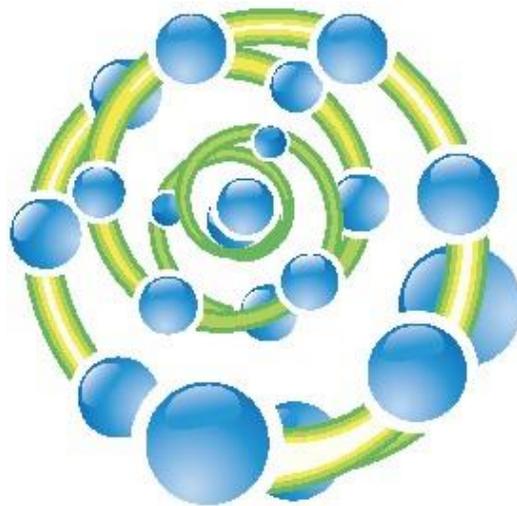


Apprenticeship-type schemes and structured work-based learning programmes

Belgium



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Contents

- Introduction2
- A. Definitions and basic data: 2 ‘historic’ systems3
 - A.1. Apprenticeship in small and medium-size enterprises3
 - A.2. Work-based learning in education4
- B. Specific characteristics of the two work-based learning systems in Belgium.....6
- C. Strengths and weaknesses, debates and challenges9
 - C.1. The strengths of the work-based learning system..... 10
 - C.2. Work-based learning in Belgium is faced with several challenges 11
- D. Conclusion and perspectives 16
- Annex 1. Bibliography 18
- Annex 2. Tables and figures21

Introduction

This paper focuses on the two systems of work-based learning in the Belgian institutional set-up, falling within the scope of the definition proposed by Cedefop ⁽¹⁾. It examines the particular characteristics as well as the strengths and weaknesses of each of them, but highlights also their common features. To structure the discussion on both systems, we use the four Cedefop criteria in an adapted way so that we may speak of a model of work-based learning that is specific to Belgium. As a result, the main strengths and weaknesses of this model apply to both systems. This is the case in particular for one of the most pressing issues, i.e. the specific situation of young people between the ages of 15 and 18 who have access to but experience very similar obstacles in both systems.

⁽¹⁾ This paper does not take into account work-based training at the higher levels (ISCED >5).

A. Definitions and basic data: 2 'historic' systems

The two work-based learning systems in Belgium are aimed at young people in particular. They both have a very different history but efforts are now underway to coordinate a number of their norms.

A.1. Apprenticeship in small and medium-size enterprises

Historically, professional associations or federations and SME unions developed and organized workplace training. In the 20th century, a more formal stance on training was adopted and modernisation took place in conjunction with the public authorities so as to equip the whole territory with a network of training centres that would give rise to craft skills, small traders, SMEs, etc. They are open to pupils over the age of 15 as part of their compulsory education, young people over 18, self-employed workers, jobseekers with no age limitations. As a general rule, 80% of training takes place within companies themselves as part of an apprentice-employer agreement: the apprenticeship contract. These centres are coordinated at regional level in four overarching structures: SYNTRA-VLAANDEREN ⁽²⁾ for Dutch-speakers, IAWM ⁽³⁾ for German-speakers, and IFAPME ⁽⁴⁾ and SFPME ⁽⁵⁾ for French-speakers ⁽⁶⁾.

In theory, training lasts for three years.

There are some organisational specificities, determining the curriculum supplied by each of these institutions. These specificities are linked to the regional socioeconomic situation and regional employment and vocational training policies and culture (like in Germany, apprenticeships is well known and well received. IAWM is a prime example of these regional differentiations due to its geographical location on the border with Germany and the Netherlands; in terms of positioning it is heavily integrated into the economic system (cooperation with 800 businesses, some of which are in Germany and the Netherlands), and the range of training on offer is innovatively linked to the vocational training system.

⁽²⁾ Vlaams Agentschap voor Ondernemersvorming – SYNTRA-Vlaanderen

⁽³⁾ Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen

⁽⁴⁾ Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises

⁽⁵⁾ Espace Formation des PME (SMEs) et le Service Formation des Petites et Moyennes Entreprises

⁽⁶⁾ The first three are public administrations, co-managed by public authorities and social partners. The third, which organises the French-speaking system in Brussels, is part of the regional administration: “la Commission communautaire française”.

Over a quarter of pupils in technical and vocational training opt for this system in the German-speaking Community. In 2013-2014, training was provided to a total of 8,840 participants in the country as a whole, of whom 46 to 60% (depending on the region) were aged between 15 and 18 ⁽⁷⁾.

Across the whole country, these centres also provide “Entrepreneurial” training, which is considered to be a great success. Originally this was a type of complementary company management training intended to help apprentices prepare to start their own businesses but these are now courses in their own right, are also organised on a work-study basis and are aimed at a more diverse group of people: in a wider age bracket (18 and over) and often with different educational backgrounds (some training courses even require a diploma of higher secondary education).

A.2. Work-based learning in education

As part of compulsory schooling, part-time training has been available as of the third year of secondary education (age 15), since 1985. It was introduced at the time of extending the compulsory schooling age from 15 to 18 ⁽⁸⁾, with the implicit purpose of providing education to all young people who would traditionally have left at 15 or 16 and who, in some cases, had experienced serious learning difficulties. The education-industry relationship is inspired by the German dual system but is situated in a very different economic and institutional context with a particular need to prevent youth unemployment. The teaching part of the curriculum takes place in a vocational secondary school, the practical part takes place in the workplace. In theory, the training lasts for three years (depending on the level of qualifications of those entering and how smoothly the course runs). 39 to 47% of those registered are over the age of 18. Those aged 15-18 are covered by specific school-company agreements ⁽⁹⁾; those over the age of 18 have a special status of part-time workers. Some of the occupations covered are the same as for the other system but there are also courses for industrial trades or workers in traditional jobs (metalworking, administration, building, support workers, sales, etc.).

⁽⁷⁾ According to statistics provided by the administrative bodies in question.

⁽⁸⁾ Éducation Nationale. 29 juin 1983 – Loi concernant l’obligation scolaire, [Law of 29 June 1983] 29 juin 1983, Moniteur belge 06.07.1983, p. 8832 et suiv.

⁽⁹⁾ Agreement on socio-professional insertion

Work-based learning in education has therefore become an option frequently taken up by pupils experiencing serious difficulties at school, often also facing social and economic problems.

These courses are open to French-speaking pupils (in the CEFA, *Centres d'Éducation et de Formation en Alternance*) and to Dutch-speaking pupils (in the CDO, *Centra voor Deeltijds beroepssecundair Onderwijs*). In 2013-2014, a total of 17,747 participants across the whole country took part in these courses.

B. Specific characteristics of the two work-based learning systems in Belgium

Each of the two Belgian work-based learning systems has a clear and distinct identity. However, they share some important characteristics. As a result, one can in reality justifiably speak about a model that is specific to Belgium and which has to meet the high expectations placed upon it by the economic sphere as well as to respond to the aspirations of a number of young people preparing to enter an occupation. We discuss briefly these common characteristics in order of their importance for defining work-based learning as institutionalized in the Belgian context through the two previously mentioned systems:

- All work-based learning allows the participant to obtain a diploma or a certificate awarded by the public authorities (but that gives unequal rights in terms of employment opportunities and lifelong learning) and all professional and training standards are designed to include formal cooperation with social partners, the public employment service and VET providers. These partnerships are established within specific bodies ⁽¹⁰⁾ which produce and update skills specifications for training that cover all of the curricula in all of the vocational education and training systems ⁽¹¹⁾.
- The existing statuses for apprentices and young people involved in work-based learning fall firmly under the aegis of an *apprenticeship* rather than various forms of *traineeships*. An apprenticeship requires a **formal contract with an employer** to be signed. This may appear in several different formats some of which, in common practice, are governed by common law regulations on employment and social protection. In other words there is an obligation for apprenticeships to translate into **apprentice's wages being paid by the employer**. This apprenticeship allowance differs according to the participant's age and year of apprenticeship. It is also complemented by **educational support** in the workplace: both parts of the curriculum are linked rather than being juxtaposed.

The employer and the training centre agree upon a training plan which sets out what the employer will offer in the area of training (or workplace mentor) and that of the training centre/school and the support for the young person taking part in work-based learning is coordinated both in the company as well as the training centre/school for the duration of the apprenticeship.

A minimum of **50%** of the training time takes place in the company ⁽¹²⁾.

⁽¹⁰⁾ Service Francophone des Métiers et des Qualifications (SFMQ), and the Sociaal-Economische Raad van Vlaanderen (SERV) + Agentschap voor Kwaliteitzorg in Onderwijs en Vorming (AKOV)

⁽¹¹⁾ Not all job profiles for work-based training are covered at present but the work continues to make steady progress each year.

⁽¹²⁾ And not 25% as the most commonly admitted standard in Europe would have it.

- Both systems are based on very close **cooperation between training/learning centres and companies at sectoral level, at local level** or at sub-regional level in order to design curricula for a particular subject. The joint training funds that exist for some sectors (construction, metalworking, car mechanics, electricians, etc.) are, for example, key components in both systems.
- Work-based training, open to young people as of the age of 15, theoretically covers the last three years of **compulsory schooling** ⁽¹³⁾. It offers an alternative form of learning to the more traditional stance on school, with a greater degree of openness and a **diverse range of backgrounds** in the classes and centres which certainly holds appeal for the younger pupils.
- The **main objective** of both systems is to **teach young people a trade or occupation** that will lead to a job. **The cost of training at the school or training centre is covered by public authorities:** the wages of administrative and teaching staff, infrastructure and reductions in social security contributions for young people on a contract. Some professional sectors are working together on joint projects on a voluntary basis and are providing materials, equipment or additional financing (in the case of entrepreneurial training). For the workplace apprenticeship system, registration costs (“minerval” or tuition fees) have to be paid by those over the age of 18.
- Employers taking on apprentices may benefit from the **reduction in social security contributions** as well as **incentives** for tutorial training programme and the right of paid educational leave. Furthermore, the “**internship bonus**” (stage bonus; also called “bonus Tutorat”) provides for a premium for each employer who trains a youngster or employs him within the framework of a training or employment contract. For the 1st and 2nd year the bonus amounts to 500 euro and 750€ for the 3rd year, (paid at the end of each training year completed, successful or not). Moreover, employers may also benefit from a **tax benefit**: 40% of the learning compensations paid to the youngster may be considered as work-related expenses.
- In order to support enterprises in offering training, some **VET providers organize training for tutors for apprentices and entrepreneurs trainees**. (This gives the right to a premium if the training has been completed).
Moreover training within the enterprise is also supported via a road-map (work programme) consisting on guidelines for the entrepreneur/tutor giving a clear overview of the tasks to be learned by the apprentices, the training book in enterprise, the guide for evaluation by the tutor as well as evaluation forms for the assessment of the learners.

⁽¹³⁾ We speak then of an obligation to attend school part-time.

- In the apprenticeship system, apprentices are individually followed by an advisor who accompanies them throughout their training both in the enterprise and training centre. They are active intermediaries between the learners and the company and ensure the good performance of the apprenticeship contract (psychologists work for each training centre for guidance, social, psychological and learning difficulties). In the education alternating system organized by the schools in BEFR and BEFL, young learners are assisted by an accompanying person who is generally also in charge of the administrative aspects of the contract and sometimes the social and psychological difficulties the young person may encounter. Every trainer or tutor has to show some pedagogical capacity, if they do not comply with this requirement, they are requested to take part in a special pedagogical class for new tutors. This class (36 hours) is organised by the IAWM and lessons are given at the training centre.
- Exams (theoretical and practical) are held at the training centre/school. Different types of exams are organized. The final exam is a qualifying exam assessed by a jury composed of professionals still in business (In the apprenticeship system). In the education system the certificate evaluation takes place in the school/training centres. A formative assessment is ongoing both at school with the teachers and in the enterprise (assessment as an ongoing part of learning in the enterprise is also formalized in the training book of the learner).
- Companies may be accredited, formally or not, depending upon the region and the system. This is the case in BEDG and BEFR (apprenticeship in small and medium-size enterprises) for companies that host young apprentices: every company needs an accreditation provided by the VET provider IAWM. In order to be accredited a company needs a certificate to prove its legal status and activity, while the tutor must prove her/his proper education, a certificate of conduct and a proof of pedagogical skills. All requirements are fixed in an ordinance (*Erläss*) of the Government of the German speaking Community and Walloon Region. In general, the agreement covers the ability of the company to train a young trainee through different criteria: academic/professional background of the boss, access to the profession, enterprise infrastructures, equipment, social and financial situation. There are two elements to this prescribed condition for registration: an "administrative paper document" and "an inspection report" of the company by the advisor/accompanying person.

C. Strengths and weaknesses, debates and challenges

In Belgium, there exists a broad consensus with respect to these specific characteristics of work-based learning systems, which are seen as strengths. However, as a result of changes in the economic structure as well as in the society in general, the systems must adapt in order to be able to address several challenges. Some of these challenges are highly specific to work-based learning, others are more characteristic of the whole system of vocational education and professional training, but linked to the individual behaviour of the two systems of work-based learning presented.

Before going into more detail about what is at stake and what challenges lies ahead, it is essential to bear in mind that they are shaped by the general economic context and that of vocational education and professional training in Belgium.

All regions have been affected by the gradual erosion of the industrial fabric. Small and medium-sized enterprises (SMEs) are facing several economic difficulties (especially in Wallonia and Brussels) with many incidences of bankruptcies and very little hiring of staff.

An entrepreneurial spirit or any creative activity has very little social or academic status within families. White-collar jobs are held in higher esteem than technical and manual jobs. Lastly, the status of self-employed/craftsman is a difficult status with very little protection compared to that of an employee.

In terms of training, we have focused on the following points:

- the general and higher sectors have a higher economic and social value attached to them than the technical or vocational sectors;
- the education system is characterised by academic relegation which results in pupils with difficulties turning towards vocational sectors and work-study;
- the technical and vocational sectors tend to have the highest presence of people with a background of immigration and are less likely to be chosen by girls;
- they are constantly changing, especially where industrial jobs are disappearing to be replaced by service sectors, as is the case in the Brussels Region;
- with the rise in student jobs, they are no longer the main meeting place for young people in the world of work;
- work-based learning is historically associated with very small enterprises and the craft sector.

C.1. The strengths of the work-based learning system

C.1.1 Easier transition into employment

Belgian work-based learning curricula show **good results on average** in terms of the transition into employment, which translates into a high level of satisfaction among leavers (apprentices and entrepreneur trainees) and employers. Results are not all measured and several standards coexist.

This leads us to confirm that:

- 6 months after the end of their training, 86% of apprentices (from the apprenticeship in small and medium-size enterprises organised in Wallonia) are either employed or undertaking vocational training;
- 6 weeks following completion of their training, 95% of German-speaking middle class apprentices have found a job;
- according to a recent study ⁽¹⁴⁾ only 12,3% of apprentices from SYNTRA in Flanders are still seeking employment one year after completing their training.

Assistance for taking on apprentices is provided in the form of various measures: premiums, bonuses, reduction in social security contributions... But these measures are not harmonised which leads to distortion and may potentially exacerbate the competition effect. Regardless of the curriculum of the work-based training, **the transition into employment seems to be correlated with the job or sector of activity**. In trades where there are shortages or in expanding companies, a number of apprentices find an employment contract or are promised a job before the end of their training. In some sectors such as the building trade in Flanders, very good results have been achieved thanks to the combination of professional education and vocational training and the status of apprentice in the sector in question.

C.1.2 Attractiveness of work-based learning for young people

Field surveys have shown that for people aged between 15 and 18 and for young people aged 18 who have not yet obtained their secondary level diploma, work-based training does possess a certain number of **attractive and motivational characteristics**: discovery of a new link between theory and practice, being able to see their own skills developing first hand, entering the adult world, starting to do something “meaningful”, etc.

⁽¹⁴⁾ <http://www.vdab.be/trends/schoolverlaters.shtml>

These are all resources which these forms of training would do well to highlight even further. But these strengths must not overshadow the challenges faced by both systems in their interaction with their target audience and society in general.

C.2. Work-based learning in Belgium is faced with several challenges

C.2.1 The mobilisation of employers

Generally speaking, there is a shortage of apprenticeship or work-based learning places for young people ⁽¹⁵⁾. The realities facing both systems are very different. On the one hand, apprenticeships organised through vocational training are only accessible if the candidate has signed a contract with an employer; specific support measures to help a person to find a company have been in place for several years now but if the young person does not manage to find a contract in spite of receiving this support, they have to go back to full time education.

In work-based learning, not all young people manage to find such a contract. For those who have to go without, this situation strips their training of content, of its meaning and the essential part of gaining the certificate (the qualification certificate). This shortcoming affects from 30 to 50% of people according to the training in question and is obviously a major factor in declining motivation and higher course dropout rates. These trends can be found especially in certain sectors such as sales, health and beauty or the hospitality sector. This phenomenon is evidence of a lack of integration into the economic world and the negative repercussions on results in terms of the transition into employment.

The problems encountered by work-based learning and training in the search for places in companies can be explained by both internal and external factors. Problems with communication and positioning (support from public authorities, poor image of education in society and the economic sphere, a shortage of proactive employers, etc.) But there are also organisational difficulties: in educational providers, the objective of mobilising employers is not confined to a specific role, staff training is not adapted to reflect this objective and each centre generally works in isolation by compiling its own portfolio of companies. The players point out here that there is a great deal of work going on concerning **professionalization** and **partnerships**. These difficulties are exacerbated by the economic context (impact of the current climate on the range of contracts on offer, especially in the aforementioned service sector) but also with stricter requirements from companies in terms of basic skills and a young person's involvement and motivation when faced with the reality of work. The multiplication of systems is a factor also.

⁽¹⁵⁾ Although SYNTRA-Vlaanderen has a different reality as they don't manage to respond to all requests from companies.

On a more general note, the problems associated with mobilising companies has to be linked to the phenomena of competition between the different systems ⁽¹⁶⁾ and therefore eventually obstacles of public regulations.

- On the one hand there is **competition between apprentices of different ages** within one single centre or between centres. Between a young person of compulsory schooling age and another who is older, an employer will opt for the second who is considered more trustworthy (more motivated and mature), less demanding from a support point of view and, most importantly, more productive.
- On the other hand, employers find competition between the **different curricula and certifications**, especially between the curricula which require simple traineeships or more formal apprenticeship structures, and even for the latter between different statuses and apprentice contracts: some are stricter than others, some pay better than others, some are better adapted to reflect certain work organisation methods. The world of enterprise is becoming increasingly reluctant to take on a young person aged 15 or 16 and undergoing training as they consider that they have to teach them “everything”.

C.2.2 Regulating the training available in line with socioeconomic needs

The sectoral approach shows that **different economic positioning strategies** are being implemented on the ground ⁽¹⁷⁾, and are being debated by those active in the field of work-based learning. The first is a matching approach which consists of taking all opportunities offered by the economic dynamics to develop new work-based training possibilities.

This strategy does carry some risks: the risk of reducing apprenticeships to strictly technical skills, obsolescent qualifications and a medium term deficit in the professional mobility of those completing training, without forgetting the risk of selectivity upon entry to training.

Another strategy, which requires regional or sub-regional steering, is more proactive.

It consists of identifying emerging economic needs such as eco-construction and e-commerce ahead of time and in a concerted fashion with the risk of a time lag or forecasting errors. The third strategy, intermediate, amounts to fine negotiating dynamics at company level concerning training profiles or tailor-made support and some forms of public assistance may prove to be assets for work-based training centres.

⁽¹⁶⁾ Systems coordinated either by Employment, Education, and Vocational Training or even by Sectors, each system having his own financial advantages, flexibilities, demands.

⁽¹⁷⁾ Within education there is a limited number of training programmes that do not form part of any strategy or which correspond to no demand from the labour market.

Here, we highlight a number of interesting practices or areas of innovation.

The first is **bi-certification**. This training principle was developed by German-speaking work-based training and it allows participants to obtain both Belgian and German certificates. There are other initiatives in place involving France. In the Brussels Region there is also French-speaking and Dutch-speaking bi-certification.

Both systems have also recently invested in sector diversification, including by mobilising public employers who before now were not traditionally used to this type of cooperation.

Lastly, it is also interesting, especially on the German-speaking side, to note the innovation underway with the campus formula which brings together work-based training centres, technical and vocational schools and the public vocational training service. There are evidently many synergies especially in terms of pooling investments into pedagogical infrastructure.

C.2.3 The social challenge

The vast majority of young people embarking upon work-based training appear on average to be in **more difficult social situations** than those undertaking other forms of education. This is the first challenge for work-based learning in Belgium, especially for teaching and youth guidance professionals. In this respect there is an important contextual element to note: for the youngest members, work-based learning, especially in the school setting, is seen as the last chance school. With a lower degree of value attached to it than full-time technical and vocational education, there is frequently talk of them being “relegation sectors”: pupils arrive there through a series of successive failures and they don’t really have the opportunity to make a positive choice between work-based learning and full-time, nor are they able to make a positive choice of a particular job or vocational project.

There is very little reliable data on the subject but it is known, for example, that in Flanders three young people in every ten who enter work-based learning have had to repeat at least two years of their schooling or more, often with a low level of basic skills. This trend is even more pronounced on the French-speaking side ⁽¹⁸⁾. This reality is also encountered in the work-based learning system in industry. For the youngest members, some centres are now offering a two-month welcome module before the apprenticeship contract formally begins.

⁽¹⁸⁾ Education statistics and indicators edited by the French Community; round table discussion held on 7 May 2014.

C.2.4 The challenge of basic skills

There are more and more young people reaching the age of 15 and even 18 with major shortcomings in their basic skills (language skills, arithmetic, independence, behaviour, etc.) and with undiagnosed learning difficulties. This stands in stark contrast to the level of skills needed in the world of work which is increasing constantly due to developments in jobs and due to companies' increasingly strict requirements. This low level of basic skills is providing food for thought for the relevant stakeholders concerning teaching methods and how education is organised. It remains to be seen whether it is the adult world or the professional world that has higher expectations of young people or whether the intrinsic qualities of new generations are changing. Employers regularly encounter this problem of skills levels and this is a real obstacle when it comes to taking on young people or keeping them on in the terms of the apprenticeship contract discussed in 4.1 *above*.

C.2.5 The challenge of early drop-out rates

The number of apprentices who leave work-based learning without a diploma is alarming. The change in rhythm from conventional education to work-based learning is difficult for teenagers to anticipate and requires a significant capacity on their part to adapt.

Dropping out tends to occur at three critical moments ⁽¹⁹⁾: upon registration or shortly afterwards, when signing a contract with a company or shortly afterwards, and when finding a job before completing the diploma. An offer of a place is usually regional or local; intermediaries do not offer enough places and when there are any, very often younger people do not benefit from them. The problem of spurring companies into action clearly has an effect here: not finding a contract with a company will generally result in the young person in question dropping out.

The first year of work-based learning is the one that sees the greatest turnover of up to one in every two pupils, which goes as far as to cause difficulties in recruiting new candidates for some CEFA and CDO.

⁽¹⁹⁾ According to a current study on Brussels' CEFA, conferred by the Commission Consultative Formation-Enseignement-Emploi (CFEE / Advisory Committee for training education and employment in Brussels) upon a research team from the Université Libre de Bruxelles.

C.2.6 The challenge of people starting apprenticeships later and mobilising future apprentices

At present we are witnessing a rise in the average age of people signing up to and completing work-based training and in the growing success of “company director” ⁽²⁰⁾ training. By way of illustration, the number of people aged 15-18 in work-based training in Flanders has gone from 73 to 53% over the past four years (on the French-speaking side it has gone from 64% to 61% over the past three years). The challenge over time is to retain a broad range of job-oriented training on offer and that is indeed open to those aged 15-18 and to encourage them to take up this training. Proactive efforts have been made to make pupils in full-time education, including in the general sectors, aware of the existence of these jobs and the different approaches to teaching and learning proposed by work-based training. Innovative operations, the development of partnerships, there are countless examples that show that efforts are underway in all regions of the country.

C.2.7 The challenge of gender

There is a major male-female imbalance among those taking part in work-based learning. Only a third of the total number of participants is female ⁽²¹⁾. This bias is widely attributed firstly to the history of occupations and sectors and to representation but it is also linked to young women’s place in the education system as a whole, notably to their better average levels of success in the general education sector.

C.2.8 The sociocultural challenge

Social and generational changes have had a significant impact on both systems of work-based learning. Learning methods, forms of communication, collective behaviour patterns and especially the portrayal of working life and employment seem to be causing a growing gulf between people, the centres and their staff. There are also other aspects to take into account such as the shortages in certain jobs, payment levels or hours worked (care services, for example), or even cases of discrimination in hiring for certain segments of the labour market.

⁽²⁰⁾ IFAPME has witnessed average growth of 8% per year for this type of training.

⁽²¹⁾ Based on data supplied by the administrative bodies in question.

D. Conclusion and perspectives

The different systems mentioned have seen major changes in legislation. We have chosen to focus on five, mainly in terms of governance.

Integration of the two systems – In Flanders, since 2008, the two systems have been covered by one piece of legislation on education, the decree on the “stelsel van leren en werken” ⁽²²⁾. On the French-speaking side, a decision has just been made to coordinate the governance of both systems: single operational management, harmonisation of apprenticeship statuses for the under-18, payments and allowances, training plans, mentoring promotion, etc.

Another reform is underway: the two French-speaking systems are taking part in new harmonised sub-regional bodies based on tripartite coordination ⁽²³⁾ of the whole range of vocational learning and training. It is the “school-training – employment” catchment areas that will have to play the role of regulating supply according to the territories. A similar structure has already existed on the Flemish side since the 1990s.

State reform – The two systems are going to have to integrate the apprenticeship statuses of over-18s which depend on federal administration but which have been transferred to the Regions whereas they are organised through national collective agreements.

Effects of the right to certification – Work-based learning certificates are starting to be brought in line with certificates at the same level that are recognised by public authorities which tends to harmonise the effects in law linked to it, such as regulated professions, the salary level, access to civil servant positions, etc. or to open up access to other types of lifelong learning. These measures are being developed in conjunction with the transposition of the European Qualifications Framework.

Curricula becoming modular – This is a trend that has primarily been making headway in Flanders, where 100% of work-based learning has to be organised in a completely modular way as of 2015, with certificates being awarded per training unit.

⁽²²⁾ Decree from 10 July 2008. <http://www.ond.vlaanderen.be/wetwijs/thema.aspx?id=196>

⁽²³⁾ Public authorities, social partners and VET providers.

For the record, it must also be noted that projects or new measures in the field of vocational training for adults contain certain elements of the work-study model. On the Walloon side, the new decree which organises them and is aimed at jobseekers explicitly mentions work place training ⁽²⁴⁾ in Flanders the public employment service also organises them. Different types of work-based training at a higher level have been developed as well as new provisions in special education (young people with disabilities) and in social promotion education.

⁽²⁴⁾ Decree from 20 February 2014, http://reflex.raadvst-consetat.be/reflex/index.reflex?page=chrono&c=detail_get&d=detail&docid=126947

Annex 1. Bibliography

Note for the reader

All of the quantitative data in this paper and in Annex 2 have been supplied directly by the relevant administrative bodies. So as to be able to compare both systems, and unless otherwise stated, they do not include data on “company director” training. The remaining items of information were provided at a round table discussion held on 7 May 2014 with representatives from these authorities and a number of leading experts and also the working documents provided by participants. The fact that the data has not been centralised should invite a minimum level of precaution whenever using the figures to draw comparisons whether this is between the systems (intra-Belgian level) or at international level.

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www.efp.be /

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Regional/ Community websites for statistics

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Annex 2. Tables and figures

Table 1. **Number of centres organizing WBL in education**

Flanders	44	CDO
Brussels – Flemish speaking	3	CDO
Brussels – French-speaking	5	CEFA
Wallonia – (French)	21	CEFA
German-speaking Community	2	TZU

Source: Conseil zonal de l'alternance; Commission consultative "formation-emploi-enseignement" (www.ccfée.be)

Source: http://www.guide-enseignement.be/fmi/iwp/cgi?-db=GEFR_web&-loadframes

Table 2. **Vocational training centres for SMEs**

Flanders	5	SYNTRA
Brussels – French-speaking	2	EFP
Wallonia – (French)	8	IFAPME
German-speaking Community	2	IAWM

Source: Management centre of each provider

Table 3. **Attendance figures – Evolution**

	Age		2013	2012
CDO ⁽²⁵⁾	< 18 ans	53,27%	8851**	8658**
CEFA ⁽²⁶⁾	< 18 ans	60,93%	8896*	8521*
SYNTRA ⁽²⁷⁾	< 19 ans	68,00%	3125**	3779**
EFP ⁽²⁸⁾	< 18 ans	60,50%	809***	790***
IFAPME ⁽²⁹⁾	< 18 ans	48,20%	4607***	4751***
IAWM ⁽³⁰⁾	< 18 ans	53,9%	299***	313***

Source: Management centre of each provider (see below)

(*) Data collected on 15th January each year (ESF Survey – Centre de coordination et de gestion des programmes européens)

(**) Data collected on 1st February of each year

(www.werk.be/sites/default/files/E-zines/20140624/Stelsel_Leren_en_Werken.htm)

(***) Data collected on 31st December each year (Source: activity report / VET in Country report 2013)

Table 4. **Gender bias**

	% Male	% Female
CDO	67,54%	32,46%
CEFA	67,02%	32,98%
SYNTRA	67,00%	33,00%
EFP	71,69%	28,31%
IFAPME	75,90%	41,10%
IAWM	81,93%	19,06%

Source: Management centre of each provider

⁽²⁵⁾ CDO: Centra voor Deeltijds beroepssecundair Onderwijs)

⁽²⁶⁾ CEFA: Centres d'Éducation et de Formation en Alternance)

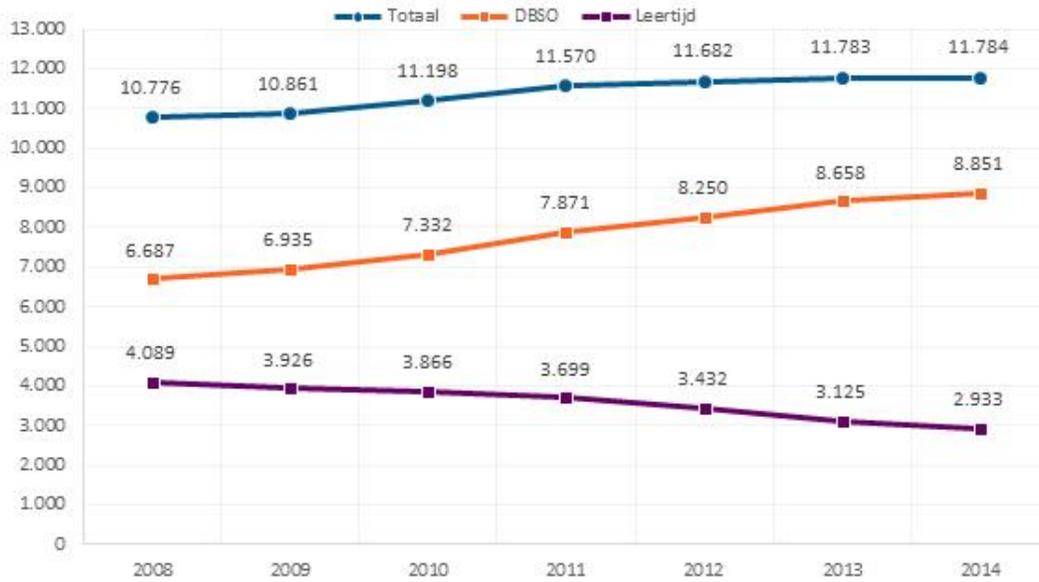
⁽²⁷⁾ SYNTRA: Vlaanderen Agentschap voor Ondernemersvorming – Syntra Vlaanderen

⁽²⁸⁾ EFP: Espace Formation des PME (SMEs) et le Service Formation des Petites et Moyennes Entreprises

⁽²⁹⁾ IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises

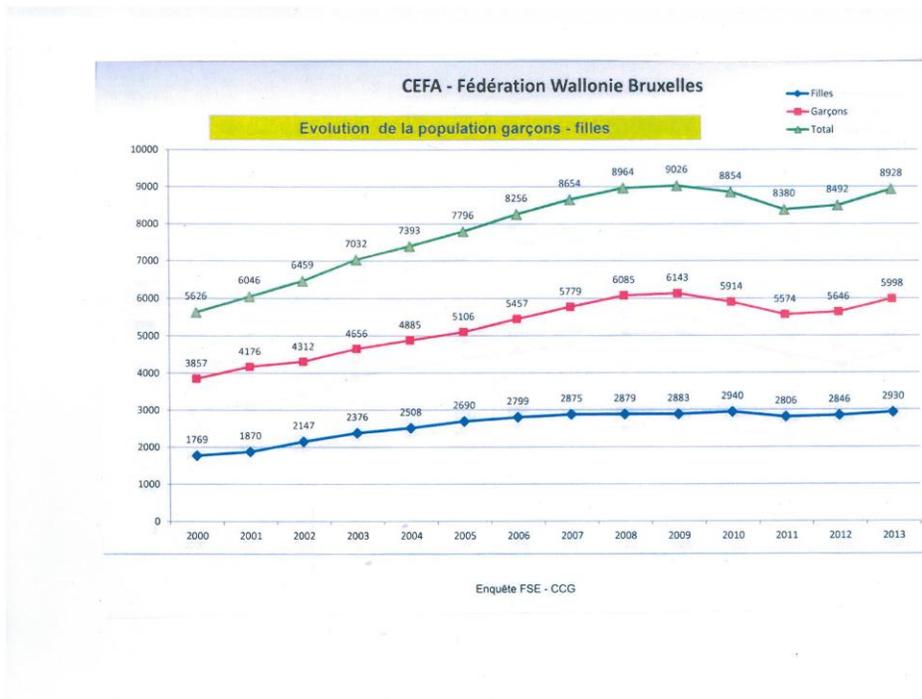
⁽³⁰⁾ IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen

Figure 1. **Number of registered young people in WBL systems in Flanders on 1st February of each year**



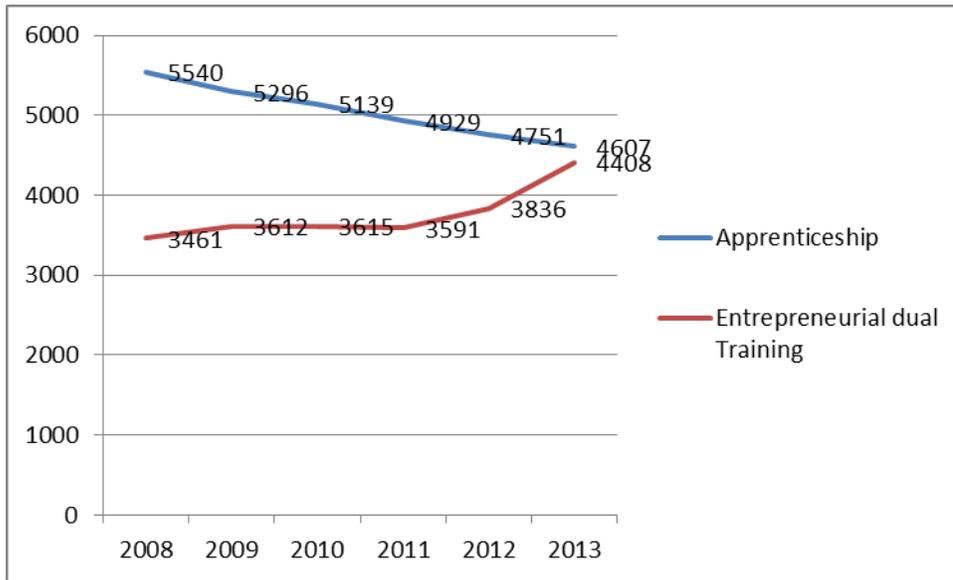
Source: VDAB, DBO, Syntra Vlaanderen, Education statistics (Bewerking Departement WSE).

Figure 2. **Number of registered young people in WBL Education system in BEFR on 15th January of each year**



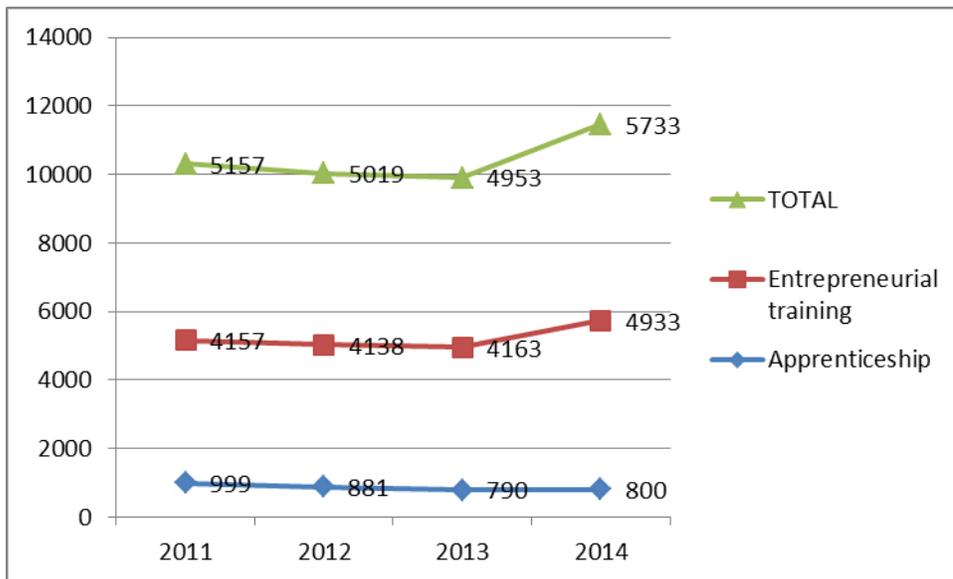
Source: Data collected on 15th January each year (ESF Survey – Centre de coordination et de gestion des programmes européens)

Figure 3. **Number of contracts registered: apprentices and training for entrepreneurs IFAPME (End January)**



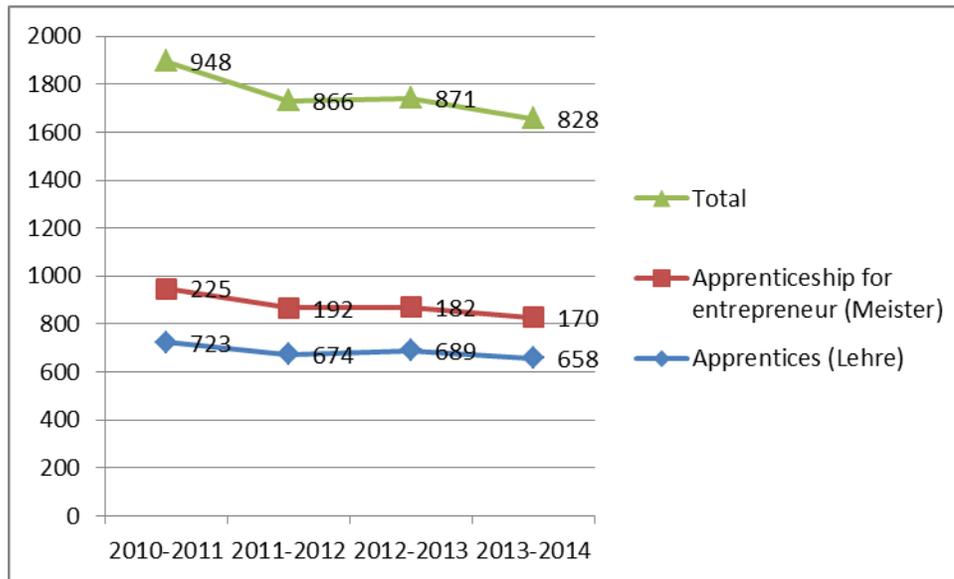
Source: IFAPME administration

Figure 4. **Number of registered apprentices and training for entrepreneurs: SFPME-EFP (end January)**



Source: SFPME - Administration

Figure 5. **Total number of apprentices / entrepreneurs enrolled IAWM 2013-2014 (end January)**



Source: IAWM administration