
Belgium

VET in Europe – Country report

2012

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The opinions expressed in this report are not necessarily those of Cedefop.

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Preamble

This VET in Europe country report from Belgium, 2012 version, lays down the foundations to assist in better understanding of the education and vocational training systems currently in force in Belgium.

The institutional reality of the country makes this a far from easy exercise. This is because, as readers will observe through these pages and despite the similarities of the systems, the mechanisms and stakeholders involved are numerous. Moreover, priorities and stages of development differ, from one Region/Community to the next.

This document should, therefore, be considered as a basis on which to build further. Notably, the choice was made to focus mainly on those systems directly regulated and administered by Authorities. These systems are, indeed, integrated, in each entity, into developments relating to qualification frameworks, the definition, adaptation and conception of qualifications, in qualification and certification processes and quality assurance processes.

However, continuous training for adults in Belgium is much more than this, and the mechanisms, measures or initiatives involved are multiple in all Communities and Regions. The voluntary sector in particular, plays an important role in each community in the training and the inclusion of disadvantaged and low-skilled unemployed people.

Not all of these activities are systematically centrally coordinated. Coordination of continuous adult training has now been established in Belgium which should notably collate information about these activities. It was not possible to undertake this work in the framework of this project.

Moreover, training within the remit of sectors and sectorial funds is not included in this report. Whilst on the whole we have annual data delivered by corporate balance sheet information, this requires detailed processing and should be complemented by studies with each of the major funds/professional sectors.

Enjoy the read,

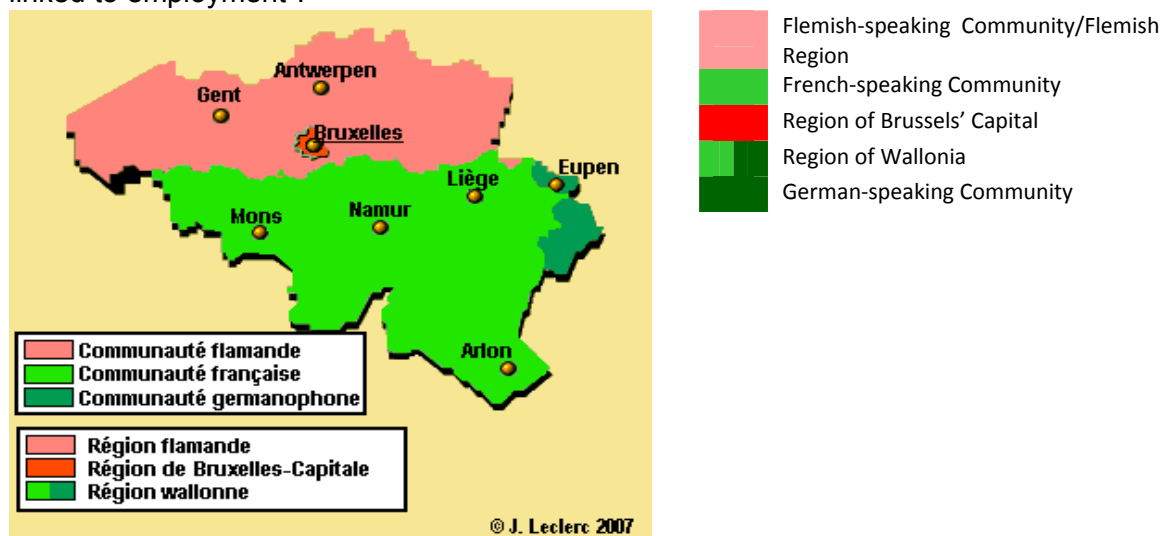
The Belgian Refernet Network Team and partners

CHAPTER 1

1. External factors influencing VET

1.1 Foreword

Belgium is a constitutional monarchy divided into three territorial regions (Flanders, Wallonia and Brussels.) The population is divided into three linguistic communities (Flemish BEFL, German BEDG and French BEFR¹.) This segmentation directly affects the vocational and education training field. The Communities are each in charge of education (compulsory, non-compulsory and adult), whilst Regions are generally responsible for vocational training directly linked to employment².



The Belgian Constitution establishes the principle of academic freedom and choice. As a consequence, the entire education system is organised into networks (public or private, religious or not) through 'Powers Organizers'³. Each network develops its educational project within the education standards given by the Community's Government.

Education has been compulsory in Belgium from 6 to 18 year-olds since 1982, but the possibility of part-time, alternating work and learning are open to young people from 15/16.

Originally under the aegis of the Ministry for Work, technical and vocational education became closer to the general education and became the responsibility of the Education Minister, following the Second World War.

¹ Brussels is a bilingual region where administrations in charge of regional matters use both Flemish and French.

² Administrations in charge of Community affairs such as education, culture, care for people are unilingual
³ For easier reading of this report, by convention we will use BEFL for Flanders and the Flemish speaking community; BEFR. for the French speaking community , BEDG for the German community, Brussels for matters linked to employment and Wallonia when activities are regional linked

³ Pouvoir organisateur (French community); ingerichte macht for the Flemish Community

Until the late-eighties, there was little relationship with the world of work; the image of the technical and vocational programmes has significantly deteriorated. Since the beginning of the 90s, new policies and initiatives have been taken to restore the image of these curricula and redeploy partnerships with the work environment.

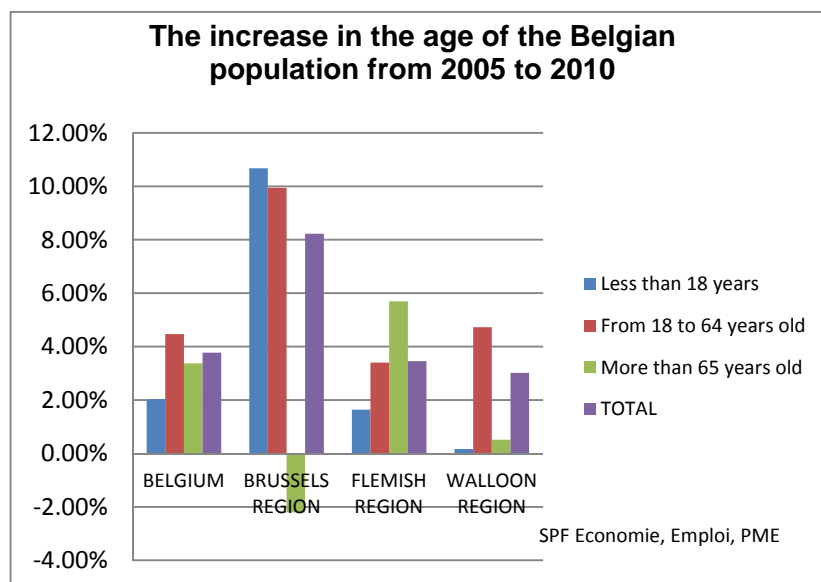
Social dialogue and social partners is required in nearly every aspect of the Belgian VET system. Each provider can collaborate with the sectors on a local level or driven by a ‘sector-covenant’⁴.

1.2 Demography

Belgium has 11,076,847 inhabitants⁵: 57% in Flanders, 33% in Wallonia, including the 78,000 inhabitants of BEDG, and 10% in the Brussels Region. Its population increased at the average rate of 0.75% per year, since 2004 (EU 27 average rate is 0.4%). Brussels’ growth rate is particularly impressive: 15% in 20 years, and 1.62% between 2011 and 2012.

Foreign citizens represent approximately 10% of the total Belgian population. More than 30% of this population lives in Brussels. A significant number (67%) come from the EU. People coming from other countries are more concentrated in big cities like Brussels, Antwerp and Liège. Due to the number of people having been naturalised as Belgian citizens between 1989 and 2007 (602,712, of which 210,000 are living in Brussels), we can say that 50% of Brussel’s population is of foreign origin.

The age pyramid varies widely from one region to another: the number of people under 18 is undergoing a remarkable increase in Brussels, whilst the population is aging in Flanders. The average age in Belgium is close to 41 years old, but under 38 years old in Brussels.

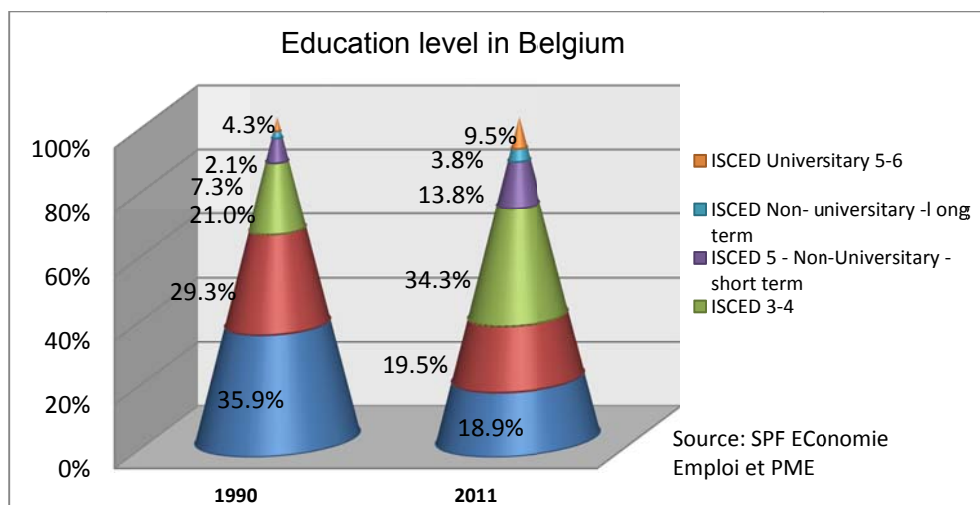


⁴ Sector-covenants are agreements for 2 – 3 years, signed between the regional Government and the social partners of more than 30 different professional sectors covering 80% of the labour market.

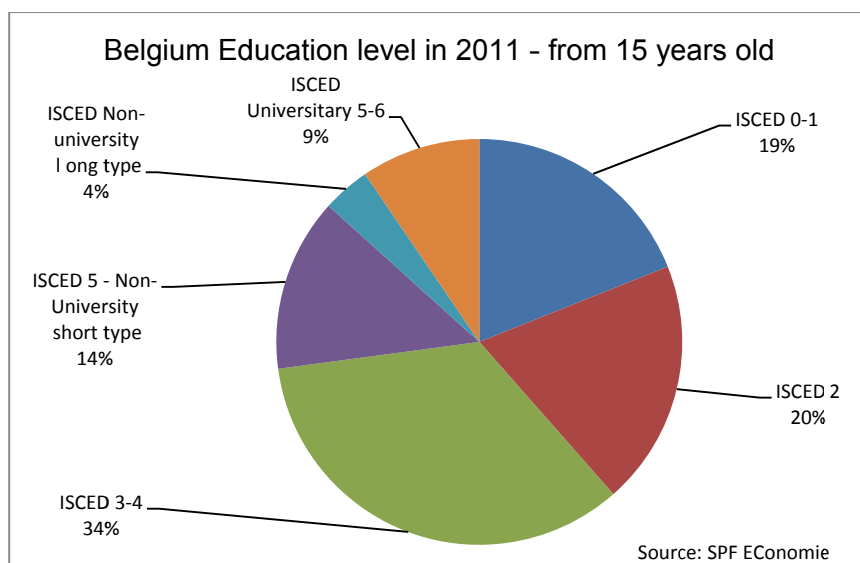
⁵ 1st January 2012, www.statbel.fgov.be

1.3 Education level in Belgium

The overall education level⁶ has been growing very fast over the past twenty years:



From 1990 to 2010 the number of university graduates increased by 140.65% while people with a lower level of education (ISCED 2 or less) diminished by 66.6%. In 2011, Belgium counts 61.2% of adults with a level of education equal to or greater than ISCED 3; more than 27% having graduated from university/university-colleges.



The trend is thus positive in terms of education levels; nevertheless early school leaving remains very high: 12% for the country as a whole, with unfortunately a particularly high rate in Brussels, around 20% (14% in Wallonia; 9% in Flanders).

Repeating school years is also a concern, since more or less 50% of the pupils are one year or more behind.

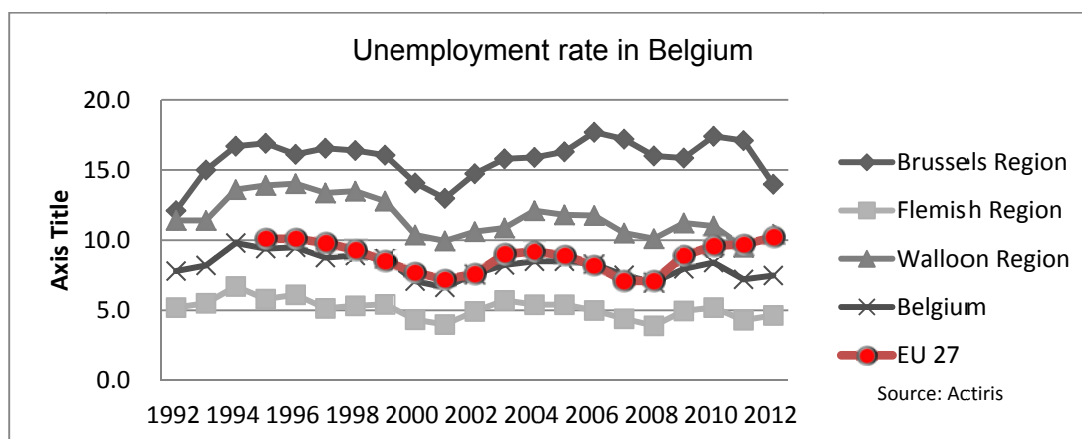
⁶ Total population 15 – 65 years old

This affects particularly the secondary VET system, because many pupils first start in general education and – being not successful there – later go to VET secondary education. That is what we called in Belgium the ‘waterfall effect’.

1.4 The labour market

The active population includes some five million people, which represents around 45% of the total population and 69 % for the working age groups between 15-64 years old. Self-employment counts for 1/5 of the active population with a share more or less equal in the regions: 22.3% in Flanders, 22.2% in Brussels, 20.6% in Wallonia and 22.8% in BEDG; and this has increased by little more than 2% every year since 2007.

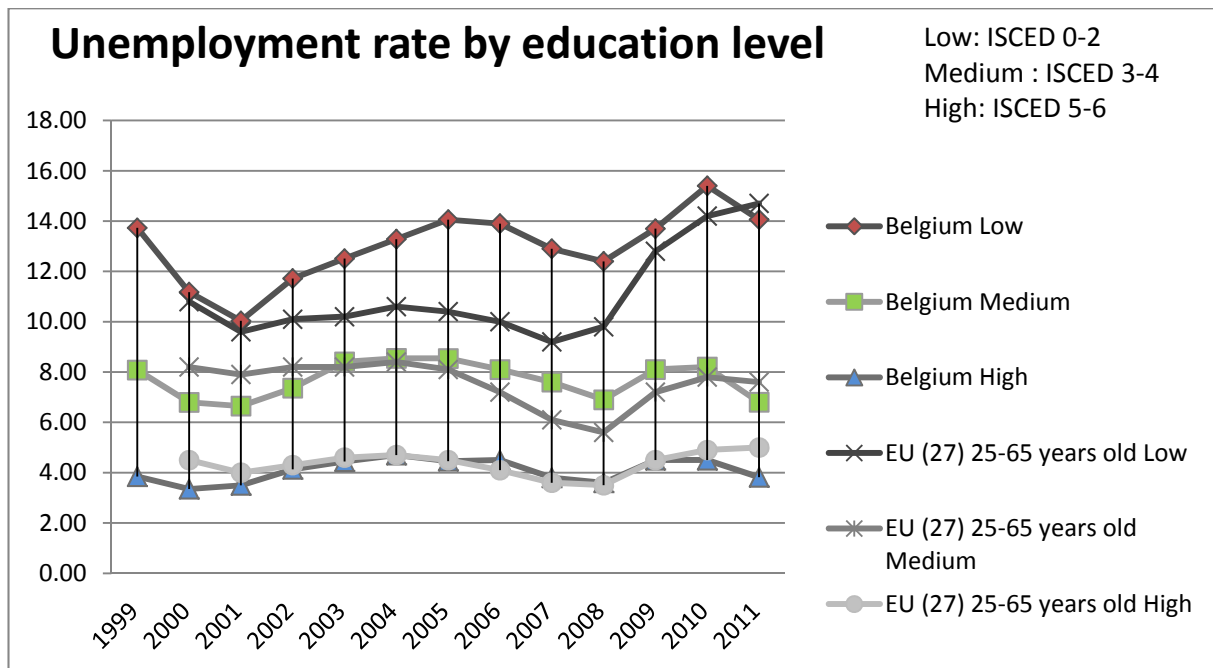
The activity rate of the Belgian population increased from 61% to 69.1% in ten years, notably in Flanders. However the activity rate of young people in this region has declined over the years. Due to the compulsory nature of education until the age of 18 years old coupled with the economic crisis, there are very few young people in the active labour population: less than 5% in Flanders, 10.4% in Wallonia, 14% in Brussels and 11.7% in BEDG.



The overall unemployment rate is the same as that of the EU 27 countries: +/- 11% and has been following the same trend since 1992. However, there are wide differences between the regions. The unemployment rate (proportion of full unemployment of the active population) in the BEDG amounted to 7.9% in 2011 (versus 8.1% in 2010), with unemployed persons mostly located in Eupen, while in Brussels the average stands at 20 %.

In some areas in Brussels, the rate of youth unemployment exceeds 30%. This is due to many factors such as the low education level of a part of the population facing very high qualification demands for occupations in a big city economy.

More tables on this subject can be seen in annexes chapter I.



Source: Actiris - Eurostat

The proportion of lower qualified unemployed people (i.e. elementary or lower secondary school) is around 42% in the BEDG, compared to 48% in Flanders and 52% in Wallonia.

Moreover, like in other countries, some professions are protected by specific rules or require specific diploma, patent or certain skills (to run an SME, certain occupations in the construction sector, for mechanical vehicles, body care services, some food services and textile cleaning) or a certificate of good conduct for intellectual professions such as real estate agents, accountants, psychologists, architects ... This makes access to certain occupations even more complicated for low qualified persons.

Belgium encounters also difficulties in labour shortages and mismatches between the skills required and the training level of the workforce. Many vacancies in the three regions are not met: engineers, nurses, teachers, technical jobs, ICT jobs, transporters, food industry and retailing jobs, mechanical and industry jobs, and more. In order to face up to this problem, all Governments have taken measures to invest in VET but also to coordinate inter-regional mobility⁷. These measures are particularly important for the lower-skilled jobseekers in Brussels knowing the requirements of the Brussels' labour market and the large number of in-commuters (for more than 51%) to Brussels from Flanders and Wallonia. More than 16% of the working force of Brussels leaves the inner city and heads either to Flanders (68%) or to Wallonia (32%)⁸. Generally speaking, more than 500,000 people move to another area for work. In this context too, language learning has also become a priority for VET providers.

The situation is quite special in BEDG. There are commuters from all over Belgium working in Germany, but most of them are coming from the BEDG (+/- 70%). A very large proportion of them (63%) are not Belgians, but German natives (63%) living in BEDG⁹.

⁷ A cooperation Agreement was signed in 2005 by the regional employment services to answer this issue. More than 500,000 people go to another area to work (EFT, 2010, SPF economy)

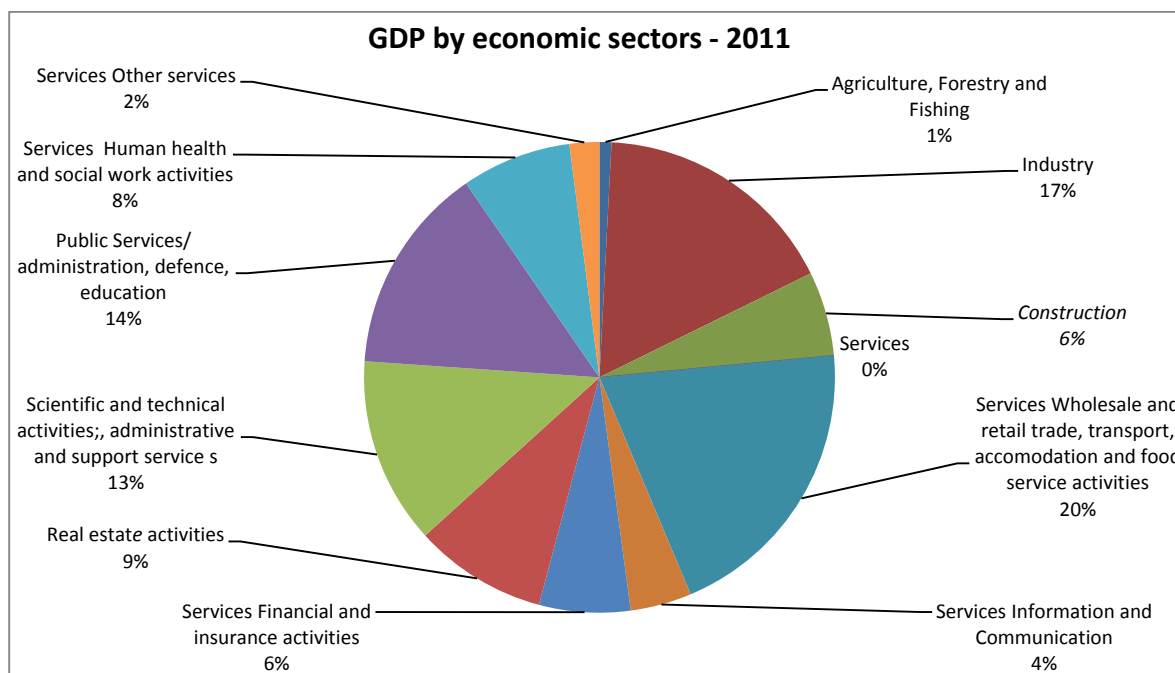
⁸ See statistics annexed.

⁹ See the map annexed under Chapter I

1.5 The economic situation of Belgium

1.5.1. The situation in 2011

Belgian economy is export-driven and highly sensitive to economic market trends, with a GDP trend very similar to the average GDP of EU 27 countries. It comes mainly from trade, transport and accommodation/food services (20%); industry (17%); public administration (14%) and professional/technical/scientific services (13%).

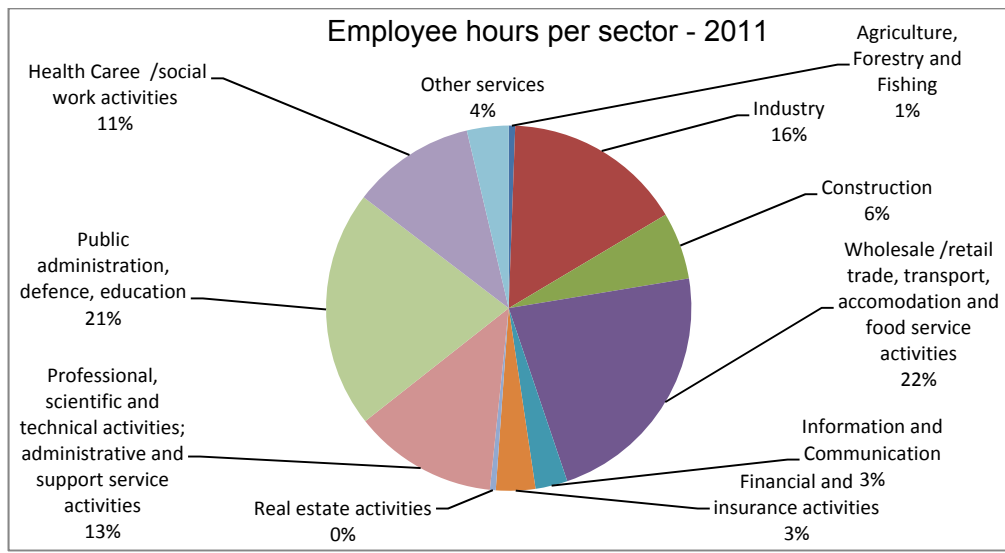


Source: National Bank of Belgium

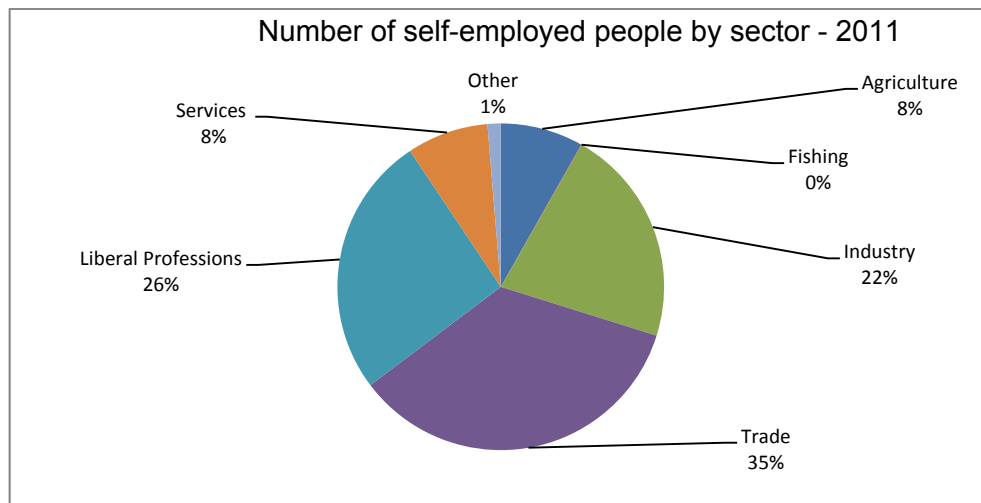
Job offers, except for the self-employed, follow more or less the same share of the sectoral distribution of GDP: trade, transport and accommodation/food services (22%); industry (16%); and professional/technical/scientific services (13%). Two branches provide more employment than Added Value: the public administration with 22% of the employment and health care and social work activities (11 %).

Self-employment concerns mainly liberal professions, trade and industry, with 20 % to 34% of the total work force over the regions. The only notable regional difference is the position of the liberal professions in Brussels with 34% of the total being in self-employment, against 24% in Flanders and 28% in Wallonia where 10% of the self-employed population is to be found in agriculture (9% in Flanders).

From 2005 to 2011, self-employment increased within the liberal professions and industry branches, whilst decreasing in agriculture and remaining stable in the trade sector.



Source: BNB – National Bank of Belgium



Source: INASTI - Belgian Office of Self-Employers

1.5.2. Regional dynamics and jobs creation

The economic structure of Brussels is unique due to the fact that it is very much focussed on financial and administrative services. With less than 8% of industrial activities, it reacts to general economic conditions with a certain delay. The main source of jobs in Brussels come from, non-market related services, accommodation and food services and other commercial services¹⁰: these services have been growing quite rapidly in the last five years, thanks to the system of service vouchers aimed at boosting low-qualified jobs.

But generally speaking, the economic structure of Brussels, and its status as an international city, requires high qualified profiles and a good knowledge of national languages (French – Dutch – German) and foreign languages, such as English.

High added value activities are growing without creating jobs which tends to raise tension on the labour market.

¹⁰ Other commercial services includes ICT services, real estate services, scientific and technic services, administration support services, entertainment services, housekeepers services

The other two regions are more dependent on the industry, especially the production of intermediate goods which are more directly affected by international economic trends. The entire branch of industry however still represents around 18% of GDP in Flanders and 16% in Wallonia. Nevertheless, employment in this branch is dramatically declining: from 27% of the total jobs in 1980 to 14.5 % today and from 23% to 11.5% currently in Wallonia.

In the three regions, new jobs have been created in the following sectors: other commercial services, health care and social work activities. The latter is growing particularly fast in Wallonia and is expected to offer 14.8% of jobs in 2017¹¹. The Walloon Region also has a very strong public sector/education, as in Brussels, offering more than 20% of jobs. In Flanders, beyond other commercial services which are expected to offer more than 26% of jobs in 2017 (31% in Brussels, 22% in Wallonia), health care and social work activities are expected to balance the loss of jobs in the industry in 2017 (around 12% for each of these sectors, industry jobs are expected to decrease by up to 12.7% in 2017).

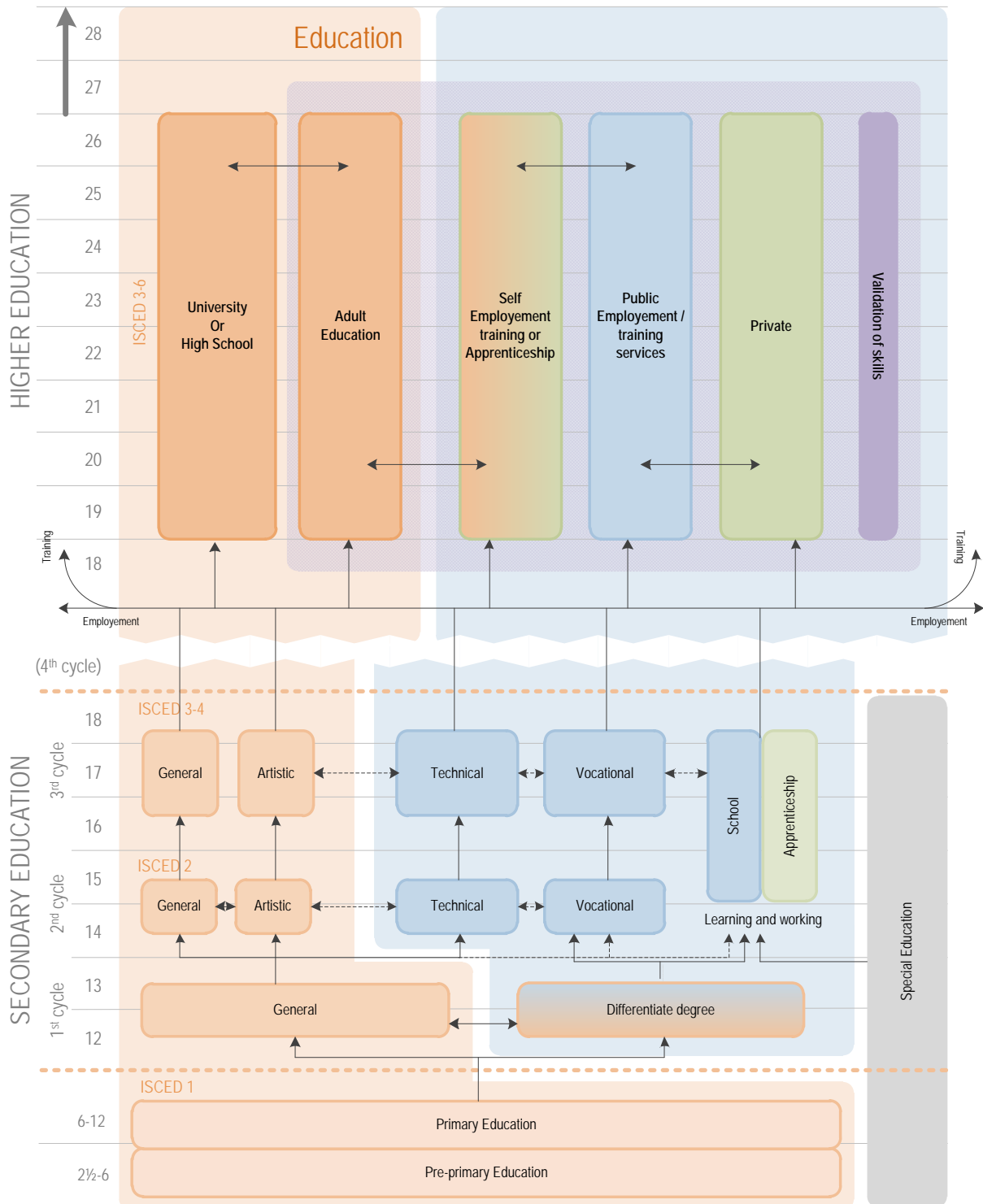
Another important sector for jobs is the construction sector which remains stable: around 17% of the total number of jobs in Flanders, 3% in Brussels and 7% in Wallonia.

¹¹ The analysis on the GDP's trends is based on the results published in "Perspectives économiques régionales" of the Federal "Bureau du Plan" which predicts every year the trends of the Belgian Economy with the forecasting model "Hermreg"

CHAPTER 2

2. Providing vocational education and training in a lifelong learning perspective

2.1. Diagram of the Belgian education and training system¹²



NB: Isced levels are not appropriated for VET and the qualification system.

¹² See annex, Chapter II, the education system in the three Communities

2.1.1. Understanding the diagram

According to the European definition of qualification¹³, the Belgian Government-regulated VET system includes: the secondary compulsory education with the technical and vocational programs (full-time and part-time); adult education; higher education with vocational bachelor programs; apprenticeship and entrepreneurial training; and vocational training for adults, jobseekers, worker and students, organised by the public employment offices.¹⁴

In Belgium, education is compulsory for 6 to 18 year-olds: full-time up to the completion of the second stage of secondary school and part-time as from the third stage, 15/16 years.

The Belgian VET system actually starts at the age of 14, if the pupil follows normal progression. Until the age of 15, only one provider is in charge of VET in compulsory education: the schools, under the responsibility of the Ministry of Education¹⁵, in each Community. At the start of the 2nd secondary education stage, the scope of VET extends to new providers besides the schools. Pupils may orient themselves towards part-time programmes, alternating work and learning, organised either by schools or by the training organisations of small and medium-sized enterprises (SMEs). Adult education may also provide courses for them or as a partner-provider for schools in some programmes.

Once the students have reached the age of 18, the scope of VET gets even broader. Young people may stay in the education system¹⁶ go to work or to any public or private vocational training provider, depending on their own professional career objectives, level of studies or other conditions like their social status: students, workers, jobseekers, etc.

If the students leave the education system without a certificate/diploma of secondary school, they may continue to adult education. At any time, as from 18 years old it is also possible to move towards a validation via a skills centre to obtain a qualification certificate.

Basically, Government-regulated VET systems in Belgium do not really differ in terms of public providers and their basic structure. The same types exist in all regions/communities, but sometimes have another name. What really makes the difference is the decision-making and the implementing processes. These refer to regional and community policy statements made every four years in the frame of a new political term and agenda.

Specific needs will be then addressed and appropriate rules of operating taken such as specific training pathways or targeted activities.

¹³ Qualification is the formal outcome of an assessment and validation process issued when a competent body determines that an individual has achieved learning to given standards

¹⁴ With the exception of Brussels where there are two separate service: one for employment (Actiris) and Bruxelles Formation for the vocational training.

¹⁵ Regulated by the Ministry in charge of compulsory education in consultation with the school networks, in each community.

¹⁶ For a 7th year, a fourth stage (in BEFR /DG or an associate degree in the BEFL. higher education or adult education)

2.2. Government-regulated VET provision

VET providers and programmes summary:

VET-programmes	Organised by
2 nd stage and 3 rd stage of <i>vocational</i> secondary education	- Schools for secondary education (In all Communities)
3 rd year of 3 rd stage of vocational secondary education. (7 th secondary school-year)	- Schools for secondary education (All)
4 th stage of vocational secondary education: nursing programme Associate degree: nursing	- Schools for secondary education (BEFR and BEDG) - Schools for secondary education (BEFL)
2 nd stage and 3 rd stage of <i>technical</i> secondary education	- Schools for secondary education (In all Communities)
Secondary after secondary education, se-n-se (7 th year for complementary qualification)	- Schools for secondary education (BEFL)
Dual system: part-time education for 15-25 year-olds	- Schools for part-time education: CEFA, CDO, TZU ¹⁷
Dual system: apprenticeship (15-25 year olds)	- SYNTRA - Vlaanderen ¹⁸ - SFPME/EFPM (Brussels) ¹⁹ - IFAPME (Wallonia) ²⁰ - IAWM (DG) ²¹
Secondary Adult Education : 2 nd and 3 rd degree:	- Centres for adult education, (All)
Associate degree	- Centres for adult education, university colleges (BEFL)
Patent of higher education	- Centres for adult education (BEFR)
Professional bachelor ²²	- Adult education - University and colleges
Specific teacher training programme	- Centres for adult education: BEFL; BEFR and BEDG - University colleges and universities: BEFL
Vocational programmes focused on labour market: Jobseekers, workers	- Flemish Employment and Vocational Training Agency (VDAB); Bruxelles Formation; FOREM (Wallonia); Arbeitsamt (BEDG)
Entrepreneurial training course and additional courses	- SYNTRA - SFPME/EFPM (Brussels) - IFAPME (Wallonia) - IAWM (DG)
Validation / Recognition	- Accredited centres

¹⁷ Centres d'éducation et de formation en alternance in BEFR (CEFA); Centre voor deeltijds beroepsonderwijs In BEFL (CDO); the Teilzeitunterrichtszentren (TZU) in BEDG.

¹⁸ The Flemish Agency for apprentices and entrepreneurial training

¹⁹ Le Service de la formation des petites et moyennes entreprise; Espace Formation des PME (SMEs)

²⁰ Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises

²¹ Institut für Aus- und Weiterbildung im Mittelstand

²² In BEFL and DG, not yet formally included within the VET system in BEFR.

2.2.1. Education

2.2.1.1 Secondary education in the VET system

Full-time compulsory secondary education consists of 3 stages of two years each²³. Vocational education starts mainly from the second stage where pupils may opt between three tracks: technical, vocational full-time or vocational part-time (alternating work and learning). The technical track prepares pupils for a professional career and/or further on for technical higher education. The vocational option is more practice-based aiming at direct employment.

At the end of the 3rd stage, technical education provides a diploma or a certificate of qualification that gives an access for further studies or to the employment. Pupils who opt for the vocational track (full-time or part-time) will have to achieve a 3th year at the 3rd stage to be completely certified from the secondary school.

In the French and the German communities, both technical and vocational education offers the possibility, in some trades, to follow a 7th complementary qualification year, as well as a 4th stage vocational education (1, 2 or 3 years) for the nursing studies. In the Flemish VET system since 2009, the 7th qualification year is now called 'secondary after secondary' education (se-n-se) and the 4th stage became the "associate degree" (organised by secondary schools and adult education)²⁴.

Training provision is available in more or less ten different sectors (agronomy, industry, construction, hotel and catering trades, and more), divided in groups, then in options or trade as from the 3rd stage.

The learning and working system for part-time education for 15 – 25 year olds at school is organised by a centre usually dependent on a technical and vocational school²⁵. There are 27 CDO in BEFL; 43 CEFA in BEFR; and 2 centers TZU in BEDG. The students follow a program of 15 hours: 2 days at school and 3 days in an enterprise through specific work convention (under 18) or a work contract as from 18; they are followed by an attendant²⁶.

Courses and work experience have to be fully integrated in order to achieve the targets set for the professional program. Preliminary trajectory²⁷ might be proposed to pupils under 18 encountering some orientation and integration difficulties or problem in finding an employer.

In BEFL, bridging projects are organised in public services or social workshops with close guidance, for those who lack certain employability competences.

²³ With the exception of a 3rd years at the 3rd stage for pupils in the vocational track or for those who are following a complementary qualification both in technical and vocational tracks.

²⁴ Flemish Act of July 2009

²⁵ Centres d'éducation et de formation en alternance in BEFR (CEFA); Centre voor deeltijds beroepsonderwijs in BEFL (CDO); the Teilzeitunterrichtszenters (TZU) in BEDG.

²⁶ Called the *accompagnateur* (accompanying person)

²⁷ Called *module de formation individuelle* (MFI) in BEFR.

A 3rd year in the 3rd stage must be followed to obtain the secondary education certificate/diploma which gives access to higher education.

Schools work with sectors (sector covenants, competence or reference centres and enterprises). Technology Advanced Centres (TCA) in BEFR and Reference Technology Centres in BEFL have been established to upgrade the teaching equipment in technical and vocational curricula and improve quality at schools level.

Number of students in secondary vocational and part-time system education

Community	Total 2 nd and 3 rd stage	Technical	Vocational	Part-time system
Flemish(2011- 2012)	292.232		163.150	8.241
French (2010-2012)	224 698		106 906	8 433
German (2011-2012)	3 463		1 494	46

2.2.1.2. Adult education

The system is central for lifelong learning because it allows the recognition of skills from formal, non-formal or informal learning to pursue a learning path that can lead to qualifications corresponding to full-time education²⁸.

To be admitted to training, one must be minimum 15 years old and having completed the first two years of secondary education, or 16 and have the necessary level for the option selected. There is no admission fee for youngsters under 18, jobseekers, persons with disabilities and other welfare recipients. In BEFL, since the Act of 2007 the fee has been settled to 1€ per training hour with a maximum of 400€. In BEFR, costs per training unit vary from €40 to 73€ + €10 for administrative expenses.

Basically, adult education consists of three levels of education: basic education, secondary education for adults and higher professional education.

Since 2009, in BEFL, there exists a level just under the Bachelor: the Associate degree. 62 different programmes are proposed under that system; this corresponds more or less to the superior education patent (certification) (BES²⁹) organised in the BEFR system with many options as well.

Adult education is modularised and organised through a coherent system of training credits. Any training unit can be associated to others in order to achieve a comprehensive set of skills for a profession, a professional qualification or an educational qualification. It offers training modules from the level of literacy to the tertiary-type short or long (in BEFR, in some programmes only³⁰).

In BEFL, adult basic education is organised by centres for adult basic education (CBE); all other training programs are organised by centres for adult education (CVO).

²⁸ See Article 8 of the Decree on adult education (2002)

²⁹ « *Brevet d'études supérieures* »

³⁰ Master in Chemistry, électronique, électromécanique et urbanisme

Adult education in BEFL does not offer graduate courses at Bachelor level. However, it is possible to take high-level training through other educational programmes for adults (evening classes at university colleges and universities).

Possible levels of qualification

Adult education allows to obtain diploma or certificates for basic education, secondary education, specific educational qualifications for teachers³¹, qualification certificates patent(certification) of higher education³² (BEFR) and associate degrees (in BEFL), vocational Bachelors, and Masters (in BEFR for certain professions only³³).

In all communities, adult education work closely with all VET providers, public and private. It is an interface between the education system and the adult vocational training system.

Number of school – VET students in adult Education (2011)

Community	Schools	VET students ³⁴	% of the total	Total students
French-speaking	163	98 744	(64%)	153 285
Flemish-speaking	117	149 641	(51%)	293 577
German-speaking	5	426	(41%)	1 030

2.2.1.3. The Associate degree in BEFL

This degree, situated just under the Bachelor level (90 – 120 ECTS³⁵), has been recently implemented in adult education and university colleges. They answer to high demand on the labour market. 63 existing programmes currently provided by centres for adult education are to be reformed by 2013 to fit into the new Associate degree system. The nursing program is still organised by secondary school as well.

2.2.1.4 VET in Higher Education

Higher vocational training consists exclusively of professionally oriented Bachelors organised only in colleges. The professional Bachelor is trained to immediately enter the labour market. With a bridging programme, students can also continue in a Master programme.

There are currently 57 professional Bachelor programmes in 22 university colleges, divided into 10 study areas (BEFL).

In BEFR, those programmes, although they exist, are not yet connected to the VET system.

In BEDG, a dual Bachelor's training was introduced in the study of financial services accountant in the academic year 2011-2012. This training offers operational practice (two to

³¹ Certificat d'aptitude pédagogique (CAP), Certificat d'aptitude pédagogique pour l'enseignement supérieur CAPAES, in BEFR

³² Higher education patent(certification) : BES in B BEFR

³³ The Decree of 14 November 2008 established the list of the options delivering bachelor degrees and masters

³⁴ Only students for upper secondary school and higher education are taken into account. Sources: la Fédération Wallonie-Bruxelles en chiffres (2012); data 2009-2010 ; VET in Flanders, Edition 2011.

³⁵ With the exception of the nursing education at that level (180 ECTS)

three days per week in operation) both in the IAWM centers (ZAWM) and at the Autonomous University (AHS) after completion of secondary education and a successfully internship in the appropriate field of occupational activity. This training delivers an entrepreneur certificate as well as an internationally recognised Bachelor.

2.2.1.5. Governance and funding in education

➤ In BEFR

The management of the education system is organised by a Steering Committee that includes all relevant stakeholders. It is mandated to coordinate and to monitor the system consistency and to support the implementation of the proposed reforms (See the quality system Chapter III).

The funding formula is the same both in technical and vocational as in general education. The French Community supports the overall costs for the schools. It pays the salaries of teachers and provides operating grants to the subsidized institutions.

In adult education, for its own network, the French Community grants an allocation to the school's administration for all management costs. Funding is based on regular registered students and number of training units organised by the subsidised institutions; educational aspects are also supervised.

➤ In BEFL

For compulsory education, a new financing model has been established by the Act of April 2008. There is no more differences of funding between the networks. Part of the operational resources education budget is first of all used to fund the objective differences between the schools; another part is distributed based on the pupils' social characteristics, as is the case in BEFR with the principle of positive discrimination of schools in deprived areas.

Centres for adult education are fully financed by the Ministry of Education and Training on the basis of teaching hours. The students' registration fees are the only operational budget for the centres for adult education.

University colleges are fully subsidised by the Ministry of Education and Training. They decide entirely autonomously how to spend their funding (wages, infrastructure). The amount of the budget is partly based on the principle of input financing and partly on the principle of output financing³⁶. Input: the budget is based on the number of ECTS credit points for which a student registers; output financing: the budget is calculated on the basis of the amount of actual credits the students obtain.

³⁶ University colleges also receive registration fees from their students.

2.2.2. Apprenticeship and Entrepreneurial training

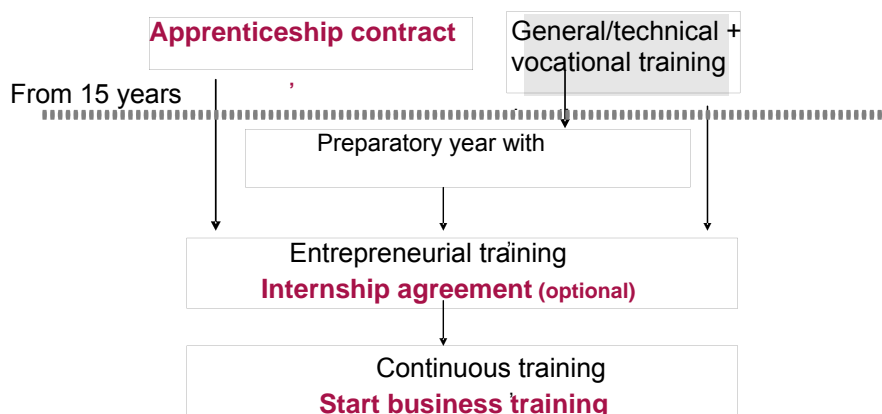
Four organisations manage apprenticeship and entrepreneurial training in Belgium:

- SYNTRA - Vlaanderen³⁷ in BEFL and Brussels for the Flemish-speaking apprentices;
- SFPME/EFPME³⁸ in the Region of Brussels for the French-speaking apprentices;
- IFAPME³⁹ in Wallonia;
- IAWM⁴⁰ in BEDG.

They are under the responsibility of the Minister of Employment in Brussels; the Minister of employment and vocational training in Wallonia and BEDG and the Ministry of Work and Social Affairs in BEFL, except for pupils still in compulsory education who fall under the supervision of the Ministry of Education.

These structures are public bodies with a management committee composed of the regional social partners and a Government commissioner, with the exception of the SFPME, which is an integrated service within the French Community Commission administration, responsible, among other things, for vocational training in Brussels. The training centers are mostly non-profit organisations. They work with sectorial, professional and apprenticeship commissions to keep in touch with the world of independents and enterprises. They all provide four different programmes: apprenticeship, entrepreneurial training, continuing training for entrepreneurs' assistance and training for entrepreneurship and business creation.

The apprenticeship and entrepreneurial training provision and pathway



³⁷ The Flemish Agency for Entrepreneurial Training: 24 training centers from which 19 organize the courses for the apprenticeship

³⁸ Le Service de la formation des petites et moyennes entreprises; - Espace Formation des Petites et Moyennes entreprises : one training center in Brussel

³⁹ Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises: 14 centres

⁴⁰ Institut für Aus- und Weiterbildung im Mittelstand: 2 centres

Apprenticeship

Apprentices are allowed to enter and to stay in this system if they are between 15 (after successful completion of the 1st stage of secondary education) and 25 years old. They must conclude an apprenticeship contract with an employer to enter the system. However, most of the organisations have put in place measures to coach those who encounter problems either to find an enterprise or to get better prepared for it.

The apprentice has the status of pupil. He or she complies with compulsory education and is still entitled to child allowance; nevertheless they receive a fixed apprenticeship allowance from the employer.

The employer is the main instructor of the youngster during the apprenticeship period. The secretary/counsellor⁴¹ who guides the apprentice has also an important role of coaching and interfacing between the training center and the employer.

The system is open to the majority of professions to be learned in the apprenticeship model (with the exception of some professions for which higher standards are set as: dental technician, optician, accountant, insurer, etc). Some training, however, are typically regional: the maritime sector in BEFL and the wood industry in Wallonia and BEDG.

After succeeding in the general education part and the professional part (practice in company and courses), the apprentice can obtain different certificates⁴² and may opt for a job in the company, become an employer, go on to the entrepreneurial training or to further education⁴³.

The entrepreneurial training

Entrepreneurial training varies in length between 1 to 3 years, exceptionally 4. It is aimed at those who wish to set up their own business and at their employees. The training mainly takes place during evening sessions, but is also offered during the day or in weekends. The course is open to participants from the age of 18, who have complied with the compulsory school attendance. For some professions stricter entrance qualifications are held, e.g. real-estate.

Short description of the providers

1) SYNTRA

The Flemish Agency for Entrepreneurial Training works with a network structure composed of a central coordinating agency, Syntra-Vlaanderen, with head quarter in Brussels, 5 administrations bases in the Flemish provinces, 5 main training centres

⁴¹ *Délégué à la tutelle* in BEFR.

⁴² In BEFL and DG, apprentices who have successfully completed the apprenticeship period, and the tests of general courses and professional practice, have now a certificate/diploma equivalent to this of the 3rd stage vocational full-time education. In BEFR, the file to recognise this equivalence is being prepared.

⁴³ According to studies carried out by the VDAB in 2009 and the FOREM, in 2010, more than 7 out of 10 apprentices find a job within the 6 months following the end of their apprenticeship. IN DG, results are even higher: 95% of apprentices have a job after 6 weeks.

(SYNTRA), spread over 24 sites. The training centres are recognised, subsidised and monitored by Syntra-Vlaanderen.

The Syntra centres receive for apprenticeship programmes a limited budget for the instructor's salaries; additional funds are based on the apprentices' participation in the exam and recognised courses and extra budget for refresher courses (small classes for vocational training, Dutch language support, support for learning problems, etc.).

For entrepreneurial training and additional training, funding is allocated on the base of predetermined criteria that are output-oriented, i.e. participation in exams and recognised courses: if the student takes the exam, the SYNTRA training centre is subsidised for the number of hours of the course.

Number of contracts registered (31th December)

	2010 - 2011	2011 - 2012
Apprenticeship	3 251	3 432
Entrepreneurial training	28 924	27 837
TOTAL	32 175	31 629

2) IFAPME

The IFAPME, in Wallonia, involves a network of 14 training centers and 12 decentralised administrative services. Besides the Management Committee and the Management contract signed with the regional Minister, the IFAPME is under the control of an audit committee with internal auditors.

The structure provides more than 200 training possibilities. It works closely with all other French-speaking partners and it is involved in all developments regarding the competence-based approach and the skills and training reference systems.

IFAPME gets an annual allocation from the Walloon Government and the European funds for certain projects. It perceives additional funds from fees for initial and continuing entrepreneurial training, entrepreneurship and other support activities, and the training vouchers from the Walloon region.

Evolution of the number of apprentices and entrepreneurial training under contract

	1.10.05 ⁴⁴	30.11.06 ⁴⁵	31.12.07 ⁴⁶	31.12.08	31.12.09	31.12.10	31.12.11
Apprenticeship	5 248	5 633	5 684	5 540	5 296	5 139	4 929
Entrepreneurial Training	3 038	3 358	3 454	3 461	3 612	3 615	3 591
TOTAL	8 286	8 991	9 138	9 001	8 908	8 754	8 520

⁴⁴ Figures from October 1st, analysed on 1st October 2005

⁴⁵ Figures at 31 December, taken on 05 December 2006

⁴⁶ Since 2007, The figures are as at December 31, measured on 10 January the following year.

3) SFPME

The organisation is very similar to that of the IFAPME with some differences. The SFPME is a separate management service, created within the French Community Commission. Its purpose is to regulate the activity of the association *Espace Formation PME*, which is the training center for self-employed and SMEs in Brussels. It takes in charge all administrative aspects of training, the apprenticeship contract and the entrepreneurial training agreement.

The SFPME is governed by regulations (Decrees of the Government⁴⁷) and implementation Decrees such as orders from the French Commission Community (COCOF) regarding courses.

The training center *Espace formation PME* is organised into 8 clusters: care; trade; food; mobility; management; services; construction and arts.

Number of registered contracts, measured at the 31th of December each year

	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Apprenticeship	984	1 033	1 115	1 104	1 076	999	918
Entrepreneurial training	1 247	1 324	1 441	1 511	1 658	1 820	1 901
TOTAL	2 231	2 357	2 556	2 605	2 734	2 819	2 819

4) IAWM

BEDG has two training centres (ZAWM), in Eupen and Saint Vith. It collaborates actively with all the economic forces in BEDG. IAWM is responsible for the general organisation, the management and the teaching methods.

The dual system in DG relies on the active participation of sectors, local entrepreneurial workforce and professional associations, all involved in the management committee of IAWM. Consequently, the system is really supported by the enterprises themselves and closely linked to the business world. IAWM works also together with the employment office to integrate labour market trends in its training provision.

The system is particularly popular and successful in BEDG where it has nearly 10 times more apprentices proportionally to the other regions (25% of the secondary technical and vocational students opt for this track). It provides also the certificate of completion of secondary vocational education at the end of the apprenticeship period as in BEFL.

A vocational bachelor has been established in the academic year 2011-2012 for financial services (e.g. accountants). It combines 2 to 3 days practical business in an enterprise and 2 to 3 days a week lessons in a centre (ZAWM) organised in cooperation with the Autonomous Higher Education Institution in the DG.

⁴⁷ Called the College for the French Community Commission (COCOF)

Number of contracts registered (End January)

2010- 2011		2011- 2012	
Apprentices	Adult apprenticeship training for entrepreneur	Apprentices	Adult apprenticeship training for entrepreneur
	611		866

2.2.3. Employment and vocational training

Vocational training for adults used to be organised by the National Employment Office until the end of the eighties (1988). It has been since reorganised by region/communities. Four organisations are in charge of the public vocational training in Belgium: the VDAB⁴⁸ in BEFL, the Forem in Wallonia, the Arbeitsamt (ADG), in BEDG and Bruxelles Formation.

These bodies take care both of employment and vocational training matters under the supervision of the Minister of Employment and Training (in BEDG and Wallonia) and the Minister for Work and Social Affairs in BEFL. Only in Brussels, due to its bilingual status, vocational training is organised on the basis of community competences, either by Bruxelles Formation⁴⁹ for the French-speaking citizens or by the VDAB for the Flemish ones. Bruxelles Formation falls thus under the Authority of the Minister in charge of this matter, among others⁵⁰, within the French Community Commission. Employment is organised by ACTIRIS, a bilingual body under the supervision of the Minister of Employment⁵¹.

These are all government bodies run by a management committee composed of regional representatives of the social partners and a regional Government commissioner⁵². Each one works within the framework of a management agreement defining their missions, objectives, resources and monitoring tools. They are funded by the regional government through annual allocations⁵³, the European Social Funds for some programmes towards specific target groups and receive fees from the paid training for workers (employers and sectorial funds).

These institutions propose skills training or pre-skills training, short programmes, specific programmes and additional support training (languages, social skills, literacy, determination, basic vocational programs) either in their own centres or with partners. Training is proposed in different professions, grouped in various sectors with some local differences. They are all closely involved with the qualification and certification development and implementation process. (See Chapter III, Certification and the certification framework, p.41)

To achieve their missions and diversify the training/job insertion programmes, they all rely on public-private partnerships. Within the framework of an interregional Cooperation

⁴⁸ Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding– VDAB

⁴⁹ Institut Bruxellois pour la Formation professionnelle (IBFFP)

⁵⁰ Sport, Culture, Social and Family Affairs, International Relationship and School transportation.

⁵¹ Office regional pour l'emploi des Bruxellois: previously named "ORBEM": a bilingual service.

⁵² Representatives of municipalities, education and VET providers public / private in the ADG Committee

⁵³ The French Community Commission for Bruxelles Formation

Agreement signed in 2005, Forem, VDAB, Actiris, ADG, and Bruxelles Formation are working together for exchanging job offers and promoting jobseekers' mobility.

Providers

1) The VDAB

The VDAB became an external autonomous agency (EVA) in 2004. It has 87 competence centres, grouped into 40 campuses organising programmes independently. The regional operation of these centres is managed on provincial level. The job placement, support and vacancy services fall under the authority of the labour market management board, which is regionally established.

The 2011 – 2015 management agreement describes the mutual commitments of the Flemish Government and the VDAB for the next five years. In addition to an article on the optimisation of the internal functioning and more diversity in its work force, the management has five objectives for the VDAB:

- all job seekers and other non-active citizens are active in a maximum way on the employment market with a view to a stable integration on the employment market;
- provide career services for working citizens;
- ensure a comprehensive approach for all employers;
- organise a future demand for the comprehension and development of skills and competences;
- expand partnerships.

In order to achieve the fourth objective, VDAB has three kinds of programmes: vocational programmes aiming at a profession; function-specific trainings programmes to upgrading specific technical competences and additional (supporting) training to increase key competences e.g. languages, math, social skills, and literacy. It proposes different training methods such as collective learning (40 hours a week), tailored programmes with coaching, distance learning and blended learning (a combination of different forms: classroom study combined with online study).

On the employment market there are a lot of active players who have more expertise in certain tasks than VDAB or who have more experience in guiding certain groups in looking for a job. Cooperation with these players should create a 'win-win situation' for employers, employees, job seekers, partners and the Flemish government. As such, the different tasks from VDAB, like guiding of job seekers, are being outsourced to specialised partner organisations. (See point 2.3.)

The VDAB has partnerships with public sector organisations such as schools and Syntra and private organisations.

The VDAB operations are financed by the Flemish government. Besides the contributions from the Flemish Community, VDAB also derives an income from the European Union and from invoicing employers for training their employees.

65,8% of ex-students goes back to work six months after a competence-enhancing action (This means that the jobseeker is no longer registered as a 'non-working jobseeker' after the end of the 6th month.)

Training organised by the VDAB (own centres or with partners) in 2011⁵⁴

	Job seekers / students	Hours
Training in own centres	36 492	6 274 317
Training with partners	25 607	8 143 748
Total	58 496	14 418 065
Individual training in enterprise	12 251	

2) BRUXELLES FORMATION:

Bruxelles Formation is the official body in charge of the vocational training for the francophone jobseekers and workers in the Brussels-Capital Region. It is regulated by the French Community Commission (COCOF). The organisation includes 8 training centers and one information center⁵⁵.

On its own, or with partners, Bruxelles Formation offers a wide range of activities: literacy classes, training for disabled persons, basic training, guidance, languages targeted for various trades, training in business, pre-training and skills training.

Skill training is based on tailored training complying with professional standard references. 18 training product areas (office & services, construction, industry and ICT) are organised in modules for the acquisition of one or more trade competences.

Bruxelles Formation collaborates with many partners: associations for social and professional integration, adult education, partners for disabled persons, sectoral funds, the SFPME /EFPME, and the Reference Centers in the region of Brussels. It is also home for the Building reference centre. Bruxelles Formation receives an annual allocation from the French Community Commission and the European Funds. In total, more than 11 654 jobseekers and 3 479 workers have been trained in 2011⁵⁶

	Job seekers/ students	Hours	Workers
Training in own centres	6 130	1 425 570	3 389
Training with partners	4 948	1 954 205	93
Individual training in enterprise	866	---	
Total job seekers	11 654	3 293 012	
Grand total	15 068		3 479

⁵⁴ In 2011 Activity report: www.vdab.be

⁵⁵ Bruxelles Formation Carrefour ; Bruxelles Formation Tremplin ; Bruxelles Formation Construction, Bruxelles Formation Bureau et services ; Bruxelles Formation Industrie ; Bruxelles Formation Logistique ; Bruxelles Formation Management Multimedia TIC ; Bruxelles Formation langues and Bruxelles Formation Entreprises

⁵⁶ See complementary graphs and tables in annex, Chapter II

According to the results of the Ulysse survey⁵⁷, conducted for 8 years, the employment rate of trainees one year after training was 73.2%.

3) Le FOREM

The missions of Le Forem are specifically linked to the guidelines of the ‘Marshall Plan for Wallonia’, since 2009 called ‘the Marshall Plan 2.vert’.

Le Forem⁵⁸ is organised into three general directorate entities: employment (Forem Conseil), vocational training (Forem formation) and the transverse support services.

In order to deliver a maximal efficient proximity service to its clients, le Forem has been organised on the basis of a decentralized model.

Le Forem’s distribution network involves:

- 11 regional offices for jobsearch services,
- 9 regional offices for vocational services,
- 52 Vocational Training Centres (12 training fields),
- 25 Skill Centres (*Centres de compétence*),
- 12 *Carrefours Emploi Formation* (open access information & documentation centres),
- 60 Local Job Houses (*Maisons de l’Emploi*),
- On-line services: job vacancies search, publication of CVs, advertising of vacancies, information services, jobs and training places abroad,
- 2 call centres (information on job vacancies, training programmes, access to services, labour market information services).

It offers individuals (unemployed or employed persons) advice, guidance and information; it provides the Walloon citizens training leading to qualifications, taking into account demands/needs of the labour market, and advice, support access to public aid and financial incentives, and HRM consulting to enterprises.

Le FOREM coordinates and develops also Competence Centres, specialised in different economic sectors. Training is their main task but they also take part in Wallonia’s strategy to promote employability. They are initiated from the association between social partners (employers – trade union) and the vocational training public service.

In 2010, 114 074 people were trained in the Skill Centres, which represents 4 973 489 training hours.

Le Forem develops many partnerships in the region: with the Walloon Agency for the Integration of Disabled Persons (AWHIP); adult education; IFAPME; companies in job training⁵⁹, socio-professional integration organisations⁶⁰, competitiveness clusters, and other Belgian PES.

⁵⁷ Percentage of former trainees (2010) who have acquired at least one job, 12 months after the end of the training, survey results 2012. www.bruxellesformation.be

⁵⁸ Service public de l’emploi et de la formation professionnelle en Wallonie

⁵⁹ EFT: Entreprises de formation par le travail

Besides the Management contract and its monitoring tools, the governance bodies include a strategic Committee, composed of representatives of the Management Committee and the Government advising on strategies and budgetary.

There is also an Audit Committee, which assists the Management Committee in overseeing financial reporting, compliance with regulations and legislation, as well as for external controls.

Number of trainees registered in 2011⁶¹

	Job seekers / students	Hours	Workers
Training in own centres	29 693	5 136 821	4 884
Training with partners	8 214	2 687 905	96
Individual training in enterprise	8 460	---	---
Training in competence centre	-----	578 920	35 091

4) Arbeitsamt der DG (ADG):

The ADG has three missions: employment promotion, vocational training organisation and vocational guidance. It has 4 competence centres.

In terms of vocational training, the ADG offers to jobseekers and workers various activities: skills training, individual training in enterprises, internships and measures for social and occupation integration.

The ADG training centres offer training in secretary/accounting jobs, in building and cleaning techniques. The training is modularised for the secretary/accounting jobs. A training programme will be tailor-made on the basis of a skill test at the entrance.

The ADG collaborates with other training providers (the sectors, public and private organisations) creating refresher and updating courses for further skills training and integration activities. The training centres are also open to workers, providing courses in office automation, languages, management, building and professional cleaning. These trainings are charged to the employee and are tailor-made. 360 people have been trained in 2011.

2.2.4. Validation of skills' providers

In BEFR

The validation of competences mechanism is specifically aimed at officially recognising professional knowledge and know-how acquired outside of typical training channels. This recognition is organised by a Skills Validation Consortium in the name of the three francophone Governments, bringing together training providers via Validation Centres which

⁶⁰ OISP: Organismes d'insertion socioprofessionnelle

⁶¹ In FOREM Activity Report 2011: www.leforem.be

organise tests which, when successfully carried out, lead to the issuing of Skills Certificates (or Title of Competence).

There are today 57 accredited validation centres from which 49 are active. Fifty trades have been described by a set of core competencies and validation standards. The validation offer consists of 36 trades

In BEFL

The Flemish government awards a “certificate of vocational experience” to people who have professional experience, but no diploma in that field. Employees or jobseekers can acquire a certificate of vocational experience if they demonstrate that they have learned or acquired certain skills required to exercise an occupation, as defined by the labour market (sectorial and social partners) in a standard.

The organisations wishing to assess applicants are recognised by the Minister of Work after they have fulfilled the procedure for accreditation by responding to a call for proposals by the European Social Fund agency. The ‘certificate of vocational experience’ (*Ervaringsbewijs*) is an officially recognised certificate issued by the Flemish Ministry of Work. It confirms that an individual has acquired specific professional skills.

2.3. Other forms of training

Public training services and competent authorities in each Region /Community work in close collaboration with private training providers in order to meet specific needs, reach certain target groups or further complete their own training programme offer.

There is a distinction between:

- private 'subsidised' partners (non-profit associations);
- Sectoral Funds – training centres for sectors managed by social partners; and
- approved private, unsubsidised training centres (most often for languages and TIC provision), which are not dealt with here.

All Communities organise continuing adult education through partnerships with local non-profit association primarily directed to develop people's social and cultural skills. Although these activities are not directly linked to VET, they offer the opportunity to become better integrated by participating in local events which contribute to social cohesion, local community integration and citizenship.

2.3.1. Private “subsidised” partners

More often than not, these are non-profit associations, operating regionally. Some are grouped together (as federation in charge of the pathway of integration) dealing with the target groups that are the most vulnerable, under-qualified and far removed from the labour market. They are approved by the region or community and have concluded agreements with public training and employment organisations.

In the French-speaking community, there are socio-professional integration bodies (OISP), companies or workshops offering on-the-job training (EFT/AFT). These care for literacy programmes, basic training, pre-training for specific professions and trades, on-the-job training and training for the disabled jobseekers.

162 bodies are approved by the Walloon Region and 41 in Brussels. There are also local missions (9 in Brussels) and regional employment bodies or MIREs (11 in Wallonia) which are reception centres, determining requirements and offering guidance. They work with all local training operators and the regional employment service.

In Flanders, basic education and literacy are provided by basic training centres for adults (Centra voor basiseducatie - centres). These are grouped together into a federation and subsidised by the Flemish Authority. The VDAB (Flemish Agency for Employment and Professional Training) additionally collaborates with health funds, social economy and care guidance centres, in order to respond to specific needs and support requirements for under-qualified jobseekers: care guidance for the long-term unemployed with serious medical, mental, psychological or psychiatric (MMPP) problems, training for workers in the social economy and training for the disabled jobseekers as well.

Werkwinkels, just like the local missions in Brussels, are reception centres offering information and assistance to jobseekers. Present throughout Flanders and in Brussels, they work with all training organisations and employment services.

2.3.2. Sectoral funds – training centres for specific sectors

Under the inter-professional agreements signed by the social partners, each joint committee has to sign a collective agreement that allocates at least 0.10% of the payroll to employment and training of at-risk groups, 1.9% of payroll to private sector workers and aims for a rate of participation in continuous training of 50%.

By virtue of these agreements, each company pays the contributions for which provision is made and commits individual expenses for the training of its employees.

In the main branches of the economy, social partners have established training funds to stimulate and support continuous training. These funds collect training contributions and coordinate training activities in the sector. In general, they are managed jointly by the social partners and closely cooperate with public training services and with education via sectorial covenants (accredited training, programmes alternating work and training and adult education). Each company can call upon various services offered by these funds.

The legal powers and responsibilities, financial management, organisational structure, primary political objectives and role of these funds vary, depending on their position in the training infrastructure in the sector.

Various operators (public, training centres, communities, regions, non-profit associations) may collaborate at a financial and logistical level. Such collaboration may be informal or fall within the remit of agreements established by framework conventions (sector covenants).

CHAPTER 3

3. Shaping VET qualifications

3.1. Introduction

In Belgium, the relationship between the world of work and vocational and educational training (VET) is very close. Social partners are associated with many establishments offering VET qualifications, but additionally, and more widely, with employment market regulations, via stringently organised social negotiations, at all levels of decision-making. This speciality exists throughout Belgium. Regional social partners are present in all Management Committees in employment services and training services at regional level. Moreover, education and training of business leaders are organised in close collaboration with professional associations and key sectors of employment.

In the framework of the Lisbon Strategy and the Copenhagen Process, intended to encourage and promote lifelong learning and to better adapt the field of VET qualifications to the development of skills expected, each Region/Community has developed its own systems. These systems communicate and converge widely. Similarly, social partners have systematically come together in their framework.

Generally, public employment services in each region⁶² follow trends, whether concerning shortages in the workforce or skills, development of posts or the emergence of new professional sectors. Each year, they publish the list of critical functions, established on the basis of criteria pertaining to the duration of satisfaction and satisfaction rates of supply. Regularly, private bodies such as Manpower, Idea Consult, Federgon⁶³ and F.E.B.⁶⁴ publish reports on this issue at national or regional level.

Each Skills Centre (Reference centre, for the Brussels Region) has, in addition to its responsibilities and duties, a duty to oversee the sector(s) in which it holds an interest.

In the Walloon Region, competitiveness clusters having joined forces with companies, as well as with the academic world, which also follows developments closely.

3.2. Systems and mechanisms to anticipate labour market needs

3.2.1. Governments action

3.2.1.1. In BEFR

Amongst the various objectives outlined in the Marshall2.Vert plan, aimed at vocational training, Forem has the following duties for the 2010-2014 period: (1) working in collaboration

⁶² VDAB, ACTIRIS, FOREM and ADG

⁶³ Federation of employment partners: temping agencies, outplacement agencies, recruitment consultants, etc.

⁶⁴ Federation of companies in Belgium

with professional sectors, training operators and employers in order to fulfil the developing needs of companies (identifying new skills and training requirements and outlining proposed developments and innovations to be provided concerning training); (2) implementing an overall training plan. Particular focus should be placed on the new skills requirements of companies.

For several years, Le Forem has conducted various studies and analyses into the development of professions⁶⁵ in order to anticipate the development of skills and the content of professions.

The Walloon Institute for Evaluation, Forecasting and Statistics (IWEPS) is an independent observatory of the economic and social activities in the Walloon region. This Institute publishes, analyses and conducts various research in the employment sector.

Since 2010, in the framework of the Marshall 2.Vert plan, the 'Jobfocus' project has been focused on professions in demand. These concern professions where there is a shortage of workforce, as well as professions under development or new professions.

An Inter-network Training and Qualification Piloting Body (IPIEQ) was implemented in each professional area so as to optimise the training offer in place in light of local requirements. This takes due account of professional sectors where shortages have been identified and the overall training offer in the area concerned (Skills Centres, reference centres, advanced technology centres).

Finally, the French-speaking Department for Professions and Qualifications (see below) responsible for professional profiling is well in step with the development of these and of the skills expected.

3.2.1.2. In BEFL

Flanders' Social and Economic Council (SERV)⁶⁶ has a remit to set occupational profiles⁶⁷. The system 'Competent' which is complete since December 2012 contains all occupational profiles, covering all sectors (public and private) and professions. The SERV constitutes the expert and reference network in this sector. It is the consultative and advisory body of the Flemish social partners.

The Steunpunt WSE survey institute is responsible for quantitative and qualitative supervision of the employment market

Each year, the VDAB publishes a report on developments in the employment market, inadequacies between supply and demand in jobs and certified qualifications available. It has, moreover, since 2009, been responsible for organising training programmes related to future jobs, in cooperation with various training bodies (Syntra, protected workshops, training institutes and companies). It is a question of developing training pathways leading to these jobs for particular target groups (young people, foreigners, disabled people, older people and under-qualified people).

⁶⁵ www.leforem.be/publications

⁶⁶ Sociaal - Economische Raad van Vlaanderen (SERV)

⁶⁷ See decree on the SERV.

At sub-regional level, the ERSVs (Recognised Regional Collaboration Associations) and the RESOCs (Regional Social Economic Consultation Committees) collect data to study the specificities of the employment market and its requirements.

3.2.1.3. In the Brussels Region

The mission of the Brussels Employment Observatory is to follow the evolution of employment and unemployment in the Region of Brussels-Capital. It deals with issues related to trends and transformations in the world of work, through thematic analysis.

In this context, it answers to particular objectives to develop tools for anticipating skill needs in the Brussels-Capital Region and to identify new skills.

This work falls within the framework of the political strategy adopted by the Region, defining key sectors (and/or offering support). ACTIRIS is a contributor to various working groups active in the framework of the Employment-Environment Alliance. Exercises which involve anticipating requirements and qualifications are planned. Surveys into professional sectors are additionally undertaken (commercial surveying), so as to view the development of qualification profiles.

In the framework of the PCUD (New Deal Plan, signed in 2009), the following professional sectors have been or shall be studied : Horeca, tourism, technological industries, green professions, and construction including eco-construction.

The IMT-B website at Actiris provides information on supply and demand in the employment market in Brussels.

Actiris, in collaboration with Bruxelles Formation, is conducting a study into the future requirements in terms of recruitment of large enterprises and/or Brussels-based institutions with high employment potential and few or average qualifications similar to public companies.

The Study and Development department at Bruxelles Formation regularly produces information on professional sectors and opportunities intended, inter alia, to provide information to training leaders. Other studies, such as trainee supervision (Ulysses project) one year following training, additionally provides insight into the opportunities created by vocational training.

3.2.1.4 In BEDG

The Employment Service in the German-Speaking Community (ADG) collects, analyses and distributes information concerning supply and demand on the local employment market. Monthly publications are distributed on its website. It regularly collaborates with the Ministry of the DG and the Economic and Social Council at the DG in the framework of the 'STAB'. (*Strategischer Ausschuss für Berufsbildung*) working group.

Additionally, it undertakes selective analyses in relation to current affairs: unemployment of the immigrant population, analysis of the employment market for administrative and secretarial personnel. It responds to external requests by the Government, Ministry or in the framework of various projects: various analyses and statistical

compilations into professional sectors, updating market economic data, etc.; analyses of youth employment policy; and analyses of professional sectors, such as the health care sectors.

The duties of the Economic and Social Council at the DG involve studying the development of training and employment in the German-speaking Community, its members being involved in various working groups focusing on professional situations and training at the DG.

The Strategic Committee for "BAR" vocational training was established in 2005 to develop strategic guidelines and synergies between education partners and the commercial world so as to stimulate the economy. Training is at the heart of the debate, as well as careers or the transition from education to employment.

3.2.2. Initiatives taken by professional sectors via sectoral funds

The funds offer services which are intended to prepare and manage the training policy which is in favour of companies within their sectors. Development of training plans more often than not rests on identification of requirements within companies, the sector and those of employees in terms of training⁶⁸.

Some funds have a professional observatory or publish reports on the sector so as to better understand the developments in the sector and the qualifications required therein. This approach remains rather short-term, and no rigorous instrument or tool, transferrable to all sectors in terms of future requirements of sectors, skills and new niches, have been developed to date⁶⁹.

Large sectoral funds, such as CEFORA⁷⁰, EDUCAM⁷¹, IFP⁷², FFC⁷³ and IFPM⁷⁴ closely follow development on the employment market, publish studies and offer new training themes, in line with emerging skills. In this regard, IFP⁷⁵, via regular visits to companies, is in daily contact with companies in the Belgian food sector so as to remain up to speed with developments in the sector. 'FormAlim', the Walloon Region skills centre, each year publishes a supervision report.

3.3. By whom and in which manner are qualifications defined?

In each Community, the relevant government sets out the framework within which educational institutions can organise their programmes. The framework for provision of VET is set out in different Acts or circulars, per educational level: secondary education, adult

⁶⁸ Opinion of the CCE, 2008, p.33

⁶⁹ Opinion (CCE&CNT, 2010, p.18).

⁷⁰ National auxiliary parity commission for Employees (or CP218)

⁷¹ Training centre for the automobile and related sectors

⁷² Vocational Training Initiatives in the Food Industry

⁷³ Vocational Training Fund for the Construction Industry

⁷⁴ Technological Industrial Sector: Training fund for blue collar workers

⁷⁵ Post-education training institute for the Metal Manufacturing Industry

education and higher education. Besides this general principle, each community/region has developed its own approach to defining or reviewing skills and qualifications in VET.

3.3.1. In BEFR

Standards outlined for training programmes leading to qualifications produced by the former CCPQ⁷⁶ continue to be applicable. Today, it is the French-speaking Service for Professional Sectors and Qualifications (SFMQ.) which has taken over this mission and establishes reference professional profiles and translates these into common training profiles. It is important to observe that the scope of this mission has been extended to all training bodies (education, vocational training, socio-professional insertion) and to the Skills Validation Consortium.

The new mechanism brings together all parties involved in qualifications, as well as social partners and Public Services in the Walloon and Brussels regions.

The new SFMQ allows for relations to be established between:

- training profiles based on Approved Learning Units (UAA)⁷⁷, an assessment profile and a material profile which are imposed on all operators;
- professional profiles pertinent in relation to the employment market (based on the sectoral profiles of social partners and information provided by Public Employment Services).

It also issues a common terminology and references to all VET providers. The purpose of this mechanism is to provide guarantees as to the quality of profiles on which training programmes and providers' references will be based, in addition to the legibility and transparency of systems. This being so, it is intended to promote connections allowing for the consideration of skills acquired by trainees and the mobility thereof between systems.

In progression with SFMQ productions, the mechanism will gradually be rolled out to all training operators who shall update their programmes or training references and assessments on the basis of the standards issued. In the meantime, the latter shall continue with those mechanisms currently applied within their systems.

Vocational and educational training continues to issue programmes based on existing CCPQ profiles. French-speaking public training operators have implemented a common mechanism for identification and recognition of skills, based on the skills-based approach and on a common methodology for identification and assessment of training and education results (training skills). These are placed along a coherent line of reference programmes based on sources in force (CVDC, sectoral sources, R.O.M.E, etc.).

The Skills Validation Consortium develops standards which are then imposed on Skills validation Centres, by involving social partners, public vocational training operators and education in social promotion. In progression with SFMQ productions, the Consortium will

⁷⁶ CCPQ : Community Commission for Professions and Qualifications

⁷⁷ It should be noted that the division into the UAA was directly inspired following the recommendation on ECVETS which also dates back to 2009

base its approval references on these professional profiles. During the transition period underway, collaboration is implemented between the teams at the SFMQ and CDVC in order to lead to economies of scale and to produce a multiplier effect.

3.3.2. In BEFL

Professional qualifications' are based indirectly on the occupational profiles in Competent. The data of Competent are used to constitute 'qualification dossiers'. Once these dossiers have been validated by the social partners, they are referenced to one of the eight levels of the Flemish Qualification Framework. After confirmation by the Flemish government they become professional qualifications.

The references for the development of the curricula at SYNTRA are the professional references of the SERV. However, the apprenticeship training programme requires approval by the Minister of Education for trainees still in compulsory education. Existing and the new professions have to be screened by a Screening Committee under the aegis of the Department of Education which outlines a list of professions and their standards (references and learning outcomes) (Cf. Chapter IV)

Since 2012 the SERV has created a new web based system called 'Competent' which contains all occupational profiles. Competent covers all sectors (public and private) and all professions. It is based on the French ROME-system, which is adapted to the Flemish situation (labour market, regulations, etc.) and contains added information on competences. The added information is a detailed description of 'know how' (kunnen) i.e. behaviour which must be shown on the workforce to prove that the related activities are performed adequately.

The content of Competent is either commented on by experts of the sectors concerned or other stakeholders and validated by the same organizations, or it is either published after approval by the SERV social partners of the process on the basis of a set of quality criteria. Competent is freely accessible on the following website www.competent.be.

The data of Competent are also used for the creation of 'qualification dossiers' ('beroepskwalificatiedossiers') which, after validation by the social partners in AKOV (Agentschap voor Kwaliteit in Onderwijs en Vorming – Agency for Quality in Education and Training), are assigned a level of one of the 8 levels of the Flemish Qualification Structure. After the official confirmation by the Flemish government, the professional qualifications of level 1 through 5 form the basis of the educational qualifications which then constitute the standards for education and training providers. The 'certificate of vocational experience' (*Ervaringsbewijs*) is also to be transposed into the Flemish Qualifications Structure by way of a 'qualification dossier' and – after assignment of a level – a professional qualification. (see also p. 45)

3.3.3. In BEDG

Identification of skills, development and updating educational and training content of IAWM programmes is the responsibility of the Ministry for Education. This Ministry works in close collaboration with professional sectors, companies and professional associations.

Updating training programmes and the development of new programmes continue to take due consideration of commercial opinions, socio-economic requirements and also the working environment. These programmes take account of general skills and professional skills in addition to operational skills.

Integration and training programmes offered by the ADG are designed in line with the situation on the employment market. Social partners, members of management committees, and the Employment Office are all involved in decision making. The ADG is moreover certified to issue training in the security and construction sector.

3.4. How do non-formal and informal training approval methods operate and what are the relations with qualification/certification?

Several mechanisms taking due account of non-formal and informal training programmes exist in Belgium. It is, however, necessary to distinguish between skills validation and the recognition of skills.

3.4.1. Skills validation

Skills validation leads directly to certification which may be used either on the employment market or in inter-operator transfers.

This is the case of the Skills Validation Consortium (CDVC) in BEFR which issues Skills Certificates on behalf of the three Governments. The Skills Certificate may be promoted on the employment market, and taken into account by public employment services and allow for transfers between vocational training operators which are members of the Consortium.

In BEFL, there is an equivalent mechanism, developed by the SERV and organised by the Flemish government with approved centres (*Ervaringsbewijs*)⁷⁸. It should be noted that despite the differences (concerning the design of awards, the operating mode), both skills validation systems are communicable.

In the German-speaking Community, a skills validation system is under development.

3.4.2. Skills recognition

Skills recognition allows an individual to promote a certain previous pathway (experience, training) when entering a public VET provider in order to save repeating a portion of the pathway and to then go on to obtain certification with same provider..

This is the case of the Valorisation of the Skills and Experience (VAE), organised by French-speaking universities and higher education institutes, which enables entry into postgraduate education (Master's level).

⁷⁸ Titel van Beroepsbekwaamheid

We can also cite here the, article 8⁷⁹ of the Adult Education Act which allows an individual to save repeating all or part of the training modules already covered, with the exception of the final test (*épreuve intégrée*) which approves the certification pathway.

In Flanders, the concept is generally referred to under the name of *Erkenning van Verworven Competenties* or EVC (Recognition of Acquired Competences).

With regard to higher education, the recognition process of non-formal and informal learning aims at the recognition of 'knowledge, understanding, skills and attitudes acquired through learning processes for which no diploma was awarded', for adults wishing to enter or re-enter universities. It allows non-standard access, course exemptions (partially or in totality), and credit transfers.

The process offers students recognition of prior formal learning acquired in other establishments and institutions in order to facilitate their mobility and transfer; it moreover widens the process of recognition to those people able to demonstrate that they have acquired knowledge, skills and competences through professional or personal experience. The immediate result of a successful recognition process is a proof of competences⁸⁰, which then in turn may lead to access to higher education programmes, or to the award of credits or a full degree (on the basis of exemption).

Adult education⁸¹ pays great attention to the approval of acquired competences, both with regard to dispensations and the certification of acquired competences. Distinction is made between the following actions:

- a) The measuring and testing of acquired competences as a function of the dispensations applied by the centres.
- b) The assessment of professional competences.

The adult education centres may act as assessment bodies for the delivery of the Title of Professional Competence. The validation of acquired competences in the context of dispensations from course components is the responsibility of the director of an educational institution.

3.5. Certifications and the certification framework

In Belgium, the notion of certification is traditionally associated with certificats and diplomas issued by education and training operators organised by the Communities, with these being legally recognised.

On the basis of the European reference definition (without taking account here of private certifications which are becoming increasingly commonplace), other certifications issued by public operators have gradually begun to appear in the VET field :

⁷⁹ Decree of April 16 1991

⁸⁰ Bewijs van bekwaamheid

⁸¹ Decree of 2007

- Certifications issued by operators organising training which are recognised by all Communities (or are in the progress thereof);
- The Skills Certificate awarded by the CVDC, certifying the recognition of particular competences associated with a profession (generally comprising several Skills Units and therefore several certifications); however, this is not legally recognised as a diploma as the French-speaking Community Diploma, even if it is recognised for entry into the professional field or in the framework of promotions to certain posts in the Walloon region;
- Certificate of vocational experience (*Ervaringsbewijs*);
- Certifications issued by French-speaking public vocational training operators, through the Recognition of Skills Acquired during Training (RECAF);

In this relatively recent mechanism (2010), a certification test is associated with each training unit, which then corresponds to employability on the employment market, taken separately or in combination with other skills acquired. A Training Skills Certificate is awarded once a unit is successfully completed or following completion of the training pathway. The Supplement to the European certificate, EUROPASS, is awarded in annex. Moreover, a procedure has been established allowing for the correspondance between these certifications with Skills Certificates, which are then automatically awarded to those persons holding these Certificates.

Certifications may be considered for individual training pathways, notably following interoperator routes, or eventually for diplomas, via adult education.

In the same manner as common standards, the adoption of certification framework(s) allows for an increase in the legibility and transparency of systems and therefore to an increased mobility of trainees.

The certification framework

The three Communities have (or are about to have) their own certification framework. Developers in other Federate entities have the concern of taking due account of the guidelines in the Flemish framework, the first to have been adopted, by implementing an identical structure. (8 levels, 2 entry pathways) and the same type of descriptors.

3.5.1. The Flemish Qualifications Structure

The Act on the Flemish Qualifications Structure (FQS) adopted in 2009⁸² consists of eight levels, described with elements of knowledge, skills, contextual elements, autonomy and responsibility. Within this framework, there are two kinds of qualifications: the 'professional qualification'⁸³ and the 'educational qualification'⁸⁴. Both are outlined with the same elements. Professional qualifications are based on the content of 'Competent' (see

⁸² Vlaamse kwalificatiestructuur, adopted by Decree in April 2009

⁸³ Beroepskwalificatie

⁸⁴ Onderwijskwalificatie

above). Educational qualification (e.g. a secondary education certificate, a bachelor's or master's degree, an associate degree) can only be obtained and therefore exclusively developed by educational partners. A vocational education programme will lead to an educational qualification.

FQS is also a reference for validation of non-formal and informal learning and as an orientation point for guidance and counselling.

3.5.2. The intra-French-speaking framework

The intra-French-speaking framework is still under development. However, several significant advances have been achieved.

A dual branch framework principle has been adopted: one branch for the 8 levels for all education certifications; one branch for the 8 levels for vocational training certifications and certifications for skills validation. At this stage, common generic descriptors and principles on the positioning methodology have been adopted. A common framework for all French-speaking operators and the reference report are forecast for March 2013.

A Positioning Body will be responsible for organising negotiations between training and education operators; for issuing an opinion of compliance on the positioning of certifications and for overseeing developments in generic descriptors and approval thereof; for overseeing the transparency and quality of positioning methods; for acting as a national coordination point at CEC level (EQF); for managing the certification registry accessible by the general public; and for providing external information and communication.

3.5.3. In the German-speaking Community

The Decree on the Qualifications Framework is currently in the parliamentary phase. The regional qualification framework of BEDG consists of eight levels, described with elements of knowledge, skills, contextual elements, autonomy, responsibility and social competences. Within this framework, there are two kinds of qualifications the 'professional qualification' and the 'educational qualification'. Both are described with the same elements.

3.6. Descriptions of quality assurance processes in VET

3.6.1. In BEFL

Quality assurance within education underwent thorough reform⁸⁵ in 1991 concerning the inspectorate, the Educational Development Division and the pedagogical counselling services. The system of inspectors was replaced by a thoroughly prepared and planned full school inspection carried out by a team of inspectors. Concurrently, separation between control and counselling was implemented. The inspectorate became a community

⁸⁵ Decree of 17 July 1991

inspectorate under the sole authority of the Flemish Community, whereas the pedagogical counselling services would be developed network by network. The inspectorate has no authority over the pedagogical methods used. An Educational Development Division (DVO) was set up to check the Community's minimum expectations.

Today, the agency AKOV manages all quality issues. Flemish Agency for Quality Assurance in Education and Training (AgentschapvoorKwaliteitszorg in Onderwijs en Vorming – AKOV). Established on 1 May 2010, the agency is responsible for quality assurance for all pathways leading to recognized qualifications in education and vocational training and for those towards recognizing acquired competences (EVC).

Quality assurance of educational qualifications from levels 6 to 8 is monitored through the Accreditation Organisation of the Netherlands and Flanders (NVAO⁸⁶) established by an international treaty.

3.6.2 In BEDG⁸⁷

Besides international surveys, each school has to go through an internal evaluation every three years. Academic institutions use the device "SEIS" (*Selbstevaluation in Schulen* – self assessment for school), a standard assessment tool, scientifically verified. All stakeholders involved in the school community are interviewed. Analysis of the results, together with the school specific documents, allows to identify good practice and is often the starting point for new developments.

The external evaluation focuses on a systematic analysis of the working processes, the education frameworks and the student's learning outcomes.

It is performed by an external team and aims to promote the development of educational pathways, to produce comparable data based on proven quality standards and to encourage schools to become responsible

IAWM, for the dual system, as the official supervisory body, manages the quality of its two training centres together with private or semi-public organisms that examine the centres in detail. The centre in Eupen is ISO 9001 certified. Both centres' are certified by various professional associations and ministries to execute the recognized training and issue skills certificates like in the energy sector, in the transport sector or in construction safety.

3.6.3. In BEFR

Due to the diversity of operators, systems or mechanisms for managing quality assurance coexist in the VET domain.

For secondary education and adult education, the quality assurance process in force is implemented by the General Inter-network Inspectorate Service. This covers evaluation and inspection at the level of studies and evaluates the respect of programmes, coherence of

⁸⁶ Nederlands Vlaamse Accreditatie organisatie

⁸⁷ The organic Decree of 31 August 1998 established the principle of external and internal evaluation as quality assurance.

practices, suitability of self-learning material and educational equipment, in addition to observing segregation mechanisms (on the basis of a three-yearly plan). Moreover, the Higher Council for Education in adult education has ratified a quality assurance management manual which it promotes.

Higher education programmes (Professional Bachelor Degrees) organised in adult education are subject to the same external and formative evaluation mechanism as all higher education programmes (in the context of the Bologna Process) and are implemented by the Agency for Evaluation of Quality in Higher Education, in the framework of a ten-yearly evaluation programme.

With apprenticeship training providers (IFAPME and SFPME), a similar quality assurance process based on the inspection of training centres, is additionally applicable for training programmes in part-time compulsory education. Concerning the organisation of continuous training, all training centres in the network have been QFOR certified since 2011. IFAPME is involved in preparatory processes aimed at obtaining other certifications (CAF, ISO 9001).

Public vocational training operators (FOREM, Bruxelles Formation) have adopted an evaluation and systematic inspection mechanism for quality assurance focusing on organisation as a whole. These operators are subject to external inspections of compliance of ISO international standards by an external inspector, him/herself certified, and have obtained ISO 9001 certification.

The Competence Validation Consortium is implementing a quality assurance management system inspired by the ISO 9002 standard.

From the BEFR perspective, these systems or quality assurance management processes adapted to the diversity of duties of operators should in all likelihood be retained in the coming years. However, within the development of the French-speaking certification framework, a working group, bringing together all VET providers, has proposed to implement a common structure in order to encourage harmonisation of systems or mechanisms and to guarantee the quality of the positioning process for certifications.

CHAPTER 4

4. Promoting participation in VET

4.1. Introduction

In Belgium, there are many measures aimed at supporting and promoting initial and continuous vocational training. These measures are initiated at all levels of competences in collaboration with social partners. The Federal Government manages employee entitlement to education leave, the content of employment contracts and agreements and measures for reducing employer costs in addition to other bonuses.

Professional sectors, in the framework of their respective parity commissions, primarily organise continuous training of employees on payroll. Regional authorities support training mechanisms aimed at jobseekers and employees in favour of local companies. A large number of these measures are similar across all three Regions, albeit with some specificities. Communities are responsible for many information and consultancy measures in schools, psychomedical-social centres, youth services and permanent education.

On the whole, there are guidance and consultancy structures within each public employment service; welcome, assistance and guidance services with training providers themselves, and also information services about professions and jobs for the intention of a wide general public in all Communities.

4.2. Assistance and support measures for training private individuals

4.2.1. Federal /sectoral incentives

➤ *Measure for workers*

Paid educational leave is an entitlement held by employees in the private sector to follow a recognised training programme⁸⁸ with remuneration. An employee is remunerated for hours spent during the educational leave, with an annual cap of 120 hours on the basis of a rate for 2012 of 21.23 Euros per hour of educational leave. Continuous training programmes and business leader training programmes organised by SYNTRA, IFAPME SFPME and IAWM lead to this entitlement for employees. A total of 71,878 employees benefitted from this measure in 2010-2011⁸⁹.

⁸⁸ Training programmes organised by Education in Social Promotion; part-time artistic education; higher education; Working Classes; agricultural training; training programmes organised by a regional service for vocational training; training programmes approved by the Approval Committee at the Federal Public Employment Service; training programmes approved by a Parity Commission are recognised automatically

⁸⁹ Federal Public Employment Service; see annex with tables

➤ *Measures for young people combining work and training*

Start-up bonus⁹⁰ is a bonus for young people following a alternating work and learning or apprenticeship programme who sign, prior to the end of the compulsory period of training, an employment contract⁹¹ of a minimum of 4 months with an employer. The bonus is conferred for 3 years of training. Each year which is successfully completed, leads to an entitlement for the young person of 500 Euros for the first two years, and 750 Euros for the third year (9,046 young people benefitted from this during the 2010-2011 academic year) (Cf. table under annex to Chapter IV).

Industrial Training Contract for Salaried Professions (CAI) is a measure allowing a young person to be trained in a profession by an employer approved by the parity commission in the sector concerned. The youngster follows practical training in the company and theoretical training in a school which organises alternating work and learn programmes⁹². The trainee receives a training bonus (amounting to €471.20/months for 15 year olds, and €736.20/months for 21 year olds and over), and retains all entitlement to family allowance up to the day before his/her 19th birthday. From 19 to 26 years old, the trainee may receive an employment bonus. 1604 CAIs were signed in 2011 against 2001 in 2010, primarily in the construction sector.

Socio-professional Insertion Agreement (CISP) is an annual tripartite agreement, signed between CEFA, a company and a young trainee. The latter receives a monthly training bonus payable by the company which is equivalent to the bonus received by apprentices (1365 young people in French-speaking Belgium as at 01/01/2011). An apprenticeship contract⁹³ is concluded between a young apprentice between 15 to 25 years old and an intermediary of a training course supporter (delegated for training) and leads to an entitlement for a training bonus of more or less €300 to €480/month according to the age of the trainee and the year of training. It is valid for between 1 to 3 years (Cf. data under Chapter II).

The entrepreneurial training agreement⁹⁴ (SYNTRA, SFPME, IFAPME and IAWM) is a placement agreement intended for a training programme which prepares trainees for undertaking the role of manager in an SME or for an independent profession. The trainee will receive a placement bonus which varies between 419.50 Euros and 709.92 Euros per month (in the event of sufficient prior training) and a maximum of 838.99 Euros per month, depending on the year of training and the level of prior training. (Idem Cf. table under Chapter II).

⁹⁰ The Start-up Bonus, as the placement bonus (Cf. hereunder in commercial assistance) is managed by the ONEM.

⁹¹ The term training contract is used to refer to any type of training contract, in addition to socio-professional insertion agreements and professional insertion agreements.

⁹² Alternating education and training centres (CEFA) in the French-speaking community, the "centra voor deeltijds beroepssecundair onderwijs" (CDBSO) in the Dutch-speaking community and "Teilzeitunterrichtszentren" (TZU) in the German-speaking community.

⁹³ SYNTRA, IFAPME, SFPME, IAWM

⁹⁴ Ibidem

A professional transition programme⁹⁵ offers long-term unemployed people the option of gaining professional experience in public services, not-for-profit associations, or non-commercial sectors. It leads to the entitlement of reduced employer costs and allows the beneficiaries to receive an integration allowance payable by ONEM.

Sectoral Bonuses are paid by some sectors to the trainee at the end of a training programme; others, to stimulate employment in the sector, issue a bonus upon signature of a contract (PFI Metal).

4.2.2. Regional aid

4.2.2.1. Common measures to the three regions for jobseekers

In the framework of following a recognised vocational training programme⁹⁶ jobseekers receive free training, maintained unemployment benefits, and in certain instances a training allowance of €1 per hour of training following, and reimbursement of some travel costs and child care costs during the training period (VDAB).

Individual vocational training agreement within a company (FPI, PFI, IBO, IBU)⁹⁷ are offered to jobseekers that benefit from practical training within a company, by signing a tripartite agreement with the regional employment service⁹⁸ and the employer. The term is between 1 to 6 months maximum, with a possible extension up to 12 months for young under-qualified people. The employer is bound to recruit the trainee, at the end of the training programme, under a contract for a term at least equal to the duration of the FPI.

For several years, the FPI has been used, in work and learning programmes in Flanders and the German-speaking Community, in collaboration with the employment service for young people in compulsory education. The young person receives an allowance (9.60 Euros/day in a six day regime), a productivity bonus and reimbursement of travel expenses.

Number of registered contracts:

	2010	2011
In Flanders (IBO)	11 801	12 251
In Brussels (FPI /FPIE)	1 216	1 048
In Wallonia (PFI)	9 180	8 460
In DG	1 392	1 117

⁹⁵ ONEM: Office national de l'emploi – National Employment Office

⁹⁶ Organised by the competent public services for vocational training (VDAB, Bruxelles Formation, FOREM, ADG)

⁹⁷ *Plan de formation individuelle* in Wallonia, *Individuele beroepsopleiding* in Flanders and IBU in the German speaking Community

⁹⁸ VDAB, ACTIRIS, FOREM or ADG

All Regions/Communities have measures to support guidance, training and insertion of disabled people into the labour market: participation in support activities, travel expenses, organisation of placement visits or guidance within the company, adaptation contracts, etc. Language placements within companies are offered by all regions, with varying terms and conditions, with payment of travel and accommodation costs and, in some instances, training support of €1, per hour of training followed.

4.2.2.2. In the Brussels Region⁹⁹

Vouchers for training are offered for a variety of purposes and target groups:

- 1) Language job voucher: the purpose is to allow jobseekers to more easily find employment for which their language level is too low. To do this, Actiris undertakes to pay in full for language training in the event of being recruited (French, Dutch, English and German): 1,080 vouchers of this nature were distributed in 2011;
- 2) Professional project language voucher: this allows jobseekers currently seeking employment independently to receive language vouchers specially adapted to preparation for job interviews: 3,750 vouchers were distributed in 2011;
- 3) The TIC job voucher which is intended to facilitate the recruitment of a jobseeker in a post corresponding to the profile, but requiring IT knowledge which the jobseeker does not yet have. Actiris allows recipients to follow an IT training programme free of charge which relates to the training: 120 vouchers of this nature were distributed in 2011;
- 4) The TIC Professional Project voucher is intended for jobseekers who are beneficiaries of a plan of action for independent job seeking but whose professional project requires ICT skills: 1,511 vouchers of this nature were issued in 2011.

Job-seekers are also offered on-the-job training facilities when the first job agreement is concluded with a Brussels public interest body. The purpose of the measure is to encourage social integration of young jobseekers and to help them to position themselves more favourably on the job market, through a training experience, in critical or economically beneficial posts (318 young people involved, 2011).

4.2.2.3. In BEFL

A Professional Transition Programme - via the 'Work Experience' programme (VDAB) - is aimed at recruiting long-term unemployed who are underqualified. During one year, the person gets adapted work experience, guidance in the workplace and job training. The purpose of this measure is to generate maximum flow to a stable employment, preferably in the Normal Economy Circuit: 2 943 contracts in 2010 and 2 713, in 2011 have been signed

An end of training bonus exists for jobseekers with at least 12 months unemployment and who begin training. They receive €247.89 after 6 months if there is no termination.

⁹⁹ All data is provided by ACTIRIS

A preparatory training in enterprise (*de instapopleiding*) is a 'start training in a company aiming at completing the vocational training for ex-students or school leavers, graduated to a maximum of secondary education. It lasts 2 months and must start within four months after the end of a training or after the registration as unemployed school leaver. 187 contracts were concluded in 2010 and 125 in 2011.

Jobseekers can under certain conditions with a VDAB training contract in a school achieve a qualification. This scheme fits in the efforts made by the VDAB to provide a structural solution to bottleneck vacancies.

4.2.2.4. In BEFR

Placement into a work environment is undertaken via a 3 to 15 day work placement, either full time or part time, with the option of following two placements. The placement is not remunerated but the Forem assists with travel expenses and subscribes all risk insurance coverage. A Forem advisor follows up following the placement with a company report.

4.2.2.5. In BEDG

➤ *Measures for all public groups*

The purpose of BRAWO¹⁰⁰ is to promote employment and local economic development via vocational training, by granting a subsidy to private employers, private sector employees, self-employed workers, and people in the liberal professions and the unemployed. Expenses incurred by training are reimbursed up to one third with a maximum of 1,000.00 Euros per person and per training programme.

In the first half of 2011, 357 applications were received, with a monthly average of 59 requests per month. In the second half of 2011, 389 applications were received, with a monthly average of 65 requests per month.

➤ *Target measures in BEDG*

The company familiarisation placement allows young people to prepare for work, acquire professional experience, and better understand the world of work. The recipients receive €1/hr + travel expenses.

Vocational training contracts can be offered to disabled persons¹⁰¹ by the Employment Service. The measure grants the employer professional consultancy and a subsidy of 219.24 EUR/month, 328.87 EUR/month or 436.93 EUR/month as part of wages (ONSS included), in the framework of the training contract with the disabled person to be trained.

¹⁰⁰ Berufliche Aus- und Weiterbildungs-Offensive

¹⁰¹ (Ausbildung im Betrieb - AiB-Vertrag)

4.3. Aid and support measures for training providers

The governments contribute towards vocational training of jobseekers and the improvements of upskilling of the workforce by measures intended to recognise (approve) and grant subsidies to third party training bodies which have just completed the public service offer: not for profit insertion associations, training centres, other private funding providers.

For example, approval and subsidies for socio-professional insertion bodies and companies or training workshops which organise training for target groups who are distant from the employment market or under-qualified to a larger or lesser extent.

They also grant subsidies to bodies which issue training programmes to make IT and communication technologies more accessible to jobseekers and employees (TIC plan, in Wallonia, Flanders, etc.), give financial contributions to typical skills centres or reference centres, and approve of training centres or language contributors, or those providing training in new technologies and communication techniques (social skills). Governments offer various aid mechanisms for the promotion of employment by providing partial subsidies for employee remuneration¹⁰², and reducing social security contributions (not in the commercial sector), for various non-commercial sectors involved in education and training, notably: education, local, regional and community authorities and the non-commercial sector (not for profit associations, public bodies, commercial aid bodies).

4.3.1. In BEFR

In the framework of alternating work and learning programmes, the Public Service in the Walloon Region offers a maximum bonus of €1,240 per year and per contract signed between a young person and a company¹⁰³, with a recognised training operator (CEFA, IFAPME, FOREM, AWIPH).

4.3.2. In Brussels

The CEFA and the CBDO are funded by ACTIRIS for their work of guidance and social inclusion. Programmes have concerned 2007 young people in 2011.

4.3.3. In BEFL

The Flemish Government considers it important that companies have a strategic training plan in relation to the company's vision on the development of their employees. Therefore, the government financially support companies in providing training for employees. But at the same time the Flemish Government also believes that employees must invest in their own career by additional training. In addition to initiatives from the Flemish government also the federal government has taken measures for competence development.

¹⁰² The A.P.E. principle, in the Walloon Region (ACS in RBC)

¹⁰³ www.emploi.wallonie.be

4.4. Aid for companies offering vocational training

4.4.1. Measures at federal level

In the framework of the part-time contract alternating work and learning CPE II for young people between 19 and 26 years old who follow and alternating work and learning programme in the education system¹⁰⁴, employees benefit from reductions in social contributions standing at €1000/quarter, as well as structural employer reductions (for young people over 19 years old) standing at €400/quarter (€552 for wages which are not above €6000 gross/quarter).

Work placement bonuses are paid to the employer who trains a young person on a alternating work and learning programme in the framework of a training or employment contract. This bonus, granted for 3 years of training, stands at 500 Euros for the first and second years, and €750 for the 3rd year. The employer may also receive tax breaks (10,468 bonuses allocated in 2011).

The Professional Experience Fund is a subsidy for adaptation to employment of a senior person (above 45 years of age) aimed at improving the conditions and organisation of work. Projects aim at improving employees' ability to work. In 2010, from 332 subsidy applications, 288 projects were accepted, for 8048 employees and a total of circa €2,150,000¹⁰⁵.

Any employer who assigns a Company tutor¹⁰⁶ to an employee for monitoring training within the company, and for a maximum of five young people or trainers during 400 hours shall benefit from a reduction in employer contributions.

Some sectoral funds issue training bonuses. According to the parity commission, the parity body representing the sector to which the company belongs may be involved in the form of sectoral bonuses.

Examples of involvement of Sectoral Funds:

- The Post-Education Training Institute for Metal Manufacturing Industries (IFPM) may, following consent of the Committee, assist employees¹⁰⁷ in payment of the total cost of training up to €10/hour per person (€80/day per person);
- Educam (Automobile Sector Training Centre) grants a bonus of € 40/day (€ 5 per blue collar worker per hour of training) in return for certain terms and conditions;
- Formelec-Vormelek (Electricity Sector Training Fund) grants a bonus to companies in the framework of CP 149.01 for each blue collar worker having followed a training programme approved by Formelec. The total amount of this bonus is €124 per day of training or €62 per half day.

¹⁰⁴ Alternating work and learning in education (CEFA in the French-speaking community, a "centra voor deeltijds beroepssecundair onderwijs" (CDBSO) in the Dutch-speaking Community and the "Teilzeitunterrichtszentren" (TZU) in the German-speaking Community

¹⁰⁵ 2011 Commercial Report, Professional Experience fund; www.emploi.belgique.be

¹⁰⁶ Source: National Social Security Office

¹⁰⁷ CP 111 and 209

4.4.1.1. Measures in the Brussels-Capital Region

Actiris grants companies which recruit an under-qualified young person on a contract including 240 hours of training in the company or as part of an alternating work and learning programme a 12 month bonus of €500/month (full-time open ended contract); €250/month if part-time open ended contract and €125/month for a one year contract (174 contracts in 2011).

ACTIRIS also grants professional transition bonuses to employers which recruit and train under-qualified jobseekers (under 25 year olds and over 45 year olds). 22 contracts of this type were concluded in 2011.

According to the size of the company and sector of activity, the Region grants a bonus to companies which wish to improve their operations and competitiveness via training aimed at daily management and basic knowledge of commercial activities. Financial aid stands at 50% of costs, equating to €500 to €5000 maximum.

Employers may also receive a bonus of 1,000 EUR per month, during a minimum of 2 months and maximum of 6 months, for tutoring a trainee.

Finally, any company active in the manufacturing industry which intends to make installations or tools available for the purpose of training or education, may receive daily subsidies corresponding to the actual direct cost of provision, with a maximum of 500.00 EUR per day and 25,000.00 EUR per annum.

4.4.1.2. In BEFR

The training voucher is an aid for continuous training of employees or self-employed workers primarily, aimed at Walloon companies with under 250 workers. A voucher shall be equivalent to one hour of approved training¹⁰⁸, it may be purchased for €15 and shall carry a value of €30. According to its size, the company may receive a number of training vouchers varying from 100 to 800¹⁰⁹. 787,424 vouchers were issued in the Walloon Region in 2011.

The Adaptation Credit is a mechanism which is aimed at promoting training within companies and granting them subsidies aimed at covering a portion of costs for training of employees. Training should lead to accreditation, be specific and collective. Subsidies vary from €6 to €10 per hour of training and per employee.

The Adaptation Credit is a mechanism aimed at promoting training within companies by granting them subsidies aimed at covering a portion of costs for training of employees. (price of €10 per hour of training.) It is a question of using the skills of an experienced employee in the company to train another employee.

The Walloon Public Service offers an encouragement bonus of a maximum of €1,240 to any employer recruiting a young person on a work and learning programme training scheme.

¹⁰⁸ 355 training companies are approved in the Walloon Region : www.leforem.be

¹⁰⁹ The same principle also exists for language training and Eco-Climate training vouchers.

4.4.1.3. In BEFL

Training vouchers for employees and temps are intended for employees in the Flemish or Brussels regions. The total amount of vouchers issued per person stands at €250 per year, payable up to 50% by the employer and 50% by the government. The Flemish authority pays 100%. Any employee without a secondary education diploma may benefit from a second voucher throughout the year. 101,530 individual applications for 124,834 training programmes were concluded in 2011.

For SMEs, liberal professions, and private companies located in Flanders, the Government provides 50% of funding (capped at €15,000) for any initiative in the following areas: training, management consultancy, consultancy on internationalisation and innovation, in order to optimise management of SMEs today and in the future (The KMO-Portfolio¹¹⁰)

Companies, bodies, labour organisations in the commercial and non-commercial sectors and local administrations may request subsidies for a diversity plan¹¹¹. The priority target groups are immigrants, senior employees (50 years old and over) and disabled persons at work. Financial support is granted according to the type of plan and varies between € 2500 and € 10,000.

Admission training contract (VDAB) promotes the recruitment of jobseekers under favourable financial conditions. Jobseekers should be new graduates (secondary education at most) or have recently completed a training programme. The admission training is following by fixed term recruitment.

4.4.1.4. In BEDG

For companies in this area, a total of €9 (€6 for large companies) is allocated per hour of training¹¹². The aid stands at a total of €15,000 per annum for SMEs and €20,000 per annum (large companies). The training period may not exceed 150 hours per employee over a maximum period of 18 months¹¹³.

¹¹⁰ System established in 2009 taking over from the BEA maatregel and other training vouchers: be.sodexo.com

¹¹¹ **Departement Werk en Sociale Economie- Vlaamse Gemeenschap**

¹¹² Ausbildungsbeihilfen für Betriebe

¹¹³ See 2010 – 2011 data in appendix

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List of acronyms

ACTIRIS	Brussels Public Employment Service
ADG	Arbeitsamt der Deutschsprachigen Gemeinschaft (Public Employment Service Of The German-Speaking Community)
AEE	Alliance Emploi-Environnement (Alliance Employment-Environnement)
AGERS	Administration générale de l'Enseignement et de la Recherche scientifique (General Administration for Education and scientific Research)
AGORIA	The Federation for the Technology Industry
AHS	Hochschule in der Deutschsprachigen Gemeinschaft
AKOV	Agentschap voor Kwaliteitszorg in Onderwijs en Vorming
AMEF	Service de l'Analyse du Marché de l'Emploi et de la Formation (Service of Analysis of Labour Market and Training)
ASE	Agence de Stimulation économique
AWIPH	Association wallonne pour l'intégration des personnes handicapées
AWL	Alliantie Werkgelegenheid-Leefmilieu (Alliance Employment-Environnement)
BECI	Brussels Entreprises Commerce and Industry
BISA/IBSA	Brussels Instituut voor Statistiek en Analyse
BRUXELLES FORMATION	French Public Service for Vocational Training in Brussels
BSO	Beroepssecundair Onderwijs
C. F.	Communauté française (French Community)
CCFEE	Commission consultative Formation Emploi Enseignement (Advisory commission for Training, Education and Employment, Brussels)
CDO	Centrum voor Deeltijds Onderwijs
CDR	Centres de Référence (Brussels) (Reference Centers)
CEF	Conseil de l'Education et de la Formation (Council of Education and Training)
CEFA	Centre d'enseignement et formation en alternance (Alternate work and learning schoolbased system)
CEFORA	Centre de Formation de la Commission Paritaire Nationale Auxiliaire pour Employés (National Auxiliary Bilateral Committee)

	for Employees)
CESRBC	Comité Economique et Social Région Bruxelles Capitale
CESRW	Conseil économique et social de Wallonie (Walloon Region Economic and Social Council)
CEVORA	Aanvullend Nationaal Paritair Comité voor Bedienden of paritair comité 218 (National Auxiliary Bilateral Committee for Employees)
CNE/CNT	Conseil National de l'Economie (National Council of Economy)
COCOF	Commission communautaire française (French Community Commission)
CPP	Construction du Projet Professionnel
CPU	Certification par Unités (Certification by units)
CVDC	Consortium de Validation des Compétences (Skills Validation Consortium)
DG	Deutschsprachige Gemeinschaft Belgiens (German Community)
DIISP	Dispositif Intégré d'Insertion SocioProfessionnelle
DREMT	Direction Relations Ecole Monde du Travail (Directorate relationship school and the world of work)
DRI	Direction des Relations internationales du Ministère de la Communauté française (Direction of International Relations of the Ministry of the French Community)
ECTS	European Credit Transfer System
ECVET	European Credit System for Vocational Education and Training
EFP	Acronym of VET
EFPME	Espace Formation PME
EFT	Entreprises de Formation par le Travail (Training by working Enterprise)
EPS	French Adult Education
EQF	European Qualification Framework
ESF	European Social Fund
EU	European Union
FEDER	Fonds Européen de Développement Régional (European Regional Development Fund)
FFC	Fonds de Formation Professionnelle de la Construction (Fund for vocational training in the construction industry)
FLE	Français langue étrangère (French as foreign language)

FORMAFORM	(Initial and Continuing Training Program for Vocational Trainers)
FORMELEC	Fonds sectoriel de l'Industrie Electrique (Sectorial Fund for the Electricity Industry)
FSE	Fonds Social Européen (European Social Fund)
FVB	Fonds voor de Vakopleiding in de Bouwnijverheid (Fund for vocational training in the construction industry)
FWB	Fédération Wallonie Bruxelles – Communauté Française (the French-speaking community)
HORECA	Hôtellerie, de la Restauration et des Cafés (Hotel and Catering Industry)
IAWM	Institut für aus und Weiterbildung im Mittelstand und un kleinen und Mittleren Unternehmen
IFAPME	Institut de Formation en Alternance des Petites et Moyennes Entreprises. VET by the small and medium entreprises Union, specialized in coupling VET with trainings in work places
IMTB	Information sur le Marché du Travail en Région bruxelloise (Website of the Brussels employment service)
IPIEQ	Instance de pilotage inter-réseaux de l'enseignement qualifiant
ISCED	International Standard Classification of Education
IVET	Initial Vocational Education and Training
IWEPS	Institut Wallon de l'Evaluation, de la Prospective et de la Statistique
LE FOREM	Office wallon de la Formation professionnelle et de l'Emploi (The Walloon Office for Vocational Training and Placement)
LLL	Lifelong learning
NQF	National Qualifications Framework
NT2	Nederlands als Tweede Taal (Dutch as second language)
PCUD	Pacte de croissance urbaine et durable
PISA	Programme for International Student Assessment (OECD)
PIZ	Priority Intervention Zone
PME	Petites et Moyennes Entreprises (Small and Medium Sized Enterprises)
PMS	Centres psycho-médico-sociaux
RBC	Région de Bruxelles Capitale
RAF	Reconnaissance des acquis de formation
RECAF	Reconnaissance des Compétences acquises en formation (Skills certificates based on recognition of learning outcomes)

RESOC	Regional Economic and Social Consultative Committee
RPL	Recognition of Prior Learning
RTC/CTA	Regional Technological Center / Centre de Technologies avancées
RW	Région wallonne (Walloon Region)
SBA	Small Business Act
SERR	Social and Economic Council of the Region
SERV	Sociaal-Economische Raad van Vlaanderen (Social Economic Council of Flanders)
SFMQ	Service Francophone des Métiers et des Qualifications (Francophone Service for Occupations and Qualifications)
SFPME	Service Formation PME
SIEP	Service d'Information sur les Etudes et les Professions (Information service for Study /Training and Occupation)
SME	Small or Medium Enterprise
SYNERJOB	Federation of Public Employment and Vocational Training services in Belgium
SYNTRA	Regional Training Center of VIZO
TIC	Technologies de l'information et de la communication (Information and Communication Technologies)
TSO	Technisch Secundair Onderwijs
UNIPSO	Union des Entreprises à Profil Social (Union of Social Enterprises)
UNIZO	Unie van Zelfstandige Ondernemers (Self-Employed and Small and Medium Sized Enterprises)
UWE	Union Wallonne des Entreprises
VDAB	Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (Flemish Public Employment Service)
VET	Vocational Education and Training
VG	Vlaamse Gemeenschap
VIZO	Vlaams Instituut voor het Zelfstandig Ondernemen = Flemish Institute for Entrepreneurship
VOKA	Vlaams netwerk van ondernemingen (Flanders' Chamber of Commerce and Industry)
ZAWM	Zentrum für Aus- und Weiterbildung (Vocational training center of IAWM for Small and Medium Sized Enterprises)

Annexes

Annexes to Chapter I : figures and tables

1.2. Demography

Table 1.2.1 The Increasing of Belgian population 1990-2010

	1990	1995	1990 1995	2000	1995 - 2000	2005	2000 - 2005	2010	2005 - 2010
BELGIUM	9.947.782	10.130.574	1,84%	10.239.085	1,07%	10.445.852	2,02%	10.839.905	3,77%
BRUSSELS	964.385	951.580	1,33%	959.318	0,81%	1.006.749	4,94%	1.089.538	8,22%
FLANDERS	5.739.736	5.866.106	2,20%	5.940.251	1,26%	6.043.161	1,73%	6.251.983	3,46%
WALLONIA	3.243.661	3.312.888	2,13%	3.339.516	0,80%	3.395.942	1,69%	3.498.384	3,02%

Source: SPF Economie, Emploi Petites et Moyennes Entreprises

The increasing of Belgian population by age

		2000	2005	2000- 2005	2010	2005- 2010
BELGIUM	< 18 years	2.166.031	2.169.933	0,18%	2.214.156	2,04%
	18 to 64 years	6.357.961	6.476.419	1,86%	6.765.590	4,46%
	65 years +	1.715.093	1.799.500	4,92%	1.860.159	3,37%
	TOTAL	10.239.085	10.445.852	2,02%	10.839.905	3,77%
BRUSSELS REGION	< 18 years	201.996	217.522	7,69%	240.742	10,67%
	18 to 64 years	596.414	633.716	6,25%	696.717	9,94%
	65 years +	160.908	155.511	-3,35%	152.079	-2,21%
	TOTAL	959.318	1.006.749	4,94%	1.089.538	8,22%
FLANDERS	< 18 years	1.221.662	1.205.674	-1,31%	1.225.426	1,64%
	18 to 64 years	3.724.773	3.763.607	1,04%	3.891.512	3,40%
	65 years +	993.816	1.073.880	8,06%	1.135.045	5,70%
	TOTAL	5.940.251	6.043.161	1,73%	6.251.983	3,46%
WALLONIA	< 18 years	742.373	746.737	0,59%	747.988	0,17%
	18 to 64 years	2.036.774	2.079.096	2,08%	2.177.361	4,73%
	65 years +	560.369	570.109	1,74%	573.035	0,51%
	TOTAL	3.339.516	3.395.942	1,69%	3.498.384	3,02%

Source: SPF Economie, Emploi Petites et Moyennes Entreprises

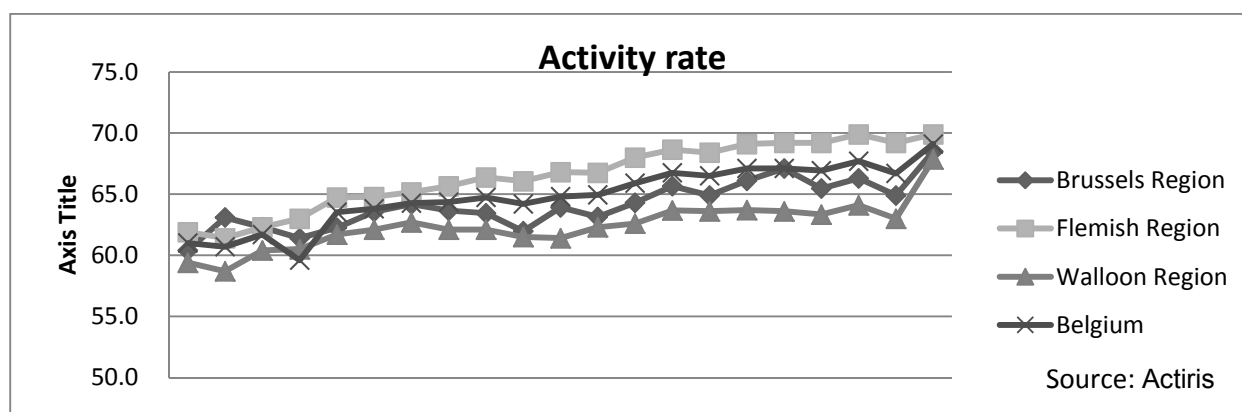
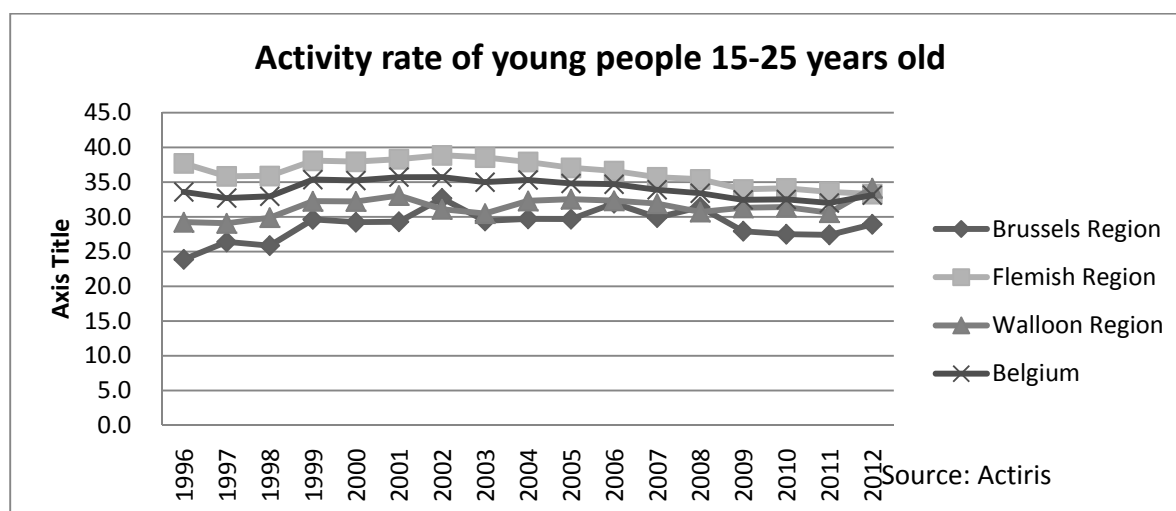
1.3. Education

Trends of the education level in Belgium, 1990-2010: population of 15 years old and more

	1990-2010	1990-1995	1995-2000	2000-2005	2005-2010
Population of 15 years and over	9,37%	0,26%	1,64%	2,92%	4,28%
Primary or no qualification – ISCED 0 and ISCED 1	- 41,37%	-14,13%	-13,12%	-10,18%	-12,51%
Lower Secondary - ISCED 2	-24,69%	-15,26%	-4,79%	-6,68%	0,02%
Higher Secondary ISCED 3-4	72,76%	28,93%	12,43%	11,36%	7,02%
Short Higher Education – Bachelor level. ISCED 5	108,22%	31,57%	20,15%	20,18%	9,59%
Long Higher Education – Bachelor level ISCED 5	101,23%	17,97%	5,55%	6,14%	52,26%
Higher Education ISCED 5-6	140,65%	23,71%	26,45%	19,37%	28,87%

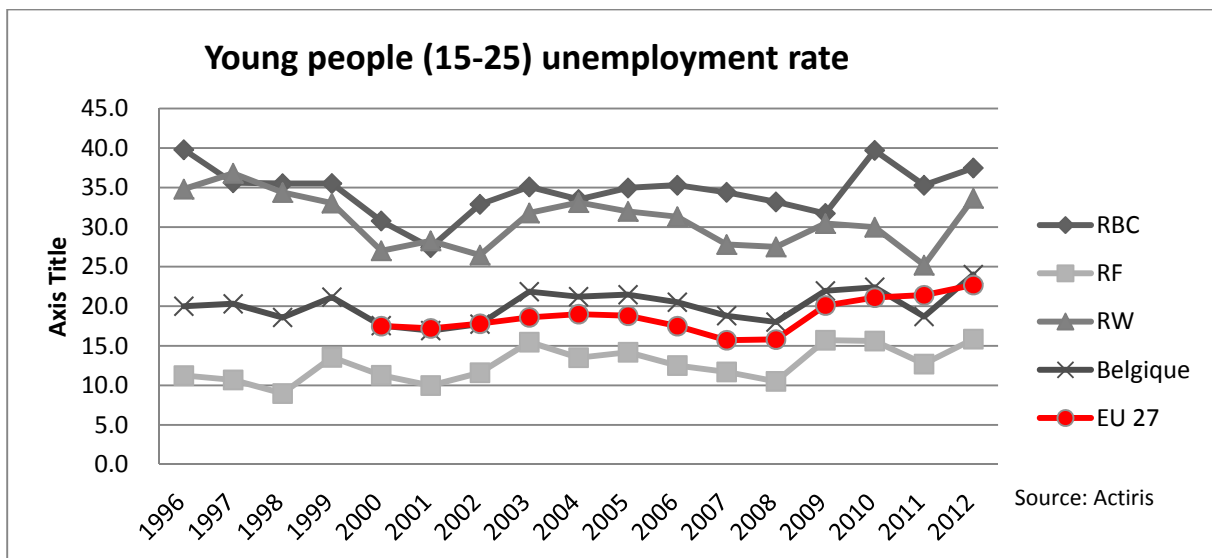
Source: SPF Economie, Emploi Petites et Moyennes Entreprises

1.4. Labour Market



Activity and unemployment rates, 1st January 2012 in Belgium

		Working Population (1)	Registered unemployed workers (2)	Active Population (3)=(1)+(2)	Total Population 15-65 (4)	Activity rate % (3)/(4)	Unemployment rate (2)/(3)
RBC	All 15-65	414.782	106.278	521.060	760.229	68,54	20,40
	< 25 years	24.705	14.806	39.511	136.622	28,92	37,47
RF	All 15-65	2.700.200	191.987	2.892.187	4.137.876	69,90	6,64
	< 25 years	206.911	38.952	245.863	738.541	33,29	15,84
RW	All 15-65	1.336.370	242.470	1.578.840	2.326.750	67,86	15,36
	< 25 years	101.437	51.469	152.906	447.955	34,13	33,66
Belgium	All 15-65	4.451.352	540.735	4.992.087	7.224.855	68,54	10,83
	< 25 years	333.053	105.227	438.280	1.323.118	33,12	24,01
Source: SPF Economie, Emploi et PME; Actiris, VDAB, Forem							



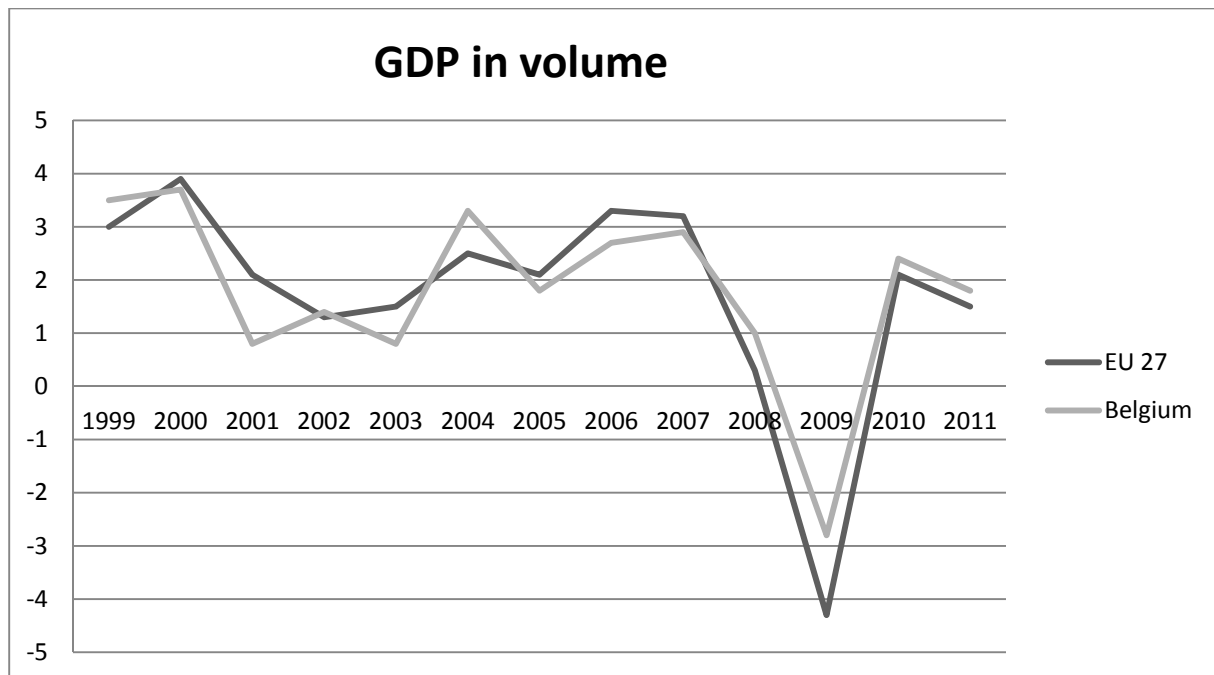
Unemployment in the German Community 2011	Men	Women	Total	in %
Fully unemployed	1.272	1.506	2.678	100%
Gender share in%	47%	53%		
Status				
Jobseekers paid	993	1.100	2.093	78,2%
School leavers / people awaiting welfare recipients	96	101	197	7,3%
Voluntarily registered unemployed	111	95	206	7,7%
	63	103	165	6,2%

Source: Ministry of DG – Status

Unemployed people/Level of education	Men	Woman	Total	in %
Elementary	317	250	567	21,2%
Lower secondary	232	314	546	20,4%
Upper secondary	160	122	282	10,5%
Adavanced Secondary	254	353	607	22,7%
College - university	134	188	323	12,0%
Others / studying abroad	175	179	354	13,2%
Total	1.272	1.406	2.678	100%

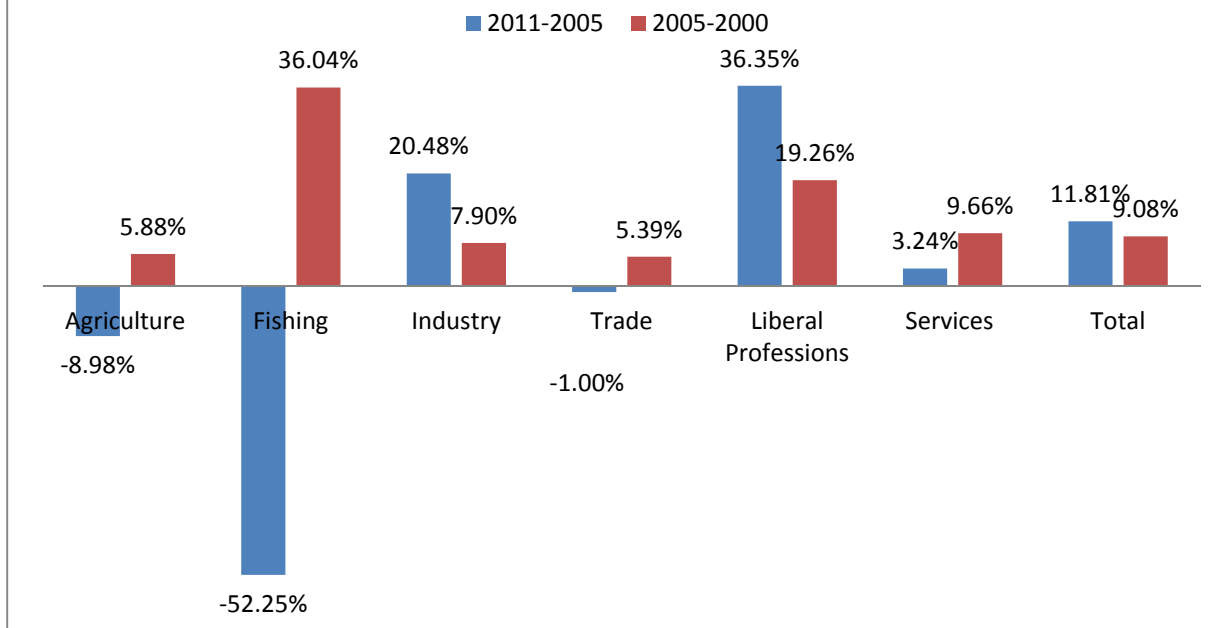
Source :_Ministry of DG

1.5. Economic trends in Belgium



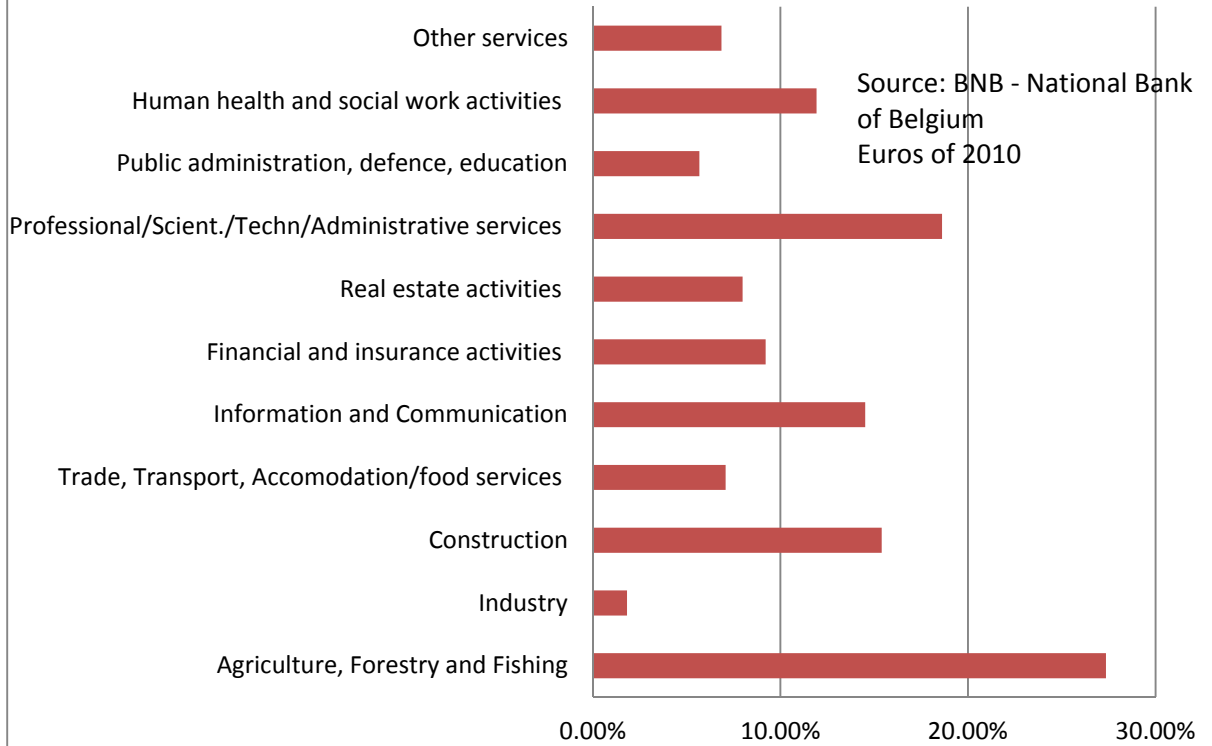
Source: Eurostat. 2005=100

Variation of the number of self-employed workers by branch



Source: INASTI - Belgian Office of self-employers

Variation of Gross Added Value by branch from 2005 to 2011



Development of employment and incoming / outgoing commuters since 2000

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	En %
Brussels' employees in Brussels	296.578	290.969	298.202	298.541	309.357	312.591	311.403	321.339	330.004	338.236	342.411	341.637	17,4
Flemish commuters to Brussels	237.439	235.035	230.216	223.714	219.382	235.536	229.604	235.848	227.677	234.330	239.326	234.111	-0,4
Walloon commuters to Brussels	124.243	126.644	124.445	127.018	125.069	128.463	126.387	122.702	128.846	123.608	132.373	127.076	0,3
Brussels domestic employment	658.260	652.648	652.863	649.273	653.808	676.590	667.393	679.889	686.527	696.174	714.111	702.824	7,7
Incoming commuters	361.682	361.679	354.661	350.700	344.451	363.999	355.990	358.550	356.523	357.938	371.699	361.187	-0,1
Outgoing commuters	54,9	55,4	54,3	54,0	52,7	53,8	53,3	52,7	51,9	51,4	52,1	51,4	
Brussels employees to Flanders	34.904	34.530	36.198	33.696	33.787	36.781	36.183	40.010	43.732	42.310	42.746	45.437	31,6
Brussels employees to Wallonia	12.869	13.341	15.952	16.288	14.338	18.698	16.789	16.410	19.637	18.073	18.393	20.910	56,7
Brussels employees going abroad	3.391	3.572	2.581	3.679	4.390	4.106	3.259	4.782	4.617	5.138	6.870	5.046	41,3
Brussels population at work	347.742	342.412	352.933	352.204	361.872	372.176	367.634	382.541	397.990	403.758	410.421	413.029	20,6
Outgoing commuters from Brussels	47.773	47.871	52.150	49.984	48.125	55.479	52.972	56.420	63.369	60.383	61.140		66.347
Rate	13,7	14,0	14,8	14,2	13,3	14,9	14,4	14,7	15,9	15,0	14,9		16,1

Source: SPF Économie - DGSIE (EFT), calculs Observatoire bruxellois de l'Emploi

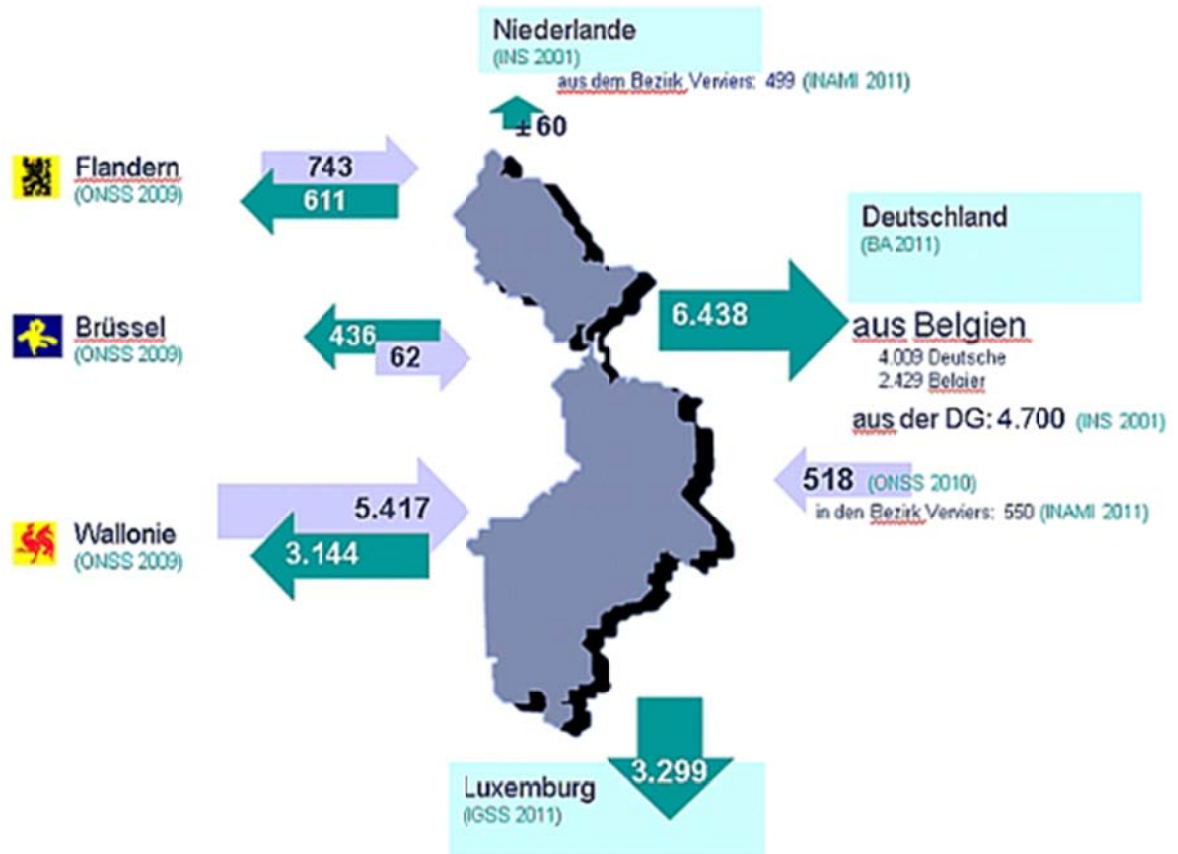
Employment changes per region

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
BRUSSELS	658.260	652.648	652.863	649.273	653.808	676.590	667.393	679.889	686.527	696.174	714.110
FLANDERS	2.300.580	2.284.447	2.291.997	2.281.066	2.342.487	2.377.854	2.404.651	2.466.336	2.502.057	2.495.817	2.525.874
WALLONIA	1.049.876	1.040.410	1.034.312	1.054.728	1.055.232	1.082.864	1.095.464	1.129.225	1.144.775	1.122.860	1.139.143
BELGIUM	4.008.716	3.977.505	3.979.172	3.985.067	4.051.527	4.137.308	4.167.508	4.275.450	4.333.359	4.314.851	4.379.128
BRUSSELS/ BELGIUM	16,4	16,4	16,4	16,3	16,1	16,4	16,0	15,9	15,8	16,1	16,3

Active population employed per region

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
BRUSSELS	347.742	342.412	352.933	352.204	361.872	372.176	367.634	382.541	397.990	403.758	410.421
FLANDERS	2.527.795	2.506.516	2.516.176	2.500.410	2.560.302	2.606.710	2.626.926	2.697.312	2.727.270	2.714.857	2.753.986
WALLONIA	1.216.171	1.206.683	1.200.724	1.217.740	1.217.000	1.256.424	1.268.897	1.300.425	1.320.637	1.302.096	1.324.295
BELGIUM	4.091.708	4.055.611	4.069.833	4.070.354	4.139.174	4.235.310	4.263.457	4.380.278	4.445.897	4.420.711	4.488.702
BRUSSELS/ BELGIUM	8,5	8,4	8,7	8,7	8,7	8,8	8,6	8,7	9,0	9,1	9,1

Commuters from Belgium to Germany

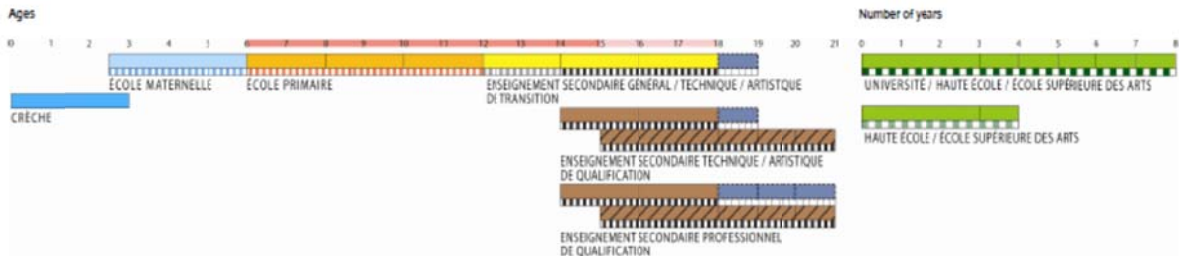


Annex Chapter II

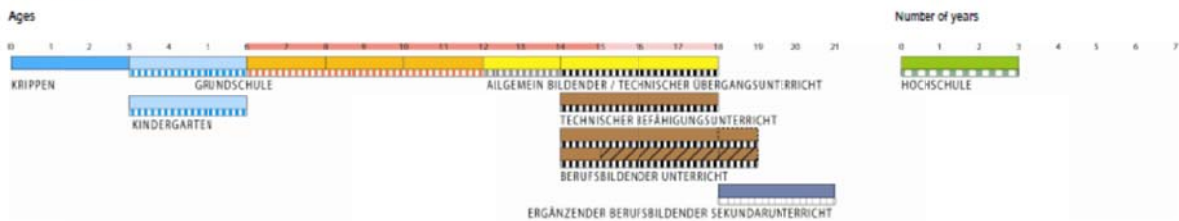
Draft diagram – 2012 edition Belgium

Final version – to be confirmed

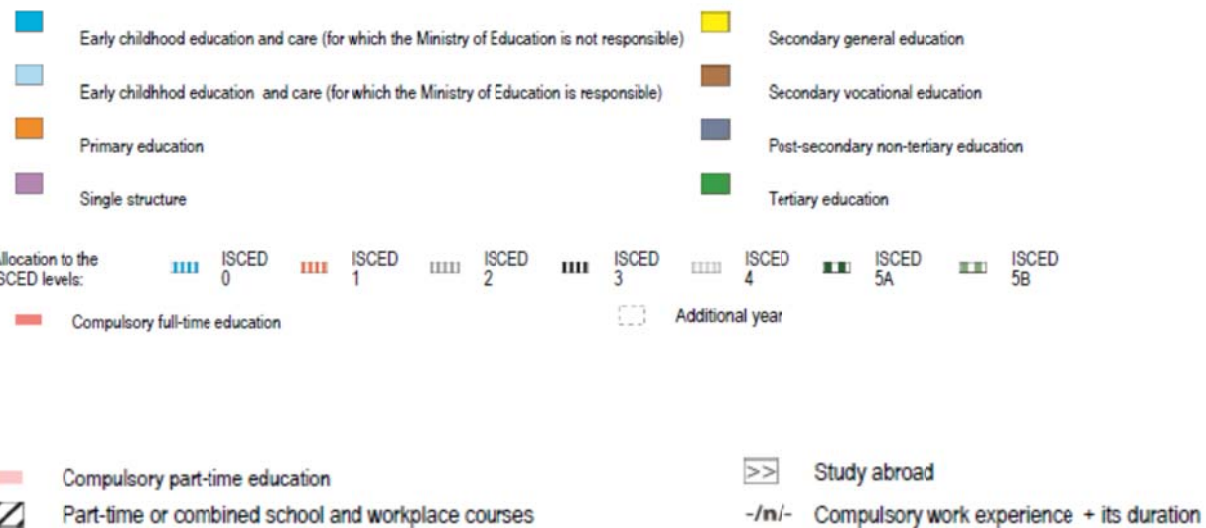
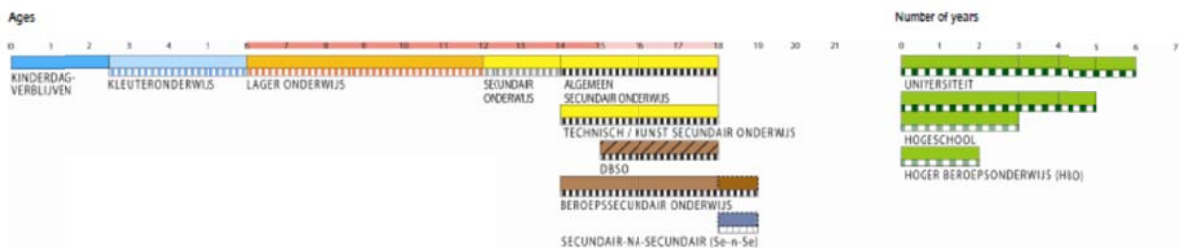
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Annexes: Chapter IV

Overview of some incentives

1) At federal level

- A) Evolution of the « education paid leave»
- B) Results of the Bonus for apprentices

2) At regional level

- A) Individual training in enterprise
- B) Vouchers' training

1. Education paid leave: bi-annual statistics (End March – end september)¹¹⁴

1 – Number of workers involved with training

	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Bruxelles	9.090	13.566	15.079	14.633	11.717	11.773	12.718	12.555	13.594	12.101
Flandre	40.968	42.976	45.962	47.740	45.932	45.877	51.347	52.132	50.088	48.100
Wallonie	9.008	9.394	11.099	11.117	10.160	10.660	12.062	11.599	10.845	11.677
Total	59.066	65.936	72.140	73.490	67.809	68.310	76.127	76.286	74.527	71.878

Participation in training has continued to grow until 2008/2009 in total, but with regional variations. It grows slightly in Wallonia, while experiencing a significant decline in Flanders. Note that the growth is the highest in the Brussels Region

2 – Number of employers who have submitted an application

	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Bruxelles	928	1.043	1.075	1.110	1.101	1.170	1.209	1.314	1.373	1.372
Flandre	5.870	6.266	6.162	6.232	6.271	6.450	6.743	6.800	6.674	6.527
Wallonie	1.462	1.560	1.611	1.675	1.772	1.771	1.886	2.053	1.865	2.065
Total	8.260	8.869	8.848	9.017	9.144	9.391	9.838	10.167	9.912	9.964

¹¹⁴ Sources : Service public Fédéral Emploi, Travail et Concertation Sociale - data updated on 30/09/2012

2. Starting Bonus and bonus to the enterprise¹¹⁵

	Flanders		Wallonia		Brussels		Belgium	
	Starting date	Internship bonus	Starting date	Internship bonus	Starting date	Internship bonus	Starting date	Internship bonus
2010/01	78	99	84	171	5	4	167	274
2010/02	38	87	24	78	1	0	63	165
2010/03	18	89	16	84	1	0	35	173
2010/04	26	148	4	125	5	5	35	278
2010/05	7	100	9	134	15	15	31	249
2010/06	6	113	3	140	0	6	9	259
2010/07	274	273	419	562	3	4	696	839
2010/08	889	1.105	1.079	1.340	127	117	2.095	2.562
2010/09	963	988	965	946	37	36	1.965	1.970
2010/10	1.280	962	1.348	1.416	69	69	2.697	2.447
2010/11	378	554	697	705	32	31	1.107	1.290
2010/12	135	172	243	259	24	23	402	454
Cumul 2010	4.092	4.690	4.891	5.960	319	310	9.302	10.960
2011/01	58	111	61	86	14	4	133	201
2011/02	42	100	20	95	0	1	62	196
2011/03	14	96	6	111	3	16	23	223
2011/04	12	163	10	159	8	2	30	324
2011/05	8	76	5	124	0	0	13	200
2011/06	7	198	3	142	0	0	10	340
2011/07	399	353	471	651	11	13	881	1.017
2011/08	1.181	1.219	1.034	1.036	113	122	2.328	2.377
2011/09	971	1.045	1.131	1.167	86	84	2.188	2.296
2011/10	782	752	1.158	1.164	50	1	1.990	1.917
2011/11	338	317	630	574	59	48	1.027	939
2011/12	163	142	200	292	1	2	364	436
Cumul 2011	3.975	4.572	4.729	5.601	345	293	9.049	10.466

¹¹⁵ Sources : Service public Fédéral Emploi, Travail et Concertation Sociale - data updated on 30/09/2012

3) Incentives at regional level

→ In Wallonia

DONNEES QUANTITATIVES : ENTREES EN P.F.I. EN REGION WALLONNE Année 2011¹¹⁶

Regional Directorate	P.F.I. 2011	P.F.I. 2010	P.F.I. 2009	P.F.I. 2008	P.F.I. 2007	P.F.I. 2006	% Ecart	
							2010 - 2011 %	1998-2011 %
CHARLEROI	1.088	1.232	1.402	1.648	1.680	1.571	-11,7	38,2
MONS	559	656	589	692	656	677	-14,8	12,2
LA LOUVIERE	623	686	747	893	896	1.029	-9,2	67,5
MOUSCRON	121	149	88	115	122	151	-18,8	-27,5
TOURNAI	645	775	771	850	975	925	-16,8	49,3
HUY	412	431	422	564	463	449	-4,4	68,9
LIEGE	1.532	1.644	1.673	1.928	2.061	1.995	-6,8	5,2
VERVIERS	502	570	523	664	793	797	-11,9	118,3
ARLON	737	709	696	767	743	822	3,9	189,0
NAMUR	1.351	1.350	1.333	1.463	1.567	1.577	0,1	141,7
NIVELLES	890	978	1.021	1.078	1.275	1.108	-9,0	65,4
TOTAL	8.460	9.180	9.265	10.662	11.231	11.101	-7,8	52,8

The number of contracts is decreasing since 2008, due to the economic crisis and a fall in business confidence.

¹¹⁶ Sources: Le Forem

1. Employment and training aids¹¹⁷ :

Training Vouchers

Number of vouchers issued: 787 424
 Number of enterprises concerned: 10 169
 Number of employees involved: 26 408

Adaptation Funds

Number of enterprises benefiting from this measure : 347
 Number of employees trained: 11 781
 Number of training hours scheduled: 667 129

Workers training

Number of workers trained by « Le Forem »: 4 884
 Number of employees trained in competence centres (CDC) : 35 091
 Number of training hours realised : 86 284

2. Other promoting activities

Jobs and training fairs

Total number of visitors (7 fairs organised) : 24 792
 Number of enterprises represented : 388
 Number of job's offers : 5 000
 Number of training registrations : 1224

Visitors in employment and other relay houses (maisons et relais de l'emploi : 437 007
 Visitors registered in the « Carrefours Emploi Formation»: 285 359

→ **IN BEDG**

Business grants for training¹¹⁸

Applications	2010	2011	Realised	2010	2011
Contracts	32	27	Contracts	32	27
			Requests	38	29
Number of employees *	2.059		Trainees	1.392	1.117
Requests	38	29	Funds allocated	216.651	211.563
Funds approved	299.268	273.487	% achieved	72%	77%
Hours of training	52.139	45.359	Hours of training	33.191	32.437
			% achieved	64%	72%
			Funds		
			...by company	6.770	7.836
			...by individual	156	189
			...by hour	6,5	6,5
			Hours of training		
			... by company	1.037	1.201
			... by individual	24	29

¹¹⁷ In 2011 FOREM Activity report

¹¹⁸ Statistical data from the Ministry der DG

Promotional activities for careers and trades :

Number of visitors	2007	2008	2009	2010	2011
BIS mobile -Classe	1.014	1.035	1.150	1.096	1.178
BRI mobile- unique	132	177	147	54	59
Total BIZ-mobil	1.146	1.212	1.297	1.150	1.237
Soirées d'information BIZ	69	88	41	32	10
Soirées d'information BIZ	88	83	43	23	10
Total Info	157	171	84	55	20
Autres évènements	58	60	58	64	69
Other events visitors	592	600	722	971	1.103

Data from the guidance/orientation service of the Arbeitsamt

Couselling and Guidance	2007	2008	2009	2010	2011
Number of persons					
Jobseekers	124	114	175	149	114
Workers	56	45	41	53	55
Youth	116	127	123	116	124
Total	296	286	339	318	293
Number of contacts					
Interviews	377	356	429	405	362
Mail /post contacts...	62	157	140	83	108
Total – number of individual contacts	439	513	569	486	470

→ **In BEFL**

Training and guidance vouchers 2003 – 2011¹¹⁹

Number of awarded and pending applications,

	Aantal op 31/12	Difference vs the year before
2003	81.562	<u>—</u>
2004	180.377	+121,2%
2005	190.494	+5,6%
2006	210.964	+10,7%
2007	228.369	+8,3%
2008	237.650	+4,1%
2009	238.987	+0,6%
2010	159.295	-33,3%
2011	124.834	-21,6%

Number of awarded and pending requests by educational level

	Elementary		Lower –upper secondary		Higher	
		%		%		%
2003	11.474	14,1	31.899	39,1	38.189	46,8
2004	27.230	15,1	68.826	38,2	84.321	46,7
2005	28.371	14,9	69.324	36,4	92.799	48,7
2006	30.468	14,4	74.286	35,2	106.210	50,3
2007	33.140	14,5	80.068	35,1	115.161	50,4
2008	34.443	14,5	83.951	35,3	119.256	50,2
2009	32.953	13,8	82.634	34,6	123.400	51,6
2010	22.333	14,0	57.268	36,0	79.694	50,0
2011	17.007	13,6	47.749	38,2	60.078	48,1
Totaal	237.419	14,4	596.005	36,1	819.108	49,6

¹¹⁹ Department Werk en Sociale Economie (WSE)

→ In the Brussels Region¹²⁰

A) Vouchers

Language training vouchers for recently hired workers

	Men	Women	Total
Education level			
Max. lower secondary	31	37	68
Upper secondary	60	143	203
Higher education	232	439	671
Autres études	56	83	139
< 25 years	56	136	192
25 à 44 years	288	507	795
≥ 45 years	35	59	94
Unemployed			
< 6 months	55	125	180
6 à 12 months	91	164	255
≥ 12 months	233	413	646
Nationality			
Belgian	291	573	864
EU	50	95	145
Non UE	38	34	72
Total	379	702	1.081

Language training Vouchers for unemployed involved with a professional project

	Men	women	Total
Education level			
Max. lower secondary	219	287	506
Upper secondary	346	522	868
Higher education	454	840	1.294
Autres études	369	533	902
Age			
< 25 years	329	495	824
25 à 44 years	916	1.477	2.393
≥ 45 years	143	210	353
Unemployed			
< 6 months	367	586	953
6 à 12 months	307	507	814
≥ 12 months	714	1.089	1.803
Nationality			
Belgian	920	1.548	2.468
EU	229	371	600
Non UE	239	263	502
Total	1.388	2.182	3.570

¹²⁰ All data provided by ACTIRIS

ITC Vouchers for recently hired workers

	Men	women	Total
Education level			
Max. lower secondary	6	3	9
Upper secondary	9	15	24
Higher education	22	43	65
Autres études	11	11	22
Age			
< 25 years	7	5	12
25 à 44 years	33	53	86
≥ 45 years	8	14	22
Unemployed			
< 6 months	2	9	11
6 à 12 months	18	15	33
≥ 12 months	28	48	76
Nationality			
Belgian	35	56	91
EU	6	11	17
Non UE	7	5	12
Total	48	72	120

	Men	women	Total
Education level			
Max. lower secondary	76	172	248
Upper secondary	125	218	343
Higher education	138	318	456
Autres études	182	282	464
Age			
< 25 years	45	83	128
25 à 44 years	342	679	1.021
≥ 45 years	134	228	362
Unemployed			
< 6 months	48	108	156
6 à 12 months	95	194	289
≥ 12 months	378	688	1.066
Nationality			
Belgian	315	708	1.023
EU	67	160	227
Non UE	139	122	261
Total	521	990	1.511

B) Training in entreprise (FPI

Total beneficiaries of the FPI programme 2004-2011

	FPI-E	FPI-I	FPI	IBO	SIN	Total
2004	-	102	370	99	-	571
2005	14	128	464	159	-	765
2006	58	102	651	155	-	966
2007	89	104	847	150	14	1.204
2008	83	70	821	126	5	1.105
2009	77	50	977	139	-	1.243
2010	41	28	974	173	-	1.216
2011	12	2	855	179	-	1.048