

STEM Agenda 2030

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 BELGIUM-FL

Timeline



ID number 43768

Background

STEM (science, technology, engineering, mathematics) focusses on the integrated approach and deepening of the four underlying disciplines, which are deployed from an enquiring and designing attitude in various entrepreneurial contexts such as industry, healthcare, culture and education. An interdisciplinary approach is essential, as is the connection of that integration with societal challenges.

Objectives

Through the STEM-agenda 2030, the Flemish Government promotes STEM in VET and lifelong learning. The enrolment in STEM-courses and STEM-careers should be increased. STEM specialists should apply their specifically acquired competences in their professionals' careers. STEM competences in the wider society in general should also be strengthened: this is known as STEM literacy.

Description

The STEM agenda 2030 focusses on the following three parts.

(a) Sustainable STEM communication in relation to VET

With a sustainable and inclusive STEM communication strategy in VET:

- (a) attention will be paid to the low and barely increasing participation rate of girls;
- (b) societal transitions will be placed in a central position (VET and STEM contribute to these transitions);
- (c) high-quality and instructive practices will be disseminated towards the STEM and VET ecosystem;
- (d) players in that ecosystem will be connected and linked more strongly to each other.

Every two years, STEM stakeholders (including social partners, STEM providers, intermediate organisations) are to be brought together.

(b) Sustainable STEM monitoring and research

Flanders is also aiming for a sustainable research and monitoring approach for STEM that will point the way to goal-oriented actions in the coming years. VET will be given special attention in this context. Sustainable communication, research and monitoring should connect all stakeholders in a sustainable way, with a specific objective of paying attention to certain groups, including VET learners and trainees.

(c) Strengthening and connecting to existing STEM actions

During 2010-20, at the instigation of the STEM action plan, many of new (structural) initiatives emerged. In the new STEM agenda 2030, an action programme was developed. This does not focus on elaborating new actions on establishing sustainable interconnections between existing initiatives and actions, hence the emphasis is on communication and bringing together all stakeholders.

An advisory committee meets annually to discuss the status of the STEM agenda and has the opportunity to raise points of interest for this agenda. The members are representatives of the ministers and policy areas concerned, specifically Education and Training, Work and Social Economy, Economy Science and Innovation and Youth, Media and Culture, members of the Flemish Education Council (VLOR), members of the Social and Economic Council of Flanders vzw (SERV), the Advisory Council for Innovation and Entrepreneurship (VARIO) and the STEM Platform. This committee can be expanded to include other relevant stakeholders based on specific policy initiatives.

From a policy perspective, the Department of Education and Training, the Department of Work, Economy, Science, Innovation and Social Economy (known as Flemish Department of Work and Social Economy until 2025), Flanders Innovation & Entrepreneurship (VLAIO) and VDAB (involved specifically in the parts of the agenda that relate to workforce skills development, and training and labour market transitions) monitor and follow up on the STEM Agenda.

2020 Design

In 2020, the STEM agenda was designed in collaboration with representatives of the different departments and agencies.

2021 Approved/Agreed

The STEM agenda was adopted by the Flemish Government in June 2021.

2022 Implementation

In 2022, the STEM agenda was further operationalised.

The key indicators for the STEM agenda 2030 are under construction, aiming to serve as a kind of STEM dashboard. The STEM research agenda will allow for additional studies on specific themes, e.g. on inclusion or on the impact of STEM actions.

The first edition of State-of-the-STEM (*Klaar voor 2030*) was published on the 3 October 2022 and is the start point for the implementation of the STEM-agenda 2030 and the sustainable STEM communication.

2023 Implementation

In 2023, the key indicators were finalised for the STEM-agenda 2030. Specifically for education, 5 indicators were established with target figures for 2030. Actions from the STEM agenda were continued, such as financial support to an organisation that is committed to supporting teachers and schools in the integrated STEM didactics. In December, 2023, the STEM-platform published their memorandum for the new Flemish Government (2024-2029), which further supports the implementation of the STEM-agenda for 2030.

2024 Implementation

In April 2024, the Department of Education and Training published the first STEM monitor for the STEM-agenda 2030. An interactive dashboard was also developed for this monitor. The actions of the STEM-agenda are being continued, with each involved actor formulating a key focus area that they will work on in the coming years. On 5 July 2024, the progress report of the STEM-agenda was presented to the Flemish Government. This report contained the first reporting on the key indicators of the STEM-agenda.

In September 2024, the Flemish Government indicates in its Coalition Agreement (2024-29) that it will continue the STEM agenda 2030 with the implementation of measurable goals, focusing, amongst other things, on VET.

In October the STEMhub, a new online service for entrepreneurs who need help with STEM initiatives, was launched.

2025 Implementation

In February 2025, the Agency Flanders Innovation & Entrepreneurship (VLAIO) organised a networking day on the impact of STEM initiatives. In June, the second edition of the STEM-monitor was published and the online dashboard got an update on the data. In September, the government appointed a new chairwoman and vice-chairman for the advisory committee for all STEM-matters ('STEM-platform'). Further, the composition of the advisory committee changed slightly. The committee has already issued several recommendations, such as the changing the statute of teachers to attract more STEM teachers.

Bodies responsible

- Flemish Department of Education and Training
- Flemish Department of Work and Social Economy (until 2025)
- Flemish public employment service (VDAB)
- Flemish Department of Work, Economy, Science, Innovation and Social Economy
- Flanders Innovation & Entrepreneurship (VLAIO)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Adult learners

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Supporting lifelong learning culture and increasing participation

Promotion strategies and campaigns for VET and lifelong learning

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

VET promoting equality of opportunities

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Subsystem

IVET CVET

Further reading

[STEM Agenda 2030](#)

[STEM in Flanders](#)

[Inventory of barriers and levers in STEM and the STEM ecosystem in Flanders](#)

[Intermediate report STEM agenda 2030](#)

Cite as

Cedefop, & ReferNet. (2026). STEM Agenda 2030: Belgium-FL. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/43768>