



MINUTES OF THE MIREC TRANSNATIONAL SEMINAR

« Intermediation practices: the importance of relationships with companies for the sustainable integration of the long-term unemployed (LTE) »

15/03/2023 – CHARLEROI

Present: see "[List of participants_99733610362.csv](#)" in annex :

Presentation material : see “Intermediation practices - the importance of relations with companies for the sustainable integration of long-term unemployed people” in annex

I. Introduction by Emelyne DESCHAMPS, Director General of MIREC

Emelyne DESCHAMPS - MIREC welcomes the participants and comes back to the impact of the SKY project at the level of the Charleroi association. This innovative research and development project allows MIREC to be part of a European network, to exchange with other organizations involved in training and support while experimenting new fields of action.

Emelyne DESCHAMPS - MIREC reviews the agenda and the timing proposed for the morning.

II. Presentation of the SKY project - Skills for long-term unemployed and its transnational partners by Eric DEGIMBE, CEC Director

Eric DEGIMBE - CEC welcomes the transnational seminar of the SKY project (acronym for Skills for long-term unemployed), funded by the European Commission and the Erasmus+ programme.

The SKY project proposes:

- to experiment with micro-trainings to acquire professional gestures that meet the needs of the labor market;
- to propose a complementary tool to the organizations in charge of the training of this public by the development of micro-trainings.

The SKY project, in a few lines:

- is coordinated by the CEC (European Coordination Centre) based in Brussels which develops partnerships and European projects
- is inspired by the French experimentation “Territoire Zéro Chômeur de Longue Durée” which is based on 3 assumptions:
 1. No one is unemployable because jobs are adapted to people's skills and abilities;

2. There is no shortage of jobs because some sectors of activity are in shortage of manpower;
 3. There is no shortage of money, as the cost of unemployment is higher than the cost of additional employment.
- allows the long-term unemployed to get the desire to relearn but also to value skills already acquired.
 - started in March 2022 for a period of 2 years with the selection of good practices and the organization of territorial working groups, gathering companies and training organizations in order to identify the professional gestures that companies need and then experiment them on 125 job seekers. Each partner will produce 5 videos of the 6 professional gestures to be acquired. Finally, the CEC will propose policy recommendations to the European institutions and to local employment authorities.
 - involves partners from 5 different countries:
 - **For France** : AGFE which collaborates with 2 local plans Cergy-Pontoise and Roissy pays de France via the PLIE which propose socio-professional integration paths.
 - **For Italy** : SCF - Scuola Centrale Formazione, a national federation of 50 organizations with 100 training centers. For this project, it works with two specific centers Opim and Fomal in the Bologna area.
 - **For Spain** : TRINIJOVE Foundation which develops activities in Barcelona in the socio-professional integration offering internship and employment (e.g. waste management at Barcelona airport).
 - **For Poland** : BARKA Foundation, which specializes in the integration of people who are very far from employment (homeless, victims of addiction, ...)
 - **For Belgium** : MIREC

III. Skills assessment of each CLD before and after the micro-training in order to identify the gestures and skills acquired by the CLD

IV. The reception of long-term unemployed: which tools and for which purposes? by Alexia TASACOS, MIREC Project Manager

Alexia TASACOS - MIREC reveals the tools used at CEP (Centre d'Evaluation des Potentialités, first reception at MIREC:

- ❖ **Initial reception interview** with a semi-structured framework for all beneficiaries around 3 questions:
 - What the person can do (mastered)
 - What the person wants to do (desired)
 - What the person no longer wants to do
- ❖ **Interview framework specific to a job or a sector** in order to put a job seeker in a situation in which he/she will be confronted with a job and a targeted sector (e.g. for the "Heavy truck driver" training) Trade/sector specific interview outline



- ❖ **Métierama** : a fun game with job cards to help job seekers discover professions that they are not familiar with.
- ❖ **Explorama** : fun content with photos in the form of boards dealing with the professional environment and gestures by making a parallel with hobbies.
- ❖ **Vis ma vie (Live my life)**: video with working conditions and a clear vision of the job to be viewed by the job seeker
- ❖ **Competency models - Active mediation** where the job seeker will evaluate himself/herself in each job and point out the skills to be updated
- ❖ **Other tools**: Job video from Horizon Emploi, YouTube, to identify the skills and know-how to have

These tools are used according to the profile of the person in front of you and the needs, especially for those who have no idea of the professional direction they wish to follow.

V. Intermediation and active mediation at the service of socio-professional integration by Jérôme PRESTIFILIPPO, MIREC Coordinator

Jérôme PRESTIFILIPPO – MIREC explains the concept of active mediation as follows :

➤ **Territory**

MIREC operates in the district of Charleroi, which has more than 400,000 inhabitants, a territory six times more populated than the national average in a post-industrial region that used to have a steel, coal and glass industry in the 20th century, but which has been modernized with aeronautics, biotechnology and logistics. At present, the region has 5,000 companies, 1,000 of which work with MIR.

➤ **Intervention framework**

Active intermediation and mediation are based on 7 commitments :

- Better understand and analyze the demand
- Disseminate employment offers with responsiveness
- Take charge of or support recruitment
- Provide first-line information
- Offer adjustment or training sessions
- Ensure follow-up in employment
- To position oneself as a true partner

➤ **Intermediation and active mediation**

By active mediation, we mean a direct intervention in the process of establishing a job offer that is built mutually with the employer. Whereas intermediation intervenes at a later stage with an independent creation of the offer. This last approach builds its relationship to qualifications through a logical matching between supply and demand. In order to meet the requirements defined by the employer, it is necessary to consider improving the skills of the job seeker and to target the matching and the matching within a linear process. Active mediation takes the opposite approach by strongly pushing for contractual negotiation and objectification of the skills identified for the job. The



integration pathway is intended to consist of round trips allowing the acquisition of various skills that lead to employment opportunities (iterative pathway).

Both methods are useful and should be used in a cross-functional and targeted manner according to the needs. "Adaptation is our job" perfectly embodies MIREC's approach in the personalization of the accompaniment, the targeting of the prospection and the adaptation of the use of insertion tools (such as the internship).

Considering this reflection, we are entitled to wonder about the place occupied by the company in this methodological process initiated by MIREC, and how it maintains the relationship with the job seeker for the benefit of integration. The question "do we train to integrate, or do we integrate to train?" perfectly represents the opposition of approaches shared earlier. While the trend in the world of socio-professional integration is to work on increasing the skills of the job seekers, active mediation aims to increase the role of the company in the continuous training process. The employment contract is only the beginning of the acquisition of new skills and not an end.

To succeed in mobilizing the employer, they must subscribe to our values and missions and contribute to the fight against exclusion through employment by being a strong partner. We must occupy an equal place in the negotiation and build the best possible training framework in order to achieve sustainable and quality employment.

Engaging and acting together through innovative actions is the best conclusion (in the continuity of an adapted accompaniment) in order to implement the SKY project, and to allow the recognition of contextualized professional gestures by and for the company.

Jérôme PRESTIFILIPPO - MIREC presents a concrete example of operationalization of the method.

➤ **Conclusions**

MIREC is convinced of the implementation of this SKY project within the approach developed in the previous point.

Eric DEGIMBE - CEC emphasizes the quality of the intervention and supports the importance of the job coach to increase the awareness of companies.

Emelyne DESCHAMPS - MIREC underlines the participation of partner companies and invites them to introduce themselves:

- ECOSERVICES : « internship in our domestic services company. If the internship works out very well, a job is guaranteed with an open-ended contract. »
- KAPSERVICES
- PICOBEL'EAU
- RETRIVAL: « 25 years of experience, training program set up with the help of MIREC, participation in the creation of over 100 jobs and regular collaborations with MIREC for internship proposals.»
- TIBI : « collaboration since many years in the framework of recyparks for the insertion of trainees during the summer period (internship of 1 to 2 weeks with a fixed-term contract if suitable). »

mais aussi des opérateurs de formation :



- FOREM Business Competence Center: "collaboration with MIREC on training in the framework of the food industry but also more specific softskills training on digital maturity. »

VI. Identification of professional gestures within the framework of the SKY experimentation by Fiona D'ANTONIO, MIREC communication officer

Fiona D'ANTONIO - MIREC specifies the sectors that could benefit from micro-trainings by identifying 3 professional fields:

- Services to people, focused on domestic help with a profile of housekeeper;
- HoReCa, focused on the functions of kitchen assistant and fast-food employee;
- Resource/waste management, focused on the functions of recovery agent, sorting operator and recycler.

Methodology for identification of professional gestures

MIREC analyzed several documentation resources such as:

- ❖ ESCO competency framework
- ❖ Competency models for active mediation
- ❖ Job identity cards - Horizon Emploi
- ❖ Service francophone des Métiers et des Qualifications SFMQ

and highlighted the key competencies required by companies, the final idea being to define the competencies in terms of professional gestures, skills and behaviour to be adopted.

Key compétences

- For Services to people
 - Maintain the living space by adapting to the life habits of the beneficiary and ensuring his/her safety
 - Apply the appropriate hygiene, safety and ergonomic rules
 - Apply the rules for the prevention of domestic accidents
 - Maintain a safe, hygienic and secure work environment
 - Use appropriate products and materials
 - Plan and organize his/her travel needs
- For HoReCa
 - Strictly apply safety and hygiene rules
 - Communicate with colleagues/hierarchy/customers
 - Resist stress
 - Resist physical and nervous fatigue
- For waste management
 - Identify and sort waste
 - Use personal protective equipment





- Respect safety and ergonomic rules
- Handle loads
- Know the different recovery or recycling channels
- Endure particular conditions (noise, odours, dust)



Selected professional skills and gestures

- For services to people
 - For services to people
 - Know how to use a smartphone in a professional context to facilitate travel
 - Know the domestic risks and master the first aid procedures

Feedback from the sector:

Sarah BAMBERGER - Form TS: training funds available to support companies in their training obligation because domestic workers must be trained on cleaning products and cleaning techniques. The ability to move around is a big challenge (not so much that they don't know how to move around, but rather that they are afraid to move around, mainly because for some people smartphones are not always easy to use).

Moreover, a B driver's license is not always required. Companies sometimes provide electric scooters or license-free cars as an alternative.

Laura HAMBOUN- EKOSERVICES: agrees on the two identified weaknesses, i.e. lack of candidates who know how to move. My company is considered as an increased risk. We also face dog bites.

→ visit the prevention campaign at <https://www.tousrespectueux.be/>

Feedback from the methodological expert :

Jean BUFFENOIR - CEC: In relation to the gestures and skills, they are not written in the form of active verbs. We use a more direct language according to the actors in the field.

Professional gestures are the basis for building skills. It is the way we perceive ourselves in the acquisition of a technique. To write the skill, we do not use action verbs but simple language, straightforward in relation to the people who are going to act.

- For the HoReCa
 - Know and respect the rules of hygiene in a professional kitchen
 - Soft skills/transversal competencies essential for working in the HoReCa

Feedback from the sector:

Matthieu DAUBRESSE - Le Levain: For some people, it's not a problem; for others, yes. We're dealing with a much more complex public that needs a more social approach rather than a technical one. It's not a problem to move towards this type of skills.

- For waste management
 - Wear personal protective equipment
 - Identify types of waste, their characteristics and the value of recycling them

Feedback from the sector:

Isabelle DUFROMONT - TIBI: Safety is a super important element. Workers are not always aware of the risks around them, not just related to personal protective equipment (PPE).



Methodological feedback:

Andrée DEBRULLE - CEC: The elements discovered throughout the presentations are :

- A vast partnership that revolves around MIREC;
- The professional entourage which is relatively strong in ensuring collaboration with the FOREM services
- But where are the trade unions? The "health" and "safety" logic in the workplace should also make them visible.
- Emelyne DESCHAMPS - MIREC: Trade unions are generally invited to the sectoral project support committees, but it would be wise to involve them in the territorial working groups.
- Laura HAMDOUN: proposal to get in touch with a representative of the FGTB in the framework of service vouchers.

Comments on the SKY project :

Thierry DOCK - CSC comments on the intervention of Andrée DEBRULLE. The trade-union viewpoint is important and essential to take into consideration a series of elements (health, safety...).

On a more general note, the Belgian Higher Employment Council has produced a report on training and has highlighted the fact that although one in two workers participates in a training program, only 13% are low-skilled.

This pilot experiment is a major addition to the field of training to ensure that they are equally deployed and that it is not systematically the trained people who can benefit. As far as the partners are concerned, I can imagine that similar figures could certainly be similar abroad.

Thierry DOCK - CSC compares this report with that of the socio-professional integration sector which highlighted problems of attractiveness of their center in order to find candidates (duration of the trainings, need for short-term perspectives and not corresponding to their primary expectation). Micro-trainings will not replace training but will meet the needs of companies. The challenge is also around certification.

Sarah BAMBERGER - Form TS : Lack of motivation, regardless of the sector, is often due to the image that is conveyed of this work. Advertisements in the newspapers do not help.

VII. Micro-training, an innovative tool of the socioprofessional integration mechanism by Emelyne DESCHAMPS, General Manager MIREC

Emelyne DESCHAMPS - MIREC explains the definition of micro-training and indicates the next steps of the SKY project:

- Organize Territorial Working Groups:
 - March 30, 2023: pedagogical content and micro-training repositories
 - April 17, 2023: creation of video materials
- Launch the call to companies to get involved in order to further develop and better define professional gestures.
- Involve job seekers and trade unions



- Measure the delta of the job seeker's professional skills at the beginning of the process and the ability to perform the professional gesture at the end of the micro-training.
- Integrate in MIREC the validation of micro-trainings with digital skills badges.
- Work with companies and partners on an agreement basis.

In summary :

1. An understanding of the components of a professional field
2. An analysis of the candidate's professional skills
3. An individualized training program
4. Micro-training sessions with practical exercises
5. Progressive evaluations of the level of achievement of the performance of the gesture
6. Validation in micro-certification of the professional gesture and attitude
(in reference to the qualification level of the skill in the targeted professional field and in partnership with the host company))

Comments from the Public Employment Service in Wallonia (FOREM) on the SKY project:

Matthieu GUERIN - FOREM states that it is an interesting additional step in the process of accompanying and training the public. It can meet needs with additional flexibility.

VIII. Provisional conclusion of the work by Jean BUFFENOIR & Tommaso GRIMALDI & UNESSA

Tommaso GRIMALDI - UNESSA thanks for the exchange of very rich content which confirms the merits of the SKY project.

The main point of this mechanism is to give people the possibility to learn to learn again, which means to value informal experiences and ensure the different facets of soft skills.

In conclusion:

On the one hand, the need for a close relationship with companies to identify their needs,
On the other hand, the job seeker, his profile and his expectations are at the center of the process.
Where do training centers stand? They must provide support.
The approach must be reinvented every day and specific to a territory.

Jean BUFFENOIR congratulates MIREC for the understanding of the process with this funnel approach at the start of professional gestures.

Nevertheless, he specifies a few things:

1. When we talk about a company, it is not just the representatives of the company; we have to give a voice to the actors of the company, that is to say that they can express how they, from given professional tasks, from competences acquired in training, act in their professional gestures and how they can teach the way in which they respond to professional gestures. This is the basis of the professional gesture and it is learned with others.
2. The difference between "ability" and "skill": we acquire abilities (professional gestures) with "Crow Mindset" skills.
More specifically: we have skills that allow us to have the ability to do a job.



3. Often, competencies are written based on professional tasks. The professional gesture approach should make it possible to rethink writing and the way in which skills are used to accomplish tasks.
4. Skills are abilities, not competencies.

Emelyne DESCHAMPS - MIREC thanks all the internal and external people for their participation and logistics and is looking forward to the upcoming meeting with the European partners in Barcelona.

