by article 14 §1 of the laws on the abolition or restructuring of public interest bodies or other Government departments, coordinated on 13 March 1991, has been entrusted with the implementation of employment policy in Brussels since 1989. The Ordinance of 18 January 2001 regulates the organisation and operation of the Office Régional Bruxellois de l'Emploi.

²⁵ See annex 7

²⁶ "Guidance sessions" are courses that clarify the apprentice candidate's expectations of training or career choices. These sessions may take various forms: tests, discussions or placements in a working environment.

²⁷ Wallonian Government Order of 16 July 1998 and Collège de la Commission Communautaire française Order of 17 July 1998, article 3: "The supervisory delegate's terms of reference are to:
1. help any person wishing to take an alternance training course as part of the permanent training for small business and SMEs to be guided in his or her occupational course and as regards the training agency. . . .
5. provide guidance for apprentices, in particular on the social level and in the support and counselling of trainees."

3.2 What other instruments are normally used for the political steering of information, guidance and counselling services and to monitor implementation?

Guidance and information services rendered by these regional agencies do not come under specific legislation, except for the regulations assigning them the responsibility. On the other hand, these agencies' internal regulations lay down the resources allocated to the services and define the objectives in such matters. The management contracts of training agencies may lay down the targets relating to guidance²⁸.

As regards the PMS Centres, the decree specifies the qualifications required of staff, i.e. psychologists, nurses and social workers. To structure the work of these Centres, a Guidance Council has been set up which issues "Avis", or Opinions, often used as basic references by inspectors and the Government.

The quality standards reflect closely the professional qualifications required of the staff (psychologists, social workers, doctors, etc. depending on the PMS Centre posts) and the targets set. Nevertheless, there are no quality standards laid down by statute.

These services do not compete with each other but rather are totally independent, which leads to each one knowing little about the other. It is the status of the person asking for information that determines the body that might provide the answer: the PMS Centre if he is in compulsory education or still at school, FOREM if he is looking for employment in the Wallonian area, etc.

3.3 Describe how government regulations, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?

There is no coordination, either formal or informal. The supervisory ministries are independent of each other and come under different authorities. The funding depends entirely on the supervisory authority. There is no collective responsibility.

3.4 What mechanisms, if any, exist for coordinating information, guidance and counselling services between different Ministries; between different levels of government; between government bodies and other parties such as employers, trade unions, the private sector and community groups); between services for youth and for adults; and between the different agencies that provide services?

There is no mechanism for coordination between the ministries, since the supervisory authorities are totally autonomous. Efforts to coordinate are, however, being made on a voluntary basis within the Regions. For example, Carrefour Formation agencies now come under both FOREM and Bruxelles Formation.

²⁸ *In French 'guidance' and 'orientation' are used to mean the same thing, but it is customary to use the term 'système d'orientation' for guidance system and 'services de guidance' for guidance services or units. 'Guidance' in French often designates a process taking place over a fairly lengthy period during which a person can be monitored over the entire time it takes to build up a personal plan. This includes aspects of the provision of information, advice and possibly an audit or test. Lastly, the word 'orientation' is more likely to be used in the school system, and 'guidance' when it relates to adults.*

The Education and Training Council (CEF) has conducted a two-year study with all the stakeholders involved in this issue, which has led to an official Opinion. ²⁹

Several recommendations have been made along these lines:

Second recommendation

The CEF should urge the authorities to implement a policy of coordinating the objectives and resources both within education and with vocational training practitioners in order to bring about the essential coherence of guidance measures and to make the services available in observing the principle of lifelong guidance.

Fifth recommendation

The CEF should propose the creation of a network promoting communication among guidance professionals enabling them to share their thinking, methods and instruments.

In the French Community, the Conseil de guidance des CPMS, a guidance council whose members are the representatives of the PMS Centres, parents' associations, school heads and the organising authorities of the three educational systems, is responsible for presenting opinions to the Education Ministers, on its own initiative or at the request of the Minister concerned, on a whole series of questions arising within the PMS Centres. The decrees on the organisation and educational objectives and missions also apply to the PMS Centres and include a section specifically relating to them.

Nevertheless, the PMS Centres belong to different "réseaux", or educational networks.³⁰ In law, they are entirely free to use the methods they choose. Furthermore not all the PMS Centres deal with compulsory education – depending on whether they are concerned with primary or secondary schools, they sometimes come under different supervisory ministers belonging to different political schools of thought.

There is no formal coordination with the higher and university education guidance services (which tend to be specific to each institution), nor with the vocational training guidance services. There are, however, informal links and contact due to the initiative of a few people.

In the Brussels-Capital Region and Wallonia:

There are coordination or meeting facilities for the various stakeholders within each entity, either formal or informal.

Other structures exist at local level as concerns guidance or information for jobseekers, but there is no obligation to coordinate the measures conducted. Only the general objectives laid down in matters of vocational training and employment may be seen as markers.

3.5 What barriers exist to coordination of services and to networking providers?

The obstacles to the coordination and networking of providers include the supervisory authorities' structures, diversity and operating methods (see Annex 5).

²⁹ See annex 6 – Extract 1: Conseil de l'Éducation et de la Formation (Avis n°78 "Guidance and information on education, training and occupations" adopted by the Council on 21 June 2002)

³⁰ See question 1

This arises of course from the political structure of the Wallonia and Brussels Community and the fragmentation of competencies in this field. There should be an intergovernmental agreement between the French Community, Wallonia, the Region of Brussels-Capital and COCOF on such networking.

There is also confusion between the role of information on careers, training and education and the role of guidance for young people or for adults.

There is a wide variety of qualifications among the professionals providing guidance and those providing information.

Lastly, there are the budgetary obstacles: if they are to network or devote at least minimal resources to coordination, the authorities – all of whose individual budgets are inadequate – would need to establish a common budget, which implies that they would have to finalise a cooperation agreement. To do this they would have to be convinced of the need for such cooperation and willing to accept a challenge to the way they work, at a time when radical reforms have taken place in all the systems – albeit separately – and even though the pooling of information has been allowed.

4. THE ROLE OF THE STAKEHOLDERS

State the role of the stakeholders other than government ministries – such as employer organisations and trade unions.

Employer organisations

4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services?

The employer organisations do not themselves organise information, guidance or counselling services, but they cooperate with actions conducted by the public bodies (Carrefour Formation, ORBEM, Bruxelles Formation, etc.). They take part on two levels:

- 1. In taking an active part in the management committees of the public bodies, the employer organisations pass on information on developments on the labour market (both regional and federal) and, drawing on information gathered by those directly involved within the public information and guidance services, they try to ensure that the provision of training matches the demand for labour.*
- 2. Depending on market needs, the employer organisations, directly or through industry funds, cooperate with the public bodies on measures to arouse public awareness and provide targeted information on an occupation.*

The awareness and information measures of employer organisations and the industry funds are always general in nature; the employer organisations do not organise individual guidance and counselling measures.

4.2 What initiatives do employer organisations take to help provide information, guidance and counselling services?

Depending on requirements, press campaigns and events are organised by the employer organisations and the industry funds, directly or in collaboration with the public placement and training agencies.

In parallel, organisations representing a particular sector develop projects relating to their own sector. The following are two actions set up by AGORIA (a multi-sector federation in the technologies industry):

- a) *Creation of Technopass with social partners in the sector*
(http://www.technopass.be/flash_crd.htm).

The aim of Technopass is to promote industrial and technical occupations throughout Wallonia and in Brussels, as well as the education and training leading to those occupations. To do this, it conducts research and carries out promotional measures.

Objectives:

- 1) TO UPGRADE the concept of jobs in industry, which often have a poor image in the eyes of the general public.*
- 2) TO MAKE YOUNG PEOPLE AWARE of the prospects offered by the technology industry.*
- 3) TO FACILITATE young people's access to information on the sector and on technical and vocational careers there.*

- 4) TO PRODUCE, CENTRALISE and DISSEMINATE teaching tools for the attention of enterprises and every sector in the world of training and education.
- 5) TO CREATE SYNERGY among partners in the sector in order to meet the demand for skilled employees.

Activities:

The work of the Centre de Ressources et de Documentation (CRD) enjoys the support of the Walloon Region, the French Community and the European Social Fund. Among this Centre's activities are:

1. **Bibliothèque Multimedia / Centre de ressources:** this multimedia library and resource centre has permanent documentation on the sector, jobs in that sector and the training leading to them, and a collection of video, interactive DVD, CD-ROM and other media giving an up-to-date, realistic picture of technical careers and the industrial world.
2. **Advice on and support for promotion:** increasing the visibility of industrial and technical careers by being represented at trade fairs and salons, as well as by the production and distribution of teaching tools (the "Format enterprise" game, the DVD on "6 dream trades in the technology industry").
3. **Operation and regular updating of the Internet website Technop@ss,** the portal for occupations in the technology industry.
4. **Observatoire des filières de qualification:** Every year the Resources and Documentation Centre produces a detailed survey of the school population in the technical and vocational streams in Wallonia and Brussels, through the Observatoire des filières de qualification. This research body helps to give an accurate idea of the number of young people enrolled in the different technical and vocational courses in education, year by year from 1998 on.

b) AGORIA is also represented on the Board of the Service d'Information sur les Études et les Professions – SIEP (<http://www.siep.be/>) (see question 8.1.)

Other types of initiative: arousing children's interest in the building trades:

The Fonds de Formation Construction – the building industry training fund – for the Region of Luxembourg has decided to conduct an awareness campaign directed towards young people. Launched at the level of the FFC-Luxembourg group and entirely planned and implemented in the province, this initiative has the backing and support of the Standing Deputation for the Province of Luxembourg.

The campaign is aimed at young people at the end of their sixth year of primary education and in the first two years of secondary education. It uses a new publicity medium, the first to do so in the sector: a comic strip and a cartoon character, Dorian. He features throughout the comic strip, finding out in a humorous way about 16 trades in the building industry: tower crane operator, building site machine operator, road construction worker, stone- and marble-cutter, mason/bricklayer, reinforcing iron worker, repointer, floor layer, tiler, plasterer, roofer, roof waterproofer, carpenter/joiner, glazier, central heating installer, plumber/installer. The message put over is that it is worthwhile to seek guidance on training for the building industry. It is an industry where things are moving fast, with new equipment, materials and working methods rapidly arriving on the scene,

and one that offers many jobs and an attractive job status (good pay, job security, supplementary pension, etc.)³¹.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

<i>Seldom</i>		<i>Occasional</i>		<i>Regular</i>
1	2	3	4	5
		<i>X</i>		

Apart from their participation in the Management Committees of public bodies, on the whole the practical involvement of employer organisations and industry-specific funds is only occasional, with such action being taken when a shortage is perceived on the labour market or when the public placement and training agencies give notice of a problem.

<i>Local</i>	<i>Mainly local, sometimes national</i>	<i>50-50</i>	<i>Mainly national, sometimes local</i>	<i>National</i>
1	2	3	4	5
		<i>X</i>		

Given that the involvement of the employer organisations and industry funds is essentially occasional, the scope of each action tends to depend on the actual nature of the shortage giving rise to that action. In this context, measures may be both national and regional. Clearly, their involvement is brought about less by the federal political structures than by the actions of the public authorities or the subsidised organisations.

Trade unions

4.4 Do trade unions play a role in regulating and funding information, guidance and counselling services? For example through participating in advisory and coordination bodies, or in programme management committees.

At the level of the Regions:

The trade unions do not organise information, guidance or counselling services themselves, but they cooperate with ventures conducted by the public bodies (Carrefour-training, ORBEM, Bruxelles Formation, etc.) They are involved on two levels:

- 1. Trade unions play an active part in the management committees of the public bodies, where they pass on information on developments on the labour market (both regional and federal) and, drawing on information gathered by those directly involved within the public information and guidance services, they try to ensure that the provision of training matches the demand for labour.*
- 2. Depending on market needs, the unions, directly or through industry funds, cooperate with the public bodies on measures to arouse public awareness and provide targeted information on a given occupation.*

³¹ For full particulars and to obtain the comic strip: Chambre Patronale de la Construction, rue Fleurie, 2, B- 6800 Libramont. Tel. 081/22.22.54, fax 061/22.34.35.

The awareness and information measures adopted by employer organisations and the industry funds are always of a general nature; though all of the unions were contacted, they did not mention other actions in this field.

At the level of the Community:

The unions representing teachers are represented on the Conseil supérieur de guidance (higher adult guidance Council).

4.5 What initiatives do trade unions take in providing information, guidance and counselling services?

None to our knowledge, even though all the unions were questioned on this subject.

4.6 Does trade union involvement in information, guidance and counselling services tend to be:

<i>Seldom</i>		<i>Occasional</i>		<i>Regular</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
			<i>X</i>	

The unions are consistently represented on the Management Committees and on the Conseil supérieur de guidance.

<i>Local</i>	<i>Mainly local, sometimes national</i>	<i>50-50</i>	<i>Mainly national, sometimes local</i>	<i>National</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Trade union participation reflects the federal structure of Belgium – federal, regional or Community – in the case of measures related to employment.

Other stakeholders

4.7 Describe ways in which policies encourage other stakeholders (parents, associations of students and alumni, community organisations, educational institutions or the end users of services) to play a role in information, guidance and counselling services.

There are no regulations on this subject, but at local level one-off measures are organised on occasions, on the initiative of the regional, Community or local authorities and sometimes on the initiative of other partners, such as parents' or students' associations or service clubs.

5. TARGETS AND ACCESS TO THE SERVICES

Describe the priority groups for access to information, guidance and counselling services, as well as how the services are provided for adults.

5.1 Describe any priorities or target groups for these services, including how priority needs are established.

For example, target groups might include: school pupils, young people; adults; the unemployed; those in receipt of welfare benefits; students; employees; refugees or members of ethnic minorities.

<i>Target group</i> <i>Bodies</i>	<i>Young people in compulsory schooling</i>	<i>Students and young adults in initial vocational training</i>	<i>Adults in general</i>	<i>Adults in course of socio-occupational transition</i>
<i>PMS Centres</i>	<i>X</i>			
<i>Carrefour Formation</i>		<i>X</i>	<i>X</i>	<i>X</i>
<i>FOREM</i>		<i>X (RW)</i>	<i>X (RW)</i>	<i>X (RW)</i>
<i>Bruxelles Formation</i>		<i>X (RBC)</i>	<i>X (RBC)</i>	<i>X (RBC)</i>
<i>Public outplacement companies</i>			<i>X (RW)</i>	
<i>SIEP, CEDIEP, CID, etc.</i>		<i>X</i>		
<i>non-profit-making integration associations</i>				<i>X</i>

5.2. How are such priorities or targets expressed?

For example, give details of any legislation that provides rights or entitlements to services for particular groups.

The legislation regulating the PMS Centres clearly specifies the groups they serve.³²

Article 3. §1. The centres' terms of reference shall be to perform the following guidance tasks for the benefit of pupils in pre-primary, primary, secondary, full-time and special education and in part-time education set up to comply with the obligation of part-time school attendance within their sphere of activity

➤ ***There are very many operators involved in providing support for access to employment.***

These range from the FOREM Centres to Centres d'enseignement et de formation en alternance (CEFA – Centres for alternance education and training), and include

³² See annex 3: **Section 2. – Mission and organisation**
 Replaced by Royal Order 24-08-1981; amended by Royal Order 02-09-1985; Decree 20-12-2001

Social Advancement Education establishments, Entreprises de Formation par le Travail (Enterprises for Training through Work), ASBL d'insertion socioprofessionnelles (socio-occupational integration non-profit-making associations), Centres de Formation des Classes Moyennes (small business training centres), sector-specific centres such as Technifutur and CPE, Régies de Quartier de logement social (social housing neighbourhood centres), Centres de Formation pour Handicapés (training centres for the handicapped), literacy and permanent education associations, Centres Publics d'Aide Sociale (CPAS – public social support centres), etc.

Nevertheless, the role performed by each one in this process has been clarified by “conventions” reached among the operators involved. This structuring has been based on a theoretical concept of the “access route”, since users do not necessarily take that route in a linear fashion.

o **The stages in the access route** ³³

	What ?	Reference operators
Stage 1	<i>Socialisation – Structuring</i>	<i>Education permanente – OISP – EFT. – CPAS – Régies de Quartier – Aides aux justiciables – CEFA</i>
Stage 2	<i>Remedial – Pre-qualification – Guidance</i>	<i>OISP – EFT – Régies de Quartier – CPAS – FOREM – Social advancement – AWIPH – CEFA – CPMS</i>
Stage 3	<i>Skills training</i>	<i>Social advancement – FOREM – IFPME – Centres sectoriels – Alternance – AWIPH – CEFA</i>
Stage 4	<i>Transition to employment</i>	
	<i>CAI (contrat d'apprentissage industriel – industrial apprenticeship contract)</i>	<i>CEFA</i>
	<i>Royal Order 495 (Employment-Training Agreement)</i>	<i>Social advancement</i>
	<i>Apprenticeship contracts</i>	<i>FOREM</i>
	<i>FPI (formation professionnelle individuelle – individual vocational training)</i>	<i>Regional missions</i>
	<i>Plan Formation-Insertion</i>	<i>CPAS – AWIPH</i>
	<i>PTP (programme de transition professionnelle – work transition programme)</i>	<i>Sector-specific Centres</i>
	<i>Active jobseeking</i>	<i>EFT</i>
	<i>Collective Agreement no 26 regulating the employment of handicapped people in enterprises</i>	<i>IFPME (Institut de Formation permanent pour les Petites et Moyennes Entreprises)</i>
	<i>Job adaptation contracts</i>	<i>OISP – advisory agencies</i>
	<i>Articles 60 & 61 (CPAS)</i>	

³³ Table from Comité subrégional de Liège:
<http://139.165.164.233/csefnew/pages/PIPresentation.html#anchor2205>

Coordination regulation	<i>Information – Guidance</i>	<i>“Carrefour Formation” – All specialist operators and services under the bodies listed above</i>
	<i>Management and coordination of local actions</i>	<i>Operational coordination committees</i>
	<i>Programmes for actions</i>	<i>Sub-regional committees</i>
	<i>Individual monitoring</i>	
	<i>Child care</i>	<i>ONE</i>

As will be noted in this summary table, guidance and information are provided all along the route of access; coordination is within the Carrefour Formation bodies that include all the specialist operators and services coming under the bodies concerned with the users in practice.

5.3. Where such priorities exist, what active steps are taken to ensure that access to services is possible for target groups?

- ***All primary and secondary schools are attached to a Psychological, Medical and Social Centre generally within their educational network.***

Guidance for pupils in the course of their education and at the end of each educational cycle is one of the main missions of the PMS Centre. Most Centres run collective information and action sessions in the classroom, generally at the end of a cycle. They can also offer individual interviews. These services are free of charge. All pupils in compulsory education and their parents (or guardians) may go to the PMS Centre serving the school they attend. This means that, unless the parents object in writing, every pupil enrolled in the school is entitled to its help.

The Administration Générale de l’Enseignement et de la Recherche Scientifique (AGERS – General Administration of Education and Scientific Research) has a directory of all the PMS Centres on its site. Restode, the French Community Education server, can be used for a multi-entry search for the Centres for one’s own educational network.

- ***Carrefour Formation and Carrefour Emploi Formation are one-stop-shops accessible to anyone looking for careers and training information or seeking advice.***

The staff exercise absolute discretion in receiving their callers. In the Walloon Region callers may be anonymous; in Brussels, there is free access to information, but a written note is made of each individual enquiry so that it can be followed up, although the particulars of the users remain confidential. At present, traceability is not authorised.

It is automatically suggested to jobseekers, those who go to the Centre public d’aide sociale (CPAS – public social support Centre) to obtain a minimum living allowance³⁴, that they obtain information and train, but no pressure may be placed on them. The centres arrange sessions for people wishing to attend them, in which they may express their fears and expectations, etc., as part of a group. Information on a range of courses of action is then offered. This type of information may also be given in the course of individual interviews with social workers, although they are not specifically trained for such preliminary contact and information.

³⁴ known as “minimex” = minimum living allowance; the “minimexés” are people receiving this allowance.

Certain integration associations hold local meetings with target groups and arrange for someone to accompany people, if they so wish, on their first visit to Carrefour Formation.

5.4. Typically, are different methods used to provide services for different target groups?

Obviously the methods employed by the PMS Centres (the collective approach, individual guidance on demand) differ from those used by guidance and information agencies catering for adults. The Carrefour Formation units and integration associations have also developed different approaches, based more on support and guidance methods.

The methods employed, however, include collective information, the availability of the most exhaustive possible documentation on training courses and careers (dossiers, videos, CD-ROM, electronic documentation, Internet access, etc.), individual skills audits, collective testing, individual interviews and group work, etc.

5.5. Do examples exist in which individuals are required to take part in guidance and counselling?

➤ ***Unless their parents formally object, all children have their preliminary contact with the PMS Centre at the end of pre-primary education to check whether they are suited to going on to primary school. A second contact is systematically arranged at the end of secondary school (5th or 6th year).***

It is compulsory for the PMS Centre to be consulted at major turning points in a child's life, for instance when switching from learning one language to another (Dutch or English as a foreign language), the move of a child to special education or vice versa, starting up alternance training (CEFA), etc.

➤ ***It is never compulsory for an adult to go through a guidance or information agency. On the other hand, vocational training is compulsory for the under-25s who have left school without qualifications. It is strongly encouraged for jobseekers and people on the minimum living allowance (minimex). This assumes that they will have recourse to educational or adult guidance or information.***

The act of enrolling for training (which includes a guidance activity) may suspend the period of unemployment beyond which the allowances being paid may gradually be reduced.

5.6. Do policies for information, guidance and counselling favour:

- a comprehensive approach (so that services are universally accessible and meet a wide range of needs); or
- a targeted approach that favours those in greatest need; or both these approaches?

There is no actual policy on this subject. Nevertheless, the authorities favour a comprehensive approach to guidance for young people, a more targeted approach to groups at risk in the case of those entering the working world, and a more individual approach for people seeking further guidance on occupations or aspiring to social or occupational mobility.

5.7 Describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

Guidance services in the course of compulsory schooling cover the whole of the school population; the shortage of resources and therefore of staff (four people per 3,000 pupils, to provide three types of support) means, however, that individual needs cannot be met, especially when dealing with youngsters who are not attracted by school education and have low motivation for integration into society and work. This shortage of time also affects the likelihood of PMS staff taking full advantage of continuing training for themselves.

Furthermore, since this is not explicitly stated by the law as one of their objectives (see annex 3), they lack regular contacts with the economic world and do not keep abreast of developments in the needs and the types of vocational training available outside the actual school system.

As regards services for adults, the current trend is to bring these together in a single location to cover large geographical entities (for example: the Carrefour Emploi Formation de Liège), in order to concentrate resources, provide exhaustive information there and improve reception facilities, so that they can then redirect users towards other bodies that may meet their needs (for example, guidance counsellors in FOREM Conseil³⁵). It is too soon to assess the consequences of this choice.

The Carrefour staff receiving and informing users are assigned there by the different partners and are therefore “expert” in one sector of training but not in others. As a result, their continuing training is essential.

Moreover, the administrative staff in the unemployment offices and even the social workers in contact with vulnerable target groups have little or no knowledge of the steps that should be taken.

Disadvantaged users, groups in need of integration, are sometimes put off by the administrative building where they have to travel at their own expense, overcoming their preconceptions. They may well be ill at ease when faced with the range of choice and the complexity of information, even though the staff are willing to welcome them and help them in their enquiries.

The under-25s without qualifications, for example, may be eligible for the “plan jeunes +”³⁶, but the employees they meet have not yet acquired the automatic reflex of informing them about this measure.

This is also the case with over-45s who lose their jobs, who are entitled to the benefit of special outplacement measures.

Services for adults

5.8 Describe how information, guidance and counselling services are organised and provided for adults.

In the Walloon Region, it is FOREM that has this responsibility, which it fulfils through its various services, in particular FOREM Conseil and Carrefour Formation. (See annex 5)

In the Brussels Region, it is ORBEM and Bruxelles Formation, through its Carrefour Formation, that provide such services for adults. (See annex 8)

³⁵ See annex 5

³⁶ See annex 15

6. STAFFING

Give information on the types of staff that provide information, guidance and counselling services and their qualifications and competencies.

In answering this section, describe differences between staff in the different settings in which the services are provided, e.g. schools, tertiary education, community organisations, public employment services.

6.1 Types of staff employed by guidance services, excluding administrators – Classification by age groups of the target groups in increasing order:

➤ ***In the PMS Centres, the categories of staff are laid down by law (see annex 3): they are psychologists (educational psychologists), social workers and doctors or nurses working on their staff.***

Article 3. – § 2. The technical staff shall consist at the minimum of:

- 1 director;
- 1 educational psychology counsellor;
- 1 social worker;
- 1 paramedical worker.

After the fifth member of the technical staff, the additional staff member shall be an educational consultant counsellor or a social work or a paramedical worker.

In each additional group of three staff members, the duties performed shall be different.

Nevertheless, the additional group of three staff members referred to in the previous paragraph may include two social workers, in accordance with a derogation allowed by the Government. In this case, the additional group of three staff members may not include a paramedical worker.

If derogation is allowed by the Government, the additional group of three staff members referred to in paragraph 3 may include an auxiliary educational psychologist, provided that this additional group already includes an educational psychology counsellor. In this case, the additional group of three staff members may not include a paramedical worker.

➤ ***In the public vocational training service in the Brussels Region:***

Type of staff: training counsellor – skills audit counsellor – trainer in a vocational guidance and initiation centre.

➤ ***In FOREM:***

The people working in the vocational guidance counselling units in FOREM Conseil are vocational guidance counsellors.

➤ ***In the non-profit-making associations in the non-commercial sector³⁷:***

In socio-occupational integration in Brussels, the designations “agent de guidance et d’orientation”, “intervenant social” and “agent de guidance et d’intégration” are used.

³⁷ Extract from the joint commission collective agreement no 329 – non-commercial

6.2 What information can you provide on the number of staff, by type or categories, who are employed to provide these services. Indicate if information is available on their age, sex and equity group structure.

➤ **Staffing of the PMS Centres in the French Community³⁸:**

	TECHNICAL STAFF OF THE PMS CENTRES (numbers in terms of full-term employees)	NUMBER OF CENTRES		
		TOTAL	ORDINARY	SPECIALIST
1991-1992	1,188.00	164	148	16
1992-1993	1,183.00	163	147	16
1993-1994	1,210.00	164	149	15
1994-1995	1,215.00	165	150	15
1995-1996	1,212.00	165	150	15
1996-1997	1,206.75	164	149	15
1997-1998	1,179.25	158	143	15
1998-1999	1,178.00	157	142	15
1999-2000	1,171.25	155	140	15
2000-2001	1,175.75	155	140	15

These figures do not take into account the subsidised contractual staff, clerical staff and doctors assigned to the centres.

➤ **For the Brussels-Capital Region³⁹**

Out of a total of 300 workers in Bruxelles Formation, some 30 people are concerned with guidance “in the broad sense”, essentially within Carrefour Formation.

➤ **For the Walloon Region**

In FOREM, the vocational guidance counselling units have a staff of about forty (mainly women aged on the average 30-35).

FOREM Conseil has statistical records and production indicators providing periodical particulars of the sociological characteristics of those attending its guidance counselling units (age, sex, level of education, types of group) and the proportion of each (quantitative data).

For Carrefour Formation, a coordination and support team and ten teams of educational leaders (150 people) from different training agencies (AWIPH, EFT, FOREM, IFPME, OISP, Enseignement de Promotion Sociale) cover the Walloon Region. They are backed by a “Comité d'accompagnement” or support committee, which is also “multi-operator” in its staffing. Each agency delegates one member of its staff to the committee.

6.3 What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, indicate whether it is a government or professional association that requires them, and describe the professional licensing bodies).

➤ **In the French Community**

³⁸ Source: Service des statistiques de la Communauté française 2000-2001, VOLUME II, CENTRES PMS

³⁹ Source: JP Landrain, director of Carrefour Formation Bruxelles

The law⁴⁰ defines the duties and levels of training of persons performing those duties within PMS Centres.

Article 8. A centre shall be placed under the authority of a director, who will be responsible for day-to-day management and for coordinating the work of the staff.

Replaced by Royal Order 24-08-1981.

Article 9. – In the performance of its duties, the technical staff shall be independent of the heads of schools and of any management other than that of the centre.

Replaced by Royal Order 24-08-1981

Article 10. – § 1. The technical staff of a centre shall consist of: a director, educational psychology counsellors, social workers, paramedical workers and educational psychology workers.

§ 2. No person may perform the duties of a member of the technical staff unless he is in possession of the qualifications required by Us for the performance of corresponding duties in the State centres.

		<i>Level of education and of training</i>					
		<i>Teacher training</i>	<i>University degree in psychology</i>	<i>Special diplomas in guidance and counselling</i>	<i>Non-university higher education diplomas</i>	<i>In-service training</i>	<i>Other</i>
<i>Post</i>	<i>Documentalist</i>						
	<i>Teacher responsible for school guidance (1)</i>	<i>in the Class Council (decisions)</i>					
	<i>Psychologist in PMS Centre</i>		X			X	
	<i>Social worker in PMS Centre</i>				X	X	
	<i>Counsellor in a public body (2) (3)</i>	X	X	X	X	X	
	<i>Counsellor in a private subsidised body (4)</i>	X	X	X	X	X	
	<i>Counsellor in a private-sector body (5)</i>		X	X	X	X	

(1) In the French Community, all teachers have a mission of arriving at guidance decisions in that they issue a certificate of successful studies at the end of each year: “A” means that the pupil may continue on any type of educational course, “B” restricts the types of course that can be taken or “C” requires the pupil to repeat the year. These certificates are usually accompanied by advice. (A “B” may be withdrawn if the year is repeated.) Often the PMS Centre is involved, with an advisory status, in the decisions that will determine whether a diploma is obtained; it does not have a vote on such decisions.

(2) In the Walloon Region:

⁴⁰ See Annex 3

- For FOREM: the Office makes no specific demand as to the type of diploma required, provided that it allows access to level 2 employment (or B and C)⁴¹. Nevertheless, given the nature of the job, diplomas in social guidance are preferred (psychology, human sciences, social worker, etc.).

- For Wallonian Carrefours Formation: a coordination team of educational leaders from different training bodies (AWIPH, EFT, FOREM, IFPME, OISP, Enseignement de Promotion Sociale), under a support Committee which is also “multi-operator”. Each one appoints a member of its staff as a delegate, especially one of the teaching staff.

(3) In the Brussels-Capital Region⁴²: people who have passed an internal selection examination organised by the institution concerned must:

- have a university or higher educational qualification in human sciences, with two years’ working experience in the field of guidance or integration,
- have a higher secondary educational qualification with five years’ working experience in the field of guidance or integration.

Selection is a two-stage process: theory (institutions, socio-economic environment, etc.) and practical (case studies) – with an oral review before a board of professionals. In the great majority of cases, it is people with higher education and university diplomas who work in our counselling and guidance services.

(4) Private bodies subsidised by the authorities are subject to the same rules as official bodies. Both in Brussels and in the Walloon Region, in non-profit-making socio-occupational associations, the staff are people with higher education or university or with relevant experience.

(5) For non-subsidised private-sector bodies, the requirements are laid down by the employer. Their staff therefore tend to be university or graduate psychologists, people with a diploma in human resources, teachers or documentalists (in information centres) or people who have taken internal training courses or who have trained in continuing vocational training.

6.4 What, typically, are the types of competencies (or knowledge and skills) that these different categories of workers are required to have?

➤ **For the Brussels Region, the competencies required are:** communication skills, group facilitation skills, individual and group assessment skills, labour market and career development knowledge, dynamism and assertiveness.

➤ **For the Walloon Region,** the FOREM has described the competencies required as follows:

In order to help any person feeling or expressing the need for advice or support in defining and implementing his or her (further) guidance or career management path, guidance counsellors must be capable of:

- conducting a discussion in order to review what is being sought and to arrive at a specific diagnosis,

⁴¹ Officials are classified by ranks, grades and levels:

- this level corresponds to their level of education
- their rank determines the relative weight of a grade at their level
- the grade is the title following the official of a given rank and with the capacity to hold a position as a staff executive corresponding to this grade.

⁴² Source: JP Landrain, director of Carrefour Formation Bruxelles

- *using various interview techniques,*
- *drawing up a personal, social, occupational and skills audit,*
- *making appropriate use of the various tests and guidance tools employed within guidance counselling units,*
- *helping with the construction, clarification or validation of a personal career or training plan,*
- *as part of guidance process, giving relevant and up-to-date information on the labour and training market, careers, etc.,*
- *assisting with the making of choices,*
- *helping the person to express himself and with self-awareness,*
- *helping the person to explore and get to know the market and the way it operates, as well as its demands,*
- *acting as leader in group sessions (collective guidance),*
- *adopting the following attitudes:*
 - *ability to listen, openness to other people (respecting the other person, adopting a neutral, non-judgmental attitude),*
 - *ability to observe verbal and non-verbal behaviour,*
 - *an analytical mind,*
 - *a sense of perspective,*
 - *organisational abilities,*
 - *ability to communicate,*
 - *adaptability.*
- *knowledge required:*
 - *knowledge of interview techniques,*
 - *knowledge of auditing techniques,*
 - *knowledge of management and planning techniques,*
 - *knowledge of market exploration techniques,*
 - *knowledge of the socio-economic environment (of his or her region),*
 - *knowledge of tests to investigate occupational interests,*
 - *knowledge of individual and collective guidance tools and methods,*
 - *knowledge of group facilitating techniques.*

PS: this list is not exhaustive but relates solely to the essential competencies and attitudes; the knowledge and competencies listed are those that counsellors must display after training but not necessarily at the time of taking up a job.

In performing his duties, a counsellor acts as a partner in the individual's thinking and a resource in helping him to choose his guidance

- ***In non-profit-making socio-occupational associations, the profile of competencies required is defined as follows:*** *sense of professional ethics, sense of responsibility, the ability to establish a relationship of trust with users, the ability to intervene in the process of integration, etc.*
- ***In PMS Centres,*** *staff are recruited on the basis of diplomas, depending on the ranking required by the law on PMS Centres (see annex 3, article 3).*

6.5 How are the knowledge, skills and competencies required of the staff of these services changing, and why? What is being done to meet these changing knowledge and skill needs?

The knowledge, skills and competencies required of the staff of these services are changing in line with the labour market and in particular with the work being done in the wake of European-wide advances (Copenhagen, etc.).

The legislation is evolving in the Regions, restructuring the provision and organisation in the field of socio-occupational integration.

For the Brussels-Capital Region⁴³

Developments in competencies are the result of developments in society. The current problems are essentially linked with the fact that groups in the community are becoming more vulnerable, less qualified and increasingly restless.

Developments in competencies associated with the management of stress, aggressive behaviour and even violence are becoming more and more common.

In the Walloon Region

The FOREM council is very aware of these trends, since it is itself working on research and development and has also in this field sought to adapt its tools and methods, as well as reflecting on the process of continuing training for its counsellors.

The competencies entailed in guidance counselling are evolving as a result of research and development conducted on guidance by all the parties concerned, both national and international, whose findings are influencing the profession, its tools and methods and therefore the competencies.

Competencies are also changing in line with the new needs and demands of the groups turning to the guidance counsellors.

For information, continuing training courses are organised as part of the social advancement movement. They include the following at the École d'Ergologie de Belgique.

Duration and content: 3 years; capitalisable units, ULB, Avenue F.D.Roosevelt, 50, CP164, 1050 BRUSSELS Tel: 02/650.53.60. Fax: 02/650.49.66. jahofman@ulb.ac.be

6.6 What opportunities exist for the staff of these services to update their knowledge and skills?

➤ ***To keep abreast with the changing needs, the regional agencies concerned organise training for their own staff, since on the whole these are adult training agencies that have a branch devoted to information and guidance.***

- FOREM Formation funds continuing training courses for FOREM Conseil and for the Wallonian Carrefours Formation. There are opportunities for counsellors to update their knowledge through the specific courses organised for them in response to their requests and needs.

- Bruxelles Formation is involved in the training of the staff of its Carrefours Formation, in which recurrent training is not compulsory but is authorised and

⁴³ Source: JP Landrain, director of Carrefour Formation Bruxelles

encouraged. In practice, each guidance officer is encouraged to take 120 to 240 hours' training a year. The choice of course is open, provided that it relates to the profession. It is financed by the institution.

➤ ***PMS officers can take recurrent training offered by the Ministry for which they work or by the training bodies in their network.***

This training is organised within of the university, bodies providing continuing training in education, or by the professional federations with which the centres are affiliated, depending on the educational network to which they belong. This training is financed by the authorities.

6.7 Describe any policies that exist to make systematic use of groups such as alumni, parents and local employers in delivering services.

A policy on this subject can certainly not be said to exist.

It so happens that, on the initiative of the schools, meetings are organised with pupils' parents or alumni, who are willing to talk about their experience of the working world. This would take place as part of the information and guidance activities recommended by the "Mission" decree⁴⁴. The most common arrangement, however, is to call on a service or professional Club (Rotary, Kiwanis, etc.), when proposed by the parents.

⁴⁴ See question 7.1

7. DELIVERY SETTINGS

Schools

7.1 Are separate career education lessons a normal part of the school curriculum? If so, indicate whether or not such lessons are mandatory and the number of years per hour.

There are no compulsory lessons devoted to career guidance, and therefore no specific number of hours required for this. The question may, however be one item in a school teaching plan, as laid down by the “Missions Decree”. As regards mandatory career guidance, the Decree states as follows:

Section 4: Guidance during and on completion of the technical and vocational humanities stream

- **Article 59**

Guidance shall involve teams of teachers, the Psychological, Medical and Social Centres, parents and pupils. It shall be one of the Class Council’s essential tasks.

- **Article 60**

The Government shall make information on higher studies available to secondary schools, indicating the requirements specific to each of the streams.

The Government shall ensure that the global educational requirements for entering higher education are consonant with the competencies and knowledge defined in article 35(1)(1) and the sets of standard tests described in article 52.

At the request of a pupil enrolled in the sixth or seventh year of the technical and vocational humanities stream, the Psychological, Medical and Social Centre associated with the school shall help the pupil to discover his or her motivations and capacities with a view to achieving his or her plans.

Under its Educational Plan as specified in article 67, each school may allocate the equivalent of two weeks spread out over the whole of the third “degré”, or tier [5th/6th year of secondary school], to activities designed to encourage pupils to give considered thought to their career choices and the ensuing choice of studies. These activities shall form part of the pupils’ regular course. The staff members coordinating and guiding these activities shall be on the permanent staff.

The provisions of the preceding paragraph may not cause a pupil to exceed the limits on activities outside the school laid down in pursuance of article 53(2).

7.2 If separate career education lessons are not provided, are policies in place to integrate career education into other subjects? Details can be provided in an annex.

A document issued in April 2000 in implementation of the decree cited above specifies “the terminal competencies and knowledge required” as they relate to the core knowledge for the technical and vocational humanities stream. It contains the following chapters:

- 1.4. becoming aware of the implications of their choices,
- 3.1. learning to prepare for their career choices.

Provision is made for “activities designed to encourage pupils to arrive at their choice of careers and the resulting choice of studies”, but these are restricted to 10 days (2 weeks) by article 32 of the “Missions” Decree.

7.3 Are periods of work experience⁴⁵ required as part of the secondary school curriculum? For each school grade, indicate whether or not such experience is required, and how many hours per year are required.

There is no overall requirement in this respect, except that nothing exists before the third “degré” or two-year tier of education. This is the timetable grid, which is in line with the school teaching plan that may or may not establish a compulsory period of work experience for pupils.

Work placements are, however, recommended and regulated.⁴⁶

*In application of the articles 53 and 67 of the Decree of 24 July 1997, defining the priority missions for basic and secondary education and setting up the facilities that are needed in achieving those missions, each school organising a technical and vocational humanities stream in the third two-year tier of secondary education, **may**, in its school teaching plan, arrange for part of qualifying training to take place in the form of workplace placements.*

In certain options, however, there are legal measures regulating placements (for example for the “child care” option), which means that mandatory work placements are included in the timetables.

In certain options in the “economics” sector, periods may be set aside for “work integration activities”. These are not necessarily placements, but nor do they rule them out.

When there is explicit provision in the school teaching plan for work placements in a given option, to include the procedures and arrangements, these are mandatory for all pupils enrolling for this option. The pupil and his or her parents or guardians must be informed of this on enrolment and, at the latest, at the beginning of the school year.

Maximum number of weekly periods

The French Community Government Order of 27/1/1999 implementing article 53 of the “Missions” Decree lays down the maximum number of weekly periods by year, form and option that may be arranged as part of workplace placements. This Order is covered by Ministerial Circular A/99/5 of 11/2/1999. The figures are set out in the table below.

The tables below, for example, which are presented by the private sector of school education but in consultation with the other sectors, have been approved by the Minister, the placements being spread out over the 2 years of the “degré”.

	Technique of qualification			Professionnel		
	5 ^e	6 ^e	7 ^e	5 ^e	6 ^e	7 ^e
<i>All options in sector 1: Agronomy</i>	3	6	12	4	8	10

⁴⁵ This refers to periods that students are required to spend in workplaces to assist their career decisions and gain an understanding of the world of work. It does not refer to those periods of workplace experience that are included in vocational education programmes to allow students to develop or practise the work-related skills and competencies included in the vocational education curriculum.

⁴⁶ Extract from “guide méthodologique des stages en entreprise ou institution”, Fédération de l’Enseignement Secondaire Catholique, Ref. Cl. 22.31.1 April 2000

All options in sector 2: Industry, including options in the “graphic arts” group.	3	6	12	4	8	10
All options in sector 3: Construction	3	6	12	4	8	10
All options in sector 4: Hotel and catering	4	6	12	4	8	10
All options in sector 5: Clothing and textiles	3	6	12	4	6	10
All options in sector 6: Applied arts, except for options in the “graphic arts” group (see sector 2)	2	4	12	3	6	10
All options in sector 7: Economics	2	4	12	4	6	10
All options in sector 8: Care services, except for “trainee nurse” and “geriatric care worker”	3	5	12	4	8	10
Sector 8: Personal services: the options “trainee nurse” and “geriatric care worker”	7	7	-	-	-	-
All options in sector 9: Applied sciences except for “Physical education and socio-cultural leadership”	2	4	8	-	-	-
Sector 9: Applied sciences: the “Physical education and socio-cultural leadership”	3	5	8	-	-	-

NB: 1. The Order does not apply to the “Child care” and “Pharmaceutical assistant” options⁴⁷, which are governed by specific Orders.

2. The maximum figures shown above include “activities designed to encourage pupils to give considered thought to their career choices and the ensuing choice of studies of their career choices and the resulting choice of studies”, which are limited to 10 days (2 weeks) by article 32 of the “Missions” Decree.

7.4 What other types of information, guidance and counselling services are typically provided for school students (apart from career education lessons and work experience)?

There are in fact many alternative approaches to the provision of information, guidance or counselling within the schools or in their environment.

- *Many schools make use of educational information services of various universities or colleges. The CID⁴⁸, for example, is always prepared to visit schools, sometimes grouped on a local basis.*
- *Some young people go to independent guidance centres such as the Laboratoire d'Ergologie de Belgique, within the ULB⁴⁹, which offers an accessible guidance service. The preliminary or further guidance assessment it provides is on an individual basis.*
- *Clubs such as the Rotary or Lions and parents' associations offer career-targeted encounters at which professionals talk about the work they do. They visit schools or invite young people in a region to come together at a given location to meet them.*
- *The “Carrefours Formation” are open to schools and to young people individually or as a class.*

⁴⁷ The Order became effective before the list of grouped options was revised. This means that all the course titles still refer to the old list.

⁴⁸ CID: Centre d'information et de documentation de l'Université Catholique de Louvain (UCL Information and Documentation Centre), which is accessible to schools in all sectors, private and grant-aided.

⁴⁹ ULB: Université libre de Bruxelles

- *Student fairs and trade fairs in several sectors are available. Some schools arrange active, carefully prepared visits to such events; some allow their pupils to visit them during school hours, while others merely give their pupils information about them.*
- *According to the teachers, there are organised visits to workplaces, open days at colleges and universities, visits to continuing training centres, etc.*
- *Schools, as well as training centres, have access to the centres coming under the FOREM in the sectors where this exists. It is a facility half-way between the school, vocational training and the working world.*

The public employment service

7.5 What information, guidance and counselling services are provided by the public employment service?

Different bodies intervene depending on the supervisory authorities. The target group for employment services is primarily the group of more vulnerable people, although direct access to such services is easier for people who already have achieved a certain level. The intermediate facilities such as CPAS (Centre public d'aide sociale) and the non-profit-making associations for job integration therefore play a part in channelling young people or those whose first need is a period of further socialisation before they go on to the employment services.

➤ ***ONEM, the Office national de l'Emploi, has no facility providing information or guidance to young people or adults. These matters are entrusted entirely to federated bodies.***

➤ ***ORBEM⁵⁰ in the Brussels-Capital Region offers personal help to jobseekers through the following services:***

- *expert advice and vocational guidance,*
- *guidance on appropriate training,*
- *help and support for active jobseeking,*
- *intensive support in finding suitable training and a "made-to-measure" job.*

Nevertheless, ORBEM delegates skills auditing and everything related to training to Bruxelles Formation, while Carrefour Formation takes responsibility for the provision of information.

➤ ***In Wallonia, the body responsible for competencies as a whole is FOREM.***

FOREM Conseil is concerned with the provision of information, through the local Carrefours Formation, and FOREM Formation provides guidance and support as well as refresher training or other forms of training needed or sought.

The employment information, guidance and counselling services have come together with two universities to create a virtual tool entitled; "Itinéraires pour l'emploi".⁵¹ Designed for students and young college or higher education graduates, "Itinéraires pour l'emploi" is an on-line interactive guide that adopts a three-fold approach to the jobs market: your personal audit, your market, the action you need to take.

⁵⁰ Office Régional Bruxellois de l'Emploi, Boulevard Anspach 65, 1000 Brussels, tel. 02/505.14.11, fax 02/511.30.52.

Website: www.orbem.be

⁵¹ <http://www.hotjob.be/cgi-bin/bilan>. Inspired by the work of APEC (Association pour l'Emploi des Cadres-Paris), this guide has been produced by UCL, FOREM and ULB. It has benefited from European Commission support (DG V – EURES).

- *The "Audit" invites you to build up a picture of who you are and what you have achieved: your theoretical knowledge, your practical achievements, your personality, your motivations.*
- *The "Market" section helps you to find your way on the jobs market: fields of activity, job content, your own market, new activities.*
- *The "Actions" section suggests that you identify and make contact with your potential employer: the visible and concealed market, written and oral communication, organising the search for a job.*

Tertiary education

7.6 Describe the tertiary education information, guidance and counselling services.

No facility comparable to the PMS Centres exists for young people in higher and university education. Each establishment, however, develops its own facilities. This means that the resources available depend a good deal on the establishments' own funding and the importance they attach to such guidance, further guidance and the construction of a career plan.

The universities generally devote more effort to this than the "Hautes Écoles" (colleges organising non-university tertiary education), and their size (number of students) broadly determines the resources allocated, etc. The facilities set up are usually aimed at students encountering difficulties right from the start, aware that they have gone off course, or at those who have made a random choice of their course of studies without a genuine career plan. In addition, the universities and "Hautes Écoles" are being consulted by an adult group looking for further occupational guidance and/or top-up training and diplomas.

A few examples are:

- *The Université Catholique de Louvain (UCL)⁵² Centre d'information et de documentation (CID – Information and Documentation Centre) is concerned with all the guidance issues arising at points of transition, from the time of leaving secondary education up to the graduates' entry into the working world.*
- *At Liège University, the Service Orientation Universitaire (SOU) is a guidance service on university studies that is available for "rhétoriciens"⁵³, Liège University students and graduates wanting to review their choice of studies and/or career. It helps them to draw up their own profile, analyse any doubts they may have and consider all the opportunities open to them, in short to draw up and/or fine-tune their plans.*
- *At the ULB (Université Libre de Bruxelles) the PsyCampus guidance unit has set itself up as a non-profit-making association. It is available for students on entering the University or at any point at which they encounter personal problems.*
- *"Entering university implies that you are in a position to make a choice of studies that reflects your personal aspirations, and it calls for an ability to adapt to a new academic world and new personal relationships. You will have to find new ways of managing your time and become accustomed to different study*

⁵² See annex 9.

⁵³ "Rhétoricien" is an old-fashioned term for pupils in general education in Belgium, but it is still often used for those in the final year of secondary education.

practices from those you know from secondary education, but also if necessary you will need further guidance, a change of direction”

- *The Laboratoire d'Ergologie de Belgique within the ULB offers an accessible guidance service. The preliminary guidance or further guidance review is conducted on an individual, personalised basis, and reflects the person's problem or situation. This is an in-depth examination conducted by means of psychotechnical tests.*

A full vocational guidance review includes an objective audit of a person's

- *intellectual potential*
- *aptitudes specific to various fields,*
- *capacities and performance,*
- *occupational interests,*
- *work-related values,*
- *affective personality traits.*

The findings are conveyed in the course of an interview, which leads to a decision-making process, an outline of training streams or a career plan.

- *In certain “Hautes Écoles”, this task is performed by a member of the teaching staff who is assigned to help with student reception and guidance, without there being a specific department for this service.*

Private agencies⁵⁴ – the private (for-profit) sector

7.7 What is known about career guidance and counselling services provided by the private (for-profit) sector, for example management consultants, outplacement services or private practitioners?

➤ **Outplacement**

Under a collective labour agreement (Convention Collective de Travail no 51), outplacement is described as “a set of guidance services and counselling provided individually or in groups by a ‘service provider’ acting for the employer, to enable the worker to find employment for himself as rapidly as possible or to develop an activity on a self-employed basis.”

The collective agreement also specifies the employer's obligations, the relations with the outplacement agency and the procedure to be adopted.

Outplacement 45+

Since 15 September 2002, all employees (both white- and blue-collar) aged over 45 who are made redundant are entitled to the benefits of an outplacement programme. The statutory basis for this new obligation is the Law of 5 September 2001, whose aim is to raise the rate of employment. The Law took practical shape in the Collective Labour Agreement no 82 signed on 10 July 2002 at the Conseil National du Travail (National Labour Council). This Agreement is applicable to all workers having a contract of employment who satisfy certain conditions. They must:

- *be at least 45 at the time of the dismissal notice,*
- *have worked within the enterprise for a continuous period of one year,*
- *have been dismissed for reasons other than serious fault,*

⁵⁴ Section 8 relates to the role of the private sector in producing educational and occupational information for use by information, guidance and counselling services

- have been dismissed for a reason other than taking early retirement by agreement,
- not have reached pensionable age.

If these conditions are satisfied, the worker is entitled to the benefit of a job reclassification programme lasting for 60 hours, spread out over a maximum period of 12 months. The cost of the outplacement programme is borne by the employer. Nevertheless, the joint employer/union commissions may derogate from this rule and collectively take over the cost of outplacement.

It is left to the worker to apply for an outplacement programme. The employer is required to offer him a programme and a service provider. Any employer failing to comply with this obligation must pay the “Fonds de reclassement professionnel” (job reclassification fund) a contribution of 1,500 euros for each worker entitled to the outplacement procedure but who has not in fact benefited from it. This contribution will be increased by an additional amount to be laid down by a Royal Order as proposed by the Conseil National du Travail.

In putting on the outplacement programme, the employer may call upon an agency specialising in placement and counselling on changes of career.⁵⁵

This service includes methodological support (help with producing curriculum vitae, analysis of job vacancies, etc.), psychological support (personal assessment, further career guidance, etc.) and logistic support (making available the secretariat infrastructure).

One body, the Association Nationale des Cabinets d'Outplacement (ANCO – the national association of outplacement consultancies), has brought together a number of outplacement agencies. The findings of a 1998 survey are set out in an annex⁵⁶. In September 2002, ANCO and Federgon, the Fédération des partenaires de l'emploi, decided to pool their efforts. This collaboration took the form of creating an Outplacement department within the latter Federation of employment partners.⁵⁷

Federgon Outplacement has 11 members, representing about 80% of the turnover in this field in Belgium. As a federation of employment partners, its members include recruitment, search and selection bureaux, outplacement consultancies, temporary employment agencies, planning and assignment bureaux and temporary management companies. Federgon is also a federation operating in all those sectors whose objective is to optimise the use of human capital.

It should be pointed out that in the regional and language community compartmentalisation does not exist in the private sphere. Usually private outplacement companies are bilingual, or even international.

➤ **Private-sector publications such as:**

- Move Up, a department of Hobsons, publishes a series of practical booklets that may be of help to both beginners and workers who already have experience in finding a job, facilitating the selection procedure. One instance is the guide entitled: “250 questions pour déterminer mon avenir professionnel” (“250 questions to decide on my future at work” (€5.5).

⁵⁵ <http://www.federgon.be/outplacement/fr/info/legal.htm>

⁵⁶ See annex 11

⁵⁷ **FEDERAGON** Avenue de l'Héliport, 21 bte 3, 1000 BRUXELLES Tel: 02/203.38.03 Fax: 02/203.42.68 info@federgon.be

- *Rotary: this is a website created for young people with questions on their choice of occupation. http://www.cediti.be/download/PR_rotary.pdf*

➤ **Private-sector bodies accredited but not subsidised by the French Community, such as:**

Projet de vie (Bruxelles). The "Projet de vie" unit set up by the Centre de Formation et l'Intervention psychosociologique (CFIP – training and psycho-sociological intervention Centre) supports people embarking on a choice of career through the method of individual interviews. Initially the stress is on potential; the second phase is strategic, taking the form of producing a CV. (NB: this was incorporated as a non-profit-making association on 19 March 1970 by an announcement appearing in the Moniteur belge. CFIP is accredited and subsidised by the French Community as a general body for recurrent education.)

➤ **Independent private-sector bodies such as:**

- *Instituts Milton H. Erickson in Belgium, including the Institut Milton H. Erickson de Belgique at La Hulpe: +32/2/652-0909 (tel/fax) and also in Liège, Le Hainaut, etc.*
- *Therapy, a group of independent psychologists working with individuals and institutions. Therapy aims to be open-ended, responding to the needs and issues encountered. It works in liaison with outside professionals such as doctors, psychologists, language therapists, sexologists, psychomotor therapists and other paramedicals. All the consultations are by appointment, from Monday to Saturday, in central Liège.*

7.8 Describe the steps that the government has taken to encourage private organisations to provide information, guidance and counselling services or to regulate the ways in which they are provided.

➤ **Outplacement:**

The Law of 5 September 2001 enacted with the aim of raising the rate of employment introduced a measure for finding new jobs for redundant workers aged 45 or over at the time of their notice of dismissal.

Collective Labour Agreement no 82 reached within the Conseil National du Travail on 10 July 2002 (converted into a statutory obligation by the Royal Order of 20 September 2002 and published in the Moniteur belge on 5 October 2002) defined the measure and specified its field of application and procedures.⁵⁸

It established:

- *the deadlines to be met by both the employer and workers;*
- *the obligations of the "service provider" (in other words the body that the employer commissions to organise outplacement);*
- *the obligations of any employer not responding to a worker's request for outplacement to make a financial contribution.*

To remedy any failure on the part of the employer, the programme-law of 24 December 2002 modified the said Law of 5 September 2002 and assigned responsibility to the Office National de l'Emploi to organise the procedures for any

⁵⁸ Article 4: For the purpose of applying this collective labour agreement, by "outplacement procedure" is meant "a set of guidance services and counselling provided individually or in groups by a 'service provider' acting for the employer, to enable the worker to find employment for himself as rapidly as possible or to develop an activity on a self-employed basis".

outplacement from which the worker had not benefited despite making a formal request to his employer.

*In cases in which an employer fails to offer such outplacement, a Royal Order of 23 January 2003 specified the terms and conditions for recourse by the worker to this body and the periods in which such recourse should be made. It also specified the amount that would be payable in such a case to the Office National de l'Emploi.*⁵⁹

➤ ***Certain non-profit-making associations are clearly closer to the private sector but obtain aid from the authorities.***⁶⁰

Recognition by the authorities presupposes recognition of quality. We do not, however, have the references or lists of the criteria that might be systematically applied to such organisations, except of course the criteria of morality, the provision of a service to the public, etc., as formulated by each of the authorities concerned.

Other organisations

7.9 What role do other organisations – for example in the community sector – play in providing information, guidance and counselling services? What types of client do they serve and what types of needs do they attempt to meet?

➤ ***Many non-profit-making associations (“ASBL”) have been set up in the field of socio-occupational integration.***

A number of such associations meet local needs and are subsidised in whole or in part by the local authorities (Wallonian, the Region or Brussels, the commune, the Federal Employment Ministry, the French Community, etc.) In many cases they are also supported by private funding in addition to public aid, as in the case of

- *Promotion Emploi de Waterloo*

This non-profit-making association helps with jobseeking (CVs, contacting employers, motivation, etc.), provides information (on work, unemployment, legislation, etc.) and offers training workshops (languages, information technology, the Internet).

ASBL Promotion de l'emploi was set up on 20 November 1982 as a "private" and "local" initiative. It brought together 12 founder members of all ages and from different professions, all of whom were fired by the same desire to do something to "improve" the situation as regards employment. At the start, the reception facilities were provided by the voluntary founder members. In March 1983, the Association

⁵⁹ *Comment: In fulfilling its outplacement mission, the employer may in particular make use of a regional, sub-regional or local initiative co-managed by the social partners. In this respect, of particular note is the importance of the reclassification units that are set up and developed in the context of collective redundancies at the time of the restructuring of enterprises. As regards resource to a public or private bureau specialising in outplacement, account should be taken of the current procedures with a view to the transposition of ILO Convention no 181 of 19 June 1997 to private employment agencies.*

Article 9: The cost of the outplacement procedure shall be borne by the employer who has commissioned this procedure.

The granting of the procedure may not prejudice the provisions of law on employment contracts as they concern dismissal, nor the supplementary financial benefits granted under collective labour agreements in the event of dismissal.

The joint employer/union commissions may derogate from this rule and collectively take over the cost of outplacement procedure.

⁶⁰ *See, for example, in Brussels, the CFIP “Projet de vie” unit, as well as DREAM, a non-profit-making association originating from a project of the Institut Catholique des Hautes Études Commerciales (ICHEC) for small and medium-sized enterprises, directed towards all young people seeking a career plan. See www.dream-it.be.*

set up a special temporary staff of three people for a year. One of the staff could then be offered a TCT contract (Troisième Circuit de Travail – non-profit projects of value to the community), which since 1991 has been converted to a “Prime” contract (a contract with the same status as the TCT but in the Walloon Region). Management authority and external relations are the responsibility of an administrator. The partners are both public and private-sector bodies: the commune of Waterloo (ALE, CPAS, Echevinat de l’Emploi), Ligue des Familles de Waterloo, ACE ASBL, Walloon Region, FOREM of Nivelles, Carrefour Formation Brabant Wallon (Wavre), Lire et Écrire Brabant wallon, Jury Assistance, etc.

- Wolu-Services is a non-profit-making association.

It is accredited by the French Community Commission as a Centre d’Action Social Globale (CASG – global social action centre). It is a partner of the Office Régional Bruxellois de l’Emploi (ORBEM) within the Réseau de Recherche Active d’Emploi (active job search network). It has the support of the Commune of Woluwe-Saint-Lambert.

* BIEF⁶¹ is an advisory and action consultancy consisting of a dozen or so specialists working in the field of education, training and project management.

➤ **In the Region of Brussels Capital:**

Established in districts facing special problems in the Brussels Region, “local missions” have as their main role the reception of applicants, defining their future work integration plans and working with them to draw up a training itinerary most closely matching their expectations. As of this date, the French Community Commission has accredited and is subsidising 9 local missions and 34 French-language associations, including 6 workshops for training through work and 28 training operators. It should also be pointed out that these associations enjoy ORBEM support for the “guidance and job search” aspects of the socio-occupational branch of their activities.

The French Community Commission Decree of 25 April 1995 lays down the conditions for the accreditation of non-profit-making associations as well as the procedures for collaboration between the French Community Commission administration and Bruxelles Formation, the Commission’s central body.

➤ **In the Walloon Region,**

The Services Locaux d’Accueil et d’Information pour l’emploi (SLAIE) have the same role as that of the Espaces Resource Emploi, but at local level. There are similarities with the Local Missions in the Brussels Region, in that they receive and provide information and guidance to jobseekers and anyone concerned with employment. Their services are offered free of charge.

Several such local services, however, have now become Maisons de l’Emploi (Employment Centres). The SLAIE services were abrogated by the Walloon Government Order of 7 March 2002, coming into force on 31 December 2003.

With the status of non-profit-making associations (ASBL), the Missions régionales pour l’emploi (MIRE – Regional Employment Missions) have as their objectives the organisation, coordination and implementation of social support measures and

⁶¹ **BIEF sa** – Bureau d’Ingénierie en Éducation et Formation, rue Rabelais 17/101 – 1348 Louvain-la-Neuve – Belgium.

Tel: (32) 10 45 28 46 – Fax: (32) 10 45 34 47. <http://www.bief.be>

training sequences in training centres, educational establishments and enterprises, with a view to the socio-occupational integration of their target groups.

They are targeted towards jobseekers without a certificate of higher secondary education and who receive a minimum guaranteed income benefit, are long-term unemployed or have some disadvantage hampering their entry into society and the working world; such people are nevertheless willing to embark on a suitable process of vocational qualification.

LEGAL BASIS: – Walloon Government Order of 14 May 1998

7.10 Has the government attempted to increase its role (for example by contracting out services)? If so, why? Has it attempted to regulate the ways in which the services are provided?

*The Walloon Government approved, on 6 February 1997, the “**parcours d’insertion**” (work integration itinerary) system under which, in the area of responsibility of each Comité subrégional de l’emploi et de formation (Sub-regional employment and training Committee), a sub-regional commission for the coordination of work integration itineraries would be set up. The Brussels Region Government is a participant in this approach. There are, for instance, many non-profit-making associations working along the same lines to support different target groups, using different methods and/or taking different routes.*

A recognised non-profit-making association defines its areas of intervention in the field of socio-occupational integration and sets up the services it sees as useful, in very many cases help with guidance on work and/or training decisions. To our knowledge, there are no references that permit, still less require, an overall assessment. It is the ASBL boards and those of their subsidising bodies that monitor the quality of their work.

Under the reorganisation of the labour market in the Walloon Region, the Walloon Regional Council issued a Decree on 13 March 2003 setting up a Walloon company providing placement services on a paid basis, whose objective is to remove paying activities from FOREM that compete with the private sector: temporary employment, outplacement, recruitment, selection, advice on human resource management and training as well as integration measures aimed at more vulnerable target groups. This “société anonyme” incorporated under private law, whose registered office is in Charleroi, has taken over all the rights and obligations of T-Interim.⁶²

⁶² 13 March 2003. – Décret portant constitution d’une société wallonne de services de placement payant. Source: WALLOON REGION, publication of 31 March 2003. Date of entry into force: 1 April 2003 (Art. (8)) Dossier no: 2003-03-13/36

8. DELIVERY METHODS

8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies? (These might be policies to improve the use of resources, to increase access to the services, to better meet users' needs or to encourage equity, or other types of policies.)

It is evident that the laws and regulations described above, including recourse to outplacement, the "Mission" Decree modifying the role of the PMS Centres, etc., have necessitated adjustments in the methods used.

Overall, one feature of note is the greater importance attached to the production of a personal and career plan. This means that more personalised methods must be used rather than the group tests that were systematically employed by the psychological and medical services in the past.

An additional factor is that information and aid with guidance have become rights to which both young people and the workers and adult jobseekers are entitled. This has created an enormous need for public investment, but also a need to restructure what already exists.

The development of a methodology to be applied in the course of education: *educational guidance and detailed consideration of career choices. These approaches are directed towards pupils at the end of their secondary education and younger or less advanced pupils who have to take a decision that will determine the direction they will take in their working lives (for example, to embark on an apprenticeship contract), but also students attending higher education who are seeking further guidance.*

The objective of these steps offered to students is to enable them to arrive at their own decisions (not to take it jointly with them or to guide them in their decisions) by acquiring as much information as possible. To be entirely effective, it should be suggested only to those students who have already explored the different branches of education and are therefore reasonably familiar with the terrain on which they are preparing to embark.

This individual approach is in four phases:

- an initial interview for the purpose of clarifying the student's motivations and expectations and to see whether the choices envisaged will fit into a longer-term plan,*
- a test to review the student's interests. The findings are presented in the form of a list of occupations and sectors of activity. The software package used also provides a statistical analysis of the data obtained, which form an ideal preliminary basis for effective exploration,*
- a guidance test shedding light on the essential personality factors underlying the choice of vocational guidance,*
- an interview to review the conclusions as they arise from the various findings.*

Extending this individual approach, discussion workshops on academic and career choices are also offered. These workshops are for small groups of 4 to 8 students. Split into three sessions, the workshops are devoted to a set of exercises and discussion of the various components underlying an academic and/or career choice.

In the private sector, the techniques employed by human resource officials are also evolving, drawing on a set of fairly recent techniques aimed at qualitative resource management (assessment, coaching, etc.) and on information technology tools, the advantage of which is to streamline the administrative, repetitive and automatic part of the work and thus leave more time to developing the human side and to management at close quarters.

The consultant's profession has evolved as well. Certain new missions have emerged (support for personal development) and other existing missions have assumed fresh importance.

Since collective redundancies are more common than a few years ago, further career guidance missions are increasingly common The providers of consultancy have adapted to the new situation, and some of their staff have had to be retrained to meet this new demand. There is greater scope for counselling in the context of restructuring.⁶³

For many years the preserve of recruitment for top management, today the assessment centre is open to every level in the hierarchy and to many human resource management missions: recruitment of course, but also career guidance and internal mobility, the development of competencies and the redefinition of organisational structure.

Assessment, a proven technique, owes nothing to improvisation; it is based on rigorous methods, specially trained assessors, a code of conduct and tools that are constantly being refined, such as placing people in a working situation, role-playing, psychotechnical tests and interviews. To a growing degree, tools are being computerised, and could be termed "e-testing". The information technology tool, then, is used to assist the recruiter in assessing a candidate's potential, by asking him to take psychotechnical tests or, in a more sophisticated and less common version, by setting up simulations.⁶⁴

* Battery of psychological tests

Tests to assess pupils' abilities, long used by the Psychological, Medical and Social Centres, have been replaced by techniques focusing on the individual's motivation (tests on interests, thought given to career choice, etc.), and in most cases today a more global approach to guidance is preferred.

The psycho-medical centres in the French Community network have opted for the software package called "Choix", which was created in Canada and adapted to Belgium. This is a piece of software that contains both a very large volume of information and also guidance to encourage pupils to think about their subsequent choices. Even so, PMS social officers are also continuing in their advisory role, supporting pupils throughout the process, helping them to analyse their expectations and needs, to think about their priorities and draw up a plan of action. This essentially depends on what the young person is looking for.

The private-sector psychological, medical and social centres prefer a "guidance route from the first to the seventh year", starting with what is already done in the school (analysing the domains, objectives and target group according to a preset grid); based on this inventory, the itinerary will be plotted, determining the changes required, the objectives and the resources to be mobilised. The basic concepts for

⁶³ According to PriceWaterhouseCoopers and Benoît Vaillant, a consultant with GITP.

⁶⁴ "Les conseillers sont devenus stratèges", Joël Matriche, *Le Soir*, Thursday 25 September 2003

their guidance work are personal development, education in choice and the personal plan.

* Group guidance and counselling sessions / Organised workplace or community experience

Many integration ASBLs use the outline approach proposed by SOFFT⁶⁵ that is described below:

Vocational guidance module: for greater self-awareness and self-confidence, to pinpoint the occupations and job-creating sectors

Content:

- *workshops: guidance audit, assertiveness, writing skills, expression, information technology, social life,*
- *four-week placement in a work environment and jobseeking techniques,*
- *group and individual monitoring before and after training.*

Duration: five months, full-time. Status of beneficiaries: FOREM Convention (waiver of obligation to report periodically to unemployment office, transport allowance and child care allowance, €1 per hour's training)

* Telephone information, guidance and counselling

No – on the other hand, interactive websites have been developed.

* Individual face-to-face interviews

Frequent, often at the beginning of job search and then after an information phase.

* CD-ROM-based self-exploration and job search packages

Sites or CD-Rom available at Carrefour Formation

* Systematic use of members of the community such as employers, parents or alumni: for example as sources of vocational information or as mentors and role models

The arrangement is not systematic but is sometimes on offer, for example from DREAM⁶⁶. The DREAM programme is designed to stimulate a vocation and entrepreneurial spirit in pupils at the end of their secondary education. It puts them in contact with practitioners in enterprises.

* Career information libraries

SIEP ASBL – the Service d'Information sur les Études et les Professions – is a non-profit-making association whose mission it is to make full information on education, training and careers available to all. SIEP (with 5 Centres in the French Community) documents, informs and provides guidance to over 100,000 people a year.

Its work is based on the principles of pluralism and independence from all philosophical or political schools of thought and from all types of school. SIEP is recognised by the Communauté Wallonie Bruxelles (Service Jeunesse) and the

⁶⁵ SOFFT (Service d'Orientation et de Formation pour Femmes en recherche du Travail). In Féronstrée, 23 4000 Liège

⁶⁶ On 20 March 2003, the 2002 DREAM Day, 9,308 young people took part in encounters with about 600 professionals talking about their careers. **DREAM** Team **ICHEC-PME**, Boulevard Brand Whitlock 2, 1150 Brussels, tel. 02/739.38.67, fax 02/739.38.63 elisabeth.decoester@ichec.be, www.dream-it.be

Regions of Brussels and Wallonia. It is a member of the Confédération des Organisations de Jeunesse, COJ.

Its guidance sessions:

- *include interviews and tests led by a psychologist through which youngsters and adults can define their interests and objectives and choose a general direction for their school and vocational career;*
- *bring to light certain paths to be further explored, in the light of the personal criteria made apparent in the course of the interviews;*
- *are supplemented by information on studies and occupations;*
- *require a financial contribution of €30 for school guidance and €50 for career guidance.*

The information/guidance sessions set up by SIEP target a person's interests and are then relatively targeted. They are broken down into "school guidance" and "career guidance" types of support.

** Careers fairs and exhibitions:*

Several groups of bodies organise such events:

Since 1988, SIEP has run several fairs on education, training and careers. Each one is arranged as separate information areas covering the subjects of studies, jobs and training, occupations and youth. Special events and lectures are held within the fairs.

The Carrefour des Professions held in Waterloo every two years aims to put young people in contact with the practitioners. They can continue the encounter by spending a day together in the workplace. *Organiser: Infor Jeunes Waterloo.*

Each year, the Rotary Club sets up meetings between pupils in the final years of education and practitioners. Such events are always open to all students, even if they have not registered or do not live in the region of the organising clubs. Several clubs join together to make available as many as a hundred or so professionals who volunteer to tell the young people about their careers and reply to their questions.

The Salon Orienta, a private initiative derived from the European student fairs since 1988, is held every year. It has 4 theme villages: Campus, the "Higher Education Village" (Universities, "Hautes Écoles", etc.)/the "International Higher Education Village" (educational institutions from outside Belgium, official European institutions, etc.), Jobstarters, the Employment and Recruitment Village (companies recruiting new staff, guidance on changes of career, professional associations, support associations and employment Promotion associations, etc.), Continuing training, the permanent training Village (language learning, information technology training, MBA and 3rd cycle, etc.) and an Info-Communication Point, a vast area in which young people can seek advice from professionals (SIEP, CEDIEP, Bruxelles Formation, psycho-medical-social centres, etc.) and be directed to one of the four Villages.

The Vitrine des Métiers, a "meeting-point salon" where sections of technical and vocational secondary education display their expertise, is particularly attractive and lively. Youngsters present what they have produced, or create their products in the course of the event. It is easy to talk to both teachers and pupils. An event held every two years, encouraged by the Minister for Secondary Education and funded partly by grants from the French Community and partly by private sponsorship.

* Organised workplace or community experience

Experiments are being conducted in several universities and “Hautes Écoles”, in partnership with higher education for social advancement, to help young people failing their preliminary part examinations in January to master the working methods they need to succeed in higher education, reinforce their skills and their basic knowledge and construct their personal studies plan.

- *“Formation Rebond”, for example, brings together 7 secondary schools and 4 social advancement establishments in the three educational networks to work with the students enrolled in these schools in the Namur Region who are encountering setbacks.*
- *Arranged for the first time in the 1995-1996 academic year by the Centre d'enseignement supérieur de Promotion et de Formation continuée du Brabant wallon (CPFBC), with the aid of the UCL Institut de Pédagogie universitaire et des Multimédias, “Formation relais” – or relay training programmes for students in higher education – aims to tackle the difficulties of students dropping out after a few weeks or months at university or in higher education, from whom there is normally no provision pending the start of the next academic year. As the programme is now structured it is in a series of four steps, reflecting different phases in the construction of a personal training plan: an exploratory phase, clarification, confrontation and finally validation. As the programme progresses, the student's personal plan takes up more and more time, while the number of hours devoted to subject-related courses gradually decreases.⁶⁷*

8.2 Describe any recent initiatives for developing Internet-based information, guidance and counselling services.

*An initiative by the Administration Générale d'Éducation et de la Recherche Scientifique: the creation of a **register of guidance support software packages**.*

In this register, each data record describes, under 14 headings, a piece of software, whether in the form of a CD ROM or computer disks. The records are in three categories, depending on the purpose of the software:

- 1. provision of information on occupations, studies, schools and/or on general issues;*
- 2. mixed software, providing information assessing vocational and personal interests, with the option of consulting the information separately;*
- 3. software for the assessment of vocational and personal interests that leads solely to the creation of the personalised profile of the person consulting the program.*

At the end of this register, the users find an assessment sheet that can be used to transmit any comments they wish to make, give notice of any amendments to the records and mention any new software of which they are aware.

Computer technology and software are constantly evolving, and updates of this register are planned. They will give notice of any technical, decision or "navigation" changes that the designers may have made to the product.

⁶⁷ See annex 10

⇒ *Ref 266: the titles of the set of descriptive records of software for the use of PMS Centre are as listed below. The authors are: Service Orientation et Informations générales sur les Études – Danièle Chapelier, Yvonne Havelange, Serge Collard and Raymond Robert:*

- *Computerised information on careers, studies, schools and/or general subjects: Itinéraire pour un métier, Expli-Site, CD ROM U.L.B., Le Ludo des métiers, PLANETE METIERS,*
- *Mixed packages (information on and evaluation of vocational and personal interests): Choix classique 96, Pass-avenir, Inforizon, Carrières, GPO.*
- *Software for the assessment of vocational and personal interests, leading solely to a personalised profile: Pro-LogII, Q.I.L., IMADU, Valences, IAIP, DMI, MIPAPP, PerformanSe – Oriente, Compétences Expert, La Station spatiale, EVAL 2, PLATON II, Parade, Parades 6-5, LIMEF Orientation.*

⇒ *The decree defining the educational missions makes the following provision for the production and dissemination of teaching tools.*

Article 18. – The French Community educational services and those of the various “pouvoirs organisateurs” (organising authorities) for subsidised education shall produce teaching tools that will promote the achievement of foundation competencies. These teaching tools may be used by any school run or subsidised by the French Community.

The French Community Government Order on the dissemination of teaching tools (23 April 1999) shall regulate the implementation ... Teaching tools designed in the course of educational research subsidised by the Ministry for the French Community may also be disseminated according to the same procedures.

8.3 Can examples be provided of the use of tools to match the user type or needs to the appropriate type of service? If they exist, describe the reasons for developing them and where they are used.

The basic agency is of course the Carrefour Formation in Brussels and Wallonia, which has been described in detail above.

➤ ***In the Walloon Region***

Carrefour Formation is a multi-operator resource centre set up in each sub-region by the Walloon Region, with the support of the European Social Fund and the participation of the following training operators:

- *AWIPH (Agence Wallonne pour l'intégration des Personnes Handicapées – Walloon Agency for the integration of the handicapped);*
- *FOREM;*
- *the Interfédération des EFT-OISP (Entreprises de Formation par le Travail/Work training enterprises – Organisme d'Insertion SocioProfessionnelle/Socio-occupational integration agency);*
- *the Institut de Formation des Petites et Moyennes Entreprises (IFPME – Institute for Continuing Training for Small Traders and SMEs) ;*
- *social advancement education.*

➤ ***In the Brussels-Capital Region*** ⁶⁸

⁶⁸ Jean-Pierre Landrain, head of Carrefour Formation, Brussels

Bruxelles Formation has agencies such as the Centre d'orientation et d'insertion socioprofessionnelle (COISP – socio-occupational guidance and integration Centre) and the Centre de remobilisation et d'accompagnement des chômeurs (Centre for the remobilisation and support of the unemployed), which took 247 trainees in 2002 (+21%). Their mission is to put these often low-qualified jobseekers on their feet again and to help them in their choice of vocational guidance. As for Carrefour Formation, it disseminates the broadest possible information on courses in Brussels. The Dorifor database has also been brought into being.

In both regions, Carrefour Formation offers a range of services that are accessible to all free of charge:

- a drop-in centre for information and documentation;*
- advisory interviews conducted by teaching facilitators, drawn from among various training practitioners;*
- group briefing sessions on careers and training courses;*
- the publication of information on training courses.*

On completing his search, a user may enrol for the course selected or contact operators running the course and make a choice in the light of his own criteria. The educational counsellors at Carrefour Formation are sent from these operators and can therefore explain in practical terms the criteria that might lead to one choice or another. If it is a question of constructing one's own personal and/or career, guidance or further guidance plan, or of obtaining advice, the counsellors present will direct the user towards a specialist body in response to the applicant's wishes, age and personal situation (FOREM Conseil, Orbem, PMS Centre, university guidance services, outplacement, etc.)

9. CAREER INFORMATION

9.1 What is the public sector's role in producing career information?

➤ ***In the Walloon Region, FOREM and its partners, with the support of the European Social Fund and the Walloon Region, have created a database (Formabanque⁶⁹) that is open to the public.***

It is regularly updated and is accessible on-line or at Carrefour Formation. The database is constantly being added to, the aim being to be open to all recognised training operators in the Walloon Region such as FOREM, EFT (Entreprises de formation par le Travail – Work Training Enterprises), OISP (Organismes d'Insertion Socio-Professionnelle – Socio-occupational integration organisations), training for small traders, long-term training, social advancement education courses. The user can search by keywords or by moving step-by-step through the fields of learning and the modules until he reaches the courses in which he might be interested.

➤ ***In Brussels Capital Region, the Dorifor database (Données Régionales d'Information sur les Formations) has been developed by Uniway and has been set up by Bruxelles Formation.***

The web version of this database can be accessed only by the partners (Brussels Local Missions, ORBEM, CPAS, etc.) and internal staff of Bruxelles Formation. Its essential aim is to optimise the dissemination of reliable information on existing training courses.

9.2 What form does career information typically take:

- *The websites of Carrefour Formation, FOREM: <http://www.leforem.be/>; Orbem (Office Régional Bruxellois de l'Emploi), www.orbem.be; IFPME, www.ifpme.be; Econosoc, www.econosoc.org (carrefour de l'économie sociale).*
- *Computerised databases coming under the employment and training services.*
- *Information dispensed in various formats by trade sectors.*
Job (and training) profiles are produced under the CCPQ (Commission Communautaire des Professions et des Qualifications – the French Community commission for occupations and qualifications) as a joint project conducted by experts in the world of education (delegated teachers) and experts nominated by the trade sectors and unions. They are available in the form of booklets or on-line.
- *Guides produced by recognised non-profit-making associations, some of them subsidised by the authorities such as CEDIEP⁷⁰, CID (the UCL information and documentation Centre) and SIEP (Service d'Information sur les Etudes et les Professions -Education and careers information service) (Training and Occupations Series); these can be ordered on-line.*
- *information fairs organised by SIEP or private organisations (Orienta).*

⁶⁹ See <http://www.formabanque.be/>

⁷⁰ ***The Centre de documentation et d'information sur les études et les professions – CEDIEP.*** Access to information and documentation on education, training and careers is free of charge, and the guides may be consulted on the spot. Rue Philippe Baucq 18, 1040 Bruxelles – Website: <http://www.cediep.be>

- An initiative of SIEP, in the form of a magazine devoted to trades and professions (portraits of professionals, job descriptions, practical tips, etc.). See *Metiers* – www.metiers.be.
- The *Infor Jeunes Centres*, which are general information centres providing data in particular on education, training and careers. Various reference works and guides can be consulted free of charge on the spot. Telephone 070/233.444. Website: <http://www.inforjeunes.be>
- The guidance centres offering, for payment, consultation, psychological testing and individual psychotherapy. They are staffed by psychiatrists, psychologists, social workers and speech therapists.
- *Ligue Bruxelloise*: 02/511.55.43 – *Ligue Wallonne*: 081/22.21.26 – 22.81.35
- Guides are produced by commercial firms, as in the case of the publisher “Move up”, which produces a set of practical guides for jobseekers.
- Information for the use of trainers, organised by associations such as the *Epsilon* group (an association of training occupations), which brings together trainers who work in Brussels and in Wallonia – although the association also covers various sectors of economic activity and public services.
- The Belgian on-line guide to employment and work (<http://www.web-belge.net/emploi>) offers many links to specialist sites, courses, lists of companies, temporary work, etc. It also provides a series of useful advice on how to draw up an application or CV or prepare for a recruitment interview. Lastly, there are features on part-time work, the *Rosetta Plan*, work placements and so on.
- the “employment” page on <http://www.liensutiles.org/emploi.htm> has links to very many Belgian, French and foreign sites devoted to employment and training.
- Job vacancies and “jobs wanted”: the private sector has been quick to realise the value of going onto the Net to recruit for the labour market. The notices are targeted at both employers and jobseekers. With most sites, a CV can be posted and applicants can be sent notices of job vacancies matching their profile; a list of the companies engaged in recruitment can be sent to them, with a presentation of each one.
 - **Stepstone.be** has collected over 100,000 job vacancy notes in Belgium, Europe and the United States. They cover a large number of sectors: design and architecture, law, engineering, the environment, animal health, the catering and hotel trades, research and development, social services, transport and so on. There is a special section for blue-collar jobs that can be accessed from the home page.

Other sites:

- **Jobs & Career** (<http://www.jobs-carrer.be>),
- **Monster** (<http://www.monster.be>),
- **Jobs Today** (<http://www.jobstoday.be>),
- **Jobpilot** (<http://www.fr.jobpilot.be>),
- Lastly, of interest is the existence of a meta search engine, *Arbajob* (<http://www.arbajob.com/befr/jobindex.html>).
- More specifically for young people: the sites of *CIDJ* (<http://www.cidj.be>) and *Infor Jeunes* (<http://www.inforjeunes.be>), with its well known guides, help-line and chat-line.

9.3 Typically, which client groups is it aimed at?

The target group for this documentation depends on the originator. All groups are targeted in the light of a specific criterion.

Study guides such as those produced by SIEP, CEDIEP, CID, IFPME, etc. are directed towards young people considering courses of study and a career plan. This is also the case with the Infor Jeunes websites and documents.

The documentation available in various formats from Carrefour Formation tends to be targeted towards an adult group, people looking for jobs or further guidance or social and occupational advancement.

Private job search websites are intended for adults seeking new job opportunities, etc.

9.4 What methods are used to gather information?

Formabanque, for Carrefour Formation Wallonie, and Dorifor, for Carrefour Formation Bruxelles, are in permanent touch with training operators who keep them informed, with users who provide a number of statistical indicators relating to them, and with the trade sectors and social partners, all of whom are presented on their management committee. In addition, there is a group of websites publicising information, competing in the same field.

The updating of the “paper” documentation available in the information centres is the responsibility of the promoters. Generally these are also multiple partnerships in which the social partners or networks and teachers’ unions play a part, either on their boards or as experts.

Private consultants on the recruitment of specialist staff go so far as to place their best people with their clients to keep them informed on the sector and to be sure of being in the forefront. There is nothing special about such assignments; they are a common practice among specialist consultancies.

9.5 Describe the steps taken to ensure that the information is accurate and timely.

There is no inspection or quality assessment. When documentation is obsolete, it must be withdrawn. In Carrefour Formation and the databases it uses it is logical that the staff assigned by the partners (all of whom are training practitioners) should keep the information offered up to date.

Generally the good or poor reputation of a source of information is created by word of mouth.

Furthermore, many information publications are financed or subsidised by the authorities, and run under the responsibility of joint management committees. The information publications set up by trade sectors are regularly updated, since a sector's brand image depends on this.

9.6 Describe the steps taken to ensure that it is user-friendly and oriented to user needs.

There are assessment forms available to Visitors to Carrefour Formation, which they are asked to fill out. It is the responsibility of the promoters of the various tools to review users’ comments, and they will decide whether or not to follow them up.

Apart from the main public bodies, competition may guarantee perhaps not global quality but at least that the literature is kept abreast of topical changes.

N.B. One of the difficulties of the Internet is that out-of-date references continue to be included in certain search engines, calling for a critical ability that not all users possess.

Bruxelles Formation has launched a working group responsible for the assessment of the general and training software used in or offered to the work integration associations.

9.7 How is it typically distributed?

Career information is widely distributed to the information centres mentioned above (see question 8), in local associations (MIRE, ERE in Wallonia and the Local Missions in Brussels), the Infor Jeunes centres, the PMS Centres and in schools during information sessions.

9.8 What role does the private sector (both for-profit and non-profit) sector play in providing career information?

- *Private-sector publishers bring out guides and periodicals for young people that regularly cover the subject of careers, guidance questions, etc. There are a few Belgian publishers such as Averbode (bilingual). The SIEP series under the general heading of “Formations et Métiers” has a good reputation in this field. There are also the guides produced by CEDIEP (Centre de Documentation et d’Information sur les Études et les Professions). Some of these guides are supplied complete with an interactive disk. Among the more recent publications are *Le Guide des formations supérieures en promotion sociale (2002)* and *Le Guide des formations universitaires et de niveau universitaire à horaire décalé (2003)* (guides to further social advancement courses and full-time and part-time university-level training). The “carnets du CIO” are booklets published by the Louvain Catholic University’s Centre d’information et d’orientation, each one presenting a field of activity (careers, jobs, branches of activity) and the training leading to careers in that field (the requirements, curricula, abilities and qualities called for).*
- *In the French Community, however, tools produced in France are widely used: Bayard, Collection Métiers de l’Étudiant, Guides J-Métiers published by STUDYRAMA, the collection of career guides produced by ONISEP, the “Choisir un métier” series issued by Rebondir. Quebec-produced tools are also used, such as the *Dictionnaire September des métiers et professions*, *Le Monde du Travail de A à Z*, Denis Pelletier et al. and the *Choisir* series, also distributed by SIEP.*
- *Several newspapers and magazines published by the Rossel pressgroup print a weekly insert entitled “Références.be” and “Vacatures.com” that not only include job and training opportunities but also present an occupation or type of job. They also give practical information on outlets and salaries and print individual accounts of experience and the findings of surveys on employment, training, quality, guidance, etc.*
- *Jobstoday is the “employment” website of La Libre Belgique and Dernière Heure. The newspapers themselves publish many job vacancies each week, in particular in La Libre Entreprise (on Saturdays) and Tribune de Bruxelles on Thursdays in La Libre Belgique and on Fridays in Dernière Heure). These publications are twinned with websites that invite users to log in. On the Jobstoday site, there are also job vacancies for all types of profile, but the Tremplin section contains notices of work placements (for students and young graduates) and student jobs. They also provide advice for young people embarking on working life.*

9.9 Has the government tried to increase the role of the private sector in providing career information?

It is becoming increasingly common for the public sector to work with the private sector on publishing or even producing information tools and conducting measures such as information campaigns on technical trades, career fairs, etc. This is more in the nature of partnership than sub-contracting.

9.10 Describe the ways in which labour market data are typically included in career information.

Labour market data are provided as part of career information to the extent that they come within the sphere of the organisations concerned with such data. Data may, for instance, be federal, and would be little used by the Regions or the Community. On the other hand, such data would be used by private guidance practitioners and consultants.

The career information proved by FOREM Conseil and Bruxelles Formation includes figures on unemployment and graduate employment. This is in fact one of the bases for the evaluation of the performance of their training centres.

Successful integration in the working world is generally a criterion used when career information is provided in liaison with economic sectors (such as CPB, the Centre Professionnel du Bois for the timber trade, or Febiac for the automobile industry).

10. FUNDING

10.1 What method does the government use to fund information, guidance and counselling services?

The government intervenes at various levels in the funding of information, guidance and counselling services.

- a. *Official or subsidised services that are essentially public in nature (see question 1) are totally funded by the authorities to which they are answerable (the Community or Region).*
- b. *Private services may be granted subsidies from the authorities (Communities and/or Regions) directly or indirectly through, for example, a “société anonyme de droit public”, a limited company incorporated under public law, such as the National Lottery.*

10.2 Are individuals required to meet some of the costs of government information, guidance and counselling services? In this case, what sort of clients are asked to pay and what is the typical level of fees charged?

In general, users are not asked to pay part of the costs of the information, guidance and counselling services provided by official bodies or totally subsidised by the authorities.

On the other hand, private guidance bodies may ask their users to pay the full or partial cost of the services provided, depending on whether they are partly subsidised or non-subsidised. SIEP, for instance, which is partly subsidised by the French Community and the Wallonian and Brussels Regions, asks for a contribution of €30 for school guidance and €50 for career guidance. In guidance and information centres coming under the universities, on the other hand, practices differ: in general some services are free, some paid. For example at the Centre d’Information et de Documentation⁷¹, guidance advice is free of charge, whereas a fee of €13 is charged for a psychological guidance interview.

10.3 Describe what cost and expenditure data are available to government and to stakeholders – for example on the relative costs of the different delivery methods, or the cost of achieving particular outcomes or of providing services to particular types of clients – when making policies for these services. Describe the ways in which this information is used, providing specific examples if possible.

No reply can be given to this question, as no study has to our knowledge been set up to address this issue.

10.4 Provide the best available estimates of the cost to the government (in the most recent year) of information, guidance and counselling services.

- ***The Psycho-Medical-Social Centres are funded by the Communities.***
In the French Community, the breakdown of the budget for PMS Centres since 1996 has been as follows:

	TOTAL	PMS Centres organised by the	Official subsidised PMS Centres (local	private federated subsidises PMS

⁷¹ See annex 9

		French Community	authorities)	Centres
euros at current value				
1996	56,817,196	19,147,296	15,295,030	22,374,870
1997	58,840,007	19,112,591	15,964,343	23,763,073
1998	60,877,692	19,784,382	16,509,709	24,583,601
1999	59,722,508	18,777,935	16,351,057	24,593,517
2000	59,809,271	18,730,835	16,194,884	24,883,552
2001	61,487,510	18,438,320	16,613,824	26,435,365

- **The Wallonian Carrefours Formation and FOREM are funded by the Walloon Region.**

The FOREM Conseil guidance counselling units have been set up under the various regional department areas in the last quarter of 2002 and in early 2003, which means that as of this time FOREM cannot report on the cost to the authorities generated by this new service (it has not yet been in operation for a full year). It is likely that the costs will be higher than will normally be the case after the first year, since this is a launch year, with the corollary that there are the costs of providing infrastructure, equipment and training to be funded in addition to the running costs.

The same type of difficulty arises in estimating the running costs of the Wallonian Carrefours Formation borne by the authorities; in fact, at present two effects are combined:

- a. A structural effect, making it very difficult to arrive at any estimate of the wage bill, since staff have been assigned away from their duties to one of the partners, with the cost continuing to be borne by this operator at their original salaries.
- b. This short-term effect is linked with the current merger of the Wallonian Carrefours Formation with FOREM's regional employment resource centres with a view to setting up the Carrefour Emploi Formation.

In this context, then, it has been hard for the FOREM units contacted to aggregate all the budget items for the various services provided in order to estimate the total cost of the information, guidance and counselling services

- **ORBEM, Bruxelles Formation and Carrefour Formation Bruxelles are funded by the Brussels Region**
- **We have been unable to access specific information on the public funding or co-funding of the private guidance services. The professional organisations contacted do not have comparable statistical data.**

10.5 Provide an indication of the statutory salaries of information, guidance and counselling service workers. As a base, take the case of guidance officers/counsellors with a guidance or counselling qualification at ISCED-97 level 5 (i.e. a university degree or equivalent) and indicate:

- The starting salary for those with the minimum required training.
- The salary after 15 years' experience.
- The number of years from the starting salary to the top salary.

Where available, provide equivalent information for other categories of guidance and counselling workers

- **At the level of the PMS Centre**

<i>Position</i>	<i>ISCED-97 level</i>	<i>Starting salary</i>	<i>Salary after 15 years</i>	<i>Number of years from starting to top salary</i>
<i>Director</i>	5A	€2 915.49	€4 007.76	25
<i>Educational psychology counsellor</i>	5A	€2 198.88	€3 248.24	25
<i>Social worker</i>	4A	€1 745.11	€2 503.44	27
<i>Paramedical worker</i>	4A	€1 745.11	€2 503.44	27
<i>Educational psychology worker</i>	4A	€1 745.11	€2 503.44	27
<i>Doctor</i>	6	<i>Remunerated on a fee basis</i>		

Index-linked gross monthly salary of staff recruited for permanent posts (2002)

- **At the level of Bruxelles Formation**

The gross annual starting salary of an instructor (training staff) is €40,407.22. After 15 years it is €47,216.40, the top salary being €50,134.70 after 20 years' service.

- **At the level of FOREM**

The salaries of staff working in the FOREM Conseil guidance units and increments in their salaries based on length of service are index-linked and regulated as for the Walloon Region civil service.

At present, the people working for FOREM Conseil are either diploma-holders (corresponding to civil service salary level 1), or graduates (corresponding to salary level 2 +). They are employed under contracts (in the case of the majority), or on a permanent basis.

- **At the level of Carrefour Formation**

Staff have been assigned away from their normal post and attached to one of the partners, the cost of their starting salary being borne by this operator.

This means that the various people working for Carrefour Formation are not on the same salary scale and do not enjoy the same benefits. It is a situation that some of them view as discriminatory.

The cost of the infrastructure and operating expenses are borne by FOREM and Bruxelles Formation.

- *We have been unable to access specific information on the funding or co-funding with the public sector of **private guidance services**. The professional organisations contacted do not have comparable statistical data.*

11. ASSURING QUALITY

NB: In this chapter, we shall discuss only official guidance services or those subsidised by the authorities (see classification in reply to question 1).

11.1 Please describe the steps that governments take to maintain and increase the quality of information, guidance and counselling services.

- ***In the case of Psychological, Medical and Social Centres, three approaches are to be found:***

1. *In 1976 a Higher Council for psychological, medical and social guidance was set up, with the terms of reference of:*

- I) *assisting the PSM guidance Service, in particular with the organisation of Psychological, Medical and Social Centres and Government-created or subsidised school and career guidance units;*

- II) *issuing the opinions prescribed by articles 41, 54 and 57 of the Royal Order of 13 August 1962 forming part of basic law, regulating Psychological, Medical and Social Centres and school and career guidance units;*

- III) *giving its views on all questions on which it is consulted by the government;*

- IV) *expressing on its own initiative its desiderata on all questions coming within the purview of the Psychological, Medical and Social Centres and of the school and career guidance units.*

2. *The French Community organises the continuing training of the technical staff of its Centres and subsidises the continuing training of officials belonging to other educational networks. Some of the training is organised collectively for all three networks*

3. *Lastly, supervision and assessment are the responsibility of an inspection service.*

- ***In the case of FOREM***

To secure and improve the quality of the information, guidance and counselling services, FOREM Conseil promotes maximum accessibility by making these services available to the public in its open facilities, including in particular the Espaces ressources emploi (employment resource centres), the Carrefours Formation and the Carrefour Emploi Formation. The latter facility also has a branch entirely devoted to guidance, offering information, preliminary guidance counselling and, when necessary, referral to guidance counselling units for support in greater depth.

To improve the services rendered to users, the employment resource centres and Carrefours Formation are in the process of merging to create Carrefours Emploi Formation. In combining these two services in a single facility, the objective is to offer users higher value.

Lastly, to improve the quality of the services provided in the guidance counselling units, FOREM Conseil arranges for its guidance counsellors to be trained in guidance techniques and tools and in setting up guidance software and tools.

11.2 Do standards exist for the delivery of information, guidance and counselling services? How and by whom were these developed? What status do they have? Do they differ between providers?⁷²

- *The operating standards for the PMS Centres are defined by the official regulations⁷³ issued by the Community within which they are set up.*
- *In the case of FOREM, the Walloon Region lays down rules based on legislation and the management contract.
In addition, in the case of Carrefours Formation and their client services, FOREM has developed quality indicators with a view to the overall improvement of the service provided to users and to ensure that the services offered are as fair as possible. In other words, FOREM aims that the quality of service is offered to users is the same whatever the regional centre. In this context, FOREM Formation has obtained ISO certification.*
- *In the case of Bruxelles Formation, the Brussels-Capital Region lays down rules based on legislation and the management contract.*

11.3 Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by whom were these developed? What status do they have? Do they differ between providers?⁷⁴ ?

- ***PMS Centre staff are recruited on the basis of the qualifications laid down by the law on PMS Centres (see annex 3, articles 3 and 4).***
The staff are recruited, in the French Community educational network, in the light of the results obtained by candidates in a recruitment examination. In subsidised networks, both official and private sector, recruitment is effected by the “organising authority” based on the qualifications required and according to procedures defined by itself.
- ***The regional operators recruit their personnel on the basis of the qualifications defined and the competencies required. The recruitment procedures may differ locally.***
As of this time, FOREM has no rules on the competencies demanded of people working within guidance counselling units. At the time of recruitment, the ability to communicate well with others and to listen actively are skills that are sought in particular.
- ***The Carrefour Formation staff are recruited by the partner operators from among the members of their own personnel.***

11.4 Are there formal requirements, for example expressed in regulations or legislation, for the education and training qualifications required by information, guidance and counselling staff⁷⁵?

- ***PMS Centre staff are recruited on basis of the educational standards or the qualification(s) required for each post. See question 6.3 and annex 3.***

⁷² Please provide details in an Annex.

⁷³ See annex 3.

⁷⁴ Idem.

⁷⁵ Idem.

- **The regional operators recruit their staff in the light of specified qualifications and the competencies requires. The recruitment procedures may differ locally.**

For a post as a counsellor, applicants must at least have reached graduate level. There is no formal requirement in the FOREM as regards qualifications, although diplomas in social or psychological guidance are advantages in the planning and implementation of guidance, in the successful performance of counselling and support

- **Carrefour Formation staff are recruited from the partner operators from among members of their own personnel.**

11.5 Do guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information⁷⁶ ?

At present there is no quality standard to define what information should be. As far as FOREM is concerned, the only such standard is that counsellors are under an obligation to present or communicated up-to-date, accessible and targeted information. And in Carrefour Formation, care is taken to ensure that the information conveyed by each of the partners is consistent.

But the Education and Training Council has proposed a definition of information⁷⁷ and has indicated the guidelines by which the quality of information should be determined. Information is a phase in the guidance process that enables a user to make a choice. It relates to the streams of training, occupations and the nature of occupations. The information must be comprehensive, up to date, structured and transparent to the different groups targeted. A distinction should be made between pertinent information and information for the purpose of promotion.

On the subject of information, the Education and Training Council has formulated the following recommendation:

- *“The Council recommends greater transparency in the provision of information, avoiding any misinterpretation whereby information is confused with guidance.*
- *The Council recommends that the person responsible and the decision-makers should draw up a charter specifying the principles and criteria for the quality of information. This charter should be produced in cooperation with all the parties concerned and, in this respect, the social partners will perform their full role in making available and disseminating clear and precise career information on developments in occupations and jobs in the workplace.*

The Council recommends that choice in education be developed, promoting the acquisition of an ability to give critical consideration to the information.”

11.6 Provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country.

⁷⁶ *Idem.*

⁷⁷ *See annex 6 – Extract 2*

The trade unions are parties to consultation with the authorities on matters of status, career and remuneration. They are also represented on the Management Committees of the major public service enterprises and advisory bodies such as the Education and Training Council, the Higher Guidance Council. These unions include:

- Centrale Chrétienne du personnel de l'Enseignement technique (CCPET – the technical teachers' union)
<http://www.acvcsc.be/newacv/fr/ccpet/index.htm>
- Centrale Générale des Secteurs Publics (CGSP-Secteur Enseignement – union representing public sector employees, teaching branch)
<http://www.cgsp.be/code/fr/home.cfm>
- Syndicat Libre de la Fonction Publique (SLFP – independent civil service union)
<http://www.slfp.be/>
- APPEL, Association professionnelle du personnel de l'Enseignement libre (independent professional association of teaching staff)
<http://members.lycos.fr/appelcgs/b/>

Professional organisations

- ANPPU (Association Nationale des Psychologues Praticiens Universitaires – national association of university practitioner psychologists)
ANPPU raises issues in the political, social, scientific, medical, legal and other worlds as well as public opinion. It has drafted and negotiated a plan of organisation for the psychologist's profession" with the competent political authorities. ANPPU is a co-founder of the Fédération Belge des Psychologues (FBP-BFP). It is a recognised professional union, and sees itself as speaking for the various fields of activity in psychology: clinical, industrial, organisational, psycho-medico-social, educational and research. <http://www.bfp-fbp.be/BfpFR/SECnoanppu.htm>
- AFAPMS (Association Francophone des Agents Psycho-Medico-Sociaux) is an association of PSM staff in the French Community, founded in March 1986. Its objects are to promote the role of PMS Centres in the educational community, uphold its members' professional interests and promote the quality of their work. To this end it aims to speak for its members making up the psycho-medical-social community in dealings with the authorities organising education in the French Community and in subsidised official and private-sector education. It organises meetings, cultural events and festivals and issues publications.
<http://www.afapms.org/>
- FCPL: Fédération des PMS Centres libres: Rue Philippe Baucq 18, 1040 Brussels; tel 02 649 95 06; fax 02 648 46 43, fcpl@segec.be. A list of all the private PMS centres is available on <http://www.segec.be/fcpl/>.

Non-profit-making associations (ASBL) engaged in the provision information may through their action lead to the implementation of new information and guidance policies.

- SIEP asbl, Service d'Information sur les Études et les Professions, has the terms of reference of providing full information on education, training and careers to all. SIEP offers documentation, information and guidance to over 100,000 people a year. The principles underlying its many activities are pluralism and independence of any philosophy or school of political thought or any type of schooling, public-sector or independent.
<http://www.siep.be/>

- *The Infor Jeunes network is made up of youth information centres located in the French Community. It is coordinated and represented by the Fédération Infor Jeunes. Infor Jeunes collects, verifies, processes and disseminates information so that it is accessible to all young people using every appropriate medium. The information is produced solely in response to the demands and needs expressed by young people. Infor Jeunes tackles a very wide variety of fields, such as education and training, employment, social protection and personal help, citizenship and justice, the family, emotional life and health, consumption, housing and the living environment, leisure and holidays.*
<http://www.inforjeunes.be/>

11.7 Please describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example through formal roles for professional associations; or through providing feedback to service providers.

- *In the PMS Centre, those working in the field can be involved in the implementation of policies on two levels. At the general level, the Higher Psychological, Medical and Social Guidance Council, whose members include representatives of the three types of school, provides opinions to the Minister whose sphere of responsibility includes the PMS Centres, and more specifically the PMS Centres in the subsidised networks, which are federated within their network, and which can take part, through their federation, in the political debate, sometimes benefiting from the support of their network.*
- *In FOREM, the guidance counsellors are involved in the implementation of policies concerning their service through team meetings arranged by the head of their department. During such meetings, they are briefed and consulted. Liaison meetings with internal services are also arranged and, in the future, outside associated operators or those collaborating on the provision of a service will also take part.*
To strengthen the involvement of its staff, FOREM has also called upon the services of ISEOR (Institut de Socio-Économie des Entreprises des Organisations) with a view to training many heads of services in socio-economic management⁷⁸.

⁷⁸ See annex 16

12. THE EVIDENCE BASE

12.1 What information is available about the extent to which information, guidance and counselling services are used? What is known about differences in levels of use and access as a function of factors such as: socio-economic status or family background; geographical location; gender; age; educational level; and levels of disadvantage? Do regular national statistical collections monitor access? Have access and usage levels changed over time?

- *In the case of PMS Centres, all pupils are in the kind of compulsory education covered by the Centre affiliated to their school. The Centre is required to carry out a number of administrative formalities regarding the pupils at the time of a change of direction, such as changing the choice of foreign languages studied, a move to special education, entering basic and secondary education, guidance in the move to higher education. In some places, collective testing still exists, but PMS Centres prefer other methods relating to the construction of an educational and career plan.*

Due to the resources available, however, these Centres cannot consistently follow up pupils, and each PMS Centre chooses, in consultation with the schools concerned, the emphasis it wishes to place on its action. Many measures relate more specifically to the schools or group of pupils “at risk” or young people in difficulty. Because of the three disciplines covered by the PMS Centre, it tends to deal with questions arising from social problems, such as violence or death, medical problems such as addiction or sex education, or matters relating to career guidance.

In addition, the PMS Centres reply to private questions from parents and pupils.

- *As regards FOREM, this service is in the course of being restructured. Statistics have of course been collected and forwarded to the Management Committee. They have probably served in making certain choices, but they are not available at the present time.*
- *At the level of Carrefour Formation, production indicators are used to assess the impact of the different types of action deployed (individual, collective or decentralised). But since the partners in Carrefour have rejected any idea of the traceability of personal details, no socio-economic statistics or data that might undermine the anonymity of users are collected.*

12.2 How is the level of community need and demand for information, guidance and counselling services established (for example by use of surveys, rates of service usage, waiting lists)? What is known about the expectations that clients have of services?

- *As regards the services operating within education (the PMS Centres), the French Community has set up the Higher Guidance Council, one of whose tasks is to inform the government of needs not met in the field (see question 11.1)*
- *FOREM: the status of the demand and an assessment of aspirations are currently being established by empirical means by reviewing the waiting lists in most of the guidance counselling units (where the number of requests for the service is rising), and the needs are being identified by analysis of the demand. Such analysis is carried out internally on a continuous basis, and every two years a satisfaction survey is produced by an outside consultant.*

12.3 **What criteria are normally used to judge the benefits or outcomes of information, guidance and counselling services?**

In FOREM Conseil, until such time as greater perspective can be attained in reviewing the operation of guidance services, the main criteria used to judge the benefits or outcomes are the percentage of people finding their first jobs or changing jobs following guidance and the trends in the number of requests for guidance reaching the services (either directly or via internal referral). In 2004, use will be made of qualitative production indicators (relating to the different types of service provided and on the needs expressed by users) and quantitative indicators (mainly relating to the number of requests and the waiting time before they are dealt with).

12.4 Please provide details of any recent (last five years) studies that have been conducted of:

- The costs of providing information, guidance and counselling services.
- How costs vary as a function of the type of service delivered and the characteristics of clients.
- How the outcomes or benefits of information, guidance and counselling services relate to their costs.
- How the benefits or outcomes of information, guidance and counselling services are related to the type of service provided and the characteristics of clients.

There is no recent statistical survey covering the factors in the question above. The emphasis rather is on research+action relating to one of more limited factors – see the two examples below:

- *Analyse des besoins et orientation des élèves vers l'enseignement spécial: état des lieux, prise en considération des nouvelles déficiences, propositions méthodologiques (Analysis of pupils' needs when being considered for guidance on a move to special education: an audit, consideration of new shortcomings, methodological proposals).*
Authors: DETRAUX J.J., DI DUCA M. – Université Libre de Bruxelles – CEFES. Research: n° 087SG – 2001-2003
<http://www.agers.cfwb.be/pedag/recheduc/087/synthese/article2002.pdf>
- *Etude de la nature et de la mise en place d'un dispositif d'objectivation de la démarche d'orientation à l'école (Study of the nature and setting up of a measure for objective research on guidance in the school) (See annex 12)⁷⁹.*
Authors: DONNAY J., BECKERS J. Facultés Universitaires Notre-Dame de la Paix à Namur – Département Éducation et Technologie – Université de Liège – Service de Didactique générale et méthodologie de l'enseignement secondaire. Research project no 097SG – 2001-2003
<http://www.agers.cfwb.be/pedag/recheduc/097/synthese/article2002.pdf>

12.5 Please provide details of any recent (last five years) initiatives or pilot projects that have been designed to provide insight into: the impact of careers services on individuals' career choices; the ability to use career information; the impact of

⁷⁹ *The report on the second year of this research was mailed to us on 31 October, and it has therefore not been possible to use its findings in this paper.*

services upon employers; the impact of services upon the development of a learning society.

No recent research has been conducted on this subject.

12.6 Do any national research centres specialise in career information, guidance and counselling services? Do they specialise in evaluative and policy studies: or do they mainly focus upon guidance techniques and methods?

Given the federal structure of Belgium, there is no centre of this type or having this function.

The Guidance Council for the PMS Centres may set up working groups when an issue needs to be researched. Each network then designates its representatives and they may jointly decide to call upon experts. This has been the case, for example, with the studies listed in question 12.4.

Moreover, the recently set up Commission de pilotage de l'enseignement obligatoire – the compulsory education steering board – could in the future take the initiative in this field and commission research from the universities. But to our knowledge nothing has yet been done along these lines.

12.7 How useful have governments found the work of research centres in developing policy for information, guidance and counselling services?

Not applicable, see question 12.6.

12.8 Have governments taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres? Has such support been on the basis of individual commissioned studies, or are more on-going forms of support used?

As of this date, both the authorities and the practitioners in the field regret that they cannot draw on an evidence base that will give a full understanding of users' needs and help in assessing the efficiency of the provision of services. Initiatives⁸⁰ are currently being launched with a view to organising the compilation of more information and placing it on a systematic footing so that new policies more closely reflecting current and future needs can be introduced.

⁸⁰ See Key Questions for the Future

13. KEY QUESTIONS FOR THE FUTURE

Within the French Community – Wallonia – Brussels, policies on information, guidance and counselling should evolve in different ways in the medium term. Two main courses of action are becoming apparent: the first covers all the initiatives directed towards organising the compilation of statistical data and placing them on a systematic footing; and the second will be under the impetus of the Conseil de l'Éducation et de la Formation – CEF, or the Education and Training Council – which is to rethink the whole body of information and guidance policies that have been developed up to this time.

The first course of action is being taken by both the authorities and the grassroots practitioners, who regret not being able to draw on an evidence base that will give a full understanding of users' needs and help in assessing the efficiency of the provision of services. What is needed, then, is to compile as much information as possible so that current and future needs can be met as well as possible. Of particular note in the set of initiatives already under way are:

- *The development of tools so that databases can be created in the French Community with which work can be conducted on the cohorts. One instance is the database providing figures on school pupils, so that a link with the National Register and Register of foreigners can be established.*
- *The conduct of research in the Brussels Region for a greater understanding of the vocational training scenario:*
 - *“État des lieux de la formation professionnelle à Bruxelles”, Claire de BRIER and Alice LEGRAIN, CCFEE/Ichec February 2001.*
 - *“Contribution des fonds sectoriels à la formation professionnelle en Belgique. Analyse complémentaire à l'état des lieux de la formation professionnelle à Bruxelles”, Claire de BRIER and Alice LEGRAIN, Brussels, November 2002.*
 - *“État des lieux de la mise en œuvre de l'Objectif 3 à Bruxelles, 2002-2003 (Docup Wallonie-Bruxelles).” Gaëlle LANOTTE, CCFEE, Brussels, May 2003.*
- *Within the Walloon Region, under a partnership between CESRW (Conseil économique et social de la Région wallonne) and the private office of the Minister for Employment and Training, a working group has been set up to compile a harmonised collection of data on continuing training facilities funded by the authorities. The aim is to publish indicators on jobseekers and workers taking part in continuing training over the whole of the Walloon Region, set off against the annual budgets of each operator. This project is linked with the European Social Fund's project launched in 2003 for the collection of data from the operators that it co-funds.*
- *The Institut National de Statistique/National Institute of Statistics has amended the Belgian questionnaire in the Labour Force survey to take greater account of users' needs.*

The Education and Training Council was the originator of the second course of action when, on 21 June 2002, it approved “Avis 78 – “Orientation et information sur les études, les formations et les métiers”

(Guidance and information on education, training and occupations), which had been prepared by a working group whose members were from the worlds of education and adult vocational training. In this Opinion, the Council recommended that the authorities set up facilities in such a way as to take account of the priority aspect of guidance in education and in vocational training. Guidance is thus envisaged as education in choice and as a lifelong practical process.

The Council has also proposed a definition of guidance which should be taken into account by the authorities and the various operators in the field at the time of implementing new policies.

“Guidance consists of enabling an individual to acquire the ability to become aware of his personal characteristics and to develop them with a view to choosing an educational, training and vocational activity at every turning point in his existence, out of a concern both to become part of the community and to expand his personality and responsibilities.”

In the recommendations set out in its Opinion, the Council proposes six guidelines for thought and work on information and guidance on education, training and occupations.

a. Consider guidance as a lifelong process.

- *For this, the Council recommends that a right to lifelong guidance be guaranteed. It hopes that access to guidance services will be institutionalised and that the provision of guidance will be made more transparent, regretting that there are discontinuities in the process of the actions conducted in the period of compulsory education, those in higher education and those implemented for adults in continuing training. There is no “single thread” running through the process; in other words there is no continuity of action from childhood to adulthood through existing bodies. It also points out that, in the particular case of the French Community and in the Walloon and Brussels Regions, such continuity is hampered by institutional compartmentalisation.*
- *To enable each young person to generate and develop a positive personal plan, the Council recommends that the authorities implement a policy of coordination of the ends and means, both within education and with vocational training operators, to bring about the consistency that is vital to guidance measures and to make available the services embodying the principle of lifelong guidance.*
- *The Council recommends to the authorities that the roles and missions of training operators in matters of career guidance be redefined to bring about the vital consistency of action and to coordinate the provision of services in accordance with the principle of lifelong guidance.*
- *To comply with the principle of lifelong guidance, the Council recommends that the contributions of the methods and organisations to retraining units be used for the benefit of workers already in employment.*

b. Consider the person as being at the centre of guidance

The Council considers that guidance is an equal opportunity issue. It is one of the factors that should enable everyone throughout their lives to extend themselves, find their place in society and in the field of work appropriate for them or to prepare for this. The Council therefore recommends that the guidance process be person-centred. If the individual has the status of an

active participant benefiting from suitable support, two adverse effects should be averted: the deresponsibilisation of the individual and the deresponsibilisation of institutions.

c. Specify the role of the guidance professionals

- *The guidance professional has long been considered to be a decision-maker. Today, he has become a provider of support to enable each individual to draw up an audit of his or her abilities so that these can be developed through study and training, as well as help with integration (or reintegration) into society. The Council therefore recommends that greater professional identity for each of the various guidance professions be built up.*
- *To increase the professionalism of the operators in the field, the Council feels it is vital to develop continuing training in the form of supervision and interfacing, but also through constant contact with structured and up-to-date sources of information that take account of the changing social and economic situations. The Council therefore proposes that a network be created to promote communication among guidance professionals and provide an opportunity for them to pool their thinking, methods and tools.*

d. Consider information as a phase in the process of guidance

- *The Council recommends greater transparency in the provision of information, avoiding any misinterpretation whereby information is confused with guidance. For this reason, the person responsible and the decision-makers should draw up a charter specifying the principles and criteria for the quality of information. This charter should be produced in cooperation with all the parties concerned and, in this respect, the social partners will perform their full role in making available and disseminating clear and precise career information on developments in occupations and jobs in the workplace.*
- *The Council recommends that choice in education be developed, promoting the acquisition of the critical consideration of the information.*

e. Develop the resources allocated to guidance within school education

In the school, the teachers and the PMS Centre guidance professionals take part in the process of guidance directed towards each young person. The Council recommends that the respective role of these professionals be specified, in particular as part of the role of the class council in providing guidance. The members of a class council must be aware of their impact in matters of guidance when they deliver their decision on the next step in each pupil's education. The Council therefore recommends that in the course of initial teacher training the process of guidance be systematically covered and that a programme of continuing training be implemented for all school staff.

f. Meet the guidance needs of adults

- *Guidance and information on occupations are essential steps in the process of lifelong training for adults. The Council therefore recommends that career guidance not only cover information and support but also evolve towards actual training, to include education in choice and teaching methods for the provision of information.*
- *Lastly, the Council recommends three types of intervention for the guidance of workers:*

- *during the course of their work: encourage steps to make job mobility an option for workers, in order to move from employability to the convertibility of their skills;*
- *in the event of collective redundancies: develop methodologies for retraining units;*
- *in the event of individual job loss: the organising principles should be the simplicity and accessibility of the steps to be taken.*

The political world has on several occasions asserted the importance of the issue of lifelong guidance and has given tangible signs of its interest, for example by organising a European seminar of experts in this field in July 2001 during the Belgian presidency of the European Union.

To make real advances in this domain, however, what is needed is an intergovernmental agreement so that the question can be discussed jointly at regional and language community level. Such an agreement is possible if the political will exists.

At the present time, the issue that causes the political decision-makers to exercise caution is the future of technical and vocational education. Some of them would like it to be regrouped with vocational training and therefore to become a regional matter, while others sustain strongly that this initial training comes within the sphere of education, which has a monopoly over the award of diplomas, and therefore want it to continue to come under the Community. The issue of guidance cannot be viewed separately from that of training.

Annex 1: Federal Belgium

Union in diversity is necessarily a complex matter. This is true of both Belgium and the European level. The challenge is to derive the benefit of diversity while forestalling and regulating conflict.

Over the past 25 years, Belgium has set up federal structures in which decision-making powers have been shared out among:

- *the State,*
- *the three Regions (Brussels-Capital, the Flemish Region and the Walloon Region),*
- *the three language Communities (the French Community, the Flemish Community and the German Community).*

In addition there are 10 Provinces and 589 Communes. The Brussels-Capital Region area is bilingual, in French and Dutch. The language of the Flemish Region is Dutch. The Walloon Region includes the French-speaking areas and the German-speaking cantons. In the Brussels Region, the French and Flemish Communities both exercise their own jurisdiction over people and institutions according to language.

The legislative bodies are, at national level, the Chamber of Representatives and the Senate. The Parliament within each Region and Community is called the Council. As for the executive bodies, the State, the Regions and Communities each have their own Government consisting of Ministers and, where applicable, State Secretaries.

To find out more about the institutions of federal Belgium, consult the following the site:

<http://www.belgium.be/eportal/>



Legend:

- The French Community*
- The Flemish Community*
- The German-speaking Community*
- The Brussels-Capital Region*
- The Walloon Region*
- The Flemish Region*

Annex 1 (bis): The German-speaking Community

➤ **Administrative jurisdiction**

The German-speaking Community is essentially responsible for Community issues, including cultural affairs, person-related matters (health, welfare, etc.) and education.

Its jurisdiction also covers inter-community and international cooperation. This means that the German-speaking Community has the right to reach international agreements and conclude contracts of an international nature.

Article 139 of the Belgian Constitution states that the German-speaking Community may exercise in whole or in part the responsibilities attributed to the Walloon Region within the German-language Region. This must be decided by common agreement between the German-speaking Community and the Walloon Region. The first recourse to this provision occurred in 1994 in connection with the protection of historic monuments and sites, and the second instance was on 1 January 2000, the date on which the Community took over responsibility for employment policy.

➤ **The German-speaking Community has jurisdiction over education at every level:**

pre-primary, primary, secondary, special and social advancement and higher education. This is a very broad sphere of competence, covering curricula, the use of languages, school transport, the duration of holidays, study grants, teachers' pay, school buildings, boarding schools, etc.

Education and training make up the largest item in the budget of the German-speaking Community, accounting for 64 per cent of its resources.

Bernd Gentges of the Parti réformateur libéral (PRL – Liberal Reform Party) is the current Minister of Education and Training, Culture and Tourism.

Since 1 January 2000, the Arbeitsamt der Deutschsprachigen Gemeinschaft (the German-speaking Community employment office) has been responsible for employment and vocational training in that Community, taking the place of the General Directorate of FOREM for Saint-Vith.

The Arbeitsamt has the terms of reference of helping jobseekers and those in employment to move forward in their working career (for example, by arranging for placement, career guidance, permanent training or temporary work). They also include providing support to enterprises in the development of their work force (through the management of job vacancies, training and employment grants, permanent training for employees, temporary work, etc.).

The German-speaking Community Arbeitsamt is a para-Community institution with its own administrative autonomy. Supervisory powers are exercised by the Government of the German-speaking Community.

Arbeitsamt der Deutschsprachigen Gemeinschaft

Aachener Straße 73-77, B-4780 Saint-Vith

Tel. +32(0)80/280060, Fax +32(0)80/229083 Website: www.adg.be

➤ ***Institut für Aus- und Weiterbildung im Mittelstand – the Institute for Permanent Training for SMEs in the German-speaking Community***

Founded by a Decree of 16 December 1991, this is a German-speaking Community institution incorporated under public law. It is the supervisory authority for dual training for small firms (apprentice training, courses for entrepreneurs, provision of continuing training).

The Institute tackles various tasks:

- *promoting and coordinating the organisation of courses, examination and continuing training in centres for the permanent training of small and medium-sized enterprises in Eupen and Saint-Vith;*
- *arranging for the educational, administrative and financial supervision of courses, examinations and continuing training activities within the centres;*
- *formulating programmes and the content of training courses;*
- *conducting surveys and providing expert consultancy;*
- *supporting the work of apprenticeship secretariats;*
- *promoting cooperation with national and international institutions in the field of permanent training.*

In addition the Institute performs administrative tasks such as verifying apprenticeship contracts, managing documents pertaining to apprentices and financial management.

Annex 1 (ter): The educational networks in the French Community⁸¹

Official education		“Free” education networks		
French Community	Official subsidised	“Free” subsidised		
		non-denominational	denominational	
	CPEONS CECP	FELSI	SeGEC	representative and coordinating bodies
French Community	Provinces Communes CoCoF	Asbl	Dioceses, Religious congregations, Asbl, etc.	organising authorities
Schools	Schools	Schools	Schools	Schools
Education organised and funded by the French Community	Education run by an organising authority and subsidised by the French Community			

The percentages of pupils in education in the educational networks⁸²:

Educational networks		French Community	Official subsidised	FELSI	SeGEC	Other
Primary	324,238	10.2%	47.2%		42.6%	
Secondary	359,809	25.2%	16.0%		58.7%	
Higher non-university	79,242	21.5%	29.9%		48.5%	
Total	924,314 pupils	16.6%	34.7%		48.6%	

PMS Centres are also organised by the educational networks and operate under contract almost exclusively in the schools in their network.

⁸¹ Source: Communauté française Wallonie-Bruxelles statistical department (www.statistics.cfwb.be):

[Statistiques rapides des effectifs scolaires et étudiants et des diplômes et certificats](#) (Summary statistics for school and student populations and of diplomas and certificates). Numbers in full-time education in 2002-2003, by level, educational network, province, district, type of education and gender.

⁸² Reference year: 2002-2003

INFORMATION, GUIDANCE AND COUNSELLING SERVICES

Belgium: The French Community – Walloon Region – Region of Brussels-Capital

Legend:	CPEONS	Conseil de l'enseignement des communes et provinces
	CECP subventionné)	Conseil des Pouvoirs Organisateur de l'enseignement officiel (neutre
	FELSI	Fédération des Établissements Libres Subventionnés indépendents
	SeGEC	Secretariat de l'Enseignement Catholique en Communautés françaises et
germanophones		
	CoCOF	Commission Communautaire française

Annex 2: Useful addresses

German-speaking Community: <http://www.dglive.be/start.html>

French Community: <http://www.cfwb.be/>

Walloon Region: <http://www.Wallonie.be/>

Ministère de la Région Wallonne: Direction générale de l'économie et de l'emploi

Place de la Wallonie, 1 5100 JAMBES

- **FOREM:** <http://www.leforem.be>

Bd Tirou, 104 6000 CHARLEROI

- **Carrefour Formation**

Carrefour Formation du Brabant Wallon rue de la Limite 2A, 1300 Wavre

Tel. : 010/23.49.00 – Fax: 010/24.72.03

carrefour.brabant@formabanque.be

Carrefour Formation de Charleroi Boulevard de l'Yser, 44 6000 Charleroi

Tel.: 071/27.88.70 – Fax: 071/30.66.96

carrefour.charleroi@formabanque.be

Carrefour Formation du Hainaut Occidental, Rue de la Puits l'eau, 10 7500 Tournai

Tel.: 069/88.11.00 – Fax: 069/88.11.19

carrefour.tournai/@formabanque.be

Carrefour Formation de Huy, place Saint-Séverin, 5 4500 Huy

Tel. : 085/27.41.31 – Fax: 085/25.04.85 carrefour.huy@formabanque.be

Carrefour Formation de la Louvière Rue de Brouckère, 20 7100 La Louvière

Tel.: 064/23.90.50 – Fax: 064/84.81.64

carrefour.lalouviere@formabanque.be

Carrefour Emploi Formation de Liège, Quai Banning, 4 4000 Liège

Tel.: 04/254.57.42 – Fax: 04/ carrefour.liege@formabanque.be

Carrefour Formation du Luxembourg Avenue de Bouillon, 32 6800 Libramont

Tel.: 061/29.00.10 – Fax: 061/22.25.49

carrefour.libramont@formabanque.be

Carrefour Formation de Mons, Square Roosevelt, 6 7000 Mons

Tel.: 065/40.93.21 – Fax: 065/33.54.06 carrefour.mons@formabanque.be

Carrefour Formation de Namur, Rue Godefroid 56 5000 Namur

Tel.: 081/72.87.00 – Fax: 081/74.81.89 carrefour.namur@formabanque.be

Carrefour Formation de Verviers, Rue de Conronmeuse, 53/55 4800 Verviers

Tel.: 087/30.76.00 – Fax: 087/31.57.49

carrefour.verviers@formabanque.be

Pôle de Coordination et d'Appui, Bd Tirou, 104 (7^{ème} étage), 6000 CHARLEROI

Tel.: 071/20.68.80 – Fax: 071/32.12.68

Brussels Region

- **Office Régional Bruxellois de l'Emploi**
Boulevard Anspach, 65 1000 Brussels Tel. 02/505.14.11 Fax 02/511.30.52
info@orbem.be
- **Carrefour Formation**
Rue des Chartreux, 70 a – 1000 Brussels
carrefour.training@bruxellesformation.be
- **Bruxelles Formation**
Rue de Stalle, 67 – 1180 Brussels, tel. 02.371.73.00 Fax: 02.371.75.73

Psychological, Medical and Social Centres

These are federated in several organisations according to the educational network to which they belong:

AFAPMS: Association Francophone des Agents Psycho-Medico-Sociaux – French-speaking Association of all the PMS centres of the organising authorities for education organised by the French Community and for subsidised official and “free” education. This has a common website: <http://www.orientation.be/>

FCPL: Fédération des Centres PMS libres: Rue Philippe Baucq 18 – 1040 Brussels, tel. 02 649 95 06 –

*fax: 02 648 46 43, fcpl@segec.be. A list of all the private education centres is available on the website <http://www.segec.be/fcpl/>
http://www.agers.cfwb.be/org/PMS_Centre/annuaire.asp*

French Community Psychological, Medical and Social Centres:

http://www.restode.cfwb.be/pgens/PMS_Centre/rech_PMS_Centre.html

Province and commune PMS Centres: http://www.agers.cfwb.be/org/PMS_Centre/annuaireCP.asp

Annex 3: Legislation on Psychological, Medical and Social Centres

- **As regards the organisation of PMS Centres⁸³:**
 1. 1-04-1960 Law on Psychological, Medical and Social Centres
 2. 7-03-1962 Protocol on Psychological, Medical and Social Centres and school and career guidance units
 3. 13-08-1962 Organic Royal Order on Psychological, Medical and Social Centres
 4. 30-06-1976 Royal Order establishing a Higher Council for psychological, medical and social guidance and school and career guidance
 5. 30-06-1976 Ministerial Decree laying down the annual programme for Psychological, Medical and Social Centres and the format for the programme of activities of subsidised Psychological, Medical and Social Centres
 6. 5-04-1982 Ministerial Decree laying down the conditions for the forwarding of a pupil's particulars from one Psychological, Medical and Social Centre to another
 7. 7-05-1982 Ministerial Decree laying down the requirements and procedures for records on the implementation of the annual programme of the Psychological, Medical and Social Centres
 8. 19-05-1982 Ministerial Decree laying down the programme of activities of Government Psychological, Medical and Social Centres
 9. 4-05-1992 Decree by the French Community Executive on the creation and membership of basic consultation committees in Psychological, Medical and Social Centres, Psychological, Medical and Social Centres for special education and the training centre, organised by the French Community
 10. 24-10-1994 Government Decree specifying the minimum equipment of Psychological, Medical and Social Centres.

- **On the organisation of guidance:**
 1. 27-07-1971 Royal Order establishing the procedures for the organisation of guidance for pupils attending special education establishments or sections
 2. 5-04-1982 Ministerial Decree laying down the requirements to be met in the case of psychological, medical and social files on pupils
 3. 23-01-1985 Ministerial Decree implementing the Royal Order of 29 June 1984 on the organisation of secondary education and determining the procedures for the giving of opinions to parents by the Psychological, Medical and Social Centre as per article 9(1)(2) and 9(2)(2) of the Royal Order
 4. 30-05-2002 French Community Government Decree appointing the members of the Higher Council for psycho-medico-social guidance.

Law on Psychological, Medical and Social Centres

Law of 01-04-1960, Moniteur Belge of 18-05-1960

Modifications:

Royal Order 467 of 01-10-86 (Moniteur Belge of 18-10-86)

⁸³ See annex 3

Decree 15-11-01 (Moniteur Belge of 27-11-01); Decree of 31-01-02 (Moniteur Belge of 26-03-02)

replaced by Royal Order n° 467 of 01-10-1986

Article 1. – *The State, provinces, communes, associations of authorities and private persons may set up Psychological, Medical and Social Centres.*

replaced by Royal Order n° 467 of 01-10-1986

Article 2. § 1.

1. *Except in the case of centres for special education, the Centres shall, to justify their staffing, serve schools with a minimum global number of three thousand pupils per school year in pre-primary, primary, secondary full-time and special education.*

In calculating the number of pupils in special education, the number will be multiplied by a coefficient of three.

2 *Centres for special education organised or subsidised by the State shall serve special schools with a minimum global number of at least one thousand pupils per school year.*

3 *Pupils at schools coming under the same organising authority as the centre and pupils at schools in the same educational network as the centre, where that centre has been assigned the missions laid down by a Royal Order as resolved by the Council of Ministers, on the basis of a contract signed for a term of at least six years, may be taken into account for the purpose of sub-paragraphs 1 and 2 above.*

4 *By derogation from sub-paragraph 3 above, a school may, in the absence of a centre belonging to the same organising authority, confer the missions specified in sub-paragraph 3 above to another centre, on the basis of a contract concluded for a term of at least six years.*

For the purpose of sub-paragraphs 1 and 2 above, this centre take the pupils of the school concerned into account.

5 *The number of pupils referred to in Article 2.1 will be evidenced for each academic year by the number of pupils recorded in the schools served as of 1 October of the preceding school year.*

§ 2. *The King shall, by an order resolved by the Council of Ministers, lay down the conditions and procedures for accounting for pupils in part-time secondary education and training recognised as being in compliance with compulsory schooling as defined in the Law of 29 June 1983 on compulsory schooling, integrated special education as defined in the Law of 6 July 1970 on special education, as amended by the Law of 11 March 1986 on the organisation and subsidising of integrated special education, part-time education or social advancement education, non-university higher education, and the consultants referred to in article 3(3) of the Royal Order of 13 August 1962, the staff of the Psychological, Medical and Social Centres as modified for the purpose of determining the number of pupils referred to in § 1(1) above or, where appropriate, the guidance staff for those pupils.*

§ 3. *The State centres located in the Federal German Republic shall, by derogation from § 1(1) above, serve schools with a global number, by school year, of at least 1,500 pupils in nursery school and primary education, full-time secondary education and special education.*

§ 4. *A centre organised or subsidised by the State may continue to exist and be subsidised, provided that the school population of the schools served numbers at least 2,500 pupils.*

If the school population of the schools served falls below 2,500 pupils, the centre will be wound up or cease to be subsidised with effect from 1 September of the school year following the year in which the number of pupils has been counted.

§ 5. *A centre organised or subsidised by the State, located in a district with a population density of at least 125 per square kilometre may continue to exist or be subsidised, provided that the school population of the schools served is at least 2,250 pupils.*

If the school population of the schools served falls below 2,250 pupils, the centre will be wound up or ceased to be subsidised with effect from 1 September of the school year following the year in which the number of pupils has been counted.

§ 6. *A special education centre organised or subsidised by the State may continue to exist and be subsidised, provided that the school population of the schools served numbers at least 400 pupils.*

If the school population of the schools served falls below 400 pupils, the centre will be wound up or cease to be subsidised with effect from 1 September of the school year following the year in which the number of pupils has been counted

§ 7. *A new centre may be set up or subsidised provided that the schools belonging to the same organising authority or which, in accordance with article 1(1)(3) and (4) above, have concluded contracts with this centre number a total of 7,000 pupils over two consecutive school years.*

If there exists, within a radius of 20 kilometres calculated according to the list of official distances, a State-organised or State-subsidised centre for a given educational network, a new centre for the same educational network may be set up or subsidised, provided that in the same way they number a total 14,000 pupils over two consecutive school years.

For the purpose of this sub-paragraph, the standard regulations will be applicable from the third school year.

§ 8. *A new special education centre may be set up or subsidised, provided that the schools belonging to the same organising authority or which, in accordance with article 1(1)(3) and (4) above, have concluded contracts with this centre number a total of 2,000 pupils over two consecutive school years.*

If there exists, within a radius of 20 kilometres calculated according to the list of official distances, a State-organised or State-subsidised special education centre for a given educational network, a new centre for the same educational network may be set up or subsidised, provided that in the same way they number a total 4,000 pupils over two consecutive school years.

For the purpose of this sub-paragraph, the standard regulations will be applicable from the third school year.

§ 9. *The regulations for the centres and for the centres for special education laid down in this article may be added by a Royal Order passed by the Council of Ministers.*

§ 10. *The school year will start on 1 September and end on 31 August.*

replaced by Royal Order n° 467 of 01-10-1986; supplemented by Decree of 15-11-2001;
amended by Decree of 31-01-2002

Article 3. – § 1. *The technical staff of a centre organised or subsidised by the State shall consist of 6 staff members for counselling 3,000 pupils, as laid down in article 2(1)(1) of this law, and one additional member for each group of 1,600 pupils over and above 3,000 pupils.*

§ 2. *The technical staff shall consist at the minimum of:*

- 1 director;
- 1 educational psychology counsellor;
- 1 social worker;
- 1 paramedical worker.

After the fifth member of the technical staff, the additional staff member shall be an educational consultant counsellor or a social work or a paramedical worker.

In each additional group of three staff members, the duties performed shall be different.

Nevertheless, the additional group of three staff members referred to in the previous paragraph may include two social workers, in accordance with a derogation allowed by the Government. In this case, the additional group of three staff members may not include a paramedical worker.

If a derogation is allowed by the Government, the additional group of three staff members referred to in paragraph 3 may include an auxiliary educational psychologist, provided that this additional group already includes an educational psychology counsellor. In this case, the additional group of three staff members may not include a paramedical worker.

An application for a derogation pursuant to pursuant to the fourth or fifth sub-paragraph above shall be made at the latest by 15 December of the school year preceding the year in which the applicant hopes to be granted the derogation. The application will be made by the director of the centre, through the hierarchical channels, in the case of the Psychological, Medical and Social Centres organised by the French Community, and by the organising authority in the case of centres subsidised by the French Community.

The Government will reach a decision on the application for a derogation by 1 February following the deadline for the submission of the application as stated in the sixth sub-paragraph above.

The derogation will come into effect on 1 September of the school year following the year in which it has been granted.

The derogation referred to in the fourth or fifth sub-paragraph above will be granted on a final basis and may not relate to a post occupied, in the case of Psychological, Medical and Social Centres organised by the French Community, by a member of the technical staff accepted on a placement or with a permanent appointment and, in the case of centres subsidised by the French Community, by a member of the technical staff appointed or recruited on a permanent basis.

§ 3. *At least one doctor will be attached to each centre on a contractual basis.*

§ 4. *The statutory staffing specified in Article 4(1) above will be maintained provided that the number of pupils in the schools served amounts to 2,500. If the school population in the schools served falls below 2,500 pupils, the staffing specified in Article 4(1) above will be maintained over the period stated in Article 2(4) of this Law. An additional staff member will be retained provided that the number of pupils in the schools served corresponds to the standard laid down in Article 4(1) above minus 250.*

§ 5. *The additional staff member may be recruited or subsidised only if the number of pupils in the schools served reaches the level stated in Article 4(1), plus 250. The normal level stated in Article 4(1) will be applicable after one school year, and a new additional staff member may be recruited or subsidised on the basis of this level, plus 250.*

§ 6. *With due regard for the provisions of Article 4(2) above, the statutory staffing of a State centre located in the Federal German Republic will consist of four members of the technical staff provided that the number of pupils of the schools served amounts to 1,500, and five members of the technical staff provided that the number of pupils amounts to 2,250.*

The technical staff of such State centres shall be supplemented by two teams, i.e. two educational psychology counsellors, social workers, two paramedical workers and an auxiliary educational psychologist, who may be distributed between two centres based on language.

In the latter case, the statutory technical staffing for each of these State centres will be supplemented by an educational psychology counsellor, a social worker and a paramedical worker. In addition, an auxiliary educational psychologist will also be attached to the staff of one of the two centres.

§ 7. *By derogation from Article 4(1) and (4) above, the statutory staffing specified for a centre subject to the application of the provisions of Article 2(5) of this Law will be four members, as stated in Article 4(2) above.*

inserted by Royal Order n° 467 of 01-10-1986; supplemented by Decree of 15-11-2001;
amended by Decree of 31-01-2002

Article 4.

§ 1. *The statutory technical staffing of a special education centre organised or subsidised by the State will consist of 6 staff members for the counselling of 1,000 pupils, as provided in Article 2(1)(2) of this Law, and one additional member per extra group of 250 pupils over 1,000 pupils.*

§ 2. *The statutory technical staffing will consist of at least:*

- 1 director;
- 1 educational psychology counsellor;
- 1 social worker;
- 1 paramedical worker.

From the fifth member of the technical staff, the staffing will be supplied by an educational psychology counsellor or a social worker or a paramedical worker.

For each additional group of three staff members, the duties performed shall be different.

Nevertheless, the additional group of three staff members referred to in the preceding sub-paragraph may consist of two social workers, provided that a derogation is granted by the Government. In this case, the additional group of three staff members may not include a paramedical worker.

Provided that a derogation is allowed by the Government, the additional group of three staff members referred to in the third sub-paragraph above may include an auxiliary educational psychologist, on condition that this additional group already includes an educational psychology counsellor. In this case, the additional group of three staff members may not include a paramedical worker.

An application for a derogation pursuant to the fourth or fifth paragraph above shall be submitted at the latest by 15 December of the school year preceding the year in which the applicant hopes to be granted the derogation. The application will be made by the director of the centre, through the hierarchical channels, in the case of Psychological, Medical and Social Centres organised by the French Community, and by the organising authority in the case of centres subsidised by the French Community.

The Government will reach a decision on the application for a derogation by 1 February following the deadline for the submission of the application as stated in the sixth sub-paragraph above.

The derogation will come into effect on 1 September of the school year following the year in which it has been granted.

The derogation referred to in the fourth or fifth sub-paragraph above will be granted on a final basis and may not relate to a post already occupied, in the case of Psychological, Medical and Social Centres organised by the French Community, by a member of the technical staff accepted on a placement or with a permanent appointment and, in the case of centres subsidised by the French Community, by a member of the technical staff appointed or recruited on a permanent basis.

§ 3. *At least one doctor will be attached to each centre on a contractual basis.*

§ 4. *The statutory staffing of a special education centre organised or subsidised by the State, subject to the provisions of Article 2(6) of this Law, will consist, with due regard for Article 4(2), of four members of the technical staff provided that the number of pupils of the schools served amounts to 400, and five members of the technical staff provided that the number of pupils amounts to 750.*

If the school population of the schools served falls below 400 pupils, the statutory staffing stated in Article 4(2) will be maintained over the period specified in Article 2(6) of this Law.

The staffing for a school population of 750 or over will be maintained, provided that the number of pupils corresponds to the level stated in Article 4(1) and (4) minus 100.

§ 5. *An additional member of the staff may be recruited or subsidised only if the number of pupils in the schools served reaches the level stated in Article 4(1) plus 100.*

The normal level stated in Article 4(1) will be applicable after one school year, and a new additional staff member may be recruited or subsidised on the basis of this level, plus 100.

inserted by Royal Order n° 467 of 01-10-1986

Article 5. – *The King shall lay down, by an Order passed in the Council of Ministers and applying in a uniform manner to all subsidised centres and all subsidised staff members, the administrative posts and the procedures for the reassignment of staff members who become available for reassignment.*

inserted by Royal Order n° 467 of 01-10-1986

Article 6. – *Account will be taken of those the centres coming under the regulations laid down in Article 2(1)(1) and (2) of this Law, for the purpose of contributions from the School Buildings Funds, as provided by Articles 19, 20 and 22 of the Law of 29 May 1959 amending certain provisions of the law on education, as modified by Royal Orders 411 of 25 April 1986 and 459 of 10 September 1986.*

inserted by Royal Order n° 467 of 01-10-1986

Article 7. – *The King shall lay down, by an Order passed in the Council of Ministers, other rules on the organisation and status of the staff of State Psychological, Medical and Social Centres.*

inserted by Royal Order n° 467 of 01-10-1986

Article 8. – *The King shall lay down, by an Order passed in the Council of Ministers, other conditions for the granting of subsidies to centres set up by the provinces, communes, associations of authorities and private individuals.*

inserted by Royal Order n° 467 of 01-10-1986

Article 9. – **§ 1.** *Our Ministers of National Education may, each within his own purview, set up State centres only if they satisfy the conditions laid down by or pursuant to this Law; they will determine the spheres of activity of any centres set up in this manner.*

§ 2. *The State will allow the benefit of subsidies to the centres set up by the provinces, communes, associations of authorities and private individuals if they comply with the provisions laid down by or pursuant to this Law.*

inserted by Decree of 31-01-2002

Article 10. – *By derogation from Article 3(2)(6) and (7), a derogation taking effect on 1 September 2002 may be granted pursuant to Article 3(2)(5), provided that the application is submitted by 1 May 2002 at the latest.*

The Government will give its decision on the application for derogation referred to in the preceding sub-paragraph by 1 July 2002 at the latest.

inserted by Decree of 31-01-2002

Article 11. – *By derogation from Article 4(2)(6) and (7), a derogation coming into effect on 1 September 2002 may be granted pursuant to Article 4(2)(5), provided that the application is submitted by 1 May 2002 at the latest.*

The Government will give its decision on the application for derogation referred to in the preceding sub-paragraph by 1 July 2002 at the latest.

Decree 22-12-1994 (Moniteur Belge of 14-03-1995)

Article 6. – *By derogation from the provisions of the Law of 1 April 1960 on Psychological, Medical and Social Centres, the French Community will organise no new Psychological, Medical and Social Centre from 1 January 1995 up to the end of the 1996-1997 school year.*

Any Psychological, Medical and Social Centre that has not operated during the 1993-1994 school year or any centre whose creation has not been authorised before 1 September 1994 will be deemed to be new.

Any new Psychological, Medical and Social Centres and Psychological, Medical and Social Centres for special education opened between 1 January 1995 and 30 June 1997, in breach of this provision, by an organising authority other than the French Community, may not be granted the benefit of subsidies.

Organic Royal Order on Psychological, Medical and Social Centres

Royal Order 13-08-1962 / Moniteur Belge of 25-08-1962/10-10-1963

modifications: Royal Order 21-03-63 (Moniteur Belge of 30-04-63), Royal Order 28-10-64 (Moniteur Belge of 11-11-64), Royal Order 21-05-65 (Moniteur Belge of 13-07-65), Royal Order 06-03-70 (Moniteur Belge of 30-04-70), Royal Order 19-08-71 (Moniteur Belge of 09-10-71), Royal Order 23-09-71 (Moniteur Belge of 16-12-71), Royal Order 24-01-75 (Moniteur Belge of 25-03-75), Royal Order 30-01-75 (Moniteur Belge of 29-04-75), Royal Order 03-03-75 (Moniteur Belge of 07-05-75), Royal Order 17-09-76 (Moniteur Belge of 09-11-76), Royal Order 20-02-79 (Moniteur Belge of 05-05-79), Royal Order 27-07-79 (Moniteur Belge of 08-11-79), Royal Order 06-10-80 (Moniteur Belge of 25-11-80), Royal Order 24-08-81 (Moniteur Belge of 15-09-81), Royal Order 25-07-83 (Moniteur Belge of 24-08-83), Royal Order of 02-09-85 (Moniteur Belge of 05-10-85), Royal Order 454 of 29-08-86 (Moniteur Belge of 16-09-86), Royal Order 467 of 01-10-86 (Moniteur Belge of 18-10-86), Law of 01-08-88 (Moniteur Belge of 02-09-88), Royal Order 28-09-88 (Moniteur Belge of 20-10-88), Government Decree of 06-04-95 (Moniteur Belge of 12-07-95), Government Decree of 17-05-95 (Moniteur Belge of 11-10-95), Decree 23-12-99 (Moniteur Belge of 20-01-00), Decree 12-12-00 (Moniteur Belge of 16-01-01), Decree 12-07-01 (Moniteur Belge of 02-08-01, err. Moniteur Belge of 18-09-01), Decree of 20-12-01 (Moniteur Belge of 17-01-02), Decree of 19-12-02 (Moniteur Belge of 08-01-03).

Section 2. – Mission and organisation

replaced by Royal Order 24-08-1981; amended by Royal Order 02-09-1985; Decree 20-12-2001

Article 3.

§ 1. The centres' mission shall be to perform the following guidance tasks for the benefit of pupils in pre-primary, primary, secondary, full-time and special education and in part-time education set up to comply with the obligation of part-time school attendance within their sphere of activity:

1. to contribute towards optimising the psychological, psychopedagogic, medical, paramedical and social condition of the pupil himself as well as his immediate educational environment, in order to offer the best possible opportunities for the harmonious development of his personality and his individual and social wellbeing.

In this context, the mission entails:

a) adopting the necessary preventive and palliative measures in order to avoid or remove those factors threatening or handicapping a pupil, and remedying those factors;

b) helping, and collaborating in the educational tasks of, the persons exercising parental authority, the school authorities and all those taking a direct part in pupils' educational and pedagogic progress;

c) supporting the process of pupil's expansion and development and helping them to fulfil their potential in order to contribute towards their acquisition of autonomy, the harmonious growth of their personality and their individual and social wellbeing;

d) collaborating with the health supervision of pupils in the manner defined by the Decree of 20 December 2001 on health promotion in the school.

2. to provide pupils, the persons exercising parental authority, the school authorities and all those taking a direct part in pupils' educational and pedagogic progress, with information and advice on school and career opportunities, with a view to promoting the process of individual choice;

3. to conduct the multi-disciplinary examination and draw up the enrolment report required for admission to the adequate type of special education in implementation of Article 5 of the Law of 6 July 1970 on special education and in accordance with Article 7 of the Royal Order of the 28 June 1978 defining the types and organisation of special education and determining the conditions for admission to and remaining in the various levels of such education.

§ 2. The centres will also have the mission of carrying out the tasks of providing psychological, medical and social guidance for pupils attending a recognised training course

with a view to taking part-time compulsory schooling as envisaged by the Law of 29 June 1983 on compulsory schooling.

Our Ministers of National Education will, each within his own sphere, determine these missions and the manner of performance of the missions. The missions and conditions will be determined in the light of the view of the Higher Council of Psychological, Medical and Social Guidance and by common agreement with the competent community Minister(s) for the recognised training course.

§ 3. The centres may provide all those persons so requesting with information and/or advice on the opportunities for education, training and careers.

§ 4. The centres may collaborate in research related to the missions they are assigned.

§ 5. The activities of centres will be limited to the missions they are assigned by laws or those laid down by this Decree and to other missions specified by Ourselves, on the proposal of Our Ministers of National Education.

Nevertheless, Our Ministers of National Education, each within his own sphere, may call upon the State centres, and authorise the subsidised centres, to cooperate with initiatives directly related to the missions covered by this Decree.

replaced by Royal Order of 24-08-1981

Article 4. – In application of article 12(2) of the Law of 6 July 1970 on special education, the centres responsible for guidance for pupils in special education will have as their mission:

1. to conduct those activities envisaged in article 3 of the present order;
2. to assist the class council in accordance with the provisions of the Royal Order of 28 June 1978 cited above;
3. to provide career guidance and take part in the supervision supporting entry into work on a trial basis during the period of schooling.

replaced by Royal Order of 24-08-1981

Article 5.

§ 1. To guarantee the quality of the performance of its missions, a centre's activities shall be in accordance with:

1. the minimum programme laid down by Our Ministers of National Education, each within his own sphere, on the advice of the competent Higher Council of Psychological, Medical and Social Guidance.
2. a) for State centres:
 - the programme of activities laid down by Our Ministers of National Education, each within his own sphere (*see Ministerial Decree of 19-05-82 (08860), IX.A.10*);
- b) for subsidised centres:
 - the programme of activities laid down by their organising authority, in the centres coming under its authority, subject to the approval of the competent Minister of National Education.

This programme of activities will also cover the staff training activities planned.

3. the annual programme, drawn up under the responsibility of the director of each centre and forwarded to the competent Minister of National Education.

This programme may not include activities other than those envisaged in the framework of the programme of activities.

§ 2.

a) The programme of activities of a subsidised centre and any proposed changes to this programme shall be submitted for approval by 1 June preceding the school year during which the programme comes into force.

This programme or any proposed change will be deemed to have been approved if the Minister has not forwarded his objections to the organising authority concerned within sixty days from its submission.

A programme of activities or change thereto will come into force for an indeterminate period as of 1 September.

b) The annual programme shall be forwarded by 1 September of the school year concerned.

§ 3. Our Ministers of National Education, each within his own sphere, will determine, in the light of the opinion of the competent Higher Council of Psychological, Medical and Social Guidance, the format to be adopted by the programme of activities and annual programme for a centre subsidised.

(see Ministerial Decree of 20-11-81 (08858), IX.A.07)

Following the delivery of the opinion of the said Higher Council, they will determine, each within his own sphere, the procedures for recording the implementation of the annual programme *(see Ministerial Decree of 07-05-82 (08859), IX.A.09)*.

replaced by Royal Order of 24-08-1981

Article 6.

§ 1. In implementation of the provisions of this Decree, the organising authority of a centre will be free to decide on its methodological and ethical guidelines.

§ 2. The implementation of the activities laid down in Articles 3 and 4 shall be recorded in a log.

A file will be opened for each pupil who benefits from one of the centre's measures as envisaged in Articles 3(1) and 4 and, if implied by the methodology, for each group of consultants.

To enable the inspectorate to perform its mission, the requirements relating to the log and the files will be laid down by Our Ministers of National Education, each within his own sphere, on delivery of the view of the competent Higher Council of Psychological, Medical and Social Guidance.

(see Ministerial Decree of 07-05-82 (08859), IX.A.09)

amended by Royal Order of 24-08-1981

abrogated by Royal Order 467 of 01-10-1986

Article 7. [...]

replaced by Royal Order of 24-08-1981

Article 8. A centre shall be placed under the authority of a director, who will be responsible for day-to-day management and for coordinating the work of the staff.

replaced by Royal Order of 24-08-1981

Article 9. In the performance of its duties, the technical staff shall be independent of the heads of schools and of any management other than that of the centre.

replaced by Royal Order 24-08-1981

Article 10.

§ 1. The technical staff of a centre shall consist of a director, educational psychology counsellors, social workers, paramedical workers and educational psychology workers.

§ 2. No person may perform the duties of a member of the technical staff unless he is in possession of the qualifications required by Us for the performance of corresponding duties in the State centres.

Annex 3 (bis): Statistical information on the Psychological, Medical and Social Centres

*Database of the French Community of Belgium
Statistical Research and Deployment Division
<http://www.statistics.cfwb.be/>
PMS CENTRES – VOLUME II (2000-2001)*

The Law of 1 April 1960 prescribes the organisation or subsidising of a Psychological, Medical and Social Centre (PMS Centre) for a group of schools (pre-primary, primary and secondary) totalling a minimum of 3,000 pupils, the number of pupils in special education being calculated by multiplying by a coefficient of three.

For a population of 3,000 pupils, a PMS Centre has six technical staff members including at least: a director, a counsellor or educational psychology worker, a social worker and a paramedical worker. For each set of 1,600 pupils over 3,000, the centre's staffing is increased by one. In addition, at least one doctor is attached to each centre on a contractual but on a part-time basis.

The Royal Order of 13 August 1962 organising the Psychological, Medical and Social Centres defines their mission. Their primary role is to "contribute towards optimising the psychological, educational psychology, medical, paramedical and social condition of the pupil himself and his immediate educational environment, to offer him the best possible chance of harmoniously developing his personality and individual and social wellbeing". In the specific case of special education, it is the PMS Centre that is responsible for conducting the multi-disciplinary examination and drawing up the enrolment report required for admission to the adequate type of special education. These centres are also responsible for guidance tasks and may also give any person so requesting information and advice on opportunities for education, training and careers.

BUDGET

The share of the budget allocated to "education" that is attributed to PMS Centres has been broken down as follows since 1989:

	TOTAL	COMMUNITY	OFFICIAL, PROVINCE AND COMMUNE	INDEPENDENT
	current euros			
1989	44,333,278	17,126,964	11,065,967	16,140,347
1990	46,465,162	16,631,177	12,461,607	17,372,378
1991	49,330,811	17,959,886	12,672,317	18,698,609
1992	53,049,214	19,048,138	13,837,417	20,163,659
1993	55,431,471	19,695,141	14,667,860	21,068,471
1994	57,424,535	20,374,369	15,188,436	21,861,730
1995	58,485,519	20,607,389	15,485,908	22,392,222
1996	56,817,196	19,147,296	15,295,030	22,374,870
1997	58,840,007	19,112,591	15,964,343	23,763,073
1998	60,877,692	19,784,382	16,509,709	24,583,601
1999	59,722,508	18,777,935	16,351,057	24,593,517
2000	59,809,271	18,730,835	16,194,884	24,883,552

2001	61,487,510	18,438,320	16,613,824	26,435,365
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	TOTAL	COMMUNITY	OFFICIAL, PROVINCE AND COMMUNE	INDEPENDENT
constant euros				
1989	57,586,250	22,246,891	14,374,023	20,965,336
1990	58,346,372	20,883,793	15,648,059	21,814,521
1991	60,009,429	21,847,654	15,415,488	22,746,288
1992	63,007,140	22,623,685	16,434,853	23,948,602
1993	64,070,600	22,764,676	16,953,881	24,352,043
1994	64,834,536	23,003,456	17,148,336	24,682,744
1995	65,075,437	22,929,348	17,230,800	24,915,289
1996	61,942,107	20,874,382	16,674,642	24,393,083
1997	63,118,543	20,502,358	17,125,186	25,490,999
1998	64,686,998	21,022,352	17,542,772	26,121,873
1999	62,756,124	19,731,763	17,181,612	25,842,749
2000	61,287,778	19,193,868	16,595,227	25,498,683
2001	61,487,510	18,438,320	16,613,824	26,435,365

	TOTAL	COMMUNITY	OFFICIAL, PROVINCE, AND COMMUNE	INDEPENDENT
constant euros (1989 = base 100)				
1989	100	100	100	100
1990	101	94	109	104
1991	104	98	107	108
1992	109	102	114	114
1993	111	102	118	116
1994	113	103	119	118
1995	113	103	120	119
1996	108	94	116	116
1997	110	92	119	122
1998	112	94	122	125
1999	109	89	120	123
2000	106	86	115	122
2001	107	83	116	126

In constant euros, the 2001 budget for the whole group of educational networks has increased by 7% over 1989.

For the Community, this budget has fallen by 17%. On the other hand, there has been a 16% increase for official education and 26% for independent education.

In view of the regulations on the determination of the number of staff members working in PMS Centres, this difference in the relative variations can be explained mainly by a variation in the school populations of educational networks.

PERSONNEL AND THE NUMBER OF CENTRES

From 1991-1992 to 2000-2001, the number of members of the technical staff of PMS Centres who are paid out of the French Community budget, and the number of centres, including specialist PMS Centres (those for pupils in special education), have evolved as follows:

	PMS CENTRE TECHNICAL STAFF (Numbers as full-time equivalents)	NUMBER OF CENTRES		
		TOTAL	ORDINARY	SPECIALIST
1991- 1992	1,188.00	164	148	16
1992- 1993	1,183.00	163	147	16
1993- 1994	1,210.00	164	149	15
1994- 1995	1,215.00	165	150	15
1995- 1996	1,212.00	165	150	15
1996- 1997	1,206.75	164	149	15
1997- 1998	1,179.25	158	143	15
1998- 1999	1,178.00	157	142	15
1999- 2000	1,171.25	155	140	15
2000- 2001	1,175.75	155	140	15

In 2000-2001, the breakdown of centres and their staff by educational network was as follows:

	PMS CENTRES			PMS CCENTRE STAFF (full-time equivalents)			
	TOTA L	ORDINAR Y	SPECIALIST	TOTAL	ORDINARY	CEFA*	SPECIALIST
TOTAL	155	140	15	1.175,7 5	1.047	38,75	90
COMMUNITY	39	31	8	257	204	12	41
OFFICIEL	48	45	3	365,75	336	8,75	21
LIBRE	68	64	4	553	507	18	28

* Centre d'enseignement et de formation en alternance (centre for alternance education and training): posts authorised by Ministerial Circular

These figures do not include the paramedical workers conducting the school medical inspection (IMS) in the French Community PMS Centres. Moreover, in the subsidised educational networks, this school medical inspection task is not carried out the PMS Centres.

The table also excludes subsidised contractual officials, clerical workers and doctors attached to the centres.

Annex 3 (ter): Extracts from the “Missions” Decree

Section 2

Guidance after the first eight years of compulsory schooling

Article 21

On completing the first eight years of compulsory schooling, pupils shall be guided towards the form of education best suited to their aspirations and their capacities.

Article 22

The Class Council shall be responsible for guidance. To this end, it shall involve the Psychological, Medical and Social Centre and the parents. It shall guide each pupil in the formulation of an academic and vocational life plan according to the procedures described in article 67.

Article 23

In collaboration with the Psychological, Medical and Social Centre, each secondary school shall forward pupils in the first two-year tier of secondary education and their parents full information on:

- *the courses organised in the 2nd and 3rd two-year tiers of the technical and vocational humanities stream, which includes artistic education courses;*
- *the courses organised in the 2nd and 3rd two-year tiers of the general and technological humanities stream, which includes artistic education courses;*
- *alternance courses organised as provided by the Law of 29 June 1983 on compulsory schooling.*

Each secondary school shall, by means of visits or short observation placements, put pupils in the first two-year tier in contact with schools of the same nature organising both the transition stream and the qualification stream.

Such information, visits and placements shall promote the positive guidance of pupils on completion of their first two years of secondary education.

Section 3

Guidance during and on completion of the general and technological humanities stream.

Article 32

§1 Guidance shall involve teams of teachers, the Psychological, Medical and Social Centres, parents and pupils. It shall be one of the Class Council's essential tasks.

§2 The Government shall make information on higher studies available to secondary schools, indicating the requirements specific to each of the streams.

The Government shall ensure that the requirements for entering higher education are consonant with the competencies and knowledge defined in article 25 and the sets of tests produced by the Commission des outils d'Évaluation (Committee on evaluation tools) described in article 29.

At the request of a pupil enrolled for the final year of the general and technological humanities stream, the Psychological, Medical and Social Centre associated with the school shall help the pupil to discover his or her motivations and capacities with a view to achieving his or her plans.

Under its Educational Plan as specified in article 67, each school may allocate the equivalent of two weeks spread out over the whole of the third two-year tier to activities designed to encourage pupils to give considered thought to their career choices and the ensuing choice of studies. These activities shall form part of the

pupil's regular studies. The staff members coordinating and guiding these activities shall be on the permanent staff.

Section 4

Guidance during and on completion of the technical and vocational humanities stream

Article 59

Guidance shall involve teams of teachers, the Psychological, Medical and Social Centres, parents and pupils. It shall be one of the Class Council's essential tasks.

Article 60

The Government shall make information on higher studies available to secondary schools, indicating the requirements specific to each of the streams.

The Government shall ensure that the global educational requirements for entering higher education are consonant with the competencies and knowledge defined in article 35(1)(1) and the sets of standard tests described in article 52.

At the request of a pupil enrolled in the sixth or seventh year of the technical and vocational humanities stream, the Psychological, Medical and Social Centre associated with the school shall help the pupil to discover his or her motivations and capacities with a view to achieving his or her plans.

Under its Educational Plan as specified in article 67, each school may allocate the equivalent of two weeks spread out over the whole of the third two-year tier to activities designed to promote considered thought by pupils of their career choices and the ensuing choice of studies. These activities shall form part of the pupil's regular studies. The staff members coordinating and guiding these activities shall be on the permanent staff.

The provisions of the preceding paragraph may not cause a pupil to exceed the limits on activities outside the school laid down in pursuance of article 53(2).

Annex 4: List of guidance support software packages

Source: <http://www.agers.cfwb.be/org/cpms/FichesPMS/logiciels.htm>

Information software on careers, studies, schools and/or general subjects

<i>Itinéraire pour un métier</i>	<i>pdf (15kb)</i>
Fiches métiers ONISEP	<i>pdf (15kb)</i>
Expli-Site	<i>pdf (14kb)</i>
Université Libre de Bruxelles CD ROM	<i>pdf (14kb)</i>
Le Ludo des métiers	<i>pdf (14kb)</i>
PLANETE METIERS	<i>pdf (16kb)</i>
Atout ROME	<i>pdf (14kb)</i>

Mixed software (information and evaluation of occupational and personal interests)

Choix classique 96	<i>pdf (21kb)</i>
Pass-avenir	<i>pdf (18kb)</i>
Inforizon	<i>pdf (19kb)</i>
Carrières	<i>pdf (15kb)</i>
G. P. O.	<i>pdf (17kb)</i>

Software for the evaluation of occupational and personal interests leading solely to a personalised profile

Pro-LogII	<i>pdf (16kb)</i>
Q.I.L.	<i>pdf (15kb)</i>
IMADU	<i>pdf (14kb)</i>
Valences	<i>pdf (11kb)</i>
IAIP	<i>pdf (8kb)</i>
DMI	<i>pdf (8kb)</i>
MIPAPP	<i>pdf (9kb)</i>
PerformanSe – Oriente	<i>pdf (16kb)</i>
Compétences Expert	<i>pdf (16kb)</i>
La Station spatiale	<i>pdf (15kb)</i>
EVAL 2	<i>pdf (10kb)</i>
PLATON II	<i>pdf (13kb)</i>
Parade	<i>pdf (14kb)</i>
Parades 6-5	<i>pdf (15kb)</i>
LIMEF Guidance	<i>pdf (15ko)</i>

Annex 5: FOREM

Source: http://www.Wallonia.be/html/M2_Compétences/FOREM_1.htm
FOREM website: <http://www.leforem.be/>

Office wallon de la formation professionnelle et de l'emploi – FOREM

FOREM is the Walloon public service for employment and vocational training (the name is an acronym for the words “FORmation” and “EMploi”). Initially, FOREM was created as an agency jointly serving the Walloon Region, the French Community and the German-speaking Community.

Its territorial area was of the “variable geometry” type.

- For placement, its responsibilities were confined to the territory of the Walloon Region in other words, excluding the Flemish and Brussels-Capital Regions).
- For vocational training, its responsibilities covered the territory of the Walloon Region and French speakers in the Brussels-Capital Region.

In 1993, the French Community assigned practical responsibility for vocational training to the Walloon Region. By agreement with all the parties concerned, it was decided that FOREM would no longer be active as a training operator in the territory of the Brussels-Capital Region.

THE ORGANISATION OF FOREM

FOREM is a type B para-regional body. In practical terms, this means that FOREM is not in the hierarchy headed by the Walloon Government. It has been granted management autonomy so that it can be more flexible in its actions. The Walloon Government has a monitoring and supervisory role. With effect from 1 January 2000, the German-speaking Community is to have the same management responsibilities for employment and vocational training.

FOREM is administered by a Management Committee with a joint membership of 7 union representatives and 7 representatives of employers' associations.

The Management Committee is chaired by an independent person. FOREM is therefore a body jointly managed by the unions and employers. The Walloon Government is represented by two commissioners who have a consultative vote in all Management Committee meetings. They provide standing supervision of the FOREM directorate.

The day-to-day management of FOREM is the task of a general director, supported by an assistant general manager. The general manager carries out the decisions of the Management Committee. He directs the staff and, under the authority and supervision of the Management Committee, is responsible for the running of the office.

An executive Bureau was set up by the new Decree of 6 May 1999 on FOREM, together with an operating committee to administer T-Interim.

CURRENT CHANGES

Several decrees on FOREM were published in the *Moniteur Belge* in 2003. They do not directly relate to guidance and information but alter the manner of organisation and/or the status of the staff providing guidance and information.

- Decree of 13 March 2003⁸⁴ assenting to Fee-Charging Employment Agencies Convention 181, adopted in Geneva on 19 June 1997 by the General Conference of the International Labour Organisation (Moniteur Belge, 21 March 2003)
- Decree incorporating a Walloon fee-charging employment placement company (Moniteur Belge, 31 March 2003)
- Decree on the accreditation of placement agencies (Moniteur Belge, 31 March 2003)
- Decree amending the Decree of 6 May 1999 on the Office wallon de la Formation professionnelle et de l'emploi (Moniteur Belge, 1 April 2003)

For the full regulations in the Walloon Region on employment and vocational training, visit the Walloon Region Wallex⁸⁵ site, tab “thematic search” / Domains of “employment” law.

For full information on the employment and training arrangements coming under the Federal State, the Walloon Region, Brussels-Capital Region, the French Community Commission and the German-speaking Community, visit the site of the Notre Dame de la Paix University faculties and its feature on the “Promotion of Employment and Training”: <http://www.droit.fundp.ac.be/pef/default.htm>.

GUIDANCE WITHIN FOREM (extract from FOREM site: www.hotjob.be)

Career counselling

- If you want to think about your career guidance, etc.
- If you are contemplating further career guidance, etc.
- If you want to manage your working career better, etc.
- If you want to review your competencies, the job skills you have acquired, your strengths, etc.

Guidance counsellors are at your disposal and can offer you personalised help or advice in these various fields, free of charge and in complete confidence.

They are your partners in thinking about your future; they will support you throughout the guidance process, in which you are the active participant.

The counsellors' aims:

- to help you confirm an existing career project and to realise that project
- to help you define one or more career projects, by highlighting your strengths, interests, values and motivations

You will take part in individual, collective and even mixed approaches, whose duration, practical procedures and methods will be determined in the light of your needs, your willingness and your situation.

Contacts and general information:

(List of local centres and their leaders, with their telephone numbers)

⁸⁴ Under the reorganisation of the labour market in the Walloon Region, the Walloon Regional Council passed a decree on 13 March 2003 incorporating a Walloon fee-charging employment placement agency so that FOREM could shed those fee-paying activities competing with the private sector: temporary work, outplacement, recruitment, selection and management and human resource management consultancy, together with integration measures directed toward vulnerable target groups. This limited company incorporated under private law, whose registered office is in Charleroi, has taken over all the rights and obligations of T-Interim.

⁸⁵ Wallex: Walloon Region law database: <http://wallex.Wallonia.be/indexMain.html>

Annex 6: Extract from the Education and Training Council's Opinion 78

*Conseil de l'Éducation et de la Formation – CEF – Education and Training Council
www.cfwb.be/cef*

Avis (Opinion) no 78: "Orientation et information sur les études, les formations et les métiers" (Guidance and information on education, training and occupations)

Adopted by the Council on 21 June 2002

See summary table: reply to question 2

1.1 Extract 1: Guidance professionals

These are people who, by their profession, are involved in the preliminary contact with those in need of help with guidance, offering them information, advice, support, etc. There are three categories of such professionals, depending on their status:

- ◆ *First of all there are the institutional professionals, who come under the authorities and are governed by regulations laid down by decree. Within the French Community, they operate in the Psychological, Medical and Social Centres (PMS), the Agence Wallonne pour l'intégration des Personnes Handicapées (AWIPH – the Walloon Agency for the integration of the handicapped) and the Service bruxellois francophone des personnes handicapées (SBFPH – the French-speaking Brussels Service for the handicapped) and, officially since the "Missions Decree", class councils. Guidance services also exist within higher education establishments, although these are not governed by measures laid down by decree. At the level of the Walloon Region and the Brussels Region, these are public employment and training services (FOREM, Bruxelles Formation, ORBEM), as well as the Institut de formation permanente pour les classes averages et les PME (IFPME – Institute for Continuing Training for Small Traders and SMEs), the Centres publics d'aide sociale (CPAS – public social support Centres) which have developed their own internal guidance services, and the information services that are indirectly involved in guidance (Carrefour Formation).*

Next come those who work in the association sector, which has built up many activities in this field, often in partnership with the institutional providers. The practitioners in the association sector generally focus on a more specific target group or concentrate their work on a specific type of tool. Here again the confusion sometimes lies in what constitutes guidance help for individuals and merely providing them with information on studies and careers. The bodies include parents' associations, the Entreprises de formation par le travail (EFT – enterprises for training through work EFT), Ateliers de formation par le travail (AFT –workshops for training through work), the ASBLs (non-profit-making socio-occupational associations) which take people with significant difficulties in integrating into society and the working world and who usually have no qualifications, the university guidance services directed towards adolescents seeking academic guidance or students who would like different guidance, or again ASBLs developing information tools such as the Service d'Information sur les Etudes et les Professions (SIEP – Education and careers information service), the Centre de Documentation et d'Information sur les Etudes et les Professions

(CEDIEP – the Centre for documentation and information on education, training and careers), Infor jeunes, etc.

- ◆ *Lastly, there are the private-sector operators. These include operators developing information and/or guidance measures based on sector-specific initiatives (building industry funds, etc.), clubs such as the Lions or the Rotary Club, Chambers of Commerce and Industry, etc. Some of the leading practitioners of guidance in the private sector are also the professionals engaged in human resource management in companies, the reception departments of temporary employment agencies, enterprises concerned with outplacement, etc.*

1.2 Extract 2: Towards a definition of information

Information on education, training and careers is part of the process of guidance, but it is information targeted towards specific groups. It includes:

- *conveying an awareness of studies and occupations from early childhood,*
- *providing up-to-date information for adolescents and adults needing preliminary or further guidance,*
- *continuing training for teachers and trainers on developments in careers and the labour market.*

People's intentions as regards their studies, training and employment are determined by their social and personal perceptions (of paper qualifications and diplomas, occupations, sectors of the economy, employment catchment areas). These perceptions are built up in the light of their socio-economic and family environment, and are dependent on their self-image, their courage and their doubts as they face what they see as their world.

Work on perceptions is an important approach, one that should be taken not only with the information users but also with the people who are in contact with those users (parents, teachers, their own circle, trainers, etc.).

In the provision of guidance information in practice, information and communication technologies, especially the Internet, can be used as efficient interactive tools provided that certain conditions are satisfied:

- *the tool should be regarded as a support for guidance and information approaches, not as a substitute,*
- *depending on what is being asked, there should be encouragement for a move towards "tailor-made" information, in other words personalised information that is relevant to each individual,*
- *exploration should be seen as an educational act of acquiring new information, in order gradually to establish a "guidance mentality" that will enable the young and the not-so-young to grasp the opportunities open to them.*

Taking the above considerations as a starting point, it can be conceived that information is built up from the perceptions and the meanings processed and memorised by an individual or, to put it more simply, from what the individual has understood and digested, what he can re-use in a given context or at a given time in order to reply to a given question. Guidance information then becomes meaningful

as part of a cognitive process of the construction, deconstruction and reconstruction of what has been presented to him.

NB: presentation is inherent in the guidance approach, and not only in the context of providing information: to build up a self-image, a picture of what is possible and of one's aspirations, one needs to look beyond the perceptions that one has stored in the light of one's past life experience!

In essence then, in the field of guidance, information is a pedagogic act. Nothing can be constructed except on the foundation of what one has already acquired. In the same way, users can be given a piece of information only if this is integrated into their prior knowledge.

Thus, to enable a person go modify or evolve his pre-perceptions, or to develop new relevant perceptions, specialists propose that guidance providers adopt four basic principles:

- set specific learning objectives,*
- build up the information with due regard for the perceptions of the target group concerned, taking not too distant a position but remaining sufficient aloof to generate a measure of dissonance which will help with the appropriation of that information,*
- make available the whole set of relevant data, sorted and in logical order,*
- marshal the information in a format suited to the objectives and content, to include the use of multimedia tools but without ignoring other less complex or technical formats that may sometimes be easier to apprehend.*

The Council also points out the importance of working on the person's life plan in parallel with the planned provision of information.

In the European framework of European Social Fund objectives 1 and 3, IFPME has set up an integrated decision aid mechanism that will identify and define the vocational guidance of young people in their period of compulsory schooling who wish to enrol for its internal alternance training arrangement: after the initial contact with the young people and their families, IFPME gives them information on occupations and alternance training measures and helps them to define their life and career plans so that those responsible for their supervision can finalise their training plan.

In conclusion, the Guidance Working Group has produced the following definition of guidance-linked information:

In the process of lifelong guidance, the definition of information depends on the angle from which it is approached:

- for the person seeking information, it is a phase in which he must be able to arrive at a choice in due awareness of the range of possible choices and comparing that choice with his social perceptions, his competencies and his personal life plan, thus taking the step to the guidance phase.*
- for the information professional, what is required is to make full and structured information available to the user so that he can make a choice in due awareness of the facts, working on his social perceptions of the world of work, studies or training.*

- *for the guidance professional, information is one of the phases in the process whereby the user can make a choice, one that must be supplemented by further phases in which the professional can support the user in building up his plan by helping him to arrive at an audit on himself, his competencies and his perceptions of careers, studies and training as well as absorbing information relevant to his life and career plans.*

There is a misinterpretation if information is confused with guidance, either by presenting the user only with information that has been pre-selected in the light of the mental image that has been formed of him or by combining the compilation and choice information in the same phase, either by assuming that the work of guidance ends once the information has been provided or by failing to check the relevance and topicality of the information given, or again by failing to ensure that the information is appropriate for the plan of the person in the process of guidance.

Annex 7: IFAPME and the Service Formation PME (formerly IFPME): Terms of reference

Since 1 September 2003, the terms of reference of the Institut de formation permanente pour les Classes Moyennes et les PME (IFPME – Institute for Continuing Training for Small Traders and SMEs) as they relate to vocational training for small and medium-sized enterprises (SMEs) have been transferred, in the Walloon Region, to the Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises (IFAPME – Walloon Institute of alternance training and training for small traders and small and medium-sized enterprises) and, in the Brussels Region, to the Service Formation PME (the department for SME training), an administrative department of the Commission Communautaire française (COCOF – the French Community Commission).

The cooperation agreement of 20 February 1995 between the French Community, the Walloon Region and COCOF sets up ongoing training for small traders and SMEs.

The two management contracts between IFPME, the Walloon Region and the Collège de la Communauté française pour la Région de Bruxelles-capitale in 1998 set out the quantitative and qualitative objectives to be attained in the organisation of training activities.

IFPME arranges for the development of training and framework programmes encouraging the self-employed and the staff of SMEs to be more effective and competent and to improve their performance in order to cope with the situation on a radically changing European market.

The Cooperation Agreement and the two Management Contracts give IFPME various tasks:

- 1) coordinating and accrediting training courses organised by the Training Centres in the educational network;*
- 2) designing and updating training programmes in line with developments in technologies and local needs;*
- 3) supervising training in the workplace and harmonising the two parts of alternance training: in the workplace and in the training centre;*
- 4) taking any step to develop or improve permanent training;*
- 5) specific programmes have been successfully launched over the past three years, for example in the field of Information and Communication Technologies (ICT), electronic commerce, training-support for new business creation or for those taking over enterprises, training of SME managers and city centre management, etc.*

In adopting all these measures, IFPME has become a major contributor to the economic and social development of the Walloon and Brussels Regions

CHANGES:

In the course of September 2003, IFPME has been reorganising in order to keep in line with Belgian federal agencies, and its tasks have therefore been transferred to the Regions.

The body is now IFAPME: the Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises (Walloon Institute of alternance training and training for small traders and small and medium-sized enterprises).

Its website is under construction: www.ifapme.be

In addition there is the Service de Formation PME (COCOF administrative department) in the Region of Brussels.

Annex 8: ORBEM and BRUXELLES FORMATION

➤ **ORBEM** (Extract from: <http://www.orbem.be/>)

Personal help in the form of the following services:

- expert advice and career guidance
- guidance on appropriate vocational training
- effective support and help with active jobseeking
- intensive support for suitable training and the right job for you
- information on employment in general
- short-term child care
- language test
- information on discrimination in recruitment

Jobseeking support services

(Extract from http://www.bruxelles.irisnet.be/FR/7fr_user/7fr_8tra/7fr_8tra.htm)

- **Service de guidance socioprofessionnelle de l'ORBEM (by appointment)**

Rue Marché aux Poulets 7
1000 Brussels
Tel. (+32.2)505.77.50

This department for socio-occupational guidance arranges activities directed towards jobseekers who are “hard to place”, who cannot find work directly through the traditional job-finding routes: the long-term unemployed, young people with lower-level scholastic attainment or qualifications, those in receipt of the minimum living allowance, the over 50s, etc.

- **Centre psychologique de l'ORBEM**

Rue Marché aux Poulets 7
1000 Brussels
Tel. (+32.2)505.15.04

This psychological support centre sets up initiatives designed to help jobseekers in their steps to obtain employment matching their profile, offering a guidance review, helping with drawing up a CV and covering letter, preparing for job interviews, etc., but also restoring their impetus and providing psychological help to jobseekers facing crisis situations associated with their joblessness.

- **Antennes d'information de l'ORBEM**

These local information points create a link between the local socio-economic fabric and ORBEM departments. They provide information to jobseekers on job opportunities and introduce them to employers, in consultation with the Placement service. Jobseekers can obtain full information at these decentralised units on ORBEM's services, training opportunities, social and labour legislation, grants and employment programmes, etc.

“The skills audit is a step designed to build up a realistic career plan, taking due account of the worker's characteristics and his socio-economic environment” (extract from Bruxelles Formation folder). This measure is targeted to workers in the enterprise. It consists of 6 to 10 hours' discussion with a counsellor and entails about 15 hours' personal work. the whole is spread out over two months. There are few places available.

➤ **BRUXELLES FORMATION** (Extract from:
<http://www.bruxellesformation.be/>)

Since 1994, following the regionalisation of Belgium, the responsibility for adult vocational training in Brussels has been taken over by the Commission communautaire française (COCOF). For the day-to-day implementation of this mission, COCOF has set up a public body whose task it is to help you to qualify, improve your skills or train in new skills (Decree of 17 March 1994). Its name is Bruxelles Formation. The annual report that has been brought out every year since 1997 gives a full description of its activities, besides providing numerous statistics. For French-speakers in Brussels, there are three different agencies, depending on whether the issue is employment, unemployment or vocational training

- unemployment (payment of allowances and monitoring of the unemployed) is the responsibility of Onem (Office national pour l'emploi),
- jobseeking comes under Orbem (Office Régional Bruxellois de l'Emploi),
- lastly, for the Brussels population, vocational training comes within the purview of Bruxelles Formation.

Bruxelles Formation offers a range of almost two hundred different training courses, which are grouped in “poles”:

- *guidance and support pole*
“This pole offers a very original guidance process: for six weeks you are in a real-life work situation, you review your status with your trainers and, at the end of the period, you may embark on a specific training course”
- *technical and industrial occupations pole*
- *office and service occupations pole*
- *IT and management skills improvement pole*
- *assisted self-learning and distance training pole*
- *enterprises pole*

And because it is not always easy to pick one's way through such a wide range, Bruxelles Formation can call on an information and advice centre: Carrefour Formation.

Carrefour Formation is the starting point for all training routes. This is the place where men and women listen to your needs and your expectations. All of them have the necessary skills to give practical replies to your questions and to advise you before you embark on your training.

Bruxelles Formation also hosts the work of the Commission consultative en matière de formation, d'emploi et d'enseignement (CCFEE – Advisory board on training, employment and education) and acts as its secretariat.

Bruxelles Formation: in collaboration with its partners.

As an official Brussels-Capital Region body, Bruxelles Formation cooperates with many occupational sectors, teaching establishments and socio-occupation integration agencies, as well as with bodies responsible for training directed towards handicapped people.

Employee or self-employed?

While Bruxelles Formation is at the service of people taking training with a view to a job under a contract of employment (white- or blue-collar), [EFPME](#) (Espace

formation PME) works for small traders and SMEs in the context of self-employment.

Annex 9: The Information and Documentation Centre

The Louvain Catholic University's Centre d'Information et de Documentation

target groups:

- school-leavers,
- students in higher education,
- young graduates,
- adults.

You want to

- find out more about careers in the working world,
- find out more about higher education courses,
- take a critical look at this information,
- review what is important for you, what you want to become,
- clearly express your aspirations and plans.

Our special concern is the whole range of guidance questions that arise at times of transition, from leaving secondary education up to the entry of graduates and diploma-holders into the working world.

We offer you individual meetings

Counsellors and psychologists are at your disposal to help you identify your interests and aspirations more clearly, discuss your plans with you and see how they can be translated into reality, so that you can define your preliminary study or career objectives.

We offer you a documentation centre

You are given direct access to documentation. A counsellor is available if you need guidance in your research.

The documentation centre is structured around three themes:

1. Higher education

Education and training programmes in the colleges and universities, in Belgium and abroad.

2. Careers

Descriptions of careers and occupations, sectors of activity, personal accounts by professionals.

3. Employment

Job search support publications, documentation on sectors of work, the nature of work in different occupations, employers.

We also offer group activities

In response to requests from secondary schools and colleges and universities, the Centre organises group activities designed to develop and target pupils' or students' personal and career plans.

Annex 10: Relay training programme for students in higher education

*The Relay training programme for students in higher education was organised for the first time in the 1995-1996 academic year by the Centre d'enseignement supérieur de Promotion et de Formation continueé du Brabant wallon (CPF – **Higher education Centre for advancement and continuing training for Walloon Brabant**), with the support of the Louvain Catholic University's Institut de Pédagogie universitaire et des Multimédias (IPM – Institute of university and multimedia pedagogy). The aim is to tackle the difficulties of students dropping out after a few weeks or months at university or college, who normally have no provision while they wait for the beginning of the next academic year.*

Since it was first set up, the systematic assessment of the training programme has been a constant concern. There are regular assessments of the education provided and the conduct of the programme each year, with a view to adapting the relay training measure by identifying the strengths and weaknesses of the programme as a whole, suggesting improvements and innovations in education both internally within each of the training units and in the overall structuring of the programme. In addition, there have been two surveys (one conducted in April 1999, the other in October 2001) for a post-validation of the methodological choices and to measure the impact of the training on the progress of the students after they have completed the relay training.

The relay training programme

As the programme is currently structured (see annexed diagram), it is in four successive steps, corresponding to different phases in the construction of a personal training plan: exploration, clarification, confrontation and lastly validation. As the programme progresses, the student's personal plan takes up more and more time, while the number of hours devoted to subject-related courses gradually decreases.

The first phase in the programme starts with a week in which the students get to know each other and the trainers, produce a motivation file and take tests, especially in languages and mathematics, to determine the standard they have reached in these subjects. The students are also introduced to the schedule of courses and the training requirements. At the end of this week, they enter into a commitment to pursue the training and to accept the specific objectives set out in a written agreement.

After this first week, courses forming part of two training units begin. These are unit 1, "Further study of the standard languages of higher education", which includes courses in French, mathematics and information technology, and unit 2, "the development of basic competencies for higher education", which includes modules in note-taking, time management, documentary research, summarising and evaluation. This first phase ends with the student delivering a scientific report on a subject of his own choice. This report is the integrating factor in this phase. It must be of the standard required in higher education and can therefore help with assessing the students' competencies and the progress they have made.

The second phase in the programme consists of training units 3, “Training in personal and integrated adaptation in higher education”, and 4 “Contextualising: personalised training plan”. In unit 3 the student can produce an overall personal audit, as well as approaching the questions of employment and training, health and his student status and various aspects of group work. Unit 4, on the other hand, consists of monitoring the student as he constructs his own plan. The integrating factor here is the portfolio, for which student can assemble everything he has acquired during the programme that will help him to define his plan. The phase ends with the student’s presentation of a progress report on his personal plan to the trainers.

The third phase of the programme starts with the signature of a binding contract between the student and the person providing support. During this phase, the student can tackle the plan he has presented at the end of the previous phase, embarking on placements and academic activities linked with his plan. The students are also expected to take at least two out of the four courses offered under the programme. This phase closes with a presentation of his personal plan to a committee consisting of people from outside the training programme, selected for their skills in active listening to students and providing guidance.

In parallel with these three first phases, students are invited to take part in sports activities with a view to preparing for and, at the end of the programme, to take part in an ambitious sporting challenge.

Lastly, in the fourth phase the student formulates and implements a personal action plan, with the help of his support officer, in order to validate that plan. At this point the student takes the final steps needed before he embarks on the full implementation of his plans. These steps are determined by the reactions and questions generated by the presentation of his personal plan to the committee. For example, he may have to gain further experience in another placement, meet other professionals, extend his research or enquire into new occupational fields. In parallel to this work of validating the plan, the student is asked to present evidence of having taken the courses to which he has committed himself during the previous phases. The programme ends with a group activity in which each student presents his plans to his companions and acknowledges the contributions from the group towards its formulation.

Practical organisation

Starting date	Ending date	Standard price (exempted persons and jobseekers)	Number of periods
Session 1 18/11/03	30/06/04	€375 (€225)	450
Session 2 09/02/04	30/06/04	€295 (€180)	370
Session 3 20/04/04	30/06/04	€230 (€150)	200

Annex 11: Survey on outplacement in Belgium in 1998

1. Introduction

These statistics are based on a survey conducted on various outplacement consultancies affiliated to the Association Nationale des Cabinets d'Outplacement (ANCO – the national association of outplacement consultancies), relating to applicants on an individual programme. The survey covers a total of 856 applicants.

Based on these findings, we shall try to determine who the applicants are, what companies have offered them programmes and which enterprises have taken them on.

2. Identity of the applicant

The survey confirms that outplacements tends to be offered to men. Of the applicants observed, 69.2% are men and only 30.8% women.

By comparison with the statistics for the previous year, there is a slight fall in the relative number of men, but they are still clearly in the majority.

The fact that women seeking an outplacement are in the minority may be due to the higher level of the posts of the outplacement applicants; these are in fact the posts that are occupied by men.

3. Typical profile

The average age and seniority of the applicants are identical for the various consultancies.

There is no marked diversion from the mean, with a minimal spectrum of the average age group (34-43). The average age of all applicants in the different outplacement agencies is 39.8 years, a 1% increase over 1997. Average seniority is 9 years, the same as in 1997.

We can then work out a typical profile and may arrive at certain psychological/social conclusions. The typical profile, then, is a person aged about 40 who has worked for the same employer for 9 years.

4. Language groups and language knowledge

The different language groups (out of 422 applicants) are as follows:

- 58.3% are Dutch speakers
- 34.1% are French speakers
- 5.0% are English speakers
- 0.7% are German speakers
- 1.9% speak other languages (Italian, Swedish, Portuguese, etc.)

Mother tongue

By comparison with 1997, there were more speakers of Dutch and other mother tongues but fewer French and English speakers in 1998.

The survey on language knowledge shows that there is a breakdown into 5 groups according to the number of languages acquired by the 343 applicants observed:

- monolingual: 47 people = 13.7%
- bilingual: 68 people = 20.1%
- trilingual: 159 people = 46.4%
- quadrilingual: 66 people = 19.2%
- multilingual (5 languages and over): 2 people = 0.6%

Language knowledge

The findings show that the majority of the applicants observed are trilingual (46.4%), as was the case in 1997 (42.1%).

In 1998 there were more monolingual people, more bilinguals and more trilinguals but far fewer quadrilinguals than in the previous year (19.2% compared to 33.3% in 1997).

5. The reasons for redundancy

No fewer than 64.6 job losses out of 100 are due to economic reasons (slightly more than in 1997).

In 22.4% of the cases observed, a personal reason was mentioned (a slight decline from 1997).

The remainder of the cases of job loss were for unspecified reasons.

6. Who proposes outplacement?

In most cases (90.4%) it is the employer who suggests outplacement, but in 1 case out of 10 (9.6%) the employee takes the initiative in asking for a programme. These figures are comparable with those of previous years.

37.1% of applicants are entitled to choose an outplacement agency themselves, representing a not inconsiderable number of “shoppers”.

The number of “shoppers” has risen by 7% compared to 1996.

7. The duration of support

The average of period of support is 16 to 17 weeks (for the 839 applicants observed).

8. Through which channels did the applicants find a new job?

In 1998 new jobs were found through:

- 1. recruitment agency: 11.7%*
- 2. executive search: 5.5%*
- 3. mailing: 11.1%*
- 4. networking: 33.1%*
- 5. employer's advertisement: 25.6%*
- 6. applicant's advertisement: 0%*
- 7. self-employment: 4%*
- 8. other (temporary employment, ORBEM, FOREM, VDAB [Flemish Board for Employment and Vocational Training], etc.): 8.1%*

We can conclude, then, that networking and employers' advertisements are the most effective ways of securing a new job, as was the case in 1997, when networking was successful in 28.9% of cases (33.1% in 1998) and employers' advertisements in 23.3% of cases (25.6% in 1998).

The success of advertising by the applicant, which still applied to 6.7% of cases in 1997, fell back to 0% in 1998.

There was status quo for the other channels.

9. Salary in new post

The salaries in the new posts (820 applicants), compared with their former salaries, are:

- higher: 32.1%*
- the same: 45.0%*
- lower: 22.9%*

By comparison with 1997, there was a rise in the percentage of applicants found to be earning more in their new jobs (30% in 1997, 32.1% in 1998).

The percentage of applicants earning the same also rose (40% in 1997, 45% in 1998). We can deduce that there was a smaller percentage of applicants earning lower salaries in their new job in 1998 compared with 1997.

10. Have the applicants benefited from additional training?

To add to their experience or CVs, have applicants been able to take additional training to pave the way for their future jobs?

In 1998 about 11.8% of the applicants took extra training to increase their skills in their new posts (841 applicants).

This represented a sharp drop from the 1997 position, when the figure was 68.7%.

In other words, there was a decrease of 57%.

11. The job: a comparison between the former and the new jobs

11.1 Former employment

- *Private sector compared with the public sector (636 applicants)*

It is virtually only the private sector that proposes outplacement, i.e. 99.7%

- *Size of enterprise (714 applicants)*

The majority of applicants (39.4%) came from companies employing over 500 people.

The other figures were as follows:

- *fewer than 50: 11.5%*
- *51 to 100: 20.7%*
- *101 to 500: 28.4%*

The figures are similar to those reported the previous year.

- *Sector of activity (856 applicants)*

The majority of the applicants were from the chemical industry (16.7%), pharmaceuticals/cosmetics (11.4%), finance (8.3%) and other sectors (21.7%).

The chemical industry accounted for far more people than in 1997 (7%), as did pharmaceuticals/cosmetics. There was a slight drop in the financial sector compared with 1997 (3%).

- *Level of post (779 applicants)*

A distinction was made by the level of the applicants concerned, with a breakdown into four groups (779 applicants):

- 1) *Management/administration: 12.6%*
- 2) *Senior executive: 18.7%*
- 3) *Middle-ranking executive: 38.1%*
- 4) *White-collar/blue-collar worker: 30.6%*

The majority of the applicants had jobs as middle-ranking executives.

Compared with 1997 there was an increase of over 6% in “management/administration” and over 3% in the fourth category. The “senior executive” and “middle-ranking executives” fell back by 2% and 8% respectively.

- *Duties (772 applicants)*

The applicants worked mainly in the following areas: marketing/sales (26.7%), finance/administration (20.3%) and production/technology (16.8%)

The figures were close to the findings in 1997, with little variation.

11.2 New employment

- Private sector compared to the public sector (621 applicants)

Essentially the applicants came from the private sector (95.6%)

- *Size of enterprise (711 applicants)*

The finding is that there is a shift in the size of the enterprise in which new employment is found. Whereas 39.4% of applicants were from companies with a work force of over 500, only 27.1% found jobs in an equally large enterprise. On the other hand, 31.4% of the applicants found jobs within a small firm with a work force of fewer than 50 people.

17% of the applicants found their new jobs in companies employing 51 to 100 people, whereas 24.5% of them joined enterprises employing 101 to 500.

The figures reflect those of previous years.

- *Sector of activity (839 applicants)*

The main changes relating to the sector in which the new employers operate are as follows:

A marked fall in the chemical industry (from 16.7% to 7.9%), whereas employment in the service and consultancy sectors rose considerably (from 5.5% to 13.1%)

This was the same trend as in 1997.

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Annex 12: Current research at the Facultés Universitaires Notre-Dame de la Paix – FUNDP

*Facultés universitaires Notre-Dame de la Paix – Notre-Dame de la Paix university
faculties*

*Research on the nature and setting up of a measure for objective research on
guidance in the school*

*Department of Education and Technology
(October 2001 – September 2003)*

Description

Many papers, especially those reporting on research and the various projects that we have been monitoring over several years in secondary school, have evidenced the difficulties being experienced by pupils and their parents, teachers and the PMS officers in the field of guidance. Our first project, then, is to describe the situation of the parties involved in this process. We shall identify their respective difficulties, their resources in terms of the competencies acquired and the action taken to pave the way for effective guidance approaches. The end objective: to equip the educational partners by providing them with information on young people's needs and the steps that are likely to meet those needs.

Our working objectives are to:

- 1. Ascertain the role that the teacher, PMS officer and director assume s regards the construction of pupils' guidance plans.*
- 2. Pinpoint the areas that the teacher, PMS officer and director agree to tackle in order to help young people to find their way.*
- 3. Identify the needs of the teachers and PMS officers when they are called upon to support young people in the construction of their guidance plans.*
- 4. Identify the needs of the PMS officers and directors when they are called upon to work with the teachers or guide them in the action they are taken to support young people in the construction of their plans.*
- 5. Identify the needs, difficulties and resources of the young people when they are called upon to make choices.*
- 6. From listening to what the young people say, pinpoint the factors entailed in constructing their life plans.*
- 7. Analysing the respective impact(s) of these factors on the construction of the guidance plan. In the same way, we shall analyse the organisational and institutional characteristics of the French Community of Belgium to determine those areas in which measures could be set up.*

Research staff

Jean DONNAY, leader (2001-2003)

Dominique GODET, researcher (2001-2003)

Sephora BOUCENNA, researcher (2001-2003)

Annex 13: Finance or subsidies from the French Community

Only the French Community educational network receives an “appropriation”; all the others should in principle receive a grant of 75% of the amount laid down by the Pacte Scolaire (“Schools Pact”). The protocol of the 1958 Pacte Scolaire provided that operating grants for grant-aided education (private or run by the authorities) should be increased to 75% of the operating grants for education organised by the State. Before the Saint-Boniface Agreements this principle was not observed, and it is thought that in practice this revenue varied between 40-60% according to the level of education. As a result, the schools had to exist on 80% of the 1983-level purchasing power.

On 5 June 2001, a political agreement on restoring the equilibrium of subsidies was reached between the Centre Démocrate Humaniste (CDH – the centre democrat humanist party), the Socialist party, the Mouvement Réformateur (MR – the Reform Movement), and Ecolo, the ecology party, and was embodied in the Saint-Polycarpe and Saint-Boniface Agreements. On 12 July 2001 the French Community Parliament passed a decree aimed at improving the material conditions in nursery, primary and secondary education.⁸⁶

Extract from “The Education System in the French Community”

***Reine-Marie Braeken**, Secretary General of the Conseil de l'Enseignement des Communes et des Provinces ASBL (Council for Education in the Communes and Provinces – a non-profit making association), December 2000.*

B. A FINANCIAL COMPROMISE: THE PRINCIPLE OF GRANTS

According to article 3 of the Pacte Scolaire, enacted on 29 May 1959, “The State shall organise pre-primary, primary, general secondary education, initial teacher training, technical, artistic and special education and shall, where the need arises, create the schools and school sections necessary for the purpose”.

This article reaffirms and establishes the French community’s right of initiative in the matter of education.

At the same time, however, the same article provides, in its second indent, that the State “shall subsidise those schools and school sections meeting the statutory standards that are organised by the provinces, the communes, the commune associations, other public entities and private individuals”.

It thus establishes the principle of subsidising the private education network on the one hand and the official subsidised network on the other. ...

1. Eligibility for grants

To be eligible for grants, the school or school section must comply with a number of conditions, some of them objective and numerical targets and some reflecting obvious educational imperatives.

Article 24(2) of the Pact of 29 May 1959 lists these conditions:

“A school or section of a school shall be eligible for subsidies if it conforms to the legal requirements and regulations concerning the organisation of studies and the application of language laws and, furthermore, if it meets certain conditions, i.e. that:

⁸⁶ According to the CDH press release of 04/12/2002

1. *it adopts a structure that already exists in State education or is approved by the Minister for State Education;*
2. *it follows a curriculum that meets legal requirements or one approved by the Minister for State Education;*
3. *it submits to supervision and inspection organised by the King. This inspection will focus in particular on the branches of teaching, the level of studies and the application of language laws, but excludes teaching methods;*
4. *it is run by a corporate entity or a private individual who assumes full responsibility;*
5. *the minimum number of pupils by class, section, tier or other subdivision laid down by Royal Order passed by the Council of Ministers, unless exemptions are allowed by the Minister for State Education due to particular and exceptional circumstances;*
6. *it is established in buildings complying with hygiene and health standards;.*
7. *it has teaching materials and educational equipment complying with teaching requirements;*
8. *it forms an educational entity situated in the same complex of buildings or at least in the same commune or residential area, except if dispensation is allowed by the King in exceptional cases (the obligation of being located in the same commune or residential area shall not be imposed on an educational entity placed under the management of a single head and arising from the merger of existing schools in school year 1974-1975; in this case a dispensation is not necessary);*
9. *the staff it employs are not liable to endanger the health of pupils and are therefore subject to the monitoring specified in Article 28(4).*
10. *it adheres to the system of holidays as it is to be organised in pursuance of Article 7 of the current law."*

2. The different types of grant

a. Staff pay subsidies

Article 27 first indent of the Law of 29 May 1959 amended by the Law of 11 July 1973 listed the categories of personnel who may be subsidised, namely:

- *Management and teaching staff,*
- *Educational auxiliary staff,*
- *Administrative staff,*
- *Staff with medical, paramedical and social functions.*

The staff pay subsidies shall be equal to the salary plus the various allowances to which the party concerned would be entitled, taking his qualifications into account, where he is a member of the teaching staff from the Community. Staff subsidies vary according to the level of education.

In pre-primary and primary education only members of the management and teaching staff benefit from pay subsidies, provided that the communes observe the conditions imposed by Article 28 of the Schools Pact and articles 21 and 30 of the decree of 6 June 1994 as subsequently amended, and provided that they comply with the regulations on the school population laid down by the decree of 13 July 1998 on the organisation of ordinary pre-primary and primary education.

b. Subsidies for running costs and equipment.

These are granted to cover the school's running costs and equipment and for the distribution of free textbooks and school supplies to pupils of compulsory school age. For the current school year, the total grants towards running costs amount to BEF 6,354 – per official pre-primary pupil and BEF 8,351 per official primary education pupil.

c. Grants for school buildings

The decree of 5 February 1990 as amended by the decree of 4 February 1997 sets the conditions to be satisfied by schools to obtain Community support, the manner of demonstrating the requirement for new buildings and the physical and financial standards applicable to the building work.

With regard to education organised by the commune or province, the French Community contributes up to 60% of the cost of works in the form of direct grants, the remaining 40% is covered by loans guaranteed by the French Community, which makes an interest grant in respect of those loans equal to the difference between 1.25% and the market interest rate.

III. COMMUNITY-RUN EDUCATION.

The State reforms introduced in 1970 and then in 1980 gave the Communities jurisdiction over education only in principle.

There were in fact many exceptions to this jurisdiction – “*paix scolaire*” (the political consensus on schooling established by the *Pacte Scolaire*), compulsory school attendance, educational structures, certification, grants, salaries, school population regulations – that virtually reduced the power of the Communities to zero.

In 1988, following the amendment of articles 17, 59 bis and 107 ter of the Constitution (Law of 15.7.1998), the sphere of jurisdiction of the Communities was broadened, in particular by the transfer of educational matters as of 1 January 1989.

A major administrative change ensued: the legislative and regulatory power changed hands; the body of administrative powers wielded, budgetary and otherwise, to provide all levels of education was transferred to the Communities. Since then, staff, buildings, credits and subsidies have come under the Community authorities.

The transfer of jurisdiction however, is not complete. Strictly speaking, some exemptions have continued. The period of compulsory schooling, the minimum conditions for issuing certification and the pensions system still come under national jurisdiction.

The extension of jurisdiction to the Communities meant that their funding had to be reviewed. The Law of 16 January 1989, adopted by a special majority, established the system for the funding of the Communities. The financial resources at their disposal were initially derived from three categories of tax, collected centrally: a radio and television tax, VAT revenue and a proportion of personal income tax. Educational expenditure is funded out of a proportion of the revenue from VAT.

The financial resources for education to be made available to each of the Communities for budget year 1989 (year 1 under the new system) are calculated on the basis of the amounts allocated in the 1987 budgets, with adjustments, which correspond to the basic totals set at 128.9468 billion for the French Community and at 167.4389 billion for the Flemish community. For the budget period 1990-1998, the basic totals were adjusted annually according to variations in the index and a demographic correction coefficient (number of inhabitants under 18 in the Community where the reduction is lowest). During the transition period (budget years 1989 to 1998 inclusive), the funds were distributed between the Communities according to the current number of pupils, i.e. 42.45% for the French Community and 57.55% for the Flemish Community.

At the end of 1999, in the absence of any revision to the Law of 16th January 1989, a limited agreement was reached by the main parties. The key to distribution between

the Communities was the percentage of children aged 6 to 17, which led to an increase of 2.45 billion in the teaching budget for the French Community. ...

V. PROCEDURES FOR MONITORING STANDARDS AND RESULTS

Granting subsidies to any organisation implies supervision of the use of those subsidies. In grant-aided education this supervision is exercised by an inspection body placed under the authority of the authority granting the subsidies, in this case the Community.

Articles 6 and 24 of the Law of 29 May 1959 and article 79 of the consolidated laws on primary education issued by Royal Order on 20 August 1957 define the mission of the inspectorate, which is responsible in particular for supervising the level of studies and observing the curriculum and timetables. In an educational context the inspectorate can act only in an advisory capacity, in that each organising authority enjoys educational freedom in accordance with article 6 of the Law of 29 May 1959. It is in this context that the French Community, in the decree of 24 July 1997 defining the priorities for pre-primary, primary and secondary education and regulating the appropriate organisations to achieve these, set up system for the steering of compulsory education. "Steering commissions" – one for pre-primary and primary education, one for secondary education and one for the Commune – have been given the responsibility of coordinating and supervising the formulation of the competence base reference, the curriculum, a system of skill references and sets of standardised tests corresponding to each competence base; this responsibility must respect the teaching methods of each education organising authority.

The award of school-leaving certificates and diplomas remains within the sphere of responsibility of the schools, which must abide by national statutory provisions currently in force.

One more point is that the ratification plans set out in article 23 of the Law of 29 May 1959, administered as laid down by Royal Order of 29 June 1984 on the organisation of secondary education and amended by the order of the French Community Government on 2 April 1998, are required to verify the validity of the conditions for the award of diplomas. Finally, we should add that the problem of the equivalence of certification will continue to be a national matter until such time as it comes under the European Community.

Annex 15: The “Youth + Plan”

*Editor: Christiane Leonard
Updated: 27.07.2003*

“Le Plan jeunes +”

Finding work with the Youth + Plan

The aim of the Youth + Plan is to help young people gain a foothold on the job market, in particular by means of a “first job agreement”.

FOREM offers a personalised support scheme called the “Youth + Plan” to young jobseekers who have left school more than three months or more, aged 25 or under. This personalised support is provided by an adviser, a professional mentor who will be your referee and personal contact during your transition to the world of work. The advisor’s aim is to help clarify your expectations, map out practical routes and offer food for thought so that you can attain your goals

Reviewing one’s position and thinking about one’s career plan . . .

The teams of experts in career guidance can support and guide the young person in his efforts to enter the market. The adviser becomes the point of reference who, at each step in the plan, reviews progress, helps to make use of the facts and, together with the youngster, looks for all the steps he needs to take to develop or consolidate the project.

There are social workers in the teams of counsellors who can offer more specific help in overcoming personal or family difficulties or problems linked to a handicap that are hampering a young person’s integration into society and work. They offer a listening service, information, advice and support in solving difficulties. They fit in with the lifestyle of the young and take time to discuss things confidentially. And if necessary they offer to call upon employers and specialist services.

What are the different stages of the Youth + Plan?

First contact

The first contact with the counsellor takes place within 4 months of the young person’s enrolment for the scheme and is devoted to taking stock of the situation. The counsellor draws up a contract with the young person, an agreement listing the steps he or she will take during the course of integration into the world of work. This agreement can be adjusted to reflect new goals and developments during the scheme.

Actions

Several steps are suggested, taking account of the young person’s specific needs. These may include:

- The services of a career guidance adviser or an expert on jobseeking,*
- A vast network of vocational training courses that are in close touch with the job market,*
- The possibility of individualised in-company training.*

All these steps are taken either directly by FOREM or in collaboration with its partners.

Follow-up

The counsellor supports the young person throughout the process of integration in the job market. He takes appropriate steps in response to the needs of the young person, whom he meets regularly, providing guidance and jointly assessing the path that has been taken.

Annex 16: ISEOR – Socio-economic management

<http://www.iseor.com/>

The Institut de Socio-Économie des Entreprises et des Organisations – the Institute for the socio-economic management of companies and organisations – offers socio-economic management, an innovatory style of management taking the socio-economic approach, created and tested by Henri Savall and developed by his team at ISEOR. It is a management style that closely incorporates the social dimension of a company and its business performance.

- It involves global management methods that take the development of a company's human resources as the main factor in short-, medium- and long-term efficiency.
- The effectiveness and efficiency of companies and organisations depend on the ability to link classic management methods with the human and social dimension of their operations and their global performance.

This type of management involves reinforcing teamwork methods. This is established through training-consultation meetings. Socio-economic management encourages a company's development by steering along three main axes:

- Policy decisions, providing the necessary impetus for a company's strategic plan.
- An operational process, seen as a succession of periodic cycles for solving the problems encountered en route;
- Six original management tools created, tested, established and evaluated by ISEOR.

Process of establishing socio-economic management **Trois axes de pilotage**



Legend

Three steering axes

Operational tools

Periodically negotiable activity contract
Priority actions plan
Time management
Competency table
Steering panel
Plan of strategic internal/external action
Strategy
Rules of the game
Redeployment of resources
Policy on human resources etc.

Political and strategic decisions

Diagnosis
Planning

Trois axes de pilotage

Outils opérationnels

Contrat d'activité périodiquement négociable
Plan d'actions prioritaires
Gestion du temps
Grille de compétence
Tableau de bord de pilotage
Plan d'actions stratégiques internes-externes
Stratégie
Règles du jeu
Redéploiement des ressources
Politique des ressources humaines (etc.)

Political and strategic decisions

Diagnosis
Projet

Implementation

Mise en oeuvre

Assessment

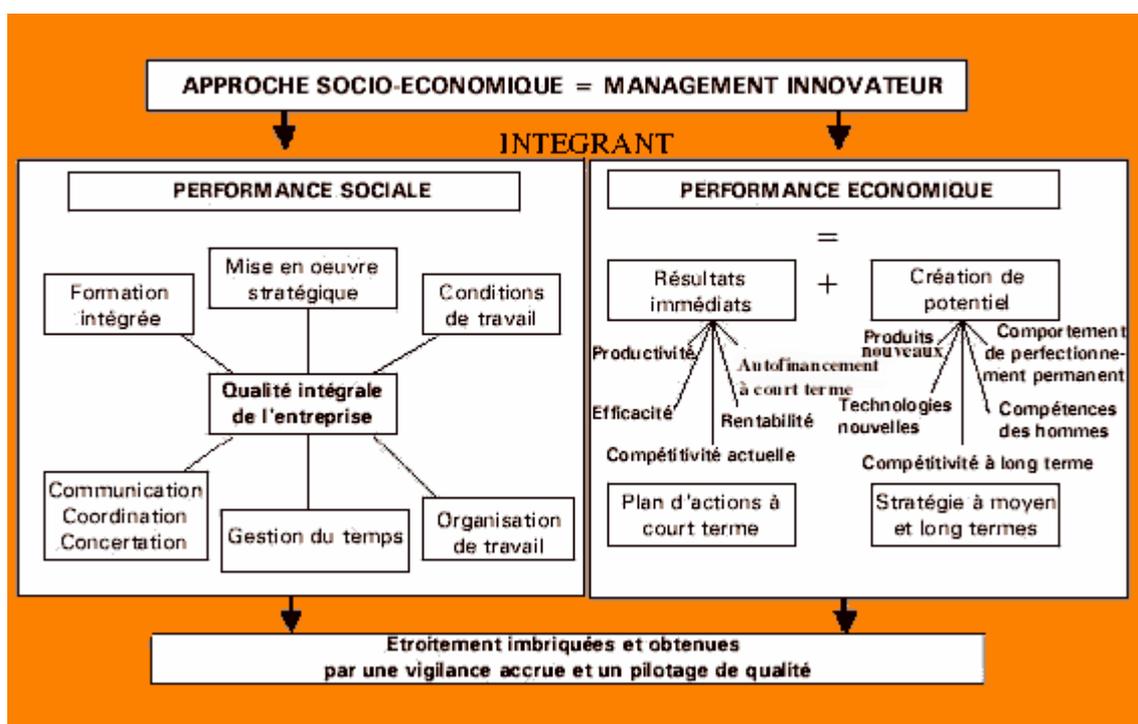
Évaluation

Implementation tactics and processes / Tactiques et processus de mise en oeuvre

Six incentivating tools

1. A periodically renegotiable contract of activity sets out the main priorities and the resources made available, as they apply to each member of the work force (including office and shop-floor workers), through a personal twice-yearly, two-way dialogue with the direct supervisor. This is linked with extra pay based on the achievement of collective, team and individual goals, a system that is self-financing because hidden costs are reduced.
2. The synoptic table of competences clearly shows the team's available effective skills and its organisation. With this, an integrated training plan can be formulated that is tailor-made to each individual person and to the changing needs of the team.
3. The Priority Action Plan lists the actions to be undertaken over a six-month period in order to achieve the priority objectives, after negotiating the priorities and conducting feasibility tests on the available resources.
4. The management steering table groups the qualitative, quantitative or financial indicators used by each member of the management team in steering the people and activities in his area of responsibility with a steady hand. This can be used to measure, assess and follow up on actions and to monitor the sensitive parameters of operational and strategic activities.
5. The time or time management self-analysis table is used in seeking a more efficient structure for the use of time, through individual and collective planning and by consensus delegation.
6. The plan for internal and external strategic action (Plan d'Actions Stratégiques Internes et Externes – PASINTEX) clarifies company strategy over the next 3 to 5 years, as well as its external targets (clients, suppliers, competitors, institutions, etc.) and its internal targets (for everyone from management to office and shop-floor workers). It is updated yearly to take account of relevant developments in the outside and the internal "environment" (since staff continually shuttle between the outside and the inside of the company).

Socio-economic management aims to achieve simultaneously social performance and economic performance. Its tools systematically integrate these two dimensions.



SOCIO-ECONOMIC APPROACH = INNOVATORY MANAGEMENT

SOCIAL PERFORMANCE	INTEGRATING	ECONOMIC PERFORMANCE
integrated training	Immediate results +	Potential creation
strategic implementation	Productivity	New products
working conditions improvement	Short-term self-financing	Ongoing behaviour
integral enterprise quality	Effectiveness	New technologies
communication / coordination / consultation	Profitability	Human competences
time management	Current competitiveness	Long-term
competitiveness		
work organisation	Short-term action plan	Medium- & long-term
competitiveness		
closely interlinked and obtained through greater vigilance and quality steering		

Glossary of abbreviations and terms

- **ADVP:** *Activation au développement vocationnel et personnel: approach designed to promote the gradual development of a career and life plan*
- **ALE:** *Agence Locale pour l'emploi: local employment Agency*
- **ASBL:** *Association Sans But Lucratif: non-profit-making association*
- **ASSERTIVITÉ:** **assertiveness, from the verb “to assert”:** *asserting oneself, defending one’s rights, standing up for one’s own opinions.*
 - ⇒ *Assertiveness is means firmness of attitude: being firm vis-à-vis events, as regards what you consider to be acceptable or unacceptable, in such a way as to develop more harmonious relationships at work or in your daily life. The competences associated with assertiveness are:*
 - *self-respect and winning other people’s respect,*
 - *developing self-assurance,*
 - *identifying your habitual attitudes,*
 - *knowing how to cope with passive, aggressive and manipulative behaviour,*
 - *communicating effectively.*

Definition according to private vocational training centres (Métamorphose, Diamont Learning, Go4it)
 - ⇒ *Assertiveness consists of stating one’s viewpoint, defending one’s rights, expressing one’s expectations and feelings. It also implies taking other people’s rights, expectations and feelings into consideration as well. Developing assertiveness, therefore, is facing up to a situation, developing one’s ability to define and express one’s position clearly, standing up for without being aggressive while accepting that other people’s positions may be different. Working on asserting oneself, then, means seeking to communicate in a manner in which the objectives aimed at are clearly stated, but also working towards communication in which the feelings expressed are genuine. This “congruent” expression of feelings is likely to give rise to a similar attitude in the other person, promoting better communication and even a better relationship.*

Université de Paix definition
- **AWIPH:** *Agence Wallonne pour l’intégration des Personnes Handicapées – Walloon Agency for the integration of the handicapped.*
- **Bruxelles Formation:** *the Brussels public service for vocational training.*
- **Carrefour Formation:** *name of the multi-partner agency for careers and training information set up by Bruxelles Formation in Brussels and by FOREM in the Walloon Region. (In Wallonia, the Carrefour Formation centres are changing and are becoming the Carrefour Emploi Formation units, pooling employment-related resources.)*
- **CAWA:** *Contract d’Avenir pour la Wallonie actualisé, a revised “Wallonia future contract”, adopted by the Walloon Government on 27 March 2002*
- **CCPQ:** *Commission Communautaire de Professions et Qualifications, the French Community Commission for occupations and qualifications*

- **CEDIEP:** Centre de Documentation et d'Information sur les Etudes et les Professions – the Centre for documentation and information on education, training and careers
- **CEF:** Conseil de l'éducation et de la Formation – the education and training Council
- **CEFA:** Centre d'enseignement et de formation en alternance, the centre for alternance education and training
- **Centre PMS or PMS Centre:** centre psycho-médico-social – the psychological and medical, or psychological, medical and social Centre
- **CID:** Centre d'information et de documentation de l'UCL, the Université Catholique de Louvain information and documentation Centre
- **COCOF:** Commission Communautaire française, the French Community Commission (Region of Brussels Capital)
- **CPAS:** Centre public d'aide sociale, the public social support Centre
- **PMS Centre:** Centre Psycho-Médico-Social, the psycho-medical-social Centre
- **EFT:** entreprise de formation par le travail, enterprise for training through work
- **Formation:** the term for vocational training organised outside school education where the target group consists of those no longer in compulsory schooling. Such training leads to certificates, whereas education leads only to diplomas.
- **FUNDP:** facultés universitaires Notre-Dame de la Paix – Notre-Dame de la Paix university faculties
- **GUIDANCE and ORIENTATION:** In Belgian French these two terms are used to mean the same thing, but it is customary to use the term “système d'orientation” for guidance system and “services de guidance” for guidance services or units. “Guidance” in French often designates a process taking place over a fairly lengthy period during which a person can be monitored over the whole the time it takes to build up a personal plan. This includes aspects of the provision of information, advice and possibly an audit or test. Lastly, the French word “orientation” is more likely to be used in the school system, and (in French) “guidance” when it relates to adults.
 - ⇒ “Guidance consists of enabling an individual to acquire the ability to become aware of his personal characteristics and develop them with a view to choosing an educational, training and vocational activity at every turning point in his existence, with the concern both to become part of the community and to expand his personality and responsibilities”.

UNESCO definition in 1992, as amended by the
Belgian Conseil de l'Éducation et de la Formation,
Opinion no 78, June 2002)
- **IFAPME:** Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises – Walloon Institute of alternance training and training for small traders and small and medium-sized enterprises
- **INOIP:** Institut National de l'Orientation et de l'Insertion Professionnelle – French National Institute of vocational guidance and integration

- **FOREM:** *this is the Walloon public service for employment and vocational training, and is an acronym for the words “FORmation” and “EMploi”.*
- **MINIMEX:** *minimum de moyens d’existence – minimum living allowance; “minimexés” is a term used to refer to people who are in receipt of this allowance.*
- **OISP:** *Organisation d’insertion socioprofessionnelle – socio-vocational integration organisation*
- **ONE:** *Œuvre nationale de l’enfance – national children’s body*
- **Orbem:** *Office régional bruxellois de l’emploi – Brussels Region employment body*
- **OSP:** *Orientation Scolaire et Professionnelle – educational and vocational guidance, essentially based on group tests*
- **Réseaux:** *educational networks, or the three types of education based on their organisers: the French Community, the communes or provinces (the “official” network) and private associations or individuals (see annex).*
- **SFPME:** *Service Formation PME en Région de Bruxelles-capitale – department for training in SMEs in the Brussels-Capital Region*
- **SIEP:** *Service d’Information sur les Études et les Professions – education and careers information service*
- **UCL:** *Université catholique de Louvain*
- **ULB:** *Université libre de Bruxelles*
- **ULg:** *Université de Liège*

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- *LEROY M. La réforme de l'Etat [State reform], J.T. no 5.493, 4 February 1989.*
- *Les Jeunes et leur avenir professionnel: entre rêve et réalité. [Young people and their future at work: between dreams and reality]. Belgian national survey conducted in May 2002 by the DREAM programme, ICHEC (Institut catholique des hautes études commerciales) SME unit, on young people in the final years of higher secondary education, to find out how they view their future careers.*
- *MAROY C. Les politiques de formation professionnelle de l'ONEM – FOREM en Belgique francophone 1980-1990 [ONEM – FOREM vocational training policies in French-speaking Belgium, 1980-1990]*
- *SERIEYX H. Les jeunes et l'entreprise: des noces ambiguës [Young people and the enterprise: an ambiguous marriage?]. Editions Eyrolles 2002. Essay on young people and the working world.*
- *SIMONIS S. Comprendre l'indécision vocationnelle des rhétoriciens ...par la découverte des familles. [Understanding the vocational indecision of secondary school-leavers ... by discovering their families]. Psychology degree dissertation, Université de Liège, 1999.*
- *SOLAZZI R. Approche expérientielle éducative et sociale de l'orientation. [Educational and social experiential approach to guidance], in the proceedings of the seminar of the private psycho-medical-social Centres entitled, "Cap sur l'orientation", Louvain-La-Neuve, 1998.*
- *TOMAS C. Nouvelles conceptions de l'orientation professionnelle [New concepts of career guidance], Seminar on 10 March 1999.*

Some Internet websites may be found to be useful aids for educational and career guidance. Many of them offer information on occupations, others present partner institutions and there are sites providing information on prospects for studying abroad. AGERS – Administration générale de l'enseignement et de la recherche scientifique – lists the sites offering help to PMS advisers in their guidance work, such as⁸⁷:

- *<http://www.csefhw.be> The website of the Comité Sub-régional de l'emploi et de la formation de Huy Waremme has a section on "Alternance Training" that gives*

⁸⁷ This list contains only Belgian sites, but AGERS cites many French and even Canadian websites as well.

visitors an idea of what alternance training is, the opportunities available and the names of those responsible for administering such training at sub-regional level.

- <http://www.csef-lux.be/cobservat.html> This web page sets out employment statistics, with a breakdown by sector (agriculture, industry, tertiary and public service sectors), for each commune in the province of Luxembourg.
- <http://www.csefnamur.be> This site is of particular interest for its presentation of the summary reports published by the Comité Sub-régional de l'emploi et de la Formation de Namur on the employment market. The following sector-specific reports can be ordered: Building industry, Forestry and timber processing, Hospitals and Tourism.
- <http://www.orientation.be/actions.htm> Orientation.be is a portal offering support for school guidance practitioners in Belgium. It contains a list of sites providing information on training provision in Belgium. Of particular value is the list of literacy centres. By clicking on "Formation", the visitor can connect to various specialist sites, services and guides.
- <http://www.orientation-action.net/index800.htm>
- <http://www.sysfal.be/jeunes.html> (Secrétariat permanent de la formation en alternance). The alternance training Secretariat website is devoted solely to this kind of training. Apart from theoretical and practical information on such training, the visitor can consult the section on the 15-25 age group, "Jeunes 15-25", where a youngster can register to be put in touch with a training practitioner or an enterprise organising work experience placements.

Belgium	
	<i>Centre de remobilisation et d'accompagnement des chômeurs (Centre for the remobilisation and support of the unemployed)</i>
	<i>comités subrégionaux de l'emploi et de la formation (Sub-regional employment and training Committees)</i>
	<i>Commissions d'agrément – Accreditation Boards</i>
ADG	<i>Arbeitsamt der Deutschsprachigen Gemeinschaft (the German-speaking Community employment office – Office de l'emploi) : www.adg.be</i>
ADVP	<i>Activation au développement vocationnel et personnel: approach designed to promote the gradual development of a career and life plan</i>
AFAPMS	<i>Association Francophone des Agents Psycho-Medico-Sociaux) is an association of PSM staff in the French Community</i>
AFT	<i>Ateliers de formation par le travail - work/training workshops</i>
ALE	<i>Agence Locale pour l'emploi: local agency for employment</i>
ANCO	<i>Association Nationale des Cabinets d'Outplacement – national association of outplacement consultancies</i>
ANPPU	<i>Association Nationale des Psychologues Praticiens Universitaires – national association of university practitioner psychologists) ANPPU addresses itself to the political, social, scientific, medical, legal and other worlds as well as public opinion. It has drafted and negotiated a plan of organisation for the psychologist's profession" with the competent political authorities. ANPPU is a co-founder of the Fédération Belge des Psychologues (FBP-BFP). http://www.bfp-fbp.be/BfpFR/SECnoanppu.htm</i>
ANPPU	<i>Association Nationale des Psychologues Praticiens Universitaires – national association of university practitioner psychologists</i>
APPEL	<i>Association professionnelle du personnel de l'Enseignement libre (independent professional association of teaching staff) http://members.lycos.fr/appelcgslb/</i>
ASBL	<i>Association Sans But Lucratif: non-profit-making association</i>
AWIPH	<i>Agence Wallonne pour l'intégration des Personnes Handicapées – Walloon Agency for the integration of the handicapped</i>
BIEF	<i>Bureau d'Ingénierie en Éducation et Formation http://www.bief.be/ Réalisation d'analyses de besoins en formation, évaluation d'actions de formation, conception de plans d'action et de formation et aide à élaborer des supports pédagogiques. Travaille tant dans le monde de l'enseignement que dans celui des entreprises et de l'administration.</i>
Bruxelles Formation	<i>the Brussels public service for vocational training.</i>
Carrefour Formation	<i>name of the multi-partner agency for careers and training information set up by Bruxelles Formation in Brussels and by FOREM in the Walloon Region. (In Wallonia, the Carrefour Formation centres are changing and are becoming the Carrefour Emploi Formation units, pooling employment-related resources.)</i>

Belgium	
CAWA	<i>Contrat d'Avenir pour la Wallonie actualise, a revised "Wallonia future contract", adopted by the Walloon Government on 27 March 2002</i>
CASG	<i>Centre d'Action Social Globale global social action centre</i>
CCFEE	<i>Commission consultative en matière de formation, d'emploi et d'enseignement – Advisory board on training, employment and education</i>
CCPET	<i>Centrale Chrétienne du personnel de l'Enseignement technique – technical teachers' union with Christian affiliations http://www.acvcsc.be/newacv/fr/ccpet/index.htm</i>
CCPQ	<i>Commission Communautaire des Professions et Qualifications, the French Community commission for occupations and qualifications</i>
CEDIEP	<i>Centre de Documentation et d'Information sur les Etudes et les Professions – the Centre for documentation and information on education, training and careers</i>
CEF	<i>Conseil de l'Éducation et de la Formation - the education and training Council</i>
CEFA	<i>Centre d'enseignement et de formation en alternance, the centre for alternance education and training</i>
Centre PM, Centre CPMS	<i>Centre psycho-médico or Centre psycho-médico-social – Psychological and Medical, or Psychological, Medical and Social Centre</i>
CESRW	<i>Conseil économique et social de la Région wallonne – Walloon Region Economic and Social Council</i>
CFCS	<i>Centre de Formation Continuée Spécialisé, Mons</i>
CGSO	<i>Centrale Général des Secteurs Public - public-sector employees union (with Socialist affiliations) - http://www.cgsp.be/code/fr/home.cfm</i>
CID	<i>Centre d'information et de documentation de l'UCL, the Université Catholique de Louvain information and documentation Centre</i>
COCOF	<i>Commission Communautaire française, the French Community Commission (Brussels-Capital Region)</i>
COISP	<i>Centre d'orientation et d'insertion socioprofessionnelle – Socio-occupational guidance and integration centre</i>
Contrat PRIME	<i>The same system, but has replaced the TCT in the Walloon Region</i>
Contrat TCT	<i>Troisième Circuit du Travail – a contract for community, social or cultural work on non-profit projects offered to unemployed persons in the Flemish and Brussels Regions. Arrêté royal n° 25 du 24 mars 1982 (M.B. du 26.3.1982). http://www.eu-employment-observatory.net/ersep/b_f/00800071.asp</i>
CPAS	<i>Centre public d'aide sociale, the public social support Centre</i>
CPFB	<i>Centre d'enseignement supérieur de Promotion et de Formation continue du Brabant Wallon – Higher education advancement and continuing training centre for Walloon Brabant</i>
DORIFOR	<i>Données Régionales d'Information sur les Formations – regional training</i>

Belgium	
	<i>information database</i>
EFPME	<i>Espace Formation PME (Brussels-Capital)</i>
EFT	<i>entreprise de formation par le travail, enterprise for training through work</i>
FCPL	<i>Fédération des PMS Centres libres: Rue Philippe Baucq 18, 1040 Brussels; tel 02 649 95 06; fax 02 648 46 43, fcpl@segec.be</i>
FISSAAJ	<i>Fédération des Institutions et Services Spécialisés d'aide aux adultes et aux jeunes</i>
FOREM	<i>this is the Walloon public service for employment and vocational training, and is an acronym for the words "FORmation" and "EMploi".</i>
Formation	<i>the French term for vocational training organised outside school education where the target group consists of those no longer in compulsory schooling. Such training leads to certificates, whereas education leads only to diplomas.</i>
FUNDP	<i>facultés universitaires Notre-Dame de la Paix - Notre-Dame de la Paix university faculties</i>
GUIDANCE and ORIENTATION	<i>In French these two terms are used to mean the same thing, but it is customary to use the term "système d'orientation" for guidance system and "services de guidance" for guidance services or units. "Guidance" in [Belgian] French often designates a process taking place over a fairly lengthy period during which a person can be monitored over the whole the time it takes to build up a personal plan. This includes aspects of the provision of information, advice and possibly an audit or test. Lastly, the word "orientation" is more likely to be used in the school system, and "guidance" when it relates to adults. <i>Therefore can be translated as school guidance and adult guidance where appropriate.</i></i>
IFAPME	<i>Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprise – Walloon Institute of alternance training for small traders and small and medium-sized enterprises</i>
IFPME	<i>Institut de formation permanente pour les classes moyennes et les PME - Institute for Continuing Training for Small Traders and SMEs</i>
INOIP	<i>Institut National de the orientation et de the insertion Professionnelle – French National Institute of vocational guidance and integration</i>
INS	<i>Institut National de Statistique/National Institute of Statistics http://statbel.fgov.be/</i>
IPM	<i>Institut de Pédagogie universitaire et des Multimédias – Institute of university and multimedia pedagogy</i>
MINIMEX	<i>minimum guaranteed income; "minimexés" is a term used to refer to beneficiaries of this allowance</i>
MIRE	<i>With the status of non-profit-making associations (ASBL), the Missions régionales pour l'emploi (MIRE – Regional Employment Missions) have as their objectives the organisation, coordination and implementation of social support measures and training sequences in training centres, educational establishments and enterprises, with a view to the socio-occupational integration of their target groups. <i>They are targeted towards jobseekers without a certificate of higher secondary education and who receive a minimum guaranteed income benefit, are long-term unemployed or have some disadvantage hampering their entry into society and</i></i>

Belgium	
	<i>the working world; such people are nevertheless willing to embark on a suitable process of vocational qualification.</i>
OISP	<i>Organisation d'insertion socioprofessionnelle – Organisation for socio-occupational integration</i>
ONE	<i>Œuvre nationale de l'enfance – national children's body</i>
ORBEM	<i>Office Régional Bruxellois de l'Emploi</i>
ORBEM	<i>Office régional bruxellois de l'emploi – Brussels Region employment body</i>
OSP	<i>Orientation Scolaire et Professionnelle – educational and career guidance, essentially based on group tests</i>
PAC	<i>plan d'accompagnement des chômeurs - the plan for the support of the unemployed</i>
pointage	<i>obligation to report 1, 2 or 3 times a month to the local job centre to have one's unemployment card marked</i>
Réseaux	<i>networks, or authorities organising education for groups based on the type of school – i.e. private- sector, public-sector, private but subsidised</i>
SBFPH cfr. AWIPH and COCOF	<i>Le Service bruxellois francophone des personnes handicapées [French-speaking Brussels Service for the handicapped] est issu du Fonds national de reclassement social et professionnel des handicapés appelé aussi "Fonds Maron" , puis du Fonds communautaire. A la suite de la régionalisation, en 1993, la Communauté française attribue l'aide aux personnes handicapées à la Région wallonne et à la Commission communautaire française. (COCOF). Ainsi, hors les allocations et les interventions médicales et paramédicales, l'ensemble de la politique d'accueil des personnes handicapées est transférée à l'Awiph, pour les personnes handicapées de la Région wallonne, et à la Commission communautaire française pour les personnes handicapées francophones de la Région de Bruxelles-Capitale.</i>
SFPME	<i>Service Formation PME en Région de Bruxelles Capitale – department for SME training in the Region of Brussels Capital</i>
SIEP	<i>Service d'Information sur les Etudes et les Professions Education and careers information service</i>
SLAIE	<i>In the Walloon Region, the Services Locaux d'Accueil et d'Information pour l'emploi (SLAIE) have the same role as that of the Espaces Resource Emploi, but at local level. There are similarities with the Local Missions in the Brussels Region, in that they receive jobseekers and provide information and guidance to them and anyone concerned with employment. Their services are offered free of charge. The SLAIE services have been abrogated by the Walloon Government Order of 7 March 2002, coming into force on 31 December 2003. Several such local services, however, have now [end 2003] become Maisons de l'Emploi (Employment Centres)</i>
SLFP	<i>Syndicat Libre de la Fonction Publique - independent union of civil servants http://www.slfp.be/</i>
Socle de compétences	<i>Competence base Reference framework presenting, in a structured manner, the core competences to be mastered at the end of a stage of education.</i>

Belgium	
SOFFT	<i>Service d'Orientation et de Formation pour Femmes en recherche du Travail</i>
UCL	<i>Université catholique de Louvain</i>
ULB	<i>université libre de Bruxelles</i>
ULg	<i>université de Liège</i>
VDAB	<i>Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (office flamand de l'Emploi and de la Formation Professionnelle) – Flemish Board for Employment and Vocational Training</i>