

Labour market information in lifelong guidance

AO/RPA/PMDFON/LMI in Guidance/007/14

Case study focusing on Het Beroepenhuis, Belgium

prepared for CEDEFOP – European Centre for the Development of Vocational Training

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1. Background information for the case study

1.1 Field-visit identity

The following Table 1 summarises the main elements of the field-visit, including the host organisation that facilitated the field activities, the main contact persons and locations visited as well as the timing of the field-visit.

Table 1: Main elements of the field visit

Dates	4-5 May 2015, 23 May 2015, 22 June 2015
Host organisation	Het Beroepenhuis, City of Ghent, Belgium (http://www.beroepenhuis.be)
Location(s)	Het Beroepenhuis, City of Ghent, Belgium (http://www.beroepenhuis.be)
Contact persons	(a) Nadia Hoedemaekers, coordinator Het Beroepenhuis, (nadia@beroepenhuis.be , +32 9 330 85 50) (b) Jozef Vanraepenbusch, Euroguidance Flanders, vzw EPOS, (jozef.vanraepenbusch@epos-vlaanderen.be , +32 2 553 87 00)
Interviewers	(a) Stephanie Devisscher, senior researcher, wes research & strategy (stephanie.devisscher@wes.be , +32 50 36 71 27) (b) Tanja Termote, senior researcher, wes research & strategy, (tanja.termote@wes.be , +32 50 36 71 35)
Focus of the case study	Het Beroepenhuis

1.2 Background on the host organisation

The host organisation, Het Beroepenhuis, is the initiative in focus in Belgium. The initiative is described below.

1.3 Background on the labour market and integration of LMI

The case study focuses on career guidance and counselling in Belgium. As education and labour market policies are largely regional competences, the case study is situated in the regional context of Flanders, the Dutch speaking part of Belgium.

1.3.1 General context of LMI in Flanders

After a long period of stagnation following the economic crisis of 2008 the Flemish labour market is showing signs of improvement with slightly increasing employment and a decreasing unemployment rate. Important priorities for active labour market policies are increasing the employment rate of older workers and reinforce labour market opportunities for people with a migrant background. Although the overall performance of the educational system is considered

to be good, there are important challenges in the field of reducing early school leavers, reducing skills mismatches and reforming the educational system ⁽¹⁾ (EC, 2015).

Production and use of labour market information: The production and provision of labour market information about the Flemish labour market is a responsibility of the Flemish Ministry of Employment. They are supported by Steunpunt WSE, the Policy Research Centre Work and Social Economy. For most elements of labour market information, collaboration between the federal Belgian government and the regional Flemish government is required, e.g. the Federal Ministry of Economy (Department of Statistics) is responsible for the Labour Force Survey data. The Federal Ministry of social security is responsible for social security data and the Crossroads Bank for Social Security database combining data from different social security institutions (health, unemployment, employment, selfemployed persons, pensions etc).

Certain regional data such as regional unemployment statistics, information on vacancies, employment results of school leavers are provided by the Flemish public employment service VDAB. VDAB has a laboratorium for service innovation and experiments with new labour market information tools for young people (<http://vick.vlaanderen>). VDAB also has two academic chairs focusing on data mining and the role thereof in the support of the counselling.

The **sector covenants** are one of the main policy instruments promoting competence development and a better alignment between education and labour market. The Flemish government provides support for active labour market actions through a contract between the sector and the government. Career guidance and education activities are an important line of actions in the sector covenants. There are 33 sector covenants.

A labour market information tool has been developed in order to support the needs analysis and the selection of relevant actions by sectors to be included in the covenant. The advantages of the tool are the detailed level of information on employment, skills, and target groups per sector in different classifications. Data can be analysed by NACE – code and by sector committee number. Besides this tool a methodology for sector skills forecasting has been developed. Sector skills forecasting is implemented at a relatively low pace. For seven out of the 33 sectors with a sector covenant, a sector skills forecast is available.

During the case study, the interviewees indicated a number of challenges for this sector approach and the data needed to support the approach:

(a) the capacity to produce and interpret the labour market information is different between the different sectors and depends on the size and profile of the sector team. The same conclusion is valid for the production and interpretation of sector skills forecasts;

(b) there seems to be a gap between the skills forecasts needed by the educational system and the skills outlook provided by the sectors. This is a timing issue related to the time horizon of the forecasts against the time needed by the educational sector to adapt in line with these forecasts. Another issue relates to the content of the skills forecasts. Currently, sector skills forecasts seem to accentuate strongly generic skills, where the educational sector would like to receive also forecasts on technical skills;

(c) there is a need for a sector encompassing approach taking into account needs arising from new developments eg new clusters, new ICT and machine technology touching different sectors in a similar way. Traditional sector classifications are not the only relevant classification any more;

(d) applications should be maintained and kept up to date. It could be considered to connect relevant databases in the view of better informed career counselling such as connection between PES database of jobseekers and educational databases.

¹ For secondary education the ambition is to create more general first grades thereby postponing the need for an early education choice and to reduce the walls between general, technical, professional and special needs education.

Reflecting on the use and need for labour market information in career guidance on a more general level, interviewees added the following observations:

(a) the current occupational classification process is still too much based on the assessment of current skills needs and is not enough forward looking. The process is hampered by different terminology used by the actors in the field of labour market on one hand (such as sector organisations) and the educational institutions on the other hand;

(b) there is a need to improve skills forecasting. The relation between economic trends and skills forecasts should be clearly identified. Shifts in occupations and the emergence of new jobs should be identified;

(c) in order to improve career guidance, information on where people work after graduating should be made available. This information should cover all educational levels and not only cover the first year after graduation but also a longer term perspective (eg five years);

(d) information on hard to fill vacancies is provided by the Flemish public employment service but the PES covers only a part of the vacancy market. The question is to what extent the information is sufficiently relevant and reliable;

(e) employment counsellors seem to know insufficiently the world of education and training, student counsellors (CLB) seem to know insufficiently the world of work;

(f) labour market information should create (even more) realistic images of occupations and what the practical consequences of an occupation are eg wage levels, impact on work life balance;

(g) because of the competition between schools and universities to attract students, the balance between objective labour market information and marketing is sometimes lost whereby the marketing aspects dominate.

1.3.2 Career education and vocational guidance

According to the overview of lifelong guidance in Flanders by Euroguidance, career guidance is generally integrated into a wider range of activities and is usually related to initiatives aimed at providing education and training or employment. Various terms are used to refer to efforts in this field, for example educational and vocational guidance, school career guidance, work path guidance, learning path guidance, career orientation, life career guidance, and so on. Various services are currently involved in the provision of these types of career guidance in Flanders. These services differ from one another because:

(a) the target groups differ;

(b) the objectives and intended results differ;

(c) they have been established not by government initiative, but by sectoral funds;

(d) they may or may not be part of a broader partnership or alliance;

(e) they employ specific methods or in any event methods applied differently according to the target group or the influence of legislation;

(f) local authorities may or may not be involved;

(g) their career guidance efforts may be related either closely or indirectly to other forms of counselling (health, integration, mental and social functioning, learning to learn, etc.);

(h) a different government minister is responsible;

(i) different bodies have direct responsibility for implementing initiatives and achieving results.

Although there is an overall awareness that career guidance and labour market information are very important, there is no overall lifelong guidance strategy. Career guidance in education falls under the responsibility of the Ministry of Education (²). Career guidance for jobseekers, employed persons and groups at risk is administered by the Ministry of Employment and Social Economy in collaboration with the public employment service.

However, there is collaboration between the public employment service, schools and the Ministry of education in order to integrate labour market information in guidance tools. The most important initiative in this field is the website <http://www.onderwijskiezer.be>.

Career guidance in the education sector: Development of career competences are general learning outcomes in the Flemish educational system. This means that it is not obliged nor generally prescribed how they should be developed (opposite to obligatory specific learning outcomes). There is a shared vision on the principles for career guidance and education:

- (a) there is a freedom of choice on how to implement and organise career guidance and education in schools;
- (b) career guidance and education should be a continuous activity, not restricted to important moments in the school career;
- (c) career guidance is a responsibility of schools (teachers) and student guidance centers (CLB);
- (d) in schools, each teacher is considered to be a student counsellor and provide the necessary guidance to students.

Student Guidance Centres (CLB's) must, among other things, guarantee the provision of independent and objective **course counselling** for students. A CLB is a service pupils, parents, teachers and school managements can call on for information, assistance and guidance. Every school concludes a policy plan or policy contract to that effect with a CLB. In the operations of CLBs pupils are always centre stage. CLBs offer pupil-oriented services but can also support schools and parents in the optimisation of pupils' welfare and the pupil's functioning within the school environment. The care provided by CLBs is complementary to the one provided by schools and centres on four areas:

- (a) learning and studying: reading and spelling, speech, language, dyslexia etc.;
- (b) the school career: monitoring compulsory education, study-choice guidance, information regarding education and the link to the labour market, certification in special education;
- (c) preventive health care: medical check-ups, vaccinations, contagious conditions, nutrition, substance abuse etc.;
- d) socio-emotional development: behavioural problems, social skills, emotional problems.

The public employment services implements career guidance activities in certain schools or in collaboration with certain CLB's. These activities reach about 1/7 pupils in the final grade of secondary education. The objective is to increase the reach of the activities.

Although it is acknowledged that career guidance should be a continuous activity, career guidance still focuses mainly on transition moments: the transition between lower and secondary education, on transitions between different types of secondary education and the transition between secondary and higher education. However, there is no satisfaction about the way career guidance is currently provided in the field. Moreover, there is a concern that reforms in other fields (M-directive aiming at the inclusion of special needs pupils in mainstream schools) will reduce capacity of school counsellors for career guidance. A needs analysis of

² For an overview of the educational system in Flanders, please refer to Annex I.

student guidance including career guidance is planned and should bring some insights and solutions.

Guidance in relation to employment: In matters of vocational training, VDAB (Flemish public employment service) offers career guidance services at its competence centres, for people who wish to take charge of their own career. In these centres, VDAB career guidance counsellors help people with career choices and provide assistance with drafting a personal development plan. Often this form of career guidance is provided at the request of an employer so that this VDAB advice and guidance contributes to an optimal matching between the needs and competences of staff and the needs of the company in question. Employees can also contact these competence centres at their own initiative.

For those in search of employment, VDAB offers pathway-to-work guidance or “tailor-made job guidance” which involves various steps.

For employed persons there is a system of career vouchers encouraging people to visit one of the recognized career guidance centres. Furthermore, career guidance services are provided by:

- (a) career guidance services originating from sectoral or private initiatives (whether commercial or non-commercial);
- (b) career guidance initiatives by employees' organisations;
- (c) career guidance services by universities and institutes of higher education;
- (d) career guidance services by sociocultural work organisations, youth work organisations, local authorities or libraries.

Skills requirements for career practitioners: People working in CLB receive a two years continuing training at the start of their career. They have a background in medical or social sciences (pedagogy, psychology, etc.). They obtained a master or bachelor level degree.

At VDAB counsellors can have all kinds of backgrounds such as psychologists and social workers. A specific career guidance programme at master or bachelor level does not seem to exist in Flanders.

In general, interviewees experienced a trend of de-professionalisation compared to 30 years ago because the specific career counselling training programme was abolished. In line with the general view that teachers should become more involved in career guidance and education more specialised training and support will be needed. Some initiatives are countering this issue. One example is the training programme on career guidance offered by VDAB to teachers.

It was highlighted that – in general – counsellors in the education sector would need more knowledge about the labour market and labour market information, and on the other hand that employment counsellors may need more knowledge on the educational and training system.

2. Initiative in focus: Het Beroepenhuis

2.1 Objectives

The initiative Het Beroepenhuis originates from an annual-occupations fair and the gradual idea to organise a permanent and interactive exhibition on occupations for young people being confronted with the need to make a study choice. The not for profit organisation Het Beroepenhuis was created in 2000 as a project supported by the local employment partnership 'Gent, stad in werking'. After a period of preparation and testing Het Beroepenhuis opened for visitors in 2005.

Objectives

The objectives of Het Beroepenhuis can be formulated at two levels. First of all, the purpose is to open up career perspectives for students by familiarising them with less known (vocational and technical) professions, by dismantling prejudgements and introducing the world of work, and by developing self-knowledge (discovering talents and interests). The focus is also on 'why work?' and supporting youth in finding a role for themselves in the professional world. Secondly, Het Beroepenhuis focuses on labour market bottlenecks by providing information on professions connected to hard to fill vacancies.

Target groups

The target groups are clearly determined. Het Beroepenhuis focuses on guidance for:

- (a) students between 11 and 14 years of age (last two years of primary education and first two years of secondary education), including students with special needs (Buitengewoon Onderwijs) and OKAN students (students with immigration background, non-native speakers);
- (b) parents of these students;
- (c) teachers and persons working in the centers for student guidance (CLB)
- (d) future teachers

Stakeholders

Het Beroepenhuis presents occupations from 11 different sectors. The sector federations are key partners of Het Beroepenhuis. Furthermore, partners representing local authorities, social partners and schools support the initiative. It is an active partnership where different education and socio-economic organisations work together. Members of the board of Het Beroepenhuis include:

- (a) 11 sector federations;
- (b) Trade unions;
- (c) Centers for student guidance;
- (d) all education networks;
- (e) public employment service VDAB;
- (f) Syntra (training centre for entrepreneurial competencies);
- (g) City of Ghent;
- (h) Province of Oost-Vlaanderen;
- (i) Unizo (SME employer federation);

(j) Jes Gent (organisation for youth and city).

Funding

The organisation is funded through multiple sources, namely the sector funds representing the sectors that are introduced in Het Beroepenhuis, entrance fees (six euros per visiting student), structural funding from public authorities, contracted project work and sponsoring. This fragmented funding model is one of the challenges for the future development of Het Beroepenhuis.

2.2 Implementation

The core activity of Het Beroepenhuis is the guided visits. The objective is to provide as much as possible personal interaction with a moment of attention for each visitor. The visit starts with a short presentation about the world of work. The second element is a guided visit to the occupation exhibition. The exhibition is designed to be interactive and experience oriented. The visit to the exhibition ends with a short group discussion whereby each child is stimulated to talk about his dreams and talents. The pupils are encouraged to check what they learned about their own talents.

The third element is a sector workshop where students can try different occupations within one sector. The workshop is also closed by another group conversation aimed at listening to the students' experiences and summarising the key points of the workshop. In order to guarantee a personal, interactive approach each guide has maximum 15 students under his or her supervision.

Some pictures illustrate what happens (see chapter 4). Below we provide more information on the differentiated approach for students with different needs and on the labour market information provided.

A **differentiated approach** for groups with different needs (students with special needs and OKAN students)

Over the years a guidance methodology has been developed that can easily be adapted in function of the ability and needs of visiting groups. The materials supporting the visit have been developed in different formats. The cards with assignments³ for the visit to the exhibition are available in three formats: standard cards, cards in simple language (easy to understand) and simplified questions & assignments, cards with pictograms and further simplified questions. The exhibition contains exploration corners with a different level of difficulty. The assignments are designed in different levels of difficulty. The person guiding the group can adapt the instructions even during the visit, not only at group level but also at the level of individual students.

In this way, the same information is made accessible for everyone.

The following type of labour market information is integrated in the guidance activities for the visitors of Het Beroepenhuis:

(a) general information on the world of work. Why work, what is the value of work? What different sectors and occupations exist?

³ The assignments are grouped by sector. Each sector has a corner in the exhibition. The assignments are formulated as questions. The answer to the questions can be found by playing a game, reading the posters in the sector corner, ...

(b) Occupational information:

- (i) what are advantages and disadvantages of a job?
- (ii) what talents do you need to do this job?
- (iii) what type of education can you follow to do this job?
- (iv) information on skills and competences: what are talents? How can you discover your talents?
- (v) thinking about talents, occupations, career (self awareness, self orientation)

(c) how is the labour market information presented?

A media production house, the sector federation and the team of Het Beroepenhuis develop the occupational exhibition and develop the workshop concepts.

(d) who provides the labour market information?

The team works with occupational profiles. These profiles are provided by the sector federations. The quality of the labour market information provided depends strongly on the quality of the occupational profiles provided by the sectors.

Since the added value of a visit to Het Beroepenhuis increases when it is integrated in classes at school, Het Beroepenhuis has developed didactic materials supporting pre- and post-integration at school. These materials include lessons to prepare the visit and lessons to develop further the career guidance in school after the visit, ideas for career workshops in the classroom, a game to discover talents and professions in a gender neutral way.

Moreover, there is a database referring to other relevant labour market information or career guidance and career education tools.

Finally, Het Beroepenhuis shares its expertise by developing new projects and contributing to other projects, such as occupation fairs, labour market education for secondary schools, other types of 'Beroepenhuisen' eg presenting airport occupations at the airport.

Staff

The team consists of 5,1 full time equivalents. There is one coordinator, four pedagogic counsellors and one support staff member. The counsellors have a background in social studies (bachelor) or pedagogic studies (master) and/or a teaching degree. The fixed team members are supported by a wider team of trainees, temporary workers and volunteers. There is a training programme for students and temporary workers assisting in the guidance activities. After a period of observation and providing guidance under supervision, they can support the fixed team in the guidance activities.

2.3 Results and SWOT analysis of Het Beroepenhuis

Results

The annual report contains detailed monitoring information on the outputs and results of its activities.

There is an increasing number of visitors each year. 9412 pupils visited Het Beroepenhuis in 2013-2014. They were accompanied by 884 teachers. The initiative attracts visitors from all over Flanders but the majority comes from the province of Oost-Vlaanderen where the house is located.

Het Beroepenhuis has an elaborated evaluation system. It includes visitor surveys and a continuous focus on improvement of guidance methodologies and tools based on results of the visitor surveys and other observations. Visitors are in general very satisfied. 78% of teachers intends to come back next school year (2013-2014). In 2012-2013, 63% of visiting schools also visited the year before.

In terms of impact, Het Beroepenhuis aims to broaden the horizon of possible career options and aims to have a positive influence on the perception about vocational training, vocational jobs and technology jobs, on gender neutral perception of occupations, on self knowledge, and on study and career choices. Based on the visitor and school surveys Het Beroepenhuis is convinced it has a positive impact on these aspects. A more in depth impact study among ex-visitors is under way.

The identification of strengths, weaknesses, opportunities and threats is based on the interviews with Het Beroepenhuis and its stakeholders, the observation by the research team and review of available sources. They are presented in the table below.

Strengths	<ul style="list-style-type: none"> (a) Throughout Flanders, Het Beroepenhuis has been acknowledged as a center of expertise for the provision of labour market information to young people; (b) There is a methodological approach that determines the way the guidance activities are organised. The approach has been developed by the team. The guidance activities are regularly evaluated and improved where necessary. Personal interaction with the visitors is key; (c) A broad range of known and less known occupations are presented; (d) There is a strong focus on quality, fulfilling the expectations of the users and feedback mechanisms for quality improvement; (e) High level of satisfaction among visitors about Het Beroepenhuis; (f) Broad and active local partnership supporting Het Beroepenhuis; (g) The information is accessible for students with special needs and non-native speaking students.
Weaknesses	<ul style="list-style-type: none"> (a) Geographical reach is still mainly the province of Oost-Vlaanderen; (b) Difficulty to reach parents; (c) The multiple funding is considered to be a weaknesses, demanding many efforts in terms of coordination; (d) No impact on how a visit to Het Beroepenhuis is integrated in classes at school. Het Beroepenhuis provides tools but does not know what happens in practice; (e) The quality of the labour market information provided depends on the what the sector provides. Het Beroepenhuis does not perform an assessment of the quality; (f) Information is selective to a certain extent: <ul style="list-style-type: none"> (i) the highest end occupations are less present eg jobs at PHD level; (ii) entrepreneurship competences are not discussed
Opportunities	<ul style="list-style-type: none"> (a) Increasing need of actions contributing to better informed study choices; (b) Increasing need to work across borders of policy areas (education, work, local authorities, ...). Het Beroepenhuis can be considered as a local

	<p>laboratory in this respect;</p> <p>(c) Increasing demand for expertise of Het Beroepenhuis in other projects and initiatives;</p> <p>(d) Need to integrate principles of career guidance in curriculum of schools.</p>
Threats	<p>(a) Lack of a strong lifelong guidance framework in Flanders, vision and strategy. Many adhoc initiatives funded, but what is the strategy behind it?</p> <p>(b) Lack of general overview (at regional policy level) of what works and what does not (evidence based);</p> <p>(c) Difficult for a local partnership to find a place in Flemish policy plans, to influence highest policy level.</p>

3. Transferability and developments towards the future

Although the general policy strategy for lifelong guidance is not yet fully developed and the system of lifelong guidance clearly needs further reinforcement, certain initiatives such as Het Beroepenhuis contain interesting elements to consider for transferability.

In terms of governance and public support the initiative is strongly embedded as a **local partnership** and is recognised as a **platform for dialogue** between relevant actors in the field of employment and education and across employment sectors. It is gradually having a wider geographical impact. This shows that a bottom up approach can lead to significant results even if the development of a more coherent strategy and lifelong guidance programme is not yet achieved.

In terms of management and implementation Het Beroepenhuis can be considered as an example due to its **phased development approach**. First, a general vision and general principles were developed. The unique guidance approach was designed to reflect this vision.

The **evaluation and feedback system** of Het Beroepenhuis contributes to the continuous improvement of its activities. The main question is always how to increase the impact on study choices, and how to reach more students, parents, schools and teachers with objective information on study and career options.

The main long term objective of Het Beroepenhuis is to become a Flemish centre of expertise on the provision of labour market information (for young people) with more structural funding and imbedded in a more comprehensive strategic lifelong guidance framework. Furthermore, Het Beroepenhuis continues to develop and improve methods, to develop new projects, to provide assistance to other projects, to work with its stakeholders. Some examples of planned initiatives are:

(a) improvement of the guidance method for group of 13-14 years of age. An evaluation by a developmental psychologist showed that the guidance method is highly performant for the age group of 11-12 years. The guidance method for 13-14 years age groups was less suitable and has been reviewed. It will involve more interaction among students themselves, a more self oriented visit to the exhibition and more coaching for self reflection ⁽⁴⁾;

(b) another idea is to create a **mobile** Beroepenhuis (outreach approach). Now, schools usually come to Het Beroepenhuis. However, Het Beroepenhuis can become mobile and go towards the schools. There is a pilot project in the city of Geraardsbergen where all students in a certain age group will be invited to the 'pop up' Beroepenhuis. The information sessions for parents organised by the CLB will be held in the same place;

(c) Het Beroepenhuis is exploring the concept of a **talent portfolio** for students based on a (digital) talent registration system for children and youth. Students could use the portfolio throughout their school career and even later on. One of the questions is if this type of tool should be a publicly available tool free of cost or a tool against payment ⁽⁵⁾.

⁴ The assignment cards will not be used. Students need to work out the visit themselves and will be coached by the guides/supervisors of their group. There are 2 reflection moments. Students will try to determine their own talents and the talents of their classmates. The talents will be linked to occupations (including occupations that are not visualised in Het Beroepenhuis).

⁵ Example of private initiative in this field http://www.edmire.be/portfolio_page/tapas-4-kids/.

4. In pictures

Hairdresser and beauty exhibition (above) and hairdresser and beauty workshop (below) ⁽⁶⁾.



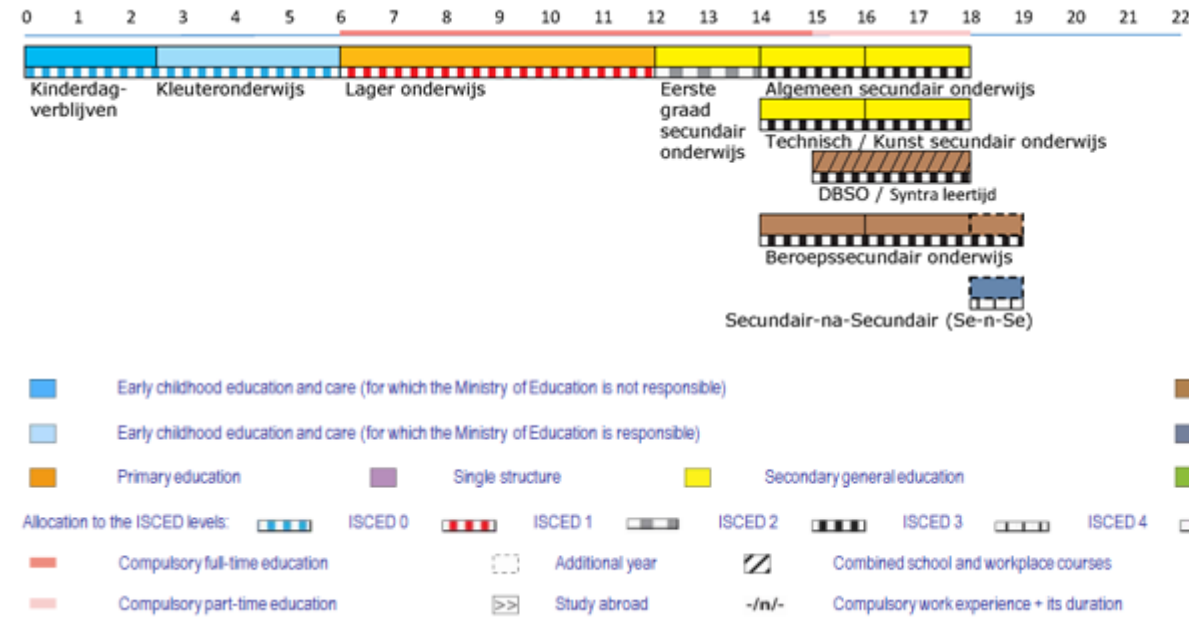
⁶ Pictures with permission from Beroepenhuis and from portraited individuals

Annex I - Educational framework

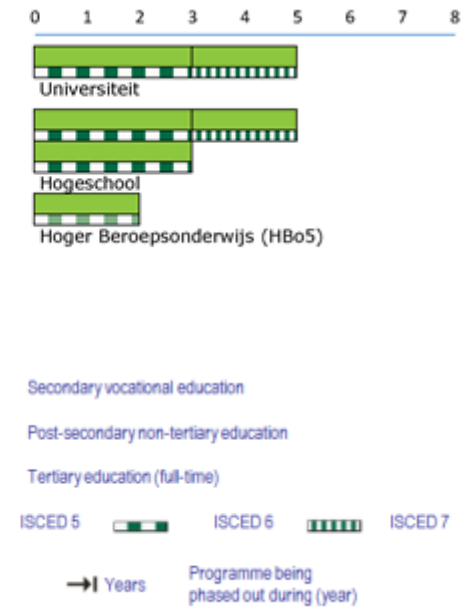
Figure 1 below presents the outline of the Flemish education system. There are traditionally three levels of education in Flanders: primary education, secondary education and tertiary education. Compulsory education ends at the age of 18, usually coinciding with the end of higher secondary education. Next to these levels of education there is also lifelong learning, which mainly targets adults. Since September 2009 also higher vocational education has been introduced in the Flemish educational system (HBO5).

Figure 1: Structure of the Flemish national education system 2014/15 (*)

Age of students



Programme duration (years)



Source: Eurydice

(*)This overview does not include the system for adult learning.

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Annex II - Agenda of the field visit

Day 1 – Monday 4 May 2015	
13:00 - 14:30	<p>Interview at Beroepenhuis</p> <ul style="list-style-type: none"> ✓ Mrs Nadia Hoedemaekers, coordinator Beroepenhuis ✓ Mr Mil Kooyman, president of the board and founding father of Beroepenhuis (mil.kooyman1@telenet.be)
Day 2 –Tuesday 5 May 2015	
9:00 – 12.30	<p>Observation of school visit</p> <ul style="list-style-type: none"> ✓ Primary school of Pittem (6th grade, 12 years old) ✓ Short interview with accompanying teachers <p>Interview with practitioner</p> <ul style="list-style-type: none"> ✓ Mrs Nele Van den Bulcke, Pedagogic counsellor, Beroepenhuis (nele@beroepenhuis.be)
14.00 - 16:00	<p>Interview with local stakeholder</p> <ul style="list-style-type: none"> ✓ Mrs Arwen Dewilde, Counsellor Department of Schooling and Education, City of Ghent (arwen.dewilde@gent.be)
Friday 23 May 2015	
11.00-12.30	<p>Interview with public employment service Flanders</p> <ul style="list-style-type: none"> ✓ Mr Joris Philips, Strategic Account Manager Education&Youth VDAB, (joris.philips@vdab.be)
Monday 22 June 2015	
8.00-9.00	<p>Interview with Department of Work and Social Economy Flanders</p> <ul style="list-style-type: none"> ✓ Mrs Kim Geerts (kim.geerts@wse.vlaanderen.be, +32 2 553 44 35)
Monday 22 June 2015	
9.30-11.00	<p>Interview with Department of Education Flanders</p> <ul style="list-style-type: none"> ✓ Mrs Debby Peeters (debby.peeters@ond.vlaanderen.be), Mr Jef Vanraepenbusch, Mrs. Karen Vandenbeck, Mrs. Nadia Reynders, Mrs. Nina Mares, Mr. Wilfried Boomgaert

Annex III - References – sources of information

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