

# **Flemish Community of Belgium**

## **National report on the Development and State of Art of Adult Learning and Education (ALE)**

### **6<sup>th</sup> International Conference on Adult Education (CONFINTEA VI)**

*Ministry for Education and Training  
International Relations Office*

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# 0 General Overview

## 0-1 Contextual information

Belgium is in fact a double federation, a federal union of 3 regions and a federal union of 3 communities.

Belgium has 3 communities

- The **Flemish Community**: this is the Flemish Region, but also the Dutch-speaking institutions within the territory of the Brussels Capital Region. The **Brussels Capital Region** is the bilingual region Brussels Capital, consisting of 19 municipalities. In that region the decisions of the communities only apply to the institutions which, on the basis of their organisational properties, exclusively belong to one community (e.g. Flemish schools in Brussels).
- The **French Community of Belgium**: this is the Walloon Region, excluding the German language region, but including the French-speaking institutions within the territory of Brussels Capital Region.
- The **German-speaking Community**: this is the German language region.

Belgium has 3 regions

- The **Flemish Region**: the Flemish-speaking Region
- The **Walloon Region**: the French-speaking language region and the German-speaking language region
- **Brussels Capital Region**: the bilingual region Brussels Capital

Belgium also consists of 10 **provinces** and 589 **municipalities** (of which 19 in the Brussels Capital Region and 308 in Flanders).

The Belgian constitution guarantees a strict separation of Church and State. By law, the government 'recognises' different religions: Catholic, Protestant, Jewish, Anglican, Islamic and Orthodox religion.

The only official language of the Flemish Community is Dutch, which is also the teaching language. Many Flemings have a good command of at least one or two other European languages (English, French, German...). Officially, there are no legally recognised minority languages in Flanders, except for French in some municipalities along the language boundary which have been granted some language facilities. **French** is taught as a second language from 5<sup>th</sup> year of primary school onwards (in the Brussels region from 3<sup>rd</sup> year of primary education). **English** is taught at secondary level. Depending on the chosen educational options, other languages can be taught at school.

Fundamental to the Belgian educational legislation is the **constitutional freedom of education**. This means: the right of every natural person or legal person to establish schools (the 'organising bodies'), the right of denomination (to base schools on a specific philosophy of life or on specific pedagogical or educational philosophy, and the freedom of choice of school for pupils and their parents.

With respect to the organisation of education in Flanders, three main **educational networks** ('onderwijsnetten') can be distinguished:

- **education of the Flemish Community** (GO!), financed by the Flemish Community. Its organising bodies (inrichtende machten) are the General Board of Community Education and the school clusters (14,2 % elementary pupils; 16,7 % secondary education pupils);

- **subsidised public education** (gesubsidieerd officieel onderwijs), organised by provinces, municipalities and intermunicipal companies and subsidised by the Flemish Community (22,15% elementary pupils; 7,9 secondary education pupils). In the Brussels-Capital Region the Flemish Community Commission functions as the organising body of some Flemish schools;
- **subsidised private education** (gesubsidieerd vrij onderwijs), organised by private bodies, based on a denominational (Catholic, Jewish, Protestant...) or non-denominational philosophy of life or based on a specific pedagogical or educational philosophy (the so-called method schools). They are recognised and subsidised by the Flemish Community (63,5% elementary pupils, 75,2% secondary education pupils).

**Private education** and "**home schooling**" - not recognised nor subsidized - are limited. Home education involves 0,03% of elementary pupils and 0,07 % of secondary education pupils.

**The distribution of resources** to the different educational networks has been a long lasting political issue, being linked to two basic principles in the educational legislation: the freedom of choice of school and compulsory education. The assignment of objectively determinable differences to the educational networks proved to be difficult. A ratio of 100/76 per pupil was used to distribute resources for compulsory education to the schools of the Flemish Community and the other subsidized schools. (The Decree of 25 February 1997 determines the operational resources for every pupil in subsidized basis education, the Decree of 14 July 1998 for secondary education). At the end of 2007 an agreement was finally reached. This will result in a decree, the implementation of which has to start in 2008-2009.

The **Equal Educational Opportunities Decree** (Gelijke OnderwijsKansen GOK) guarantees the principle right for enrolment in a school of choice, independent of colour of skin, national or ethnic origin, religion or gender. This principle right to enrolment is only restricted in 3 cases, namely when the school is full, if the pupil was expelled in a previous year or if the parents do not accept the pedagogical project and school regulations.

Since 1989, the **Federal Government** has transferred the entire responsibility for education to the Communities, except for the start and end of compulsory education, the minimum requirements for the granting of diplomas and the pension system. The Federal Government provides the Communities with a financial allocation – a dotation – for education.

Federal ministers remain responsible for:

- paid educational leave (Betaald Educatief verlof): the Federal Minister of Work and Informatisation,
- military training: the Federal Minister of Defence,
- police training: the Federal Minister of the Interior and the Federal Minister of Justice.

## Sources

- <http://www.belgium.be> (English)
- <http://www.flanders.be> (English)
- <http://www.studyinlanders.be> (English)
- Belgium Flemish Community. Summary Sheet 2008. (Dutch + English), Eurydice
- Belgium Flemish Community. Structures of education 2008. (Dutch + English), Eurydice
- Belgium Flemish Community. National dossier 2008. (Dutch + English), Eurydice
- Non-Vocational Adult Education in Europa. Executive Summary of National Information on Eurydice. Working Document. January 2007. Eurydice
- Eurydice: <http://www.eurydice.org>
- Equity in Education. Thematic review. Country analytical Report Flanders. Thu Dang Kim & Koen Pelleriaux. 2006 (pdf)

## 0-2 General statistics

Count 1/1/2007	Flemish Region	Flemish Region (incl. German Comm.)	Brussels Capital Region	Kingdom
Population	6,117,440	3,435,879	1,031,215	10,584,534
Surface area	1352225	1684428	16844	3052792
Population density	452	203	6,389	346
Number of foreigners	331,694	316,940	283,527	
% of foreigners in relation to the overall population	5.4	9.2	27.5	

(APS, Eurostat 2007)

The % of foreigners on the total population of the Flemish Region on 1/1/2006	
Dutch nationals	30.8
Moroccans	8.4
Italians	7.2
Turks	6.0
French	5.7
Source: APS, 2006	

Age groups in the Flemish Region on 1/1/2007						
	0-4 YEAR	5-9 YEAR	10-14 YEAR	15-19 YEAR	20-24 YEAR	25-29 YEAR
Men	163,609	166,011	178,148	184,468	181,207	193,150
Women	155,637	159,433	170,969	176,096	177,509	189,384
Total	319,246	325,444	349,117	360,564	358,716	382,534

According to the state register there were 986,923 children of school age on 1/10/2006 (year of birth 1989-2000). Over the last couple of years Flanders, like the rest of Europe, has been faced with the problem of ageing and rejuvenation of the population.

Evolution of the population structure 1990-2050								
Age group	Population on 1 January of the year					Prospects on 31/12 of the year		
	1990	2000	2001	2002	2003	2004	2009	2015
0-19	1,413,368	1,369,264	1,359,547	1,351,286	1,345,685	1,338,871	1,309,387	1,256,249
20-39	1,782,520	1,676,627	1,659,164	1,643,421	1,627,796	1,583,375	1,508,318	1,493,678
40-59	1,412,454	1,577,593	1,607,213	1,646,413	1,681,446	1,727,703	1,770,575	1,738,859
60-79	941,637	1,114,883	1,114,353	1,108,289	1,107,464	1,116,283	1,180,634	1,271,404
80+	189,757	201,884	212,275	223,372	233,162	255,541	302,437	352,442
TOTAL	5,739,736	5,940,251	5,952,552	5,972,781	5,995,553	6,021,773	6,071,351	6,112,632

### The Flemish labour market in figures, 2005

Flanders in Europe	Flemish Region		EU-25	
	2004	2005	2004	2005
Employment rate %				
Total (aged 15-64)	64.3	64.9	63.1	63.8
Women (aged 15-64)	56.7	57.8	55.6	56.3
Elderly (aged 55-64)	29.5	30.7	40.9	42.6
ILO unemployment rate (%)	5.4	5.5	9.3	9.1

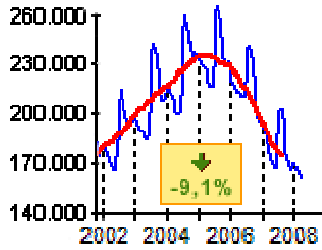
Nationality	Total	Nationals / Naturalised citizens	Other EU-15 citizens	Non-EU-15 citizens
Employment rate 2005 (%)				
Flemish Region	64.9	65.4	64.2	41.9
Belgium	61.1	62.0	59.5	36.4
Germany	65.4	66.9	67.4	47.5
France	63.1	63.8	66.5	44.0

Unemployment	Flemish Region			
Unemployed jobseekers (n)	2003	2004	2005	2006
Total	207810	225630	235343	222204
aged < 25	56290	57970	56372	49264
aged 25-39	84040	87060	83636	76357
aged 40-49	49680	53170	55348	50946
aged >49	17790	27440	39987	45637

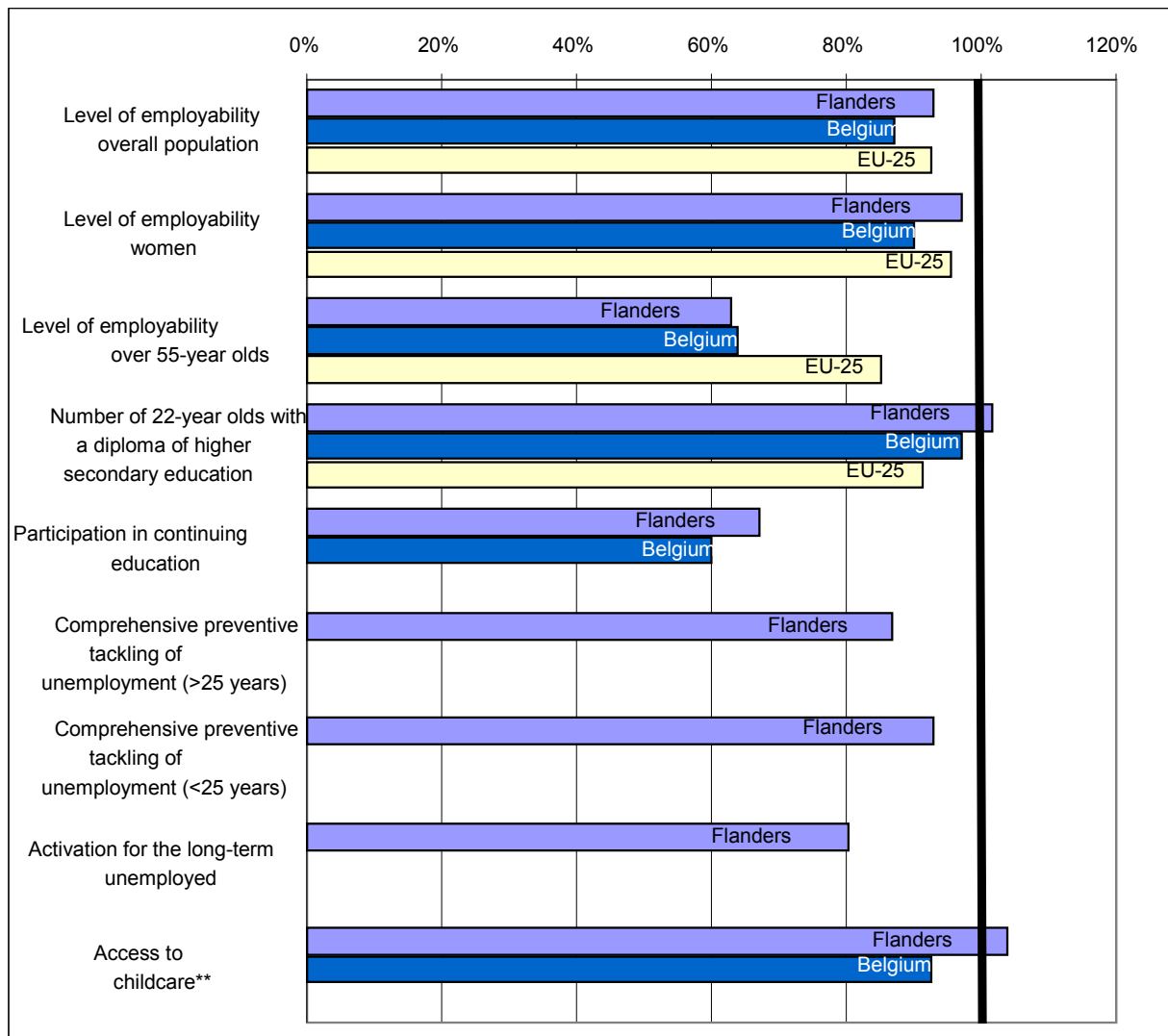
Employment	Flemish Region 2003 (4 <sup>th</sup> quarter)			Belgium 2003-2004
Jobs	Total	Self-employed	Employees	Average growth Employees (%)
Total	2388900	399300	1989600	+1,1
Primary sector	60500	43900	16500	+2,1
Secondary sector	625500	74500	551100	-1,6
Tertiary sector	971700	221600	750100	+2,0
Quaternary sector	729600	58300	671300	+2,0

Source: NIS EAK, Eurostat LFS, VDAB Arvastat, RSZ DMFA, RSZ decentralised (Edited by Steunpunt WSE)





Evolution of unemployment in Flanders (source: VDAB 2008)



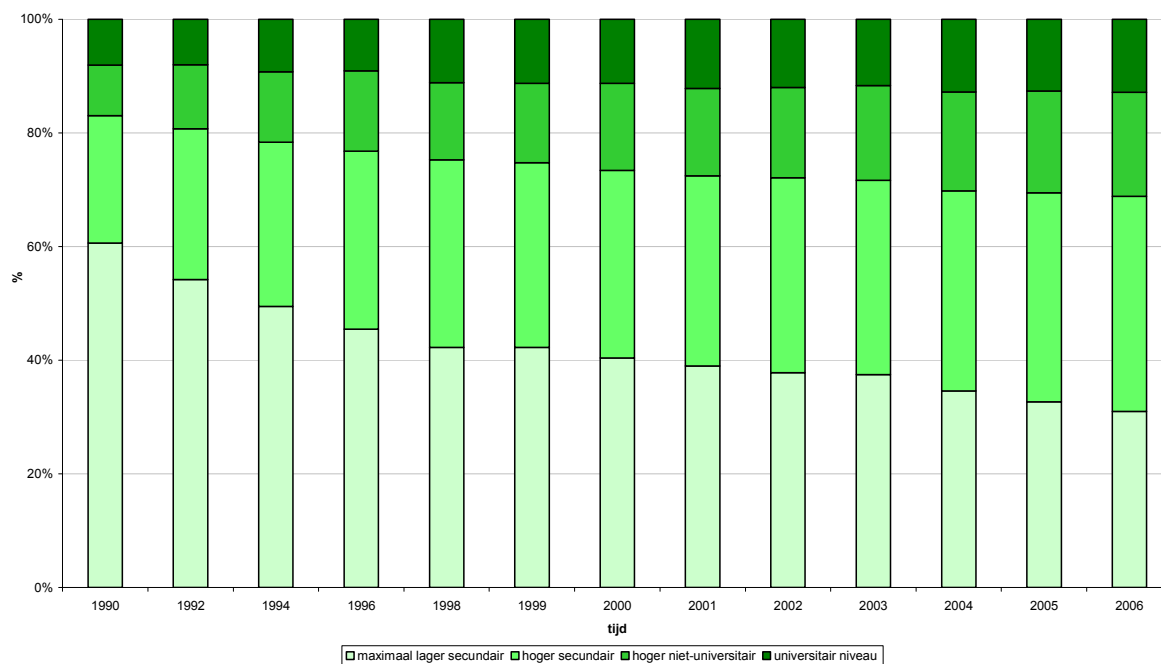
Source: Flemish-Employment Policy Monitoring Instrument (WSE Department, 21/11/2007)

**Level of education of the population of the Flemish Region (aged 25-64), in %**

Highest diploma obtained	2006	2005	2004	2003	2002	2001	2000	1999
<b>Total</b>								
Maximum lower secondary level	31.01	32.7	34.6	37.5	37.8	39.0	40.4	42.3
Higher secondary level	37.85	36.8	35.2	34.1	34.3	33.4	33.0	32.5
Higher non-university education	18.27	17.9	17.4	16.7	15.9	15.4	15.3	14.0
University level	12.87	12.6	12.8	11.7	12.0	12.2	11.3	11.2
<b>Men</b>								
Maximum lower secondary level	31.5	32.5		37.6	37.5	38.2	40.1	42.1
Higher secondary level	37.9	37.7		34.5	35.2	34.3	33.5	32.8
Higher non-university education	14.7	14.4		13.3	12.8	12.6	12.3	11.1
University level	15.9	15.4		14.6	14.6	15.0	14.2	14.0
<b>Women</b>								
Maximum lower secondary level	30.6	32.8		37.4	38.2	39.8	40.8	42.5
Higher secondary level	37.8	35.8		33.7	33.4	32.6	32.5	32.1
Higher non-university education	21.8	21.6		20.1	19.0	18.3	18.4	17.0
University level	9.9	9.8		8.8	9.4	9.3	8.3	8.4

Source : <http://aps.vlaanderen.be>

Scholingsgraad van de bevolking van het Vlaamse Gewest (25-64 jaar)



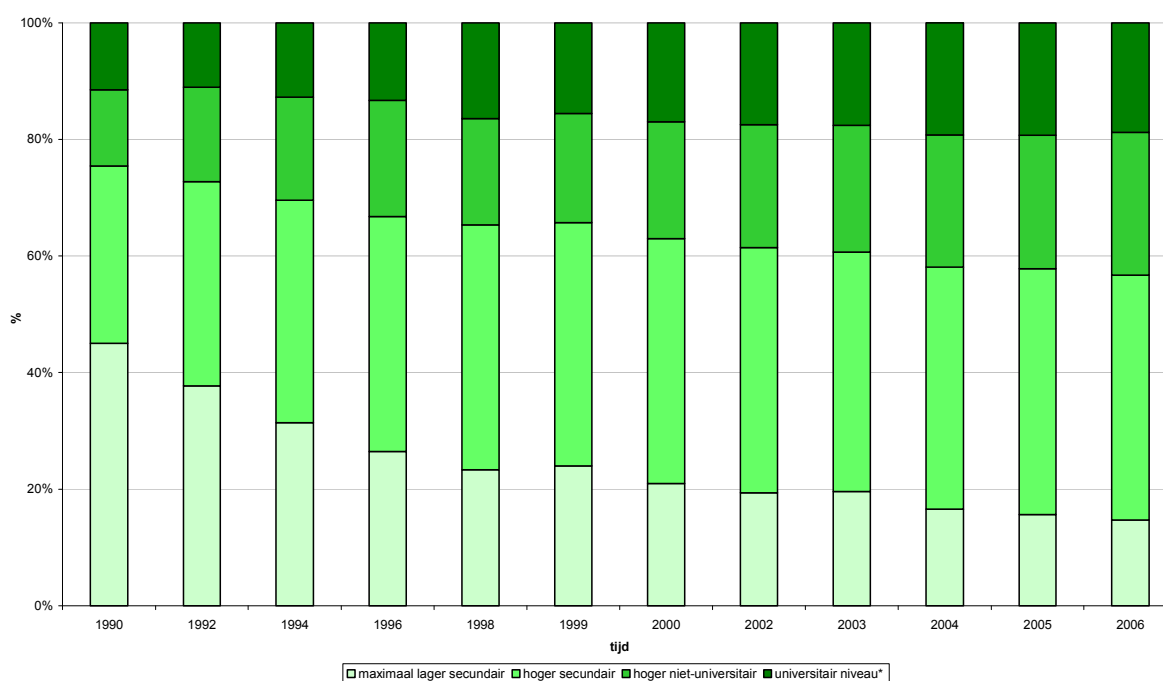
(Maximum lower secondary - Higher secondary - Higher non-university - University level)

**Level of education of the population of the Flemish Region (age 25-34), in %**

highest degree	2006	2005	2004	2003	2002	2000	1999	1998	1996	1994
maximum lower secondary level	14,7	15,6	16,6	19,6	19,4	21,0	24,0	23,4	26,5	31,4
higher secondary level	42,0	42,2	41,5	41,1	42,1	42,0	41,7	42,0	40,3	38,2
higher non-university education	24,5	22,9	22,7	21,7	21,1	20,0	18,7	18,2	19,9	17,7
university level	18,8	19,3	19,2	17,6	17,5	17,0	15,6	16,4	13,3	12,8

Source : <http://aps.vlaanderen.be>

**Scholingsgraad van de bevolking van het Vlaamse Gewest (25-34 jaar)**



(Maximum lower secondary - Higher secondary - Higher non-university - University level)

**School-leavers and left-over percentage according to the level of education, in %**

<b>Level of education</b>	February 2004 – January 2005		February 2003 – January 2004		February 2002 – January 2003	
	all school-leavers	still looking for work after 1 year	all school-leavers	still looking for work after 1 year	all school-leavers	still looking for work after 1 year
Poorly-educated	15.2	30.6	15.0	26.7	17.1	30.4
medium-educated	43.9	46.5	43.4	41.5	44.1	46.5
highly-educated	40.8	23.0	41.7	31.8	38.7	23.1

Source : <http://aps.vlaanderen.be>

See also: [http://statbel.fgov.be/figures/d33\\_nl.asp#1bis](http://statbel.fgov.be/figures/d33_nl.asp#1bis)

The VDAB (Flemish Service for Employment and Vocational Training) regularly analyses thoroughly their statistical data on school-leavers. These report can be downloaded at:

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

#### Early school-leavers – annual averages (1999-2005) (a)

Belgium	1999	2000	2001	2002	2003	2004 (b)	2005 (b)
Total	15,7%	13,8%	13,8%	14,1%	14,3%	13,1%	12,9%
Men	17,6%	16,5%	16,2%	17,1%	16,9%	15,4%	15,2%
Women	13,8%	11,0%	11,3%	11,0%	11,6%	10,8%	10,5%
Brussels-Capital Region	1999	2000	2001	2002	2003	2004 (b)	2005 (b)
Total	22,0%	20,7%	21,0%	22,4%	18,8%	18,1%	19,4%
Men	20,8%	25,2%	22,9%	26,4%	21,9%	19,4%	20,4%
Women	23,1%	16,1%	19,3%	18,7%	15,8%	16,9%	18,4%
Flemish Region	1999	2000	2001	2002	2003	2004 (b)	2005 (b)
Total	13,6%	11,6%	11,5%	11,7%	12,5%	11,0%	10,7%
Men	15,8%	13,9%	13,5%	14,4%	14,8%	13,3%	13,2%
Women	11,3%	9,2%	9,4%	8,8%	10,2%	8,7%	8,0%
Walloon Region	1999	2000	2001	2002	2003	2004 (b)	2005 (b)
Total	17,7%	15,5%	15,8%	16,1%	16,1%	15,3%	14,6%
Men	19,9%	18,4%	19,3%	19,4%	19,2%	18,1%	17,0%
Women	15,3%	12,6%	12,1%	12,6%	12,8%	12,4%	12,1%

These figures are always annual averages.

(a) Definition "Early school-leavers": The percentage of people between the ages of 18 and 24 who have not obtained a diploma of higher secondary education and who no longer follow any form of education or training.

(b) Due to a change in variables regarding education and training during 2004, the results are not fully comparable with those from the previous years.

Source: FPS Directorate-General Statistics and Economic Information, Enquête naar de arbeidskrachten (Labour-force survey)

#### Sources

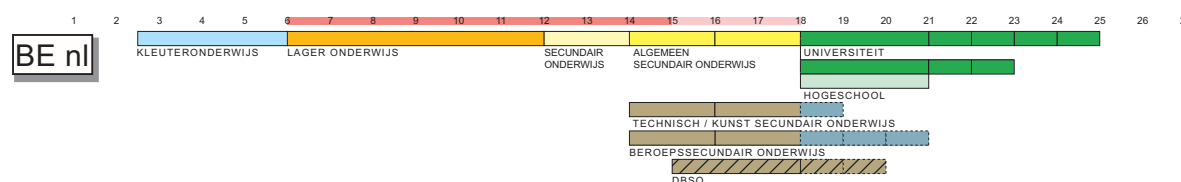
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# 1 Policy, Legislation & Financing

## 1.1. Legislative & policy frameworks of ALE

### 1.1.1. ALE in Flanders

#### Organisation of the education system in the Flemish Community of Belgium, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Only 'compulsory education' exists in Belgium, not 'compulsory school attendance'. The law of 29 June 1983 on compulsory education specifies that minors, Belgians and foreigners alike, are subject to **compulsory education for a period of 12 years**. It starts in the school year when the child turns 6 and ends when the child becomes **18 years of age**. The circular letter SO 68 of 1/3/2000 clarifies that the period of compulsory education stops at the pupil's 18<sup>th</sup> birthday, i.e. when the person becomes of age and can no longer be compelled to attend school until the end of the school year. However, the circular letter asks schools to do their best to convince pupils to finish the year in progress. For pupils who have already attended 12 years of primary and secondary education during the calendar year in which they turn 18, compulsory education ends on 30 June, at the end of the school year.

Compulsory education is **full-time until the age of 16**. Only pupils who have successfully completed the 1<sup>st</sup> stage of secondary education (i.e. have passed) can opt for part-time compulsory education from the age of 15. This means that **part-time** education has to be attended which consists of at least 360 hours per year up to 30 June of the year in which they turn 16, and at least 240 hours per year up to 30 June of the year in which they turn 18.

**Part-time compulsory education** is possible from the age of 16, or even 15 for those who have successfully completed the 1<sup>st</sup> stage of secondary education, and ends at the age of 18. There are 3 main forms of part-time compulsory education:

- 'DBSO, Deeltijds beroepssecundair onderwijs' (part-time vocational secondary education), organised in 'CDO's, centra voor deeltijds onderwijs' (Centres for part-time education) affiliated to secondary schools;
- the 'leertijd' (apprenticeship training programmes) organised in Centres of SYNTRA Flanders;
- the 'erkende deeltijdse vormingen' (recognised part-time training programmes), organised in 'CDV's, Centra voor deeltijdse vorming' (Centres for Part-time Training) by different non-profit organisations.

Since the latest government, the Minister of Work, Education & Training is responsible for all these forms.

#### **Higher vocational education (in development)**

In 2007, the Minister of Work, Education and Training has drafted a proposal to structure the training provision between the 6<sup>th</sup> year of secondary education and the professional bachelor programmes, an implementation of the Bologna Process concerning 'subdegrees'. He proposes to create a 'hoger beroepsonderwijs' (higher vocational education) integrating 'HOSP, hoger onderwijs voor sociale promotie' (higher education for social advancement) (see 7), the 7<sup>th</sup> year TSO (technical secondary education) and the aforementioned 4<sup>th</sup> stage of vocational secondary education, resulting in vocational oriented qualifications and a formal qualification (diploma or certificate) which gives entry to higher education.

#### **Continuing education - adult education - lifelong and lifewide learning**

In Flanders, several training programmes come under the common denominator 'continuing education'. These programmes address wide-ranging target groups made up of all kinds of ages (in the case of DKO from the young to the old) and offer courses at very different levels. Continuing education comprises both formal and non-formal education and training and can be either vocationally-oriented or not. It is in any case broader than adult education, which is geared towards adults, even though systems which cater for both groups (such as DKO) all come under the adult education umbrella.

Adult education		Competent minister
Adult education (formal)	Adult basic education	Education
	Social Advancement Education (OSP)	Education
Vocational education	Vocational education for job-seekers and employees (VDAB)	Work
	Entrepreneurial training (SYNTRA Flanders)	Work
	Training in agriculture	Agriculture
Adults and youngsters formal and non-formal	Part-time artistic education (DKO)	Education
Adult work (non-formal)	Socio-cultural adult work	Culture

## Adult education

The decree of 15 June 2007 thoroughly restructured adult education. It now offers:

- Adult basic education
- Secondary adult education (former secondary social advancement education)
- Higher vocational education of adult education (former higher social advancement education)

### 1.1.2. Government

Frank Vandenbroucke, deputy prime minister of the Flemish government is Flemish Minister for Employment, Education and Training (<http://www.ministerfrankvandenbroucke.be>) and responsible for:

- employment policy; vocational retraining and advanced training;
- education, pre-school training in playgroups, post and para-scholar training, social promotion and adult basic education ([basiseducatie](#));
- the coordination of the policy in relation to the Flemish Periphery around Brussels.

A minister is assisted by a **cabinet**, consisting of a limited number of direct personal assistants (14 in the education cell).

Besides the Minister for Education, other ministers are also competent for specific types of training and education.

- Training in Agriculture: Landbouwworming: Flemish Minister for Institutional Reforms, Agriculture, Offshore Fishing and Rural Policy
- Socio-cultural adult work: Flemish minister for Culture, Youth, Sport, Media and Brussels Affairs

Zie [www2.vlaanderen.be/ned/sites/dagvlaanderen/wegwijs.html](http://www2.vlaanderen.be/ned/sites/dagvlaanderen/wegwijs.html)

#### 1.1.2.1. The policy area Education and Training

The policy area Education and Training consists of:

- the **Flemish Ministry of Education and Training**, consisting of:
  - the Department of Education and Training (Departement Onderwijs en Vorming - DOV), in charge of policy support headed by the Secretary-General;
  - 4 internal autonomous **agencies**, in charge of policy implementation headed by an administrator-general
- the **Governing Council**, where the minister holds strategic discussions with the 5 leading officials
- the **VLOR, Flemish Education Council (Vlaamse Onderwijsraad)**, which functions as a strategic advice council ([www.vlor.be](http://www.vlor.be))

By decree, the **VLOR Flemish Education Council** has been given general responsibility for study, concerted action and consultation, on its own initiative or at the request of the Minister for Education and Training, for all educational matters for which the Flemish Community is responsible. More specifically, prior to going before Parliament the Minister for Education has to seek advice from the

Flemish Education Council on all preliminary draft decrees relating to educational matters (except for the education budget) and on policy reports and papers addressed to the Flemish Parliament. The Flemish Education Council consists of a General Council and separate councils for different levels of education with sub committees: an Elementary Education Council; a Secondary Education Council; a Higher Education Council and a Lifelong and Lifewide Learning Council. In addition, special consultation platforms, thematic committees and sectoral committees exist for consultations with the representatives of the different socio-economic sectors.

The councils consist of representatives of:

- the organising bodies, including the pupil guidance centres (the umbrella organisations GO, OVSG, POV, VSKO, OKO, VCLB [Vrije Centra voor Leerlingenbegeleiding / Centres for Educational Effectiveness and Evaluation); for higher education the heads of the institutions (referred to by VLHORA and VLIR) fulfil the role of organisers of education; representatives of VDAB, SYNTRA Vlaanderen and Socius also sit on the Lifelong and Lifewide Learning Council;
- personnel (teacher unions);
- parents (umbrella organisations of parent associations);
- pupils, pupils and users;
- the socio-economic world (Flemish Social and Economic Council – SERV) & socio-cultural organisations (States-General of the Social Midfield);
- experience experts;
- principals – directly elected – of primary, secondary and part-time artistic education, centres for adult basic education and centres for adult education.

Within the framework of this overview we would like to draw your attention to some recent advices issued by The Flemish Education Council (Vlaamse Onderwijsraad - VLOR):

- *Advice on the final text of the "competence agenda" dd. 22/3/2007 (cf. 1.1.4.2.)*
- *Advice on the possible frames of reference regarding adult-education programmes dd. 22/1/2008 (cf. 2.3.7.1.)*

**Important policy documents** are the Flemish coalition agreement, the Declaration of the Flemish government, the Education and Training green paper and white paper 2004-2009 at the start of the term; the annual policy paper of the minister and the green papers and follow-up papers on planned innovations. These documents are available on (<http://www.ond.vlaanderen.be/beleid/>). With regard to labour conditions for staff, the cao's [collective labour agreements / collectieve arbeidsovereenkomsten] are decisive. Moreover, for policy developments the advice, annual planning and annual report of the VLOR are also important (<http://www.vlor.be>), and the 'Onderwijsspiegel' [Education Mirror], the annual report of the inspectorate (<http://www.onderwijsinspectie.be/onderwijsspiegel/onderwijsspiegel.htm>).

All the rough drafts of decrees need to get an advice from the VLOR, the Flemish Education Council. They are usually also presented to the Council of State (for legal advice) and the Flemish Social and Economic Council (Sociaal-Economische Raad van Vlaanderen - SERV) (social-economic advice focused on the link between education and the labour market and lifelong and lifewide learning).

The education legislation at all levels and circular letters can be consulted on the user-friendly site of Edulex, <http://www.ond.vlaanderen.be/edulex/> Educational topics from the perspective of the school administration are very clearly discussed on weTwijs, <http://www.ond.vlaanderen.be/wetwijs/info.htm>

The **Inspectorate** ([www.onderwijsinspectie.be](http://www.onderwijsinspectie.be)) of the Flemish Community is responsible for the supervision of quality assurance for all schools on all levels (excluding universities and 2-cycle programmes at university colleges).



A full inspection carefully monitors if the '**eindtermen**' (**final objectives**) and '**ontwikkelingsdoelen**' 'developmental objectives' have been achieved. These objectives are developed by the **Curriculum Division (Entiteit Curriculum [www.ond.vlaanderen.be/dvo/english/index.htm](http://www.ond.vlaanderen.be/dvo/english/index.htm))** within the Department for Education and Training. After advice from the VLOR these objectives are ratified by the Flemish Parliament and included in the curricula.

The government increasingly promotes **self-evaluation** projects at school level and stimulates the development and implementation of new instruments and methodologies for it. The '**PBD, pedagogische begeleidingsdiensten**' (pedagogical guidance services) will support this internal quality care. The PBD are established by the umbrella bodies of the educational networks, to support their schools and teachers in the implementation of their pedagogical project. (Decree of 17 July 1991).

See also 2.3.3.1.2.

### 1.1.2.2. The policy area Work and Social Economy - Vocational Training and Entrepreneurial Training

The policy area 'Work and Social Economy' (WSE) comprises:

- The Flemish Ministry of Work and Social Economy
  - The **department** of Work and Social Economy
  - The Flemish Subsidy Agency of Work and Social Economy
  - the Flemish Public Employment Service (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding - VDAB) which organises vocational training for jobseekers and employees
  - The Flemish Agency for Entrepreneurial Training (Vlaams Agentschap voor Ondernemersvorming – Syntra Vlaanderen) which ensures training for the self-employed and SMEs (formerly known as 'training for the self-employed') through its SYNTRA training-programme network. It takes over the tasks of the Flemish Institute for Independent Enterprise (Vlaams Instituut voor Zelfstandig Ondernemen - VIZO)
  - The ESF Agency Flanders vzw (non-profit organisation) which manages the European Social Fund Flanders. The ESF supports schooling measures and employment arrangements and promotes the social integration and placement of the unemployed and disadvantaged groups in the labour process. Cf. <http://www.esf-agentschap.be>
- the Flanders Social and Economic Council (Sociaal-economische Raad van Vlaanderen – SERV) as a strategic advisory council

Since 2004, the Flemish Minister in charge of employment has also had education and training under his remit. (Decree from the Flemish government dd. 23 December 2005 amending the Decree from the Flemish government dd. 27 July 2004 specifying the responsibilities of the members of the Flemish government).

Cf. also 3.1. Flemish Strategic Labour-market Survey Programme (Vlaams Programma Strategisch Arbeidsmarktonderzoek)

### 1.1.2.3. The policy area Agriculture and Fishery - Training in agriculture

Vocational education aimed at the agricultural sector, which used to come under the responsibility of the federal Minister for Agriculture, has been transferred to the Communities by the Special Act of 8 August 1980. Agriculture and Fishery became a full Flemish responsibility after the 5<sup>th</sup> state reform in 2002.

**Competent minister:** In the current government the policy area Agriculture and Fishery falls under the authority of Yves Leterme, Prime Minister of the Flemish government, also Flemish Minister for Institutional Reforms, Agriculture, Offshore Fishing and Rural Policy.

**Competent administration:** Department of Agriculture and Fishery > Department of Sustainable Agricultural Development. It is responsible for the recognition of the organisers (the recognised centres), the registration of teachers, subsidising of training activities, on-site inspections, initialling of certificates and payment of social promotion allowances to the participants.

<http://ww2.vlaanderen.be/ned/sites/landbouw/wieiswie/alt.html>

### 1.1.2.4. The policy area Culture, Youth, Sport and Media - Socio-cultural adult work

The non-formal adult education in Flanders falls under the jurisdiction of the Ministry of Culture of the Flemish Community. Education is non-formal if it does not provide an official (i.e. recognized by the Flemish Ministry of Education) diploma or qualifications. The learners sometimes receive a certificate in recognition of their newly acquired competences. The study goals of non-formal education are not set, but are based on the needs and wishes of the learners. The socio-cultural sector is a very – if not the most – important stronghold of non-formal adult education in Flanders. Aside from that non-formal adult education is also to be found in the professional arts and cultural heritage sector.

In this study we put the emphasis on the social cultural work sector of adults.

1. Socio-cultural work for adults in Flanders (as well as in Wallonia) is an important sector next to general adult education in schools. Socio-cultural work promotes cultural, leisure, educational, and community oriented activities.

2. The Professional Arts and Cultural Heritage sector comprises the fields of, on the one hand, performing, graphic and audio-visual arts, music, literature, architecture and design, and, on the other hand, cultural – immaterial and moveable – heritage. Organisations in this sector can apply for government subsidies, one of the criteria being that they should offer educational activities and develop cultural competences.

(source: ALPINE-report)

Socio-cultural work with adults falls under the policy area Culture, Youth, Sport and Media. It consists of:

- the Flemish Ministry of Culture, Youth, Sport and Media
  - **The department of Culture, Youth, Sport and Media** is responsible for the preparation, follow-up and evaluation of the policy.
  - **The agency for Socio-cultural work for youths and adults** > department Local Cultural Policy and Socio-cultural Adult Work takes care of policy implementation. Cf. [http://www.wvc.vlaanderen.be/cultuur/meerinfo/organisatie/agentschap\\_scw.htm](http://www.wvc.vlaanderen.be/cultuur/meerinfo/organisatie/agentschap_scw.htm) & <http://www.wvc.vlaanderen.be/sociaalcultureelwerk/volwassenenwerk.htm> .
- **The strategic advice council Culture, Youth, Sport and Media** (<http://www.cjism.vlaanderen.be/raadcjism/index.html>)

### 1.1.2.5. Towards an integrated policy for education, training and work

When the new Flemish government was formed in 2004, responsibility for education and employment was combined for the first time. Besides, the new Flemish Minister for Education and Training used to be (2003-2004) the federal Minister for Employment and Pensions. This allows for a more integrated policy vision on education and vocational education and entrepreneurial training.

Moreover, the Flemish ministers Frank Vandenbroucke and Bert Anciaux want to strengthen the structural basis for the development of an integrated education and training policy from within their responsibilities.

That policy is aimed at:

- **Stimulating lifelong and lifewide learning.** This starts with compulsory education, encompasses learning right through life and contains all forms of learning both informal and formal and both general and vocationally oriented.
- Strengthening the link between, on the one hand, education, training and non-formal education and, on the other hand, the labour market. This comprises all matters which fall under the different responsibilities such as tuning the changing demand for competences in the business world and in educational, training and schooling programmes, the possibility to acquire work experience, the valorisation of competences, the appreciation of vocationally-oriented learning, mutual tuning of the education, training and study programmes in view of a larger efficiency and effectiveness and more proper labour market mobility.

The integrated policy is shaped on 25 February 2005 via **an integrating structure**. In accordance with the principles of Better Public Management, the structure is developed at three different levels: policy formulation, policy preparation and policy implementation.

#### 1.1.2.5.1. Policy formulation: the Ministerial Committee on Education, Training and Work (Ministerieel Comité Onderwijs, Vorming en Werk)

The main responsibility for the integrated policy lies with the **Minister for Work, Education and Training**. The Flemish **Minister for Culture, Youth, Sport and Brussels Affairs** is also responsible for training, more specifically in terms of socio-cultural work.

On 25 February 2005 the Flemish government decided to set up the **Ministerial Committee for Education, Training and Work**. This committee consists of the Minister for Work, Education and Training and the Minister for Culture, Youth, Sport and Brussels Affairs. The role of the Ministerial Committee is restricted to the coordination of decisions which encompass both areas of responsibilities. Both ministers and their respective departments retain their responsibilities. Besides, for policy preparation an **interdepartmental steering group O, V, W - now policy coordination O, V and W** [O: Onderwijs / Education, V: Vorming / Training W: Werk / Work] was set up.

## **1.1.2.5.2. Policy preparation and planning**

### **1.1.2.5.2.1. Policy coordination O, V and W (Beleidscoördinatie O,V & W)**

Representatives of the Department of Education and Training, the Agency for Higher Education, Adult Education and Education Allowances, de DIVA (see 1.1.2.5.3.1.), the Employment administration and the Culture administration form the policy preparation entity '**Policy coordination O, V and W**' [O: Onderwijs / Education, V: Vorming / Training W: Werk / Work]. It is an intermediary structure or interface between the vertically organised departments and administrations. The organisation and responsibilities of the departments in question do not change, but for the matters on the section of education, training and work, policy preparation and planning are discussed, steered, developed and followed-up at interdepartmental level.

The priority policy actions for the interdepartmental steering committee were laid down in the white paper "Naar een geïntegreerd beleid voor onderwijs, vorming en werk (Towards an integrated policy on education, training and work): organisatie en acties" (organisation and actions) (cf. <http://diva-vlaanderen.be>). Those priorities took concrete shape under the policy measures which have been taken since then:

- Development of a qualification structure.
- The accreditation of prior learning (erkenning van verworven competenties - EVCs), including the development of an EVC quality-assurance system.
- The structuring of alternating learning and working, including the development of high-quality on-the-job-learning placements to ensure people gain work experience.
- An undertaking of commitment from the social partners when a competence agenda will be drawn up in the form of sector covenants.
- Enhanced attunement between the actors involved in the relationship between education, non-formal education and training, on the one hand, and the labour market, on the other hand.
- Increased transparency in the educational provision.
- Stimulating a literacy policy which includes the development of screening tools.
- Enhanced accessibility to education and training for detainees.
- Promoting lifelong and lifewide learning, including marketing, local partnerships, (apprenticeship) career guidance (learning shops and libraries), communication and awareness campaigns (defining the accents, target groups, priorities, pricing and budget), regional partnerships.
- Boosting trainer expertise.
- Flexibilisation of learning pathways by means of modular courses & combined education.

### **1.1.2.5.2.2. Strategic Education and Training Policy Project**

Within the department the Strategic Education and Training Policy Project is in charge of developing and planning an integrated policy on:

- Encouraging lifelong and lifewide learning. This starts with compulsory education, encompasses learning right through life and contains all forms of learning, be it non-formal, informal or formal, both from a general-education and a vocational point of view.
- Strengthening the link between education, training and non-formal education on the one hand, and the labour market on the other hand. This covers all matters which fall under the different

responsibilities such as tuning the educational, training and schooling programmes to the changing demand for competences in the business world, the possibility to acquire high-quality on-the-job-learning placements and the increasing interrelation between learning and work, the valorisation of competences, the appreciation of vocationally-oriented learning, mutual tuning of the education, training and study programmes in view of an enhanced efficiency and effectiveness and more proper labour market mobility.

#### **1.1.2.5.2.3. Vocational Education Service (Dienst Beroepsopleiding – DBO)**

The mission of the DBO consists in creating the best possible qualification and development opportunities for pupils/course participants in vocational education and has as main objectives: getting pupils to experience success, involving all the actors and increasing labour-market employability. The service sees to:

- The coordination between the various administrations regarding cross-network issues on education and the labour market
- Contacts with other vocational-training providers VIZO – VDAB – NGOs ...
- Contacts with employers', employees' and sector organisations
- The follow-up of advices from SERV - VLOR ...
- The follow-up of covenants between education and the world of labour (the education covenants)
- The follow-up of Flemish and European employment directives
- The follow-up of discussions on how the 2<sup>nd</sup> window of part-time compulsory education and pathway-to-work guidance within DBSO may be filled in in [DBSO](#).
- The follow-up of European structural funds with a view to project realisation.
- Coordination of ESF-projects on education.

Cf.: <http://www.ond.vlaanderen.be/dbo/>

#### **1.1.2.5.3. Policy-implementing entities**

##### **1.1.2.5.3.1. Training and Alignment Information Service, non-profit organisation (Dienst Informatie, Vorming en Afstemming vzw - DIVA)**

DIVA was founded on 31 March 2003 and evolved from the former Edufora, i.e. regional platforms for publicly supported adult education. In the new three-fold structure for lifelong learning, ratified on 25 February 2005, its tasks were limited to policy implementation. The new DIVA became a non-profit making organisation (vzw) with representatives from VDAB, SYNTRA Flanders, SoCiuS, CBEs and educational umbrella organisations for adult education. A cooperation agreement was concluded with the Ministry of the Flemish Community in 2006 till the end of 2009 and an annual operational subsidy was laid down. Every year DIVA presents an annual report to the Ministerial Education, Training and Work Committee which is composed of the Minister for Work, Education and Training and the Minister for Culture.

The **task** of the new DIVA vzw structure is to achieve attunement and cooperation between the public training providers with a view to increased participation of adults in lifelong and lifewide learning through enhanced transparency, efficiency and awareness. See also <http://diva-vlaanderen.be>

#### **On-going projects**

Co-operation between the Diva-partners and the RTCs

- RTC-forum: In 2008, talks with the RTCs began on structural cooperation.

#### Cooperation projects with Diva-partners

- Edubell follow-up which has now been concluded
  - **Edubell** is a methodology which was developed by the Centre for Social and Vocational Pedagogics (Centrum voor Sociale en Beroepsagogiek) of the K.U. Leuven to spot educational needs for lifelong and lifewide learning at a regional level; this methodology was used in 14 regions in Flanders and was assessed during 2006;
  - The Edubell results were checked against the existing educational provision and subsequently translated into new educational programmes;
  - <http://ppw.kuleuven.be/csbbp/WatisEDUBELL.PDF>
  - [http://www.socius.be/modules/indexnews\\_article.php?rubriek=6&article=1230](http://www.socius.be/modules/indexnews_article.php?rubriek=6&article=1230).
- **E-learning**: DIVA is concretely working on:
  - An initial e-didactics course for people teaching in adult education;
  - Workshops which can be used for advanced training and networking;
  - A website which, on the one hand, supports the workshops and the initial course and, on the other hand, promotes networking and the sharing of knowledge;
- **Training for trainers of Adults** (Opleiding voor Opleiders van Volwassenen – **OOV**): a modular training pathway for trainers who do not hold a certificate of teaching competence. This was launched in 5 CVOs in September 2007 and is being continued. The OOV training programme was developed by DIVA but is now steered by the Department of Education and Training; <http://www.wordwatjewil.be/ooov.htm>
- Calculating the participation of **unemployed job-seekers** in the training programmes on offer; Developing a common, scientifically-based frame of reference and sample tools and methodologies to measure **customer satisfaction**;
- Developing integrated **literacy pathways** (in which the teaching of literacy skills will be integrated into other training pathways; dual pathways teach people competences within the framework of learning and working); ensured by 6 pilot projects running in Centres for Adult Basic Education (Centra voor Basiseducatie – CBEs) in the course of 2008. (For information on the Strategic Literacy Plan).

#### Tools

- The training database <http://www.wordwatjewil.be> has been online since March 2005 and gives a comprehensive overview of the courses offered by public training providers.
- The **on-the-job-learning forum** is a database which facilitates the information exchange between people looking for an internship and on-the-job-learning places (pupils, course participants and job-seekers) and suppliers (employers); <http://www.stageforum.be>.

### **1.1.2.5.3.2. EPOS**

This agency coordinates the “Lifelong Learning Programme” (LLP), i.e., the new European action programme in the area of lifelong learning. It is the successor to the former Flemish Leonardo da Vinci Agency and the Flemish Socrates Agency.

LLP is an integrated 2007-2013 programme which consists of four sub-programmes (Comenius, Erasmus, Leonardo da Vinci and Grundtvig), the transversal programme (consisting of 4 core activities) and the Jean-Monnet action. The legal basis for the LLP is the Decision by the European Parliament and the Council which was published on 24 November 2006. Cf. <http://www.epos-vlaanderen.be/>

The former **Europass** project led to the establishment of the National Europass Centre for Flanders (Nationaal Europass Centrum voor Vlaanderen – NEC) in 2006; it has been part of EPOS since 2007 and <http://www5.vdab.be/vdab/online/europass/>.

### 1.1.2.6. Link to the labour market and other training providers

Various bodies ensure consultation and cooperation between education and the world of business at different levels.

#### 1.1.2.6.1. Sector committees

For technical and vocational secondary education, so-called **sector committees** were established for all the main labour-market segments (construction-woodwork-decoration / chemistry / commerce-administration / metal industry-electricity-man-made materials / agriculture and horticulture / food-hotel / fashion / graphic industry / caring / beauty care / marine / textile industry / tourism). Within the framework of the Flemish Education Council (Vlaamse Onderwijsraad - VLOR), they explore new trends in the labour market and issue advice on any new initiatives planned in that respect. Sector covenants on employment and training have also been concluded between the Flemish government and the various sectors, cf. 1.1.4.2.

#### 1.1.2.6.2. The Recognised Regional Collaborations (de Erkende Regionale Samenwerkingsverbanden – ERSVs)

For [volwassenenonderwijs](#) (adult education ) in particular, permanent working groups have been established within the **Recognized Regional Collaborations** (Erkende Regionale Samenwerkingsverbanden – **ERSVs**). These are non-profit organisations which have the task to support socio-economic consultation between the social partners and the local authorities in function of the socio-economic regional development policy. These working groups have a consultative function and aim at intensive cooperation between industry, education and employment agencies. They also have formal advisory powers with respect to the planning of new training programmes within [volwassenenonderwijs](#) (adult education). The ERSV organises and supports bi-party socio-economic consultation at one or several of the Socio-Economic Councils of the Region (Sociaal Economische Raden van de Regio - SERR). The ERSV also organises and supports tri-party consultation between the representatives of employers and employees and the local authorities (cities, municipalities and provinces) in one or several Socio-Economic and Social Consultation Committees of the Region (Sociaal Economische Raden en Social Overlegcomités van de Regio - RESOC) (the former STCs) .

[http://www2.vlaanderen.be/werk/ersv\\_index.htm](http://www2.vlaanderen.be/werk/ersv_index.htm)

#### 1.1.2.6.3. Regional Technological Centres (Regionale Technologische Centra - RTCs)

2000 saw the establishment of Regional Technological Centres (RTCs). RTCs are cross-network collaborations between education and the world of enterprise entrusted with actions at provincial level in the areas of infrastructure, internships for pupils and in-company training and further training for teachers. They are non-profit organisations which receive subsidies from the Ministry of Education and Training but are also co-funded by RTC projects, the corporate world and by jointly-managed training funds from the branches of industry. Since 2004, their activities have been more focussed on providing high-tech equipment to the educational sector. The new Decree dd. 14 December 2007 has once again expanded their activities.

As of 2008, there is one RTC (vzw) for each province. Their activities are aimed at:

- Bringing about synergies between the educational institutions and the corporate sector;

- Optimum transition of pupils, students and course participants to the world of enterprise;
- The upgrading of technical and vocational education.

RTCs take concrete initiatives regarding:

- The inter-attunement between educational institutions and companies regarding the supply of and demand for high-technology infrastructure, apparatus and equipment for technical and vocational education, which can play a pedagogical and didactical role;
- The attunement between educational institutions and companies regarding the supply of and demand for on-the-job-learning;
- Facilitating or coordinating further training in the field of new technologies;
- Establishing a platform to exchange knowledge and experience

Each RTC concludes a 3-year management agreement with the Flemish government which includes a strategic plan and an annual action plan. This entitles them to a set annual operational lump sum.

Those annual action plans are submitted for approval to an assessment committee which at all times consists of one member from the pedagogical counselling service, 2 members from the inspectorate and 2 members from the Flemish Ministry of Education and Training.

Cf. <http://www.ond.vlaanderen.be/rtc/>

#### **1.1.2.6.4. Local Network Support Centre (Steunpunt lokale netwerken – SLN)**

This is the umbrella organisation of the private and local training, work experience and guidance projects (the so-called third-party consultation).

### **1.1.3. Policy documents**

#### **1.1.3.1. EUROPEAN UNION**

- *The Luxembourg process* (European employment strategy) which was launched in 1997 Every year a Flemish Employment Strategy Action Plan is drawn up as a contribution to the Belgian National Action Plan, which has been embedded into a three-year cycle since 2003: during the first year the policy choices are specified; the second year sees the implementation of these choices and during the third year the choices are assessed.
- *The Lisbon process* which commenced in 2005  
During the spring of 2005 a new cycle was launched by the European Commission in light of the Lisbon strategy entitled "Growth and jobs". This integrates the European Employment Strategy and the General Economic Policy Strategy into one single Lisbon Strategy. Point of departure for this Plan for Reform are the integrated strategies which consist of an overall strategy regarding economic policy and the employment strategy. This strategy comprises the macro and the micro economic policy, as well as the employment policy. The Lisbon Strategy will also be a three-year cycle which commenced in 2005 and will be renewed in 2008.
- The objectives for the education and training systems in Europe (Objectives Process), launched in 2002. For further information, cf.:
  - [www2.vlaanderen.be/ned/sites/werk/](http://www2.vlaanderen.be/ned/sites/werk/) - European policy and monitoring
  - [http://europa.eu.int/growthandjobs/index\\_en.htm#news](http://europa.eu.int/growthandjobs/index_en.htm#news)
  - [http://europa.eu.int/comm/education/policies/2010/et\\_2010\\_en.html](http://europa.eu.int/comm/education/policies/2010/et_2010_en.html)
  - [www.ond.vlaanderen.be/internationaal/werkprogramma\\_doelstellingenrapport.htm](http://www.ond.vlaanderen.be/internationaal/werkprogramma_doelstellingenrapport.htm)



- Since the joint interim report from the Council and the European Commission on the implementation of the detailed programme of activities was published in February 2004, the programme goes under the name of Education and Training 2010.
- Memorandum on lifelong learning, publication *Making a European Area of Lifelong Learning a Reality* and Resolution on Lifelong Learning  
The memorandum may be downloaded via:  
<http://europa.eu.int/comm/education/policies/III/life/memonl.pdf>.  
The other two documents can be consulted on  
[http://europa.eu.int/comm/education/policies/III/III\\_en.html](http://europa.eu.int/comm/education/policies/III/III_en.html).
- Communication from the Commission of the European Communities. 23.10.2006 *Adult learning: It is never too late to learn*.  
[http://ec.europa.eu/education/policies/III/adultcom\\_en.html](http://ec.europa.eu/education/policies/III/adultcom_en.html)
- The Communication was followed-up by an Action Plan '*It is always a good time to learn*' in September 2007 which set out how Member States and other stakeholders with support from the European level, could develop efficient and effective adult learning systems.  
[http://ec.europa.eu/education/policies/adult/index\\_en.html](http://ec.europa.eu/education/policies/adult/index_en.html)
- The European Commission has integrated its various educational and training initiatives under one single umbrella, the **Lifelong Learning Programme**. With a significant budget of nearly EUR 7 billion for 2007 to 2013, the new programme replaces the existing education, vocational training and e-Learning programmes, which ended in 2006.

### 1.1.3.2. FLANDERS

- 1997 Objectives Report '*Lerend Vlaanderen*' (*Flanders a-learning*) 1997
- The Action Plan '*Een leven lang leren in goede banen*' (*Lifelong learning on the right track*) Flemish government, 7 July 2000; supplemented by actions as specified in a decree from the Flemish government dd. 22 February 2002. This action plan presents a coherent synergetic policy on lifelong learning at Flemish level for the very first time. 31 points of action give concrete direction to the policy;
- *The Vilvoorde Pact*  
In 2001, the Flemish government together with a representative sample of civil society organisations, trade-unions, employers and environmental organisations reached an agreement on 21 objectives for the 21<sup>st</sup> century, to be reached by 2010. These objectives constitute the "**Vilvoorde Pact**" which can be described as the foundation of a new social contract for the 21<sup>st</sup> century in line with the Lisbon targets of the EU. Two objectives refer to the concept of lifelong learning, one of which explicitly focuses on the overall literacy rate: "*In 2010 the number of functionally literate people and the number of people with ICT competencies will have risen to more than three quarters of the population. By 2010 the number of young people, who leave school without sufficient basic qualification for the labour market will at least be halved and education will be more democratic. Dualism in society will be combated by guaranteeing that everyone will have access to learning initiatives and by promoting equal opportunity throughout the entire learning process.*"
- The more-jobs-policy of the Flemish government "*Samen voor meer banen*" (*Together for more jobs*), approved in 2006: <http://www.werk.be/beleid/vlaams/akkoorden.htm>
- Minister for Work, Education & Training, Frank Vandenbroucke
  - White paper on Education and Training 2004-2009, *Vandaag kampioen in wiskunde, morgen ook in gelijke kansen* (*Today a champion of maths, tomorrow also one of equal opportunities*).
  - Education in the 2004-2009 Coalition Agreement
  - Policy letter on Education and Training, *Goed voor de sterken, sterk voor de zwakken* (*Good for the strong, strong for the weak*). *Een beleid gesteund op een ambitieus realisme* (*A policy based on ambitious realism*)

- Policy letter on Education and Training 2006-2007, 'Voortbouwen en vooruitzien' (*Continuing to build and looking ahead*).
- Policy letter on Education and Training 2007-2008, 'Gelijke kansen op de hele onderwijsladder' (*Equal opportunities across the educational ladder*). Een tienkamp (a decathlon). <http://www.ond.vlaanderen.be/beleid/>
- Minister for Work, Education & Training, Frank Vandenbroucke
  - 2004-2009 white paper on Work
  - 2008 policy letter on Work: 'De paradox van de schaarste' (*The paradox of scarcity*)
  - <http://www2.vlaanderen.be/werk/index.html> (werk en sociale economie)
  - [http://www2.vlaanderen.be/werk/sectoren\\_situering.htm](http://www2.vlaanderen.be/werk/sectoren_situering.htm) (sectorconvenants)
  - [http://www2.vlaanderen.be/werk/leren\\_home.htm](http://www2.vlaanderen.be/werk/leren_home.htm) (levenslang leren)
- Policy information from the Flemish government  
[http://aps.vlaanderen.be/straplan/beleidsinformatie/straplan\\_beleidsinformatie.htm](http://aps.vlaanderen.be/straplan/beleidsinformatie/straplan_beleidsinformatie.htm)
- Minister for Culture, Youth, Sport and Media, Bert Anciaux.
  - White paper 2004-2009
  - 2007 policy letter on Culture

## 1.1.4. Action plans

### 1.1.4.1. Strategic Literacy Plan

At the end of June 2005, the Flemish government approved a 'Strategic Literacy Plan'. It led to an operational action plan which included quite a number of partners: the training providers (VDAB, SYNTRA, CBEs, Centres for Adult Basic Education and CVOs, Centres for Adult Education and compulsory education), employees and employers as well as welfare organisations. CF. 4.3.1 LITERACY

### 1.1.4.2. Competence Agenda & Sector Covenants

Starting from the principle 'every talent counts', the Flemish government and the social partners jointly approved a Competence Agenda on 14 May 2007 which focuses on the detection, development and deployment of competences of students, job-seekers and employees. The agenda calls on the shared responsibility of the individual on the one hand and the employers, the social partners, the sectors and education in their capacity of training and career-service providers, on the other hand. Lines of action were developed for 10 priorities, for which 38 million euro has been set aside.

On 21 November 2007, the Flemish government, the representative associations of organising bodies, GO!, Flemish Community education, and the inter-professional social partners signed a [samenwerkingsprotocol\(PDF\)](#) (cooperation protocol) in which the points of departure and the objectives of the Competence Agenda were underwritten.

#### 1. An educated choice of course and vocation

- 1.1. Awareness campaigns aimed at pupils, parents and schools must highlight the importance of a well-thought out choice of course and must arouse interest in vocations and companies. At the same time action should be taken on enhanced orientation procedures via the school clusters and the courses on offer should be revised and updated. To that end, a green paper is being prepared on the reorganisation of secondary education, in which the very focus on subjects in the 1<sup>st</sup> stage of Secondary education (Secunair Onderwijs – SO) will be broken up.

- 1.2. Information regarding the educational provision by secondary and higher education and labour market opportunities will be increased by the pupil guidance centres (centra voor leerlingenbegeleiding – CLBs) in collaboration with VDAB. A ‘house of technical professions’ shall provide information on all types of vocations and courses of study, especially the technical and practice-oriented ones, and shall receive structural funding to that effect. By the end of 2008, all courses of study in the 2<sup>nd</sup> and 3<sup>rd</sup> stages will have to be described from a competence, talent and area-of-interest point of view. CVOs shall ensure post-compulsory-education pathway-to-work guidance for their own course participants.
- 1.3. To achieve continuity regarding learning and career guidance, Education and VDAB are working on a joint portfolio for pupils, employees and job-seekers. Through the “Mijn loopbaan” (My career) project, a parallel lay-out is being developed to chart both the educational and the professional career.

## 2. Acquiring competences through learning and working with more and enhanced on-the-job learning in all branches of education and in all educational forms.

- 2.1. A systematic and structural expansion of high-quality on-the-job-learning within secondary and higher education, adult education, VDAB and SYNTRA training programmes.
- 2.2. Further development of internship places for pupils and the database 'stageforum' (work-experience forum) to boost the exchange of information. Consistent assessment of work-experience in secondary education. Full inspections by the inspectorate of schools' internship policies. Also further development of the registration system to monitor the scheduled full-time commitment from pupils.
- 2.3. Optimisation and stimulation of teaching practice for teachers.  
As of school year 2006-2007, schools and the centres for adult education will be allocated teaching periods to deploy tutors to provide guidance to trainees. More intensive guidance for trainee teachers, furnished by both the school (tutor) and the teacher college, will also be put in place.  
As regards further professionalization of trainers, 6 CVOs are running an experimental project 'Training for Trainers of Adults' (Opleiding voor Opleiders van Volwassenen).
- 2.4. To enhance the tuning between the demand for and supply of internship places, the role of **training mediators** (currently RTC consultants) is being developed and will be expanded to mediators of cooperation initiatives between schools and enterprise/institutions. The RTCs, Regional Technological Centres, also play a significant part here (cf. 1.1.2.6.3.)
- 2.5. 2008 will see the introduction of a new decree concerning the streamlining of all the systems offering alternating learning and working. Henceforth, all systems will entail full-time commitment. To that end, the Flemish Community will reformulate how compulsory education is to be filled in. This full-time commitment will also apply to the 18+ year olds who register for these programmes. A supplementary offer will be organised for them, once the job component remains unfilled for 30 days in one school year. Pathway-to-work guidance will play a crucial role in all the systems.
  - The Decree of the Flemish government dd. 3 September 2003 introduced '**pathway-to-work guidance DBSO**'. DBSO pathway-to-work guidance continuously guides youngsters to instil them with motivation to work and work attitudes and to get them involved in a regular form of on-the-job learning. During 2007, extra subsidies were allocated for this. Pathway-to-work guidance will be central in the new decree on alternating learning and working, which is scheduled for 2008.
  - During school year 2006-2007, the ESF Agency supported 24 **initial pathway-to-work** projects in part-time education. These projects had been researched scientifically by the Centre Diversity and Learning of the Ghent University (Steunpunt Diversiteit en Leren) <http://www.steunpuntico.be/main.asp>.
  - In 2007-2008, 12 CDVs began to offer 165 '**personal development pathways**' for youngsters encountering personal or social problems in part-time vocational education.

2.6. On-the-job-learning for job-seekers will be structurally built into VDAB training through a sectoral approach. For that purpose, the current diversity in internship systems offered by VDAB will be simplified.

2.7. SYNTRA is investigating whether it would be desirable and possible to reinforce the internship policy in entrepreneurial training.

### 3. Action plan entrepreneurial education

Together with the Flemish Minister for Economy, the Flemish Minister for Education and Training launched an **action plan 'Ondernemend Onderwijs' (Entrepreneurial Education)** in 2006. The objective is to give each child a sense of entrepreneurship and to put any interested children on the road to starting their own business. To this end, several measures have been developed.

3.1. For instance, in the course of entrepreneurship weeks, hosted by the schools and visited by the wider public, initiatives from pupils were given a wider audience and the King Baudoin Foundation was asked to examine the theme 'entrepreneurship in education'.

3.2. In 2000, the King Baudoin Foundation set up a future-exploration committee which began to draft a new perspective for technical and technological vocations and training programmes. The first report of the committee '**Accent op talent**' (Accent on Talent) was published in 2002, a second one followed in 2004. Both reports were instrumental in several pathway school projects and experimental projects in education and pathway companies within the corporate sector. Their experiences were compiled in a number of publications which were circulated in 2006. Even on the new theme '**ondernemerschap in het onderwijs**' (entrepreneurship in education) a report was published in 2007.

<http://www.kbs-frb.be/otheractivity.aspx?id=193914&LangType=2067>

3.3. To counter the lack of overview and the fragmentation of entrepreneurial training courses, a new virtual **Knowledge Centre on Entrepreneurial Competences**, Competento, was set up, cf. <http://www.competento.be>

It contains information regarding

- [Beleidsdocumenten en Onderzoeksrapporten](#) (Policy documents and Research reports)
- [Contacten en uitwisseling onderwijs-bedrijfsleven](#) (Contacts and exchanges between education and the world of business)
- [Modellen, methodieken](#) and [Lesmaterialen](#) (Models, methodologies and Teaching resources)
- [Netwerken rond Leren Ondernemen](#) (Networking on Learning Entrepreneurship)
- [Screeningsinstrumenten ondernemerscompetenties](#) (Entrepreneurship-competences screening tools)
- [Opleiding voor opleiders, lesgevers en onderwijzers](#) (Training for trainers and teachers)
- [Opleidingstrajecten](#) (Training pathways)

3.4. The Minister for Economy also supports various entrepreneurship projects. **Bridging projects** are joint ventures between educational institutions and the corporate sector geared towards stimulating entrepreneurship. 14 projects have been selected which altogether have been allocated a budget of € 2.4 million; these projects focus on international, ethical and sustainable entrepreneurship. The Flemish government funds the projects selected for up to 50%. The remaining fifty percent must be funded by the private sector. The lifetime of any project is maximum three years.

3.5. Encouraging educational initiatives such as learning enterprises from Unizo (Unie van Zelfstandige Ondernemers - Association of Independent Entrepreneurs-), mini-companies from Vlajo [Flemish Young Enterprises – Vlaamse Jonge Ondernemingen], open-door days in companies from Voka (Vlaams Netwerk van Ondernemingen – Flemish Network of Companies and Enterprises).

3.6. Various initiatives have been taken regarding the business administration certificate, amongst others in relation to:

- Intrinsic modernisation,
- Updating the certificate conferral conditions,
- Classification within the Flemish qualification structure,
- Comparison between the training programme business administration hosted by VCO and SYNTRA

#### 4. Reinforcing accreditation of prior learning (eerder verworven competenties - EVC)

- 4.1. Proofs of experience should be used where they are most needed, i.e. in vocations/positions
- where it is difficult to find competent candidates;
  - which offer opportunities to certain more vulnerable groups;
  - in developing market niches (or in other words, competences which are “new” to the labour market);
  - for which there is no or little intake from education (or supplementing competence gaps through the labour market);

With that, one shall aspire to achieve a balanced mixture of target groups, vocations and positions with due regard for scale size, i.e., an as large as possible range and impact of the proof of experience on the labour-market position.

- 4.2. To accelerate the development of standards and to make this development more efficient, a competence-management system will be operated. This competence-management system must be seen as a modernized and ICT-supported system for the development of occupational structures, vocational competence profiles and standards. This system therefore provides a map of economic activities and related competences. The operations behind the development of vocational competence profiles and standards will also be computerized and professionalized. One will be able to call on a wider input from experts (such as sectoral social partners, the direct field of action and possible also other experts) and as much use as possible will be made of existing domestic and international information. This will avoid double work while the activities are streamlined with European and international developments. This competence-management system will carry the name COMPETENT and is developed by SERV in collaboration with VDAB, which assumes the role of technical partner. The COMPETENT project is funded by the ESF (objective 3, main point 4) and a leverage credit to the tune of 1,500,000 euro. The project runs for 1.5 years and includes a test phase of the competence-management system.
- 4.3. To create a basis and to get the proof of experience accepted on the shop floor, a strong advertising campaign will have to be conducted targeting employers, employees and job-seekers alike, to highlight the added value and the use of the proof of experience.
- 4.4. Ensuring that working with personal development plans and portfolios becomes more widely accepted on the labour market (companies, in combination with other employment measures such as internship places, in the case of reorganisation and outplacement) and propagating sound practical examples on the use of the portfolio (a.o. the projects from the 2005 ESF appeal: “Thematic appeal: the use of competence thinking in function of personal, social and labour-market oriented development; looking for ways to chart, value and functionally use competences”)
- 4.5. To also ensure that EVC-practices become more widely accepted by the education and public training providers with a view to shortened learning or training pathways.
- 4.6. Bringing about a coordinated and coherent EVC policy on education, work and culture which will result in optimum accreditation opportunities for people’s prior learning. It is about joint support for as many as possible common frameworks, tools and processes to recognize prior learning which are undertaken in light of the choice of courses, vocations, progression in education, training and non-formal education and during career development on the labour market.
- Developing an overall Flemish qualification structure.
  - Drawing lessons from the OESD inspections

- Implementation of a knowledge network to support the EVC processes.
5. **Widening the fight against youth unemployment**
  6. **Stimulating the competence policy**, in all its aspects, in companies and organisations (which also focuses on literacy problems).
    - 6.1. Experimental projects “learning networks competence management” (“lerende netwerken competentie management”) will be launched whereby a number of piloting companies and organisations will cooperate on the full competence policy or on aspects of it.
    - 6.2. These will receive support with a view to enabling them to share the expertise acquired, for instance, by means of a virtual platform. They are funded by the ESF and the leverage credits.
    - 6.3. The financial incentives for training programmes instigated by the employer will be inspected by the WSE Centre. On the basis of the results and the benchmarking with tools in other EU countries, the SERV partners will put proposals to the Flemish government.
    - 6.4. Sound practical examples of competence development in dialogue between employer and employees will be compiled and circulated.
  7. Investments in the continuous employability of staff throughout their career.
    - 7.1. To that effect, a practice-stimulating knowledge-enhancing and policy-developing **Centre of Excellence ‘Age and Work’** (Expertisecentrum Leeftijd en Werk) will be developed.
    - 7.2. **Older employees will be deployed as tutor** to assist their fellow-workers with competence development (including in-company trainees (IBO’ers), people in part-time education and pupils on work-experience assignments) and can remain actively employed within the competence-management projects.
      - As experienced professionals are not necessarily excellent counsellors, tutors will have to be properly supported throughout their guidance activities and must be specially trained.
      - To valorise the competences of (older) employees who are being deployed as trainers in companies, institutions and organisations, for instance within the framework of an age-specific staff policy, the procedure regarding ‘training counsellor’ proofs of experience will be launched. Proofs of experience could also represent some sort of quality mark for companies in relation to the guidance they provide in on-the-job-learning schemes and the quality of the internship places or work-experience positions they offer.
  8. Giving **incentives to employees** to keep training followed outside the company and/or through pathway-to work programmes, attainable and affordable. To that end, the SERV partners shall inspect the existing study financing for adults in all its shapes and forms, including study financing within adult education. The results of this investigation will be benchmarked with the tools used in other EU countries. On the basis of the results of the inspection and the benchmark, the SERV partners will present proposals to the Flemish government; meanwhile the training vouchers will remain in place.
  9. Taking action on **employability**. Increased employability entails labour market positioning, developing one’s career competences, being aware of one’s rights and obligations, developing proper work attitudes, registering for lifelong learning and sustaining one’s expertise by developing innovation-orientation, creativity and responsibility as competences.
    - 9.1. The present **career-service** system will be repositioned so that it can also evolve towards a broad basic-service provision on career information and career management. In view of the role and the expertise of the trade unions in this area, the new service will be developed in proper tuning and partnership with them. The ultimate objective of this service is to support the employability of people or to help them to manage their career (i.e. enabling them to anticipate and make choices in relation to their own career) be it preventatively or curatively. For this purpose, a virtual platform ‘mijn loopbaan’ (my career) and local work shops will be used.
    - 9.2. A **career guidance itinerary** must enable people to make their own career choices and decisions. The general framework in all of this is the labour market; the ultimate objective is

increased independence on this very labour market. Central to each itinerary will be the drafting of a personal development plan.

9.3. To widen the scope of these career services a communication plan will be drawn up.

#### 10. Reinforcing the sectoral angle.

- Sectors and/or sectoral (training) funds will have to turn into centres of expertise/hubs of **sectoral competence-oriented innovation policies** for pupils, job-seekers and companies (employers and employees). SERV's competence-management system, **COMPETENT**, can be used here to get an overview of the present and future competence needs in the various sectors. An ESF lump sum and leverage credits can support the development of these centres of excellence.
- The items on the Competence Agenda, for which a commitment is expected from the sector, will be integrated into the sector covenants.

Cf. also the advice issued by VLOR dd. 22/3/2007 (1.1.2.1.) on the final text of the Competence Agenda <http://www.vlor.be>.

The various undertakings from the social partners, taken within the framework of the Competence Agenda, will also be laid down in these **sector covenants**.

Ever since the 1993 VLOR initiatives and the initiatives taken by the Flemish Social and Economic Council in 1995, collaboration between education and the business community, following the Flemish Employment Agreement dd. 21 February 2001, has received more structural support through employment and training **covenants** with the sectors. The 2003-2004 Flemish Agreement was concluded on 21 March 2003.

In June 2008, 24 covenants (1) were concluded between the Flemish government and the social partners of the sectors. Each covenant runs for a period of two calendar years, but the starting dates vary from sector to sector. 22 of the vocational sectors have included an article in their sector covenant regarding basic competences. Only the artistic and graphic sectors deemed these to be less relevant to them in view of the sectors' employee profiles. The other sectors give priority to actions on literacy for the long-term and poorly-educated unemployed, the 45-year olds and over seeking employment, returners, people on a subsistence wage/benefits, poorly-educated employees, workers who have been repeatedly faced with dismissal, reorganisation or the introduction of new technologies.

The sector covenants specify a.o. concretely how many internship places will be created for part-time education, how many internship places for full-time education, how many training programmes can be followed, how many jobs can be created, how prior learning will be appraised ...In a number of cases this leads to negotiations on specific education covenants.

Competence Agenda: [http://www2.vlaanderen.be/werk/leren\\_docs.htm](http://www2.vlaanderen.be/werk/leren_docs.htm)

An overview of the sector covenants concluded can be found on:

[http://www.werk.be/beleid/sectoraal\\_beleid/sectorconvenants/convenants\\_sector.htm?SMSESSION=NO](http://www.werk.be/beleid/sectoraal_beleid/sectorconvenants/convenants_sector.htm?SMSESSION=NO)

#### 1.1.4.3. Flemish 'Interculturalisation' Action Plan

The Flemish government has systematically taken actions to boost interculturalisation processes in the sectors of culture, youth work and sports. To that end an 'Interculturalisation' Action Plan was launched during 2006.

All decrees must include the notion 'interculturality' as an assessment criterion. This means that all structurally subsidised organisations must specify their stance on interculturality in all their policy plans and in any management agreements.

Moreover, the staff and composition of the governing bodies, advisory bodies and advisory and assessment committees within the cultural, youth work and sports sector will become more ethnically and culturally diverse and the intercultural competences of staff will be enhanced.

An overview of these actions can be found on: <http://www.interculturaliseren.be/>

## 1.1.5. Recent developments

### 1.1.5.1. Adult education

#### Adult basic education

At the start of the eighties, numerous initiatives were set up within the socio-cultural sector to offer education to poorly-educated adults in Flanders. In 1985, the Flemish government launched a 3-year pilot project ' [basiseducatie](#)' (adult basic education).

This resulted in a **1990** decree and the establishment of 29 local centres, and 1 support and coordination centre, i.e. the Flemish Adult Basic Education Support Centre (Vlaams Ondersteuningscentrum voor de basiseducatie – VOOB). This decree also transferred responsibility for adult basic education to the Minister for Education. Subsequently, adult basic education became gradually more and more integrated into general education: in **1994**, through the adjustment of the level of education of course participants, the financing mechanism and the job descriptions of staff employed by the centres; in **1996** through the creation of the Council for Adult Education within VLOR (Flemish Education Council -Vlaamse Onderwijsraad); in **1999** through the transfer of administrative control and quality control by VOOB to the Department of Education and Training and by extending the authority of the inspectorate regarding adult education to adult basic education; in **2003** through the introduction of [ontwikkelingsdoelen](#) (developmental objectives) and a modular-course structure in function of an enhanced tie-in with adult education; in **2007** with the new decree concerning adult education, which explicitly defines adult basic education as an educational matter and which gives its staff a status within education. The final level of the adult-basic education training programmes, which have an equivalent in compulsory education, is now comparable to primary education or the first stage of secondary education.

#### From Sociale-Advancement Education (OSP, Onderwijs voor sociale promotie) to adult education

**Social-Advancement Education** (OSP) has its roots in two types of 19<sup>th</sup> century institutions: adult schools and industrial schools.

Pursuant to the decree of 2 March **1999** secondary social-advancement education took on the SO structure and placed it in the 2<sup>nd</sup> and 3<sup>rd</sup>-stage, and to some extent also 4<sup>th</sup>-stage. Language education got its own orientation-stage classification. Second-chance education (tweedekansonderwijs – TKO), i.e. secondary-education level diploma itineraries in preparation for [ASO](#), [TSO](#), or BSO exams, was integrated into the course of study 'general education' organised by secondary social-advancement education. The decree dd. 15 June **2007** concerning adult education resolutely opts for a modular



training structure. The wording 'social advancement' is abandoned. Secondary social-advancement education will henceforth be called secondary adult education and higher social-advancement education will from now on be referred to as higher vocational education.

### **The reform of adult education**

The Decree of 15 June 2007 thoroughly reorganised the structure of adult education at the following levels:

- Adult basic education
- Secondary adult education (the former Secondary Social-Advancement Education (secundair onderwijs voor sociale promotie – SOSP))
- Higher vocational adult education (the former Higher Social-advancement Education (hoger onderwijs voor sociale promotie – HOSP))
- Programme structure;
- Regional cooperation
- Support structure.

The reorganisation of adult education began on 1 September 2007 and has so far extended to the existing CVOs, Centres for Adult Education, and the recently created 13 adult-education consortiums which shall steer regional provision and the collaboration between CVOs and CBEs. A modular training structure will be introduced for all of adult education. As of 1 January 2008, the Flemish Adult Basic Education Support Centre (Vlaams Ondersteuningscentrum voor de Basiseducatie - VOEB) will be transformed into the Flemish Support Centre for all of Adult Education (Vlaams Ondersteuningscentrum voor het Volwassenonderwijs) while the pedagogical counselling services were assigned specific tasks (and received additional resources) to provide support to the Centres for Adult Education. The reorganisation of the Centres for Adult Basic Education (centra voor basiseducatie – CBEs) will only commence in 2008. The 29 existing CBEs will have to merge as only one CBE per consortium will be subsidised. Distance learning will no longer be organised by the Ministry of Education and Training but will be embedded into the provisions of the various adult-education and vocational-training providers.

The CVO's also organise **specific teacher training** which was modernized in light of the thorough reorganisation of teacher-training programmes by the Decree dd. 15 December 2006.

Higher vocational education will be given its own decree in the course of 2008.

Within adult basic education especially, there are a number of on-going projects within the framework of the 'Strategic Literacy Plan'.

### **Supplementary itineraries between higher social-advancement education and higher education**

In the course of the school years / academic years 2005-2006 and 2006-2007 VLOR, the Flemish Education Council, ran a project on the tie-in between the programmes offered by higher social-advancement education and the professional Bachelor's programmes and the possibility of a reduction in course duration on the basis of previously acquired qualifications (eerder verworven kwalificaties – EVK) and the development of specific supplementary itineraries in this regard within university-college education. In 2007, a final report and advice was published on this issue.

[http://www.vlor.be/sub\\_Advieszen](http://www.vlor.be/sub_Advieszen).

The 2008 scheduled structuralization of higher vocational education will have to provide structural solutions in this regard.

## Correspondence education

**Correspondence education** saw the light of day in Belgium in **1959** and was officially recognised in **1965** and partially integrated into part-time adult education as 'autonomous learning' in **1999**. In **2000** it officially became 'Supervised Individual Study'. In **2007**, the new decree concerning adult education conferred the authority to organise distance learning on the Centres for Adult Education.

## Development of frames of reference

See 2.3.7.1.

### **1.1.5.2. Flemish Service for Employment and Vocational Training (VDAB) - new developments**

In light of the reorganisation of the Flemish administration, VDAB became an external autonomous **agency** (EVA) under the decree of 7 May **2004**. Its administration is ensured by representatives of Flemish employers' and employees' organisations. VDAB comes under the remit of the Flemish minister in charge of employment.

The VDAB-management agreement and the long-range business plan for the period 2005-2009 includes a.o. the following developments in respect of vocational training:

After an experimental start in 2002 and the transformation of the VDAB-centres for vocational training into **competence centres** during 2003, these centres have been consolidated as a prominent cornerstone of the VDAB services. The development of the competence centres dovetails with the Flemish and European objectives of Lifelong Learning to guide all those active on the labour market and to provide them with opportunities to acquire competences. As such, the familiar technical training programme (competence development) provided by these competence centres has been supplemented by information on the labour market (information points), career guidance, specialised screening and certification of competences. With its policy on competences, VDAB would like to see job-seekers and employees evolve in function of prior learning and test their competences against the skills certain job descriptions demand. The sectoral steering and embedding of these centres must guarantee a closer link between the competence and training policy in sectoral developments. Further development of the VDAB competence centres will take place along the following lines of force:

- A closer and more structured cooperation with the various sectors;
- A coordinated implementation of the agreements ensuing from the sector covenants;
- Involvement in the implementation of the 'certificates-of-vocational-competence' (titels van beroepsbekwaamheid) decree and in the broader EVC procedures;
- Integration of the ICT basic-skills programme;
- Attunement with the other public training actors and educational institutions through DIVA;
- Expansion of virtual services and mixed forms of learning and teaching methods to render the learning paths more flexible in function of talent development in professional careers.

As a result of the existing management agreement, VDAB must, through its offer, reach an over-representation of the following target groups: ethnic minorities, disabled people who have difficulties finding employment, older citizens, and the poorly-educated. This implies that the competence centres will adapt their methodological processes to these new clients and will focus on a suitable channel mix. Some of the innovations aimed at include creating multi-cultural learning environments by means

of self-coaching course-participant teams, remedial programmes for adults with learning difficulties, expertise building regarding culturally-neutral testing and teaching aids.

In light of the long-range job plan the Flemish government is investing extra resources in the guidance of the long-term unemployed suffering from serious medical, mental, psychological and/or psychiatric problems (the MMPP issue) in order to integrate them into the Mainstream Economic Circuit, the sheltered circuit or employment care. Since 1 March 2007, VDAB has been calling on non-commercial and commercial counselling services to achieve this guidance through 'Tendering Activation Guidance'.

### 1.1.5.3. Entrepreneurial training SYNTRA Flanders - new developments

In Flanders, responsibility for training was transferred to a Flemish Public Institution (Vlaamse Openbare Instelling - VOI) by the decree of 23/1/1991, i.e. the **Flemish Institute for Independent Entrepreneurship** (Vlaams Instituut voor Zelfstandig Ondernemen - **VIZO**). It had three working areas: entrepreneurial advice, training and formation. In **2002**, the 16 existing training centres (which numbered 22 teaching places at the time) reorganised themselves into 5 large SYNTRA umbrella organisations.

Within the framework of the reorganisation of the Flemish administration – which became effective on 1/1/2006 - new Agencies were created. The Flemish Entrepreneurial Agency (Vlaams Agentschap Ondernemen) has taken over the entrepreneurial advice and formation briefs from VIZO. Henceforth, training is provided by the **Flemish Agency for Entrepreneurial Training** (Vlaams Agentschap voor Ondernemingsvorming – **SYNTRA Flanders**). Since then, SYNTRA Flanders comes under the responsibility of the Flemish minister responsible for employment, who is since 2004 the Minister for Work, Education and Training.

The "Flemish Agency for Entrepreneurial training – SYNTRA Flanders" has the mission to be the pivotal point of an integrated policy on "Entrepreneurial training", in order to contribute to increased and enhanced entrepreneurship as an essential factor in the socio-economic development of Flanders. From a strategic point of view "Entrepreneurial training" should achieve three objectives: the organisation of a pivot, increased entrepreneurship and enhanced entrepreneurship.

As a **pivotal point** SYNTRA Flanders is responsible for a wide knowledge compilation on entrepreneurial education and training. A structured overview of information should lead to quality enhancement and should facilitate the detection and tackling of voids, both in respect of policy and the relevant field players: ("Working together for more Jobs ("Samen voor meer banen"), a Flemish more-jobs policy, January 2006, p. 14). The significant virtual **knowledge centre** (<http://www.competento.be>) sees to the retention of knowledge on all intrinsic activities regarding "Entrepreneurial training" in Flanders. The pivot can detect and address certain (potential) market segments, shortage occupations or specific target groups. To this end, joint ventures and partnerships will be set up between institutions and organisations which are well acquainted with the specificity of this market or which have experience in dealing with specific target groups.

To achieve an **increase in entrepreneurship**, the Flemish Agency for Entrepreneurial training – SYNTRA Flanders will be the pivotal point for various initiatives regarding general promotion and awareness of "Entrepreneurial training" and the stimulation of entrepreneurial sense, entrepreneurial competences and attitudes, and this in consideration of target groups who in the past participated less in available training programmes and entrepreneurship in Flanders. The keynote is education. Nowadays numerous initiatives are taken within education to enhance entrepreneurial competences in youngsters. Therefore, SYNTRA Flanders acts as a support base – both on a policy and operational level – within the *Entrepreneurial Education Action Plan*. The agency will be in charge of the

formulation, implementation and coordination, of a **target groups and target group policy** on entrepreneurial training. Practice has shown that too few people from specific groups, and definitely from the target groups, end up as entrepreneurs. Specially adapted pathways-to-work in function of previous education and prior learning often form the very bridge between the desire to become an entrepreneur and effectively starting one's own business.

With a view to enhanced entrepreneurship the first action scheduled is the **attunement and reform of business administration** itineraries. The agency plays a supporting role based on the expertise it has acquired. To achieve entrepreneurship and a culture of innovation in both the companies' employers and employees, the corporate needs for knowledge must be filled in at all stages of their growth. These business reinforcement actions are mainly **demand-oriented**.

The SYNTRA network course offer is based on three fundamental principles:

- Offering continuing education with successive levels and opportunities;
- The alternating learning system in which study is alternated with work;
- The modular organisation of the course offer, in which one can compose one's own programme according to one's personal level and training needs.

Annually, SYNTRA Flanders distributes 2 million euro in European funds (ESF) between the various projects promoting entrepreneurship in Flanders.

#### **1.1.5.4. Training in agriculture - new developments**

The centres for training in agriculture have been encouraged to develop innovative training projects. In 2006 and 2007 a call was made to submit projects which employ new teaching methods and avail of the Internet (e-learning). Godparenthood projects are an entirely new development in the agricultural sector.

In 2005 new e-learning projects on Internet, virtual meetings, safety and prevention, interactive entrepreneurship academy, online crop registration and warning notices and crop protection were launched.

In 2007 another two new e-learning projects and two more godparenthood projects were rolled out.

#### **1.1.5.5. Part-time artistic education DKO - new developments**

In **2001** the attunement of the educational needs of the ever more heterogonous groups of participants was improved in light of lifelong learning by introducing more flexible learning pathways and a more varied and up-to-date course supply. At the same time management, teachers and the school boards were granted more autonomy.

Since September 2000 the inspectorate has been applying the new CIPO-model audit instrument.

### 1.1.5.6. Socio-cultural adult work - new developments

At the end of **1999**, the removal of traditional religious and socio-political barriers in this field of action resulted in the decision to cease the subsidising of the umbrella organisations from 1 January 2001. In 2000, the umbrella organisations jointly set up the Federation of Organisations active in Popular (non-formal) Adult Education (Federatie van Organisaties voor Volksontwikkelingswerk – **FOV**) which has taken over the advocating task of the umbrella organisations. Nearly all recognized organisations are affiliated to this body. To this end, the FOV is subsidised by the Flemish government in proportion to the number of affiliated members. A number of staff members of the umbrella organisations were transferred to the various centres a.o. the Flemish Centre for Popular Adult Education (Vlaamse Centrum voor Volksontwikkeling - VCVO) which was renamed **SoCiuS** in the spring of **2001**.

- Centre Socius: <http://www.socius.be>
- FOV: <http://www.fov.be/>

In **2003** an integrated legislation came into being, i.e. one decree with 3 sections: one for socio-cultural associations, one for movements and one for training institutions (regional folk high schools and rural training institutes). This decree of 4 April 2003 also regulates the recognition and funding of one centre for socio-cultural adult work (SoCiuS).

An initial evaluation (announced for 2005 and carried out in 2006) has led to an adaptation of the decree of 4 April 2003. The policy term was extended by a period of one year and the role of the Agency Socio-Cultural Work for Youths and Adults was clarified.

A new **evaluation of the decree implementation** has been scheduled in a decree for 30 June 2007. This evaluation will lead to new adjustments. Working on the basis of a policy plan will remain compulsory, but the assessment by the Agency Socio-Cultural Work for Youth and Adults will determine whether a particular organisation will continue to receive subsidies (movements) or whether they will see a decrease in their funding or qualify for more funding during the next policy period (associations and specialised training institutions). This will hinge on a debate in the Flemish Parliament regarding the adjustment of the budget, in light of elements such as the increase in cost of living, collective needs of the area of work and the policy intentions of the Flemish authorities these types of organisations can respond to. The Minister shall set the amount of the subsidies an association will receive based on the advice from an advisory committee which will assess the operations and the policy plan of the organisations. The policy plans of the folk high schools, which already receive a fixed amount per citizen living in their region, would no longer be assessed by the advisory committee. The Agency would also like to involve people from the region in the assessment process of the folk high schools' operations.

On 20 February 2006 the competent minister published a 'Flemish Action Plan: Interculturalisation of and for Culture, Youth and Sports'. This plan outlines a.o. that the boards and staff of SoCiuS and the folk high schools must be composed in an **ethnically and culturally diverse** manner. The term 'interculturality' is also used as an assessment criterion in all areas of work. This means in concrete terms that in their policy and year plans the organisations must clarify their position regarding this criterion and that the Agency Socio-Cultural Work for Youth and Adults will use this to assess the operations of the organisations.

## 1.1.6. Legislation

Adult education) - CVO (centres adult education) - Concoritia adult education - CBE (centres adult basic education)	Decree of 15 June 2007 - BVR 21 September 2007 - BVR 12 October 2007 - BVR 12 October 2007
Certificate of experience	Decree of 30 April 2004 - BVR 23 September 2005
Dutch language houses	Decree 7 May 2004 - BVR 24 June 2005
Vocational training VDAB	Decree of 7 May 2004
Entrepreneurial training SYNTRA - apprenticeship - entrepreneurial training - continuing training	Decree of 7 May 2004 - BVR 24 July 1966 - BVR 23 Februari 1999 - BVR 4 April 2003
DKO, part-time arts education	Decree of 31 July 1990
Agricultural training	Decree of 3 March 2004
Socio-cultural adult work (1)	Decree of 4 April 2003

(1) Within the Culture, Youth, Sports and Media (Cultuur, Jeugd, Sport en Media – CJSM) policy area there are also a number of sectors which provide non-formal adult education such as the youth sector, the heritage sector and the arts sector. As these are not the main tasks of those organisations we do not include the decrees in question in this report.

## 1.1.7. Policy documents

Minister for Work, Education and Training Frank Vandenbroucke

- Beleidsnota Onderwijs en Vorming 2004-2009; Vandaag kampioen in wiskunde, morgen ook in gelijke kansen.
- Onderwijs in het Regeerakkoord 2004-2009;
- Beleidsbrief Onderwijs en Vorming 2005-2006; Goed voor de sterken, sterk voor de zwakken. Een beleid gesteund op een ambitieus realisme.
- Beleidsbrief Onderwijs en Vorming 2006-2007; Voortbouwen en vooruitzien
- Beleidsbrief Onderwijs en Vorming 2007-2008; Gelijke kansen op de hele onderwijsladder. Een tienkamp.  
<http://www.ond.vlaanderen.be/beleid/>  
[http://docs.vlaanderen.be/portaal/beleidsbrieven2007-2008/vandenbroucke/beleidsbrief\\_onderrwijs\\_vandenbroucke.pdf](http://docs.vlaanderen.be/portaal/beleidsbrieven2007-2008/vandenbroucke/beleidsbrief_onderrwijs_vandenbroucke.pdf)
- Beleidsnota Werk 2004-2009
- <http://www2.vlaanderen.be/werk/index.html> (werk en sociale economie)
- [http://www2.vlaanderen.be/werk/sectoren\\_situering.htm](http://www2.vlaanderen.be/werk/sectoren_situering.htm) (sectorconvenants)
- [http://www2.vlaanderen.be/werk/leren\\_home.htm](http://www2.vlaanderen.be/werk/leren_home.htm) (levenslang leren)
- Beleidsbrief Werk 2008 "De paradox van de schaarste"  
[http://docs.vlaanderen.be/portaal/beleidsbrieven2007-2008/vandenbroucke/beleidsbrief\\_werk\\_vandenbroucke.pdf](http://docs.vlaanderen.be/portaal/beleidsbrieven2007-2008/vandenbroucke/beleidsbrief_werk_vandenbroucke.pdf)
- Competentieagenda 2010  
<http://www.werk.be/beleid/competentiebeleid/competentieagenda/>

#### Policy information Flemish Government

- [http://aps.vlaanderen.be/straplan/beleidsinformatie/straplan\\_beleidsinformatie.htm](http://aps.vlaanderen.be/straplan/beleidsinformatie/straplan_beleidsinformatie.htm)

#### Minister for Culture, Youth, Sports, Media and Brussels Affairs Bert Anciaux

- Beleidsnota 2004-2009
- Beleidsbrief Cultuur: beleidsprioriteiten 2007-2008
- <http://www.cjasm.vlaanderen.be/sociaalcultureelwerk/volwassenenwerk/beleid.htm>
- [http://docs.vlaanderen.be/portaal/beleidsbrieven2007-2008/anciaux/beleidsbrief\\_cultuur\\_anciaux.pdf](http://docs.vlaanderen.be/portaal/beleidsbrieven2007-2008/anciaux/beleidsbrief_cultuur_anciaux.pdf)
- <http://www.cjasm.vlaanderen.be/cultuur/>
- <http://www.cjasm.vlaanderen.be/sociaalcultureelwerk/index.html>

#### Socio-cultural adult work SCVW: SOCIUS

- <http://www.socius.be/>
- SOCIUS jaarverslag 2007 (pdf)

#### VLOR (Flemish Education Council): <http://www.vlor.be/>

#### Legislation

- <http://www.ond.vlaanderen.be/edulex/>
- <http://www.ond.vlaanderen.be/wetwijs/>
- <http://212.123.19.141/ALLESNL/wet/index.vwp?SID=0> (Vlaamse Codex)
- [http://www.juridat.be/cgi\\_tit/titn.pl](http://www.juridat.be/cgi_tit/titn.pl) (juridat = jurisprudence)
- <http://www.onderwijsrecht.be/index.html> (ICOR, Interuniversitair Centrum voor Onderwijsrecht = legal doctrine on education)

#### DIVA (Training and Alignment Information Service)

- <http://www2.vlaanderen.be/diva>
- DIVA jaarverslag 2007 (pdf)
- DIVA actieplan 2007-2009 (pdf)
- DIVA jaaractieplan 2008 (pdf)

#### VDAB (Flemish Public Employment Service)

- <http://vdab.be/>
- VDAB Jaarverslag 2006 (pdf): <http://vdab.be/trends/jaarverslag.shtml>

#### SYNTRA

- <http://www.syntravlaanderen.be/>
- <http://www.syntravlaanderen.be/Syntravlaanderen/IndexTwoCol.aspx>
- [SYNTRA-Vlaanderen jaarverslag 2006 \(pdf\)](#)

#### [Landbouwworming](#)

EPOS (Europese Programma's voor Onderwijs, Opleiding en Samenwerking) (European Programmes for Education, Training and Cooperation): <http://www.epos-vlaanderen.be/>

ESF (European Social Fund): <http://www.esf-agentschap.be>

Europa Lifelong Learning Programme (LLP):

[http://ec.europa.eu/education/programmes/llp/index\\_en.html](http://ec.europa.eu/education/programmes/llp/index_en.html)

SLN, Steunpunt lokale netwerken: <http://www.sln.be/index.html>

Sectorcovenants: [http://www2.vlaanderen.be/werk/sectoren\\_situering.htm](http://www2.vlaanderen.be/werk/sectoren_situering.htm)

Competentieagenda: [http://www2.vlaanderen.be/werk/leren\\_docs.htm](http://www2.vlaanderen.be/werk/leren_docs.htm)

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## 1.2. Financing of ALE

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### 1.2.1. Public investments in ALE

#### 1.2.1.1. 2007 annual financial report DIVA

##### Annual financial report 2007

<b>Projects</b>	<b>Basic budget</b>	<b>Expenses</b>
Training database	175 000	176 077
On-the-job-learning forum	140 000	134 695
Edubell educational-needs survey	12 000	11 355
E-Learning	6 000	3 328
Career development	20 000	10 576
Training for trainers of adults	25 000	21 184
Literacy Plan	40 000	19 312
Quality assurance	16 455	0
Centre schools for chemical technology	43 545	43 454
<b>Total</b>	<b>478 000</b>	<b>420 072</b>
<b>Operations</b>		
Infrastructure	137 869	137 869
Internal operations	22 000	18 256
Staff	440 000	425 564
<b>Total</b>	<b>599 869</b>	<b>581 689</b>
<b>OVERALL TOTAL</b>	<b>1 077 869</b>	<b>1 001 761</b>



## 1.2.1.2. Competence Agenda

	2007	2008	2009
1 Experimental projects	500 000	500 000	500 000
House of technical professions			
2 Internship brokers	900 000	900 000	900 000
Experimental projects	1 000 000	1 000 000	1 000 000
VDAB internship plan			
3 Action Plan 'entrepreneurial education'			
4 EBA growth path: Development work			
EBA growth path: Test centres			
Organisation event	4 500		
CMS		350 000	125 000
Standard guarantees		50 000	
Functional needs and network experts		50 000	50 000
E-gov Dep	500 000		
ESF-gp distribution		50 000	
O, V and W (Education Training and Work) knowledge hub	75 000		
5 Action Plan 'youth unemployment'	2 000 000	4 500 000	4 500 000
6 Experimental projects	2 000 000	2 000 000	2 000 000
Support	50 000	50 000	50 000
Virtual platform	100 000	50 000	50 000
Training projects			
7 Projects			
Centre of excellence			
13 project developers			
8 EC (Education & Culture) continuation			
EC adjustment	1 000 000	1 000 000	1 000 000
9 Virtual platform		50 000	100 000
Career guidance growth path		1 300 000	2 300 000
Methodology			
Awareness raising			
Communication plan	50 000		
10 Sector-fund projects	2 000 000	2 000 000	2 000 000
Sector covenants	200 000	200 000	200 000
<b>TOTAL</b>	<b>10 379 500</b>	<b>14 050 000</b>	<b>14 775 000</b>

Competence agenda : [http://www2.vlaanderen.be/werk/leren\\_docs.htm](http://www2.vlaanderen.be/werk/leren_docs.htm)

## 1.2.1.3. Financing of the different systems

### 1.2.1.3.1. Adult education

As of school year 2008-2009, the CBEs, Centres for Adult Basic Education and the CVOs, Centres for Adult Education will be financed/subsidised as follows:

- The number of full-time equivalents in respect of teacher recruitments will be determined on the basis of the total number of teaching periods-course participants and the (weighted) areas of learning in which courses of study are organised.

- Each centre will be entitled to one full-time principal.
- Each centre will be entitled to a lump sum to recruit support (for CVOs also management) staff, calculated on the basis of the number of teaching periods-course participants.
- Each centre will be able to apply for investment funds.
- The CBEs will receive an operational allowance from the government. This allowance will be calculated on the basis of the actual number of teaching periods taught.
- The CVOs generate operational resources from the registration fees paid by course participants. The government refunds any registration fees the centres lose out on due to the full or partial exemption of certain course participants to pay registration fees.
- 5% of the CBEs' operational allowance or of the CVOs operational resources must be allocated to quality assurance and the development of learning tools.

To qualify for subsidies any CBE affiliated to an adult-education consortium must have attained at least 60,000 teaching periods-course participants/year. Any CBE which is not affiliated to a consortium must be able to vouch for a minimum of 360,000 teaching periods-course participants/year.

To qualify for subsidies or financing, any CVO affiliated to an adult-education consortium must have attained at least 120,000 teaching periods-course participants/year (in the area of Brussels-Capital, 60,000 teaching periods - course participants/year). Though, if it is not affiliated to an adult-education consortium the minimum number is 720,000 teaching periods-course participants/year.

This new form of financing will be assessed by the Flemish government in 2012, in conjunction with the adult-education consortiums and the CBEs, though an interim evaluation will be organised during 2009.

The **adult-education consortiums** will all together receive a subsidy for staff expenses, operational expenses and investments of no less than 3.6 million euro. Of this, 650,000 euro will have to be allocated to the support and coordination of the development of an educational and training policy for detainees, the pin-pointing of their educational and training needs and their educational-itinerary guidance. The remaining principal amount of the subsidy will be divided between the consortiums on the basis of the total volume of teaching periods-course participants generated by the centres affiliated to the consortium.

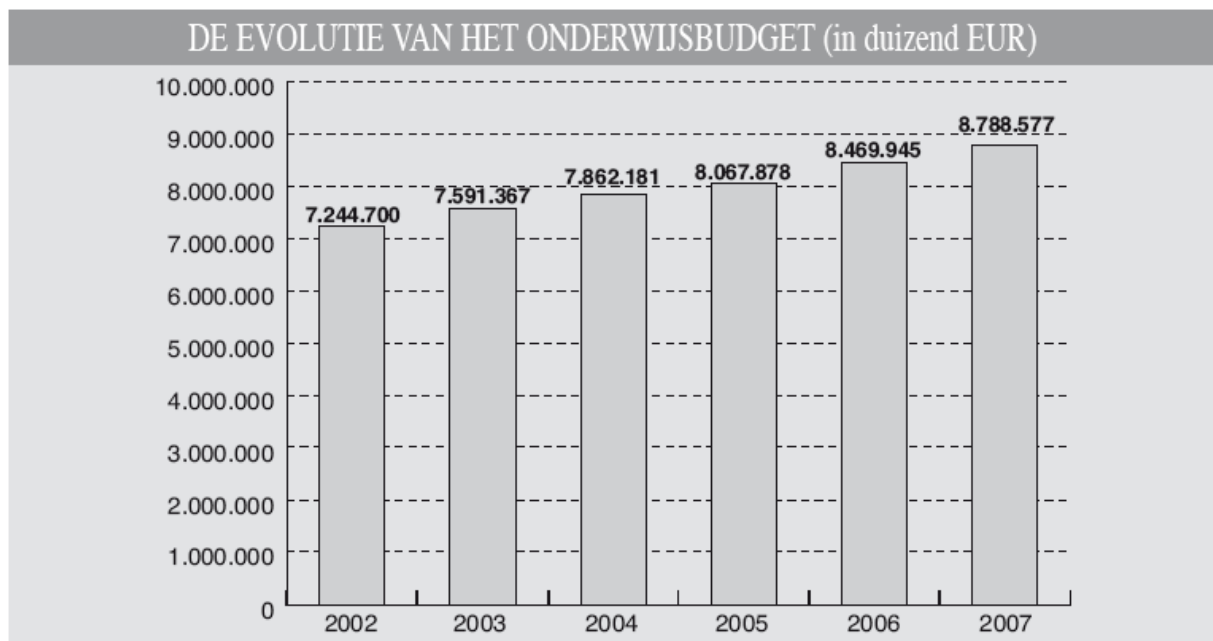
The **VOCVO, Flemish Support Centre for all of Adult Education** (Vlaams Ondersteuningscentrum voor het Volwassenonderwijs), receives an annual subsidy for staff costs, operational expenses and investments. VOCVO is in charge of support and guidance of the Centres for Adult Basic Education and the Centres for Adult Education which do not rely on a pedagogical counselling service. A similar amount will be distributed amongst the pedagogical counselling services for the support and guidance of the affiliated Centres for Adult Education.

**Education budget per organisation department (in thousands €);  
evolution 2005-2007**

<b>Policy credits</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Mainstream elementary education	2.266,005	2,365,591	2,450,330
Special elementary education	324,636	345,024	361,405
Mainstream secondary education	3,054,030	3,178,706	3,285,601
Special secondary education	250,704	267,814	287,536
University college education	610,310	648,208	668,768
University education	774,640	778,633	803,709
Part-time artistic education	157,907	180,943	179,133
Social Advancement Education	210,896	233,858	245,081
Other allocations not level specific	418,750	471,168	507,014
<b>Total</b>	<b>8,067,878</b>	<b>8,469,945</b>	<b>8,788,577</b>

Source: Statistic yearbook of Flemish education 2006-2007

**Evolution of the education budget (in thousands €)**



Onderwijsbegroting: <http://www.ond.vlaanderen.be/onderwijsstatistieken/2006-2007/jb0607/default.htm>

### 1.2.1.3.2. VDAB Vocational training [Flemish Public Employment Service]

The operations of the VDAB are largely financed by the Flemish government. In this context the VDAB concludes a management agreement with the Flemish government. Besides the contributions from the Flemish Community it also derives an income from the European Union and from invoicing employers.

#### Kosten van de VDAB-activiteiten 2006

	kosten (1)	eigen opbrengsten (2)	te financieren door de overheid (1) - (2)
<b>Minimaal gegarandeerde dienstverlening</b>	<b>55.885.371</b>	<b>-4.522.432</b>	<b>51.362.939</b>
Module 2 diagnose en trajectbepaling	38.090.114	-1.055.632	37.034.482
Module 3 sollicitatietraining en -begeleiding	6.033.163	-118.765	5.914.398
Module 4 opleidingen in een centrum	129.139.851	-13.814.691	115.325.160
Module 5 persoonsgerichte vorming	16.904.418	-708.924	16.195.494
Module 6 opleiding en begeleiding op de werkvloer	19.501.886	-227.294	19.274.592
Module 7 trajectbegeleiding en -opvolging	30.582.692	-899.706	29.682.986
<b>trajectwerking 2 tot 7</b>	<b>240.252.123</b>	<b>-16.825.011</b>	<b>223.427.112</b>
<b>Productontwikkeling</b>	<b>8.346.842</b>	<b>-976.640</b>	<b>7.370.202</b>
Tewerkstellingsprogramma's	2.333.128	-132.269	2.200.859
Arbeidsmarktstudies	2.108.320	-13.591	2.094.729
Wettelijke, administratieve en bijkomende opdrachten	24.616.826	-197.609	24.419.217
Ondersteuning regionale overlegorganen	1.380.389	-13.143	1.367.246
Individuele beroepsopleiding in de onderneming	56.182.372	-56.616.480	-434.109
Niet-trajectgerelateerde opleidingskosten	6.857.955	-487.674	6.370.281
Loopbaanbegeleiding en infotheek	3.087.855	-127.205	2.960.649
Stimuleringsbeleid	1.000.074	490.154	1.490.229
Personen met een handicap	50.570.183	-458.239	50.111.944
Regie-activiteiten	5.448.815	-908.918	4.539.897
<b>Totaal niet-traject gerelateerd</b>	<b>153.585.916</b>	<b>-58.464.974</b>	<b>95.120.942</b>
<b>Algemeen totaal</b>	<b>458.070.252</b>	<b>-80.789.057</b>	<b>377.281.195</b>

#### Cost of the 2006 VDAB activities

cost (1)    own revenue (2)    to be financed  
by the  
governmen  
(1)-(2)

<b>Minimum guaranteed service</b>	
Module 2 diagnosis and pathway setting	
Module 3 application training and guidance	
Module 4 training at a centre	
Module 5 personal development	
Module 6 on-the-job training and guidance	
Module 7 pathway-to-work guidance and follow-up	
<b>pathway-to-work guidance 2 to 7</b>	

<b>Product development</b>	
Employment programmes	
Labour-market studies	
Statutory, administrative and additional tasks	
Support for regional consultative bodies	
Individual in-company training	
Expenses not linked to pathway-to-work guidance	
Career guidance and information point	
Incentives policy	
Disabled persons	
Steering activities	
<b>Total of non-pathway-to-work related</b>	
<b>Overall total</b>	

Source: Annual Report 2006; [SYNTRA-Vlaanderen jaarverslag 2006 \(pdf\)](#)

### 1.2.1.3.3. Entrepreneurial training SYNTRA-Flanders

The agency SYNTRA Flanders is both subsidised and has its own income. It recognises and subsidises regional centres. The centres receive an operational and an investment subsidy.

- The operational subsidy comprises the apprenticeship subsidy, the certified and non-certified training subsidy and, where appropriate, a project funding subsidy. It is calculated on the number of course participant teaching periods of those course participants who sit the exam.
- The investment subsidy includes the subsidy for rent, development or acquisition and the owner's maintenance of the buildings. The operational subsidy includes the subsidy for the organisation of exams and the subsidy for equipment. With the exception of project funding, the subsidies are paid in four instalments. Against this stands an organisation plan.

SYNTRA Flanders became operational on 1 April 2006 and is the legal successor to the former VIZO (The Flemish Institute for independent Enterprise) in charge of training. The former tasks 'corporate advice' and Design Flanders have been taken over by VLAO (Flanders Enterprise).

Therefore the enclosed figures for 2006 partially contain resources and expenses which will be taken over by VLAO in the future. In that sense, the figures refer to a transition year which makes comparisons with other years difficult.

The financial resources of SYNTRA Flanders consist mainly of contributions from the Flemish government. To a lesser extent, there is also some self-generated income and other (mainly) European subsidies.

The 2006 contributions also contain 600,000 euro for the target-group policy, 1,700,000 euro for early SYNTRA loan repayments and 100,000 euro for a SYNTRA audit.

As always, the lion share of the expenses relates to SYNTRA allowances. The lump sums apprenticeships, certified and non-certified training and investments are the arithmetic result of output financing which, under the Decree of the Flemish government, was calculated on the basis of course-participant hours (from participants sitting apprenticeship exams and in certified training and from fee-paying course participants in non-certified training programmes).

The lump sum “SYNTRA – other allowances” mainly contains a suitability subsidy SYNTRA can qualify for on the basis of overall quality assurance, reputation, course-participant satisfaction, effectiveness of the training programmes (in terms of future employment or establishment as a self-employed professional) and the centre’s market share.

The balance to be carried over to the subsequent financial year comprises the compulsorily carried over surplus from the previous financial years (1,950,879.39 euro), as well as the already allocated funds which will be used during 2007 for a settlement with the Department for Social Security (RSZ) for SYNTRA trainers (1,558,000 euro) and the target-group policy (225,000 euro).

The actual balance totals in fact 315,541 euro for expenses which could not be realised during 2006.

#### FIGURES 2006 FINANCIAL REPORT (in EURO)

<b>REVENUE</b>	<b>57,884,294.68</b>
Surplus carried over from the previous financial years	1,950,878.68
Contributions	53,668,265.68
Project subsidy knowledge centre	50,000.00
European funds	667,250.65
Own revenue	1,547,899.96
<b>EXPENDITURE</b>	<b>57,884,294.68</b>
Balance to be carried over from the previous financial years	4,149,418.76
Wages	7,811,262.44
Operational costs	5,744,473.98
Remunerations training secretary and course participants	431,200.89
Lump sum SYNTRA - apprenticeships	7,086,784.00
Lump sum SYNTRA - certified training programmes	21,602,994.00
Lump sum SYNTRA - non-certified training programmes	4,734,219.00
Lump sum SYNTRA - investments	5,831,093.00
Lump sum SYNTRA - other allowances	492,848.61

Source: Annual Report SYNTRA-Flanders 2006

#### 1.2.1.3.4. Part-time artistic education DKO

The academies for part-time artistic education receive a teaching periods’ package based on the number of pupils counted on 1 February of the previous year. The Flemish Community also provides an operational subsidy.

#### 1.2.1.3.5. Training in agriculture

The recognised centres for training in agriculture submit an annual programme to report the number of hours for which subsidies will be requested. The minister approves the programmes in function of the available budgetary resources. The centres submit a subsidy application per course (via the internet). The only contribution they get is a fixed subsidy per teaching period, divided in a teacher’s allowance and an operational allowance. A course can only be subsidised if it meets the subvention conditions, such as for example a sufficient number of participants.

### 1.2.1.3.6. Socio-cultural adult work

#### Lump-sum funding

Through financial support, the government steers the socio-cultural organisations in the direction it desires. The decree forms the legal basis for the structural subsidy they receive if they meet the requirements. The decree of 4 April 2003 no longer makes a clear distinction between subsidies for personnel costs, running costs and basic costs. The organisations receive a lump-sum payment. Apart from indexations and sanctions, if applicable, they receive the same yearly amount throughout a specific policy period. Since the decree specifies that every organisation shall have a minimum of staff – this minimum depends on the type of work – the allocation of the lump-sum payment is not entirely unrestricted. Different from before the full amount does not have to be spent in the year for which it was granted. Organisations are allowed to build a reserve, provided that they actually spend the money during the policy period in course and that they have justified this method in their policy plan.

#### Basic and variable amounts

The lump-sum payment granted to associations and specialised training institutions, consists of a basic amount and a variable amount. The basic amount allows for the size of the organisations (number of departments in the case of associations, number of course hours on a specific topic in the case of specialised training institutions) prior to the 2003 decree.

As from 2011, these amounts will be index-linked per policy period. These may rise or fall on the basis of the assessment of the organisations' activities. The sum shall be reduced by 10% in a first and by 20% at every subsequent negative activity assessment. Organisations who receive a positive final evaluation can receive supplementary subsidies if they want to capitalize on the policy priorities specified by the Flemish government. These priorities will be defined after a social debate has taken place on the needs highlighted by the sector and the policy intentions of the Flemish government itself.

The movements will receive an amount based on the assessment of their application file. The decree specifies minimum and maximum amounts per organisation.

As of 2005, the folk high schools will receive a maximum of 1.5 euro per inhabitant residing in their working area (and at least 500,000 euro) regardless of the evaluation of their activities. Trade-union training institutions and training institutions for the disabled will receive the sum total of the amounts members of this federation received prior to 2003; training institutions for the disabled will receive an additional fixed amount of 75,000 euro. Assessments of their activities will neither have any positive nor negative consequences for these training institutions.

#### Other subsidies

Aside from the subsidies the socio-cultural adult organisations receive from the Minister for Culture, they more often than not also generate their own income (such as contributions from participants and donations) and other subsidies. These may be provincial subsidies (each province has its own regulations), subsidies from other Flemish or federal ministers (if the theme or the target group qualifies under a separate policy area) and European-project subsidies.

Subsidies for socio-cultural adult work (2008 Budget for Culture)

Associations	21,687
Movements	3,608
National training institutions	19,750
SoCiuS	1,507

Budget for Culture: <http://www.cjasm.vlaanderen.be/sociaalcultureelwerk/volwassenenwerk/beleid.htm>

## 1.2.2. ESF, European Social Fund

The European Commission does not only steer the Member States' employment policies through annual directives and recommendations but also offers them the resources through the European Social Fund (ESF) to actively implement the European Employment Strategy. As regards the Flemish employment policy, especially ESF programme objective-3 is of importance which, for instance, supports other types of training and guidance activities for the unemployed and employees alike.

### **ESF-resources for Flanders: 2000-2006 Objective-3 programme period**

Number of project applications	3 872
Number of approved projects	2 898
Number of active projects	2 803
ESF-application amount	506 468 220 €
Available ESF credit	392 493 157 €
ESF approved	446 955 029 €

	Total D3 30/06/06	Employa- bility	Entre- preneurship	Adjusta- bility	Equal opportunitie s	Experi- ments and pilot projects	Techn. assistance
Number of project applications	3 872	1 978	127	1 256	154	355	2
Number of approved projects	2 898	1 930	71	557	129	209	2
Number of active projects	2 803	1 896	64	513	124	204	2
ESF-application amount	506 468 220	341 979 496	20 931 666	81 438 631	15 760 729	30 657 928	15 699 770
Available ESF credit	392 493 157	270 820 391	15 046 800	52 663 800	15 046 800	23 215 596	15 699 770
ESF approved	446 955 029	314 932 640	18 619 701	59 937 127	13 998 243	23 767 548	15 699 770

	Total Equal 30/06/06	Availa- bility	Entre- preneurshi p	Adjusta- bility	Equal opportuniti es	Asylum- seekers	Techn. assistance
Number of active projects	52	20	10	13	6	2	1
ESF-application amount	26 989 047	11 122 160	4 286 658	5 158 198	2 917 035	857 252	2 647 744
Available ESF credit	27 673 254	10 011 257	4 461 409	6 157 586	3 469 550	925 708	2 647 744
ESF approved	25 787 268	10 340 292	4 190 682	5 171 970	2 672 340	764 240	2 647 744

employability      ▪ Job-seekers ▪ Pathway-to-work activities ▪ Job coaching ▪ Training ▪ Work experience ▪ On-the-job learning ▪ Learn & Work companies ▪ client-oriented networks ▪

adaptability      ▪ The employed ▪ In-company training ▪ Competence thinking ▪ Career services ▪ Proof of experience ▪ Lifelong learning ▪



entrepreneurship	▪ Stimulating and supporting potential beginners ▪ Networking while learning about Socially Sound Entrepreneurship ▪ Facilitating a Social Economy ▪ Reinforcing entrepreneurship as a whole ▪ Developing a one-stop shop ▪ Furthering the knowledge economy ▪
Equal opportunities m/w	▪ Gender mainstreaming ▪ Gender stereotypes ▪ Role-breaking pathway-to-work guidance ▪ Gender-neutral career choices ▪ Gender-conscious staff management ▪ Work and family ▪ Tele-work ▪
Experiments and Pilot projects EQUAL	▪ Studies ▪ Innovation ▪ Age-aware management ▪ Accent on talent ▪ Sectoral experimental projects mentoring ▪ Equal wishes to contribute to the creation of equal opportunities for job-seekers and the working population alike. The programme wants to use the benefits of trans-national cooperation to promote the development of new ideas and methodologies which combat discrimination and inequality. In this way, Equal hopes to influence both employment policies and practices.

(Source: ESF-captions 2000-2006.pdf)

### **2007-2013 ESF leverage credit**

Within the framework of priority-1 'Talent activation and sustainable labour-market integration' of the 2007-2013 ESF programme, two training-project appeals were launched during 2007. During the period 2008-2008, 82 companies and organisations will receive financial support for their training projects. The overall-subsidy budget amounts to € 22,262,812.80 (55% financed by the Flemish government, 45% by the ESF). These projects are always co-funded by the corporate sector and must pay special attention to reaching disadvantaged groups. The second appeal was more geared towards the sectors. Five sectors were selected, for which an overall budget of € 1,311,575.73 was set aside.

## **1.2.3. Registration (fees)**

### **1.2.3.1. Adult education**

Course participants attending adult basic education do not have to pay any registration fees. **CBEs**, Centres for Adult Basic Education, can only pass on the cost for course materials to their participants. They are recognised by VDAB so that course participants can avail of training vouchers.

From school year 2008-2009, **CVO** registration fees will increase and course participants will have to pay € 1 per teaching period. During the 2007-2008 school year, a fork ranging between 0.80 and 1 euro per teaching period will be operated.

- Registration fees will be capped at 400 euro per school year or at 1,200 euro for a full training programme.
- For NT2 (Dutch-as-a-second-language) courses a standard rate of 50 cent will apply.
- There is a full exemption of registration fees in the area of study 'general education' (second-chance education).
- The full registration-fee exemption applies to the following target groups:
  - Persons who are entitled to a subsistence income;
  - Asylum-seekers and certain categories of non-nationals;
  - Naturalized people who have signed a naturalisation contract or people who have obtained a naturalisation certificate;
  - Detainees residing in Belgian penitentiaries;

- Job-seekers in receipt of a job-seeker's allowance or unemployment benefits who register for a pathway-to-work programme recognised by VDAB;
- Unemployed, compulsorily registered job-seekers who are not yet entitled to a job-seeker's allowance;
- People in part-time or full-time compulsory education.
- Reduced registration fees of 0.25 euro apply to:
  - Certain categories of disabled persons;
  - Job-seekers in receipt of a job-seeker's allowance or unemployment benefits who register for a pathway-to-work programme other than one recognised by VDAB;
  - Course participants who first followed a 2 year course of no less than 120 teaching periods at a CBE.

CVOs can only pass on the genuine cost price of course materials to the course participants.

To assess course participants who do not follow the course of study 'general education' at the centre or course participants who have registered for distance learning, CVOs can only charge a maximum of 15 euro per evaluation period.

<http://onderwijs.vlaanderen.be/volwassenenonderwijs/centra/vrijstelling/>

Employees are entitled to pay for half of their registration fees with training vouchers.

### **1.2.3.2. Vocational education VDAB**

For unemployed job-seekers all VDAB courses are free. This also applies to web learning courses. Moreover, other categories of unemployed people may also qualify for a fee exemption for web learning courses.

Any employee who follows a programme at his/her own initiative only pays a fee for the course teaching aids. Depending on the category of the training programme, this fee ranges between 25, 40 or 50 euro/day with a maximum of 250 euro per course. Web learning courses range between 30 and 360 euro for a full course (depending on the programme).

The employers' fees for training programmes depend on the type of course, the duration, the location (in-house or at a VDAB centre), the number of participants etc. This price is negotiated and contractually agreed with the head of training in the VDAB centre in question. Essentially, employee training programmes which are provided at the request of employers (depending on the programme) range between 99 and 161 euro per participant per day.

### **1.2.3.3. Entrepreneurial training SYNTRA Flanders**

Fees for short-term courses vary according to the number of sessions. Moreover, fees for long-term programmes also vary according to the course.

Within the framework of compulsory education no registration fees are due for apprenticeships.

### **1.2.3.4. Training in agriculture**

Registrations take place at the recognized centres which set the amount of the registration fees.

### **1.2.3.5. Part-time artistic education DKO**

Programmes provided by part-time artistic education do not come under compulsory education, so registration fees apply. The registration fees for youngsters for the 2007-2008 school year amount to 53 euro (reduced rate: 34 euro); adults are charged 173 euro (reduced rate: 100 euro). This amount is passed on to the Department for Education and Training (Circular letter dko/2007/02).

### **1.2.3.6. Socio-cultural adult work**

Usually small contributions are sought for the educational programmes organised by socio-cultural adult organisations and providers are free to set the amount.

## **1.2.4. Financial support for course participants**

Course participants in Flanders can avail of a number of financial allowances for the range of courses organised for young school-leavers and adults. The government introduced these measures to encourage “lifelong and lifewide learning” in adults. The main ones are paid educational leave and the entrepreneurial portfolio system for employers, on the one hand, and the training and guidance vouchers for employees on the other hand.

**The system of Paid Educational Leave** (Betaald Educatief Verlof - **BEV**) is regulated by the recovery law of 22 January 1985 laying down the social provisions, the Royal Decrees of 23 July 1985 and 27 August 1993. Paid educational leave is aimed at the social advancement of employees working in the private sector. Under this system they are granted extra time off for the courses they follow during their leisure time or they are given leave to attend courses, this if the courses coincide with their working hours. In first instance, this leave is paid by the employer in conjunction with and at the time the normal salary is paid. However, the employer may seek a refund from the fund established for this purpose. The number of remunerated hours of leave is equal to the number of hours the employee attends the course and is capped in function of the type of course and whether or not the course coincides with the working hours. The refundable salary has also been capped. The courses may be followed for professional purposes but there does not need to be any a link with the employee’s current profession, and they can be of a general educational nature. Moreover, there are also specific arrangements in place for employees preparing for exams organised by the Examination Board of the Flemish Community, for employees of SMEs and for certain categories of part-time employees. By Royal Decree of 20 July 2006 the number of credit hours an employee can qualify for has been strongly reduced.

Cf. <http://www.meta.fgov.be>, with a downloadable brochure "Find your Way through Paid Educational Leave" ("Wegwijs in het BEV") by the General Directorate Employment and Labour Market (Algemene Directie werkgelegenheid en arbeidsmarkt) (November 2005).

Paid educational leave: <http://www.werk.belgie.be/defaultTab.aspx?id=536>

### **Training vouchers for employees and employers.**

- Employees may purchase a maximum of 250 euro worth of training vouchers per calendar year. They can use these to pay for training programmes organised by recognized training providers. The employee only needs to pay half of the registration fees in training vouchers cf. <http://www.vdab.be/opleidingscheques/werknemers.shtml>
- Companies may also use **training vouchers**. However, since 2006 this system has been replaced by a so-called **entrepreneurial portfolio**, or a **budget for economic advice** (Budget voor Economic advies - **BEA**) which companies can only apply for every three years and which covers 4 services: training, advice; mentoring, knowledge acquisition from Flemish knowledge centres. The maximum government subsidy available is 5,000 €, of which at the most 2,500 € can be used for one and the same service. Henceforth, the company covers 65% of the service provision. cf. [www.beaweb.be](http://www.beaweb.be)

An overview of all financial allowances for course participants & for employers can be found on: [http://www2.vlaanderen.be/werk/leren\\_opleid.htm](http://www2.vlaanderen.be/werk/leren_opleid.htm)

#### **1.2.4.1. Adult education**

Course participants in higher social advancement education do not qualify for a study allowance. However, course participants can avail of paid educational leave.

Within the framework of training vouchers, the centres have been recognized by VDAB.

#### **1.2.4.2. Vocational training VDAB**

VDAB does provide a number of allowances for job-seeking course participants. This is a selection of the main ones:

- **Incentives premium:** To encourage job-seekers from one-income families to follow training. Specific conditions apply to the incentives premium:
  - The job-seeker is entitled to subsistence benefits (on the basis of a certificate from a Public Centre for Social Welfare (Openbaar Centrum voor Maatschappelijk Welzijn - OCMW) or qualifies for unemployment benefits and is recognised as an 'employee with a dependent family' (on the basis of a certificate from the National Employment Office (Rijksdienst voor Arbeidsvoorziening – RVA) and has been registered as an unemployed job-seeker for at least 1 year.
  - The job-seeker follows a training programme of no less than 24 hours/week.
  - The job-seeker has had at least 150 hours of training or internship.
- **a travel allowance:**
  - a 'de Lijn' (scheduled-service) bus pass for a period of 1 year or
  - a fixed travel allowance to travel between home and the training/internship venue;
- **an accommodation allowance:**

VDAB may grant an accommodation allowance if overnight accommodation is required within the framework of the course followed.

- **a childcare allowance for course participants with children of childcare age:**  
refund of childcare fees when the course participant is following a training programme or is at his/her internship place;

**Compensation for on-the-job learning:** both individual vocational in-company training (individuele beroepsopleiding in de onderneming - IBO), and induction training.

- During the training period the company does not pay any salary or social security contributions, only a productivity allowance. Moreover, the company receives an extra guidance allowance reduction if the candidate is poorly educated (no HSO diploma).
- The job-seeking candidate receives an extra allowance on top of his benefits (the difference between the normal salary and the benefits).

Furthermore, there are numerous training allowances available from the Flemish, Federal and European authorities (esp. through the European Social Fund). In addition there are a whole range of vocational sector specific measures. An overview may be found on the VDAB website. Moreover, VDAB provides advice and guidance in relation to the allocation of subsidies.

### 1.2.4.3. Entrepreneurial training SYNTRA Flanders

**Starters** in the province of Antwerp can avail of provincial starting **subsidies**.

**Employees** can purchase up to 250 euro worth of **training vouchers** per calendar year (through the VDAB) which they can use to pay for the training. Employees personally only fund half of the training costs. Cf. <http://www.vdab.be/opleidingscheques/werknemers.shtml>

Small and mediums-sized enterprises, **SMEs**, could also avail of training vouchers. From 2006, however, the system has been replaced by the so-called **entrepreneurial portfolio** or **budget for economic advice** (Budget voor Economic advies - **BEA**). See 1.2.6.

**Apprentices** are entitled to an **apprentice allowance**. The allowance is age-linked and varies according to their experience and vocation. Course participants–trainees are entitled to a work experience placement allowance.

### 1.2.4.4. Training in agriculture

Participants following this form of training receive a subsidy (of 2 euro per teaching period) as a **social promotion** allowance, subject to them submitting certificates (issued by recognized centres and apprenticeships) which show that their training programme comprises a minimum of 75 teaching periods.

Who can apply for this subsidy?

- Self-employed business managers (full-time or part-time) of agricultural and horticultural enterprises, their collaborating family members, free-lance assistants and agricultural employees;
- Employees of agricultural and horticultural business management organisations;
- Agricultural contractors, florists, garden contractors and their collaborating family members and employees;
- Employees of public park departments;

- Recognized sellers and users of phytocides and recognized users of biocides for agricultural use;
- Beekeepers.

#### **1.2.4.5. Part-time artistic education**

Part-time artistic education operates a 'social reduction' or 'reduced rate' system. To qualify for the reduced registration fees, the pupil (Decree of 31 July 1990) must be able to present a certificate which states that he/she:

- is unemployed and qualifies for unemployment benefits or is dependent on an unemployed person entitled to benefits; or,
- is a statutory registered job-seeker, receives a subsistence allowance, or is dependent on one of these two categories of people; or,
- is suffering from a disability which is categorised as a 66% work disability, is entitled to a disability allowance, or is dependent on one of these two categories of people;
- is a resident in a foster-home or a medical pedagogical institution; or,
- has been granted the political refugee status or is dependent on a political refugee; or,
- receives an allowance from the child allowance fund, if he/she is over the age of 18.

Pupils who have not attained the age of 18 by 31 December of the school year in question, will pay reduced registration fees if another member of the family to which he/she belongs has already paid registration fees in the same or a different institution; and/or for every additional registration in a different area of study in the same or a different institution.

Course participants can also avail of training vouchers (see 1.2.6.).

<http://www.vdab.be/opleidingscheques/werknemers.shtml>

#### **1.2.4.6. Socio-cultural adult work**

Associations usually operate reduced rates for their own members; training institutions often take the (family) income and/or the family circumstances or work conditions of the participants into account when setting the registration fees.

Participants in courses organised by training-plus centres and national training institutes can also avail of training vouchers (see 1.2.6.).

## 2 Quality of adult learning

### 2.1 Provisions / systems

Financing, see 1.2.

Quality assurance in the different systems, see 2.3.3.

Guidance, see 2.3.4.

Evaluation and progression of course participants, see 2.3.5.

Teachers/trainers, see 2.4.

There are different systems:

- Adult education consisting of basic adult education organised by CBE's, centres for adult basic education and secondary and higher adult education organised by CVO's, centres for adult education.
- Vocational training organised by VDAB in their own training centres
- Entrepreneurial training organised by SYNTRA Flanders in their own campuses
- Part-time artistic education (DKO) organised in academies for plastic arts and academies for music, drama and dance
- Training in agriculture organised by recognized training centres
- Non-formal socio-cultural adult work organised by different kinds of institutions.

#### 2.1.1. Types of training institutions

Every education system has its own centres and training institutions. These centres are spread over the whole of Flanders.

<b>Types and number of institutions</b>	
CVOs, centres for adult education (Education for Social Advancement), of which:	117
training courses at secondary education level	107
training courses at higher education level	61
CBEs, adult basic education centres	29
Campuses of SYNTRA Flanders (5 regional umbrella organisations)	23
VDAB training centres (vocational training)	68
Academies for part-time arts education, of which:	167
Plastic Arts	66
Music, Drama and Dance	101
Training centres for training in agriculture (5 general centres, 39 regional centres, 11 centres for training in amateur agriculture)	64
Socio-cultural associations	57
Socio-cultural movements	32
Folk highschoools	13
Recognised national training institutions	26

School year 2006-2007 (Statistic Flemish Education Yearbook); more sources: see 2.5.

(1) According to the decree, an **association** is a network of departments or groups aimed at giving their members and participants a sense of meaning and emancipation, with a view to personal and social development. Associations fill a communal role, a cultural role, an educational role and a social activation role. An association must number a minimum of 50 active (local) departments or (thematic/supra-local) groups, spread across at least 3 provinces; an association with starting subsidies must count at least 25 departments.

(2) **Socio-cultural movements are organisations with a national character**, specialised in a particular theme or a cluster of closely-related themes. They organise activities in the area of awareness, education and social action with a view to bringing about social change and therefore address a wide audience.

(3) Since the start of 2004, 13 **folk high schools (i.e. the Training-plus centres)** have been active in as many regions. They cover non-formal education sought within their region by organising their own programmes and coordinating the programmes offered by other cultural providers.

(4) **National training institutions** must develop activities in at least 4 provinces or must address people living in a minimum of 4 provinces. There are 3 types of institutions and all in all there are 26 recognized training institutions: training institutions specialised in a specific theme, trade union training institutions and special target group training institutions (focusing on people with disabilities and detainees).

## 2.1.2. Organisation

### 2.1.2.1. Admission requirements

**Adult-basic education** courses are open to anyone who has complied with part-time compulsory education (i.e. who is 18 years of age). To qualify for Dutch-as-a-second-language literacy education, Dutch-as-a-second-language or language courses, course participants must have fulfilled full-time compulsory education, i.e. they must have turned 15 or 16 years of age at the time of registration and they must have completed the first two grades of full-time secondary education. However, Dutch-as-a-second-language courses will henceforth also be open to pupils between the ages of 12 and 16 who are attending full-time compulsory education but then only outside of school time. For those pupils, this supplementary course is free.

To qualify for **secondary adult education**, course participants must have fulfilled full-time compulsory education (with the exception of the course Hebrew). For general-education programmes, course participants must have complied with part-time compulsory education.

Programmes hosted by **higher vocational education** are open to those who have complied with part-time compulsory education, on condition that they have obtained one of the following proofs of study:

- a proof of study from the second grade of the third stage of secondary education;
- a certificate (certificaat) of: a course of study from secondary social-advancement education comprising a minimum of 900 teaching periods / a course from secondary adult education involving a minimum of 900 teaching periods;
- a diploma/degree of: secondary education / higher social-advancement education / higher vocational education / short-type higher education with full curriculum / Bachelor / Master;



- a proof of study which is recognised as being equivalent to the above diplomas/degrees under a statutory norm, European directive or international agreement.

However, course participants who cannot furnish these proofs of study may also be accepted provided they sit an entrance exam organised by the centre in question.

**Vocational training courses VDAB** are open to all adults irrespective of nationality.

Youngsters who want to attend **the entrepreneurial training at SYNTRA Flanders** need to either have sufficient previous training (e.g. apprenticeship) or sufficient vocational experience. In case neither of these conditions are met, they can gain practical experience by following a supplementary practical training or an on-the-job training via an apprenticeship agreement.

**DKO, part-time artistic education** has an organisational structure with different levels which are hierarchically related to each other; one can e.g. not start a specialisation course without sufficient training at a lower level. On the condition that the required minimum age for the course of study has been reached, the course participant, in principle, starts in the first year of the chosen option. To make the transfer to the next course year, the course participant needs to have succeeded in his/her tests of the attended course year.

Course participants for **agricultural training** can only start after compulsory school age.

For **socio-cultural adult work** there are no specific entrance requirements.

### 2.1.2.2. Objectives of the programmes

**Adult basic education** has a two-fold task: on the one hand, the development of an educational and training provision which meets the need to acquire core competences in the potential course participants and which has its own final objective. It provides courses aimed at coping in social situations and at dealing with educational or professional matters. On the other hand, adult basic education acts as a step-up service in function of the progression towards other non formal education, training or educational initiatives and towards work.

Competence development in **vocational training by the VDAB** has three important objectives in view of life-long and lasting mobilization on the labour market:

- the stimulation, organization and enhancement of competence development and competence recognition in order to facilitate the entrance of job-seekers on the labour market; especially through the establishment of competence centres, the recognition of acquired competences and the organization of the trainings;
- the provision, organization and furthering of vocational training in training centres and/or on the workforce and accompanying guidance of job-seekers and employers;

The mission of the 'Flemish Agency for **Entrepreneurial Training –Syntra Flanders**' is to guarantee a qualitative and specific training provision for youngsters and adults who have a professional career ambition or want to further develop an independent enterprise or a small or medium sized enterprise, in order to make more and more entrepreneurship possible as an essential factor in the socio-economical development in Flanders. SYNTRA wants to provide permanent training on consecutive levels and possibilities, in a system which alternates learning with working, and with a modular organisation of the courses to enable the participants to compose their own most suitable training package.

**DKO, part-time artistic education** responds to the general artistic interests of the participants, creates possibilities to practise art oneself, learns to discover art, prepares youngsters to higher artistic education and provides professional training.

The general target groups for **Agricultural training** activities are everyone who is professionally active in the agricultural and horticultural business (owners, employees, managers, contractors), parks department employees of public administrations; certified salespersons and users of phytoproducts, and certified users of biocides for agricultural use; bee-keepers. For those who are preparing to work in these sectors, training courses for beginners are organised. For amateur agriculturists there are short training activities. For trainers working in post-school agricultural education there are completion days.

**Socio-cultureal education** aims to enhance the balanced development of each individual as an active participant in society; to stimulate participants in their competence development (e.g. in the field of social integration, active citizenship), to enhance the emancipation of the participants and to strengthen social integration in a democratic society.

### 2.1.2.3. Curriculum

**Adult basic education** offers courses at primary-education level and at the level of the first stage of secondary education: Dutch (NT1: Dutch-as-a-first-language) (7 % of the offer), ICT (7 %), community studies (7 %), mathematics (3 %), languages (step-up courses French and English) (1 %). Henceforth, not only the same **final objectives** as those used in primary education will apply to these **areas of learning** but also the same final and developmental objectives as those in force in the first stage of full-time secondary education. They will be laid down for all the courses of study.

Moreover, the centres also organise courses in the areas of study Dutch-as-a-second-language literacy education (NT2) (17 % of the overall offer) and Dutch-as-a-second-language (NT2) (55 % of the offer), at orientation-grade level 1 of the European Framework of Reference for foreign languages. For these areas of learning, **basic competences** will be laid down which course participants will have to attain. Final objectives or basic competences regarding attitudes must be aspired to by all the centres.

Centres can always submit their own curriculum to the inspectorate for approval.

Since February 2006, all programmes are offered in **modular** form.

Open-learning centres (2% of the offer) train course participants in information acquisition and information processing.

Course participants who are unable to attend the courses at the centre on a regular basis have the option of following **combined education**. This involves a minimum of 25 % face-to-face instruction in combination with distance learning.

At the request of third parties, CBEs can also provide tailor-made training. Although this form of education is subsidised, it is not-recognised and does not lead to valid proofs of study.

**Secondary adult education** (the former Secondary Social-Advancement Education) comprises all courses of study organised at full-time secondary-education level other than the first stage.

The areas of study 'languages' and 'Dutch-as-a-second-language' and the courses specified by the Flemish government within the area of study 'special educational needs' in secondary-adult education, are subdivided into four orientation stages, numbered from 1 to 4.

At secondary level, there are 31 areas of study, available both in linear and modular form. However, all programmes will have to become modular by 1 September 2012, at the latest.

The area of study 'general education' also includes the former second-chance education (tweedekansenonderwijs - TKO) which is aimed at adults from the age of 18 upwards who still wish to obtain a diploma of secondary education (ASO/TSO/BSO) but it also caters for adults who wish to follow one or more subjects and do not wish to obtain a diploma. Classes are taught both during the day and/or at night. The programme has a general and social-educational aspect which translates itself into contents of learning and approach. Special attention is also paid to social skills.

For the courses of study in the area of study 'general education' in secondary-adult education, the same **final or specific final objectives** apply as those for the corresponding courses of study offered by full-time secondary education. For the courses of study in the other areas of study in secondary adult education the same specific final objectives apply as those for the corresponding courses of study which can be followed through full-time secondary education.

The final objectives for secondary adult education are specified per course of study. The specific final objectives apply to the specific part of the courses of study which are brought into harmony with the corresponding course of study organised by full-time secondary education.

**Basic competences** per course of study have been laid down for secondary-adult education courses of study which have not been harmonized with corresponding courses of study in full-time secondary education and for those for which no specific final objectives have been specified. The final objectives, specific final objectives or basic competences regarding knowledge, understanding and skills must be achieved in all the course participants. Final objectives, specific final objectives or basic competences regarding attitudes must be aspired to by all the centres.

**HBO, higher vocational education**, (which includes the former Higher Social-Advancement Education) comprises vocationally-oriented training programmes organised at higher-education level which do not lead to a Bachelor's or Master's degree. HBO is subdivided into the areas of study 'biotechnology', 'health care', 'commercial and management sciences', 'industrial sciences and technology', 'education' and 'social work'.

Within the area of study 'education', the CVOs organise **specific teacher-training programmes** which lead to the diploma of teacher. The Centres for Adult Education organise pre-service training in conjunction with the centres, institutions or schools. Pre-service training is supported by a member of staff from the Centre for Adult Education, the so-called training counsellor, and a member of staff from the school, the centre or the institution in charge of tutoring. However, teacher education may also be followed through in-service training in the form of a trainee-teacher position (leraar in opleidingsbaan - LIO-position) at one or several institutions for secondary education, part-time artistic education and adult education. The trainee teacher is supported by a member of staff from the school, the centre or the institution charged with tutoring. Exceptionally, specific teacher-education course participants who have obtained a Master's in physical education can also hold a LIO position in elementary education (cf. further under 3.B.5).

Cf. also the VLOR advice dd. 22/1/2008 on possible frames of reference for training programmes offered by adult education (cf. further 2.3.7.1.)

### **Vocational training VDAB**

The VDAB organises hundreds of practice oriented vocational training courses, in almost all possible vocational domains. Next to these, it provides language training courses, ICT-training courses and management training courses. The training courses take place both during working hours and in the evenings or on Saturdays and can take on different organisational forms, such as training courses in VDAB training centres or with third parties, work experience placements in companies, training courses in a recognised centre, individual vocational training in a company or an educational institution, open learning, distance learning and web learning.

On-the-job learning is possible through the following training courses:

- **Individual vocational in-company training (IBO).** For this training the course participant is trained and guided by the company at the place of work.
- **Induction training.** This is a company oriented completion of a vocational training or study (for school leavers). The training lasts 2 months and has to start within 4 months following the termination of the attended vocational training (organised or recognised by the VDAB) or study (for school leavers with a diploma or certificate of the first stage general, second stage technical, vocational, artistic Secondary Education, entrepreneurial training, part-time vocational Secondary Education (DBSO), alternate vocational training).

After these training courses the company is obliged to provide the course participants a contract of unlimited duration.

- **Perfecting work experience periods** (after finishing training in the VDAB competence centre): maximum 6 weeks.
- **Alternate training courses:** training periods in a specific vocational training in a VDAB competence centre alternated with in-company work experience placements.

The VDAB training programmes use different teaching methods:

- In **group learning** the course is followed in group under the guidance of an instructor, at fixed moments in time and with a common learning path for the participants (whole class instruction in a VDAB-centre or in a company).
- In **open learning** the total course is followed individually in a VDAB-centre or in a company guided by an instructor and a wide range of teaching aids (CD-rom, video, self-study packages) are used. This is self-study with direct guidance, on appointment, when it suits the course participant.
- In **web learning** the course participant can always contact the personal mentor through e-mail.
- In **on-the-job learning** the course participant can appeal to a coach within the company. For this purpose the VDAB has compiled an 'on-the-job learning ' manual which can be consulted online.
- **Blended learning** is a mixture of different forms. For example web learning in combination with group learning.

### **Entrepreneurial training SYNTRA Flanders**

SYNTRA provides different kinds of training.

- 'De leertijd' (apprenticeship).
- 'Ondernemersvorming' (entrepreneurial training) comprises both a theoretical (vocational technical and business administration) and a practical training, on-the-job training or complementary practice training.
- Business administration training which leads to a 'getuigschrift over de basiskennis van het bedrijfsbeheer' (certificate on basic knowledge of business administration), required to establish a business, and business management training for small and medium sized enterprises (KMO's) for managers and executive functions. A feasibility study is used as a thread throughout the training.
- Advanced and specialization training programmes for entrepreneurs, SMEs and their close collaborators consist of general and specific/thematic programmes, seminars, specific language courses, refresher courses, etc.. For tailor-made training programmes, educational consultants map out a global educational step-by-step plan which meets the personal needs and ambitions of the (management of the) company as closely as possible.
- In alternate learning are courses in a SYNTRA-campus combined with work under the supervision of an entrepreneur/ work experience placement counsellor.

- Modular courses are also provided.

### **DKO, part-time artistic education**

This education system as has a very broad and diverse course provision:

		Plastic Arts		Music		Drama		Dance	
		Y	A	Y	A	Y	A	Y	A
Lower Stage	Starting age	6		8 – 14	15	8		6	15
	Number of course years	6		4	3	4		6	2
	Minimum lesson periods	2		3,5		1		1 / 2 *	2
	Options	2		1 from 2 <sup>nd</sup> year	1 immediate	1		1	1
Middle Stage	Starting age	12	18	12		12	15	12	
	Number of course years	6		3		3	3	3	
	Minimum lesson periods	4		2 of 3		2	2	2	
	Options	5		8		5	5	3	
Higher Stage	Starting age	18		15		15		15	
	Number of course years	4 of 5		3		3		3	
	Minimum lesson periods	10 (4y.) of 8 (5y.)		2		2		2	
	Options	28		12		4		4	
Specialisation Stage	Starting age	After Higher Stage							
	Number of course years	2							
	Minimum lesson periods	8							
	Options	28							

Y= youngster; A = adult; (\*) minimum 1 lesson period/week for the first 2 course years, minimum 2 the next 4 course years

Decisions concerning methods belong to the freedom of the governing bodies (inrichtende machten). Consequently, there are no official guidelines, although small group teaching and even individual teaching are common.

### **Agricultural training**

Training in agriculture provides courses for beginners, training courses of minimum 20h, work experience placements, short training activities and specialisation days for advanced training of trainers.

Theoretical lessons consist of a theoretical account, taught by a trainer and possibly followed by a discussion or a demonstration of the practical application. In practical lessons the participants, possibly after a short theoretical introduction, practise the profession under the guidance of a trainer.

A work experience placement day consists of eight hours of work experience placement practice.

Panel discussions, guided company visits, discussion groups led by a moderator who takes on the position of a trainer are also used.

## Socio-cultural adult education

This study provision is very diverse, see the extensive database <http://www.prettiggeleerd.be> .

Personal development	15.1 %	Social and communication skills	3.0 %
Health. care and sports	15.05 %	Intercultural training	1.6 %
Artistic education	9.1 %	Consumer education	3.1 %
Interpretation and philosophy	8.6 %	Nature and the environment	5.4 %
Society and politics	7.0 %	Child raising and education	2.2 %
Creativity and expression	13.3 %	Relationship training	2.7 %
Computer. media and information	2.7 %	Tourism	2.2 %
Work and career	0.4 %	Science and technology	1.5 %
Popular culture and hobby	5.7 %	Others	0 %
Languages	1.3 %		

As annotation we can add that this overview mainly covers (part of) the supra-local programmes offered by associations, movements and training institutions, i.e. the local activities of departments and associations were not entered into this database.

Teaching methods are defined by the applied intervention strategy; the most important strategies are:

- The creation of a context in which course participants can study in an informal way through interaction with others and/or self-study, as well as informal guidance of participants (i.e. types of guidance of learning paths, which are not linked to preliminary externally fixed programmes and final objectives);
- Social activation of people on collective issues and themes aiming at integration and/or participation in society;
- Stimulation of human interaction;
- Creation of a context in which cultural expression, the giving of meaning and creation of symbols is possible and encouraged.

Socio-cultural adult education has a non-formal educational function, with the focus on informal learning that stimulates incidental as well as intentional learning. In socio-cultural adult education interventions and guidance are not considered as a transfer from trainer to the individual. On the contrary, the course participant is an active partner, who co-determines the content and the teaching method of the programmes, projects and activities in one way or another.

## 2.1.2.4. Statistics

### 2.1.2.4.1. Adult education

<b>Students and course participants</b>	
Number of course participants in CBEs, adult basic education centre	33 463
Number of course participants in CVOs, centres for education for social advancement	327 679
- of which in secondary education	301 594
- of which in higher education	26 085
Number of students in DKO, part-time arts education	165 157
- plastic arts	57 545
- music, drama, dance	107 612
<b>Cost 2007</b>	
Cost per student part-time arts education (2007)	1 104.92 €
Cost per course participant education for social advancement (2007)	755.21 €
<b>Staff</b>	
Management and teaching staff OSP-SE (number of budgetary full-time equivalents) 2007	4 122
Management and teaching staff OSP-HE (number of budgetary full-time equivalents) 2007	702
Management and teaching staff DKO (number of budgetary full-time equivalents) 2007	3 776
<b>Education budget 2007</b>	
DKO, part-time arts education	179 133 000 €
OSP, social advancement education	245 081 000 €

School year 2006-2007 (Statistic Flemish Education Yearbook)

#### Number of course participants

Number of course participants 2006-2007	
Adult education	
Secondary adult education	301 594
Higher vocational education of adult education	26 085
Basic adult education	33 463
BIS	21 118
Statistical yearbook of Flemish education 2006-2007	

#### Evolution of the adult education (OSP) budget (in € 1,000)

2001	2002	2003	2004	2005	2006	2007
144,549	158,522	178,574	202,933	210,896	233,858	245,081

Source: Flemish education in figures 2006-2007 (Department for Education and Training)

The adult education budget rose from 3.9 to 4.7% of the Flemish education budget. This increase is caused by a rise in adult education participation and the decrease in the number of cumulative posts.

More and more centres are employing full-time staff members who are better paid by the government. (Clarification OSP inspectorate).

**Evolution of the number of course participants in adult basic education from year 1990-1991**

<b>Operating year</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
1990 - 1991	0	0	7,085
1991 - 1992	3,633	5,030	8,663
1992 - 1993	4,204	5,790	9,994
1993 - 1994	5,058	6,767	11,825
1994 - 1995	5,491	7,351	12,842
1995 - 1996	5,421	7,867	13,288
1996 - 1997	5,681	7,909	13,590
1997 - 1998	6,006	8,773	14,779
1998 - 1999	6,748	10,154	16,902
1999 - 2000	7,788	11,684	19,472
2000 - 2001	8,460	12,753	21,213
2001 - 2002	10,462	15,925	26,387
2002 - 2003	10,456	14,206	24,662
2003 - 2004	n.k.	n.k.	n.k.
2004 - 2005	n.k.	n.k.	26,188
2005 - 2006	n.k.	n.k.	31,838
2006 - 2007	n.k.	n.k.	33,463

Source: VOCVO + Statistical yearbook of Flemish education 2006-2007

**Evolution of the adult basic education budget (in € 1,000)**

<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
17,730	18,032	18,280	18,814	20,003	22,385

Source: Flemish education in figures 2006-2007 (Department for Education and Training)



**Evolution of the number of pupils in secondary adult education (the former secondary social advancement education)**

Reference period	Linear education			Modular education		
	Men	Women	Total	Men	Women	Total
1/9/1999 - 31/1/2000	36,330	65,823	102,153	30,605	37,305	67,910
1/2/2000 - 31/1/2001	37,101	65,382	102,483	58,787	71,642	130,429
1/2/2001 - 31/1/2002	36,075	62,997	99,072	66,751	85,706	152,457
1/2/2002 - 31/1/2003	30,588	53,825	84,413	80,843	101,511	182,354
1/2/2003 - 31/1/2004	29,244	52,052	81,296	82,308	107,315	189,623
1/2/2004 - 31/1/2005	21,405	40,961	62,366	97,439	131,432	228,871
1/2/2005 - 31/1/2006	14,642	29,650	44,292	106,462	148,502	254,964
1/2/2006 - 31/1/2007	9,780	20,915	30,695	111,568	159,331	270,899

Source: Statistical yearbook of Flemish education 2006-2007

**Number of certificates and diplomas conferred in secondary adult education (the former education for social advancement), during the reference period 1 February 2006 - 31 January 2007**

Certificates (Getuigschriften)	Certificates (Certificaten)	Diplomas
14,149	18,178	729

Source: Statistical yearbook of Flemish education 2006-2007

**Number of course participants in higher vocational education of adult education (former higher social advancement education), short type, according to areas of study; (reference period 1/2/2006 - 31/1/2007)**

Area of study	Linear education			Modular education		
	Men	Women	Total	Men	Women	Total
Biotechnology	85	48	133	99	37	136
Health care	25	92	117	3	33	36
Commercial and Management Sciences	760	637	1,397	3,229	2,757	5,986
Industrial Sciences and Technology	665	47	712	608	92	700
Initial teacher training	-	-	-	3,646	5,922	9,568
Social Work	300	1,318	1,618	1,541	4,141	5,682
<b>Total</b>	<b>1,835</b>	<b>2,142</b>	<b>3,977</b>	<b>9,126</b>	<b>12,982</b>	<b>22,108</b>

Source: Statistical yearbook of Flemish education 2006-2007

**Evolution of the number of students in higher vocational education of adult education (the former higher social advancement education)**

Reference period	Linear education			Modular education		
	Men	Women	Total	Men	Women	Total
1/9/1999 - 31/1/2000	6,109	5,299	11,408	2,465	3,034	5,499
1/2/2000 - 31/1/2001	6,643	5,513	12,156	3,846	5,050	8,896
1/2/2001 - 31/1/2002	6,334	5,433	11,767	4,906	6,600	11,506
1/2/2002 - 31/1/2003	5,494	5,180	10,674	6,731	9,030	15,761
1/2/2003 - 31/1/2004	4,328	4,487	8,815	8,184	10,689	18,873
1/2/2004 - 31/1/2005	3,226	3,424	6,650	8,724	11,975	20,699
1/2/2005 - 31/1/2006	2,283	2,666	4,949	9,339	13,231	22,570
1/2/2006 - 31/1/2007	1,835	2,142	3,977	9,126	12,982	22,108

Source: Statistical yearbook of Flemish education 2006-2007

**Number of diplomas conferred in higher social advancement education, per type and category, during the reference period 1 February 2006 - 31 January 2007**

Short type	Linear education	Modular education
Artistic	25	
Economic	551	491
Paramedical	37	7
Social	507	394
Technical	257	43
Total Short type	1,377	935

Source: Statistical yearbook of Flemish education 2006-2007

**Number of certificates of teaching competence (GPB) conferred in higher social advancement education, during the reference period 1 February 2006 - 31 January 2007**

Certificates of teaching competence (GPB): 2,615 (Source: Statistical yearbook of Flemish education 2006-2007)

	Gemeenschapsonderwijs			Privaatrechtelijk			Provincie			Gemeente			Vlaamse Gemeenschapscommissie			Totaal		
	M	V	T	M	V	T	M	V	T	M	V	T	M	V	T	M	V	T
Korte type Pedagogisch	324	475	799	393	707	1.100	158	286	444	78	145	223	19	30	49	972	1.643	2.615
Totaal	324	475	799	393	707	1.100	158	286	444	78	145	223	19	30	49	972	1.643	2.615

## 2.1.2.4.2. Vocational education VDAB

### Pathway-to-work programmes in 2006

#### Completion pathway-to-work programmes

Total number of finished projects	88,206
Departure from unemployment	55,544
Completion percentage	63.0%

Completion target group	Number of finished pathways-to-work	Number of people who found employment	% of people who found employment
Ethnic minorities	15,322	8,632	56.3%
Disabled people	8,295	4,493	54.2%
Briefly educated people	40,451	23,683	58.5%
Older people	2,393	1,288	53.7%
> 1 year unemployed	17,564	10,259	58.4%

Source: VDAB core figures 2005 <http://www.VDAB.be>

### Vocational education provided by VDAB; number of completed courses, divided per activity of employees – job-seekers in 2006

	Employees	Hours	Job-seekers	Hours	Total	Total number of hours
<b>A. VDAB-centres</b>						
<i>Module 2: Orientation course</i>	85	811	16,429	394,243	16,514	395,054
<i>Module 3: Application training and guidance</i>	514	8,261	9,972	338,243	10,486	346,719
<i>Module 4: Occupation-specific training programme</i>	34,610	1,051,690	56,333	10,280,495	90,943	11,332,186
<i>Module 5: Personal development</i>	12,960	56,458	10,573	897,743	23,533	954,201
<i>Module 6: On-the-job-guidance/training</i>	(1)	4,988	327	2,058,667	327	2,063,655
<b>Total</b>	48,169	1,122,207	93,634	13,969,608	141,803	15,091,814
<b>B. Individual training programmes</b>						
			15,466		15,466	
<b>C. Profile setting</b>						
			37,090		37,090	

(1) these numbers are included in module 4

Source: Flemish Public Employment Service and Vocational Education (VDAB), Keizerslaan 11, 1000 Brussels

#### Clarification:

A. VDAB-centres

B. Individual training programmes:

1) In-company (IBO): the individual vocational training programmes hosted in companies are 'on-the-job' in-company training programmes. Only job-seekers entitled to benefits qualify for this form of

training. They are intended as a preparation for permanent employment and are an ideal formula to fill some hard-to-fill vacancies. VDAB is in charge of quality control and the follow-up of these training programmes.

2) Technical school (IBT): individual vocational education provided in technical schools. These are students who are still attending school and have simultaneously concluded a vocational education contract with the VDAB.

C. Profile setting:

Before the job-seeker starts

#### 2.1.2.4.3. Entrepreneurial training SYNTRA Flanders

##### Apprenticeships – number of courses, teaching periods and course participants

Community studies				Professional knowledge		
Course year	Courses	Teaching periods	Course participants	Courses	Teaching periods	Course participants
2004-2005	438	46,103	5,170	1,085	67,202	5,322
2005-2006	404	43,657	5,406	1,308	98,076	5,796
2006-2007	336	37,152	4,799	1,206	96,467	5,142

Source: SYNTRA Flanders; Statistical yearbook of Flemish education 2006-2007

##### Entrepreneurial training – number of courses, teaching periods and course participants

Business Administration				Professional knowledge		
Course year	Courses	Teaching periods	Course participants	Courses	Teaching periods	Course participants
2004-2005	746	50,517	6,904	4,203	250,628	20,913
2005-2006	878	55,832	7,741	4,513	304,231	23,369
2006-2007	739	47,027	6,691	4,004	282,123	23,224

Source: SYNTRA Flanders; Statistical yearbook of Flemish education 2006-2007

##### Apprenticeship agreements and apprenticeships

Under supervision on 31 December 2004	4,543
Under supervision on 31 December 2005	4,296
Under supervision on 31 December 2006	4,202

##### Apprenticeships

Under supervision on 31 December 2004	1,004
Under supervision on 31 December 2005	918
Under supervision on 31 December 2006	863

Source: SYNTRA Flanders; Statistical yearbook of Flemish education 2006-2007

#### 2.1.2.4.4. Training in agriculture

##### Agricultural training for beginners in agriculture, Flanders 2005

	Number
B-course	9
Higher secondary agricultural training	65
Higher vocational secondary agricultural training	33
Higher agricultural training	49
Certificate for establishing a business or equivalent	52
Other	7

##### Number of hours agricultural and horticultural training taught by recognised training centres

	2005*	2004	2003	2002	2001	2000	1999	1998
Courses	12,467	16,416	19,127	17,263	17,325	17,757	16,495	16,659
<i>of which organic farming</i>	n.k.	n.k.	513	718	447	262	84	n.k.
Short training activities:	12,220	10,695	9,871	10,390	9,695	10,511	9,755	10,077
<i>of which organic farming</i>	n.k.	n.k.	532	n.k.	n.k.	n.k.	n.k.	n.k.
Lectures	2,791	2,908	2,941	3,086	3,076	2,954	2,953	2,805
Internship hours	4,956	3,872	2,639	2,436	2,415	1,959	2,070	2,694
Total	32,434	33,891	34,578	33,175	32,511	33,181	31,273	32,235

Source: Administration Agriculture and horticulture

#### 2.1.2.4.5. Part-time artistic education (DKO)

Part-time artistic education	
Visual arts	57.545
Music, word, craft, dance	107.612
Source: Statistical yearbook of Flemish education 2006-2007	

**Evolution of the number of pupils as of school year 1991-1992**

School year	Visual Arts		Music, Word Craft, Dance		Total	
	Absolute	Percentage	Absolute	Percentage	Absolute	Percentage
1991 - 1992	39,910	100	91,207	100	131,117	100
1992 - 1993	40,446	101.34	90,587	99.32	131,033	99.94
1993 - 1994	41,190	103.21	86,950	95.33	128,140	97.73
1994 - 1995	43,553	109.13	88,407	96.93	131,960	100.64
1995 - 1996	44,534	111.59	90,036	98.72	134,570	102.63
1996 - 1997	45,456	113.90	89,851	98.51	135,307	103.20
1997 - 1998	46,233	115.84	89,108	97.70	135,341	103.22
1998 - 1999	48,205	120.78	90,059	98.74	138,264	105.45
1999 - 2000	49,901	125.03	89,586	98.22	139,487	106.38
2000 - 2001	50,989	127.76	89,961	98.63	140,950	107.50
2001 - 2002	52,380	131.25	93,228	102.22	145,608	111.05
2002 - 2003	54,132	135.64	95,589	104.80	149,721	114.19
2003 - 2004	54,994	137.80	98,557	108.06	153,551	117.11
2004 - 2005	55,511	139.09	102,201	112.05	157,712	120.28
2005 - 2006	56,119	138.75	106,004	117.02	162,123	123.73
2006 - 2007	57,545	142.28	107,612	118.79	165,157	126.04

School year	Visual Arts	Music (M)	Word Craft (W)	Dance (D)	Total MWD	Total DKO
1991 - 1992	39,910	67,787	18,373	5,047	91,207	131,117
1992 - 1993	40,446	67,886	18,185	4,516	90,587	131,033
1993 - 1994	41,190	66,033	16,917	4,000	86,950	128,140
1994 - 1995	43,553	66,983	17,512	3,912	88,407	131,960
1995 - 1996	44,534	68,130	17,920	3,986	90,036	134,570
1996 - 1997	45,456	67,974	18,167	3,710	89,851	135,307
1997 - 1998	46,233	67,280	18,198	3,630	89,108	135,341
1998 - 1999	48,205	67,348	19,104	3,607	90,059	138,264
1999 - 2000	49,901	66,527	19,381	3,678	89,586	139,487
2000 - 2001	50,989	66,927	19,354	3,680	89,961	140,950
2001 - 2002	52,380	68,558	19,623	5,047	93,228	145,608
2002 - 2003	54,132	70,058	19,646	5,885	95,589	149,721
2003 - 2004	54,994	72,098	20,013	6,446	98,557	153,551
2004 - 2005	55,511	74,350	20,600	7,251	102,201	157,712
2005 - 2006	56,119	77,107	20,841	8,056	106,004	162,123
2006 - 2007	57,545	77,475	21,348	8,789	107,612	165,157

Source: Statistical yearbook of Flemish education 2006-2007

#### **2.1.2.4.6. Private and non-profit organisations**

Private and non-profit organisations also provide training and employment services. In most cases these organisations are in the social development sector (i.e. social services, such as welfare, community services, and so on) where there is deep knowledge of the target group. These training and employment initiatives use their own approaches to teaching, and aim to provide complete support of their clients: “on the job training and route counselling” (trajectory approaches), as well as social skills training and more specialized, technical trainings.

In Flanders, there is no separate legislation covering the training provided by the private and non-profit sectors. The outside organisations do receive project funding (e.g. money from the European Social Funds - ESF), as well as specific government-supported subsidies to finance (part of) their work. They also co-operate extensively with The Flemish Service for Employment and Vocational Training (VDAB) and with other formal and non-formal organisations.

Since a lot of training organized by the private and non-profit sectors is subsidized by ESF-funding, many of its statistics are recorded in the VDAB tracking system<sup>16</sup>. According to figures for 2002,

9 618 jobseekers followed a training organised by an outside organisation (which was recorded in the VDAB client registering system). Nearly 70% of those training courses offered by private and non-profit organisations (6 673 participants) represent on-the-job training and route counselling. Not taking into account the persons with a foreign degree, almost 60% of the jobseekers following training were low-skilled or, put differently, didn't have a degree of lower secondary education. (Inge de Meyer, OECD background report p.20).

It transpires from the 2005 CVTS survey (cf. 2.3.2.1.) that companies mainly call on private training institutions for the training of their staff. In 2005, 44% of all the in-company training hours were catered for by external training providers and 12.8% by private companies whose main activity does not focus on organising and providing training. So, in total 56.8% of training was provided by private players as against 12.3% by public training providers and 8.6% by sectoral training institutions.

Thanks to the grant scheme, individuals and companies alike can call on both recognised public and private training providers if they wish to follow a training programme. The high number of private training providers is especially striking here.

Within the framework of training vouchers (cf. 1.2.6.) some 2,100 training providers had been recognised in Flanders at the start of 2008 (though some were included several times because they operate from different branches). About 1,200 of these are private training institutions which offer training on a commercial basis. The remainder are public and semi-public institutions.

Within the framework of the Budget for Economic Advice (Budget voor economisch advies – BEA, cf. 1.2.6.) a total of 1,666 recognitions were granted at the start of 2008. 1,429 of these were given to private training providers.<sup>1</sup> The Department of Economy can furnish additional data regarding private training providers: 74% of the projects are run by private training providers and these represent 84% of the budget.

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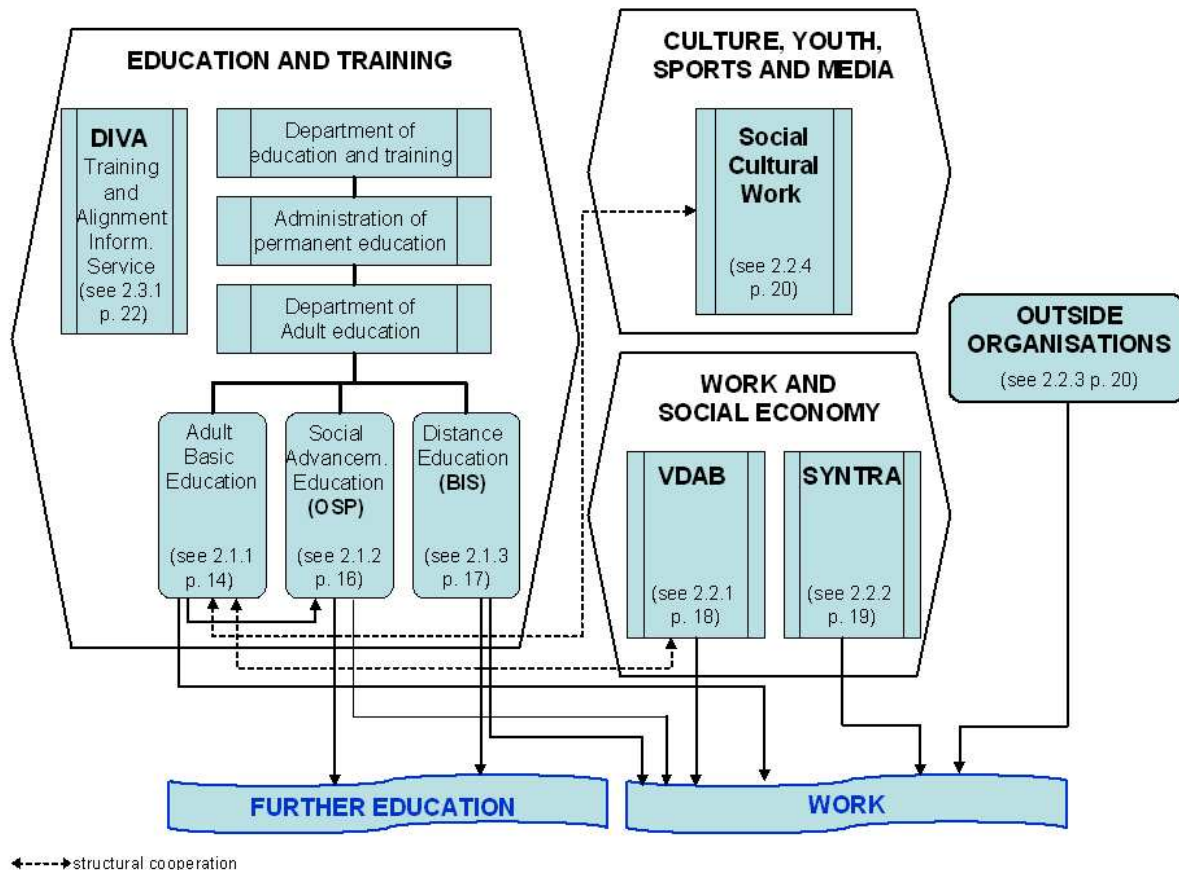
<sup>1</sup> As recognition can either be extended to a company as a whole (registered office (maatschappelijke zetel - MZ) or to part of a company (individual service provider (individuele dienstverlener – IDVL) or to a department (departement - DEP), a number of private training providers have been included in these figures more than once.

(Quoted from a response from the Minister for Work, Education and Training to a parliamentary question dd. 26 March 2008).

See also : De opleidingsmarkt in Vlaanderen. Onderzoeksrapport in het kader van Viona-arbeidsmarktonderzoeksprogramma 2003. Vlerick Managementschool.

### 2.1.3. Linkages

**Flemish policy domains and organisations providing courses for adults with basic skill needs**



(This diagram represents the situation in 2005. Though some details are now out of date, it still gives a clear picture of the linkages).

One of the major gaps within the adult basic skills sector has always been the **lack of co-operation** between the different training providers and the lack of pathways for further education and training.

In 2000 the evaluation survey, “10 Years of Adult Basic Education in Flanders” revealed that within this sector there has been some resistance from the centres towards courses targeting the promotion of students from adult basic education courses to regular adult education or to vocational training initiatives. It also wasn't easy to develop this pathway from basic skills to regular education since there were neither standardised goals nor key competencies for the various courses.

In September 2003, a modular system was introduced in the centres for adult basic education. Under this system, all domains are subdivided into several successive courses (modules), each with its own level of difficulty and proper final goals. The system also established pathways for learning and



progression: before someone can start in a particular module he/she should have required the skills and competencies mentioned in the preceding level. In the 2003-2004 academic year, the programmes for NT2, mathematics and ICT switched to a modular structure. For other programmes (NT1, NT2alfa, MO and preparatory courses for French and English) the switch was completed the 1<sup>st</sup> of September, 2006.

The modular system is embedded in the decree of May 2004 concerning 'regional technological centres and some urgent educational necessities'. This decree defined the target group and the courses within adult basic education and introduced the certification of courses.

The introduction of the modular system consists of two major steps. First, the government developed a set of "key competencies" and "final goals" for all adult basic education courses. That way the courses are made flexible and transparent and are embedded in the general training structure of the Flemish educational field. The *key competencies* are multifunctional, transferable and are meant to increase the general competency level of adults<sup>13</sup>. In other words, key competencies refer to individual skills which enable people to effectively apply their knowledge in life and to advance to the next modular level. In contrast, the *final goals* are development goals, which list the final attainment level of a course. They belong to one specific domain, sub-domain or module. Depending on the programme, the final goals are subdivided into different substantive domains, which again can be further subdivided into smaller entities. For mathematics programmes for instance, the three "content" domains (numbers, measure and geometry) are divided into various independent goals according to the module. One example of a development goal in the first module of the mathematics programme (basic mathematical competencies) for the content domain on measurement is "students can estimate quantities using bench-marks". Second, the modular system allowed the introduction of certificates and subject certificates: students will receive a subject certificate on finishing a module and a full certificate on completing all the parts of a course.

Both components are intended to help improve the integration of adult basic education with the conventional adult education and facilitate the progress toward further education. The distinctive feature of a modular system is that the final goals mentioned in one module resemble the entrance requirements of a sequel module, no matter where this sequel is organised. Therefore the final goals mentioned in the highest level modules of adult basic education refer to the entrance requirements in the sequel courses offered by other educational institutions.

Although progress is embedded in the modular system, in 2005, an evaluation of the first phase of the modularisation process in adult basic education showed that it remains difficult for adults to progress toward further education (Ministry of the Flemish Community, Onderwijsinspectie, 2005). One possible explanation could be the absence of a general "transfer" policy that covers all educational institutions. However, according to the centres for adult basic education the majority of their students do not demonstrate a desire to move on. (Inge De Meyer OECD background report p. 24 / p. 16)

Within the framework of the 'Literacy Plan' an action was launched geared towards people's progression from adult basic education to the regional folk high schools and associations engaged in socio-cultural work. Between September 2005 and September 2007 SoCiuS and VOEB supported the project 'Project Basiseducatie/Sociaal-cultureel volwassenenwerk' (Project adult basic education/Socio-cultural adult work). The final objective of this project was to further cooperation between these sectors with a view to the participation of so-called disadvantaged groups and/or course participants of adult basic education in socio-cultural adult work. The partners in this project tried various types of activities and methods to build bridges between the different sectors. The 'Eindrapport samenwerking basiseducatie-scvw' (Final Report on Cooperation Adult Basic Education – Socio-Cultural Adult Work) describes the objectives and the results of this project. More information: [http://www.socius.be/?action=artikel\\_detail&artikel=385](http://www.socius.be/?action=artikel_detail&artikel=385)

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## 2.2 Participation

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### 2.2.1. Participation data

#### Flemish Employment-Policy Monitoring Instrument (WSE Department, 21/11/2007)

Participation in continuing education (the number of people who stated to have followed training during the 4-week reference period).

<b>Flemish Region</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
25 to 39-year olds	10.3	9.3	10.2	12.9	11.5	11.3
40 to 49-year olds	7.7	7.0	7.6	10.2	9.9	8.2
50 to 64-year olds	3.5	3.5	4.4	6.0	5.9	5.3
<b>Belgium</b>						
	2001	2002	2003	2004	2005	2006
25 to 39-year olds	9.2	8.4	9.5	11.7	11.0	10.4
40 to 49-year olds	6.3	6.0	6.9	8.5	8.7	7.3
50 to 64-year olds	3.0	2.8	3.8	5.0	5.1	4.5

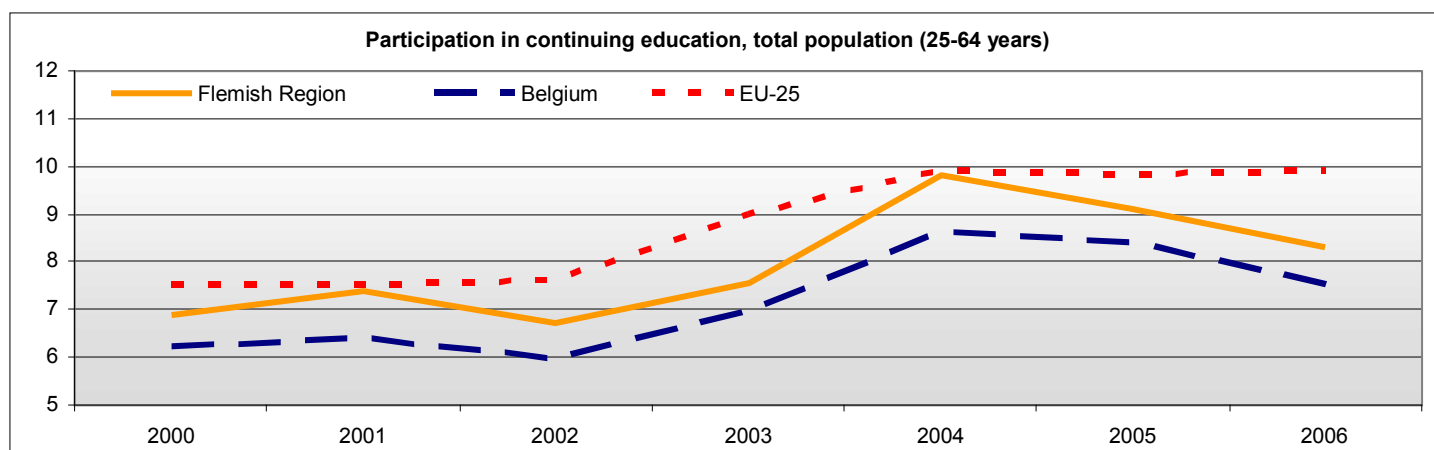
	2003			2004			2005			2006		
	M	V	T	M	V	T	M	V	T	M	V	T
<b>Total population (25-64 y.): annual figures</b>												
Flemish Region	7.6	7.6	7.6	9.9	9.7	9.8	8.9	9.4	9.1	8.2	8.5	8.4
Walloon Region	5.4	5.2	5.3	6.1	5.5	5.8	5.7	5.9	5.8	5.1	5.2	5.1
Brussels-Capital Region	8.8	8.5	8.6	10.0	10.8	10.4	11.8	12.1	12.0	10.5	10.3	10.4
Belgium	7.0	6.9	7.0	8.7	8.5	8.6	8.1	8.6	8.4	7.5	7.6	7.5
EU-25	8.3	9.7	9.0	9.1	10.6	9.9	9.5	11.1	10.3	9.2	11.0	10.1
<b>Employed (25-64 y.): annual figures</b>												
Flemish Region	8.3	9.2	8.7	11.0	11.9	11.4	9.6	10.8	10.1	8.7	9.7	9.1
Walloon Region	5.7	6.7	6.1	6.9	7.0	7.0	6.2	7.1	6.6	5.3	5.9	5.6
Brussels-Capital Region	8.8	10.2	9.4	9.9	12.1	10.8	12.3	13.8	13.0	10.8	11.4	11.1
Belgium	7.5	8.6	8.0	9.7	10.5	10.0	8.8	10.0	9.3	7.9	8.7	8.2
<b>Jobzoekers (25-64 y.): annual figures</b>												
Flemish Region	9.0	11.1	10.0	10.7	14.2	12.6	11.0	16.9	14.1	-	14.4	12.3
Walloon Region	5.6	7.0	6.3	6.3	7.4	6.9	-	8.8	7.2	6.8	-	7.8
Brussels-Capital Region	7.2	7.8	7.4	8.9	12.3	10.3	-	-	11.8	-	-	12.2
Belgium	7.3	8.8	8.0	8.5	11.0	9.7	8.3	13.1	10.7	8.7	12.0	10.4
<b>Inactives (25-64 y.): annual figures</b>												
Flemish Region	4.3	4.5	4.4	4.9	5.3	5.2	5.2	5.9	5.6	5.6	5.4	5.5
Walloon Region	4.5	2.8	3.4	2.8	3.1	3.0	4.0	3.7	3.8	3.4	3.3	3.4
Brussels-Capital Region	9.9	6.1	7.5	11.5	8.6	9.5	11.7	8.7	9.7	8.0	7.5	8.0
Belgium	5.0	4.1	4.4	4.8	4.8	4.8	5.3	5.4	5.4	5.2	4.9	5.0

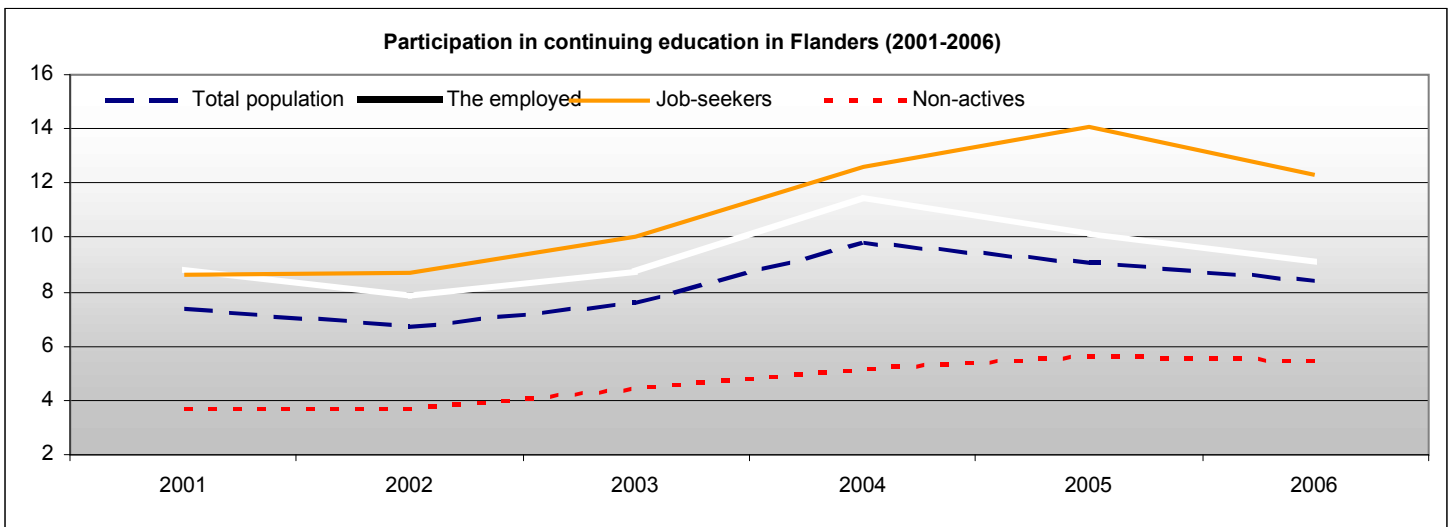
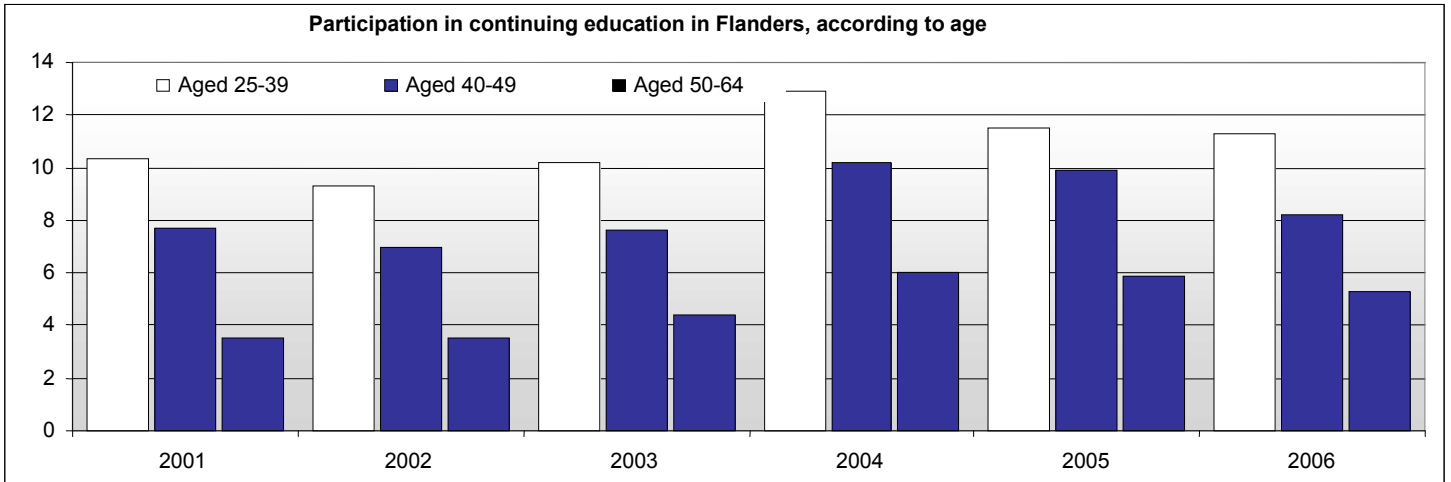
De opleidingsdeelname daalt de afgelopen jaren in Vlaanderen: van 9.8% in 2004 tot 9.1% in 2005 en 8.4% in 2006.

Vlaanderen presteert hiermee anno 2006 beneden het Europese gemiddelde van 10.1%. Deze afname is niet enkel een gevolg van de methodologiewijziging, wanneer de oude methodologie gebruikt wordt bedraagt de opleidingsdeelname 8.5%.

Als gevolg van deze daling zijn we ook opnieuw iets verder verwijderd van de Europese doelstelling om tegen 2010 een opleidingsdeelname van 12.5% te realiseren.

De daling van de opleidingsdeelname was in 2005 een gevolg van een verminderde participatie bij de werkende bevolking (van 11.4% naar 10.1%), tegenover een stijging bij de werkzoekenden (van 12.6% naar 14.1%). De afname van de opleidingsdeelname in 2006 wordt in beide groepen vastgesteld. Enkel bij de niet-beroepsactieven wordt een stabilisatie vastgesteld. De afname is groter bij de werkzoekenden (-1.8 ppt.) dan bij de werkenden (-1 ppt.).





Source : FPS Directorate-General Statistics and Economic Information – EAK, Eurostat LFS (edited by Steunpunt WSE (WSE Centre) /Departement WSE (WSE Department); <http://www.werk.be>)

## Labour Force Survey

**Percentage of the Flemish Region population, aged between 25 and 64, who were following training during a four-week reference period preceding the survey, according to sex, in % (annual figures)**

	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>	<b>1999</b>
Men	8.9	9.9	7.6	6.6	8.0	7.5	7.1
Women	9.4	9.7	7.6	6.9	6.8	6.3	6.0
Total	9.1	9.8	7.6	6.7	7.4	6.9	6.6

Source : Eurostat LFS, General Directorate for Statistics, Labour-Force Survey

**Percentage of the Flemish-Region population, aged between 25 and 64 years, who were following training during a four-week reference period preceding the survey, according to level of education, in % (annual figures)**

	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>
Poorly-educated	3.7	3.9	2.9	2.4	2.6	2.5
medium-educated	7.8	8.6	7.0	6.3	7.1	7.1
highly-educated	16.5	18.0	14.5	13.2	14.5	13.4

Eurostat LFS, General Directorate for Statistics, Labour-Force Survey (edited by Steunpunt WAV (Employment, Labour and Training Centre) Yearbook 2006

## VDAB 2006 key figures

### **Number of module-specific actions launched during 2006 (excluding the transfer)**

#### **Module 2: diagnosis and pathway setting**

##### **Number of module-2 actions started within a path**

Qualifying intake	85 546
Screening over the phone	32 241
Guidance centre	12 549
Psychological assessment	7 900
Medical examination	9 418
Profile setting	33 169
Information session	27 777
Previous education	3 731
Screening by third parties	2 482
Collective information	1 226

#### **Module 3: application training and guidance**

##### **Number of module-3 actions started within a path**

Training	11 223
Guidance	2 906

**Module 4: training at a centre****Number of module-4 actions started within a path**

Tertiary sector	19 518
Social Profit	6 752
Construction	2 882
Metalwork	2 343
Transport	1 967
Logistics	1 649
Professional cleaning techniques	1 341
Industrial automation	1 302
Hotel & catering	997
Port - shipping	874
Retail / Sales	760
Electricity	559
Graphic design	533
Surveillance	393
Ready-to-wear	351
Woodwork	319
Primary sector	165
Food and nutrition	155
Environment	93
Diamond	34
Textile	33
Chemistry	15

**Module 5: personal development****Number of module-5 actions started within a path**

General education	9 654
Dutch for non-Dutch speakers	7 200

**Module 6: on-the-job-training and guidance****Number of module-6 actions started within a path**

Sheltered workshops	626
Insertion companies	631
WEP (wepplus)	2 108
Individual on-the-spot vocational training	15 249
Job coaching	1 109

**TRAINEESHIPS**

Alternance	7 449
Home and geriatric help	747
Completion	2 661
Shop floor	778
Abroad	62

### Pathway-to-work outflow

	2006	2005
<b>Outflow from unemployment</b>		
Total number of concluded paths	88 206	85 647
Completed	55 544	52 312
Outflow from unemployment in %	63.0 %	61.1 %
<b>Outflow to work</b>		
Total number of concluded paths	88 173	85 613
Completed	46 116	43 919
Outflow to work in %	52.3 %	51.3 %

### Results per target group

	Number of paths concluded	Outflow from unemployment	Outflow from unemployment in %
Ethnic minorities	15 322	8 632	56.3
Occupational disabled persons	8 295	4 493	54.2
Poorly-educated	40 451	23 683	58.5
Seniors	2 398	1 288	53.7
> 1 year unemployed	17 564	10 259	58.4

	Number of paths concluded	Total outflow to work	Outflow to work in %
Ethnic minorities	15 307	6 626	43.3
Occupational disabled persons	8 290	3 304	39.9
Poorly-educated	40 430	19 111	47.3
Seniors	2 398	950	39.6
> 1 year unemployed	17 560	8 080	46.0

## 2.2.2. Surveys

See 2.3 Monitoring

## 2.2.3. Research on learner motivation

OECD, Learners for life. Student approaches to Learning. Results from PISA 2000, 2003

Inge De Meyer & L. Van de Poele, Leerstijlen en onderwijsstrategieën in Pisa 2000. Ugent, 2004

## 2.2.4. Specific groups targeted by the ALE provision

In the **SVR-report 2007/5**, Jan Pickery and Guy Pauwels conducted an analysis of the participation of disadvantaged groups in several areas of life (SVR cf. 2.3.2.2.) *Wie participeert niet? (Who does not participate?) Ongelijke deelname aan het maatschappelijk leven in verschillende domeinen. (Unequal social participation in various areas).*

<http://aps.vlaanderen.be/statistiek/publicaties/2008-02-participatie-kansengroepen.htm>

### **2.2.4.1. 'The Dutch Language Houses (Huizen van het Nederlands) as hubs for Dutch as a second language**

In each province and in the cities of Antwerp, Ghent and Brussels '**Dutch-language houses**' were established as hubs for Dutch-as-a-Second-Language (NT2). Their objective is to optimise services for non-Dutch speakers who have completed full-time compulsory education and who wish to learn Dutch for social, professional or educational purposes. They do not only chart the full educational provision within their working area but also the needs of non-Dutch speakers in search of a course. Once candidates have gone through a professional and uniform intake procedure (a.o. a cognitive skills test, COVAAR, (cognitieve vaardigheidstest) and NT2-entrance tests) they direct non-Dutch speaker towards the most suitable courses Dutch. Thanks to a specially designed course-participant registration system they advise the government on existing needs, possible waiting lists, progression and drop-out rates. All Centres for Adult Basic Education, Centres for Adult Education, VDAB centres, Syntra, university language centres, provincial authorities, the Flemish Community Commission and the city councils of Antwerp and Ghent sit as partners on the board of the Dutch-language Houses. During 2004, the Flemish naturalisation policy for non-Dutch speaking newcomers was launched. People who wish to obtain Belgian citizenship are given priority when registering for Dutch-as-a-second-language literacy education and Dutch-as-a-second-language; they are also exempt from registration fees.

[http://www.ond.vlaanderen.be/permanente\\_vorming/huizen.htm](http://www.ond.vlaanderen.be/permanente_vorming/huizen.htm)

### **2.2.4.2. Special target groups education**

#### **2.2.4.2.1. Special target groups adult education**

Cf. 1.2.5.1.

Centres for adult education operate a cross-the-board registration-fee exemption for the following target groups:

- persons who qualify for a subsistence income,
- asylum-seekers and certain other categories of non-nationals;
- naturalized people who have signed a naturalisation contract or people who have obtained a naturalisation certificate.
- detainees residing in Belgian penitentiaries,
- job-seekers in receipt of a job-seeker's allowance or unemployment benefits who register for a pathway-to-work programme recognised by VDAB;
- unemployed, compulsorily registered job-seekers who are not yet entitled to a job-seeker's allowance;
- people in part-time or full-time compulsory education,

Reduced registration fees of 0.25 euro per teaching period apply to:

- certain categories of disabled persons;
- job-seekers in receipt of a job-seeker's allowance or unemployment benefits who register for a pathway-to-work programme other than one recognised by VDAB;
- course participants who first followed a course of at least 120 teaching periods at a CBE.



#### 2.2.4.2.2. Special target groups part-time artistic education DKO

- Art academies can also participate in temporary projects on **art initiation for disadvantaged native and non-native youngsters** which have been running since 2006 and will continue until 2008.
- As of school year 2007-2008, new temporary projects (of a maximum of 4 school years) will be launched on the following **policy priorities**:
  - enhanced transition of amateur art groups to part-time artistic education and vice versa;
  - placing DKO within the perspective of the “broad school”;
  - integration of the course contents of various subjects;
  - developing a vision on the use of ICT within DKO.
- The prerequisites for the temporary projects are:
  - that they either represent **educational innovation** and offer new contents of learning which meet the pupils’ needs for a new programme,
  - or that they are **target-group specific** and enable pupils with special needs to attend DKO education.

#### 2.2.4.3. Special target groups Work and Social Economy

The poorly-educated who have not obtained a diploma of general, vocational or technical secondary education can get a full refund of the money they spent on training vouchers (cf. 1.2.6.). <http://www.vdab.be/opleidingscheques/werknemers3.shtml>

To tackle the age-issue of employees a **Centre of Excellence Age and Work (Expertisecentrum voor Leef tijd en Werk)** was set up <http://www.leeftijdenwerk.be/>

This website also lists an overview of the **Diversity Plans** (Diversiteitsplannen).

The diversity plans organisations and companies present to the Flemish government contain measures and actions, geared towards eliminating discrimination and barriers disadvantaged groups (people from ethnic minorities, the occupational disabled, older citizens and poorly-educated people) are faced with on the labour market. (cf. Employment administration) cf. ERSV - SERR & [http://www2.vlaanderen.be/werk/diversiteit\\_plannen.htm](http://www2.vlaanderen.be/werk/diversiteit_plannen.htm)

##### 2.2.4.3.1. Special target groups VDAB

As a result of the management agreement, the VDAB must, through its offer, reach an over representation of the following target groups: ethnic minorities, disabled people who have difficulties finding employment, the elderly, and the poorly educated. This implies that the competence centres will adapt their methodological processes to these new clients and will focus on a suitable channel mix. Some of the innovations aimed at include creating multi-cultural learning environments by means of self-coaching course participant teams, remedial programmes for adults with learning difficulties, expertise building regarding culturally-neutral testing and teaching aids.

In light of the long-term job plan the Flemish government is investing extra resources for the guidance of long-term job-seekers with serious medical, mental, psychological and/or psychiatric problems (the MMPP issue) in order to integrate them into the mainstream economic circuit, the sheltered circuit or employment care. As of 1 March 2007 VDAB calls on non-commercial and commercial counselling services to achieve this guidance through its 'tendering activation guidance activities'.

#### **2.2.4.3.2. Special target groups SYNTRA**

##### **Target-group policy**

The Flemish Agency takes numerous initiatives to promote 'entrepreneurship' and to enhance entrepreneurial skills and competences in target groups who, up and until now, have been underrepresented in the world of enterprise. To that end, the Agency has developed a target and disadvantaged-group policy geared towards ethnic minorities, the disadvantaged, the unemployed. Through specific low-threshold training pathways one wants to create more entrepreneurial opportunities for these groups. The fundamental values operated here are continuous improvement, cooperation, client-friendliness and reliability.

In its role, the Agency SYNTRA Flanders recognizes the importance of cooperation and partnerships. Aside from the cooperation with its natural partner, the SYNTRA training network, it set up joint ventures with government institutions, inter-professional and professional organisations, non-profit making organisations, educational institutions...The common denominator in each partner is the experience and expertise of working with and on behalf of a specific target group. Specific target groups which do not sufficiently progress towards entrepreneurship are approached with suitable and more accessible pathways. These pathways are developed in function of their previous education and prior learning. They often form the correct bridge between those who would like to set up their own business and those who actually successfully do so.

##### **2006 target-groups project**

To tackle the unemployed, a cooperation protocol was concluded with VDAB. The channelling of the unemployed towards a pathway entrepreneurial training starts from within VDAB. They consistently use the ENTRE-mirror so that entrepreneurial competences of candidates can be measured and discussed. An initial pathway was set up by SYNTRA Flanders for poorly-educated unemployed people and they also rely on NFTE to better prepare course participants for a regular course 'business administration'. The first results of the initial pathway are favourable.

For people from ethnic minorities with linguistic problems the focus lies on providing them with the necessary entrepreneurial skills and enhanced proficiency in Dutch. To reach these target groups, a network of suitable intermediate organisations is essential. SYNTRA wants to extend the positive experiences from the cities of Antwerp, Brussels and Ghent as well as those from Limburg to other Flemish cities and regions. A high-quality provision which takes the training needs of each course participant into account, supplemented by driven partners, are the cocktail for encouraging more people from ethnic minorities to take the step towards entrepreneurship, in a justified manner. More and better entrepreneurship has never been more interlinked. SYNTRA Flanders also pays special attention to shortage professions which can source too few candidates at either entrepreneurial or staffing level. In this regard, SYNTRA Flanders opts for a two-track policy. In a first instance we want to better attune the entrepreneurship programmes from the SYNTRA network to the VDAB training pathways. This should ensure that more VDAB job-seekers put the step towards entrepreneurship. So, by means of pilot projects, SYNTRA Flanders wants to play a trailblazer's role on prior learning and knowledge. In a second pathway, the hub, in conjunction with various partners, develops specific training pathways which are more accessible to people who express an interest in entrepreneurship

within one of the shortage occupations. Cooperation with the vocational sectors is an absolute priority here. The hub also works in conjunction with the “Vormingsfonds voor de uitzendsector” (Training Fund for the Agency Sector) and “Voorzenden” (Scouting). In the first operational year of the target-group policy, the emphasis lies on the food (butcher and baker), personal care (hairdresser), electrics, construction and IT sectors. From 2007, various initial pathways will be available.

As regards entrepreneurship pathways and entrepreneurial training SYNTRA Flanders wants to specifically focus on women, the disadvantaged and new market segments. Within the new market segments, the cultural sector pays special attention to specific training for artists. SYNTRA Flanders also wants to develop new activities on the social economy. Specifically within the framework of better entrepreneurship resources are being allocated to micro companies and the highly-educated. Business managers and staff of micro companies participate significantly less in training and non-formal education than the average person in Flanders. SYNTRA Flanders wants to pay special attention to the fringe conditions (location, time and duration of the training) which often form an impediment. Together with partners such as UNIZO and VOKA new initiatives are being developed.

In conclusion, the Agency SYNTRA Flanders has the firm objective to offer a suitable training pathway for the highly-educated, in conjunction with the SYNTRA network and the university colleges. This will be a concept of blended-learning where a digital on-line course will be combined with a feasibility study from the course ‘business administration’ and with practical lecturers.

#### **2.2.4.4. Special target groups socio-cultural adult work**

The Decree concerning socio-cultural adult work provides for subsidies for socio-cultural associations, folk high schools (or Training-plus centres - Vormingsplus-centra), movements and national training institutions. Some of the 26 national training institutions focus specifically on certain target groups:

- Training institutions which focus on people with disabilities have, pursuant to governmental directives, grouped themselves into 3 federations. Through their non-formal educational programmes they must develop socio-cultural activities for people suffering from a disability and for their environment. One quarter of their programmes may be directed at counsellors of their target group from the non-profit sector.
- On the basis of the decree, the government also subsidises one Federation of training institutions for people with a disability. This federation groups 5 former services for socio-cultural work. Alongside educational programmes, they also provide additional activities in the area of awareness, guidance and social activation.
- In addition, a number of associations and movements which aim themselves at certain target groups and organise non-formal education or create informal learning contexts also receive subsidies.

And on the basis of that same decree, one training institution, which focuses on detainees, also received subsidies until the end of 2007: De Rode Antraciet (The Red Anthracite). From 2008, this organisation was given its own place in the participation decree but it continues to provide training, recreational and sporting activities for detainees. The decree laying down complementary measures to promote participation in culture, youth work and sport dd. 18 January 2008 is a new instrument, which wants to promote high-quality programmes which are accessible to a maximum number of people, on the one hand and wishes to encourage people and groups to participate in the shaping of a rich and diverse youth work, sporting and cultural activities, on the other hand. This decree also provides for financial support for certain adult-training initiatives.

## **2.2.4.5. Strategic plan assistance and services for detainees**

On 8/12/2000, the Flemish government approved a strategic plan to extend and improve the assistance to and services for detainees with a comprehensive package of assistance, training, vocational training, education, sports and recreation. The operational plans cater for instance for individual pathway-to-work guidance.

**The centres for adult basic education** are in charge of the coordination of the educational provision, the detection of educational needs, the accessibility to educational provision, the organisation of adult basic education and literacy courses, ensuring that detainees progress from education to other forms of training and the organisation of course-participant guidance and educational pathway-to-work guidance.

In matters of culture, socio-cultural training and sports **De Rode Antraciet** (cf. 2.2.4.3.) is in charge of the provision for detainees.

**WEVO, the Working Group Training and Guidance** (Werkgroep Vorming en Ondersteuning), composed of the policy cell Society and Criminality (Samenleving en Criminaliteit), the Centre General Welfare Work (Steunpunt Algemeen Welzijnswerk), the VOCB, de Rode Antraciet and VDAB, is responsible for cross-sectoral non-formal education and training of social workers and service providers involved in the implementation of the strategic plan.

An overview of the plans, achievements and the provision can be found on <http://www.wvg.vlaanderen.be/welzijenjustitie/gedetineerden/stratplan.htm>

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## **2.3. Monitoring & Evaluating programmes and assessing learning outcomes**

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### **2.3.1. Development and implementation of a LLL monitoring system in Flanders**

#### **2.3.1.1. The impetus to an LLL monitoring system in 2003**

The project "Jaarboek Levenslang en Levensbreed Leren in Vlaanderen" (Yearbook Lifelong and Lifewide Learning in Flanders) HIVA 2003 which was compiled at the request of DIVA published a whole host of statistical data and gave an overview of the developments and policy measures.

#### **2.3.1.2. The development of the LLL monitoring system in 2004**

In 2004, the Higher Institute for Labour Studies (Hoger Instituut voor de Arbeid – HIVA) developed the monitoring system for lifelong and lifewide learning in Flanders. The system has been built around four strategic objectives with the accompanying envisaged policy effects and indicators by means of which the realisation of the objective can be measured. Though comprehensiveness was not pursued, it does offer a relevant choice of indicators which can be used to support the policy.

**Overview of the monitoring system: strategic objectives, policy effects, indicators**

A. Flanders is ever increasingly becoming a society of learning adults and learning organisations

- A1. The percentage of the Flemish population which participates in lifelong and lifewide learning is growing.
  - 1. Participation in lifelong and lifewide learning
    - a. Percentage of residents (25 to 64-year olds) who are currently following a course, or who have followed training in the past 4 weeks
    - b. Percentage of residents (15 to 75-year olds) who are currently following a course, or who have followed training in the past 4 weeks
    - c. Percentage of residents (18 to 85-year olds) who followed a course during the previous 12 months
    - d. Number of lifelong-and-lifewide hours per person
    - e. Time spent on education, training and non-formal education
    - f. Percentage of non-formal learning, informal learning, on-the-job-learning, self-study
- A2. The number of learning organisations in Flanders is on the increase
  - 1. Organisations characterised as learning organisations

B. The number of people living in Flanders who have acquired a basis for lifelong and lifewide learning is growing.

- B1. The number of people living in Flanders who are functionally and mathematically literate is growing.
  - 1. Literacy: the percentage of 15-year old students who attain skills-level 1 or lower on the PISA reading scale.
  - 2. Mathematically literate: spread and average achievement of 15-year old pupils on the PISA mathematical-literacy scale
- B2. The percentage of people living in Flanders who have acquired sufficient ICT skills to participate in lifelong and lifewide learning is growing.
  - 1. Infrastructure: The percentage of adults using a computer (pc) either for professional or private reasons
  - 2. Internet penetration: The percentage of adults using the Internet either for professional or private reasons
  - 3. ICT education: Number of pupils per computer connected to the Internet
- B3. The number of youngsters leaving school without the necessary initial labour-market and social qualifications is on the decrease.
  - 1. Unqualified people leaving education: percentage of 18 to 24-year olds who did not obtain a higher qualification than a certificate of lower secondary education (LSO) and who are no longer following education/training
  - 2. Level of education: percentage of 22-year olds who have at least obtained a diploma of Secondary Education (SO)
  - 3. Link between education and the labour market
- B4. The number of Flemish people motivated to keep on learning is on the increase.
  - 1. Perception of the relevance of learning: reasons why people want to continue learning
  - 2. Attitude to learning
  - 3. Participation in training and non-formal education: percentage of 25 to 64-year olds who have not obtained a diploma of higher secondary education and who have followed some form of training or non-formal education during the past 4 weeks

C. The social climate is increasingly facilitating, encouraging and valuing learning

- C1. All actors involved are increasingly making identifiable efforts to create a learning environment

- Employers
  - 1. Invest in education, training and non-formal education
    - a. Percentage of SMEs investing in training
    - b. Training investment as part of the wage cost
    - c. Number of hours training in relation to the number of working hours
    - d. Training efforts from welfare organisations
    - e. Training efforts from Flemish government services
  - 2. Level of participation
    - a. Level of participation in general
    - b. Level of participation from various groups of employees
  - 3. Percentage of organisations which have a person in charge of training, a training plan and a training budget
- Those offering education, training and non-formal education and channels (case studies)
- Government
  - 1. Government initiatives to positively influence the public's attitude towards learning
  - 2. Transparency within the training market
  - 3. Government expenditure
    - e. Total of government investments in education, training and non-formal education
    - b. Resources for a complimentary policy
  - 4. The Government as an employer
  - 5. Presence of a coherent and comprehensive policy across all the policy areas
- The social middle-field
- Potential learners
- C2. Social exclusion and inequality in relation to lifelong and lifewide learning is increasingly countered
  - 1. Accessibility of learning initiatives
- C3. One aims to enhance the quality of the lifelong and lifewide learning programmes.
  - 2. Quality mark
  - 3. Attention to educators
  - 4. Learning objectives and contents
  - 5. Tailor-made methods and learning programmes

D. Lifelong and lifewide learning has positive consequences on an individual and social (social, economic and cultural) level

- D1. Individuals work on their personal development and have sufficient and diverse competences so that they can actively participate in a (multicultural) society, become and remain independent, are (widely) employable and are entrepreneurial.
  - 1. Social participation
  - 2. Learning to learn
  - 3. Independence
  - 4. The feeling of belonging to and being able to participate in society
  - 5. Sense of entrepreneurship
- D2. Social cohesion in society is on the increase
  - 1. Distribution of incomes
  - 2. Cohesion
  - 3. Poverty risk
    - a. Percentage of people living on 60% of the average standard-family income
    - b. Consistently low income

- 4. Level of social protection
  - a. Tolerance
  - b. Feelings of insecurity
- 5. Faith in the government
- D3. Flanders' economic position is improving and is based on a sustainable economy
  - 1. Gross National Product
  - 2. Level of employability
  - 3. Unemployment
    - a. ILO-unemployment rate in the work force aged between 15 and 64 years
    - b. Percentage of long-term unemployed in relation to the working population
    - c. People (0 to 65-year olds) living in families where no one holds a job in relation to the overall population
  - 4. Level of employability
    - a. Employability problems
    - b. Work satisfaction
  - 5. Overall intensity of Research and Development
  - 6. Eco-efficiency
- D4. Flanders' cultural life is developing and is internationally-oriented
  - 1. Participation in culture according to the amount of time spent on culture, club life and other socio-cultural activities
  - 2. Participation in culture according to participation in cultural activities and/or membership of socio-cultural organisations and associations involved in (amateur) arts
  - 3. Development of Flanders' cultural life

### 2.3.1.3. The application of the LLL monitoring system in 2005

In the report '*Vlaanderen leert. Cijfers en beleidsontwikkelingen*' (*Flanders a-learning. Figures and policy developments*) the monitoring system is interpreted on the basis of quantitative and qualitative data obtained from available scientific research. The report was compiled between June 2004 and June 2005.

The envisaged policy effects are described in consecutive chapters, sections A, B, C and D discuss the related strategic objectives of the monitoring system. Indicators and figures tell to what extent the policy effects have been achieved. For most indicators, only the last available figures have been listed. A limited number of indicators, which are considered to be core indicators within the framework of lifelong and lifewide learning, cover a more extended period of time. Each chapter ends with a description of the main policy measures taken in that regard. So that the whole document would be easier to read, each section starts with a legend to the different chapters.

The report follows the contents of the monitoring system and is compiled as follows:

*Section A* is the essence of the publication and outlines a global picture of Flanders as a society of learning adults and learning organisations. The results regarding participation in lifelong and lifewide learning are extensively discussed both at the level of learning individuals and at corporate level.

*Section B* provides data on the prerequisite for lifelong and lifewide learning. Functional and mathematical literacy are measured and a start is made on charting ICT skills. Subsequently, a closer look is taken at the number of youngsters leaving school who do not have sufficient initial qualifications to participate in the labour market or in society. Finally, there is a broad outline of the Flemish people's motivation to keep on learning.

*Section C* describes how the social climate facilitates, encourages and values learning. The main focus of attention lies on the efforts made by employers and education, training and non-formal education providers as well as the government. This is followed by an investigation into the areas where social exclusion and inequality manifest themselves in relation to lifelong and lifewide learning. An article on the quality aspect of the lifelong-and-lifewide-learning programmes concludes the section.

*Section D* is of an experimental nature and concludes the report. This section describes the possible long-term effects of lifelong and lifewide learning on the individual and on society. Positive consequences become apparent in the personal development of people and in social areas such as social cohesion, sustainable economy and a richly-developed cultural life. Even though the aforementioned effects can not be empirically underpinned, this section invites one to reflect on how learning results and their social impact can be measured.

This study used figures from, amongst others:

- The APS survey
  - Participation in education and training during the 12 previous months
  - Information and communication-technology skills; ICT literacy (PC and Internet use)
  - Attitude towards additional training
  - Active membership of specific associations
  - Faith in institutions
  - Feelings of (in)security
  - Work satisfaction
  - Research and development in Flanders
  - Eco-efficiency (the supply of competitively-priced goods and services which meet human needs and improve quality of life but progressively decrease the ecological impact, at least, to Earth's estimated capacity)
  - Participation in culture according to participation in cultural activities and/or membership of socio-cultural organisations and associations involved in (amateur) arts
- TOR, the 1999 time-allocation survey conducted by the VUB
- Labour-force survey (Enquête naar arbeidskrachten – EAK) – participation in learning activities – boosting motivation to learn – accessibility of learning initiatives – level of employability – rate of unemployment -
- Data provided by the publicly-funded providers in matters of participation in education, training and non-formal education (VDAB, Syntra, Dept. of Education, Administration agriculture and horticulture, SoCiuS, Flemish Fund for the Social Integration of Disabled Persons (Vlaams Fonds voor Sociale Integratie van Personen met een Handicap – VFSIPH)
- PASO, Panel survey of organisations Flanders (concluded in 2004)
  - training programmes organised by companies, organisations, the government
  - percentage of organisations which have a person in charge of training, a training plan and a training budget
  - implementation of competence management
- CVTS, continuing vocational training survey – number of hours training in relation to the number of hours worked
- The survey 'Quality Enhancement of Welfare Provisions through a Non-formal Education, Training and Education' Policy ('Kwaliteitsverbetering in Welzijnsvoorzieningen door middel van een VTO (Vorming, Training, Opleiding) beleid' or, KIWO for short, deals with training practices in the non-profit sector. Aside from a special focus on the welfare sector, a special section has been included, dedicated to the training efforts made by Flemish government services, on the basis of the report on 'Staff and Organisation' (Personeel en Organisatie)



within the Ministry of the Flemish Community. (50) The KIWO survey 'Quality Enhancement of Welfare Provisions through a Training and Education Policy' was conducted between 1997 and 1999 and between 2003 and 2004 and, had as chief objective, to gain an insight into the actual situation of the VTO-policy (Non-formal Education, Training and Education policy) in welfare provisions. (59) For the results of the survey cf. H. Baert, P. Spooren, *Het VTO-beleid en de VTO-inspanningen in de Vlaamse welzijnsorganisaties (The VTO policy and VTO-efforts made by Flemish welfare organisations) anno 2003*, Leuven, 2004.

- PISA – performance of 15-year olds in matters of literacy and mathematical literacy
- Ministry of the Flemish Community, Policy Coordination Division, Department of Education, *Beleidsevaluatie ICT in het onderwijs (ICT-policy evaluation in education)*, September 2003,
- The VDAB school-leavers survey (school-leavers seeking employment in Flanders)
- Euro barometer 2003 (DG EAC-CEDEFOP lifelong learning) a.o. the number of Internet users using the Internet for training or education
- GEM, Global Entrepreneurship Monitor (by means of the total entrepreneurial activity-index, updated by the Ghent University and Vlerick Leuven Gent Management School); The Belgian GEM team is located at the [Vlerick Leuven Gent Management School](#) and is funded by the Flemish Government through the Centre for Entrepreneurship, Enterprise and Innovation (Steunpunt Ondernemerschap, Ondernemingen en Innovatie).
- SILC, survey on income and living conditions (reference for comparative statistics on the distribution of incomes and social exclusion at European level), more specifically the ratio of the national equivalent income of the upper 20% of income distribution (the richest 20%) in relation to the equivalent income of the lowest 20% of income distribution (the poorest 20%).
- The Labour-Force Survey (regional cohesion)
- ESS, European Social Survey (tolerance, attitude towards migrants)
- The SERV Employability Monitor Flanders
- Research and development in Flanders

## 2.3.2. Institutions providing wider monitoring systems

### 2.3.2.1. FPS Economy - Directorate-General Statistics and Economic Information

**Website Labour-Force Survey (Enquête over de Arbeidskrachten – EAK) from The Directorate-General Statistics and Economic Information (Algemene Directie Statistiek en Economische Informatie) (FPS Economy-FOD Economie)**

Web: <http://www.statbel.fgov.be/lfs/>

**The Eurostat Website THE EUROPEAN UNION LABOUR FORCE SURVEY**

Web: [http://forum.europa.eu.int/irc/dsis/employment/info/data/eu\\_lfs/index.htm](http://forum.europa.eu.int/irc/dsis/employment/info/data/eu_lfs/index.htm)

### **CVTS, Continuing Vocational Training Survey**

The **Continuing Vocational Training Survey** (CVTS, for short) is a five-yearly survey, previously conducted by [Ichec](#) and [Vlerick](#) in 1995 and 1999, within the framework of a European gentlemen's agreement. Random samples were taken in companies involved in the commercial and construction sectors and in industry which employ more than 10 people. The most recent survey (2005) shows that

Belgian companies spend on average 1.6 percent of their labour costs on formal education. In November 2005, a new European Regulation (EU 1552/2005) came into force which compels Member States of the European Union to compile statistics on advanced (and to a certain extent also on initial) vocational training. For that reason, the compilation of data for the year 2006 (reference year 2005) was transferred to The Directorate-General Statistics and Economic Information within the FPS Economy. [CVTS Continuing Vocational Training Survey \(CVTS\)](#)

### **Adult Education Survey**

The Directorate General Statistics and Economic Information shall conduct its first 'Adult Education Survey' in the course of 2007-2008. This survey will focus on all types of adult-education programmes and adult-training activities. The target group of the survey is the working population (respondents aged between 25 and 64 years). This survey is conducted at the behest of Eurostat. The idea is to compile information which can be compared in all the participating countries: levels of participation in education and training, divided according to age, sex and type of training, characteristics of the programmes followed etc.

In the compilation of the data, use will be made of [CLA-definities](#) (CLA definitions, a classification of learning activities developed by Eurostat in collaboration with ILO and the Unesco Institute for Statistics). [<http://statbel.fgov.be/aes/classifications.pdf>] Whereby a distinction will be made between:

- Formal education: These are organised and scheduled programmes which lead to a Ministry-recognised diploma.
- Non-formal education: the diplomas or certificates of these programmes are not necessarily recognised, but may for instance be valued by employers or another institution.
- Informal learning: learning through self-instruction

The fieldwork for the survey will start in February 2008. The first results of the Adult-Education Survey are expected by the beginning of 2009.

The questionnaire contains 77 questions and is subdivided into 11 sections. Not all the questions must be answered by each and every respondent as not all questions apply to all participants.

- Information on family size
- Information on the individual person
- Participation in training and non-formal education
- Obstacles to participation in education
- Informal learning
- Access to information on learning
- The use of ICT
- Language skills
- Participation in cultural life
- Social participation
- Attitude to learning

[Adult Education Survey \(AES\)](#)

### **2.3.2.2. The Study Service of the Flemish government (De Studiedienst van de Vlaamse Regering – SVR) (the former Administration Planning and Statistics (Administratie Planning en Statistiek - APS))**

The Study Service of the Flemish government is one of the new agencies within the Flemish government. It conducts scientific and independent research into demographic, social and macro-economic themes, on the basis of policy-relevant issues. The Study Service also coordinates the monitoring of the general Flemish-policy environment. It also provides support for other policy entities which have any queries regarding statistics, survey and foresight activities as a technique and on practical issues. To conclude, the Study Service also acts as a hub for the supply of and demand for public statistics on Flanders. [APS](#)

APS/SVR has been organising an annual survey into '**socio-cultural shifts in Flanders**' since 1996. This **Socio-cultural Shifts** (Sociaal-culturele verschuivingen – SCV) **Survey** probes values, attitudes and behaviour in 1,500 Flemish citizens on social and policy-relevant themes. The data from the survey are fuel for policy preparation and evaluation and for scientific research. The results of these surveys are published in the annual VRIND edition (Flemish Regional Indicators - Vlaamse Regionale Indicatoren). More in-depth analyses and survey details are presented biannually at the colloquium '[Vlaanderen gepeild](#)' (Flanders probed). [SCV-Survey](#)

### **2.3.2.3. WSE, Work and Social Economy**

[Het Steunpunt Werkgelegenheid, Arbeid en Vorming \(WAV\)](#) (The centre for Employment, Labour and Training) focuses on the monitoring of labour-market evolutions and trends and is responsible for the annual publication of 'De arbeidsmarkt in Vlaanderen' (The labour market in Flanders) which gives a scientific interpretation of current policy issues and market trends.

The WSE Centre is also working on a Flemish outline table of corporate training efforts. Cf. *De meting van opleidingsinspanningen (Measuring training efforts). Ontwikkeling van een Vlaamse boordtabel* (Development of a Flemish outline table) Vanderbiesen W. and Sels L., Over.Werk (Dept. Work) 3-4/2007

The Monitoring and Support team of the Division Employment Policy of the WSE department is taking over the monitoring task from the WSE Centre.

<http://www.werk.be/wse/departement/werkgelegenheidsbeleid.htm>

Cf. also 3.1. Flemish Programme Strategic Labour-market Survey (Vlaams Programma Strategisch Arbeidsmarktonderzoek)

### **2.3.2.4. Department of Education and Training – Personnel Services – Statistics on Education**

- [Onderwijsstatistieken](#) (Statistics on education)
- Statistical Yearbook of Flemish Education (pdf)
- Flemish Education in Images (pdf)
- Flemish Education in Figures (pdf)

### 2.3.2.5. Other sources of information

- Ministry of the Flemish Community, Beleidsrapport Personeel & Organisatie (Staff and Organisation Policy Report) gives an overview of the training efforts made by Flemish-government services.
- The ESF has its own monitoring system with indicators for the 2007-2013 operational programme (<http://www.esf-agentschap.be>)
- GEM, Global Entrepreneurship Monitor (by means of the total entrepreneurial activity-index, updated by the Ghent University and Vlerick Leuven Gent Management School); The Belgian GEM team is located at the [Vlerick Leuven Gent Management School](#) and is funded by the Flemish Government through the Centre for Entrepreneurship, Enterprise and Innovation (Steunpunt Ondernemerschap, Ondernemingen en Innovatie).
- SERV employability monitor; <http://www.serv.be>
- Flanders Synergy: Flemish employability monitor: <http://flanderssynergy.esflive.eu/index.php?q=node/92>
- Department of Economy, Science and Innovation (Departement Economie, wetenschap en innovatie – EWI): <http://awi.vlaanderen.be/>
- Agency Socio-cultural Work (Policy area Culture, Youth, Sports, Media) <http://www.cjsm.vlaanderen.be/sociaalcultureelwerk/volwassenenwerk/jaarboek.htm>
- The social report is also a source of information for corporate training efforts. The social report is a section of the annual accounts companies must draw up and file with the National Bank of Belgium.  
Cécile Buydens, *De gegevens over de opleiding in de nieuwe sociale balans 2008. (Data on training in the new social report 2008)* National Bank of Belgium. <http://www.cnt-nar.be/>

## 2.3.3. Quality assurance in the different systems

### 2.3.3.1. Adult education (and adult basic education) and part-time artistic education

Each Centre for **Adult Basic Education** and Centre for **Adult Education** develops its own internal quality-assurance system but they can all rely on support from the VOCVO, Flemish Support Centre for all of Adult Education, and the pedagogical counselling services. A steering committee shall see to knowledge and expertise development within adult education.

Whether or not the final objectives or the basic competences have been achieved will be considered by the inspectorate in the course of their full inspections, against the context of the centre and the characteristics of the course-participant population.

In **adult education**, a knowledge centre will provide support for the centres. This centre is a joint venture between the VOCVO, Flemish Support Centre for all of Adult Education, (which focuses on those centres which do not receive support from the pedagogical counselling services) and the 4 (network-related) PBDs, pedagogical counselling services. Henceforth, these latter services shall receive an extra 722,000 euro a year.

As regards **specific teacher training**, organised by the CVOs, Centres for Adult Education, and the scheduled higher vocational education, the same quality control system will be used as for university colleges, i.e. the system of external reviews.

Within **DKO, part-time artistic education**, it is the Flemish Community inspectorate who is in charge of quality control.

### 2.3.3.1.3. Final objectives, developmental objectives and basic competences

Since 1 September 2007, all the programmes organised by the CBEs must follow the modular structure. At the same time, final and developmental objectives as well as basic competences have been laid down for all programmes.

In adult basic education, not only the same **final objectives** as those used in primary education will apply to the areas of learning Dutch, mathematics, social studies, information and communication technology and languages but also the same final and developmental objectives as those operated in the first stage of full-time secondary education.

For the courses of study in the areas of learning Dutch-as-a-second-language literacy education and Dutch-as-a-second language, **basic competences** will be laid down for adult basic education.

Each centre has the social task to attain the final objectives or basic competences regarding knowledge, understanding and skills in all course participants. Whether or not these final objectives or basic competences are attained will be assessed in light of the centre's context and the characteristics of the course-participant population.

Final objectives or basic competences regarding **attitudes** must be aspired to by all the centres.

Just like elementary education and the first stage of secondary education, adult basic education will be given new objectives (final objectives) regarding information and communication technology (ICT).

### 2.3.3.2. Quality assurance in other systems

Quality control within VDAB **vocational training** is organised by VDAB itself.

SYNTRA Flanders also looks after the quality of apprenticeships and **entrepreneurial training** itself. Apprenticeship counsellors and apprenticeship advisors will be called on to check the quality of apprenticeships. Aside from that, a self-evaluation tool will be used. These self-evaluations are assessed by a quality-assessment agency.

As far as **training in agriculture** is concerned, the Division Sustainable Agricultural Development from the Department of Agriculture and Fisheries is in charge of the recognition of organisers (the recognized centres), the registration of trainers, the subsidising of training activities, the on-site inspections, the initialling of the certificates and the payment of the social-promotion allowances to participants.

Within **DKO, part-time artistic education**, it is the Flemish Community inspectorate who is in charge of quality control (cf. also 1.4).

Organisations which are subsidised under the decree concerning **socio-cultural adult work** are presumed to take the principles of integrated quality assurance into consideration in the course of their activities and to ensure professionalization and professionalism. To qualify for subsidies, they must also submit a policy plan. The administration also assesses their activities on the basis of how this policy plan is submitted. The Agency Socio-cultural work for Youths and Adults also assesses the activities of the organisations on the basis of the annual justificatory documents and by means of

external reviews by a mixed commission. SoCiuS (and previously also Kwasimodo) assists with the implementation of quality assurance within the sector. SoCiuS offers advanced training and organises consultation meetings, meetings for colleagues and workshops. Special attention is paid to the themes 'interculturalisation' and 'community building and social activation'.

Kwasimodo also developed various quality-assurance tools, tailor-made for the socio-cultural sector (a.o. Kwaliscoop (Qualiscope)).

## 2.3.4. Guidance for course participants

For the **centres for adult basic education** a number of different tools were developed:

- An intake test on information and communication technology (ICT) programmes;
- A locator test for the course 'mathematics';
- A standardised intake procedure which will direct course participants to the most suitable course and to the most appropriate level.

CBE course participants who improve only marginally or who stagnate (temporarily) in the course of the learning process can follow a specific programme allowing them to maintain the knowledge they have acquired. On the basis of the course participant's needs, an **individualised plan** is drawn up in consultation between the course participant and the training counsellor. This plan contains a set of final objectives or basic competences from one of the programmes offered by adult basic education.

CBEs can only allocate 10% of the recognised course-participant periods to individual support of course participants within the framework of remedial or logopaedic support or within an **open-learning centre**. This is a specially-equipped area within a centre where course participants can learn independently, either with or without support. To investigate the educational needs of course participants, to give people an introduction to the contents and methods of the programmes and to stimulate further specialisation of course participants, CBEs may also organise activation and selection-guidance activities.

Adult basic education works in conjunction with VDAB on training programmes for basic on-the-job skills or for remedial arithmetic in vocational training. They also cooperate and network with the Centres for Adult Education, the Public Centres for Social Welfare (Openbaar Centrum voor Maatschappelijk Welzijn - OCMWs), the local authorities and other services.

As of 1 January 2008, centres for adult education (CBEs and CVOs) will be given **special learning tools** (speciale onderwijsmiddelen - **SOL**), more specifically, interpreters for the deaf and specially-adapted teaching resources for the visually impaired.

In matters of **vocational training**, **VDAB** offers career guidance services at its competence centres, for people who wish to take charge of their own career. In these centres, VDAB career-guidance counsellors help people with career choices and provide assistance with the drafting a personal development plan. Often this form of career guidance is provided at the request of an employer so that this VDAB advice and guidance contributes to optimum inter-attunement between the needs and competences of staff and the needs of the company in question. Employees can also contact these competence centres at their own initiative.

For those in search of employment, VDAB offers **pathway-to-work guidance** or "tailor-made job guidance" which involves various steps:

- Pathway-to-work diagnosis and setting (qualifying intake, screening, orientation, psychological assessment and medical check-up, profile setting, information sessions, previous education),
- Application training and guidance

- Training at a centre,
- Personal development, labour-market guidance,
- On-the-job training and support
- Pathway-to-work guidance and further follow-up of the job seeker's progress.

Since 1 January 2006, VDAB has been calling on non-commercial and commercial counselling organisations to provide guidance, training and/or work experience placements for the long-term unemployed. In pathway-to-work tendering, the entire pathway-to-work guidance process is handed over to external organisations. VDAB only looks after pathway setting.

People in apprenticeships are supported by apprenticeship counsellors, the CLB and by monthly pupil-guidance cells. Problem cases are discussed by guidance teams. Employers also receive guidance from the apprenticeship counsellors. Representatives from the representative organisations of employers and employees, the self-employed and agriculture affiliated to SERV have a seat both on the board of SYNTRA Flanders and on the board of the supporting Commission of Practical Training for **entrepreneurial training**.

Within **part-time artistic education, DKO**, guidance initiatives are left to the academies.

**Training in agriculture** leaves the initiative up to the centres.

## 2.3.5. Evaluation and progression of course participants

In **Adult Education**, the centres organise an assessment per module. This can take the form of continuous assessment and/or one final assessment.

In **VDAB vocational training**, course participants are continuously assessed and evaluated throughout their (modular) training programme.

People following courses A and B for beginners hosted by **training in agriculture** must pass a test to obtain a certificate to establish a business before a jury composed amongst others of members from the administration (in the future merely jury members from the administration and the provincial services, the centres will only attend in an observatory capacity) while people following a course for beginners C (sellers or users of phytocides and biocides) will have to pass a final exam under the auspices of the Federal Public Service Health, Food-Chain Safety and Environment (FOD Volksgezondheid). During the internship, the trainee, the training supervisor and the business manager are obliged to fill out an evaluation report.

In **part-time artistic education**, each pupil receives a written evaluation report twice during the school year and this is forwarded to the pupil and/or parents. The school board decides how assessments are conducted.

Visual Arts Academies organise transition exams or final exams at the end of the lower level, at the end of the fifth and sixth grade of the intermediate level and at the end of each grade of the other levels; these take place between 1 June and 30 June. Final exams are organised during the last grade of the intermediate level, the higher level and the specialisation level.

Music, Word-Craft and Dance Academies hold transition and final exams between 15 May and 30 June. These academies organise final exams in the last grade of every level while transition exams are held in all the other grades. Sporadic or partial tests may be organised if the inspectorate has been advised accordingly. For certain subjects no exams are organised or no compulsory transition exams must be taken. Pupils who were unable to sit the exams at the end of the school year for legitimate reasons can sit their deferred exams between 15 August and 15 September. The

**inrichtende macht** (organising body) may also decide to organise re-examinations during that period. Pupils are obliged to sit the exams held at the end of the grade for which they have been registered. Pupils who failed to attend more than 1/3 of the classes for no legitimate reasons may not sit the exams and have therefore failed.

One distinctive feature of **socio-cultural adult work** is that there is no formal evaluation of course participants. However, the organisations organise self-evaluations both for the benefit of the participants and their own operations. However, as we speak, a portfolio instrument is being developed by the socio-cultural sector which will underpin the accreditation/recognition of prior learning within recognised and/or subsidised socio-cultural adult and youth work.

## 2.3.6. Assessment & certification

CBEs and CVOs operate a different system of **assessment in adult education**.

- **CBEs, Centres for Adult Basic Education**, assess their course participants per module. This can be done either through continuous assessment and/or an examination.
- In the modular system, **CVOs, Centres for Adult Education**, must organise at least one examination at the end of each module. In the linear system, centres must organise at least one examination on every subject at the end of the school year.

**Adult education** confers various types of proofs of study:

- A modular certificate ratifies one course module,
- A certificate (certificaat) ratifies one entire course
- A certificate (getuigschrift) ratifies the 'course business administration' within the area of study 'commerce'.
- A diploma ratifies:
  - The programmes 'economics-modern languages', 'economics-mathematics', 'human sciences ASO3', 'modern languages-sciences', 'modern languages-mathematics' and 'sciences-mathematics' within the area of study 'general education';
  - The course of study 'supplementary general education', in combination with a certificate from a course of study from a different area of study within secondary adult education, as specified by the Flemish government;
  - A course of study from a different area of study other than general education in secondary adult education, as specified by the Flemish government, if the course participant is the holder of a diploma of secondary education at the time of registration.
- A diploma of teacher ratifies a programme within the area of study 'education'.
- A diploma of graduate ratifies a course of study from higher vocational education comprising a minimum of 900 teaching periods.

## 2.3.7. Frames of reference

### 2.3.7.1. Frames of reference for adult-education programmes

The Adult-Education Decree dd. 15 June 2007 stipulates in its article 25 that the centres can only use the programme profiles approved by the Flemish government for the programmes they offer. It defines a programme profile as a well-ordered list of final objectives, specific final objectives and basic competences within a specific programme. On 22/1/2008 VLOR (Flemish Education Council, cf.



1.1.2.1.) formulated an advice on possible frames of reference on which adult education can base itself to come to new programme profiles and to amend the existing ones. The Council makes a distinction between generic and specific frames of reference.

- The **generic** ones are broad frames of reference such as the European Qualifications Framework (EQF), the Dublin Descriptors (which describe the internationally agreed level and quality requirements for the Bachelor's and Master's programmes), the Common European Frame of Reference for foreign languages (CFR), the European "key-competences" recommended by the European Parliament and the Council dd. 18/12/2006 regarding key competences for lifelong learning, general entrepreneurial competences as laid down in the ENTRE profile (developed by SYNTRA Flanders, SYNTRA, UNIZO, VDAB, Agora and KULeuven), key competences, etc.
- The **specific** frames of reference are rather more programme-specific. The Council orders the specific frames of reference in a 'step-by-step' fashion.
  - The final objectives, specific final objectives and the developmental objectives will always top the list, even in adult education (step 1).
  - Where no specific final objectives have (as yet) been approved, the Council deems that the SERV profiles and standards form the main frames of reference (step 2), together with any possible external, federal, Flemish or international regulations (step 2A).
  - If no SERV profiles are at hand (as yet), the sectoral vocational profiles may be used together with any other existing material such as the VDAB Competence and Vocations Repertory for the Labour Market index cards (COmpetentie en BeroepenRepertorium voor de Arbeidsmarkt – CO.BR.A) (step 3). Though, these will have to be checked against the expectations of the sectors.
  - In final instance, course or competence profiles (for instance, those from university colleges or associations) may form a relevant frame of reference (step 4).

### 2.3.7.2. European Qualifications Framework and the scheduled Flemish qualifications framework

Qualifications are a formally recognised set of competences. They indicate which competences are required to practise a particular profession or to register for a specific educational programme. Then, the qualifications are given a place within the qualification structure, so that they can be compared to one another. As qualifications will be described unambiguously, it will become a whole lot clearer and more transparent for the individual which study itinerary will lead to what type of qualification and to which type of qualification certificate.

On 23/4/2008, the European Parliament and the Council of Europe ratified the EQF, European Qualification Framework. EQF is a framework for lifelong learning which applies to competences acquired in all sectors of education, including higher education, vocational training and formal and non-formal adult education. It consists of eight qualification levels, starting from qualifications obtained during an compulsory education (level 1) to the highest level (doctorates or equivalents).

*The European Qualifications Framework: a new tool to translate qualifications.*

[http://ec.europa.eu/education/policies/educ/eqf/index\\_en.html](http://ec.europa.eu/education/policies/educ/eqf/index_en.html)

In the short to medium term, the EQF will be translated into a Flemish qualification framework. And from that time onwards, one can expect the Flemish qualification framework to become the generic frame of reference for Flanders.

The qualification structure plays an important role in the quality assurance of EVC (accreditation of prior learning) processes.

Cf. also the VLOR (Flemish Education Council cf. 1.1.2.1.) Advice dd. 23/11/2006 regarding the Flemish Qualification Structure green paper.

### 2.3.8. EVC

During 2004, 'certificates of vocational competence', now **proofs of experience** were brought into being.

- These are certificates which are issued by a competent body after it has been ascertained via a recognition, assessment and accreditation procedure that the person in question has acquired the pre-set competences required to practise a particular vocation or sub-vocation.
- Each recognized proof of study which comprises the pre-set competences for a particular vocation or sub-vocation is accepted as a proof of experience.
- Diplomas which were conferred on the basis of the person meeting the specific final objectives of a particular professional profile are always considered to at the least include the competences specified for that particular vocation or sub-vocation.
- Under the terms specified by the Flemish government, these proofs of experience are also taken into consideration when people register for a course of study or training programme or as a job-seeker with VDAB.

Cf.: <http://www.werk.be/beleid/competentiebeleid/ervaringsbewijs.htm>

At the same time, the use of a **portfolio** is being promoted, i.e. a file containing the person's experiences (education, work experience, experience of life) and proofs. Various types of portfolios are currently in circulation, i.e., [My digital me](#), [Europass](#), [C-stick](#), the [Europees talenportfolio](#) (European-languages portfolio), the SoCiuS portfolio...

Higher education and adult education can grant exemptions for a number of subjects in a particular course of study on the basis of EVCs.

During 2005, SoCiuS set up a study group on '**EVC in socio-cultural work**'. Aside from representatives from the field of action, this study group also includes people from the administration, the cabinet, the Ghent University, adult basic education and the Steunpunt Jeugd (Service Centre for Youth Policy). The activities of this study group culminated in the vision statement 'EVC in het Socio-cultureel werk' (EVC in socio-cultural work) (2006).

<http://www.socius.be/?action=subthema&thema=16>

This vision statement was used as a basis to contemplate how this vision could be turned into reality. The result is a concrete project in which SoCiuS and the Youth Centre will jointly start to develop a portfolio on non-formal and informal learning experiences within recognised and/or subsidised socio-cultural work and youth work in March 2008. The project will run from 1/3/2008 to 28/2/2010. The portfolio is an instrument used to compile and classify proofs of competence and other documents which attest to, list and/or substantiate the results of non-formal and informal educational activities.

The portfolio is **a compilation and documentation folder** for learning experiences acquired in non-formal and informal learning environments for people from the age of 12 years. The portfolio is the property of the individual. He/she can decide him/herself when and where he/she will use the portfolio. This also means that portfolio users can decide at any one time what they will include or not. This may

for instance be very interesting if one wishes to use a selection of competence documents from the portfolio for a specific purpose (application, volunteer work, reduction in course duration...).

The portfolio will include **two types of documents**. On the one hand, it will contain documents which list and attest to the competences in question and, on the other hand, proofs whereby the competences can be cross-checked against autonomous or public standards. Both types of documents resort under what we shall, for the time being, refer to as **competence documents**. How both types of documents will be interpreted will be based on the concepts of the proof of learning, the proof of competence and the function proof.

<http://www.socius.be/?action=subthema&thema=17>

<http://www.portfolioproject.be/portfolioproject>

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## 2.4. Adult educators/facilitators

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In September 2007, 5 CVOs, Centres for Adult Education, launched an **OOV** training programme, i.e. **a training programme for trainers of adults** (Opleidingen voor Opleiders van volwassenen). This offers professional training (consisting of 280 teaching periods, 120 of which dedicated to practical training) to VDAB and SYNTRA trainers and to other organisers of continuing education and adult education. This will lead to a Training-for-Trainers-of-Adults certificate (OOV certificate).

**Theys, Klare & Katleen Van Parijs, *Specifieke opleiding voor opleiders van volwassenen (Specific training for trainers of adults): the OOV. Impuls (Impulse), 37:1, September 2006, 227-34***

Outlines the contents and methodology of the OOV training programme (cf. 2.4.) and its relationship to specific teacher training.

### 2.4.1. Adult education

#### 2.4.1.1. Adult basic education

The staff of the Centres for Adult Basic Education resort under joint committee 329. The educational staff do not enjoy a teaching staff status; they work under the status of employees. And even after 1 September 2008, when the reorganisation of adult education will focus on CBEs, the staff will continue to work as contract staff. However, they will no longer resort under joint committee 329, but will come under education. Due to the reorganisation of adult education, staff members will get their own administrative and financial status and their own negotiation structure.

Each centre can also avail of one or more administrative staff members. The adult-basic education sector has well over 700 staff members.

As from 1 September 2008 the following **positions** will be distinguished (they will form the subject of formal negotiations during 2008):

- Principal (each centre shall have one full-time-equivalent principal)
- Management staff member
- Adult-basic education teacher
- Administrative policy-support staff member
- Administrative staff member
- Experience expert on poverty and social exclusion

As from 1 September 2008 – the date on which the new staff status for adult basic education will be introduced – teachers working in adult basic education will need to be holders of a proof of pedagogical competence. Procedures and instruments have been developed to evaluate the centres' staff members.

### 2.4.1.2. Secondary adult education and higher vocational adult education

The teaching staff are governed by the legal status decrees (27 March 1991). Their legal status and qualifications are similar to those required in mainstream secondary and university-college education.

Legislation governing staff working in centres for adult education will only change in a minor way. The legislation in question will mainly be adapted to the modular education system. Salary scales will also be simplified and function differentiation will be facilitated. As agreed in a collective labour agreement (cao VIII), an additional administrative framework for adult education will also be established.

### 2.4.1.3. Gross salary (€) of teaching staff

(Situation November 2006)	Pay scales	Starting	With a maximum number of years' salary seniority
Pre-primary education	141	17,347.42	30,212.35
Primary education (teacher)	148	17,347.42	30,212.35
SO- group 1 (lower secondary school teacher)	301	17,347.42	30,212.35
SO - group 2 (licentiate/ higher SO teacher)	501	21,726.55	38,312.63
Director CLB	511	28,556,22	45,778.01
Salaries are in € amounts at 100%, they must be multiplied by a coefficient of 1.4002 (index on 1/11/2006)			

### 2.4.1.4. Pedagogical counselling in adult education & the Flemish Support Centre for all of Adult Education (Vlaams ondersteuningscentrum voor het volwassenenonderwijs – VOCVO)

In adult basic education, the Flemish Adult Basic Education Support Centre (Vlaams Ondersteuningscentrum voor de basiseducatie – VOEB) supports the Centres for Adult Basic Education, CBEs. The pedagogical counselling services used to provide support to the Centres for Adult Education, CVOs, albeit it to a limited extent. The new Adult-Education Decree dd. 15 July 2007 also reformed guidance and support.

A new **VOCVO, Flemish Support Centre for all of Adult Education** shall henceforth support those Centres for Adult Basic Education, CBEs and Centres for Adult Education, CVOs which are not taken into consideration in the staff formation of the supporting pedagogical counselling services. It shall provide social and organisational support, expertise enhancement, coordination and stimulation of educational reform and quality assurance and shall also assist the centres with their realisation of the final objectives, specific final objectives and basic competences in course participants.

Every five years, the Flemish government concludes a cooperation agreement with the VOCVO and subsidises it to the tune of at least 788,000 euro. The VCVO is a non-profit organisation and its general meeting is composed of one representative from each of the affiliated boards of the centres.

The **pedagogical counselling services** will be given an extra 722,000 euro a year to support adult education.

The VOCVO and the pedagogical counselling services will conclude a cooperation protocol and will have to use 20% of the resources allocated to them for joint **knowledge and expertise development** in adult education. To that effect, a **steering committee** will be set up which will be composed of representatives from the boards and teachers of the CBEs (3) and the CVOs (3) – appointed by their representative associations – the VOCVO (2) and the pedagogical counselling services (4). Their task shall include:

- Developing a vision and new concepts in the area of education, non-formal education and training for adults;
- Evaluation of final objectives, specific final objectives and basic competences in function of amendments to existing programme profiles or the development of new ones;
- Coordination of the development of new programme profiles or amending the existing ones;
- Formulating proposals on establishing experimental new learning areas and areas of study;
- Coordination of the cross-network development of curricula;
- Coordination of and support for the development of tools and procedures concerning accreditation of prior learning;
- Expertise development and exchange on distance learning, e-learning and combined education and the tackling of literacy problems.

#### **2.4.1.5. Teacher training**

During 2007, teacher training was thoroughly reformed. From 1 September 2007 a distinction is made between 3 clusters of **teacher training**.

- **The integrated teacher training programmes**, organised by university colleges, which integrate subject-specific and pedagogical-teaching components throughout the entire 3-year training programme.
- **Specific teacher training** in addition to or after a subject-specific study itinerary or professional experience, organised by university colleges, universities and centres for adult education (CVOs).
- **Advanced teacher training** (Advanced Bachelor's special education and Advanced Bachelor's special needs provision in mainstream schools and remedial teaching) which further explores or fine-tunes basic competences. All educational staff have access to this programme. These teaching programmes are not discussed in this overview.

#### **Integrated teacher training programmes**

- These programmes integrate subject-specific and pedagogical-teaching components throughout the entire 3-year training programme.

- They are professional **Bachelor degree studies** offered by university colleges which lead to a **degree** of Bachelor in education, respectively in pre-primary, primary or secondary education. The university colleges confer the relevant degree to the graduates and present them with the **diploma of teacher**.
- The programme comprises 180 credits (1 credit represents a work load of 25 to 30 hours and a full academic year numbers 60 credits).
- The **practical component** covers practical educational activities and totals 45 credits (instead of an average of 34 previously).
- The pupils fulfil the practical component (internship) in the course of the subject-specific programme. During this “pre-service” training and during the first year of their career, (trainee) teachers receive guidance from a tutor within the school, the institution or the centre and from a member of staff from the university college, called the training counsellor.
- For the study itinerary ‘secondary education’, students henceforth choose 2 teaching subjects instead of 3. This should lead to enhanced profundity and create space within the curriculum for new points of interest such as care for special-needs pupils, dealing with different cultures, language skills, etc.

### **Specific teacher training programmes (specifieke lerarenopleidingen – SLO)**

- These programmes are followed in addition to or after a subject-specific initial programme or some professional experience.
- They are offered by university colleges, universities and CVOs, centres for adult education.
  - Subject to approval from the Flemish government, **university colleges** may henceforth organise specific teacher training for graduates of professional Bachelor’s programmes. University colleges also offer specific teacher training for graduates of Master’s programmes in the areas of study they previously also had access to (Commercial Sciences and Art).
  - **Universities** may offer specific teacher training to graduates of Master’s programmes.
  - **CVOs** may offer specific teacher training to anyone. Teacher training organised by the CVOs which lead to a certificate of teaching competence (‘initial teacher training’) have become fully-fledged teacher training programmes and must also comprise 60 credits.
  - The Evangelical Theological Faculty in Heverlee and the Faculty of Protestant Theology in Brussels may also offer specific teacher training programmes.
- Professional Bachelors (Professioneel gerichte bachelors - PBA) and Masters can follow specific teacher training either during or after their subject-specific training. Even holders of a diploma of secondary education are admitted to the specific teacher training programmes.
- The programmes comprise a work load of 60 credits of which 30 credits are specifically allocated to the practical component. An integrated training concept is opted for in which the theoretical and practice-oriented programme components alternate and interact.
- Specific teacher training programmes can come in **3 forms**:
  - As a **built-in training programme** as specialisation in a subject-specific programme; university colleges and universities can incorporate a 30-credit teacher training programme into a 120-credit Master’s programme;
  - As a **training programme contiguous** to a subject-specific programme;
  - As a **separate training programme** for people who wish to make the move towards a teaching career on the basis of their professional experience.
- The practical component can be achieved in 3 ways:
  - Through **an internship** during training, the so-called pre-service training (in this case the trainee does not have a status relationship with the school, institution or centre);

- Through a job as teacher, the so-called in-service training, i.e. a **trainee-teacher position** (leraar-in-opleiding – **LIO-baan**). In the course of a trainee-teacher position one becomes acquainted with the profession via a study-work itinerary, once the theoretical component has been fully or partially completed.
- Through a mixture of both.

## 2.4.2. Vocational training VDAB

Although VDAB has its own training service which ensures the initial and continuing teacher education of the instructors (usually these are professionals from the world of enterprise), it also recruits trainers who have followed a teacher training programme.

## 2.4.3. Entrepreneurial training SYNTRA Flanders

For its trainers, SYNTRA Flanders organises 120 hours initial advanced training which puts the emphasis on pedagogical-educational elements. Moreover, advanced training is organised periodically which focuses on technical elements or on specific aspects of the pedagogical-educational approach. Employers (who provide 4 day/week apprenticeship training) are given sequential training (Estafette-opleidingen). These training programmes focus on issuing instructions to apprentices, their coaching and conflict management.

## 2.4.4. Training in agriculture

The Flemish Region also subsidises the training of trainers in the form of completion days. The centres also call on trainers who have a teacher diploma. More often than not they call on specialists in the subjects taught. These are trainers from daytime education, staff from agricultural organisations, information officials...

The Division Sustainable Rural Development carries out the on-site inspections.

## 2.4.5. Part-time artistic education DKO

DKO teachers need to have a specific, compulsory skills certificate and precise skills certificates have been laid down for most of the subjects taught within DKO. These are specific basic artistic education qualifications, supplemented by teacher education. Since 1 September 2002 acceptable qualifications are also considered, i.e. general basic qualifications, usually from artistic education, supplemented by teacher education. The academies decide for themselves whether the holder of acceptable qualifications has the required competences to teach a particular subject. In exceptional cases experience may qualify as a suitable skills certificate and may lead to a fully fledged appointment.

In 2007 the legislation was adjusted to the reforms in higher and adult education.

## 2.4.6. Socio-cultural adult work - trainers

Educational staff members of socio-cultural organisations do not need to have a specific diploma. Suitable qualifications are those obtained through the basic 'Social Work' programme organised by the

social university colleges and the courses of study social (ped)agogy and social work at university-level.

SoCiuS, the centre for socio-cultural adult work, provides advanced training programmes and organises consultation meetings, colleague groups and workshops. Themes such as 'interculturalisation', 'community building' and 'social activation' receive special attention. In conjunction with the quality assurance cell KwasiModo the Centre sees to quality assurance within the sector.

Usually, the organisations see to the training of their voluntary and freelance trainers. Both associations and training institutions call on specialised experts.



## 3. Research, Innovation and Good Practices

### 3.1. Research studies

See also 2.3.2: other monitoring instruments

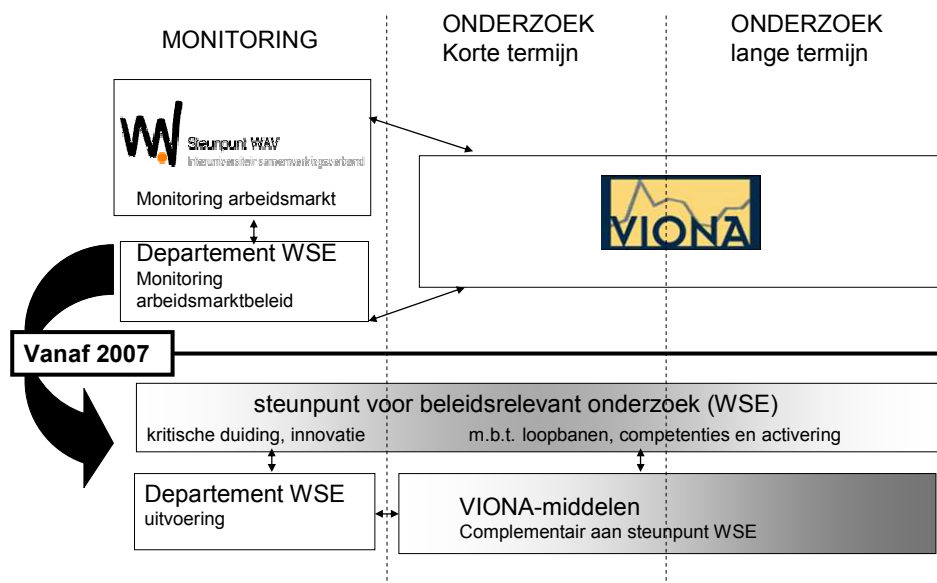
#### **Flemish Programme Strategic Labour-market Survey (Vlaams Programma Strategisch Arbeidsmarktonderzoek - VPSA)**

At the start of 2007, a new strategic labour market survey model came into operation in Flanders, the "**Flemish Programme Strategic Labour-market Survey**" (**Vlaams Programma Strategisch Arbeidsmarktonderzoek**)" (**VPSA**) with as main building blocks:

- the ***VIONA-programme***, steered by the Stuurgroep Strategisch Arbeidsmarktonderzoek (Steering Committee Strategic Market Research) (advisory body), composed of members from the Flemish government, the Flemish social partners and a number of departments, and supported and coordinated by the Work and Social Economy department (resources from Minister Vandenbroucke);
- The ***Work And Social Economy Centre (Steunpunt WSE)*** with five intrinsic research units (amongst which the unit Social Economy) and one data development support unit;
- The ***department WSE*** which will, in time, take over the monitoring from the WSE Centre.

The VIONA resources for research and study assignments (398,000 € per year) will be complementary to those of the WSE Centre.

Furthermore, research regarding the transition between education and the labour market by the Study and School Career Centre (Steunpunt Studie- en Schoolloopbanen - SSL) and other relevant strategic labour-market research will be opened up as much as possible within the Flemish programme.



Departement werk en sociale economie

12/01/2007

MONITORING

Short-term RESEARCH

Long-term RESEARCH

WAV Centre  
Inter-university recruitment association  
Labour-market monitoring

WSE Department  
Labour-policy monitoring

From 2007

Centre for policy-relevant research (WSE)  
Critical interpretation, innovation in relation to careers, competences and activation

WSE Department  
Implementation

VIONA resources  
Complementary to the WSE Centre

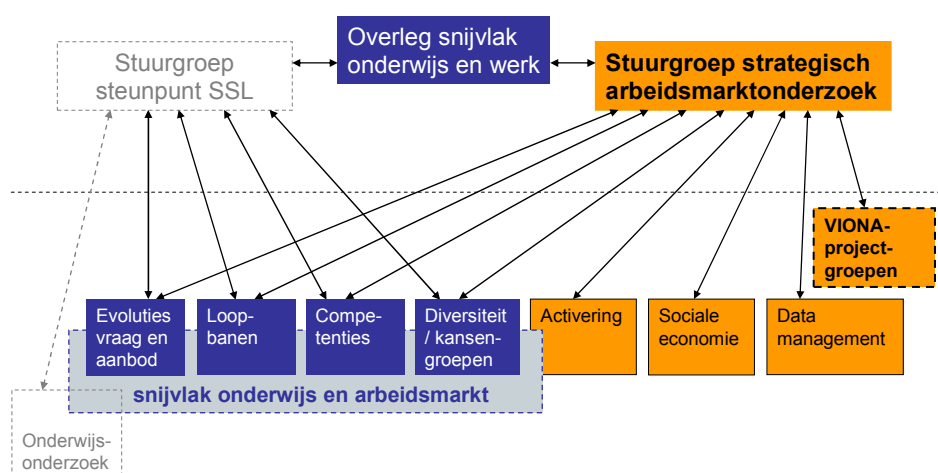
Department of Work and Social Economy

The **Flemish Interuniversity Research Network for Labour-Market Reporting (Vlaams Interuniversitair Onderzoeksnetwork Arbeidsmarkttrappering - VIONA)** is a programme for policy-oriented labour-market research in Flanders. **The Steering Committee for Strategic Labour Market Research** (Stuurgroep Strategisch Arbeidsmarktonderzoek - SSA) is in charge of the intrinsic steering of the VIONA-programme and launches various project appeals throughout the year regarding research and development assignments (R & D) with a view to a scientific underpinning of the employment policy. As of 2007, VIONA will focus on concrete issues regarding the current

employment policy. Also long-term policy-relevant labour-market issues can be included provided the WSE Centre cannot cover these within the framework of its management agreement.

To make maximum use of the output of the Flemish programme strategic labour-market research within the policy, research activities must be followed-up. The SSA delegates the output follow-up to study groups. With due regard for the long-range plans of the **WSE Centre** and the **Study and School Career Centre**, area of research 2 (transitions between education and the labour market), **7 thematic study groups** were set up:

- An activating labour-market policy
- Data management
- Social Economy
- Evolutions in supply and demand (point of intersection education and labour market)
- Careers (point of intersection education and the labour market)
- Competences (point of intersection education and the labour market)
- Diversity and disadvantaged groups (point of intersection education and the labour market)



Steering committee  
SSL Centre

Consultation point of  
intersection education and work

Steering committee  
labour-market research

VIONA project groups

(blue boxes fltr)

Evolutions of supply and demand  
Careers  
Competences  
Diversity / Disadvantaged groups

(orange boxes fltr)

Activation

Social Economy  
Data management

(grey blue)

point of intersection education and labour market

(bottom)

Education survey

Every thematic study group follows up one of the thematic research directives of the WSE Centre and – if applicable – one or more of the related VIONA projects.

For VIONA-projects, which, due to the specificity of the contents or because of practical reasons, cannot be followed up by one of the study groups, a specific follow-up is agreed upon within the SSA, in casu via a ***project-specific study group***.

### **Study and School Career Centre (Steunpunt Studie- en schoolloopbanen - SSL)**

This is a multi-disciplinary Flemish centre of excellence. The Centre researches (either by compiling or opening up databases) to what extent and in which manner school careers and pathways-to-work differ between youngsters, a.o. according to their social background. One also expects to gain better insight into the possible causes and consequences of these differences, so that the education policy can be attuned to those. <http://www.steunpuntloopbanen.be>

### **WSE Centre, Work and Social Economy**

The WSE Centre is a multi-disciplinary policy preparation and support centre of excellence which builds up and shares its expertise on the topics work, labour market and social economy. The WSE Centre tries to base as much of its research as possible on already existing databases and plays an important role in the opening up of any databases which are currently underused in labour-market research.

<http://www.steunpuntwav.be>

A full overview of these studies is available on

<http://www.werk.be/beleid/competentiebeleid/Documentatie.htm#b2>

Here we mention:

- [Levenslang leren en de terugkeer van volwassenen naar het hoger onderwijs](#), (Lifelong learning and the return of adults to higher education) 2006, VIONA study, Antwerp University
- [De opleidingsmarkt in Vlaanderen](#), (The education market in Flanders) 2004, VIONA study, Vlerick Leuven Gent Management School
- [Upskilling and sustainable labour market integration in Flanders](#), 2004, VIONA study.
- [Naar een positiever leerklimaat in Vlaanderen](#), (Towards a more positive learning environment in Flanders) 2004, VIONA study, HIVA
- [Open en afstandsleren binnen de Vlaamse bedrijven: naar zelfgestuurd leren in een lerende organisatie](#) (Open and distance-learning in Flemish companies: towards self-instruction in a learning organisation), 2003, VIONA study, Vlerick Leuven Gent Management School
- [De impact van de overheid in het opleidingsbeleid in de ondernemingen](#), (The impact of the government in corporate training policies), 2001, VIONA study, HIVA

- [Het opleidingsbeleid in Vlaamse bedrijven: determinerende factoren en knelpunten](#), (the training policy in Flemish companies: determining factors and sticking points), 2000, VIONA study, KULeuven - HIVA - Vlerick School

#### **Regarding EVC:**

- [Ruim baan voor competenties. Buitenlandse modellen, regelgeving en praktijken van \(h\)erkenning van competenties. Op zoek naar toepassingsmogelijkheden voor Vlaanderen](#), (Move out of the way for prior learning. Foreign models, legislation and practices regarding the recognition/accreditation of prior learning. In search of ways to apply this in Flanders) 2002, VIONA study, Antwerp University
- [EVC en diplomagelijkschakeling vanuit genderperspectief](#), (EVC and diploma equation from a gender-perspective, 2007, VIONA study, HIVA / CeMIS – Antwerp University

#### **Regarding competence management and in-company training**

- [De kosten en baten van deelname aan arbeidsmarktgerelateerde opleiding vanuit het perspectief van de deelnemer](#) (Costs and benefits of participation in labour-market related training from a participant's point of view), 2004, VIONA study, HIVA
- [Personeelsbeleid in KMO's: een onderzoek naar de kenmerken van een effectief KMO-beleid](#) (Staff management in SMEs: research into the characteristics of an effective SME policy, 2001, VIONA study, HIVA KULeuven
- [De impact van de overheid in het opleidingsbeleid in de ondernemingen](#), (The impact of the government in corporate training policies), 2001, VIONA study, HIVA
- [Het opleidingsbeleid in Vlaamse bedrijven: determinerende factoren en knelpunten](#), (the training policy in Flemish companies: determining factors and sticking points), 2000, VIONA study, KULeuven - HIVA - Vlerick School
- [PASO Flanders](#) - Panel survey of organisations: Overview of publications
- [TOA](#) (Technologie, Organisatie, arbeid), lopend onderzoek STV Innovatie en Arbeid (SERV) (Technology, Organisation, labour), ongoing research by the Flemish Foundation Technology, Innovation and Labour (SERV)

#### **Higher Institute of Labour Studies (Hoger Instituut voor de Arbeid – HIVA)**

HIVA is an inter-faculty research institute from the K.U.Leuven which was founded in 1974 as a joint venture with the Christian labour movement. It conducts policy-oriented inter-disciplinary research on social problems which are of significance to employees, disadvantaged groups, social organisations and movements. One of its fields of expertise is **education and lifelong learning**.

Especially labour-market oriented training programmes, but also part-time adult education, adult basic education and socio-cultural work regularly feature in HIVA research. The study 'Vlaanderen leert' (Flanders a-learning) (Struyven, Debrabander et. al., 1991) was a milestone in this regard. In 2003, HIVA published the first Yearbook 'Levenslang en Levensbreed leren in Vlaanderen (Lifelong and lifewide learning in Flanders), which was commissioned by DIVA. People with literacy problems are central, not only in the specific studies (Vanhoren et.at., 2004, 'Trajectbenadering voor laaggeletterden in Vlaanderen' (Pathway-to-work approach for people with literacy problems in Flanders) but also in the more general research on adult education. There is a collaboration in place with the OESD, e.g. within the framework of the thematic review 'Adult learning for the low-qualified'. At this moment in time, HIVA is one of the key partners in a large-scale European survey on lifelong and lifewide learning in the EU ('LLL 2010'), which emphasizes the role of lifelong and lifewide learning for disadvantaged target groups.

**Some studies which have been published:**

***LevensLang Leren in Vlaanderen, een Vlaams strategierapport: inleiding. (Lifelong Learning in Flanders, a Flemish strategy report: introduction).*** In: *Bevordering van deelname en deelnamekansen inzake arbeidsmarktgerichte permanente vorming. (Promoting participation and participation opportunities in labour-market oriented continuing education) Eindrapport. (Final report)* Martine Wouters & Mia Douterlungne

This study examines the Flemish policy and practices regarding lifelong learning from a line of research also used in an on-going OESD study on 'Adult Education'. It distinguishes four main problems in relation to the expansion of lifelong learning. There are too few and not enough proper incentives to increase adults' motivation. Moreover, there are complex links between various learning environments and a lack of transparency of the benefits of learning in formal and informal settings. Thirdly, there are not enough learning and instruction methods tailor-made for adults. Fourthly, there is a lack of coordination between the public bodies and the private initiatives which have a direct or indirect influence on lifelong learning. Aside from the status quaestionis on the current state of affairs regarding lifelong learning, it was investigated whether measures are being taken to alleviate those four problems in Flanders. In addition, a comparison was made with five countries featuring in the OESD study, i.e. Canada, Switzerland, Norway, Sweden and Denmark (these reports are already available). This led to a proposal to adjust the Flemish lifelong learning policy. (Leuven/Ghent: CPVBO-K.U.Leuven / HIVA-K.U.Leuven / Vakgroep Onderwijskunde Universiteit Gent (Department of Pedagogics Ghent University) 2002 153p.)

***Pathway-to-work approach for people with literacy problems in Flanders Samenvatting en beleidsaanbevelingen (Summary and policy recommendations).*** Ingrid Vanhoren, Judith Kerkhof, Kurt Demeester & Nick Matheus

Two big questions run like a red thread throughout the VIONA study on the pathway-to-work approach regarding literacy issues in Flanders. The first question is about the target group of people with literacy problems. Is the target group of people with low levels of literacy a meaningful alternative or a necessary complement to the target group of poorly-educated in a policy on disadvantaged groups? This issue is investigated on the basis of an analysis of the target group of people showing low levels of literacy. What is the profile of people with literacy problems in Flanders and why do they or do they not participate in education? The second question raises the approach to the low-literacy target group. Can the pathway-to-work methodology, used for job-seekers, be transferred to the low-literacy target group? This question is answered by means of an institutional analysis of the provision for people with insufficient literacy levels and 15 case studies. The study is concluded with a number of success and failure factors on a pathway-to-work approach for people showing low levels of literacy and with concrete policy recommendations. (Leuven/Ghent: HIVA/Vakgroep Onderwijskunde (Department of Pedagogics) (Ghent University) 2004 20p. )

***Onderzoek naar de systeemkenmerken die de participatie aan levenslang leren in de EU-15 beïnvloeden (Research into the system characteristics which influence the participation in lifelong learning within the EU-15).*** Ella Desmedt, Steven Groenez & Gert Van den Broeck, with the cooperation of Miet Lamberts

Ever since the Lisbon summit lifelong learning has been featuring prominently on the European and Flemish policy agenda. By 2010, 12.5 % of the European population between 25 and 64 years of age should follow education or training. Currently, Flanders, with a participation percentage of little over 9% features somewhere in the European middle bracket as regards participation in lifelong learning.

There is inequality between the EU Member States: in the lead, we find the Scandinavian countries, while the Southern countries are trailing behind. Moreover, not all the different population groups participate in lifelong learning in equal measures. Chances of participation vary according to age, level of education, position on the labour market and sex. The pattern across Europe is that younger people follow more education than their older counterparts and that the highly-educated participate more often than the poorly-educated. Generally speaking, the working population follows training more often than the unemployed and women participate more than men. At the request of the Minister for Work, Education and Training, HIVA examined which system characteristics could explain these differences between countries and the inequalities within countries. It relates to macro-level characteristics: characteristics regarding economy, labour market, education, social security, etcetera. It transpires from the study that the following system characteristics play a central role in the explanation of (the inequalities in) participation in lifelong learning: The population's level of employability, the level of innovation in the economy, the comprehensiveness of secondary education and the quality of the government policy on lifelong learning. (Leuven: HIVA 2006 103p.)

***Towards a Lifelong Learning Society in Europe: The Contribution of the Education System (acronym: LLL2010 - 2004-2008)***

The aim of this European project (just starting; co-ordinated by Tallinn Pedagogical University and funded by the EC's 6th Framework Programme for scientific research) is to reveal how the education system of European countries can contribute to the movement towards a European knowledge-based society.

To that end, the following studies are set up: 1) an analysis of policy documents regarding lifelong learning and the role of education providers, 2) a survey conducted amongst adults, 3) an analysis of the data from the (2006-2007) Adult Education Survey, 4) a qualitative survey amongst SMEs regarding employees' participation in lifelong learning and 5) a qualitative survey amongst education providers and policy makers.

The research will lead to (a) the elaboration of country-specific models of the ways in which the education system creates opportunities for lifelong learning; (b) the identification of the most inclusive lifelong learning policies and their implications; and (c) the elaboration of indicators for monitoring progress in this area. In addition to its role of 'national correspondent', HIVA will co-ordinate most of the empirical analysis. Principal: The European Commission. Project leaders Ides Nicaise & Katleen De Rick. Researcher: Ellen Boeren. Start: 1/9/2005; End 31/8/2010.

***Evolutions and characteristics of non-formal education: Delphi survey amongst the regional folk high schools***

Informal learning and non-formal education have become more prominent in the debate on lifelong and lifewide learning. This trend is noted in theoretical work, research work and educational practices. In Flanders, the sector of socio-cultural adult work is one of the principal providers of non-formal adult education. Since 2003, thirteen regional folk high schools have been operating in this sector. In Flanders and Brussels they look after the development, spread, coordination and communication of non-formal educational work.

This survey charts and analyses the evolutions and characteristics of non-formal education within the folk high schools. Literature screening further explores the term 'non-formal education' and tests it on the current activities of the folk high schools. A documentary analysis checks the characteristics and position(s) of the folk high schools. A Delphi survey with the assistance of staff from the various folk high schools checks the conditions and the possible tools to reinforce the position and legitimization of the folk high schools in Flanders. Principal: the Flemish Ministry of Culture, Youth, Sport and Media. Start 01/02/2008 - end 31/10/2008 Researchers: Tom Vanwing and Rudy Machiels (VUB) & Griet Verschelden (University College Ghent), Lode Vermeersch and Loes Vandenbroucke (HIVA)

### **Centrum voor sociaal beleid Herman Deleeck (UA) (Centre for social policy Herman Deleeck (UA))**

This centre is currently conducting a VIONA study on **Lifelong learning and the return of adults to higher education**. It investigates in first instance the participation of adults in higher education on the basis of the administrative Database Tertiary Education. An exploratory survey then probes the profile, motivation, obstacles and experiences of adults in higher education and the consequences for their professional career. At the same time, a number of institutions for higher education are questioned on their efforts in the area of lifelong learning, the difficulties they have encountered, the resources deployed, etc. And finally the tools which are used to support the entrance or return of adults to higher education in Flanders are charted. (Promotor Bea Cantillon & Godelieve De Lathouwer)

<http://www.ua.ac.be/main.aspx?c=.ONDERZKDB&n=40309&id=UA032&tid=21162>

### **Vakgroep onderwijskunde UGent (Department of Pedagogics UGhent)**

Within the **Ugent Department of Pedagogics** (Vakgroep onderwijskunde UGent) the theme lines 'Culture and Literacy' and 'Adult Education' are worthy of mentioning here. The members of the theme line Adult Education recently conducted a survey into the literacy of adults, the outlines for a cohesive policy on lifelong learning in Flanders, the role of the teacher and expertise development in self-instruction in adult education, the implementation and impact of the European Leonardo da Vinci programme in Flanders, adult basic education in Flanders, the boosting of participation and participation opportunities in labour-market oriented continuing education, PISA, and the learning of and education for poorly-educated people within the framework of the OECD/CERI-project "What works in innovation in education - improving teaching and learning for adults with basic skill needs through formative assessment". (As regards the latter, cf. the here quoted and used studies by Inge De Meyer & David Rosen - 3.2.1. / 4.1. / 4.3.). <http://www.onderwijskunde.ugent.be> **U Gent Vakgroep Onderwijskunde**

### **Centre for Socio-Cultural and Labour Pedagogics , (Centrum voor Sociaal-Culturele en Arbeidspedagogiek – CSCAP) (KU Leuven)**

This centre researches continuing education in relation to labour-market participation and socio-cultural participation; <http://ppw.kuleuven.be/cscap/>

### **SoCiuS**

The Support Point for Socio-Cultural Adult Work in Flanders Cf. 3.2.2. <http://www.socius.be>

### **The inspectorate**

The inspectorate carries out regular full inspections in adult education & part-time artistic education (cf. 2.3.3.1.1.). The results are published in the annual "Onderwijsspiegel" (Education Mirror) which also further explores specific themes. Worth mentioning in relation to adult education are:

- In Onderwijsspiegel 2001-2002: Continuing education
- In Onderwijsspiegel 2002-2003: The quality of education a.o. in part-time artistic education and adult education
- In Onderwijsspiegel 2003-2004: Centres for adult basic education vetted 2001-2004
- In Onderwijsspiegel 2004-2005: Equal educational opportunities: also for adults? Includes 5 practical examples



- In Onderwijsspiegel 2005-2006: Combined education as innovation in adult education & how strong is the academies' power of innovation

<http://www.onderwijsinspectie.be/onderwijsspiegel/onderwijsspiegel.htm>

### **Education Policy and Practical Scientific Research Study (Onderwijs en Beleids- en Praktijkgericht Wetenschappelijk Onderzoek – OBPWO)**

This is a research programme for policy-oriented research which is coordinated by the **Division Strategic Policy Support from the Department of Education** (afdeling Strategische Beleidsondersteuning van het departement onderwijs).

Each year the Minister for Education and Training allocates a part of the budget to 'Education Policy and Practical Scientific Research ('Onderwijskundig Beleids- en Praktijkgericht Wetenschappelijk Onderzoek' - OBPWO). In 2006 the OBPWO budget amounted to € 1.6 million.

Its research programming ties in closely with the strategic and operational objectives as formulated in the policy green paper and the minister's policy letters.

Within the framework of LLL, the following research projects are worthy of mention:

- 2006 Het leren zoals het is, bij volwassenen met een geletterheidsrisico (Learning as it is, in adults with literacy problems).
- 2006 "Wie herkanst?" (Who repeats?) Sociographic charts, learning pathways and motivation of participants in second-chance education and the central examination board.
- 2007 Verdiepend onderzoek bij de peilingresultaten met betrekking tot het raadplegen van tabellen en grafieken (An in-depth study of the survey results in relation to the consultation of tables and charts).

In 2008, a seminar was hosted by the Project Strategic Education and Training Policy from the Department of Education and Training and the departments Work and Social Economy and Culture Youth, Sport and Media on EVC in policy and practice: challenges for Flanders as a result of an OESD review on the issue. <http://www.ond.vlaanderen.be/obpwo/>

### **Art and Culture Education**

During school year 2006-2007, Anne Bamford, Professor at the Wimbledon School of Arts, conducted a study on the quality of **art and culture education** in Flanders. The study assessed both the policy and the practice by means of a number of internationally-tested quality indicators. Following on this report, a Committee was established to analyse the recommendations in the report and to translate them into concrete policy measures.

### **International comparative reviews**

Flanders very regularly participates in international comparative studies.

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## **3.2. Innovations & examples of good practice**

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See also 4.3. Effective practices literacy

### 3.2.1. Adult education

Rosen, David J. & Inge De Meyer, *Case Study Belgium (Flemish Community)*; in *Teaching, learning and assessment for adults improving foundation skills*. OECD, 2008, 30p. <http://dx.doi.org/10.1787/172017435434>

This case study features two exemplary programmes in the Flemish formal adult education sector. These two programmes have developed deliberate and systematic strategies using formative assessment to improve teaching and learning.

- The first programme featured, “Learn Workplace”, is a collaboration between the adult basic education centre and the public employment service (VDAB) in Leuven. It was developed in 2004 as a European Social Fund (ESF) project. The main goal of the programme is to increase the literacy and numeracy skills (with a particular emphasis on numeracy) of the participants with regard to their future jobs. As the case study authors note, all the elements are in place for participant success in this programme: a strong education and training skills agency partnership, an experienced and effective teacher, a well-developed competency-based curriculum that is related to participants’ goals, a well-developed formative assessment process, and basic skills learning embedded or contextualized in the highly motivating training context.
- The second programme featured is a “second chance” school (*Tweedekansonderwijs* or TKO) in Hoboken. Second chance education (officially named “courses of general formation”) is embedded in the sector of social advancement education (OSP). Participating adults may earn a secondary school-leaving certificate that has exactly the same value as certificates awarded at the end of full-time secondary education at the compulsory level. Since 1999, centres providing second chance education have had the authority to grant diplomas and certificates (rather than adults having to sit a centrally administered examination, as in earlier years). The programme leader at the TKO in Hoboken took this new policy as an opportunity for staff to re-examine practices, to create and refresh its curriculum and instruction, and to align teaching and assessment. This study describes the process of transformation and its impact on teaching and learning within this programme.

The two case studies from Flanders provide evidence that formative assessment is a promising strategy in adult basic education for helping learners and teachers to know how learners are progressing toward accomplishing their goals and learning objectives. There is some evidence that with that knowledge, adults are more effective learners, and that teachers who have the information from formative assessments are better able to adjust their teaching strategies quickly to meet individual learners’ needs. In both these cases, experienced and skilled teachers who knew their subject matter well spent the extra time required to build and use systems of feedback on student learning progress that they used with their students and with other faculty and staff. In both cases, the teachers’ efforts were fully supported by programme administrators. There was attention paid in both cases to careful integration of students’ goals and objectives, curriculum and learning content and strategies, and formative assessment. We do not know from these two case studies the extent to which formative assessment would succeed in other programmes, particularly with less experienced teachers, with less administrative support and with less time available to develop curriculum, learning content and formative assessments.

De Meyer, Inge; *Background report Belgium - Flanders*. OECD/CERI-study *What works in innovation in education. Improving Teaching and Learning for Adults with Basic Skill Needs through Formative Assessment*. 2006, OECD, <http://www.oecd.org/dataoecd/7/3/39983272.pdf>

### **Onderwijsspiegel 2004-2005 (the inspectorate's annual report)**

Publishes 5 examples of good practices and practical concepts.

- Co-schooling: The practice of cooperation on the breaking down of barriers in Antwerp adult education
- Jointly catering for special needs through a type of open learning: CVO Oranjerie and CBE Diest .
- Learning and living independently: CVO De Bargiekaai
- Special attention to drop-outs: The course-participant follow-up system from CVO Lokeren-Hamme-Zele-Dendermonde
- CVO VSPW Sint-Amandsberg provides guidance to course participants throughout their learning pathway.

### **3.2.2. Socio-cultural adult work**

**SoCiuS** is the Support Point for Socio-Cultural Adult Work in Flanders It has 3 key tasks: Practical support, development of practices and communication.

It is turning into a centre of excellence on innovative socio-cultural practices (knowledge acquisition and knowledge sharing). The centre pays special attention to the themes 'community building and social activation' and 'diversity & interculturalisation'. It also publishes the journal 'WisselWERK' (InterACTION).

The **WisselWERK-Cahier** (InterACTION Copybook), a supplement to the last edition of the year, is theme-related and focuses on practice innovation. It stands somewhere on a cross-roads between theoretical training and practical development. On the one hand, researchers (social workers, sociologists, philosophers...) report on the progress of their research, while, on the other hand, field workers who are experts on certain themes, point out the practical implications and put forward ideas which may be used in socio-cultural work. The Cahier 2004 dealt with 'Oudereneducatie' (Education for Seniors), in 2005 the theme 'Biographic learning and Working' was placed under the microscope and the 2006 issue focussed on community building. The WisselWERK-Cahier 2007 explores the future of socio-cultural adult work. Each issue also gives quite a few elaborate practical examples.

Cf. the SoCiuS website. This website also publishes the 2008-2010 strategic paper, the year programme and the annual report. <http://www.socius.be>

## 4. Adult Literacy

See also ICT-literacy 1.1

### 4.1. Functional literacy

#### Adults with low literacy skills according to IALS

Flanders participated in the first cycle of this large-scale, comparative assessment of adult literacy. The data collection took place in 1996 and resulted in the national report “Hoe geletterd/gecijferd is Vlaanderen? Functionele taal- en rekenvaardigheden van Vlamingen in internationaal perspectief” (Van Damme e.a., 1997) [“How literate is Flanders? The functional reading and math skills of Flemish people in an international context”.]

IALS defines literacy as “the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one’s goals, and to develop one’s knowledge and potential”. The skills are measured according to three domains (prose literacy, document literacy and quantitative literacy) and the results are reported on five levels of proficiency<sup>1</sup>. Adults performing on the lowest level (level 1) have very poor literacy skills and will have difficulties in coping with the skill demands in everyday life and at work. Therefore level 1 can be used as a benchmark for defining adults with low literacy skills.

The IALS-data showed that all participating countries have a literacy skills deficit (see Appendix 1).

In Flanders 18% of adults are not functionally literate (meaning they don’t have the knowledge and skills needed to understand and use information from texts) and about the same number of people have problems with numeracy (16.7%). When it comes to locating and using information contained in various formats (also known as document literacy) Flemish adults perform slightly better; the percentage of adults at the lowest level on this domain is about 15%.

Taking all this information into account, 21.9% of Flemish adults perform on the first level of at least one of the IALS literacy domains. This group of persons can be considered as having basic skill needs and thus the target population for adult basic skills education.

IALS not only provides the opportunity to estimate the size of the target group mentioned above; it also looks closely into a set of variables thought to be important features and determinants of literacy proficiency. This makes it possible to describe some major characteristics of low skilled adults and to construct some kind of profile for this group:

- Women tend to be more represented in the group of Flemish adults with low literacy skills ( $\pm$  60%) than men. These women also have a lower level of initial education compared to the average group level<sup>2</sup>.
- Approximately 75% of the low-skilled Flemish adults are 35 or older. This results in an average age for this group that exceeds the average age of the group of adults without basic skill needs (i.e. adults not performing on the first level of any IALS domain) with approximately 10 years.
- Four percent of the Flemish adults performing on the lowest level of at least one of the IALS domains have completed tertiary education. Another 22% completed upper secondary education, but the majority (73%) have not completed upper secondary school.

When looking at the habits of adults it is striking that adults with low literacy skills engage much less in reading (and writing) activities and also report less library visits compared to the average Flemish adult population. Around 20% of the Flemish adults performing on the lowest literacy levels reported reading a newspaper or magazine less than once a week. This figure exceeds the percentage of the adults performing on the highest literacy levels by approximately 10%. Only 17% of the adults with low literacy skills report visiting a library sometimes and barely 8% visits a library regularly (at least once a month).

A final set of IALS questions looks at adults' subjective judgements about the adequacy of their own skills. Flemish adults with the lowest literacy levels generally don't rate their literacy skills as either poor or moderate. On the contrary, 82.5% of the Flemish adults performing at level one on the prose scale rate their reading skills as "good" or "excellent". It is only in Denmark and the Czech Republic that adults with low literacy skills tend to overestimate their reading abilities to a greater degree (see Appendix 2 – Figure 2).

A similar response is found for questions regarding whether and to what extent low literacy and numeracy skills limit opportunities at work. In Flanders, only 14,4% of the adults performing on the first level of at least one of the IALS literacy domains thinks his or her reading skills are limited relative to workplace demands. Flemish adults consider difficulties with numeracy to be more limiting. Of Flemish adults performing on the first level of at least one of the IALS scales, 27.7% fear that their mathematics skills will have a negative impact on their job opportunities (see Appendix 2 – Table 2).

In summary, the IALS data show that in Flanders the respondent's education, home language, age and extent of reading at home are the major determinants of literacy proficiency. Those factors together explain 43% of the total variance in literacy proficiency.

The Flemish adults with literacy skills deficits also tend to underestimate their problems and report to encounter very few problems caused by inappropriate skill levels. It is possible they are unaware of their poor skills or, even if aware, they don't regard them as a problem.

### **15-year-olds with low literacy skills according to PISA**

The OECD's Programme for International Student Assessment (PISA) assesses the educational performance of 15-year-old students. The three-yearly survey covers literacy in three cognitive domains (mathematics, reading and science), but within each cycle of the survey the focus is on one assessment area while the other two are regarded as minor domains. In PISA 2000, the focus was on reading literacy, while in 2003 mathematical literacy was the main domain.

The PISA approach to measuring literacy skills is primarily concerned with the extent to which students can apply their knowledge to real world issues. The emphasis is on the mastery of processes, the understanding of concepts and the ability to apply their skills in a variety of situations. Therefore the PISA definitions of literacies are very broad:

Reading literacy is defined as "understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society" and the PISA definition of mathematical literacy is "an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen."

As in IALS, the PISA literacy scores are grouped into different proficiency levels. For mathematical literacy, six levels are distinguished, while for reading literacy there are five<sup>3</sup>. Again the skills of students performing on the lowest levels are considered "barely developed" making this group a high-risk group as regards participation in tertiary education and life-long learning. They also have a bigger chance of ending up in adult basic skills education. For both the mathematics and reading domains of

PISA, level 2 is used as an international benchmark: students performing below this level (at level 1 or below) are not considered to possess the baseline skills necessary to cope with the demands of the modern society. In this background report we will therefore consider this group of students as a “high-risk group”.

Taking both the PISA reading and the mathematics literacy domain results into account, 13.9% of the Flemish 15-year-olds perform on or below the first level of at least one of the domains<sup>4</sup>. As mentioned above, this group will be considered “the group of Flemish students at risk of becoming adults with basic skill needs”.

The PISA student questionnaire gathers information helpful to understanding characteristics of the at risk groups mentioned above.

- As compared to the IALS results, where there are more women than men with low literacy levels, a slightly higher percentage of Flemish boys are in the high-risk group (54.4%) than girls. However, this difference isn't statistically significant. We thus should conclude that at the age of 15 there is no gender difference concerning the number of girls and boys in the group of students with low literacy skills.
- Exactly one third of the Flemish low-skilled students report that their mother did not complete secondary education and 21.5% of them report the same of their father. Moreover, 45% of the students in the at-risk group communicate that their mother was neither employed nor looking for a job at the time of the survey.
- Almost one fourth of the Flemish 15-year-olds in the high-risk group live in a single-parent family. This is almost double compared to the situation in the overall Flemish population.
- Another group that is over-represented in the “at risk group” are the students with an immigrant background, especially those students who don't speak Dutch or another national language or dialect at home. Overall, first-generation and non-native students together only represent 7% of the Flemish sample. Within the group, as many as 26% of 15-year-olds are at the lowest literacy levels (16.1% first-generation students and 10% students with an immigrant background). Based on these statistics, the percentage of students whose home language is different from the language of assessment or another official language from the country is also much higher in the at risk group (15.8% compared to 3.5% in the overall population).

At age 15, students already have a clear view on their skills and abilities. Students with poorer literacy levels feel less confident in completing everyday tasks than their peers with more developed skills. The difference is greatest for tasks which clearly involve some mathematical computation ( for example, solving a simple comparison), but also when more general actions are concerned (such as using a timetable or understanding graphs in a newspaper), as only 50% of the high-risk students feel confident in performing them.

In summary, the PISA data show that in Flanders, the student's gender, the language spoken at home, the family structure, the occupational status of the parents and the number of books at home are the major determinants of literacy proficiency in 15-year-olds. Together, these factors explain 25% of the total variance in literacy proficiency.

### **Unqualified and early school leavers**

A basic level of general knowledge is required in order to take part in today's knowledge-based society and labour market. Persons lacking qualifications are in danger of being left by the wayside in our increasingly competitive society. Students leaving formal education without a degree or qualification have only the most basic skills and thus are at higher risk of being unemployed or encountering major literacy deficits in their work, social and personal lives.

There are different ways of defining the group of unqualified and early school leavers (according to the compulsory education criteria, according to the criteria for earning a diploma, according to the type of education that was abandoned, etc.).

The OECD defines “young adults with low levels of education” as including 20 to 24-year-olds “...*who have not attained upper secondary education and who are not enrolled in education nor in a work-study programme*”(OECD, 2004). In eight OECD countries, fewer than 10% of the population are in this group. Belgium is one of 11 OECD countries where between 10 and 18% of 20 to 24 year-olds are in this group. In Flanders, 13.6% of 20 to 24-year-olds are “unqualified and early school leavers” (see Appendix 4—Figure 4).

Within Europe, however, it's more common to refer to the population between 18 and 24 years of age when considering early school leavers. Again, unqualified and early school leavers are defined as those persons having achieved education at ISCED<sup>5</sup> level 2 or less and who are not attending any further education or training. Within the EU, it has been agreed that by 2010 the proportion of early school leavers should not exceed 10% (European average)<sup>6</sup>.

In Flanders, this European definition reflects the percentage of 18 to 24-year-olds whose maximum educational attainment is a certificate of lower secondary education (ISCED 2) and who are not in education or training. According to this European method of analysis, the Flemish percentage of early school leavers was 11.6% in 2000. In comparison with other European countries, this result is rather good – only Austria (10.2% in 2000), Finland (8.9% in 2001) and Sweden (7.7% in 2001) had better figures.

The European objectives also correspond closely with the objectives set in 2001 by the Flemish Government and the social partners in the ‘Vilvoorde Pact’ (See section 2.3.1 of this background report). The second goal of this pact is to “at least half the outflow of unqualified students by 2010”. The previous Flemish Education and Training Minister adopted the mid-term target of reducing the number of early school leavers by 20% by late 2004. However, the recent trend figures show that the Flemish percentage of early school leavers in the group of 18 to 24-year-olds remained around 11 and 12% between 2000 and 2004 (see Appendix 4 – Figure 5).

In 2001, other possible predictors for leaving school without a certificate were reported in a survey by the Higher Institute for Labour Studies (HIVA)<sup>7</sup>. Taking social background characteristics into account, such as parental education, father's occupation and language spoken at home, the chances of leaving school with qualification are between 54% and 96% (see Appendix 5 – Table 3). These numbers can be improved if, in addition to social background, school level variables are taken into account. The age at which students enter secondary education, the courses students follow during the first year of secondary education, school attendance, and the frequency with which students change educational programmes, are the best predictors as to which student will leave school early or without a qualification. In general, unqualified school leavers report problematic and negative educational experiences in their school careers.

Although education in Belgium is compulsory until the age of 18, more than 1 in 10 Flemish students leave school with no qualifications. Young adults with low levels of education not only have a greater chance of encountering literacy problems themselves, but there's also a greater risk they'll influence their children's literacy levels. In Flanders, young adults whose mothers didn't complete upper secondary education are 5.5 times more likely to fail in obtaining a certificate of upper secondary education compared to students whose mothers did complete secondary education. (Inge De Meyer, OECD, background report p.5-9)

<sup>1</sup> See the report “Literacy in the Information age – final report of the International Adult Literacy Survey (OECD, 2000)” for an in-dept description of the domains and proficiency levels.

<sup>2</sup> This trend appears to be changing, as 2005 data show that women had higher initial levels of education than men. The data also show that 29.8% of men and 31.1% of women had higher Education diplomas.

<sup>3</sup> See the reports “Knowledge and Skills for Life – First results from PISA2000 (OECD, 2001) and “Learning for Tomorrow’s World – First results from PISA2003 (OECD, 2004)” for an in-depth description of the PISA domains and proficiency levels.

<sup>4</sup> See the figures in appendix 3 of this report for the international ranking of countries on each PISA-scale.

<sup>5</sup> The International Standard Classification of Education (ISCED) was designed by UNESCO in the early 1970’s to serve ‘as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally’. It presents standard concepts, definitions and classifications and covers all organized and sustained learning opportunities for children, youth and adults including those with special needs education, irrespective of the institution or entity providing them or the form in which they are delivered.

<sup>6</sup> One of the five benchmarks in education and training set in 2003 in follow-up to the Lisbon European Council (2000) was to achieve by 2010 an average percentage of early school leavers of 10% or less. In 2000 the average European percentage was around 19%.

<sup>7</sup> In 1998 the Flemish Ministry of Education requested a survey to develop an instrument by which they could register the number of “unqualified school leavers”. HIVA (Higher Institute for Labour Studies) conducted the survey which resulted in the report “Ongekwalificeerd: zonder paspoort? Een onderzoek naar de omvang, karakteristieken en aanpak van de ongekwalificeerde uitstroom” (Douterlungne e.a., 2001). [Unqualified: without a passport? A survey on the prevalence, features and approaches towards unqualified school leavers.]

**Inge De Meyer, *Wetenschappelijke vaardigheden voor de toekomst. De Eerste resultaten van PISA2006.*** [Departement Onderwijs en Vorming. Afdeling Strategische Beleidsondersteuning.](#) 2007. 60 p.

This brochure describes the results of the 2006 PISA study. PISA (Programme for International Student Assessment) is an international study, carried out every three years, which tests the knowledge and skills of 15-year olds. The initiative is coordinated by the Ministries of Education of the participating countries, under the auspices of the Organisation for Economic Cooperation and Development (OECD). The main topic of PISA 2006 is scientific literacy. During 2003 it investigated mathematical literacy and in 2000 its main focus was on reading skills.

It can be downloaded via: <http://publicaties.vlaanderen.be/ebl-web/do/start/publiek>

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## 4.2. Improving ICT skills

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The various education systems are taking initiatives to boost ICT skills.

### Education

- DVO (Curriculum Entity) developed specific ICT competences and cross-curricular final ICT objectives for the education sector.



- Investments in ICT equipment: In 2007-2008, an extra 13 million euro worth of resources and an expansion of support to include part-time artistic education and the centres for [volwassenenonderwijs](#) (adult education).
- To ensure that the use of **ICT** is given optimal chances of success, 5 regional expertise networks (Regionale expertisenetwerken – RENS) were set up from 2000. The core task of the RENS consists in offering further training and using their expertise to provide technical and organisational support. The networks promote cooperation and pool and optimize all the available ICT-expertise and see to it that ICT is integrated into teacher training. Since 2004, the 5 regional expertise networks have been integrated into one **REN-Flanders centre of excellence**. It offers both supply and demand-driven further training. 2006 - 2007 saw the launch of theme activities. This entails that every year 3 themes will be explored, each of which with its own theme-specific study day, linked to the development and dissemination of (teaching) equipment and further-training provision. The full provision is available on <http://www.renvlaanderen.be>
- The CBEs will also be given extra ICT resources worth 875,000 euro in 2007 and 300,000 euro in 2008.
- ICT coordinators will be appointed in education
- For an overview of the scheduled measures, cf. the 2007-2009 white paper from the Minister for Education and Training  
<http://www.ond.vlaanderen.be/beleid/nota/beleidsplanICT2007-2009.pdf>

Within the training programmes offered by the **VDAB** competence centres, a programme basic ICT skills has been integrated.

Also entrepreneurial training, organised by **SYNTRA** Flanders, integrates the use of ICT.

2005 saw the launch of e-learning projects within **training in agriculture**.

As from school year 2007-2008 new temporary projects were set up in DKO aimed at developing a vision on the use of ICT within **DKO**

SoCiuS actively supports the use and development of e-learning within **socio-cultural adult work**.

At the request of the Flemish government, the IBBT-project '[ICT-monitor voor Vlaanderen](#)' (**MonIT**) (ICT monitor for Flanders (MonIt) was launched in 2004, with the purpose of developing a tool for compiling and disclosing accurate, reliable and up-to-date Flemish ICT statistics. This is still under development, cf.: <http://www2.vlaanderen.be/media/eFlanders/monitor/index.htm>

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## 4.3. Strategic literacy plan

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At the end of June 2005 the Flemish government approved a 'Strategic Literacy Plan' which comprises 35 actions involving quite a number of partners: the training providers (VDAB, SYNTRA, Centres for Adult Basic Education (CBEs) and Centres for Adult Education and compulsory education), employers', employees' and welfare organisations. 10 objectives have been formulated:

<http://www.ond.vlaanderen.be/geletterdheid/plan/default.htm>

The Flemish literacy plan includes outreach to target groups which currently rarely participate in adult basic education. For example: mothers with low literacy skills and participants in associations fighting poverty now are considered two priority target groups for adult basic education. Initiatives targeting these two groups are being developed and organisations working with people in these target groups

are being consulted. Good practices will be communicated to the general public and the insights and lessons learned during a pilot phase will be integrated into an action plan against poverty. Similarly, the government will implement a survey to investigate ways in which the needs of people with all types of learning difficulties may be addressed. The survey will be used to adjust the educational pathways within adult basic education and other training providers to meet the needs of adults with learning difficulties.

Finally, the **number of participants in the typical “literacy” courses** given in adult basic education has been **stagnating** over the last few years. The centres for adult basic education themselves admit they encounter major difficulties in reaching native Flemish adults with basic skill needs for their language (NT1 – Dutch as a mother tongue) and mathematics courses, despite all their efforts, (e.g. enrolment campaigns, extra support in attracting students for the Dutch for native speakers courses).

According to the adult education inspection report, this problem occurs because of the definition of literacy used in the centres for adult basic education. Instead of switching to the IALS definition of literacy and its different literacy levels, the centres often refer to the literacy definition used in welfare organisations (literacy as a problem of a certain group of people who are not able to read and write properly). Since the centres didn't succeed in circulating an adequate and modern view on literacy, their offer might not look appealing to a large group of potential students. To tackle this problem, literacy training should be incorporated in other training offers for people with low literacy levels and dual tracks should be stimulated (combining literacy and vocational training). Both these recommendations are mentioned in the key objectives of the Flemish strategic literacy plan.

In summary one could say that the recently developed Flemish policies and actions targeting Flemish adults with low literacy levels will also address the major problems that have been identified in the provision of basic education. If (and to what degree) they will succeed will only be apparent over the next few years, but they definitely established the literacy debate as an important issue in education and in other sectors. (Inge De Meyer, OECD, background report)

In September 2007 a state of play was drawn up:

- **Phased and systematic literacy screening**
  - VDAB and VOOB developed a **quick-scan instrument** to swiftly check whether a job-seeker has any literacy problems. If this is found to be the case, VDAB immediately puts the person with literacy problems in contact with the centres for adult basic education so that he/she can follow training. Conversely, course participants looking for work are immediately put in touch with VDAB. To enhance cooperation, a common registration system has been introduced.
  - Moreover, a feasibility study has been conducted on the use of broader screening tools to detect literacy skills.
- **Cooperation with the corporate sector, sectoral training institutions and unions**
  - During 2005-2007, the sector covenants were assessed in function of a model covenant for 2007-2009.
  - In 2007-2008 an OBPWO study was conducted on the obstacles to participation in literacy training. At the same time, an OBPWO study was being carried out to gain insight into the (social) profile and the school and professional careers of people participating in second-chance education and partaking in exams organised by the examination board and into what motivated them to participate.
  - Training providers will have to further develop their training provision tailored to companies while companies will have to create the right climate to encourage employees with literacy problems to follow additional training.
  - Within the Flemish government administration, the Loopbaanontwikkelingscentrum (Career Development Centre) has organised specific training to better prepare civil

servants with literacy problems for the generic tests they must pass if they wish to qualify for a permanent appointment.

- **Network building and the establishment of dual pathways**
  - Because people with literacy problems participate less in social life, a step-by-step plan has been developed on a structural collaboration with the regional folk high schools to put course participants who have completed their training in touch with socio-cultural work.
  - In conjunction with libraries work is being done to increase prose literacy.
  - Within the framework of 'broad school pilot projects', 7 CBEs have set up a joint venture with elementary schools to provide literacy training to parents of school-going children during school time. (Cf. also DIVA)
  - Even in literacy training, various combinations of learning and working will be used including dual and integrated projects.
- **Detection of special needs and learning difficulties**
  - An inventory of the various ways in which this issue is being tackled in the CBEs has been made.
- **Systematic activation and channelling**
  - Activation stands for structured and systematic information, motivation and the stimulation of disadvantaged groups, with a view to participation in literacy training through education, non-formal education or training.
  - The Flemish Adult Basic Education Support Centre, VOOB, (henceforth, the Flemish Support Centre for all of Adult Education (Vlaams Ondersteuningscentrum voor het Volwassenenonderwijs - VOOVO) is developing a model to that end.
- **Modularisation and certification of learning pathways**
  - Since 1 September 2007, all the programmes organised by the CBEs must follow the modular structure. At the same time, final and developmental objectives as well as basic competences have been laid down for all the programmes.
  - By linking the civic effect to proofs of study (Decree of the Flemish government dd. 15 July 2005) a smoother transition to follow-up programmes hosted by adult education or other training providers is created.
- **Adult basic education for disadvantaged groups**
  - As from September 2007, VOOB (henceforth VOOVO) and the Flemish Combat Poverty Network will set up a concerted plan of action to reach more disadvantaged people with low levels of literacy in conjunction with the combat-poverty agencies.
  - The objectives of the 'Literacy Plan' were also included in the '2005-2009 Flemish Combat-Poverty Action Plan'.
- **Integration of new technologies in learning pathways for people with low levels of literacy**
  - Just like elementary education and the first stage of secondary education, adult basic education will be given new objectives (final objectives) for information and communication technology (ICT).
  - The CBEs will also be given extra ICT resources of 875,000 euro in 2007 and 300,000 euro in 2008.
- **Integration of literacy in local social policies**
  - Joint ventures are set up with local administrations, municipalities and the Public Centres for Social Welfare (OCMWs).
- **Growth path for literacy training**
  - Collective labour agreement for education VIII stipulates that the financial lump sum per CBE will increase cumulatively by 5% per year up and this until the end of 2009.

- This will ensure that the number of teaching periods the CBEs dedicate to literacy training will effectively rise
- **Monitoring**
  - The introduction of the 'Literacy Plan' is followed up by a steering committee composed of representatives from the policy areas education, work, welfare, culture, agriculture and administrative affairs, the Vlaams Minderhedencentrum (Flemish Centre for Minorities) and the Flemish Community Commission.
  - Within the framework of the study into the obstacles to participation in literacy training, an analysis will be conducted on the basis of the database of the European Union Adult Education Survey (EU AES). The purpose of this survey is to chart participation in learning (formal, non-formal and informal). This survey will also focus on people who do not learn.

<http://www.ond.vlaanderen.be/geletterdheid/>

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## 4.4. Effective practices

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Examples from the socio-cultural sector can be found under 3.2. SoCiuS.

***Iedereen geletterd (Everyone lettered). Lokaal samenwerken voor geletterde mensen. (Let's cooperate on a local level for lettered people). Department of Education and Training Division Strategic Policy Support (Afdeling Strategische Beleidsondersteuning) in conjunction with the Association of Flemish Cities and Municipalities (Vereniging van Vlaamse Steden en Gemeenten). 2007. 64 p.***

This brochure lists successful means of cooperation, in which municipalities and OCMWs, centres for adult basic education and welfare organisations joined hands to increase literacy levels in disadvantaged target groups.

- Generatie-armen activeren voor geletterdheid – Genk (Activate the generation-poor towards literacy – Genk)
- Wegwijs in papieren en formulieren – Brugge (Know your way through papers and forms – Bruges)
- Vergadertechnieken, leren en werken in groep – Geel (Meeting techniques, learning and working in group - Geel)
- Budgetbeheer – Sint-Truiden (Budget management – Sint Truiden)
- Basisvaardigheden ICT voor PWA-ers – Diest (Basic ICT skills for people working for the local employment agency – Diest)
- Sociale vorming voor OCMW-cliënten – Mechelen (Social training for Public Centres for Social Welfare clients – Mechelen)
- Algemene vorming en sociale vaardigheden – Dendermonde (General education and social skills – Dendermonde)
- Netwerken voor geletterdheid – Leuven (Networking for literacy – Leuven)

Can be downloaded via: <http://publicaties.vlaanderen.be/ebi-web/do/start/publiek>

**Sannen, Leen & Padmos, Tineke. *De G-factor in uw bedrijf of organisatie. (The L-factor in your company or organisation) Geletterdheid op de werkvloer. (Literacy on the shop floor)* Department of Education and Training Division Strategic Policy Support. 2007. 37 p.**

This brochure gives readers an insight into the literacy issue and offers methods to detect people with literacy problems on the shop floor and also provides concrete tools to increase literacy levels in employees.

Can be downloaded via: <http://publicaties.vlaanderen.be/ebi-web/do/start/publiek>

***Geletterdheid op de werkvloer. (Literacy on the shop floor) Actiestrategieën en organisatiemodellen voor geletterdheidspraktijken op de werkvloer (Action strategies and organisation models for literacy practices on the shop floor)* Department of Education and Training. Division Strategic Policy Support / HIVA. 2007. 85 pgs.**

This report features within the framework of the implementation of the 'Strategic Literacy Plan'. International research has in fact shown that between 15% and 18% of adults in Flanders do not have the required levels of literacy to function in our current society. Aside from 'being able to read', literacy also implies having the skills to process information featuring in documents and the ability to process figures. The use of multimedia and computer also falls into that category. The Higher Institute for Labour Studies (Hoger Instituut voor de Arbeid – HIVA) was given the assignment to detect good practices regarding literacy training and to translate those into scripts and policy recommendations. This brochure compiles the results of that assignment.

Can be downloaded via: <http://publicaties.vlaanderen.be/ebi-web/do/start/publiek>

***Formative Assessment of mathematical skills. Programme 'Learn & workplace within the VDAB's vocational training centre'* Leuven, 2004**

Cf.: 3.2. first programme in Rosen & De Meyer, Case Study Belgium (Flemish Community)

***Elektronische praktijkbundel 'Digitaal over de drempel' (Collection on Electronic Practices 'Cross the digital threshold')***

How can public libraries and centres for adult basic education contribute to narrowing the digital gap? The Flemish Centre for New Literacy (Vlaams Steunpunt Nieuwe Geletterdheid -VSNG), an action launched by LINC vzw, has published a collection of practices on its website with no less than twenty-eight practical examples which have proven to be of great benefit within the field.

This electronic collection is the result of a study day 'crossing the digital threshold' which was held in the Flemish Parliament on 20<sup>th</sup> March. It has been compiled by the VSNG, in conjunction with the Flemish Centre for Public Libraries (Vlaams Centrum voor Openbare Bibliotheken – VCOB) and the Flemish Support Centre for all of Adult Education (VOCVO). Available from:

[http://www.lincvzw.be/index.php?option=com\\_content&task=view&id=1265&Itemid=227](http://www.lincvzw.be/index.php?option=com_content&task=view&id=1265&Itemid=227)

<http://www.ond.vlaanderen.be/geletterdheid/meer/>:

Literacy cannot simply be reduced to the technical components reading and writing. Literacy is multi-dimensional and complex. It also comprises prose literacy, i.e. the knowledge and skills required to understand information from texts such as editorials, the news, poetry and fiction. It also comprises multi-media or digital literacy, i.e. a set of information-processing skills one needs to possess to be able to function socially.

The policy area Culture, Youth, Sport and Media concentrates on the various actions launched within the framework of the Literacy Plan.

Based on the conversations with relevant actors in the policy area, a report was drawn up. This gives an overview of the existing collaborations and initiatives within the socio-cultural sector which are geared towards enhancing cultural and multimedia literacy in the public at large or in specific target groups.