VOCATIONAL EDUCATION AND TRAINING IN EUROPE

BELGIUM
Vocational education and training in Europe – Belgium.


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This VET in Europe report is part of a series prepared by Cedefop’s ReferNet network. VET in Europe reports provide an overview of national vocational education and training (VET) systems of the EU Member States, Iceland and Norway. The reports help to understand VET’s main features and role within countries’ overall education and training systems from a lifelong learning perspective, and VET’s relevance to and interaction with the labour market.

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CHAPTER 1. 
External factors influencing VET

Belgium is a federal constitutional monarchy with a parliamentary system. Its institutional organisation is structured on both regional and linguistic grounds. The three territorial regions are the Flemish Region (Flanders), the Walloon Region (Wallonia) and the Brussels-Capital Region (Brussels). In addition, each individual identifies himself with one of the three Communities: the Flemish Community BE-FL, the German-speaking Community BE-DE and the French Community BE-FR (1). Every federated entity has its own government with the exception of the Flemish Region and Community which share their executive body, the Flemish Government. Moreover, the French Community Commission (COCOF), which is the French-speaking political body in Brussels, exercises unilingual competence in the Brussels-Capital Region (2).

This segmentation affects the vocational education and training (VET) field directly. The three Communities are thereby each in charge of education (compulsory, non-compulsory and adult education), whilst the Flemish, Walloon and Brussels Regions, as well as the German-speaking Community are responsible for employment. The Flemish and German-speaking Communities, the Walloon Region and the French Community Commission (French-speakers in Brussels) are thus responsible for the vocational training. However, some competence related to VET remains a federal matter (social security, the age of compulsory education, etc.) and cooperation between the federal level and the federated entities on some subjects remains important.

Figure 1. Communities and Regions in Belgium

3 Communities

3 Regions


(1) Brussels is a bilingual region where administrations in charge of regional matters use both Dutch and French. Administrations in charge of Community affairs such as education, training, culture and care for people are unilingual. Therefore, both BE-FL and BE-FR cover Brussels depending on the language of the citizen seeking education or training.

Moreover, the Belgian Constitution declares the principle of freedom of education: freedom in organising new educational institutions and a guaranty for the parents about the type of education they want for their children. Therefore, the entire formal education system is decentralised, depending on each of the different organising authorities, the so-called ‘school networks’ (ministries, provinces and municipalities, grant-aided private bodies).

Education in Belgium has been compulsory for children aged 6 to 18 since 1982. Nonetheless, the possibility of part-time education or apprenticeship, namely alternating work and learning, is open to young people from age 15 or 16 upwards.

1.1. Demographics

Belgium has approximately 11,376,070 inhabitants: 57.6% reside in Flanders, 31.9% in Wallonia – including 77,185 citizens who are part of the German-speaking Community, and 10.5% in Brussels. Between 2004 and 2018, the population has increased at a rate of 6.14%, which is above the EU-28 population growth rate of 2.1%. Brussels’ growth rate is particularly high: 25.8% in 20 years (10.8% in Flanders, 8.9% in Wallonia). This phenomenon is to be correlated with the high share of foreigners living in the capital city - the number of foreigners in Brussels (34.8%) outnumbers foreigners at the national level (11.9%). A significant share of the foreign population (66.9%) comes from EU countries. Nationals from other countries tend to be more concentrated in big cities such as Brussels, Antwerp and Liège.

According to the last Monitoring socio-économique report published in 2015 (most recent data available), 29.3% of the Belgian population (18 to 60 years old) was of foreign origin. The figures vary considerably from one region to another. In 2012, 72.1% of the Brussels population was of foreign origin, while in Flanders 19.4% and 32.1% in Wallonia. The age structure also varies considerably by region: the number of people under the age of 18 in Brussels is growing, while the population is ageing in Flanders (see Figure 2). The average age is approximately 40 years old in Belgium and below 36 in Brussels.

In this context, especially in Brussels, the education system accommodates more and more young people, often from various origins.

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(1) 1st January 2018, see Table 1 and Statbel, Belgium in figures. https://bestat.statbel.fgov.be [accessed 29.05.2019].
(4) In 2016, source: ibidem
(5) Ibidem
(7) People of foreign origin: people without the Belgian nationality, or people born with another nationality or people who have at least one parent born with another nationality or who has a foreign nationality.
1.2. Educational attainment

The educational attainment has grown rapidly during the past twenty years. From 1990 to 2010, the number of graduates from universities increased by 140.65% while the share of people with a lower level of education (ISCED 2 or less) \(^{(10)}\) decreased by 66.6%. In 2015, 67.1% of 15-64 years old in Belgium had a level of education equal to, or higher than ISCED 3; 32.2% had reached ISCED 5 to 8 (see Figure 3). However, active people with ISCED levels at 2 and 3 are more affected by unemployment (see Figure 4). The trend is nonetheless positive in terms of education attainment.

Early school leaving remains relatively high: 8.6 % in 2018 (9.9 % in Wallonia; 7.3% in Flanders; 10.7% in Brussels) \(^{(11)}\). Moreover, in the French-speaking education system, 46% of pupils in secondary education have repeated a school year during their education \(^{(12)}\) and 26.7% in the Flemish Community \(^{(13)}\). There is a general consensus that it can be beneficial for learning. Beliefs in the benefits of repeating a year of schooling are shared by both the teaching staff and the parents. Students that need to repeat a school year often are oriented towards VET. This is one of the reasons why repetition rates are higher in initial VET programmes than in general pathways.

\(^{(10)}\) International Standards Classification of Education.
1.3. Economics and employment

The Belgian economy is export-driven and highly sensitive to economic market trends, with a GDP trend that is very similar to the average GDP of EU-27 countries. Just like any modern industrialized economy, it is characterized by the growing importance of services: the share of market services (including wholesale and retail, financial activities, insurance and energy) in the total gross value added represented 57.3% in 2017, while this share amounted to only
14.4% for industry and 5.2% for construction. The balance is distributed between non-market services (including healthcare) and agriculture (14).

The most common occupations in Belgium are office employees (general functions), trade (store salespersons), office maintenance workers, hotels and other establishments, home helpers and general course teachers (secondary education) (15).

Self-employment mainly concerns liberal professions (31.5%) (16), trade work (30.3%) and industry (22.0%). In 2012-17, self-employment increased within the liberal professions, human health and social work activities; the industry sectors (as self-employed workers) have been experiencing growth while there was a small decrease in the trade sector (17).

The Brussels Region is a service-based economy where the industry is progressively losing its weight. The main source of jobs in Brussels lies in non-market related services (18), accommodation, food services and other commercial services (19). The latter have grown quickly in the past five years, thanks to the system of service vouchers (20) aimed at boosting low-qualified jobs. The economic structure of Brussels and its status as an international city requires high-qualified profiles and a good knowledge of English and other foreign EU languages. High value added activities such as financial and insurance services are growing without creating jobs at the same rate which tends to lead to tensions on the labour market.

Flanders and Wallonia depend more on their industry, especially the production of intermediate goods that are more directly affected by international economic trends. Nevertheless, employment in this branch is steadily declining: whilst more than 90 000 jobs were lost already in the manufacturing industry sector between 2009 and 2016, a further, but limited loss of 15 000 jobs should occur by 2022 (21).

In the construction sector, job creation should amount to 27 000 between 2017 and 2022 (compared to the stagnation registered in the 2009-16 period). Employment in the non-market sector is not expected to grow in the upcoming years due to saving measures in the ‘public administration and education’ branch despite a rise in jobs creation since 2009 (22).

In 2015, the rise of self-employment in market sectors (1.8%) was higher than in employment (1.4%) in 2016, which is significant considering in this period of economic recovery. This is mainly due to the increase of self-employed workers in the healthcare sector (paramedical professions), of the number of workers in corporate services and of the

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(16) Liberal professions according to the Directive on Recognition of Professional Qualifications (2005/36/EC) are ‘those practised on the basis of relevant professional qualifications in a personal, responsible and professionally independent capacity by those providing intellectual and conceptual services in the interest of the client and the public’.


(18) Mainly Public Administration and Education.

(19) Other commercial services include ICT services, real estate services, scientific and technic services, administration support services, entertainment services, housekeeping services.

(20) The service voucher system is a subsidising demand device for domestic and local services. It is an employment measure aiming at very low qualified people who would otherwise work in the black market or stay unemployed.


(22) Ibidem
number of persons opting for the self-employed status (23). Self-employment is still expected to increase in the three Regions for the next three years albeit at a slower pace (1.6% in Brussels, 1.2% in Flanders and 0.8% in Wallonia) (24).

Some professions are protected by specific rules or require specific diplomas, patents or skills to run a small or medium-sized enterprise (SME). Those requirements concern jobs in the construction sector, car mechanics, body care services, food services and textile cleaning. A certificate of good conduct is required for intellectual professions such as estate agents, accountants, psychologists, architects and others.

1.4. Labour market participation and unemployment

The Belgian labour market is regulated at a regional level for almost all matters, therefore the regional data forms the central thread of this paragraph. However, we should highlight the particular situation in Wallonia, where the German-speaking Community (BE-DE) manages its own labour market within the Walloon Region (due to agreements leading to the transfer of competence from Wallonia to BE-DE). In 2018, the active population in Belgium represented about five million people, which was around 43.3% of the country total population and 69.3% of the 20-64 working age group.

Self-employment counted for more than 14.3% of the active population with a share that was more or less equal in the three regions: 14.5% in Flanders, 16.1% in Brussels and 13.2% in Wallonia (25).

The activity rate of the Belgian population increased slightly from 67.1% to 68.0% in ten years (from 2007 to 2017), especially in Flanders. However, the activity rate of young people remains lower in Belgium than in other European countries, which is the result of the extension of the duration of studies among young people. Indeed, education is compulsory until the age of 18 (with an average age of 20 when students have completed their secondary education); as an important proportion continue their studies afterwards, only a small part of young people is active already on the job market at that age. According to the 2017 Labour Force Survey Data, only 15.1% of young people (aged 15-24) were active in Brussels, 17.2 % in Wallonia, 27.5% in Flanders but 38.65% in the German-speaking Community (26). This high score is a result of the popularity of the part-time vocational secondary education in BE-DE. This same year, the proportion of students amounted 72.0% in Brussels, 69.4% in Wallonia and 64.4% in Flanders.

(23) Idem
(24) Idem
The overall unemployment rate (6%) was slightly below the EU-28 average of 6.2% in 2018. However, there are major differences between the regions (see Figure 5). Whereas in 2018, in Flanders the unemployment rate was quite low with 3.5%, Wallonia (at a rate of 8.5%) and Brussels (with 13.4%) faced structural unemployment. In some municipalities of Brussels, the youth unemployment rate reached 30.8% (see Figure 6). This is due to many factors such as low education attainment and high qualification standards for occupations in the city. However, we can see that the number of jobseekers with low education attainment decreased slightly in 2018, along with the unemployment rate in Brussels (see Figure 7). At a national level, the unemployment rate among people with a lower level of qualification (i.e. elementary or lower secondary school) was at 13.3%.

To decrease the unemployment rate, each registered unemployed person can participate in a free vocational training provided either by the employer, the vocational public bodies or a non-profit socio-professional integration organisation (27).

Belgium also encounters labour shortage and skill mismatch. Brussels is facing a polarisation of its population, which includes at the same time both the highest and the lowest qualified workforce in the country. The high share of low qualified job seekers in Brussels increases due to early school leaving, immigration, and social polarisation in the educational system. Many vacancies in the three regions are not being filled: engineers, nurses, teachers, technical jobs, ICT jobs, transporters, food industry and retailing jobs, mechanical and industrial jobs. To tackle this problem, all governments have taken measures to invest in VET but also to coordinate inter-regional mobility (28). This is particularly important for the lower-skilled jobseekers in Brussels given the requirements of the Brussels’ labour market and the large number of people who commute to Brussels from Flanders and

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27 See Chapter 4 for more information on different measures for unemployed people.
28 A cooperation agreement was signed in 2005 by the regional employment services to address this issue.
Wallonia (they represent 48.5% of domestic employment in Brussels). In 2018, 16.0% of the Brussels workforce was commuting either to Flanders (62.9%), to Wallonia (29.1%) or abroad (8%)(see Annex, Table 4 for figures related to commuters and Table 5 for data related to employment by region). More than 430 000 people commute daily to another region for their jobs. In this context, learning the three national languages, French, Dutch and German, has become a priority for VET providers.

Moreover, two factors allow Belgian workers to easily commute to other countries for work. First, the geographic location of the country which share borders with France, Luxemburg, Germany and The Netherlands and second, the fact that those neighbouring countries use languages which are mutual to the Belgian national languages. Hence, according to 2018 numbers, 90 156 Belgians were working out of the country and 51 315 foreigners were traveling into the country (29).

Figure 6. Youth unemployment rate in the Municipalities of Brussels in 2018 (<25 years)


Figure 7. Unemployment rate by education level in Belgium

Source: Enquêtes Forces de travail (Brussels Employment Observatory), 2018.
CHAPTER 2.
Providing VET in a lifelong learning perspective

2.1. VET in the Belgian education and training systems

As previously presented in the first chapter, three Communities are responsible for formal education in Belgium (30): the Flemish Community (BE-FL), the French Community (BE-FR) and the German-speaking Community (BE-DE). However, multiple authorities are in charge of the vocational and training systems. Indeed, as the VET system is complex and in need of involvement from many parties: schools, training centres, social partners, employers, etc., three Regions (Flanders, Wallonia and Brussels – as the federated entities responsible for employment competence) cooperate with the Communities and the different parties. Each tandem works on the territory it is accountable for.

Historically, until the first state reforms which resulted in the transfer of competences from the federal level to the Regions and Communities (starting in the 70’s), one common system organised education and training in the country. At the time, discordant policies were gradually decided by the federated entities and thus the three systems have been differentiated (different ISCED levels, qualifications, designations, pathways and organisation of programmes). The transfer of competence being relatively recent, the three systems still have similarities. Nonetheless, we must underscore the peculiarity of the German-speaking Community that, due to its size and socio-economic characteristics, organises a system diverging from the others.

However, as Belgian secondary education and dual systems are still being reformed, structures are further deviating from each other. ReferNet Belgium has thus opted to divide this chapter into three sections (see Section 2.2, 2.3 and 2.4), each presenting the existing organisation within a linguistic community. Private VET organisations are presented in the last section of this chapter (see Section 2.5).

The three systems share common features. Indeed, public VET programmes are either organised by the formal education systems or by training services whose programmes are generally outside of formal education and are historically linked to the employment and labour ministries. Private subsidised or non-subsidised partners also provide VET.

The age of compulsory education is a federal competence. Full-time education is compulsory up to age 15 and can thus be followed by compulsory part-time education until the age of 18. VET starts at age 14 in the form of secondary education programmes under the responsibility of the Ministries of Education of each Community.

(30) With the exception of three matters which remain at the federal level: determination of the end and the beginning of compulsory school attendance, minimum requirements for the issuing of diplomas and regularisation of retirement for the employees in the educational system. Source: Euridyce. Key features of the Education System – Belgium, German-speaking Community. https://eacea.ec.europa.eu/national-policies/eurydice/content/belgium-german-speaking-community_en [accessed 29.05.2019].
From the third year of secondary education, learners of all systems may decide to opt for dual learning programmes, alternating between work and learning. The dual systems (or apprenticeship) systems in BE-FL and BE-FR are characterised by the existence of two types of dual or apprenticeship schemes that young people can choose from: school-based system or training offered outside of school by dual training providers. Recent reforms were undertaken, aiming at harmonising programmes in the dual systems for young people. With the notable exception of BE-DE, pupils following dual programmes at secondary level represent a small fraction of all the students at secondary level.

At 18 years old, learners can decide to remain in the education system (post-secondary or tertiary education programmes), enter the labour market or go to any public or private vocational training provider. Learners leaving the education system without a certificate/diploma of secondary education have the possibility to opt for adult education. The adult education system is a parallel, modularised formal education system that allows adults to obtain academic and professional qualifications at primary, secondary level in all Communities and, except in BE-FL, at tertiary level. The system is central to 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 education.

Public VET provider structure is quite similar (except in their names) in all the regions and Communities. The decision-making process and the implementation are, however, different. Indeed, following the elections every five years, in accordance with the new political term and agenda, specific needs are addressed and appropriate implementation decisions are taken, which for instance refer to specific training pathways or targeted activities.

The qualifications of the formal education system are recognised in all Communities as equivalent. Moreover, within the framework of an Interregional Cooperation Agreement, public employment and training services (Forem, VDAB, Actiris, ADG and Bruxelles Formation) are working together to exchange job offers and promote jobseekers’ mobility.

Finally, social partners are implicated at all levels in the decision-making process or acting as supervision bodies in the shaping of qualifications.
2.2. VET in the education and training system in BE-FL

The following schematic presents the educational and training systems in the Flemish Community. Each programme is further explained in the current chapter.
### 2.2.1. Government regulated VET in BE-FL

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<th>ISCED</th>
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</tr>
<tr>
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</tr>
<tr>
<td>Technical secondary education: from the 3rd year of secondary education to the 6th</td>
<td>Certificate of upper secondary education (CESS)</td>
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</tr>
<tr>
<td>Dual system: apprenticeship (15-25 year olds)</td>
<td>Certificate of upper secondary education (CESS)</td>
<td>2 to 3</td>
<td>Syntra Vlaanderen (32)</td>
</tr>
<tr>
<td>Follow-up technical programme: secondary after secondary education, se-n-se (7th year for complementary qualification)</td>
<td>7th year specialisation certificate</td>
<td>4</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>Vocational post-secondary education: nursing programme HBOS (3 years)</td>
<td>Graduate in nursing</td>
<td>5</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>Associate degree Patent of higher education (33)</td>
<td>Professional Aptitude (CAP) Diploma of Occupational Studies (BES)</td>
<td>5</td>
<td>University colleges</td>
</tr>
<tr>
<td>Professional bachelor</td>
<td>Professional bachelor degree</td>
<td>6</td>
<td>University colleges</td>
</tr>
<tr>
<td>Specific teacher training programme</td>
<td>Bachelor degree, Master degree + Teaching certificate</td>
<td>6 to 7</td>
<td>Centres for adult education (34)</td>
</tr>
<tr>
<td>Entrepreneurial training course, lifelong learning for entrepreneurs and additional courses</td>
<td>Basic management knowledge certificate Entrepreneurial training certificate Entrepreneurial training diploma</td>
<td>4 to 5</td>
<td>Syntra Vlaanderen</td>
</tr>
<tr>
<td>Secondary Adult Education</td>
<td>Basic education certificate Certificate of upper secondary education (CESS) Certificate of additional general education</td>
<td>1 to 3</td>
<td>Adult Education Centres</td>
</tr>
<tr>
<td>Vocational programmes focused on labour market: jobseekers, workers</td>
<td>VDAB recognised training certificate</td>
<td>2 to 4</td>
<td>VDAB (35)</td>
</tr>
<tr>
<td>Validation / recognition of prior learning (36)</td>
<td>Skills credentials</td>
<td>---</td>
<td>Accredited centres</td>
</tr>
</tbody>
</table>

**Source:** Author.

(31) CDO, Centre voor deeltijds beroepsonderwijs – Centre for part-time learning.
(32) SYNTRA Vlaanderen: The Flemish Agency for Entrepreneurial Training.
(33) Professional Aptitude (CAP) or the Diploma of Occupational Studies (BES).
(34) Starting from the 2019-20 academic year, it will no longer be possible to obtain a teaching certificate through formal adult education.
(35) Flemish Employment and Vocational Training Agency (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding - VDAB), operating also in Brussels for the Dutch-speaking jobseekers and trainees.
(36) Validation/recognition of prior learning give access to some programmes or allow a learner to be excused from a part of a learning programme which is why it is presented in this table.
2.2.1.1. VET programmes at secondary level

After the first two years of lower secondary education, learners can choose to continue in general education (ASO), to access artistic education (KSO) or VET pathways. The latter are offered to learners between the ages of 14 and 18 who can choose to follow one of three VET pathways:

(a) technical secondary education (TSO),
(b) vocational secondary education (BSO) or
(c) apprenticeship as from 15 (or 16) years old.

Whilst TSO and BSO are school-based and last four years, the length of an apprenticeship is three years. Most pathways provide direct access to a profession; for some, a follow-up programme is necessary; moreover, the achievement of a specific examination can be a condition in some occupations (see Annex Table 6 for number of students in secondary VET education).

Technical programmes

The technical pathway (TSO) includes diverse technical-oriented streams. They propose technical-theoretical classes and practical lessons to prepare learners for a professional career or higher education.

At the end of the sixth year, an upper-secondary leave certificate (Diploma Secundair Onderwijs) is awarded, which opens up access to further studies or employment.

Vocational programmes

The vocational secondary education (BSO) is a practically oriented form of education in which the student learns a trade, combined with general studies. There are fewer general academic subjects than in the TSO system and in this case, the theoretical subjects serve to support the practical learning. The student is prepared to enter a job rather than going on to higher education.

After having successfully finished the programme, graduates receive a professional qualification certificate. Access to higher education is possible after the concluding of a 7th year (see below).

Apprenticeship programmes

Apprenticeship programmes can be organised either by schools or by SYNTRA training centres that provide training in both the Brussels and the Flemish Regions. A new form of apprenticeship is also being tested, the dual learning system.
(a) Apprenticeship programmes organised by schools or by SYNTRA training centres

As from age 15/16, learners can enrol in an apprenticeship that is organised by two different providers: schools (Centra voor deeltijds onderwijs, CDO) and SYNTRA training centres.

Apprentices receive general, technical, theoretical and practical courses in training centres (one day) or schools (two days); the rest of the week, they are trained in a company. Apprenticeships are followed by a mentor (in the company) and a training pathway counsellor. They are paid according to a scale fixed by the law, based on the age and the grade they are enrolled in.

In Flanders, since 2008, the two apprenticeship systems have been covered by one legal framework on education, the decree on the “stelsel van leren en werken”. A reform towards a new “dual learning system” has started. A first step has already been taken: the two different apprenticeship statutes for pupils have been integrated into one regulative framework. This has been done after the transfer of this competence from the federal administration level towards the Regions in the context of the 6th State Reform (2014-15).

Since 1st September 2016, there are two main kinds of agreements for pupils in the current system of learning and working and the future dual learning system:

- the agreement ‘alternating training’ applies to all youngsters who are trained at the workplace for at least 20 hours a week. It determines the rights and duties of the parties involved, liability, remunerations, holidays and the way in which an agreement can be terminated;
- the agreement ‘alternating internship’ applies to all youngsters who are trained in a company for less than 20 hours a week. The modalities are similar to the previous agreement, with the exception of holidays and remunerations.

The introduction of a single statute constitutes a far-reaching administrative simplification for both the educational field and the business world.

The reform turned Syntra Vlaanderen into the neutral director of the work component. As manager of the work placement component of the dual learning trajectories, it is Syntra Vlaanderen’s duty together with the various interested parties and partners to help increase the number of high-quality workplaces, which the organisation facilitates and supports. As director, the agency has the primary task of creating an appealing framework, to persuade companies and sectors to commit to this new story.

(b) The new dual learning system

Inspired by successful initiatives abroad, a trial project called ‘School Desk in the Workplace’ was launched in 2016 as a common undertaking by the Flemish Ministers for Education and Work to reform the dual-learning system in Flanders. This new system of dual-learning allowed secondary students aged 15 and older to combine their studies with training at a company. Crucial to the functioning of the system, was the involvement of employers and the role played by Syntra Vlaanderen as a labour market director. In 2017, 332 students in 21 disciplines were participating in the trial and SYNTRA training centres were working in
collaboration with 83 schools involved in establishing this new education system. Following the approval of the final version of the dual-learning decree by the government of Flanders, professional (BSO) and technical (TSO) schools, as well as part-time education centres, were able to address the offer to their students who will thus spend a minimum of 14 hours a week at a company. With the full implementation of this dual learning in September 2019, this system will also be offered in special needs secondary education. The goal of this type of education is to show pupils how their studies relate to the workplace and the government sees that as a way to reduce the drop-out rate amongst young learners as well as a way to fill bottleneck tech jobs.

Moreover, in September 2018 Syntra Vlaanderen signed an international cooperation agreement with the Dutch Cooperation Organisation for Vocational Education and the Labour Market with the intent to enable and encourage cross-border learning paths for apprenticeships (37).

Follow-up programmes to vocational secondary programmes

A one-year lasting qualification in vocational secondary education, nationally called ‘seventh year’, can be organised. Completing this programme not only gives the student thorough specialisation in a professional field, but also a secondary school diploma and thereby access to tertiary education. The programmes can be organised in a linear or modular fashion, with both being of equivalent value.

VET for SEN learners

Special secondary education (Buitengewoon secundair onderwijs, BUSO) is designed for young people who have a disability or learning or behavioural difficulties. Young people from different types can enter this system in four different streams:

1) social adjustment,
2) social adjustment and training in work skills,
3) vocational education and
4) general, vocational, art and technical education.

Stream 2 aims at integrating into sheltered workshops and stream 3 provides initial vocational education that leads to participation in the normal labour market. Stream 4 equips with the necessary background to study in higher education and prepares for integration into active life. Each stream has its own certificates of completion. In stream 4, young people can obtain a diploma of secondary education corresponding to a normal full-time secondary education.

2.2.1.2. VET programmes at post-secondary level

Follow-up programmes to technical and vocational secondary programmes

The seventh qualification year in technical secondary education is called ‘secondary after secondary’ education (Se-n-se). Secondary-after-secondary is the collective term for several short training programmes in the 3rd degree (which encompasses secondary years 5 and 6) of technical education (TSO) in which a student can further specialise. Se-n-se is highly professionally oriented. A large part of the training consists of learning at the workplace. A Se-n-Se training programme generally lasts one year (two semesters). At the end of the training, the student will obtain a certificate (professional qualification certificate).

HBO5 graduate programme for nurses

The professional graduate programme (Hoger Beroepenonderwijs, HBO5) for nurses is offered by schools for full-time secondary education. The three-year lasting programme is organised in a modular system, consisting of a sequence of five modules. Access is possible as from 18 years old.

The successful completion of the first year gives the student the possibility to apply for the status of Care Provider. After completing the programme, a diploma is obtained as a ‘Graduate in Nursing’ (ISCED 5), which enables the holder to work in various healthcare sectors (hospitals, residential care centres, home care, companies, rehabilitation centres, …). Via a transitional programme, it is also possible to obtain the diploma of Bachelor (ISCED 6) of Nursing at the Hogeschool (university college).

The HBO5 in nursing is not the same as the bachelor of nursing, the programme that can be followed at a university college (see Section 2.2.1.3 (b)). With the HBO5 in nursing, there is more professional guidance at the traineeship location itself during the programme. The Bachelor of Nursing is more theoretically oriented and there is also more attention devoted to scientific research. In practice, holders of this degree will assume more supervisory functions.

2.2.1.3. Profession-orientated programmes at tertiary level (in higher education)

Short cycle graduate degree

Programmes for obtaining a short-cycle graduation degree are offered by university colleges (hogescholen). They last two years whereof 1/3 of the time is dedicated to work-based learning. These programmes can also be accessed by graduates from vocational secondary education without an upper-secondary leave certificate (Secundair Onderwijs Diploma).

Professional bachelor programmes

Professionally oriented bachelor programmes are offered at university colleges (hogescholen) and last three years (180 credits), for example bachelor in education or bachelor in electrical engineering. These are professional training programmes offering the
opportunity to acquire plenty of practical experience. The student does traineeships, develops specific skills and acquires practical knowledge. Anyone with a professional bachelor’s degree is trained to enter the labour market immediately, but there are also bridging programmes (lasting one year) enabling access to master programmes. In BE-FL, there are 57 professional bachelor programmes offered in 22 university colleges, which are divided into 10 study areas. Access requirements are a secondary school leaving certificate (for some programmes, additional conditions can be imposed by the university colleges). After a professionally oriented bachelor programme, there is also the possibility to study further within a bachelor-after-bachelor programme (a ‘Ba-na-ba’ or post-graduate Bachelor). This programme (60 credits) is essentially a continued, specialized (broadening or deepening) programme.

2.2.1.4. Adult education (equivalent to full-time programmes at secondary level)

Through adult education, all learners can obtain a diploma or a certificate for secondary education (including follow-up programmes). The adult education system works closely with all VET providers, both public and private. Basically, adult education consists of three levels of education:

(a) basic education,
(b) secondary education and
(c) post-secondary education.

Learners wanting to access adult education must be 16 and have the necessary level for the option selected. Under-aged learners usually attend specific modules to complete their education. However, they cannot access the pathways followed by adults who want to obtain their upper secondary certificate. Full and unrestricted access is possible as from 18 years old.

In BE-FL, these programmes are organised by centres for adult education (CVO). Unlike in BE-FR, the system does not offer graduate courses at bachelor or master level.

Adult education is modularised and organised through a coherent system of training credits. Any training unit can be combined with others in order to achieve a comprehensive set of skills for a profession, a professional qualification or an educational qualification (see Annex Table 7 for the number of schools and students in VET and Table 8 for distribution of students in adult education).

2.2.1.5. Other forms of adult learning

Public employment and training services for workers and job seekers

These programmes are organised by the VDAB, the Flemish Employment and Vocational Training Agency (see Annex Table 14 for numbers related to trainings organised by the VDAB). The agency aims to provide skills and competences according to the future job market demand and offers therefore three kinds of programmes: vocational programmes
aiming at a profession; function-specific training programmes to upgrade 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).

To achieve its missions and diversify the training/job insertion programmes, the training provider cooperate with public and private organisations (38) for certain tasks for which other organisations might have a higher expertise. To guarantee a good quality of these externally provided services, arrangements or contracts are set up with the partners and control mechanisms are put in place.

Entrepreneurial training or apprenticeship training

This programme organised by Syntra Vlaanderen is provided by SYNTRA centres.

Syntra Vlaanderen is leading the SYNTRA entrepreneurial training plans (adults age 18 and over) towards greater innovation and flexibility (customisable via options such as digital learning) through a financial management policy. Existing entrepreneurial training plans are regularly revised to adapt to societal developments. The aim is to enable the entrepreneur to acquire appropriate competencies in all phases of the life-cycle of the business, in order to better contend with the disruptions that may arise.

Since 1st September 2018, the certificate of business management is no longer a requirement in Flanders. Syntra Vlaanderen proactively anticipated this change by organising experiments involving alternative services.

There is also a focus on specific entrepreneurship plans in a day-school formula: the full-time day school programmes for a post-secondary audience wanting to follow a training programme geared towards the labour market. A specific aspect of these plans is incorporating 60% of workplace learning (see Annex Table 22 for specific numbers of registered contracts).

In addition to the entrepreneurship plans that are organised by SYNTRA training centres in 24 course locations throughout Flanders and Brussels, Syntra Vlaanderen also pursues an active tendering policy, whereby tenders are issued to private training providers that propose innovative training for SMEs.

The basis for the entrepreneurship plans as well as the tenders are innovative partnerships with the business world, sectors and knowledge institutions which identify the competency prognoses for a given area so that targeted training programmes can be developed.

(38) Partners such as associations for social and professional integration, adult education, partners for disabled persons, sectorial funds, schools, other training providers.
The priority clusters and the innovative business networks are also involved in partnerships.

**Publicly subsidised training for unemployed and other vulnerable groups**

Non-profit associations offer training to the most vulnerable, under-qualified and furthest removed from the labour market. They are under the supervision of the Flemish Authority; non-profit organisations receiving public subsidies are also screened for quality by the government. If the organisation does not meet the government's quality standards, the subsidy may be terminated. Non-profit associations have signed agreements with public training and employment organisations. The VDAB works with them in the framework of call for tenders.

In BE-FL, basic education and literacy are provided by basic training centres for adults (Centra voor basiseducatie). These are grouped together into a federation and are subsidised by the Flemish Authority. The VDAB additionally works with public centres for social welfare, social economy and care guidance centres, to respond to specific needs and support requirements for under-qualified jobseekers: they offer care and guidance for the long-term unemployed with serious medical, mental, psychological or psychiatric problems, training for workers in the social economy and training for disabled jobseekers as well. Werkwinkels are reception centres offering some basic training programmes as well as information and assistance to jobseekers. Present throughout Flanders and in Brussels, they work with all training organisations and employment services.

All these actions, as a general rule, pave the way for social insertion of very low-qualified unemployed people to get them prepare to join vocational skills training. However, as in Brussels, some operators also offer skills training programmes (Construction, Horeca sector, personal care, ICT programmes, etc.).

**2.2.2. Governance and funding**

All matters related to education, training and employment are of the competence of the Flemish Government. There is one exception: Brussels’ authorities are in charge of employment measures for Dutch-speaking Brussels’ citizens.

In Flanders, VET is spread through different policy domains that all have their own minister. The most important are the policy domain of education and training (covering the formal education system, including initial VET) and the policy domain of work and social economy (covering VET for job seekers and workers, as well as entrepreneurial training). Others policy domains play a role in VET but are politically less important (39).

On the policy domain of education and training, the minister is supported by the department for education and training and two agencies that implement policies and are in contact with the citizens and schools – the agency for education services (AGODI) and the

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(39) ‘Agriculture and fisheries’ for training in agriculture and ‘Culture, youth and media’ for socio-cultural adult work.
agency for higher education, adult education, qualifications and study grants (AHOVOKS). The Flemish Education Council (VLOR) is a strategic advisory council for education and training policies. It provides advices, practical implementation support to new educational initiatives of the Government, functions as a knowledge centre for education and conducts analysis on topics such as education.

On the policy domain of work and social economy, the minister is supported by the department for work and social economy and two agencies that implement policies and are in contact with learners and job seekers (VDAB and Syntra Vlaanderen). The Flemish Economic Social Consultative Committee (VESOC) and the Social and Economic Council of Flanders (SERV) are advisory bodies. SERV is the advisory board on work, economy, energy and (vocational) education and training. It is in charge of organising the secretariat of VESOC which is an ongoing forum for policy debate between social partners and the government and meets twice a month. Those meetings can result in official agreements.

The coordination between the two policy domains is organised not only at the level of the Government but also via the administration. The Joint Policy Council is a decision body composed of relevant ministers of Work and Education and the Management committee for Education, Training and Work. This committee is composed of leading civil servants from both domains. It coordinates policies regarding qualification and the development of competences. It also provides ministers of education and work with advice on matters concerning both fields.

There are no more differences in funding between the schools. A part of the operational resources education budget is first of all used to fund the objective differences between the schools; a further share is allocated based on the pupils’ social characteristics, as in the case of BE-FR with the principle of positive discrimination of schools in deprived areas. Centres for adult education are fully financed by the Flemish Ministry of Education and Training on the basis of teaching hours. The students’ registration fees are the only operational budget for the adult education centres. University colleges are fully subsidised by the Flemish Ministry of Education and Training. They make entirely autonomous decisions on how to spend their funding (wages, infrastructure). The budget is based on the principle of input and output financing.

The Flemish Agency for Entrepreneurial Training, Syntra Vlaanderen has his headquarters in Brussels and administration offices in the Flemish provinces. Training is provided by five independent SYNTRA training centres that are recognised, subsidised and monitored by Syntra Vlaanderen. The SYNTRA training centres receive a limited budget for apprenticeship programmes which are mainly used to pay the instructors’ salaries. Additional funds are allocated based on the number of apprentices taking exams and following recognised courses; an extra budget is allocated for refresher courses (small classes for vocational training, Dutch language support, support for learning problems, etc.). For entrepreneurial and additional training, funding is allocated on the basis 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 totality of the course hours.
The VDAB oversees public vocational adult training in BE-FL as well as employment in Flanders. It became an external autonomous agency (EVA) in 2004 and currently 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.

2.2.3. Teachers and trainers

2.2.3.1. Teachers

The teachers’ educational background varies, depending on the educational level at which they are teaching, the studies specificities and the nature of the training goals. The initial training of teachers includes several training courses which lead to various titles. There are thus different types of teachers such as teachers of the general courses of lower and upper secondary education (respectively, teachers will thus possess a bachelor or a master degree), technical courses and professional practice courses teachers.

As a result of the recent reform of the teacher training system (March 2018)\(^{(40)}\), the ways to qualify as a teacher will be expanded in September 2019. Starting from the 2019-20 academic year, anyone wishing to become a teacher will have to follow the training programme at a university college or university. It will no longer be possible to obtain teacher training through formal adult education. The associate, bachelor and master programmes will be organised in such a way that students transferring from other programmes or backgrounds will be able to complete their training there. This will remain possible at locations where teachers are currently trained at the Centra voor Volwassenenonderwijs (Centres for Adult Education). For experts from the professional sector (e.g.: bakers, carpenters) who have a minimum of three years of professional experience, there will be an educational associate degree programme at university colleges. This process will start on the basis of their professional experience and will lead to a post-secondary associate diploma (short cycle degree). Those who already hold a diploma and have built up a professional career, will have access to shorter bachelor and master programmes enabling them to obtain a teaching diploma in just one year. These training programmes will replace the present specific teacher training programmes, which will no longer be offered starting from 2019-20.

The professional bachelor programmes for training as a teacher in preschool, primary school and middle school will continue to exist at the university colleges. Just like the new educational graduate and master programmes, these are focused on a substantial reinforcement of skills: a greater emphasis is given to class management, urban context, language skills, multilingual skills and diversity.

2.2.3.2. Trainers and mentors

In the context of dual learning, SYNTRA Vlaanderen (the Flemish Agency for Entrepreneurship) started a project with several partners on mentor training. These partners receive funding for the development of a mentor training programme, which can be used and implemented in several sectors and/or companies. There is no legislative obligation for using these programmes, but they will be offered to strengthen the quality of the dual training systems in Flanders.
2.3. VET in the education and training system in BE-FR

The following schematic presents the educational and training systems in the French Community. Each programme is further explained in the current chapter.

Figure 9. VET in BE-FR’s education and training system
### 2.3.1. Government regulated VET in BE-FR

<table>
<thead>
<tr>
<th>VET-programmes</th>
<th>Qualification(s) obtained</th>
<th>ISCED ((^4))</th>
<th>Organised/provided by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational qualifying secondary education: from the 3(^{rd}) to the 6(^{th}) year of secondary education</td>
<td>6(^{th}) year Qualification certificate (CQ6)</td>
<td>3</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>Technical qualifying secondary education: from the 3(^{rd}) to the 6(^{th}) year of secondary education</td>
<td>6(^{th}) year Qualification certificate Certificate of upper secondary education (CESS)</td>
<td>3</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>Dual system: part-time vocational education for 15-25 year-olds (available in vocational and technical secondary programmes from the 5(^{th}) year of secondary education)</td>
<td>6(^{th}) year qualification certificate (CQ6)</td>
<td>3</td>
<td>Centres for Dual Education and Training (CEFA)</td>
</tr>
<tr>
<td>Dual system: apprenticeship (15-25 year olds)</td>
<td>Apprenticeship certificate (CQ6/CQ7) Sector recognition</td>
<td>3</td>
<td>SFPME/EFP (Brussels) ((^4)) and IFAPME (Wallonia) ((^4))</td>
</tr>
<tr>
<td>Vocational qualifying post-secondary education: 7(^{th}) secondary school-year (follow-up one-year programme)</td>
<td>7(^{th}) year Qualification certificate (CQ7) and/or Certificate of upper secondary education (CESS) ((^4))</td>
<td>4</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>Technical qualifying post-secondary education, 7(^{th}) secondary school year (one more school year, follow-up programme)</td>
<td>7(^{th}) year qualification certificate (CQ7)</td>
<td>4</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>Vocational qualifying post-secondary education: nursing programme (3 years)</td>
<td>CESS Hospital nursing licence Hospital nursing licence – mental health and psychiatry orientation</td>
<td>4</td>
<td>Post-secondary non-tertiary Education Schools</td>
</tr>
<tr>
<td><strong>Adult Education System</strong> Primary, secondary and post-secondary level (only follow-up programmes)</td>
<td>Adult education qualification certificates (CQ6 + CQ7), adult education Certificate of upper secondary education (CESS)</td>
<td>1 to 4</td>
<td>Adult Education Schools Promotion sociale</td>
</tr>
<tr>
<td>Specific teacher training programme</td>
<td>Teaching Certificate (CAP) Higher Education teaching certificate (CAPAES) See corresponding here under</td>
<td>6</td>
<td>Adult Education Schools</td>
</tr>
<tr>
<td>Professional bachelor and dual bachelors and dual masters</td>
<td></td>
<td>5 to 7</td>
<td>Adult Education Schools</td>
</tr>
<tr>
<td>Professional bachelor</td>
<td>Professional bachelor degree</td>
<td>6</td>
<td>Adult Education Schools Colleges of Arts and Colleges (Hautes Écoles)</td>
</tr>
<tr>
<td>Dual bachelor programmes</td>
<td>Bachelor degree</td>
<td>6</td>
<td>Colleges (Hautes Écoles)</td>
</tr>
<tr>
<td>Bachelor specialisation (one-year programme)</td>
<td>Bachelor specialisation degree</td>
<td>6</td>
<td>Adult Education Schools and Colleges (Hautes Écoles)</td>
</tr>
</tbody>
</table>

\(^{4}\) The ISCEDs have been determined for education; vocational training was not included in the work. “Estimates” are therefore involved here.

\(^{4}\) The Service de la formation des petites et moyennes entreprise; Espace Formation des PME (SMEs).

The training service for small and medium-sized enterprises in Brussels (French-speaking).


\(^{4}\) This also applies to stream 4 of specialised education. Stream 3 also involves qualifying education organised in three phases. At the end of the 3\(^{rd}\) phase, the student obtains a qualification certificate in an occupation.
### Dual master programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>Degree</th>
<th>Duration</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational programmes focused on labour market: jobseekers, workers</td>
<td>Certificate of skills acquired in training (CECAF) Certificate of acquired specific training (CAFS)</td>
<td>3 to 5</td>
<td>Bruxelles Formation (45) (Brussels French-speaking) and le FOREM (46) (Wallonia)</td>
</tr>
<tr>
<td>Entrepreneurial training, leading and coordination training</td>
<td>Business Training Diploma Management Diploma Coordination and Supervision Training Diploma</td>
<td>4 to 5</td>
<td>SFPME/EFP (Brussels French-speaking) IFAPME (Wallonia)</td>
</tr>
<tr>
<td>Validation / recognition of prior learning (47)</td>
<td>Skills credentials</td>
<td>---</td>
<td>Accredited centres</td>
</tr>
</tbody>
</table>

**Source:** Author.

### 2.3.1.1. VET programmes at secondary level

Secondary education lasts over six years and is offered to learners aged 12-18. It is divided into three degrees, each lasting two years. The achievement of each degree gives access to the next level. At the end of the first degree, however, students have the choice between two streams. They can either remain in the general education (nationally referred to as transition education), which comprises the general, technical and artistic forms and is intended for learners wishing to continue their studies in higher education or enter the labour market directly with their CESS (Certificat de l’enseignement secondaire supérieur, Certificate of upper secondary education); or switch to the vocational stream (nationally referred to as qualification education) preparing them to enter the labour market with specific skills. This stream also comprises three forms: artistic, technical and professional (these last two can be organised in a dual learning system). The vocational stream is accessible to learners aged 14; part-time vocational education is accessible to learners aged 15, having completed the first degree of education (and thus met the full-time education requirement) or aged 16 without conditions.

Within vocational education, learners have to choose a study orientation determined by the ‘grouped basic option’ (option de base groupée, OBG). A significant part of the week is devoted to specific learning, periods are also reserved for enhancement of general skills. Students can choose between ten sectors of activity (agronomy, industry, construction, care services, hotels and food service, clothing and textiles, economics, applied sciences, applied and fine arts). Some options are, however, only organised in the dual learning system. At the end of their programme, students obtain a qualification certificate (CQ) and a CESS with the exception of the vocational qualification programme where a seventh year is necessary to obtain the CESS (see further for more detail).

The dual learning system is offered either by schools or through apprenticeships which are provided at the regional level by training operators for small and medium enterprises.

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(45) The Brussels Institut for Vocational Training - Institut Bruxellois pour la Formation professionnelle (IBFFP).
(47) Validation/recognition of prior learning give access to some programmes or allow a learner to be excused from a part of a learning programme which is why it is presented in this table.
(IFAPME/SFPME) and are thus not organised by the education system (see Annex Table 10 for number of students enrolled).

**Technical and artistic qualifying programmes**

Full-time technical qualifying education combines courses in technical theory and practical lessons to prepare the students for a professional career and/or advanced technical education. The technical qualifying education is organised as of the 3rd year of secondary education and lasts at least four years (distributed over the second and third degrees). They are accessible to young people from 14 to 18 years of age. At the end of the sixth year, an upper-secondary leaver’s certificate (CESS) is issued to the students who have successfully finished the last two years of study. A qualification certificate (CQ6) is also issued to the students who have successfully taken the qualification tests related to the OBG. These certificates provide access to further studies and/or employment. A 7th year is also organised, at the end of which the student can obtain a qualification certificate (CQ7) or certificate of complementary skills.

In the 2nd degree, the number of periods reserved for learnings specific to the basic option is from 14 to 18 periods (out of a total of 30 to 36). In the 3rd degree, the number of periods increases (16-18 out of a total of 34 to 36) (48).

**Vocational qualifying programmes**

Full-time vocational secondary education programmes are more focused on practice and intended for immediate employment. Vocational qualifying education is organised from the 3rd year of secondary education and lasts at least four years (distributed over the second and third degrees). They are accessible to young people from 14 to 18 years of age. At the end of the 6th year, a qualification certificate (CQ6) is issued to students who have successfully taken the tests related to the qualification certificate, which provides access to employment. Furthermore, two types of 7th vocational years can be organised. The ‘7PB’ type (49) allows the CESS to be obtained, giving access to higher education, and also leads to a CQ (CQ7). On the other hand, the ‘7PC’ type only allows the CESS to be obtained. In the case of the childcare VET programme, obtaining the CESS is mandatory and thus students must attend a 7th year to access the labour market.

In the 2nd degree, the time reserved for learnings specific to the basic option is from 16 to 20 periods (out of a total of 31 to 36) and 18 to 22 (out of a total of 34 to 36) in the 3rd degree (50).

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(49) 7PB refers to the “7th year of vocational type B education” and 7PC refers to the type C (nationaly reffered to 7e professionnelle de type B or C).

(50) Ibidem
Dual programmes for young people

Dual training is provided within two different systems: part-time vocational education provided by the centres for dual education and training (Centres d’éducation et de formation en alternance, CEFA) and learning provided by the training operators for SME at the regional level (IFAPME in Wallonia and SFPME/EFP in Brussels).

These two programmes are accessible to students from 15 years of age provided that they have regularly attended two years of secondary education and from 16 years of age (still subjected to part-time schooling obligation) and learners that turned 18 in the calendar year. In addition, special access conditions apply for some training options provided by the IFAPME (admission test specific to the training: occupations of general-purpose automobile mechanic, electrical installer, heavy equipment mechanic, etc.) (51).

In 2008, governments of the French Community, Wallonia and the French Community Commission agreed on the necessity of a joint reform of the dual system in BE-FR. The objective of this reform which is in effect since 2015, was to simplify, harmonise and facilitate the mobility of trainees. It has led to the creation of the French-language Office for Dual Training (Office francophone pour la formation en alternance, OFFA) and the adoption of a dual training contract common to the two systems. This contract ensures equal treatment of all apprentices, regardless of the training operator (in terms of rights and obligations, salaries, etc.). This has been supplemented by reforms at the federal level on the joint status of apprentices and the precise definition of an apprenticeship. In general, the dual training contract lasts three years. It is accompanied by a training plan that includes information on the content, the programme and the objectives related to the skills to be acquired. Three qualification levels are provided (A, B and C). They aim to reflect the progress of the apprentice throughout his/her training. The students involved in dual training receive compensation from the business in which they are trained. The amount is progressive, taking into account the level of qualification achieved.

The OFFA is thus responsible for overseeing dual training in French-speaking Belgium. It oversees implementation of the dual training contract and deals in particular with approval of the businesses. Financial incentives are paid by the regions.

In addition, the position of sectoral coach (sectoral representative) has been created in Wallonia to strengthen the role and the responsibility of the professional sectors (in particular the sectoral funds) in the area of dual training. The objective was also to ensure the quality of supervision of young people during their in-company training. These coaches are employed by sectoral funds and work in collaboration with the mentors, who continue to play a central role as first contacts with the contracting parties and those responsible for training the young people. These coaches can be 50% co-financed (max. EUR 30 000 for full-time), with the professional sectors having to provide at least 50%. The missions of the sectoral coaches can be summarised in three points:

(51) In accordance with the Decrees of the Walloon Government of 11 May 2017 setting specific conditions and special conditions on the age for access to training in certain vocations in ongoing training for small and medium-sized businesses.
to examine the requests for approval of the businesses by an onsite visit and issue a recommendation;

to advise the businesses in the sector and support the tutors;

to support and inform the operator and promote dual training among businesses with the aim of encouraging them to host students (52).

A mentor (‘referent’, ‘accompagnateur’, ‘délégué à la tutelle’ or ‘conseiller en formation’ in French) is assigned to each student. His/her main role is to guide the student and to act as an interface between the employer and the student. A tutor is also designated within the business. The tutor’s mission is to ensure that the apprentice’s training proceeds properly according to his/her training plan, and in particular that he/she acquires the professional skills necessary for practising the intended occupation.

Despite these reforms, these two types of programmes have several differences, especially in the areas of certification, crossovers, occupations covered, programmes and status of the teaching personnel.

(a) Dual programmes organised by schools

For two days a week, for a total of 15 hours, the students follow a programme at school. The remaining three days are devoted to the business apprenticeship. Students choose a grouped basic option (as in full-time education) and are monitored by a guide (in CEFA), a tutor (in the business), trained by teachers and paid according to the scale set in the framework of the dual training contract.

Except in the options organised specifically and solely as dual training, dual education provides the same certificates as full-time education (CESS, CQ6 or CQ7). It is also possible for students to gain access to a 7th year of technical or vocational qualification education for access to a specialisation. The options organised specifically and solely as dual training allow a specific qualification certificate or an attestation of professional competence to be obtained.

(b) Apprenticeship

Apprentices are trained in a company for four days, and receive general, technical, theoretical and practical courses in training centres.

In French-speaking Belgium, two regional organisations offer training in the area of apprenticeship:

- IFAPME(53) network in Wallonia;
- SFPME/EFP(54) in Brussels.

(53) IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises (Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia).
(54) SFMPE: Service Formation PME (The training service for small and medium-sized entreprises, in Brussels) EFP: Espace Formation des Petites et Moyennes entreprises, the training centre in Brussels for SME’s.
These organisations are the responsibility of the Ministry of Employment and Vocational Training in Brussels and the Ministry of Employment and Vocational Training in Wallonia.

Box 1. Regional training centres: IFAPME and SFPME

The IFAPME is a public welfare organisation equipped with a management committee composed of a president and a vice-president, but also representatives of the organisations representing workers, representatives of the interprofessional organisations of employers or the self-employed, and representatives of the organisations representing employers or the self-employed in an area of business. The administration collaborates with the various IFAPME Centres which, having some autonomy, are non-profit organisations distributed throughout the Walloon territory. In this framework, bilateral agreements have been signed aiming to enhance the contractual basis of the relations between the Institute and the Training Centres, so that a genuine ‘contractual waterfall’ exists for the missions financed by the Region and the Institute. The latter thus undertakes to state the sub-regional objectives for each of the Centres and sees that the agreements include all the new issues related to implementation of the dual training reform and the Jobs and Training Compact.

SFPME is a service incorporated into the administration of the French Community Commission in charge of vocational training of French-speaking residents of Brussels. It handles guidance of apprentices and trainees during their training, ensuring that traineeship agreements and dual training contracts are properly carried out in the companies; it is also responsible for developing training standards and teaching tools, managing the EFP training centre and approval of the training businesses. The training centre (EFP) is a non-profit organisation that is responsible for organising training. Generally speaking, the training centres all work with sectoral and professional representatives to stay in contact with the world of the self-employed and businesses.

A decrease in enrolment of the youngest apprentices (15-18) has been observed over the course of the past eight years. Several factors explain this phenomenon. The orientation toward dual education is not in fact spontaneous; first of all, there is a desire of parents to keep young people in the traditional educational system for as long as possible, given the unflattering image of the manual and technical occupations, but it is also due to an underdeveloped dual training culture in French-speaking Belgium. Depending on the occupations, the number of places in businesses can also be limited. However, since 2015-16, and even more in 2016-17, the IFAPME has recorded an increase in the number of apprentices enrolled (approximately by 20%) (see Annex Table 21).

Since 2015, students can enter the system without a dual training contract with an employer (this was already the rule in the educational system before the reform). However, they must take courses and are supported in their search for businesses, or their reorientation if there is a shortage of businesses in the sector chosen or for other reasons.

There are examinations on general and vocational theoretical knowledge at the end of each academic year. The vocational accomplishments are continuously evaluated during the apprenticeship, and a practical test before a jury of professionals is organised at the end of the programme.
At the end of his/her training, an apprentice who successfully passes all the examinations obtains an apprenticeship certificate approved by the French Community. This certificate meets the requirements of the law on professional access in the case of a regulated profession and gives access to ‘entrepreneur’ training and to coordination and leadership training. It also provides sectoral recognition.

In some occupations, the apprenticeship certificate is considered equivalent to the certifications of qualifying education (CQ6 + CQ7) and allows direct access to the 7th year of vocational education. In this way a transition from dual training to higher education is possible (higher education is also accessible via adult education or the juries of the French Community).

VET for SEN learners
Special education is organised at the pre-primary, primary and secondary levels. It is aimed at students who have learning difficulties, behavioural problems, a physical or mental handicap, or difficulties in following regular education. The student progresses as in regular education thanks to educational support allowing customised education. Secondary special education is organised in four different streams so as to take into account the personal plan of each student:

1) Social adaptation education
2) Social and vocational adaptation education
3) Vocational education and general education
4) Technical, artistic or vocational

Some students can take dual training as of 15/16 years of age (training in an educational institution accompanied by a work placement) and obtain special certificates. Special education allows different types of qualification certificates to be obtained, allowing social and vocational integration. In stream 3, specific qualification certificates are awarded in various occupations (construction or hotels and food service, for example). Stream 4 awards the same certificates and diplomas as regular secondary education.

2.3.1.2. VET programmes at post-secondary level

Vocational and technical follow-up programmes
These programmes are offered in the 7th year of secondary technical and vocational qualification education. Different forms can be identified; some allow specialisation and are mandatory to obtain a qualification certificate, others allow a specialisation but are optional, and others are accessible only to students who have taken a particular option in the third degree. These programmes, lasting a year, allow specialisation in an occupation (which leads to obtaining a CQ7 qualification certificate) and, with regard to vocational education, a CESS. The 7th year of vocational and technical education can also be organised as dual training (two days at school, three days in a company).
Complementary degree in nursing

This programme is mainly intended for graduates of VET programmes in the qualifying education (55). The Certificate of upper secondary education is thus not a mandatory condition for entrance; however, students who did not yet hold it, obtain it at the end of the first year. It is also accessible to those who hold certain adult education certifications.

These fulltime studies are organised in the 4th degree, complementary to vocational secondary education, and offer two orientations: hospital nurse – general care, and hospital nurse - mental health and psychiatry. Clinical education occupies here a predominant place, and this training is therefore composed of at least half traineeships (organised as of the 1st year of studies). It requires three years of studies followed by one additional year equivalent to 18 weeks of training. Consequently, this programme is located at an ISCED 4 level (complementary secondary education).

These studies lead to obtaining the hospital nursing licence or the hospital nursing licence - mental health and psychiatry orientation (level 4 ISCED).

2.3.1.3. VET programmes at tertiary level

Professional bachelor programmes

Professional higher education is provided in the form of bachelor curricula with a professional orientation. These programmes are provided in the 19 University Colleges (Hautes Écoles) and 8 Colleges of Arts (Écoles supérieures des Arts) of Brussels and Wallonia. They last from three to four years (180 to 240 credits). Further specialisation (representing 60 credits) after the completion of an initial bachelor is also organised (such as in nursing studies, etc.).

A person graduating with a professional bachelor is as a rule trained to enter the job market immediately, but there are also bridging programmes (lasting one year and representing a maximum of 60 ECTS/credits) allowing access to Master programmes. In general, these programmes include a traineeship to be carried out in a business (the length of the traineeship depends on the programme).

Dual bachelor and master programmes

Dual higher education is a type of education in which the skills necessary to obtain a degree issued by a higher education establishment are acquired partially in a company (40-60%) and partially in the institution (40-60%). The term ‘company’ includes the non-profit sector as well as public services. The dual training can be organised in Bachelor and Master programmes. This involves both the University Colleges (Hautes Écoles) and, since the 2016-17 academic year, the Universities (Master programmes only). A tripartite dual training contract is signed between the student, the higher education institution and the company. It specifies the skills to be acquired, the name of the tutor and the responsibilities of the

(55) VET is nationally called qualification education.
different parties. The degrees awarded are at the same level and of equal value as those awarded in the framework of courses organised fulltime and in adult higher education.

At present, a dual Bachelor in mechatronics and robotics is organised in the University Colleges (\textit{Hautes Écoles}), along with seven Master programmes (120 credits) in specific fields (Master in electromechanical maintenance, Master Business Analyst, for example). To access these Masters, students must already hold a particular Bachelor degree, the nature of which varies depending on the Master. Two dual Master programmes are offered at University (Master in labour studies and Master in computer sciences) \(^{(56)}\).

\textbf{2.3.1.4. Adult education programmes at primary, secondary, post-secondary and tertiary levels}

All students can obtain a degree or certificates for primary education, secondary education, special qualifications for teachers \(^{(57)}\), and higher education qualifications, including professional Bachelors and Masters for certain professions, through adult education. Adult education works in close collaboration with all the EFP operators, both public and private. Adult education inherently includes three levels of education:

(a) primary education,

(b) secondary education and

(c) higher education.

Anyone who is no longer subject to compulsory education (18 years of age) can be admitted unconditionally to adult education. In some cases, learners of 15 years of age may also access adult education courses (learners who are no longer subject to full-time compulsory education – as of 15 years of age if the first two secondary years have been completed, or as of 16 years of age unconditionally). Additionally, these underage learners must be enrolled in an establishment meeting compulsory education requirements. Minors usually take specific modules to complete their schooling. There are no admission fees for young people under the age of 18, job seekers, persons with a disability and other recipients of social assistance.

Adult education is organised in a coherent system of training credits. Any training unit can be combined with other units to obtain a complete set of skills for a profession, a vocational qualification or a study diploma. It offers training modules ranging from the literacy level to the short or long tertiary level (in some programmes only \(^{(58)}\). Unlike higher education, adult higher education does not award bachelor degrees to students under the age of 23.


\(^{(57)}\) Teaching certificate (\textit{Certificat d'aptitude pédagogique}, CAP). Higher education teaching certificate (\textit{Certificat d'aptitude pédagogique pour l'enseignement supérieur}, CAPAES) in BE-FR.

\(^{(58)}\) E.g. Master in Chemistry, Electronics, Electromechanics and Urban Development.
At the advanced level, adult education offers ISCED 5 level certifications that are specific to it: higher education diplomas (Brevets d’enseignement supérieur, BES) and teaching certificates (CAP and CAPAES).

A very clear erosion of the figures of the population of social advancement education (Enseignement de Promotion Sociale - EPS) is observed since the academic year 2016-17 (Annex Tables 9 & 11). It appears that there are multiple reasons for population fluctuations.

A more detailed analysis indicates that the ‘average’ data only partially reflect the real situation of the establishments. The amplitude of the variations observed is such that it requires an individual analysis of the situations encountered by the institutions. A methodology for analyzing these situations is being developed. However, some explanations can be advanced to explain this decrease of students:

(a) the economic situation of certain regions which are doing better and whose training needs are less important the organisation of training modules in intensive mode tends to decrease;

(b) the gradual disappearance of our training in the industrial and technical fields, particularly because of the cost of opening such sections;

(c) the image deficit of our teaching to the potential audience;

(d) the competition increasingly exacerbated by other training operators;

(e) the relationship to the time of learners that has changed dramatically in recent years: our long training, our schedules rather restrictive no longer correspond to the demands of employers and students who prefer short courses, targeted with less face-to-face. E-learning, inverted classes should be favored in the future.

2.3.1.5. Adult learning programmes organised at the regional level

Public employment and training services for workers and job seekers

Vocational training for job seekers and workers is managed at the regional level by le Forem (in Wallonia) (59) and Bruxelles Formation (in Brussels). These organisations are public agencies managed by a Management Committee composed of regional representatives of the social partners and a commissioner from the government. Each organisation works within the framework of a management agreement defining its missions, objectives, resources and monitoring tools. They are financed by the regional government by means of annual allocations (mainly the Walloon government and the French Community Commission in Brussels) and the European Social Fund (for some programmes intended for specific target groups). In addition, they receive remuneration for the paid training of workers (employers and sectoral funds). The Forem deals with issues of employment and vocational training under the supervision of the Walloon Ministry of Employment and Training. Bruxelles Formation falls under the authority of the Ministry in charge of this matter within the French Community Commission. Employment in Brussels is organised by the Brussels public

(59) See Annex Table 16 for apprentices numbers enrolled at le Forem between 2015 and 2017.
employment service Actiris, a bilingual body under the supervision of the Ministry of Employment.

These two operators offer pre-qualifying training (ISCED levels 3-5), short programmes, special programmes and complementary support training (computer skills, languages, social skills, literacy, determination, basic vocational programmes) for job seekers in their own centres or in collaboration with partners. Training is offered for various occupations, grouped into several sectors with some local differences. They are all closely involved in the process of development and implementation of qualification and certification (see Section 3.4). Employees can also take short training courses there (enhancement of social, linguistic and digital skills in particular, but also short training courses related to their occupations). Special activities are also conducted for certain target public: NEETs, disabled persons or (former) prisoners.

To successfully carry out their missions and diversify the training/occupational integration programmes, the operators cooperate with public and private bodies for certain tasks for which other organisations could have greater expertise. To ensure proper quality of these external services, agreements are set up with the partners and monitoring mechanisms are established.

In Wallonia, a training scheme has been introduced to better integrate job seekers into employment through dual training (Dual Training of Job Seekers, *Formation alternée des demandeurs d’emploi*). This programme offers practical training within a company and theoretical courses in a centre of the Forem, IFAPME or a Competence Centre. The length of the training varies from 3 to 12 months.

The skills validation system (see Chapter 3), for which the operator is the Skills Validation Consortium (*Consortium de validation des compétences, CVDC*), is also considered a form of vocational training. In accordance with the Riga Conclusions, this system facilitate the access to vocational training and professional qualifications credentials through the recognition of non-formal and informal learning (60).

**Entrepreneurial training, leading and coordinating training or apprenticeship training**

Entrepreneurial training is a dual training programme for adults, the duration of which varies between one and three years. It is available in several specialisations (commercial agent, estate agent, accountant, financial advisor, etc.). The degree from the entrepreneurship training in accounting ('bachelor crossover') opens up pathways to university higher education. As is the case for apprentices, the training is offered by the regional bodies IFAPME and SFPME/EFP (61). This training is addressed to those who wish to create their own business as well as their employees. It can take the form of conclusion of a traineeship agreement of 28 to 38 hours per week that includes three or four days/week of in-company training and one or two days devoted to theoretical courses, courses in

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(60) See http://www.cvdc.be/propos for more information on the skills validation system.

(61) See Tables 20 and 21 for SFPME and IFAPME students numbers.
professional practices, and management courses. The courses are open under conditions to participants over 18 years of age who have completed the compulsory education requirement. For some professions the access conditions are stricter, for example by requiring the CESS, as for estate agents or accountants. The student receives a monthly allocation and is fully subject (as of 19 years of age) to social security.

There are examinations on theoretical knowledge at the end of each academic year. Practical knowledge is evaluated before a jury of professionals at the end of the preparatory year and at the end of the training. A tutor and a mentor are assigned to the student.

At the end of their training, the students receive an ‘entrepreneur’ degree and, in most cases, a management certificate. These degrees meet the requirements of the access law in the case of a regulated profession, and allow the student to become self-employed.

Coordination and leadership training allows the technical skills specific to an occupation to be acquired. Lasting one year on average, it is also preparation for holding a salaried position in supervision, as a management assistant or in project coordination in a business. It includes one day of training in a centre and four days in a business. The programme does not offer management courses, so it is not preparation for becoming self-employed (example: mason – worksite supervision technician, head bartender). A student who passes the tests at the end of training obtains a Coordination and Leadership Training Certificate. The other conditions are the same as for the entrepreneurship training (traineeship agreement, supervision, social security and access).

The IFAPME and EFP centres also offer short training courses for workers. For example, the IFAPME makes it possible for anyone wishing to create a business activity to obtain a certificate of basic management knowledge via Accelerated Management Training (Formation Accélérée en Gestion, FAG), over a period of three to four months. This training is accessible to those over 18 years of age under conditions (possession of an IFAPME apprenticeship certificate, among other certificates, allows access). At the end of it, after a series of evaluations, the apprentice obtains a Certificate of Basic Management Knowledge, a certificate recognised for practising a commercial or artisanal activity in Belgium.

Publicly subsidised training for unemployed and other vulnerable groups

The non-profit associations are often grouped together (in the form of a federation) and deal with training of the most vulnerable target groups, inadequately qualified and estranged from the job market. They are approved by the Region in which they provide their services, and have signed agreements with public organisations for training and employment.

Socio-professional Integration Centres (Centres d’insertion socioprofessionnelle, CISP) in Wallonia and Socio-professional Integration Organisations (Organismes d’insertion socioprofessionnelle, OISP) in Brussels offer practical training in a business or in workshops (literacy programmes, basic training, pre-qualifying training, workplace training and training for disabled job seekers). Furthermore, local missions and regional employment missions (Missions régionales pour l’emploi, or MIRE) are centres for reception, orientation, and
determination that work with all the local training operators and the Regional Employment Office.

All these activities, as a rule, facilitate social integration for low-skilled job seekers to prepare them to enter vocational training. However, as in Brussels, some operators also offer vocational training programmes (construction, hotel and restaurant sector, care services, ICT, etc.).

2.3.2. Governance and funding

2.3.2.1. General features

As presented in Section 1.1, three levels of authority are involved in governing and financing the EFP in French-speaking Belgium, and have exclusive competence: the French Community, the Walloon Region and the COCOF (62) (in the Brussels Region). However, the Brussels Region can act in the context of support in matters affecting employment (in particular for dual training).

Within each federated entity, policy orientation is the responsibility of the Ministers in charge of Education or Training. They decide on the allocation of public resources and the organisation through legislation. At the beginning of the legislative session, each government draws up a declaration of governmental policy, a working plan, and objectives to be achieved for the duration of the legislature. Each minister collaborates with an administration (63) to manage the competences for which it is responsible. With regard to vocational education, the French Community has three ministers responsible (Minister of Compulsory Education, Minister of Higher Education, Minister of Adult Education). Moreover, vocational training depends on one or two ministers (mandates may be held concurrently) in both Brussels and Wallonia.

The administrations operationalise the education or training offer, determine the programmes, implement the profiles specified in the French-speaking Service for Jobs and Qualifications (Service francophone des métiers et qualifications, SFMQ), specify the admission conditions, etc., in collaboration with the operators. The functioning thus differs depending on the level of authority concerned (French Community, Wallonia or Brussels) or the administration concerned. Five administrations are directly involved with education and training: the general educational administration and the administrations of the four training operators (Bruxelles Formation, the Forem, the IFAPME and SFPME).

In order to consolidate the structures of the EFP and articulate policies to guarantee consistency of the system, coordinating structures have been set up.

These are the result of formal inter-ministerial agreements and have a legal personality with a number of competences. Examples are the French-speaking Service for Jobs and

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(62) French Community Commission.
(63) Some administrations report directly to a minister, while others are public welfare organisations that report to a management committee.
Qualifications (*Service francophone des métiers et qualifications*, SFMQ), the Skills Validation Consortium (CVDC), the French-speaking Office for Dual Training (*Office francophone de formation en alternance*, OFFA), the management body for the French-speaking certifications framework, and the European Social Fund agency. Their activities thus cover the two systems (education and training) and the three entities.

Moreover, informal structures (committees, councils, informal meetings and others) have been created to bring together those involved in education and training at several levels (general management level, managers, policy officers) or on a specific topic. As an example, one can cite the Education-Training Coordination Committee (*Comité de Concertation Enseignement-Formation*, CCEF), which has brought together the managing officials of the public agencies for education and training since the end of 2017.

### 2.3.2.2. Government and financing of the educational system

Qualifying education is financed depending on the number of students and the amounts allocated per student, as for general education. The amounts granted to students in technical and vocational education are greater than those granted to students in general education, and differ according to the sector of activities concerned. The French Community (Wallonia-Brussels Federation) bears the overall costs of the schools. It pays the salaries of the teachers and provides operating funds to the subsidised establishments. With regard to adult education, for schools that organise it directly, the French Community grants a subsidy for administration of the establishment and all its management costs. For subsidised establishments, financing is based on the number of students regularly enrolled and the number of training units; the educational aspects are also supervised.

### 2.3.2.3. Government and financing of vocational training

The management and financing of vocational training depend on the regional level and the type of operator (vocational training or small business training). Thus there are four models for management and financing.

In general, vocational training organisations receive regional financing (supplemented by other sources such as the ESF). All are operators and administrators of the training offer but according to different procedures. It can be organised in in-house centres (Bruxelles Formation and the Forem), in approved centres that have the status of a non-profit organisation and a certain degree of autonomy (the centres of the IFAPME, the EFP in Brussels or the Competence Centres for le Forem) or by subsidised partners or private subcontractors selected by means of government contracts.

The IFAPME (Walloon Institute for Dual Training and Training for the Self-Employed and SMEs, *Institut wallon de formation en alternance et des Indépendants et Petites et Moyennes Entreprises*) is composed of a network of training centres and decentralised administrative services where the advisors are located. The IFAPME is in charge of the general organisation, management and teaching methods for apprenticeship and entrepreneurship training in general. Furthermore, it recognises, subsidises and supervises
the training centres. In addition to the government endowment and European financing, the training centres receive additional funds consisting of the registration fees for initial and continuing entrepreneurship training, continuing training for workers and entrepreneurs, and training cheques and creation cheques from the Walloon Region.

The SFPME is a separately managed service with an organisation similar to the IFAPME. Its aim is to govern the activity of the non-profit SME Training Centre (Espace Formation PME, EFP) organisation, which is the training centre for self-employed workers and SMEs in Brussels. It takes charge of all the administrative aspects of the training, the dual training contract and the entrepreneur training contract. The SFPME is governed by the French Community Commission (COCOF) in regards of the courses. The SME Training Centre is organised in 10 areas: the care sector, commerce, the food sector, mobility, management, services, construction and arts, general courses and electronic technology.

The Forem has a decentralised organisation in four territories: Liège-Huy-Verviers, Namur-Walloon Brabant, Luxembourg and Hainaut. Each territory is organised in five directorates aside from the directorate-general: training and skills directorate, support directorate, open services directorate, business service directorate and operator relations directorate. The territories furthermore host the Competence Centres (25 in all) and the Employment and Training Crossroads Centres (Carrefours Emploi Formation, CEFO), with 12 access centres open for information and documentation, and the Employment Centres (Maisons de l’Emploi). Coordination of these arrangements is centralised at the Forem headquarters in Charleroi; operational monitoring is provided at the level of the territories.

The Competence Centres develop an offer of services distributed according to 13 strategic activity areas (Domaines d’activités stratégiques, DAS). They are based on a partnership between the public services and the sectoral social partners (employers and labour unions) in the governing bodies. While training is their primary task, they also participate in the Walloon strategy with a view to promoting occupations and enhancing the employability of the users, both job seekers and workers in continuing training or teachers and students in qualifying education who benefit from state-of-the-art expertise, infrastructures and equipment that are not always available in schools.

Bruxelles Formation is the French-language public service for vocational training in Brussels. It has eight in-house training centres, an information centre and a training centre devoted to e-learning (EPNF). Since its new decree (implemented in 2017), the institution manages the French-language offer of vocational training and validation in the Brussels Region, including that of subsidised private partners.

2.3.3. Teachers and trainers

This section outlines the initial and continuing training of teachers (formal education system) and trainers (training operators). In general, establishments as well as training centres have some autonomy in recruiting and training their teachers and trainers.
2.3.3.1. Teachers

Teacher’s initial training differs according to the age of the students, the level of education, the specific nature of the studies and the nature of the training objectives. Several training programmes lead to various titles such as teachers of general courses in lower secondary education (régents), teachers of general courses in upper secondary education, teachers of technical courses and vocational practice in secondary education, teachers in adult higher education, in a University College (Haute École) or in a College of Arts (École supérieure des Arts). Following the recent reform in titles and positions (aside from higher education), the title of competence to hold a position as a member of staff includes a field and teaching component, and possibly a component of relevant experience or specific competence (attested by a certificate). In some cases, the field and the teaching component are both interwoven into the initial training (a teaching Master, a Bachelor approved for lower secondary education).

In general, the initial training is attested by a degree in higher education obtained, at a University, in a University College (Haute École), or in a College of Arts (École supérieure des Arts). Teachers can be recruited without a teaching certificate. Bearers of a secondary education certificate can teach technical courses and vocational practice courses by validating their professional experience, on condition of obtaining, before being permanently engaged, a teaching certificate (certificat d’aptitude pédagogique, CAP (64)). The CAP can be obtained through adult education (100 to 120 ECTS credits and is usually organised in two years – ISCED 6) or via the jury organised by the French Community. The CAPAES (the teaching certificate suitable for non university higher education) can also be obtained in a University Master programme or in an Adult Education institution.

Continuing training of teachers is organised at the following levels: inter-network for all the organising authorities, at the level of each network or each organising authority and, in some cases, at the level of each establishment. There is a rather complete legal basis for the matter.

2.3.3.2. Trainers

Trainers of the four vocational training operators (IFAPME, Bruxelles Formation, SFPME and the Forem) are in general professionals in the sector in which they give courses. In the dual training area (IFAPME and SFPME), trainers must furthermore always be active professionals.

The prerequisites for trainers are the same throughout all of French-speaking Belgium. They must have either a Bachelor or Master degree, as well as three to five years of professional experience. A certificate of upper secondary studies as well as professional experience in their position or 10 to 12 years of professional experience give access to the

(64) A teaching certificate is required to be permanently appointed to a position of trainer in a technical course or vocational practice, corresponding to the initial degree (upper secondary vocational education, upper secondary technical education, Bachelor/graduate or Master/licence in the speciality taught).
profession. In all cases, the trainer must take initial teacher training (continuing training is also offered).

Furthermore, the IFAPME, Bruxelles Formation and the Forem (recently joined by the SFPME) have created FormaForm, a joint initial and continuing training organisation co-financed by the ESF. FormaForm has revised its initial training programme and transformed it into FormaGo, a multimodal personalised programme lasting five days, including various learning processes and teaching tools (mainly digital). FormaGo is now incorporated into the initial training programme for trainers of the Forem and of Bruxelles Formation.

Continuing training is organised either in-house by the operator or by FormaForm.
2.4. VET in the education and training system in the German-speaking Community (BE-DE)

The following schematic presents the educational and training systems in the German-speaking Community. Each programme is further explained in the current chapter.

Figure 10. VET in BE-DE’s education and training system

**Note:** ECECG-P 2011 and ESF referencing has not yet been done. ECECG-2011 one digit code used in the chart is estimated by the Ministry of Education of the German-speaking Community. Source: Development and Extended Belgium, 2016.
### 2.4.1. Government regulated VET in BE-DE

<table>
<thead>
<tr>
<th>VET-programmes</th>
<th>Qualification(s) obtained</th>
<th>ISCED (65)</th>
<th>Organised/provided by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocational secondary education:</strong></td>
<td>Certificate of 6th year vocational education</td>
<td>3</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>(3rd to 6th year of secondary education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocational secondary education programme for higher education access:</strong></td>
<td>Certificate of upper secondary education, Abitur</td>
<td>3</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>(7th secondary school-year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technical secondary education:</strong></td>
<td>Certificate of upper secondary education, Abitur</td>
<td>3</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>from the (3rd to 6th year of secondary education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary after secondary education, se-n-se, programme for higher education</strong></td>
<td>Qualification Certificate</td>
<td>3</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td>access (7th year for complementary qualification)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apprenticeship (15-29 years old)</strong></td>
<td>Certificate of secondary vocational education</td>
<td>3</td>
<td>IAWM (66)</td>
</tr>
<tr>
<td><strong>Secondary Adult Education:</strong></td>
<td>Formal certificates of secondary education</td>
<td>2 to 5</td>
<td>Adult Education Centres</td>
</tr>
<tr>
<td>to obtain basic and secondary education certificate/diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocational post-secondary educateions: nursing programme (3 years)</strong></td>
<td>Health and Nursing Certificate</td>
<td>4</td>
<td>Secondary Education Schools</td>
</tr>
<tr>
<td><strong>Nursing programme (3 years)</strong></td>
<td>Degree in nursing</td>
<td>4</td>
<td>AHS (67)</td>
</tr>
<tr>
<td><strong>Master craftsperson programme</strong></td>
<td>Master degree</td>
<td>4 to 6</td>
<td>IAWM</td>
</tr>
<tr>
<td><strong>Professional bachelor</strong></td>
<td>Entrepreneur certificate and/or Bachelor degree</td>
<td>6</td>
<td>AHS</td>
</tr>
<tr>
<td><strong>Specific teacher training programme</strong></td>
<td>Certificate of pedagogical aptitude, CAP</td>
<td>---</td>
<td>AHS</td>
</tr>
<tr>
<td><strong>Vocational programmes focused on the labour market: jobseekers, workers</strong></td>
<td>Qualification Certificate</td>
<td>---</td>
<td>ADG (68)</td>
</tr>
<tr>
<td><strong>Entrepreneurial training course, lifelong learning for entrepreneurs and</strong></td>
<td>Qualification Certificate</td>
<td>2 to 4</td>
<td>IAWM</td>
</tr>
<tr>
<td><strong>additional courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Validation / recognition of prior learning</strong></td>
<td>Skills credentials</td>
<td>---</td>
<td>MDG</td>
</tr>
</tbody>
</table>

**Source:** Author.

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(65) ISCED levels are estimated by the Ministry of Education of the German-speaking Community.
(66) Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen. Institute for alternating training and small and medium enterprises in BE-DE.
(67) Autonomous College in BE-DE. Autonome Hochschule in der Deutschsprachigen Gemeinschaft.
(68) Employment and Vocational Training Agency in the German-speaking Community. Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens.
(69) Validation/recognition of prior learning give access to some programmes or allow a learner to be excused from a part of a learning programme which is why it is presented in this table.
2.4.1.1. VET programmes at secondary level

After the first two years of secondary education, learners can choose to continue in general education or VET pathways. They are offered between the ages of 14 and 18. The learners have the choice to follow one of three pathways:

(a) technical secondary education,
(b) vocational secondary education or
(c) apprenticeship as from 15 (or 16) years old.

Technical and vocational secondary education are school-based and last four years (see Annex Table 13 for number of students enrolled in VET at secondary level).

(a) Technical programmes

After completing their sixth year of secondary schooling, students can either start their professional career or continue their education at the university.

(b) Vocational programmes

Students attending the secondary vocational programmes must continue their education with a seventh year to obtain a Certificate of secondary vocational education allowing them to continue their education at the university.

(c) Apprenticeships

Apprenticeship programmes are accessible from age 15 (or 16) until 29 years of age. Since the 1st July 2018, even people older than 29 may sign an apprenticeship contract on the condition that they get a substitute revenue. The apprentice spends four days in a company and one day in a training centre based on the alternance scheme. This programme is organised by the IAWM (Institut für Aus- und Weiterbildung des Mittelstandes) which is responsible for the general organisation, the management and the teaching methods. It manages two training centres (ZAWM), in Eupen and Saint Vith, and works actively together with all of the economic forces in BE-DE. The dual system in BE-DE 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 actually supported by the enterprises themselves and has close ties with the business world. IAWM also works with the employment office to integrate labour market trends into its training provision. This system is particularly popular and successful in BE-DE where it has nearly 10 times the number of apprentices found in the other regions (25% of the secondary technical and vocational students opt for this pathway). It provides the certificate of completion of secondary vocational education at the end of the apprenticeship period as in BE-FL.

(70) Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium sized enterprises.

(71) See Annex Table 23 for the number of students registered in ZAWM centres.
Programmes for high education access

These programmes are 7th year vocational programmes that allow graduate from vocational education to access higher education. If successfully completed, these programmes grant students a Certificate of secondary vocational education.

VET for SEN learners

The Centre for Special Needs Education (Zentrum für Förderpädagogik) is responsible for the SEN education in the German-speaking Community. At secondary level, it offers two education systems: a professional one and a section of social and professional adaptation. The first section is aimed primarily at students with behavioural, attachment or learning disabilities. This schooling is based on five successive years and the pupils are divided into classes of equivalent age. The second section welcomes students who have more specific needs. Most have mild, moderate or severe mental retardation. Others suffer from polyhandicap. A class for people with autism has also been introduced. Young people are grouped according to their educational needs and not their age. Some classes focus on theoretical courses, others on more practical courses (72).

2.4.1.2. VET programmes at post-secondary level

Master craftsperson programmes

The master tradesman training prepares adults for a leading task in the business. Its aim is to achieve the master tradesman’s certificate, thus providing an opportunity for self-employment. As well as imparting specialist knowledge and training in modern technology, the mastery class participants are instructed in the necessary know-how of operational management, corporate organisation and personnel management. It is organised by IAWM.

Access to the mastery classes is reserved to people who already have basic vocational training in the profession or who have demonstrable experience with a definite business project. Participants can only receive this master tradesman certification if they are able to show tangible required minimum awareness in business management, the subject and practical final exam attainment.

The master's qualification includes management training (A courses - one evening / day over the duration of two years) and the relative vocational studies courses (B courses – one evening / day over the duration of two years). A and B courses can be taken separately or concurrently. Please note that both the company management course and the specialist

master’s course are needed to achieve the master’s tradesman’s certificate. The exams in the A and B courses are complemented by a practical exam (exam C) (73).

**Post-secondary nursing programme**

The Autonomous Higher Education Institution (AHS) offers a supplementary vocational secondary education in nursing resulting in a Health and Nursing Certificate. Students are prepared for nursing activities in various fields (surgery, internal medicine, geriatrics, etc.). This programme lasts three and a half years; it particularly focuses on the clinical practical training, which accounts for 50% of the training. The last semester consists mainly of clinical instruction. The participants write a synthesis thesis during the last academic year (74).

2.4.1.3. VET programmes at tertiary level

Due to its size, the German-speaking Community has a small but developing higher education programmes offer. In 2018, four bachelor programmes were available: two academic bachelors provided by the Autonomous Higher Education Institution (AHS) aiming at training teachers for kindergarten or elementary schools) and two professional bachelor programmes (see below). Access to these programmes is possible for students with a Certificate of secondary general, technical or vocational education (Abitur).

Students aiming at studying other bachelor programmes or wanting to progress to a master degree or a specialisation can access the universities in the other Communities or in the neighbouring countries.

**Professional bachelor programmes**

The bachelor degree in Health and Nursing Sciences is completely provided by the AHS. It leads to a bachelor degree (240 ECTS). This programme qualifies the participants to perform nursing activities in the various fields of activity of medicine, to specialize in specialist fields and to obtain the title in leading positions in the care sector and to participate in a master's program at colleges and universities following the bachelor's degree.

There is a dual bachelor programme in the study of financial services and accounting. The programme combines two to three days of work-based learning in an enterprise and lessons in the ZAWM Eupen centre. Access requirements are a Certificate of secondary vocational education and a successful internship in the appropriate field of occupational activity. This training results in an entrepreneur certificate as well as a bachelor degree. Currently, a brand new offer for studies in bachelor in public and business administration (from 2019 on) is planned.

2.4.1.4. Adult education programmes

Through adult education all learners can obtain formal certificates of secondary education (75). Within this system, students follow a curriculum comparable to the one of initial education. BE-DE has 13 recognised and subsidised adult education institutions. They receive funding according to the Decree of 17 November 2008. These institutions can also organise non-formal courses/trainings for all citizens (e.g. art, design, sport, etc.).

Moreover, evening schools (organised by the school networks) provide a range of training programmes for adults (mainly ICT courses, language and housekeeping).

2.4.1.5. Other forms of adult learning

Public employment and training services for workers and job seekers

Specific training for job seekers and workers is organised by public employment and training services (ADG, Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens). The mission of the ADG is to promote employment, to organise vocational training and to offer vocational guidance (see Annex Table 17 for the number of trainings offered). It has four competence centres. ADG provides various activities to jobseekers and workers: skills training, individual training in enterprises, internships and measures for social and occupational integration. Its training centres offer training in secretary/accounting jobs (divided into modules) and in building and cleaning techniques. A training programme will be tailor-made for the learner on the basis of a skill test at the entrance. The ADG creates 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 training sessions are charged to the commissioning employer and are tailor-made.

Publicly subsidised training for unemployed and other vulnerable groups

Diverse subsidised organisations provide training or courses. They collaborate with the ministry of education and/or the employment services. We can highlight the creative studios (that provides cultural or creative crafts), the department for persons with disabilities that organises training in particular for persons with disabilities or OIKOS, an organisation that provides training for people facing social or economic difficulties.

2.4.2. Governance and funding

2.4.2.1. Governance

The German-speaking Community is in charge of education, training and employment and can thus organise its VET policy. However, due to the small size of the Community, BE-DE

(75) See Annex Table 12 for the number of schools and students in adult education VET programmes.
actors are interdependent for financial, personal and strategic resources and rely on partnerships.

2.4.2.2. Funding

In the German-speaking Community VET schools are publicly funded based on the number of learners. The equipment of these schools is partly or fully financed by the public authority. The VET centres for the on-the-job-trainees are partly publicly funded, according to the number of students and the duration (number of training hours) and partly self-funded by fees for trainings (entrepreneurship) and lifelong learning programmes for self-employed / independent workers.

In all private institutions for adult education, learners have to pay registration fees. Their amount depends on the type and volume of training or course and on the trainee’s status. Public adult education institutions are financed as the VET schools by the authorities.

2.4.3. Teachers and trainers

In the German-speaking Community, there is no establishment which organises initial VET teacher training programmes. Courses for obtaining the CAP, the certificate of pedagogical aptitude, are organised by the Autonomous Higher Education Institution (AHS). The number of enrolments for the CAP is limited to 30 per academic year (76).

Similarly to the situation at the VDAB (77), Bruxelles Formation (78) as le Forem (79) or the ADG (80), generally speaking, the trainer must have a higher education degree (long or short) with a professional experience of two to five years, or a Certificate of upper secondary education or entrepreneurship, with five to six years of experience in the profession. Without any certificate, the professional experience required is 10 to 12 years.

The ZAWMs training centres are in part composed of trainers who exercise their duties in an ancillary capacity. This category was created in 2002 to ensure cooperation of active professionals, in particular business leaders. Their remuneration is higher if they hold the CAP. All trainers undergo 36 hours of continuing training per year.

Based on the decree of the Government dated 1st July 2010 on the additional pedagogical training for instructors and foreman put in place by the IAWM, a compulsory course of 36 hours has been organised. Between 1996 and 2014, an average of 42.77 people participated in those pedagogical courses per annum.

New instructors in the companies are required to complete a basic course in occupational and work education.


(77) Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.

(78) Institut bruxellois francophone pour la formation professionnelle – French-speaking Brussels Institute for Vocational Training.


(80) Arbeitsamt der DG – The employment service for the German-speaking Community.
2.5. Other forms of training (all Communities)

2.5.1. Sectorial funds

According to the inter-professional agreements signed by social partners from the private sector, each sectoral joint committee has to sign a collective agreement which guarantees five days of training equivalent to a full-time schedule, per worker per year. This measure replaced in 2017 the agreement that allocated at least 0.5% of the payroll to employment and training of at-risk groups and 1.9% to private sector workers’ training aiming to reach a participation rate in continuous training of 50% (81).

Apart from this agreed contribution, each company needs to allocate funds for the training of its own employees. In the main sectors of the economy, social partners have put in place 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 cooperate closely with public training services and with education via sectorial covenants (accredited training, programmes alternating between 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 providers (public providers of education and training, training centres, communities, regions, non-profit associations) may collaborate at a financial and logistical level. This cooperation may be informal or fall within the remit of agreements established by framework conventions (sector covenants).

2.5.2. Unsubsidised private partners

Unsubsidised private partners are approved private, training centres (most often for languages and information and communication technology – ICT, provisions). They can be active in different Regions or Communities and can collaborate with VET providers, following tender or procurement contract procedures. In some cases, (see Chapter 4), these institutions or/and their learners can be the beneficiaries of training checks as distributed by the PES.

CHAPTER 3.
Shaping VET qualifications

In Belgium, work environment and VET hold a close partnership. Social partners are associated with the stakeholders offering VET qualifications and with organisations drafting skills and competences. Additionally, and more broadly, they work on employment market regulations, via stringently-organised social negotiations, at all levels of decision-making. Social partners are present in all management committees of employment and training services at regional level. Moreover, education and training for business leaders is organised in close collaboration with professional associations and key sectors of employment.

Within the framework of the Lisbon Strategy and the Copenhagen Process, each region/community has developed its own systems. These systems communicate and converge widely. Similarly, social partners have systematically come together within this framework. Public employment services in each region (82) 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 bottleneck occupations, established on the basis of criteria pertaining to the duration of satisfaction and satisfaction rates of filled jobs. Regularly, private bodies such as Manpower, Idea Consult, Federgon (83) and F.E.B/V.B.O (Fédération des entreprises belges/Verbond van Belgische Ondernemingen) (84) publish reports on this issue at regional or national level.

Each competence centre (reference centre, for Brussels) has, in addition to its responsibilities and duties, the mission to oversee the sector(s) in which it holds an interest. In Wallonia, competitiveness clusters have joined forces with companies, as well as with the academic world, which also follows developments closely.

3.1. Anticipation of labour market needs

The regions and communities have their own organisations, systems and mechanism to anticipate labour market needs.

3.1.1. Flemish Community (BE-FL)

At regional level, Flanders’ Social and Economic Council (SERV) (85) has a remit to set occupational profiles (86). The ‘Competent’ system which has been complete since December 2012, contains all occupational profiles, covering all sectors (public and private) and professions. The SERV is the consultative and advisory body of the Flemish social partners.

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(82) VDAB, ACTIRIS, FOREM and ADG.
(83) Federation of employers’ partners: temping agencies, outplacement agencies, recruitment consultants, etc.
(84) Federation of trade business in Belgium.
(85) Sociaal - Economische Raad van Vlaanderen (SERV).
(86) See Flemish decree on the SERV, 7th May 2004.
In 2017, the ‘Competent’ system has been transferred to the Flemish Public Employment Service, VDAB.

The Steunpunt Werk 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 which certified qualifications are available. Moreover, since 2009, it has been responsible for organising training programmes related to future jobs, together with various training bodies (SYNTRA centres, sheltered workshops, training institutes and companies). These training pathways are often targeted to particular groups (young people, foreigners, disabled people, elderly people and under-qualified people).

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

3.1.2. French-speaking Community

3.1.2.1. French Community (BE-FR)

The Basins of Qualifying Education – Training – Labour (IBEFE) (87) were established through cooperation agreement concluded between Wallonia, the French-speaking Community (Wallonia-Brussels Federation) and the French-speaking Community Commission, and came into effect on 22 November 2014. The IBEFE forms the link between all the various stakeholders and supports the development of local and regional VET training centres. These bodies take into account the professional sectors in which shortages have been identified, and the general range of training offered in the region concerned (centres of expertise, benchmark centres, advanced technology centres). Nine of the ten IBEFE cover Wallonia, while the tenth relates to Brussels. These authorities are divided into two: on the one hand education, and training and employment on the other. The players are the social partners, the education (offering qualifications/dual training courses and social advancement), training, employment and induction providers. An Observatory on Vocational and Qualifying Education, Trades and Technologies was also created on 6th June 2018. This Observatory uses information originating from IBEFE to propose a new approach to the training offer in qualifying education according to the job market needs.

The French-speaking Trades and Qualifications Service (SFMQ) (88), which is responsible for putting together occupational profiles, follows the course of expected development of skills and professions. Two commissions are involved in this work, Coref (Professions Profiles Commission) responsible for drawing up the occupational profiles, and Coprofor (Training Profiles Commission) in charge of drawing up training profiles. Providers are then required to adhere to the occupational profiles.

(88) Service francophone des métiers et des qualifications.
3.1.2.2. Wallonia

Le Forem - through its Jobs Market Monitoring, Analysis and Prospecting Service – carries out a range of studies and analyses of developing needs of jobs and professions (89). It aims to be able to match future needs and skills on the employment market by analysing legislative, technological and economic developments in the main strategic fields of activity (economic sectors) in Wallonia.

As part of the Marshall Plan 4, a budget of 304.5 million euros has been allocated to training and education for the period from 2015 to 2019, in collaboration with the Wallonia-Brussels Federation. There is a particular focus on dual training courses, skills validation and training for the trades of the future (90).

In addition, in 2017, the Walloon regional government drafted a new regional policy statement. Regarding job creation, the focus is on youth creativity working its way through the development of an environment that encourages entrepreneurship, while prioritising market sectors of the future and also SMEs. Thus, a more humane and efficient support for jobseekers is to be put in place, while encouraging training (particularly in sectors experiencing shortages) and language skills (91).

Finally, the Walloon Office of Evaluation, Forward thinking and Statistics (IWEPS) - the official body in charge of statistics for Wallonia (92) – publishes analyses and carries out various research on employment.

3.1.2.3. Brussels

The Brussels Employment Monitoring Centre, now known as View.brussels, follows the course of developments in employment and unemployment. It deals with issues regarding change and transformation in the employment market and seeks to develop tools that will be able to anticipate skills needs in the Brussels Region, and also to identify new skills. This is part of the region’s strategy for defining key sectors. Bruxelles Formation (French-speaking Brussels Institute for Vocational Training) and the Employment Monitoring Centre both participate in various working groups as part of the framework of the Employment and Environment Collaboration. Anticipating needs and skills is also part of their role. Both organisations also carry out occupational sector surveys to establish skills outlines. As part of the Sustainable Urban Growth Pact, signed in 2009, the following occupational sectors have been, or need to be, examined: hospitality and catering, tourism, IT, the green economy and construction, including eco-construction. The Monitoring centre is also engaged in a project to analyse job opportunities in the circular economy, in partnership with Bruxelles Formation.

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and the Brussels Environmental Institute. IMT-B (93) (Actiris' jobs market information website) provides information on both the supply and demand side of the Brussels employment market. A study, carried out in collaboration with Bruxelles Formation, has just been completed. It focuses on future recruitment needs in large companies and/or Brussels-based establishments with a high level of jobs potential and requiring a relatively low level of skills, such as public companies. Bruxelles Formation’s Training and Development department regularly publishes information on occupational sectors and on opportunities to, among other things, provide information to education management. Other studies, such as the follow-up of trainees one year after their training (the ‘Ulysses’ project), likewise give an overview of the opportunities stemming from vocational training. In addition, since 2015, sectoral panels bringing together players from employment services, education and training and sectoral employers’ associations have been set up with a view to predicting future employment, training and skills needs.

3.1.3. German-speaking Community (BE-DE)

The Public Employment Service of the German-speaking Community (ADG) collects, analyses and distributes information concerning supply and demand on the local employment market. Monthly publications are published on its website. It regularly works with the Ministry of the German-speaking Community and the Economic and Social Council at the BE-DE in the framework of the strategic committee for vocational training ‘STAB’ (Strategischer Ausschuss für Berufsbildung). STAB was established in 2005 to develop strategic guidelines and synergies between education partners and the commercial world to stimulate the economy. Training is at the heart of the debate, as well as careers and the transition from education to employment.

Additionally, the ADG undertakes selective analyses in relation to current affairs: unemployment within the immigrant population or analysis of the employment market for administrative and secretarial employees. The ADG collaborates with the government, ministries or various projects partners providing at their request analyses, statistical compilations of professional sectors, updated market economic data, etc. but also professional sector (health care sector, etc.) and youth employment policy analysis. The Economic and Social Council studies the development of training and employment in the German-speaking Community, while its members are involved in various working groups focusing on professional situations and training in BE-DE.

3.1.4. Initiatives taken by professional sectors via sectoral funds

Sectoral funds provide services aimed at preparing and managing the training policy for businesses within their sector. In most cases, the development of training plans is based on

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identifying training needs arising within firms, the given sector and among employees. Some funds have a trade monitoring centre or publish reports aimed at better understanding a changing situation in the sector and the skills that are needed. However, this approach is set more for the short-term, and no robust instruments or transferable tools have been developed to date. Major sectoral funds, such as CEFORA/CEVORA (Auxiliary Joint Committee for Employees, or CP200), EDUCAM (training centre for the automotive sectors), Alimento (food industry), Constructiv (Professional Construction Training Fund (formerly FFC/FVB)) and IFPM/INOM are on the lookout for changes in the jobs market; they publish studies and put forward new themes for training for newly emerging skills. Sectoral funds are able to stay in touch with what is happening on the ground, by regularly visiting their client companies. It is also worth mentioning that the skills or benchmark centres are responsible for monitoring the build-up of activities and trade skills.

3.2. Designing qualifications

In each Community, the government sets out the framework within which educational institutions can organise their programmes. The framework for provision of formal education system is set out in different acts or circulars, per educational level (secondary education, adult education and higher education). Alongside this general principle, each community/region has developed its own approach to defining or reviewing skills and qualifications in VET and assesses local needs.

3.2.1. Flemish Community (BE-FL)

Since 2012, the SERV has been using the web-based system ‘Competent’, a database containing all occupational profiles and information on competences, presented in form of a detailed description of professional activities and the related knowledge and skills. In 2017, the Competent database has been transferred to the Flemish Employment and Vocational Training Agency, the VDAB.

The data of ‘Competent’ is used for several purposes, amongst others to create ‘qualification dossiers’ (beroepskwalificatiedossiers) which are assigned to one of the eight levels of the Flemish Qualification Structure (see Section 3.4.1), after having passed a validation by the social partners in the Agency responsible for the development of professional and educational qualification standards (Agentschap voor Hoger Onderwijs,
Volwassenenonderwijs, Kwalificaties en Studietoelagen, AHOVOKS) (99). Following official confirmation from 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 providers and dual learning programmes. The ‘certificate of vocational experience’ (Ervaringsbewijs) will also be linked to the Flemish Qualifications Structure. The professional references of SERV are also used as references for the development of the curricula at SYNTRA Vlaanderen. The apprenticeship training programmes also require the approval of the Minister of Education.

3.2.2. French Community (BE-FR)

In French-speaking Belgium (BE-FR), the French-speaking Trades and Qualifications Service (SFMQ) defines the benchmark job profiles and converts these into standardised training outlines. The SFMQ gathers all qualifying education trainers, adult education, vocational training and work-placement providers, employment public services, social partners as well as the Skills Validation Consortium. The Service also uses a standardised terminology and makes references to all operators involved in VET centres. The SFMQ makes it possible to establish a relationship between:

(a) relevant job profiles for the job market (based on sectoral profiles of the social partners and the information provided by the Public Employment Services);

(b) training profiles based on Approved Learning Outcome Units (UAA) (100), an assessment specification and an equipment specification that all providers must adhere to.

The purpose of this mechanism is to ensure the quality of the specifications that then goes on to serve as a basis for the programmes and the frames of reference for the education and training providers, in addition to the legibility and transparency of the systems used.

Hence, the intention is to encourage links between the different systems so that skills already acquired are more likely to be taken into account and the mobility of trainees is enhanced. According to the SFMQ, all education and training providers update and/or develop their training programmes and standards, and consequently also their assessment benchmarks. The Skills Validation Consortium (CVDC) develops standards which the Skills Validation Centres are then required to comply with, alongside the social partners, and public vocational training providers and Adult Education Schools.

(99) The qualification descriptions that are levelled and agreed by the Flemish Government can be found in the Flemish Qualifications Database, see: VKS. Vlaamse kwalificatiesstructuur. http://www.vlaamsekwalificatiesstructuur.be/kwalificatiedatabank/ [accessed 29.05.2019].

(100) It should be noted that the UAA division is directly inspired by the recommendation on ECVET (European Credit System for Vocational Education and Training) dating from 2009.
3.2.3. German-speaking Community (BE-DE)

Identification of skills, development and updating educational and training content in apprenticeship is in the responsibility of the Institute for vocational and educational training in small and medium seized companies ‘IAWM’ (Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen). The IAWM works in close cooperation with the professional sectors, companies and professional associations. Whilst updating training programmes and developing new ones, it continues to take due consideration of commercial opinions, socio-economic requirements and the working environment. These programmes take general and professional skills into account in addition to operational skills. The pedagogical service of the Ministry of the German-speaking Community has the same role in the secondary VET schools as the IAWM has for the apprenticeship. Integration and training programmes offered by the public employment service 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 the decision-making process. Moreover, the ADG is certified to issue training in the cleaning, office and construction sector.

3.3. Recognition and validation of non-formal and informal learning

In Belgium there are several mechanisms which take into account non-formal and informal training programmes. It is, however, necessary to distinguish the concepts of skills validation and the recognition of skills.

3.3.1. Validation of non-formal and informal learning

Validation of non-formal and informal learning leads directly to certification which may be used either on the employment market or to enter an education programme in inter-operator transfers. The Skills Validation Consortium grants in BE-FR skills credentials on behalf of the three governments. The skills credential can be used on the job market and are recognised by public employment services. It allows to navigate between all the vocational training providers as long as they are members of the Consortium. In BE-FL, there is an equivalent mechanism, developed by the SERV and organised by the Flemish Government with approved centres (Ervaringsbewijs) (101). It should be noted that despite the differences (concerning how awards are designed and how they operate), both skills validation systems are communicable. In BE-DE, a skills validation system is under development (project ‘Kompetenzen anerkennen’). A steering group is going to be set in place at the end of this year to elaborate a concept for a validation system.

(101) Titel van Beroepsbekwaamheid (Title of Professional Competence).
3.3.2. Recognition of non-formal and informal learning

Recognition of non-formal and informal learning allows an individual to promote a certain previous pathway (experience, training) when joining a public VET provider. There is thus no need to follow the programme in its entirety; the learner continues its training to obtain certification with the same provider.

This is the case of universities and francophone University Colleges offering Masters courses. It is also worth mentioning Article 8 (102) of the decree on social advancement education, which provides that an individual should not have to retake all or part of the modules of his training which he has already passed, with the exception of the final test (integrated test) which confirms the certification process. The same principle applies to the Belgian training centres network IFAPME.

Based on the decree on social advancement education of 16 April 1991, Adult Education Schools are entitled to take into account those skills which are gained through any teaching or other forms of training, including professional and personal experience (Article 8 of the Decree of 16 April 1991) when granting access to courses and in approving these courses. In addition, Adult Education Schools have just implemented a comprehensive regulatory framework, governing the procedures for substantiating skills previously acquired by its students. This statutory framework is based on the French-Community Government Decree (AGCF) of 29 November 2017 concerning assessment of experience for admission, exemption and approval (103).

In Flanders, the concept is generally referred to under the name of Erkenning van Verworven Competenties or 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 makes non-standard access, course exemptions (partially or in totality), and credit transfers possible. The process offers students’ recognition of prior formal learning acquired in other establishments and institutions to facilitate their mobility and transfer; it also extends the process of recognition to include people who are 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 competences (104), 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 an exemption). Adult education (105) pays great attention to approving acquired competences, both with regard to dispensations and the certification of acquired competences. However, a distinction is made between the

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(104) Bewijs van bekwaamheid.
following actions: the measuring and testing of acquired competences as a function of the dispensations applied by the centres and the assessment of professional competences.

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

3.4. Certification and qualifications frameworks

The notion of certification is traditionally associated with certificates and diplomas issued by education and training providers organised by the Communities (formal education system), with these benefiting from legal recognition. On the basis of the European reference definition (without taking into account private certifications which are becoming increasingly commonplace), other certifications issued by public providers have gradually begun to appear in the field of VET:

(a) certificates issued by training providers which are recognised by all Communities (or are in the progress thereof);

(b) certificate of vocational experience (Ervaringsbewijs), provided by a test centre accredited by the Flemish Government (www.ervaringsbewijs.be);

(c) skills certificate awarded by the CDVC (Skills Validation Consortium) formally recognise specific trade skills (normally comprising several skill units and hence leading up to separate certification). We note, however, that this skills certification is not recognised in the same way as a diploma from the French-speaking Community (Wallonia-Brussels Federation), even if it is indeed valid for integration into a trade or to gain promotion enabling access to certain roles in Wallonia;

(d) certification of skills acquired through training (CECAF) via four public French-speaking vocational training operators. There is a certification test for each unit, which itself corresponds to employability on the job markets, whether taken separately or in combination with other acquired skills. A certificate of skills acquired in training is issued when a unit is confirmed, or at the end of the training course. The EUROPASS, is issued by way of supplementary certification. On top of this, there is also a procedure for matching certificates with attested skills. These certificates may be used to gain access to individual training, especially in the case of programmes covered by different providers or in the case of diplomas obtained through adult education courses. Proposed unified certification is moreover being worked on. Such a ‘Professional Skill Certificate’, common to public training providers and to the CDVC, would simplify the trade certification landscape.

The three Communities have their own qualification framework. Developers in other federate entities ensured the compatibility with the Flemish framework, the first to have been adopted, by implementing an identical structure: eight qualification levels or two entry pathways allowing the positioning of qualifications that are delivered by the formal education system and vocational training providers (as well as validation of skills in BE-FR). The adoption of qualification framework(s) allows for greater legibility and transparency of systems and therefore to increased mobility of trainees.
3.4.1. The qualifications framework in BE-FL

The Flemish Qualifications Structures (FQS) is related to the European Qualifications Framework (EQF) classifying the qualifications in eight levels, each determined on the basis of five elements: knowledge, skills, context, autonomy and responsibility. A distinction is made between the educational and professional qualifications where the knowledge and needs to continue further education, participate in society and exercise a profession are described in the first, whereas the knowledge and skills, an individual needs to exercise a profession in the professional qualifications in the second (based on the content of ‘Competent’ see Section 3.2.2.). FQS is also a reference for the validation of non-formal and informal learning and an orientation point for guidance and counselling.

3.4.2. The qualifications framework in BE-FR

The decree providing for the setting-up of a French-speaking accreditation framework was signed in 2015. Following the setting up the framework for a French-speaking accreditation authority in 2016, and alignment of the different certification processes began in 2017, using identical criteria for all education and training providers, thereby making the certification process more transparent and gaining better recognition of it. At the end of 2018, there were around 40 different forms of certification coming under the accreditation authority. This covers qualifications for vocational training, social advancement education and skills validation certificates (hence promoting the recognition of non-formal and informal learning experience). In 2019, several hundreds of accreditation forms will be aligned within the system, mainly from higher education and VET (qualification in connection with a training specification as set out by the French-speaking Trade and Accreditation Agency (CFC), a cross-sectoral body in French-speaking Belgium working mainly on defining what is to be acquired during training). A website (www.cfc.cfwb.be) showing information on the aims of the French-speaking accreditation authority and the register of approved certification was set up in 2017. Information on approved accreditation has also been available since 2018 in the registers of the ESCO and LOQ European portals. The stakes for the French-speaking Trade and Accreditation Agency continue to be high; it needs to bring a large number of certifications into line to reach a critical mass and, at the same time, to build up the system, drawing on foreign models in this area based on strong and appropriate communication so that the various beneficiaries make use of the CFC and the European Qualification Framework (Cadre Européen de Qualification, CEC).

3.4.3. The qualifications framework in BE-DE

The German-speaking Community adopted its qualifications framework (Qualifikationsrahmen Deutschsprachiger Gemeinschaft, QDG) in November 2013. It reflects the work of the French and Flemish Communities but is also inspired by the German qualifications framework (Deutscher Qualifikationsrahmen, DQR). It is an eight-level, learning-outcomes-based framework that includes qualifications from general education, higher education and VET. Similarly, thus, a distinction is made between the educational and professional qualifications.
CHAPTER 4.
Promoting participation in VET

Since the 6th State Reform (2014), all remaining competences regarding employment and vocational training measures have been transferred to the regions/communities. They are therefore responsible for employment and training support mechanisms, as well as guidance schemes for all public (IVET and CVET). However, sectors are still organised at the federal level and have their own measures.

Public authorities, sectoral funds or enterprises to promote VET such as open businesses, exhibitions and study fairs, trades discoveries for students, take numerous initiatives in the regions and in BE-DE. The financial or logistical support measures are for their part organised by the regional authorities and the German-speaking Community (public vocational training and employment services) and joint committees via sector covenants.

This chapter presents in Sections 4.1 and 4.2 the various measures supporting and promoting initial and continuous VET that are taken and financed at different levels:

- the professional sectors, in the framework of their respective parity commissions, primarily organise continuous training for employees on the payroll (see Section 4.1);
- the regional authorities (and BE-DE) support training mechanisms aimed at jobseekers and employees to support local companies. They manage employees’ entitlement to educational leave, the content of employment contracts, agreements and measures for reducing employer costs in addition to other bonuses (see Section 4.2).

Guidance schemes are further explained in Section 4.3:

- the communities are responsible for many information and consultation measures in schools, psychosocial medical centres, youth services and permanent education (106),
- the regional authorities (and the BE-DE) provide guidance structures linked to the employment services: welcoming, assistance and guidance services with training providers themselves, and information services about professions and jobs that are intended to reach the public at large.

4.1. Measures taken at federal level

At federal level, sectors are providing support for a number of training measures:

- some sectors offer training bonuses granted by joint committees of the sectoral social partners;

(106) Lifelong learning intended in a wider perspective than merely job skills, including also and overall individual development (Culture, citizenship, Art and Crafts).
• the Post-Education Training Institute for Metal Manufacturing Industries (financed by IFPM, a sectorial training fund) may assist employees with the payment of the total cost of training up to a maximum amount;
• Educam (Automobile Sector Training Centre) grants a bonus to the company for training blue collar workers under some terms and conditions;
• electricity sector training fund (Volta) grants a bonus to companies within the framework of an agreement between social partners of this sector (for each blue collar worker having followed a training programme approved by Volta).

Some sectors pay a bonus to the trainee at the end of a training programme; others bonuses are paid to stimulate employment in the sector or issue a bonus upon signature of a contract (PFI Metal). Sectoral training incentives for workers at risk of unemployment also exist.

4.2. Support measures taken at the federated entities

4.2.1. Measures taken in all federated entities

4.2.1.1. Learners

Paid educational leave – employees are entitled to follow an official training programme of up to a maximum of 120 hours per year with remuneration (125 hours in Flanders as from September 2019 (107) and up to 180 hours in Brussels in some cases, such as for trainings linked to bottleneck occupations). The employer cannot refuse but receives a limited refund in Euros per hour and per employee spent during the educational leave.

Within the framework of a recognised vocational training programme (108), jobseekers receive free training, continue to receive unemployment benefits, and in certain instances a training allowance and reimbursement of some travel and child care costs during the training period.

Individual vocational training agreements within a company (109) (FPI-E, Contrat de Formation professionnelle individuelle en enterprise in Brussels) is offered to jobseekers who will benefit from a practical training within a company, by signing a tripartite agreement with the regional employment office or training service (110) and the employer. The term is between one and a maximum of six months, with a possible extension of up to 12 months being granted for young under-qualified people. The employer is obliged to recruit the trainee at the end of the training programme, under a contract for a term that is at least equal to the duration of the FPI. For several years, the FPI has been used, in work and learning programmes in BE-FL and in BE-DE, in collaboration with the employment service for young

(108) Organised by the competent public services for vocational training (VDAB, Bruxelles Formation, FOREM, ADG).
(109) FPI, PFI: Plan de formation individuel in Wallonia, IBO: Individuele beroepspleiding (individual training plan) in Flanders and IBU: Individuele Berufsausbildung in the German speaking Community.
(110) VDAB, Bruxelles Formation, FOREM or ADG.
people in compulsory education. The employment office pays the young trainee an allowance, a productivity bonus and a reimbursement for their travel expenses. Since 2010, the number of FPI contracts have increased in Flanders and Brussels and have shrunk in Wallonia as well as in BE-DE (see Table 1 below).

Table 1. Number of registered FPI contracts

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</thead>
<tbody>
<tr>
<td>In Flanders (IBO)</td>
<td>11 801</td>
<td>12 251</td>
<td>12 418</td>
<td>13 421</td>
<td>14 788</td>
<td>15 379</td>
<td>15 257</td>
<td>15 120</td>
</tr>
<tr>
<td>In Brussels (FPI/FPIE)</td>
<td>1 167</td>
<td>1 066</td>
<td>1 238</td>
<td>1 347</td>
<td>1 541</td>
<td>1 570</td>
<td>1 250*</td>
<td>1 098*</td>
</tr>
<tr>
<td>In Wallonia (PFI)</td>
<td>9 180</td>
<td>8 460</td>
<td>7 597</td>
<td>7 712</td>
<td>7 264</td>
<td>7 120</td>
<td>7 272</td>
<td>6 321</td>
</tr>
<tr>
<td>In BE-DE (IBU)</td>
<td>211</td>
<td>209</td>
<td>195</td>
<td>144</td>
<td>166</td>
<td>122</td>
<td>136</td>
<td>142</td>
</tr>
</tbody>
</table>

Sources: regional services for vocational training and employment.
* Due to a change in data management, those numbers refer to Bruxelles Formation contracts only.

All regions/communities have measures to support guidance, training and insertion of people with disabilities into the labour market. They offer support, participate in travel expenses, organise placement visits or guidance within the company, adaptation contracts, etc. Language placements within companies are offered by all regions, with varying terms and conditions. Travel and accommodation costs are covered and, in some cases, an allowance in the form of a payment per hour of training followed is offered.

Public centres for social action, nationally know as CPAS also provide a number of social services and ensure the well-being of every citizen. In Belgium, many people have inadequate means of subsistence. All these people, thus including learners, can benefit from the social assistance of the CPAS. This assistance presents itself in various forms but is mainly in a monetary form (a monthly allowance or a partial help to cover transportation fees, study equipment, etc.). Learners however are submitted to additional conditions: they must first apply for official study grants from the community they live in; they must be willing to work, at least part of the time (during school holidays for example); they have to take necessary steps to obtain a family allowance in case of a break with the parents.

Moreover, the CPAS has to approve of the study choice (according to a learner’s age, job prospects related to the studies, success or failure in previous studies, etc.).

4.2.1.2. Providers

The regional governments and the German-speaking Community have the power to approve and grant subsidies to third party training bodies which are supposed to complete the range of public services offer in vocational training for jobseekers and upskilling the workforce. This is directed towards non-profit associations for social inclusion, training centres or 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 far-removed from the employment market or under-qualified to a greater or lesser extent. They also grant subsidies to bodies which provide training programmes to
make the use of IT and communication technologies more accessible to jobseekers and employees. They provide a financial contribution to representative skills centres or reference centres, and approve of training centres, language contributors, or providers of training in new technologies and communication techniques (social skills). Governments offer various aid mechanisms for the employment promotion by providing partial subsidies for employee remuneration (111), and reducing social security contributions for various non-commercial sectors involved in education and training; notably: education, local, regional and community authorities and the non-commercial sector (non-profit associations, public bodies, commercial aid bodies).

The way partnerships are carried out vary from one region to the other. More information can be found in Chapter 2.

4.2.1.3. Companies

A common nation-wide measure funded by the regional bodies offers support for companies hiring handicapped people. It consists of a limited amount of financial aid to the company which employs a worker as a tutor for recently hired workers with a handicap. The period of time is limited to 12 months.

4.2.2. Flanders

4.2.2.1. Learners

The professional transition programme - via the ‘work experience’ programme (VDAB) – aims to recruit long-term unemployed people who are underqualified. For one year, the person receives tailor-made guidance at the workplace and job training and thus acquires work experience. The purpose of this measure is to generate maximum flow to stable employment, preferably in the normal economy circuit.

The work experience programme is aiming at a maximum through-flow and transition to regular jobs. The 6th state reform made the regions competent for reductions in employers' social security contributions (National Social Security (NSS/ RSZ) and target group).

In Flanders, a wage subsidy scheme therefore exists for vulnerable groups (especially young and elderly people as from July 2016) at the labour market. The Work and Social Economy (WSE) department (112) is responsible for this matter and monitors the conditions.

Reductions in employers' social security contributions (target group reductions) exists for long-term jobseekers in the framework of social inclusion economy, first recruitments, young employees, older employees, permanent employees in the hotel and

(111) For instance, the A.P.E. principle, in Wallonia (subsidised contract agent in Region of Brussels).

catering industry, mentors. In the context of restructuring of a company, a target group reduction is foreseen until the 4th quarter of 2018 at the latest and (it concerns employers who employ an employee with a ‘restructuring reduction card’ before 1st January 2017).

The Flemish support premium (VOP) is also a wage subsidy whereby the employer receives a premium if the labour employee restriction has an impact on the work-functioning of her/his employee with this labour restriction. VDAB examines each case to verify if the employer is entitled to this subsidy.

Assets Prevention and Safety – local authorities as employers can benefit from National Social Security (NSS/RSZ) advantages (this RSZ advantages is a reduction in the employer contributions) and an intervention/contribution in the net salary (work allowance) when they recruit security staff from a target group.

Training vouchers for employees and temps (opleidingscheques) are aimed at employees in the Flemish or Brussels regions. Any employee without a secondary education certificate may benefit from a second training voucher throughout the year. The total amount of vouchers issued per person is payable up to 50% by the employer and 50% by the Flemish authority. 91 597 vouchers were issued in 2014, 43 891 in 2015, 33 391 in 2016 and 28 507 in 2017 (see Table 15 for more data).

The training bonus exists for jobseekers who have been unemployed for at least 12 months and begin an educational training. They receive an amount of money (113) after six months.

VDAB offers financial benefits during the jobseeker training. The financial benefits to the jobseeker who wants to follow a training, depend on her or his training and whether the training is recognised by VDAB or not. A jobseeker who follows training courses recognised by VDAB and that can be consulted in the VDAB training database will receive a refund of his registration fee and the cost of the learning material. She or he is also entitled to additional premiums.

Following a new youth project of Cobot, VDAB promotes a job in the textile sector for young people under 26. COBOT gives the jobseeker a flying start in an innovative environment with high-tech developments. The jobseeker is entitled to the following bonuses: a training bonus of EUR 150 for successfully completing the training in the textile company and an employment bonus of EUR 150 after three months of continuous employment in the textile company or training company.

The OKOT initiative allows jobseekers to achieve a VET qualification in some sectors which suffer from a persistent lack of workers. The VDAB signs a training contract with a school to train the jobseeker. This scheme fits in with the efforts made by the VDAB to provide a structural solution to bottleneck vacancies.

(113) More or less, EUR 250 in 2012.
4.2.2.2. Companies

The Flemish Government considers it important for companies to have a strategic training plan in relation to the company's vision on how to develop their employees' skills. Therefore, the government financially support companies in providing training for employees. At the same time the Flemish Government also believes that employees must invest in their own careers by undertaking additional training.

In addition to initiatives from the Flemish Government, the federal government has also taken measures for skills development.

Through the KMO (114) – portfolio for SMEs, liberal professions, and private companies, the government provides 50% of funding (capped at EUR 15 000) for any initiative in the following areas: training, management consultancy, consultancy on internationalisation and innovation, to optimise management of SMEs today and in the future (115).

Diversity in the work environment: companies, bodies, labour organisations in the commercial and non-commercial sectors and local administrations may request subsidies for a diversity plan for disadvantaged groups (116). The priority target groups are immigrants, senior employees (50 years old and over) and disabled persons. Financial support is granted according to the type of plan and it varies between EUR 2 500 and EUR 10 000.

Admission training contract 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 or recent completion of a training programme.

Internship bonus is a premium for companies that train students in learning and working or in dual learning with an alternating training agreement (overeenkomst van alternerende opleiding, OAO), an alternating training internship agreement (stageovereenkomst alternerende opleiding, SAO) or a part-time employment contract (deeltijdse arbeidsovereenkomst, DA) and are based in Flanders. The internship bonus is paid once per school year per student who was trained with an OAO, SAO or DA. A company can receive the bonus per student not more than three times. The bonus for the first and second allocation is EUR 500, it amounts to EUR 750 for the third one.

Target group reduction for trainers is granted when the company employs one (or more) experienced employees as a supervisor/trainer for learners’ during their internships or in dual learning. It consists in a reduction of a maximum of EUR 800 per quarter on the employer's social security contribution for the trainer. The company can only receive the target group reduction once per mentor/trainer. The trainer must meet three conditions:

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(114) Kleine of middelgrote onderneming (small or medium-sized enterprise).
(115) System established in 2009 taking over from the Budget for Economic Advice or previous training and consultancy checks and other training vouchers: Sodexo. Quality of life services. http://be.sodexo.com [accessed 29.05.2019].
(a) being responsible of a group of five students,
(b) carrying out the profession for at least five years,
(c) demonstrating that he/she has followed appropriate training or has the necessary competence.

4.2.3. Brussels

4.2.3.1. Learners

In Brussels, jobseekers are offered the following (117):

(a) the matching-language cheque allows you to follow individual language courses for free, provided that you pass a language test before signing the employment contract. These courses are aimed at improving knowledge of Dutch, English or French to better carry out one's work. They are fully funded by Actiris;

(b) the Professional Project Language Cheque gives jobseekers the opportunity to receive language training that is specifically geared towards something that may be of use in finding a job;

(c) the IT job cheque is aimed at fostering the hiring of a jobseeker lacking some of the necessary computer skills. Actiris allows beneficiaries to follow an IT training programme, free of charge in connection with their job: 69 such cheques were allocated in 2015;

(d) young jobseekers signing an employment contract with a Brussels-based public interest body are offered training opportunities in the workplace. This measure is aimed at encouraging the social integration of young jobseekers and helping them to better position themselves in the jobs market through a combination of training and employment experience. The number of positions available under this programme has increased as new occupations have been funded under the Youth Guarantee policy;

(e) the exemption from 'being available for work' enables an unemployed worker to be released from job search obligations to undergo training, a work placement or to return to school education. During this time, he may refuse a job offer or suspend his ongoing search for employment;

(f) the youth work-experience allowance is allocated to young people (under 18 years of age) who carry out practical training in companies as part of a dual training (CEFA/CDO or SFPME). People must be in training courses lasting at least four months to be eligible to receive this allowance. The allocation varies between EUR 500 and 750.

4.2.3.2. Providers

The centres for dual education and training (CEFA and CDO) are funded by Actiris as part of their work in providing guidance and social integration for young people experiencing problems finding necessary employment.

4.2.3.3. Companies

Brussels has put forward various measures aimed at encouraging companies to invest in VET:

(a) the work training allowance is aimed at incentivising employers to train newly hired underqualified workers during the activation grant period (Activa.brussels and reduced aptitude for work certification). The allowance of up to EUR 5 000 may be allocated in cases where employees are working under a contract lasting for an indefinite period. The allowance must enable workers to extend their skills in line with their unfolding professional experience;

(b) a ‘tutor allowance’ is aimed at approved Brussels-based companies involved in training a young person aged 15 to 25, on a dual training course. To be eligible for the payment, young persons’ training must last at least six months within the company, with a dedicated tutor who is required to supervise no more than four trainees at one time. The allowance runs to EUR 1 000 per year, per tutor (plus a further EUR 1 000 if the trainee lives in Brussels);

(c) support for training outside the company. Depending on the size of the company and the sector it operates in, the region provides a grant to companies wishing to boost their activities and their competitiveness through training in the fields of day-to-day management and basic business knowledge. The financial support offered is 50% of costs, and may range from EUR 500 up to a maximum of EUR 5 000;

(d) premises and tools for training programmes. This initiative is focused on companies in the manufacturing industry wishing to make their facilities or tools available for training or education purposes. Such companies can obtain a refund of their costs through daily grants matching the actual cost of providing such services.

4.2.4. Wallonia

Through its Marshall Plan 4.0 and the agreement between the social and regional co-partners, Wallonia has endorsed various measures constituting the ‘Employment and Training Pact’. This has resulted in a revamp of certain initiatives regarding employment, apprenticeships and vocational training.

4.2.4.1. Learners

Learners can gain work-experience by following a training course, lasting from 3 to 15 days, as full- or part-time training. Two courses can be done at the same time. The training course is not remunerated but Forem will reimburse part of travelling expenses and has taken responsibility for having insurance
covering all risks to trainees and employers. A Forem advisor follows up with a report, produced together with the company, on the training course.

The **vocational adjustment contract - AVIQ** is aimed in particular at those who are disabled, and is placed in the hands of the given company. The experience gained at the end of the contract allows the trainee either to be hired by the company which has provided the training, or by another company.

**Apprenticeship incentives** - Young people with apprenticeship contracts (CEFA/IFAPME), who have successfully completed their final year of training and have been awarded a leaving certificate, receive a bonus of EUR 750. The aim is to motivate young people to complete their training and obtain a certificate recognising this.

The **outplacement cheque** is a payment of EUR 1 500 to all over the age of 45 who were laid-off and whom the private employer did not reassign to a different professional role (and also where such an employee is held to be inadequate). The disbursement is intended to cover the cost of redeploying and advising people in these circumstances, such that they are able to quickly find further employment.

The **training financial inducement** is an allowance of EUR 350 paid to the jobseeker who is registered with *le Forem* and who has successfully completed training under a professional training or dual training contract, at *le Forem*, a Skills Centre or IFAPME in a trade for which there is a shortage of labour supply or for a critical function (truck driver, body painter, mechanical draftsman, etc.).

### 4.2.4.2. Providers

Wallonia underpins dual training providers by way of support for apprentices and covering operating costs directly related to this backing. More specifically, EUR 1 000 is allocated for each young person bound by a contract lasting at least 270 days (nine months).

### 4.2.4.3. Companies

The training cheque is a form of financial aid for continuous training, mainly of employees or those who are self-employed, for Walloon companies employing less than 250 workers. This cheque is worth one hour of approved training \(^{(118)}\), it costs EUR 15 but nevertheless has a face value of EUR 30. Depending on its size, a company may receive between 100 to 800 training vouchers \(^{(119)}\).

The **adjustment loan** is a mechanism for promoting training within companies, by covering part of the costs of this. The training is expected to result in accreditation, whether specific to the person or pertaining to a group of people.

\(^{(118)}\) There are 355 approved training companies in Wallonia; cf.: Le Forem. *Op.cit.*

\(^{(119)}\) The same principle exists for language training and eco-climate training vouchers.
The adaptation loan - tutorial component is a similar mechanism to the one described above, but in which an experienced employee of the company agrees to tutor another employee as he trains.

There are also incentives as part of the learning process (thanks to the new joint contracts):

- **company incentives**: Wallonia offers an allocation of EUR 750/trained young person in a company bound by a contract lasting for a minimum of 270 days (nine months), provided that the tutor has been approved and the young person passes his year’s training;

- **incentives for the self-employed**: a self-employed worker who decides to train a young person for the first time receives a one-off allocation of EUR 750. This is to cover the costs of administrative measures required by social legislation.

4.2.5. German-speaking Community

Measures for all target groups: the BRAWO project (Berufliche Aus- und Weiterbildungs-Offensive - Vocational training and re-training action plan) promotes employment and local economic development via vocational training, by granting a subsidy to private employers, private sector employees, self-employed workers, people in the liberal professions and the unemployed. Learner’s expenses incurred by training are reimbursed up to one third with a maximum of EUR 1 000 per year (120).

4.2.5.1. Learners

Young people can do a company familiarisation placement which allows them to prepare for work, acquire professional experience, and gain a better understanding of the world of work. The recipients receive a small allowance in addition to their travel expenses.

4.2.5.2. Companies

For companies in BE-DE, an amount is allocated per hour of training within fixed limits of allowance and training time per employee. More concretely, companies receive EUR 9 (EUR 6 for large companies) per hour of training. The aid stands at a total of EUR 15 000 per annum for SMEs and EUR 20 000 per annum for larger companies. The training period may not exceed 150 hours per employee over a maximum period of 18 months.

Vocational training contracts can be offered to disabled persons (121) by the Agency for a self-determined life (DSL, Dienststelle für Selbstbestimmtes Leben). This measure grants the employer professional consultancy and an amount of money per month as a subsidy on the social security contributions for a tutor assisting young people with or without a disability during the training within the company.

(120) See Annex Tables 17 to 19 for data regarding the German-speaking Community.
(121) Training in the operation contract (AIB, Ausbildung im Betrieb).
4.3. Guidance

In Belgium, guidance is offered at all stages of a (future) employee’s life. There is thus a distinction to be made between guidance before and after the age of 18. For people under 18 and still submitted to compulsory education, the Ministry of Education and its partners supervise the guidance structures. For adults, guidance is organised by the regional network. Generally speaking, trainers, teachers and the staff of VET providers play a role in the lifelong guidance of learners and information centres such as Cité des Métiers are open for all ages.

4.3.1. Pupils and students

As far as compulsory education is concerned (formal education system), each community has assistance and guidance networks for parents and students, organised or subsidised by an authority through various departments: education, youth and youth assistance. The structure varies between communities. Guidance in higher education is the responsibility of each institution.

In the French-speaking Community, Centres for Psychological, Medical and Social Services (CPMS) play an important part in following and supporting pupils running from kindergarten age through to the end of secondary school. In general, they provide information on training opportunities (including VET) to all students requesting it. These services, which are provided free of charge, are reliant on the different teaching networks and work together with schools and parents. The centres are staffed by a combination of psychologists (counsellors and educational psychologists), social workers (case support) and nurses (paramedics). There is also a doctor attached to each Centre for Psychological, Medical and Social Services (PMS). Orientation and guidance to each student are also offered by the class council.

The roles played by the Centres for Psychological, Medical and Social Services are laid down by the Decree of 14 July 2006 on the tasks, programmes of PMS centres and the reports they must produce. The relevant advisory body is that which is authorized to provide guidance to the student at the end of the year. Parents are however entitled to reject advice offered by the PMS centres. A teaching assistant is also embedded with all of the Cité des Métiers Career guidance bureaus in French-speaking Belgium, whether as an instructor or representative of a psychology/medical centre. The French Community has developed a website (monecolemonmetier.be) as a tool to present in a realistic and positive manner the trades accessible through VET.

In Flanders, all pupils as well as their parents, teachers and trainers are served by the public guidance centres (CLB). The schools are responsible for study choice guidance. The CLB support schools with complete and objective information on the landscape. They can organise information sessions at school and through their website (onderwijskiezer.be) which they update regularly. Created in cooperation with all schools’ networks (public and subsided), this website is a fully integrated service linking learning opportunities, professions and labour market information. It also offers links to guidance tools and information for
guidance counsellors. CLB can also provide tools and methods that support teachers to work on study choice skills in the classroom. Older students can also play a role in pupils’ guidance by sharing their own educational experience.

In the final year of secondary education, VDAB’s competency centre facilities are open to pupils, free of charge. Each province publishes its offers on the websites of the Regional Technology Centres. They are used by pupils in the metal, industrial automation and construction sectors. In the 2016-17 school year pupils in TSO, BSO and BUSO education followed a 72-hour course covering a total of 2,871 training actions and/or 63,585 hours. These courses concern mainly the areas of construction, industry and logistics.

In the German-speaking Community, since 2011, career guidance is completely integrated across all school subjects’ programmes. Until 2015, Career information was delivered directly to students through the medium of the BIZ-Mobile. The BIZ-Mobile was a multimedia, computer-equipped bus, offering information on the various career fields, which visited Eupen and St. Vith once a year for one to two weeks and is under the responsibility of the BIZ Centre in Eupen and the ‘InfoShop’ (Info-Laden) in St. Vith (see Annex Table 18. Since 2015, the BIZ-Mobile was replaced by Internet-BIZ. Internet-BIZ provides the same information as the BIZ-Mobile but takes place directly in the computer-equipped classrooms in every secondary school and requires no further material. The ADG also offers professional guidance sessions to students, workers and jobseekers (see Annex Table 19).

Moreover, once a year, the professional guidance service of the ADG provides two information sessions about higher studies and apprenticeships in Belgium and Germany for the 5th grades (penultimate school year). In addition to this general information, a more individual counselling is offered during the information evening bringing together different competent services in the domain of apprenticeship, student loans and grants, qualifications approval and career guidance (Belgian and German counsellors).

4.3.2. Job seekers and workers

Guidance and consultancy structures exist within each public training (vocational guidance) and employment services (career guidance – Actiris, VDAB, le Forem). These can present the vocational training offer accessible to jobseekers or workers. Schools for adult education and higher education providers are also in charge of lifelong guidance of their students.

The individual follow-up provided to jobseekers is thus the main measure taken by the public employment services (PES) (122) in charge of career guidance. Generally speaking, the support is more thorough when provided to low-skilled and/or long-term unemployed. Guidance to training is one of the options offered.

Public employment and training services and their partners can also work together with public or private organisations (123) specialised in the lifelong guidance and/or learning of a specific public (handicapped persons, prisoners, NEETS, long-term unemployed, low-skilled

(122) VDAB in Flanders, Le Forem in Wallonia, Actiris in Brussels and ADG in BE-DE.
(123) Local missions, integration associations, professional sectors.
jobseekers). They also collaborate with the PES, which are responsible for taking decisions regarding exemptions on the rule of availability of the person for employment, allowing jobseekers to follow education or training courses.

In Flanders, the VDAB offers job placement, training, education, career guidance and outplacement. As it is the case of all PES in the country, training programmes (work-based or in training centres) are possible outcomes of the guidance for jobseekers. The VDAB provides self-supporting online instruments for citizens, such as the ‘mijn loopbaan – my career’ tool. It is an online portfolio that allows users to present and keep track of their competences. E-coaching for jobseekers is also organised (telephone, video chats for instance). The training offer of VDAB and its partners can also be consulted online (124).

On the matter of guidance, actions and workplace learning in Flanders, the VDAB registered a total of 54 734 workplace learning actions in 2017. 68.96% of the learners found work within three months of finishing a workplace learning course and 60% of participants without following one. 65.79% of the training courses completed included a form of workplace learning.

Dual training providers across the country play a special role in the guidance of young people, in particular for those following apprenticeship training programmes. They all have schemes aimed at promoting attendance during the apprenticeship and thus work on two fronts. First, in attracting individuals (offering advice to providers, information about trainings, etc.) and second, on promoting their attendance (with guidance and follow-up). Depending on the provider, the support and guidance is organised with the mentor (in the training centre), tutor (in the enterprise) or with coaches. As part of their policy on promoting attendance, the IFAPME created two new functions which have been put in place to guide the public in search of a training provider (NEET individuals): an integration guide (accompagnateur insertion) and a guidance counsellor/psychologist. Various activities are also run, presenting professions (with the opportunity to experience them during a day) and open doors day on dual training.

Eventually, both Flanders and French-speaking Belgium are members of the Euroguidance network and have an Euroguidance centre for the professionals of guidance and orientation. The centre organises information sessions for the public from 18 years old, particularly on international mobility.

4.3.3. All public access

Outside the school system, for all public, there are also places of information and many associative structures providing information on studies and training opportunities.

In the Brussels Region, since March 2018, the plans for providing career guidance throughout employees’ life (including professional life) by the public jobs and training services (Actiris, Bruxelles Formation and VDAB Brussel) have been focused on Cités des Métiers in Brussels (Beroepenpunt in Flemish-speaking Belgium). The public employment

service Actiris nevertheless continues to run its branches in the 19 districts of Brussels’ (particularly for support and availability monitoring).

Socio-professional integration organisations (OISP) provide support and guidance for vulnerable groups (the underqualified, recent immigrants, those dropping out of formal education, etc.), particularly through local missions (French-speaking) and werkwinkels (Flemish-speaking community). They also work together with the public authorities. These not-for-profit associations, subsidised by the local authorities, provide training and employment advice in the capital city, Brussels. Information on French-language training on offer in the Brussels Region is also available on a website (dorifor.be) managed by Bruxelles Formation.

In the Walloon Region, Forem, alongside fellow stakeholders, runs 13 Jobs, Training and Guidance interfaces (CEFO). These target jobseekers and workers who are uncertain about their job search, training or their career prospects. In addition, the regional employment missions (MIRE) run job placement and support initiatives steering towards viable occupations. They require authorization to run their schemes in Wallonia.

As in Brussels, as a multi-stakeholder system, the Charleroi Cité des Métiers (premises fully opening in 2022) seeks to give undisclosed advice and guidance to all quarters of the public. Likewise accredited in line with the French-speaking pattern, branches of Cité des Métiers should see the light of day in Namur and Liège within the next couple of years.

In French-speaking Belgium, the SIEP (Research and Trades Information Service) puts on several information fairs that are open to all, over the course of the year. This is the opportunity to meet representatives from teaching at all levels (secondary, university and other higher education). The show also hosts representatives of training organisations, social advancement, trade associations and companies. Thus, the different representatives advise and steer the visitors in their searches. Likewise, other projects aiming to introduce different trades, are organised by the trade sectors.
### List of abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACTIRIS</td>
<td>Brussels Public Employment Service</td>
</tr>
<tr>
<td>ADG</td>
<td>Arbeitsamt der Deutschsprachigen Gemeinschaft (Public Employment Service Of The German-speaking Community)</td>
</tr>
<tr>
<td>AHS</td>
<td>Autonomous Higher Education Institution</td>
</tr>
<tr>
<td>AIB</td>
<td>Ausbildung im Betrieb (Training in the operation)</td>
</tr>
<tr>
<td>BE-DE</td>
<td>German-speaking Community</td>
</tr>
<tr>
<td>BE-FL</td>
<td>Flanders and the Dutch-speaking community</td>
</tr>
<tr>
<td>BE-FR</td>
<td>French-speaking Community</td>
</tr>
<tr>
<td>BES</td>
<td>Brevet d’études supérieures (Award of a higher education Brevet)</td>
</tr>
<tr>
<td>BRAWO</td>
<td>Berufliche Aus- und Weiterbildungs-Offensive (Vocational education and training initiative)</td>
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<tr>
<td>Bruxelles Formation</td>
<td>Institut Bruxellois pour la Formation professionnelle - The Brussels Institut for vocational training</td>
</tr>
<tr>
<td>CAI</td>
<td>Industrial Training Contract for Salaried Professions</td>
</tr>
<tr>
<td>CBE</td>
<td>centres for adult basic education</td>
</tr>
<tr>
<td>CDO</td>
<td>Centre voor deeltijds beroepsonderwijs (Alternating training centers in Education)</td>
</tr>
<tr>
<td>CECAF</td>
<td>Certificat des Compétences Acquises en Formation (Certificate of Skills Acquired during Training)</td>
</tr>
<tr>
<td>CEFA</td>
<td>Centre d’enseignement et formation en alternance (Center for Education and Training in Alternation)</td>
</tr>
<tr>
<td>CEFORA</td>
<td>Centre de formation de la Commission Paritaire Nationale Auxiliaire pour Employés (Training Centre of the National Auxiliary Joint Committee for Employees)</td>
</tr>
<tr>
<td>CISP</td>
<td>Convention d’insertion socio-professionnelle (Socio-professional insertion agreement)</td>
</tr>
<tr>
<td>COCOF</td>
<td>Commission communautaire française (French Community Commission)</td>
</tr>
<tr>
<td>CPE</td>
<td>Part-time contract alternating work and learning</td>
</tr>
<tr>
<td>CVDC</td>
<td>Consortium de Validation des Compétences (Skills Validation Consortium)</td>
</tr>
<tr>
<td>CVO</td>
<td>Centres for adult education</td>
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<tr>
<td>ECTS</td>
<td>European Credit Transfer System</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>EDUCAM</td>
<td>Le centre de connaissance et de formation du secteur automobile et des secteurs connexes (The center of knowledge and training in the automotive sector and related sectors)</td>
</tr>
<tr>
<td>EFP</td>
<td>« Espace Formation des Petites et Moyennes entreprises »: the training centre in Brussels for SME’s</td>
</tr>
<tr>
<td>EFT</td>
<td>Entreprises de Formation par le Travail (work-based training enterprises, subsidised associations, for low qualified unemployed people.)</td>
</tr>
<tr>
<td>EQF</td>
<td>European Qualification Framework (Cadre européen des certifications, CEC)</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FEB</td>
<td>Fédération des entreprises de Belgique (Federation of companies in Belgium)</td>
</tr>
<tr>
<td>FEDERGON</td>
<td>Federation of employment partners: temping agencies, outplacement agencies, recruitment consultants</td>
</tr>
<tr>
<td>FFC</td>
<td>Fonds de Formation Professionnelle de la Construction (Fund for vocational training in the construction industry)</td>
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<tr>
<td>FPI</td>
<td>Formation professionnelle individuelle (Individual vocational training)</td>
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<tr>
<td>FPIE</td>
<td>Formation professionnelle individuelle en entreprise (Individual vocational training within company)</td>
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<tr>
<td>FQS</td>
<td>Flemish Qualifications Structure</td>
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<tr>
<td>FWB</td>
<td>Fédération Wallonie Bruxelles – Communauté Française (the French-speaking community)</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>IAWM</td>
<td>Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen (Institute for vocational and educational training in small and medium sized companies) in BE-DE</td>
</tr>
<tr>
<td>IBFFP</td>
<td>Institut Bruxellois pour la Formation professionnelle (The Brussels Institut for vocational training) also known as Bruxelles Formation</td>
</tr>
<tr>
<td>IBO</td>
<td>Individuele beroepsopleiding (individual training plan)</td>
</tr>
<tr>
<td>IBU</td>
<td>Individuelle Berufsausbildung im Unternehmen (individual training plan)</td>
</tr>
<tr>
<td>IFAPME</td>
<td>Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises (Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia)</td>
</tr>
<tr>
<td>IFP</td>
<td>Vocational training initiatives in the food industry</td>
</tr>
<tr>
<td>IFPM</td>
<td>Technological industrial sector: training fund for blue collar workers</td>
</tr>
<tr>
<td>IMT-B</td>
<td>Information sur le marché du travail à Bruxelles (website on labour market information in Brussels)</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>ISCED</td>
<td>International Standard Classification of Education</td>
</tr>
<tr>
<td>IWEPS</td>
<td>Institut Wallon de l’Evaluation, de la Prospective et de la Statistique (The Walloon Institute for Evaluation, Forecasting and Statistics)</td>
</tr>
<tr>
<td>KMO</td>
<td>Kleine of middelgrote onderneming (Small or medium-sized enterprise)</td>
</tr>
<tr>
<td>LE FOREM</td>
<td>Office wallon de la Formation professionnelle et de l'Emploi (The Walloon Office for Vocational Training and Placement)</td>
</tr>
<tr>
<td>MFI</td>
<td>Module de formation individuelle (specific individual training module)</td>
</tr>
<tr>
<td>NISSE</td>
<td>National Institute for the Social Security of the Self-employed</td>
</tr>
<tr>
<td>OFFA</td>
<td>Office francophone de la formation en alternance (Organisation supervising the promotion of dual learning in BE-FR)</td>
</tr>
<tr>
<td>OKOT</td>
<td>Onderwijskwalificerende trajecten (Qualifying education pathways)</td>
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<tr>
<td>OISP</td>
<td>Organisme d’insertion professionnelle (socio-professional integration organisations)</td>
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<tr>
<td>ONEM</td>
<td>National Employment Office</td>
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<tr>
<td>ORBEM</td>
<td>Office regional pour l’emploi des Bruxellois (The employment service in Brussels)</td>
</tr>
<tr>
<td>PFI</td>
<td>Plan de formation individuelle (Individual training plan)</td>
</tr>
<tr>
<td>PME</td>
<td>Petites et Moyennes Entreprises (Small and Medium-sized Enterprises)</td>
</tr>
<tr>
<td>RECAF</td>
<td>Reconnaissance des connaissances acquises en formation (Recognition of skills acquired during training)</td>
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<tr>
<td>SERV</td>
<td>Sociaal-Economische Raad van Vlaanderen (Social Economic Council of Flanders)</td>
</tr>
<tr>
<td>SFMQ</td>
<td>Service Francophone des Métiers et des Qualifications (The French-speaking Service for Professions and Qualifications)</td>
</tr>
<tr>
<td>SFPME</td>
<td>Service Formation PME (The training service for small and medium-sized enterprises, in Brussels)</td>
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<tr>
<td>SME</td>
<td>Small and medium-sized enterprise</td>
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<tr>
<td>STAB</td>
<td>Strategischer Ausschuss für Berufsbildung (The Advisory Committee on Vocational Training in BE-DE)</td>
</tr>
<tr>
<td>Synerjob</td>
<td>Federation of Public Employment and Vocational Training Services in Belgium</td>
</tr>
<tr>
<td>SYNTRA</td>
<td>The Flemish Agency for Entrepreneurial Training</td>
</tr>
<tr>
<td>TIC</td>
<td>Technologies de l’information et de la communication (information and communication technologies)</td>
</tr>
<tr>
<td>TZU</td>
<td>Teilzeitunterrichtszentren (Part-time Education Centers)</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>UAA</td>
<td>Approved Learning Units</td>
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<tr>
<td>UWE</td>
<td>Union Wallonne des Entreprises (Walloon Business Federation)</td>
</tr>
<tr>
<td>VDAB</td>
<td>Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (Flemish Employment and Vocational Training Agency)</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VG</td>
<td>Vlaamse Gemeenschap, Flemish Community</td>
</tr>
<tr>
<td>ZAWM</td>
<td>Zentrum für Aus- und Weiterbildung im Mittelstand (Vocational training centres in BE-DE)</td>
</tr>
</tbody>
</table>
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INASTI. Institut national d’assurances sociales pour travailleurs indépendants. https://www.inasti.be/


SERV. *Sterk door overleg.* https://www.serv.be/serv

Sodexo. *Quality of life services.* http://be.sodexo.com


VDAB. *Opleidingen.* https://www.vdab.be/opleidingen


VKS. *Vlaamse kwalificatiestructuur.* http://www.vlaamsekwalificatiestructuur.be/kwalificatiedatabank/


Annexes

❖ Population in Belgium:

Table 2. Share of the national population by age groups (2008-18)

<table>
<thead>
<tr>
<th>Population on 1st January of each year</th>
<th>&gt; 18 years</th>
<th>18 to 64</th>
<th>65+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>194 507</td>
<td>6 652 633</td>
<td>1 819 726</td>
<td>10 666 866</td>
</tr>
<tr>
<td>2009</td>
<td>2 205 612</td>
<td>6 710 689</td>
<td>1 836 779</td>
<td>10 753 080</td>
</tr>
<tr>
<td>2010</td>
<td>2 214 155</td>
<td>6 765 590</td>
<td>1 860 160</td>
<td>10 839 905</td>
</tr>
<tr>
<td>2011</td>
<td>2 231 041</td>
<td>6 837 426</td>
<td>1 882 799</td>
<td>10 951 266</td>
</tr>
<tr>
<td>2012</td>
<td>2 245 635</td>
<td>6 865 841</td>
<td>1 924 472</td>
<td>11 035 948</td>
</tr>
<tr>
<td>2013</td>
<td>2 258 716</td>
<td>6 881 713</td>
<td>1 959 125</td>
<td>11 099 554</td>
</tr>
<tr>
<td>2014</td>
<td>2 268 745</td>
<td>6 887 933</td>
<td>1 993 838</td>
<td>11 150 516</td>
</tr>
<tr>
<td>2015</td>
<td>2 277 158</td>
<td>6 901 298</td>
<td>2 030 588</td>
<td>11 209 044</td>
</tr>
<tr>
<td>2016</td>
<td>2 285 581</td>
<td>6 919 768</td>
<td>2 062 561</td>
<td>11 267 910</td>
</tr>
<tr>
<td>2017</td>
<td>2 294 639</td>
<td>6 932 352</td>
<td>2 095 097</td>
<td>11 322 088</td>
</tr>
<tr>
<td>2018</td>
<td>2 301 495</td>
<td>6 944 019</td>
<td>2 130 556</td>
<td>11 376 070</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>1st January</th>
<th>1995</th>
<th>%</th>
<th>2008</th>
<th>%</th>
<th>2018</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>10 130 574</td>
<td>100</td>
<td>10 666 866</td>
<td>100</td>
<td>11 376 088</td>
<td>100</td>
</tr>
<tr>
<td>Brussels</td>
<td>951 580</td>
<td>9.4</td>
<td>1 048 491</td>
<td>9.8</td>
<td>1 198 726</td>
<td>10.5</td>
</tr>
<tr>
<td>Flanders</td>
<td>5 866 106</td>
<td>57.9</td>
<td>6 161 600</td>
<td>57.8</td>
<td>6 552 967</td>
<td>57.6</td>
</tr>
<tr>
<td>Wallonia</td>
<td>3 312 888</td>
<td>32.7</td>
<td>3 456 775</td>
<td>32.4</td>
<td>3 624 377</td>
<td>31.9</td>
</tr>
<tr>
<td>German-Sp. Com.</td>
<td>68 961</td>
<td>0.7</td>
<td>74 169</td>
<td>0.7</td>
<td>77 185</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Table 4. Development of employment of incoming and outgoing commuters (2010-18)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brussels’ employees in Brussels</td>
<td>342 411</td>
<td>341 637</td>
<td>349 409</td>
<td>343 092</td>
<td>356 350</td>
<td>361 203</td>
<td>369 004</td>
<td>370 934</td>
<td>382 116</td>
</tr>
<tr>
<td>Flemish commuters to Brussels</td>
<td>239 326</td>
<td>234 111</td>
<td>229 119</td>
<td>230 582</td>
<td>233 851</td>
<td>219 076</td>
<td>221 959</td>
<td>231 244</td>
<td>228 595</td>
</tr>
<tr>
<td>Walloons commuters to Brussels</td>
<td>132 373</td>
<td>127 076</td>
<td>136 318</td>
<td>135 302</td>
<td>129 935</td>
<td>121 653</td>
<td>125 591</td>
<td>124 172</td>
<td>130 473</td>
</tr>
<tr>
<td>Brussels domestic employment</td>
<td>714 111</td>
<td>702 824</td>
<td>714 847</td>
<td>708 976</td>
<td>720 136</td>
<td>701 932</td>
<td>716 554</td>
<td>726 350</td>
<td>741 184</td>
</tr>
<tr>
<td>Share of incoming commuters %</td>
<td>52.1</td>
<td>51.4</td>
<td>51.1</td>
<td>51.6</td>
<td>50.5</td>
<td>48.5</td>
<td>48.5</td>
<td>48.9</td>
<td>48.4</td>
</tr>
<tr>
<td>Brussels employees to Flanders</td>
<td>42 746</td>
<td>45 437</td>
<td>45 699</td>
<td>45 143</td>
<td>47 151</td>
<td>46 809</td>
<td>49 211</td>
<td>51 173</td>
<td>50 966</td>
</tr>
<tr>
<td>Brussels employees to Wallonia</td>
<td>18 393</td>
<td>20 910</td>
<td>21 224</td>
<td>21 035</td>
<td>21 676</td>
<td>22 060</td>
<td>22 029</td>
<td>25 786</td>
<td>23 543</td>
</tr>
<tr>
<td>Brussels employees going abroad</td>
<td>6 870</td>
<td>5 046</td>
<td>3 806</td>
<td>3 293</td>
<td>4 921</td>
<td>4 535</td>
<td>4 898</td>
<td>5 438</td>
<td>6 482</td>
</tr>
<tr>
<td>Brussels population at work</td>
<td>410 421</td>
<td>413 029</td>
<td>420 138</td>
<td>412 563</td>
<td>430 099</td>
<td>434 607</td>
<td>439 705</td>
<td>453 187</td>
<td>463 107</td>
</tr>
<tr>
<td>Outgoing commuters from Brussels to Flanders or Wallonia</td>
<td>61 139</td>
<td>66 347</td>
<td>66 923</td>
<td>66 178</td>
<td>68 827</td>
<td>68 869</td>
<td>71 240</td>
<td>76 959</td>
<td>74 509</td>
</tr>
<tr>
<td>Rate %</td>
<td>14.9</td>
<td>16.1</td>
<td>15.9</td>
<td>16.0</td>
<td>16.0</td>
<td>16.2</td>
<td>16.9</td>
<td>16.0</td>
<td></td>
</tr>
</tbody>
</table>


Table 5. Employment per region (2010-17)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brussels</td>
<td>714 111</td>
<td>702 824</td>
<td>714 847</td>
<td>708 976</td>
<td>720 136</td>
<td>701 932</td>
<td>716 554</td>
<td>726 350</td>
</tr>
<tr>
<td>Flanders</td>
<td>2 525 874</td>
<td>2 552 956</td>
<td>2 556 270</td>
<td>2 572 940</td>
<td>2 576 788</td>
<td>2 589 910</td>
<td>2 599 756</td>
<td>2 623 018</td>
</tr>
<tr>
<td>Wallonia</td>
<td>1 139 143</td>
<td>1 152 900</td>
<td>1 155 269</td>
<td>1 148 918</td>
<td>1 140 673</td>
<td>1 152 214</td>
<td>1 161 516</td>
<td>1 165 007</td>
</tr>
<tr>
<td>Belgium</td>
<td>4 379 128</td>
<td>4 408 680</td>
<td>4 426 386</td>
<td>4 430 835</td>
<td>4 437 597</td>
<td>4 444 056</td>
<td>4 477 826</td>
<td>4 514 375</td>
</tr>
<tr>
<td>Brussels/Belgium</td>
<td>16.3</td>
<td>15.9</td>
<td>16.1</td>
<td>16.0</td>
<td>16.2</td>
<td>15.8</td>
<td>16.0</td>
<td></td>
</tr>
</tbody>
</table>

Education system tables:

Table 6. **Number of students in secondary vocational and part-time system education (BE-FL)**

<table>
<thead>
<tr>
<th>Community</th>
<th>Total VET students</th>
<th>Technical (tso)</th>
<th>Vocational (bso)</th>
<th>Part-time system (dbso)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flemish (2014-15)</td>
<td>172 026</td>
<td>89 119</td>
<td>74 100</td>
<td>8 807</td>
</tr>
<tr>
<td>Flemish (2015-16)</td>
<td>170 783</td>
<td>88 309</td>
<td>73 720</td>
<td>8 754</td>
</tr>
<tr>
<td>Flemish (2016-17)</td>
<td>168 061</td>
<td>86 845</td>
<td>72 352</td>
<td>8 864</td>
</tr>
<tr>
<td>Flemish (2017-18)</td>
<td>165 149</td>
<td>85 332</td>
<td>70 837</td>
<td>8 980</td>
</tr>
<tr>
<td>Flemish (2018-19)</td>
<td>164 113</td>
<td>85 784</td>
<td>69 475</td>
<td>8 854</td>
</tr>
</tbody>
</table>

Source: Ministry of Education.

Table 7. **Number of schools – VET students in adult education (BE-FL)**

<table>
<thead>
<tr>
<th>Community</th>
<th>Schools</th>
<th>Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flemish** 2014-15</td>
<td>134</td>
<td>182 358</td>
</tr>
<tr>
<td>Flemish 2015-16</td>
<td>133</td>
<td>184 178</td>
</tr>
<tr>
<td>Flemish 2016-17</td>
<td>140</td>
<td>175 860</td>
</tr>
<tr>
<td>Flemish 2017-18</td>
<td>144</td>
<td>171 044</td>
</tr>
</tbody>
</table>

Source: Ministry of Education.

* Only students for upper secondary school and higher education are taken into account.
** Reference period: 1/4/2014 - 30/3/2015; number of centers for adult education (111), number of centers where specific teacher training for adult education is organised (23).

Table 8. **Distribution of students (individual registration) regularly enrolled in adult education by level of studies (BE-FL)**

<table>
<thead>
<tr>
<th>Level of study</th>
<th>2012-13</th>
<th>2013-14 (provisional data at 1st March)</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary education for adults</td>
<td>267 224</td>
<td>327 567</td>
<td>270 604</td>
<td>261 690 (*)</td>
<td>258 351 (*)</td>
</tr>
<tr>
<td>Specific teacher training</td>
<td>9 199</td>
<td>9 425</td>
<td>9 355</td>
<td>8 840 (**)</td>
<td>8 500 (**)</td>
</tr>
<tr>
<td>Primary – basic education</td>
<td>33 778</td>
<td>47 861</td>
<td>40 253</td>
<td>43 025 (*)</td>
<td>43 783 (*)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>327 798</strong></td>
<td><strong>402 842</strong></td>
<td><strong>337 226</strong></td>
<td><strong>312 555</strong></td>
<td><strong>310 634</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Education.

(*) number of persons
(**) number of inscriptions
Table 9. Distribution of students (individual registration) regularly enrolled in adult education by level of studies (BE-FR)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower secondary</td>
<td>55 785</td>
<td>57 326</td>
<td>56 198</td>
<td>57 523</td>
<td>53 314</td>
<td>51 046</td>
<td>50 864</td>
</tr>
<tr>
<td>Upper secondary</td>
<td>66 613</td>
<td>69 344</td>
<td>67 576</td>
<td>66 449</td>
<td>63 479</td>
<td>60 862</td>
<td>60 072</td>
</tr>
<tr>
<td>Superior, short cycle degree</td>
<td>30 158</td>
<td>33 320</td>
<td>35 326</td>
<td>34 174</td>
<td>33 787</td>
<td>31 343</td>
<td>31 150</td>
</tr>
<tr>
<td>Superior, long cycle degree</td>
<td>497</td>
<td>434</td>
<td>450</td>
<td>351</td>
<td>330</td>
<td>364</td>
<td>348</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>153 053</strong></td>
<td><strong>160 424</strong></td>
<td><strong>159 550</strong></td>
<td><strong>158 497</strong></td>
<td><strong>150 910</strong></td>
<td><strong>143 615</strong></td>
<td><strong>142 434</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Education.

Table 10. Number of students in secondary vocational and part-time system education (BE-FR)

<table>
<thead>
<tr>
<th>Community</th>
<th>Total VET students</th>
<th>Technical</th>
<th>Vocational</th>
<th>Further vocational training (125)</th>
<th>Part-time system</th>
</tr>
</thead>
<tbody>
<tr>
<td>French (2014-15)</td>
<td>121 117</td>
<td>54 531</td>
<td>44 665</td>
<td>12 741</td>
<td>9 180</td>
</tr>
<tr>
<td>French (2015-16)</td>
<td>125 918</td>
<td>44 908</td>
<td>44 908</td>
<td>13 363</td>
<td>9 376</td>
</tr>
<tr>
<td>French (2016-17)</td>
<td>122 279</td>
<td>56 450</td>
<td>43 664</td>
<td>12 786</td>
<td>9 379</td>
</tr>
<tr>
<td>French (2017-18)</td>
<td>111 908</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French (2018-19)</td>
<td>110 936</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Ministry of Education

Table 11. Number of schools – VET students in adult education (BE-FR)

<table>
<thead>
<tr>
<th>Community</th>
<th>Schools</th>
<th>Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 2015-16</td>
<td>163</td>
<td>100 174</td>
</tr>
<tr>
<td>French 2016-17</td>
<td>161</td>
<td>97 596</td>
</tr>
<tr>
<td>French 2017-18</td>
<td>159</td>
<td>92 569</td>
</tr>
<tr>
<td>French 2018-19</td>
<td>157</td>
<td>91 570</td>
</tr>
</tbody>
</table>

Source: Ministry of Education.

* Only students for upper secondary school and higher education are taken into account.

(125) These figures include learners following the 7th year of vocation education and complementary vocational education (4th degree).
Table 12. Number of schools – VET students in adult education (BE-DE)

<table>
<thead>
<tr>
<th>German-speaking Community</th>
<th>Schools</th>
<th>Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>5</td>
<td>1 151</td>
</tr>
<tr>
<td>2016/17</td>
<td>5</td>
<td>1 262</td>
</tr>
<tr>
<td>2017/18</td>
<td>5</td>
<td>1 286</td>
</tr>
</tbody>
</table>

Source: Ministry of Education in the German-speaking Community.
* Only students for upper secondary school and higher education are taken into account.

Table 13. Number of students in secondary vocational and part-time system education (BE-DE)

<table>
<thead>
<tr>
<th>German-speaking Community</th>
<th>Total VET students</th>
<th>Technical</th>
<th>Vocational</th>
<th>Part-time system</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>1 623</td>
<td>910</td>
<td>713</td>
<td>37</td>
</tr>
<tr>
<td>2016-17</td>
<td>1 630</td>
<td>915</td>
<td>715</td>
<td>41</td>
</tr>
<tr>
<td>2017-18</td>
<td>1 571</td>
<td>858</td>
<td>713</td>
<td>38</td>
</tr>
</tbody>
</table>

Source: Ministry of Education in the German-speaking Community.

Training providers’ tables:

Table 14. Number of trainings organised by the VDAB (2015-18)

<table>
<thead>
<tr>
<th>Funding of trainings</th>
<th>Number of trainings</th>
<th>Training place</th>
<th>Number of trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully funded by VDAB</td>
<td>22 504</td>
<td>21 629</td>
<td>18 766</td>
</tr>
<tr>
<td>Not 100% funded by VDAB</td>
<td>27 525</td>
<td>24 899</td>
<td>27 261</td>
</tr>
<tr>
<td>Total</td>
<td>50 029</td>
<td>46 528</td>
<td>46 027</td>
</tr>
</tbody>
</table>

Organiser of the training    | Number of trainings |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>VDAB</td>
<td>38 633</td>
</tr>
<tr>
<td>Partners</td>
<td>11 396</td>
</tr>
<tr>
<td>Total</td>
<td>50 029</td>
</tr>
</tbody>
</table>

Source: VDAB Administration data (www.vdab.be) (126)

(126) Important change concerning statistics to be updated. Until 2015, the additional numbers of pupils were mentioned. In the meantime, the standard reporting has been only limited to jobseekers due to advancing insight. This means that the number of training courses in 2015, formerly 54 953, is reduced to 50 029 with the current reporting.
Table 15. *Training and guidance vouchers 2003-18 (VDAB)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Number at 31/12</th>
<th>Difference vs the year before</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>81 562</td>
<td>/</td>
</tr>
<tr>
<td>2004</td>
<td>180 377</td>
<td>+121.2%</td>
</tr>
<tr>
<td>2005</td>
<td>190 494</td>
<td>+5.6%</td>
</tr>
<tr>
<td>2006</td>
<td>210 964</td>
<td>+10.7%</td>
</tr>
<tr>
<td>2007</td>
<td>228 369</td>
<td>+8.3%</td>
</tr>
<tr>
<td>2008</td>
<td>237 650</td>
<td>+4.1%</td>
</tr>
<tr>
<td>2009</td>
<td>238 987</td>
<td>+0.6%</td>
</tr>
<tr>
<td>2010</td>
<td>159 295</td>
<td>-33.3%</td>
</tr>
<tr>
<td>2011</td>
<td>124 834</td>
<td>-21.6%</td>
</tr>
<tr>
<td>2012</td>
<td>118 597</td>
<td>-5%</td>
</tr>
<tr>
<td>2013</td>
<td>107 970</td>
<td>-9%</td>
</tr>
<tr>
<td>2014</td>
<td>91 597</td>
<td>-15%</td>
</tr>
<tr>
<td>2015</td>
<td>43 891</td>
<td>-52%</td>
</tr>
<tr>
<td>2016</td>
<td>33 391</td>
<td>-23.9%</td>
</tr>
<tr>
<td>2017</td>
<td>28 507</td>
<td>-14.62%</td>
</tr>
<tr>
<td>2018</td>
<td>25 971</td>
<td>-8.9%</td>
</tr>
</tbody>
</table>

N.B. number of awarded and pending applications (VDAB)

Source: VDAB

## Training vouchers in percentage by level of education (situation 2018)

<table>
<thead>
<tr>
<th>Educational level</th>
<th>in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly skilled</td>
<td>7.96</td>
</tr>
<tr>
<td>Medium skilled</td>
<td>68.26</td>
</tr>
<tr>
<td>Short skilled</td>
<td>23.78</td>
</tr>
</tbody>
</table>

Source: VDAB

## Certificates of experience

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivered number</td>
<td>424</td>
<td>539</td>
<td>865</td>
</tr>
<tr>
<td>certificates of experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Started number certificates of experience</td>
<td>815</td>
<td>940</td>
<td>1 498</td>
</tr>
</tbody>
</table>

Source: VDAB

(127) Since 1st August 2010, the terms and conditions of the use of training vouchers have changed. As from 1st August 2010, training vouchers amongst other were used for career guidance or for training courses and if they were recognised within the framework of paid educational leave.
### Career vouchers issued

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>15 374</td>
<td>-</td>
</tr>
<tr>
<td>2016</td>
<td>20 546</td>
<td>+33.64%</td>
</tr>
<tr>
<td>2017</td>
<td>23 769</td>
<td>+12.21%</td>
</tr>
</tbody>
</table>

Source: VDAB

### Table 16. Number of registered trainees in 2015, 2016 and 2017 (le Forem)

<table>
<thead>
<tr>
<th>Year</th>
<th>Jobseekers/students</th>
<th>Hours</th>
<th>Workers</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>89 609</td>
<td>8 784 743</td>
<td>9 550</td>
<td>187 422</td>
</tr>
<tr>
<td>2016</td>
<td>84 799</td>
<td>8 089 436</td>
<td>6 059</td>
<td>160 208</td>
</tr>
<tr>
<td>2017</td>
<td>86 541</td>
<td>7 364 975</td>
<td>6 308</td>
<td>145 396</td>
</tr>
</tbody>
</table>

Source: le Forem

### Table 17. Different trainings offered by the Arbeitsamt of BE-DE in 2016-18

<table>
<thead>
<tr>
<th>Training</th>
<th>Jobseekers &amp; Workers</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training in own centres</td>
<td></td>
<td>291</td>
<td>141</td>
<td>277</td>
</tr>
<tr>
<td>Training with partners</td>
<td></td>
<td>549</td>
<td>509</td>
<td>516</td>
</tr>
<tr>
<td>Individual training in enterprise</td>
<td></td>
<td>263</td>
<td>256</td>
<td>238</td>
</tr>
</tbody>
</table>

Source: ADG administration (2019).

### Table 18. Promotional activities for careers and trades (BE-DE)

<table>
<thead>
<tr>
<th>Number of visitors</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>BiZ mobile-classes</td>
<td>1 211</td>
<td>853</td>
<td>813</td>
<td>761</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BiZ mobile-individual visitors</td>
<td>99</td>
<td>130</td>
<td>40</td>
<td>62</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total BiZ-mobil</td>
<td>1 310</td>
<td>983</td>
<td>853</td>
<td>823</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Information evenings-youth</td>
<td>38</td>
<td>66</td>
<td>24</td>
<td>24</td>
<td>78</td>
<td>113</td>
<td>62</td>
</tr>
<tr>
<td>Information evenings-adults</td>
<td>42</td>
<td>10</td>
<td>11</td>
<td>51</td>
<td>70</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Total Information evenings</td>
<td>80</td>
<td>66</td>
<td>34</td>
<td>35</td>
<td>129</td>
<td>183</td>
<td>111</td>
</tr>
<tr>
<td>Guidance class animations</td>
<td>1 197</td>
<td>1 016</td>
<td>900</td>
<td>1 016</td>
<td>1 051</td>
<td>1 271</td>
<td>1 566</td>
</tr>
</tbody>
</table>

Source: Statistical data from the ADG.
Table 19. Data from the guidance/orientation service of the Arbeitsamt (BE-DE)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of persons</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobseekers</td>
<td>82</td>
<td>106</td>
<td>218</td>
<td>114</td>
<td>145</td>
<td>73</td>
<td>62</td>
</tr>
<tr>
<td>Workers</td>
<td>50</td>
<td>45</td>
<td>43</td>
<td>25</td>
<td>33</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Youth</td>
<td>105</td>
<td>114</td>
<td>110</td>
<td>139</td>
<td>77</td>
<td>77</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>237</td>
<td>265</td>
<td>371</td>
<td>278</td>
<td>255</td>
<td>159</td>
<td>130</td>
</tr>
<tr>
<td><strong>Number of contacts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td>277</td>
<td>295</td>
<td>385</td>
<td>407</td>
<td>414</td>
<td>201</td>
<td>177</td>
</tr>
<tr>
<td>Mail/post contacts…</td>
<td>87</td>
<td>51</td>
<td>252</td>
<td>185</td>
<td>72</td>
<td>238</td>
<td>74</td>
</tr>
<tr>
<td><strong>Total – number of individual contacts</strong></td>
<td>364</td>
<td>346</td>
<td>637</td>
<td>592</td>
<td>486</td>
<td>448</td>
<td>251</td>
</tr>
</tbody>
</table>

Source: Statistical data from the ADG.

Table 20. Number of registered apprentices and entrepreneurship trainees (31st December) provided by SFPME

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>742</td>
<td>676</td>
<td>643</td>
<td>942</td>
<td>898</td>
</tr>
<tr>
<td>Entrepreneurial training</td>
<td>4 616</td>
<td>4 705</td>
<td>4 512</td>
<td>4 798</td>
<td>4 692</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5 358</td>
<td>5 381</td>
<td>5 155</td>
<td>7 132</td>
<td>6 811</td>
</tr>
</tbody>
</table>

(1 392 CVET) (1 221 CVET)

Source: Administration SFPME.

Table 21. Evolution of apprentices’ numbers and entrepreneurship training provided by IFAPME (2012-13 until 2017-18)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeships</td>
<td>4 751</td>
<td>4 607</td>
<td>4 301</td>
<td>4 100</td>
<td>4 543</td>
<td>4 455</td>
</tr>
<tr>
<td>Entrepreneurship training (with contract)</td>
<td>3 836</td>
<td>4 408</td>
<td>4 648</td>
<td>4 940</td>
<td>4 928</td>
<td>4 735</td>
</tr>
<tr>
<td>Entrepreneurship training (without contract)</td>
<td>6 259</td>
<td>6 666</td>
<td>7 222</td>
<td>7 322</td>
<td>7 397</td>
<td>7 003</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14 846</td>
<td>15 681</td>
<td>16 171</td>
<td>16 362</td>
<td>16 868</td>
<td>16 193</td>
</tr>
</tbody>
</table>

N.B.: Data were extracted on the 31st December of the respective year.
Source: IFAPME

Table 22. Number of contracts registered in Syntra Vlaanderen (2012-13 until 2017-18)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>3 650</td>
<td>3 504</td>
<td>3 227</td>
<td>2 804</td>
<td>1 842</td>
<td>1 513</td>
</tr>
<tr>
<td>Entrepreneurial training</td>
<td>29 468</td>
<td>38 431</td>
<td>34 683</td>
<td>34 291</td>
<td>33 125</td>
<td>30 026</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>33 118</td>
<td>41 935</td>
<td>37 910</td>
<td>37 095</td>
<td>34 967</td>
<td>31 539</td>
</tr>
</tbody>
</table>

N.B.: Data were extracted on the 31st December of the respective year.
Source: Syntra Vlaanderen
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentices (Lehre)</td>
<td>1 200</td>
<td>1 142</td>
<td>1 185</td>
<td>1 120</td>
<td>676</td>
<td>601</td>
</tr>
<tr>
<td>Apprenticeship for entrepreneur (Meister)</td>
<td>358</td>
<td>356</td>
<td>360</td>
<td>367</td>
<td>334</td>
<td>372</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1 558</strong></td>
<td><strong>1 498</strong></td>
<td><strong>1 545</strong></td>
<td><strong>1 487</strong></td>
<td><strong>1 010</strong></td>
<td><strong>973</strong></td>
</tr>
</tbody>
</table>

Source: ZAWM.