



Identification, Dissemination and Exchange of good practice in
Local Employment development and promoting better governance

CASE STUDY FICHE

Theme: 'Maximising Employment Potential: local approaches to lifelong learning'

The fiche is a guide to the kind of information we need to gather about potential case studies. We will use this to gain an understanding of the coalition and an idea of its value to our seminar.

General details

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| Case Study name | Pact of Vilvoorde |
| Purpose of the partnership/activity/strategy/project | To make Flanders a learning society by 2010. Lifelong and life-wide learning will have become embedded in society. By this time, at least 10 percent of all Flemish inhabitants between the ages of 25 and 65 will be participating in lifelong learning." The Pact of Vilvoorde covers a broad range of themes, not only lifelong learning, but also mobility, work, culture and society, customer-friendly environment, innovation, democracy, ... |
| Address | Ministry of the Flemish Community, Employment Department (<u>lifelong learning domain</u>) |
| Telephone no. | +32 2 553 40 60 |
| Fax | |
| Email address | Isabel.Vanwiele@ewbl.vlaanderen.be |
| Name of Contact | Isabel Vanwiele, Ministry of the Flemish Community, Employment Department (<u>lifelong learning domain</u>) Mike Scout, Flanders Social and Economic Counsel (SERV) |
| Background on lead organisation | |
| Database category (delete irrelevant ones) | C: Addressing skills shortages and promoting life-long learning F: Diversifying local economic base |

Case study description

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| Background to the case | In 2001, between March and November 2001, experts |
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| study | <p>worked in six vision groups on the future challenges of learning, enterprise, work, culture, welfare and the environment. These Flemish Conferences culminated in the signing of the Pact of Vilvoorde. Representatives from the field of intermediary organisations (like trade unions, socio-cultural and other societies, movements,...) and the Flemish government signed the pact on 22 November 2001. The Flemish government made out a case for reaching the objectives for the 21st century, together with the Flemish social partners by 2010. At the same time, the pact forms the basis for the continuing course of the project Colourful Flanders. From 2002, the Flemish government has organised a series of discussions on the various themes.</p> <p>The sealing of the Vilvoorde Pact, on 22 November 2001, signalled the Flemish government and social partners' express commitment to the Lisbon process' aim of making Europe the world's most dynamic and competitive knowledged-based society by 2010, with particular emphasis on better jobs and stronger social cohesion. Like the Lisbon process, the Flemish Pact involves a carefully balanced focus on economic, social and environmental targets and a number of specific objectives and targets to be achieved by 2010.</p> |
| <p>Description of the characteristics of the 'milieu' of the case study:</p> <ul style="list-style-type: none"> • Economic • Geographical • Political/governance • Cultural • Other | |
| Description of activity | <p>Government and social partners pursue 21 objectives with deliberation and cooperation with all those involved. They call on all social actors within the community to share in the responsibility.</p> <p>By 2010, the commitment made by the signatories should result in Flanders having become a leading region with regard to these 21 objectives for the 21st century.</p> <p>For lifelong learning this means: By 2010, education will be more democratic. Dualism in society will be combated by guaranteeing that everyone will have access to learning initiatives and by promoting</p> |

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| | equal opportunity throughout the entire learning process. |
| Objectives | <p>There are 21 objectives, some are linked directly or indirectly to lifelong and life-wide learning.</p> <p>Below are the two most important:</p> <ul style="list-style-type: none"> • In 2010, Flanders will have evolved into a learning society. Lifelong and life-wide learning will be embedded in the community. At least ten percent of Flemish people between the ages of 25 and 65 will be taking part in permanent training. A learning community also means that competencies will be accredited on an equal basis no matter where and how they were obtained. (objective 1) • In 2010, the number of functional, literate people and the number of people with ICT competencies will have risen to more than three quarters of the population. The number of young people, who leave school without sufficient basic qualification for the labour market, will be halved at least, by this time. (objective 2) <p>Other related objectives are:</p> <ul style="list-style-type: none"> - Each individual of working age in Flanders has access to a decent job. The employment rate should be as close as possible to 70% by 2010. (objective 3) - In 2010, women and disadvantaged groups (including members of minority groups, the disabled and low-skilled) are no longer underrepresented in the number of people in work. This is illustrated in particular by the fact that they are no longer overrepresented in the unemployed statistics. (objective 5) - Combating poverty and fostering social cohesion so that Flanders becomes one of the top five European regions in this area by 2010. All inhabitants and target groups in all age categories shall have sufficient opportunities and choices to take part in all aspects of civil life. (objective 10) - In 2010, as a result of a rise in the quality of work and the improved quality of labour organisation, becoming and staying employed is attractive to everyone. The quality at work-indicator is significantly higher in 2010. (objective 4). |
| Geographical focus of the project | The Belgian region of Flanders. |

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| <p>Have you worked in partnership with other organisations ?</p> | <p>The regional government works in partnership with the social partners. The partners pursue the 21 objectives with deliberation and cooperation with all those involved. They call on all social actors within the community to share in the responsibility of making Flanders a leading region for the 21st century.</p> <p>Key partners in the goal-setting process of the pact are</p> <ul style="list-style-type: none"> - The Flemish government (in particular the Ministry of Employment and the Statistical Office, which is monitoring the indicators religiously) - Flanders Social and Economic Counsel (SERV) as the consultative and advisory body of the Flemish social partners - Representatives of employer organisations and trade unions <p>In order to reach the targets, concrete arrangements, agreed upon between the Flemish government and social partners are further on reflected in successive Employment Pacts. These Employment Pacts are agreed at the level of the Flemish Region.</p> |
| <p>Have you involved other tiers of government in the project (such as national or local-level stakeholders) ?</p> | <p>The Pact of Vilvoorde is made up through a consultation process. Citizens, interest groups, experts, civil society organisations, business organisations etc participated in exploring and defining the themes underlying the objectives.</p> |
| <p>Target groups</p> | |
| <p>Particular successes</p> | |
| <p>Problems faced/overcome</p> | |
| <p>Lessons learned</p> | |

Theme-Specific Questions

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| <p>Is there evidence that cooperation at local level around lifelong learning can be a vehicle for development in your area?</p> | <p>The Department Strategic planning and Statistics (Ministry of the Flemish Community) in cooperation with SERV have developed a set of indicators to monitor progress towards the 2010 targets.</p> <p>This moment, one is preparing to adjust indicators or targets following the Spring Lisbon Summit.</p> |
| <p>How can specific groups, such as women, ageing workers, socially excluded people etc. best be</p> | <p>All activities concerning <u>lifelong learning</u> are laid down into an action plan “Lifelong learning on the right road”. The action plan, approved by the Flemish government on 7 July 2000 establishes priorities and provides a</p> |

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| <p>integrated into the learning process?</p> <p>What can be done to encourage employers and individuals to invest in learning?</p> | <p>framework for all actions concerning lifelong learning. The right to lifelong learning is systematically incorporated in the action plan and consists of four pillars, namely:</p> <ul style="list-style-type: none"> - the right to information, guidance and advice, - the right to regularly recurrent learning periods, - the individual's right to participate in the development of the Ill policy, - the right to have his or her experiences recognised. <p>The action plan is yearly revised: every year a state of affairs is made up and new initiatives are launched.</p> |
| <p>What can local approaches offer in responding to the learning needs of people at different stages in their lives, that national approaches cannot offer?</p> | |
| <p>What are the X-factors that help local economies become 'success stories' thanks to coherent lifelong learning strategies?</p> | <p>Flanders has a strong tradition of working together with social partners (representatives of employer organisations and trade unions).</p> |

Actors in decision making:

- Services of the Minister President
- Flanders Social and Economic Counsel (SERV):
www.serv.be,
+ 32 (0)2 20 90 111
Rien Van Meensel
Wetstraat 34-36
1040 Brussel
- Representatives of employer organisations and trade unions (addresses available by contacting SERV)

Actors in monitoring (indicators and coordination):

Ministry of the Flemish Community, Department Strategic planning and Statistics
Peter De Smedt,
Peter.desmedt@azf.vlaanderen.be
+32 2 553 57 65

ACTION:

Follow up Leuven, which six months ago set up a local Pact reflecting the 21 Objectives